SIENA HEIGHTS UNIVERSITY

Undergraduate and Graduate Course Catalog

2016–2018

UNDERGRADUATE CATALOG

I. GENERAL INFORMATION

Overview....5
History of Siena Heights University....5
Mission Statement....6
Student Goals....6
Institutional Goals....6
Associations & Accreditation....7
Access to Student Records (FERPA)....7

II. ADMISSION

Admission Philosophy....9
Procedures for Admission, College of Arts & Sciences....9
Procedures for Admission, College for Professional Studies....10
Michigan Transfer Agreement – 2014....11
Transcript and Admissions Policy for International Students....12

III. FINANCIAL AID

Eligibility....14
Cost of Attendance/Student Budgets....14
Academic Scholarships, College of Arts & Sciences....15
Grants....16
Federal Aid Programs....17
Full & Part-Time Students, All Campuses....17
Student Loan Deferment Processing....19
Satisfactory Academic Progress Policy (All Campuses)....19
Payment Options....20
Tuition, Fees, Room & Board (All Students)....21

IV. DEGREES, PROGRAMS & POLICIES

Baccalaureate Degree Requirements and Restrictions....21
Associate Degree Requirements and Restrictions....24
Liberal Arts Learning, Learning Outcomes and Requirements....25
CLEP Equivalencies for Liberal Arts Requirements....32
Application for Graduation....33
Commencement....33
Academic Majors & Minors....34
College for Professional Studies (CPS)....38
Students Seeking a Second Degree from Siena Heights University....41
Students Seeking a Second Major from Siena Heights University....43
Academic Records....45
Grading System....45
- Official Grade Reports....46
- Repeating a Course....46
- Incomplete Grades....47
- Credit/No Credit Grading....47
- Auditing a Course....48
- Transfer Credit....48
- Technical Training Transfer Credit....49
- Grade Appeals....49
- Grade Changes....50
- Dean's List....50
- Academic Achievement List....50
- University Honors....51
- Athletic Eligibility....52

Academic Probation & Suspension 53
Students Applying for or Receiving Veterans Benefits 53
Add / Drop / Withdraw Policies & Instructions 55

V. INSTRUCTION / MAJORS / MINORS

Course Numbering/Offered Codes 59
Independent Study 60
Directed Study 60
College for Professional Studies Course Offerings 60
Majors: 62
- Accounting 62
- Art 64
- Art History 74
- Behavioral Science 76
- Biology 77
- Business Administration 80
- Chemistry 85
- Child Development 87
- Child Development: Montessori Education 89
- Communications 90
- Community and Human Services 92
- Computer and Information Systems 94
- Criminal Justice 97
- Education 100
- Education: Elementary 102
- Education: Secondary 105
- English 106
- English: Creative Writing 108
- English as a Second Language 110
- Environmental Science 111
- Ethnic and Gender Studies (minor only) 113
- Gerontology (minor only) 114
- Health Care Management (minor only) 115
- History 116
- Museum Studies (certificate) 117
- Humanities 118
- Information Technology Management 120
- Integrated Science: Elementary Education 121
- Integrated Science 122
- Inverted Major/Applied Science 123
- Language Arts 125
- Law and Politics 126
- Management 128
- Marketing 131
- Mathematics 133
- Mathematics, Applied 136
- Multidisciplinary Studies 138
- Music 140
- Music Education 142
- Nursing: RN-BSN 144
- Nursing: Pre-Licensure 145
- Philosophy 146
- Physical Education (minor only) 147
- Political Science 148
- Pre-Law Program Curriculum 149
- Pre-Med, Pre-Osteopathic, Pre-Dental, Pre-Vet & Pre-Podiatric Programs 151

Pre-Professional Science 152
Probation, Parole, and Community Corrections 153
Professional Communication 154
Psychology 157
Public Services Administration 159
Religious Studies 161
Social Science 164
Social Studies 165
Social Work 166
Spanish 168
Special Education/Cognitive Impairment 170
Special Education/Learning Disabilities 172
Sport Management 174
Theatre/Musical Theatre 176
Theatre/Speech Communication 178
Course Descriptions 180

VI. SPECIAL PROGRAMS AND SERVICES

Advanced Placement 313
College-Level Examination Program (CLEP) 314
Contract Major 315
Dual Enrollment 315
The Experiential Education & Internship Program 316
International Baccalaureate Program 316
Library 317
Prior Learning Credit 317
Ronald E. McNair Scholars Program 317
Student Achievement and Academic Success 318
Academic Advising 318
Career Services 318
Disability Resources 318
First Year Experience (FYE) 318
Student Support Services (SSS) 318
Tutoring Program 319
The Writing Center 319

VII. STUDENT LIFE

Philosophy of Student Life 320
Mission 320
Offices 320
Parking 321
Student Code of Conduct 322

VIII. UNIVERSITY POLICIES—ALL CAMPUSES

Academic Dishonesty 324
Acceptable Use Policy (Network facilities and Services) 324
Americans with Disabilities 325
Discrimination, Harassment, Sexual Harassment & Related Inappropriate Conduct 326
E-Communications 331
Freedom of Expression 331
Frivolous Charges 332
Inclement Weather 332
Non-Discrimination 332
Notification by Dean for Extended Leave 332
Sexual Harassment 332
Smoking & Tobacco 333

Social Security Privacy Act 333
University Liability 333
Social Security Privacy Act 333
Website Privacy & Security 333

IX. DIRECTORIES
Board of Trustees 334
Administration/Staff 336
Faculty 341
Professors Emeriti 347
Campus Map 348
Office Directory 349
General Index 350

GRADUATE CATALOG 353

I. GENERAL INFORMATION

Overview

Siena Heights University is a Catholic, coeducational, liberal arts university offering associate's, bachelor's and master's degrees. The University was founded in 1919 by the Adrian Dominican Congregation. In addition to the main campus in Adrian, Siena Heights operates degree completion programs across southern Michigan in Battle Creek, Benton Harbor, Dearborn, Jackson, Kalamazoo, Lansing, Monroe, and Metro Detroit as well as a Totally Online program.

This University Catalog contains information pertaining to academic programs leading to associates, bachelors (baccalaureate), and master's degrees.

History of Siena Heights University

A Catholic liberal arts institution founded in 1919 by the Adrian Dominican Sisters, Siena Heights was originally named St. Joseph College, and enrolled many of the graduates of neighboring St. Joseph Academy, founded some years earlier by the Adrian Dominicans. In 1939, St. Joseph College was renamed Siena Heights College, in honor of Catherine of Siena, a 14th century Italian Dominican who dedicated her life to a quest for truth and social responsibility, and in recognition of the College's location on the highest land in the surrounding area. In 1997, the Board of Trustees voted to change the institution's name again, effective July 1, 1998; Siena Heights University was chosen as a more accurate reflection of the kind of institution Siena Heights is today.

Throughout its history, Siena Heights has built a proud tradition of innovative response to changing social needs. Originally a college for women who intended to become teachers, Siena Heights broadened its offerings over the years and by the 1950s was recognized as one of the nation's ten best liberal arts colleges for women.

During the late 1960s, Siena Heights became coeducational and expanded its curriculum to include programs in business and human services. In the 1970s Siena Heights took a leading role in providing opportunities for adult students by offering evening and weekend classes and opening degree-completion centers in Southfield, Michigan, and Toledo, Ohio. At present, the University offers evening courses at the Adrian campus, offers blended and completely on-line courses in multiple locations, and operates degree-completion centers in seven locations across southern Michigan: in Battle Creek at Kellogg Community College, in Benton Harbor at Lake Michigan College, in Dearborn at Henry Ford College, in Southfield through the Metropolitan Detroit Program, in Jackson at Jackson College, In Kalamazoo at Kalamazoo Valley Community College, in Lansing at Lansing Community College, in Monroe at Monroe County Community College, and through a completely online baccalaureate degree completion program.

As of 2016, Siena Heights University delivers academic programs under The Graduate and Professional Studies and The College of Arts and Sciences.

Today Siena Heights continues its long tradition of integrating liberal arts and career education. The student's total development as an intellectually, socially, and spiritually responsible human being is the basis of Siena Heights University's educational philosophy. The University provides an education that will help students create meaning in their lives and inspire others by their aspirations and achievements. Siena Heights believes that caring people are the key to creating peace and justice in the world.

Philosophy

Siena Heights is a private, post-secondary institution which seeks to identify and respond to the educational needs of people at varying stages of their lives. The University believes that education in contemporary society should be based upon clearly defined goals.

Since Siena Heights has developed within the framework of Catholicism as lived out in the Adrian Dominican tradition, it believes that individual educational goals should grow out of an encounter with the values which are a part of this tradition. Specifically, these are the values of the reflective life, the free exploration of ultimate questions, the imperative to witness one's values to the world, the concern for justice in human relationships,

and participation in communal celebration. Inherent in these values is the acceptance of the authenticity of other traditions and their experiences of God. The University is also committed to the idea that goals must develop in light of career possibilities and the realities of society.

Mission Statement

The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Student Goals

In light of its mission statement, Siena Heights has devised a set of specific educational goals. The University:

1. Provides for the development of skills necessary for individual survival and success in post-industrial society. These are the skills of conflict resolution, forecasting, systemic thinking, creative management, information usage, problem solving, decision-making, group facilitation, leadership, and independent learning.
2. Commits itself to challenge each of its students to expand his or her abilities in the primary realms of communication (reading, writing, listening, and speaking) and in the computational area.
3. Provides encounters in which its students will be asked to examine the assumptions upon which they are basing their lives.
4. Maintains a process through which students will explore career options and clarify their own career expectations.
5. Provides encounters with moral dilemmas for its students in the hope that these may lead to greater ethical sensitivity.
6. Believes that each graduate should have mastered a variety of challenges which require the use of skills gained in his or her educational program.
7. Endeavors to provide in-depth educational programs in selected disciplines and professions. The University believes that each in-depth program should be characterized by statements of outcomes which should characterize a graduate of that particular program.
8. Believes in the education of the total person and will adjust its curriculum to provide for the developmental needs of its students.

Institutional Goals

In light of its Mission Statement, Siena Heights has devised a set of specific institutional goals. In order to maintain institutional viability, the University:

1. Places emphasis on quality instruction and maintains a standard of excellence. The University commits itself to utilizing periodic program and faculty evaluation in developing high quality instruction.
2. Strives to locate highly qualified faculty or staff members for each position as it becomes available.
3. Intends to be an experimenting institution. It seeks continually to deliver education more effectively through the creative employment of new teaching styles and learning environments.
4. Identifies the personnel needs of local and regional communities and prepares the professionals and paraprofessionals needed in these areas.
5. Seeks to gain national attention for its educational approaches so that it might make an institutional impact upon the continuing national debate about the nature and purposes of contemporary post-secondary education.
6. Epitomizes in its own structure and practices a society in which each individual involved may have maximum opportunities both for personal growth and for participation in the life of the University community.
7. Is an "enabling" institution which seeks to develop cooperative arrangements with a wide variety of individuals and institutions in the interest of creating effective learning encounters and environments.

Associations

Siena Heights University holds membership in the Association of Catholic Colleges and Universities (ACCU), the Michigan Independent Colleges and Universities (MICU), the Michigan Colleges Alliance (MCA), the Council of Independent Colleges (CIC), the Council for Opportunity in Education (COE), the Association of Governing Boards (AGB), the National Association of College and University Business Officers (NACUBO), the Council for the Accreditation of Educator Preparation (CAEP), Directors and Representatives of Teacher Education Preparation (DARTEP), the Michigan Association of Colleges for Teacher Education (MACTE), the National Association of Intercollegiate Athletics (NAIA), and the Wolverine Hoosier Athletic Association (WHAC), the Council on Social Work Education (CSWE), the National Association of Schools of Art and Design (NASAD), and the American Association of Colleges of Nursing (AACN).

Accreditation

Siena Heights University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) at 230 S. LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1441, www.ncahlc.org, the National Association of Schools of Art and Design (NASAD), the Council on Social Work Education (CSWE), the Commission on Collegiate Nursing Education (CCNE), and the Teacher Education Accreditation Council (TEAC)/Council of the Accreditation of Educator Preparation (CAEP). Additionally, the Michigan Board of Nursing has approved the Siena Heights University Nursing Programs.

Siena Heights University is authorized to prepare students for teacher certification in Michigan and other states. Upon request, students may review University accreditation at the office of the Vice President of Academic Affairs, Sacred Heart Hall, Room 202, on the Adrian Campus.

Siena Heights University offers online degree completion to students across the United States. Each state has specific “state authorization” policies to follow in order to offer online learning to state residents. Siena Heights University monitors individual state authorization policies, and obtains appropriate approvals, as defined by those policies. In most states with a few exceptions, Siena Heights University is currently authorized, licensed, registered, exempt or not subject to approval. Students can view Siena Heights University’s current authorization status by state at http://www.sienaheights.edu/Locations/OnlineLearningPrograms/StteAuthorization.aspx.

It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion or sexual orientation.

Students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration. However, readmitted students who return after a period of **one semester** or more must complete the degree requirements listed in the current catalog at the time of readmission. The readmitted student may not be entitled to complete a program that is no longer offered by the University. Failure to read this catalog does not excuse students from the requirements and regulations described herein.

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the university. The university reserves the right to make changes that seem necessary or desirable, including course and program cancellations.

Access to Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such

as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

  School officials with legitimate educational interest;
  Other schools to which a student is transferring;
  Specified officials for audit or evaluation purposes;
  Appropriate parties in connection with financial aid to a student;
  Organizations conducting certain studies for or on behalf of the school;
  Accrediting organizations;
  To comply with a judicial order or lawfully issued subpoena;
  Appropriate officials in cases of health and safety emergencies; and
  State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information as per below. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Directory information is defined by FERPA as the following: Student's Name, address, telephone number, student e-mail address, date and place of birth, major fields of study, participation in officially recognized activities and sports, weight and height of athletic team members, photograph, dates of attendance, degrees and awards received, most recent educational institution attended, and other similar information as defined by the University which would not generally be considered harmful to the student, or an invasion of privacy if disclosed.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

This policy may be found in its entirety at www.sienaheights.edu

II. ADMISSION

Admission Philosophy

At Siena Heights University, we believe that academic preparation and performance remain the best predictors of undergraduate college success. As a Test-Optional institution, students are not required to submit SAT or ACT score results to be considered for admission to the University. However, please note that some academic programs or athletics may require SAT or ACT scores to participate in their programs. Siena Heights admits students who have the intellectual ability and self-motivation to accept the challenge of working toward their academic goals in an atmosphere of support and freedom. In addition to academic records, evidence of the ability to benefit from the opportunities and resources available at Siena Heights is given consideration. Siena Heights University follows a "rolling admissions" procedure. This means that qualified students are accepted as they complete the formal application process by submitting the online application and all supporting data.

Procedures for Admission, College of Arts and Science (CAS)

Students are encouraged to submit applications early and to respond to an offer of admission prior to May 1 for Fall semester enrollment or prior to January 1 for Winter semester enrollment. Supporting documents to complete an application file may be submitted electronically through a transcript exchange vendor or mailed directly from the sending institution to:

Office of Undergraduate Admissions
Siena Heights University
1247 East Siena Heights Drive
Adrian, MI 49221

First-Time Freshmen must submit the following:

1. A completed *Undergraduate Application for Admission*, found online at go.sienaheights.edu/applyonline.
2. An official high school transcript OR official GED certificate.
3. If applicable, official college transcript(s) for all Dual Enrollment coursework.
4. If applicable, official Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) test results.

Note: Official SAT or ACT score results are accepted, but are not required.

Transfer Students

Transfer students should demonstrate the ability to successfully complete a minimum of 12 credit hours in a semester, with a preferred minimum cumulative GPA of 2.5 (on a 4.0 scale). Hours should include transferable academic coursework comparable to coursework offered within Siena's liberal arts curriculum. Developmental and Physical Education coursework may be excluded from the transcript evaluation for decision-making purposes. Students with no traditional college credit (military credit or certifications) will be required to submit their high school academic record for review, to ensure that they are prepared for college-level work. Transfer students must be in good academic and personal standing at prior institutions attended.

Priority application deadlines for transfer admission:

Fall Semester – August 1st

Winter Semester – December 15th

Transfer Students must submit the following:

A completed *Undergraduate Application for Admission,* found online at go.sienaheights.edu/applyonline.

1. Official transcripts from all colleges and postsecondary institutions attended.

2. An official final high school transcript OR official GED certificate with date of graduation, for transfer students with less than 60 transfer credit hours. (An official high school transcript or GED certificate is NOT required for transfer students with 60 or more transfer credit hours.)
3. If applicable, official Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) test results.

Readmission Students

1. Former students seeking readmission to Siena Heights University following a period of non-attendance for one semester or more are required to complete the *Application for Readmission.*
2. Final decisions regarding readmission will not be made until the Office of Undergraduate Admissions has received approval from designated administrative departments that will include, but are not limited to, the Office of the Registrar, Office of Residence Life, Financial Aid Office, and the Office of Student Accounts.
3. Official transcripts of all college coursework attempted since the student last attended Siena Heights University must be submitted, along with any additional requested information, prior to a readmission decision.
4. If readmitted, the student will be bound by the requirements of the catalog governing at the time of readmission, and not by any previous catalog.

Homeschool Students

Siena Heights welcomes applications from students who have been homeschooled. Homeschool students follow the same admission requirements described for First-Time Freshmen or Transfer students. Homeschoolers should be sure that their transcript includes: course titles, course grades, and course credit hours for all 9th-12th grade coursework completed, as well as an expected graduation date and signature of primary teacher/counselor.

Guest Students

Students enrolled at other colleges and universities who seek admission as guest students at Siena Heights University, or individuals who plan to audit a class, must submit a guest application to the Registrar's Office. Guest students are not guaranteed admission to Siena Heights University.

Enrollment Deposit

To accept and secure an offer of admission from Siena Heights University, an Enrollment Deposit of $200 for residential students ($100 Tuition Prepayment and $100 Housing Deposit) or $100 for commuter students (Tuition Prepayment, only), must be sent to the Office of Undergraduate Admissions.

The Enrollment Deposit should be sent as soon as a final college decision is made, but no later than May 1 for First-Time Freshmen entering in the Fall semester, and no later than January 1 for students entering in the Winter semester.

Students who intend to live on campus must complete and return a *Housing Request Form* to the Office of Undergraduate Admissions for residential housing placement.

Procedures for Admission, College for Professional Studies

Degree Completion Centers including Online Learning Program

Students with prior college study and/or occupational/technical training experience, interested in completing a baccalaureate degree at one of Siena Heights University's degree completion centers, should contact the center directly. Official college transcript, high school transcript or equivalent (see statement 2 and subsequent paragraph below), other official documents as noted, and an application for admission are required. The application for admission can be completed online with no application fee. Degree Completion Centers operate

under a rolling admissions policy, reviewing completed applications as they are submitted enabling students to enroll in any eight-week session.

Applying for Admission to the College for Professional Studies

Transfer students must be in a good academic and personal standing at prior institutions and have a minimum cumulative GPA of 2.0 on a 4.0 scale. Students are fully admitted to the university after the university receives all official transcripts, documents, and application for admission.

Transfer Students must submit the following directly to the center to which they apply:

1. A completed *Undergraduate Application for Admission* found online at www.sienaheights.edu
2. An official high school transcript OR official GED certificate with date of graduation OR have completed a Department of Education (DOE) recognized high school transcript equivalency***** (see below).
3. Official college transcript(s) from all previously attended colleges, universities, or proprietary programs
4. If applicable, official Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP) test results
5. If applicable, certificate(s) of training, licensure, and/ or registry
6. If applicable, a letter verifying two years of work experience received directly from the employer and/ or other formalized verification of work experience, where noted

Recognized equivalents of a high school diploma for transfer students applying to the College for Professional Studies:

- Successful completion of an associate's degree program; or
- Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.

Michigan Transfer Agreement

Siena Heights University has signed the new Michigan Transfer Agreement (MTA). This agreement is sponsored by the Michigan Association of Collegiate Registrars and Admissions Officers as a response to a request by the Michigan legislature for a more seamless transfer environment for students from community colleges to upper level higher education institutions in the State of Michigan.
At this time, this agreement has a direct impact on all Michigan community colleges. The outline of courses (C grade or higher) to complete the MTA are listed below:

1. English Composition—6 semester hours
2. Science and Math—8 semester hours, taken within two subject areas, one must be a lab science.
3. Social Studies—8 semester hours from two subject areas.
4. Humanities—8 semester hours from two subject areas.

Upon completion of the MTA, the student may request that their transcript be posted "MACRAO Transfer Agreement Satisfied."

Not all Michigan colleges and universities participate in this agreement. Some institutions will participate fully while others have limitations and provisos to their liberal arts program. Siena accepts up to 90 semester hours in transfer work with the grade of C or better. Associate degrees from accredited institutions will be accepted "in total" to Siena Heights. The Registrar and the major department at Siena will determine what courses will be used for the major, or minor at Siena Heights University.

Transcript and Admissions Policy for International Students

International Students must submit the following:

1. A completed application form. Apply at www.sienaheights.edu

2. An official secondary school (high school) transcript which includes date of graduation. Transcripts typically include grades 9 through 12 or 13 depending on the applicant's home country educational system. The official transcript must be accompanied by an English translated copy, where applicable.

3. **International Transfer Students:** A transfer student is considered any student who has been accepted and has enrolled in another institution with the intent of pursuing a Post-Secondary degree. This can be an institution that grants 2-year Associate Degrees or 4-year Undergraduate Baccalaureate Degree.

   For transfer credit, official transcripts from each institution previously attended must be provided. International transcripts must be evaluated by one of the following international transcript evaluation services for equivalency:
   a. World Education Services (www.WES.org)
   b. Education Credential Evaluators (www.ECE.org)
   c. American Associate of Collegiate Registrars and Admissions Officers (http://ies.AACRAO.org)

   The application and procedure for the official credential evaluation can be found at their respective websites.

4. **International Students Transferring from a U.S. College or University**
   Students who are transferring to Siena from a U.S. based institution must provide all the following to be eligible for transfer in addition to meeting ALL immigration requirements for requesting an I-20 (as detailed in the next section).
   a. Completed online application
   b. Official transcripts sent directly from ALL previously attended colleges/universities
   c. Completed I-20 transfer request form
   d. Complete the I-20 and provide required evidence of financial support (See immigration requirements for requesting an I-20)

5. Evidence of English proficiency is required for ALL students applying for the Undergraduate Program at Siena Heights University. The following can be submitted as evidence of English proficiency.
   a. (TOEFL) minimum score of 525 (PBT – Paper Based Test) or 195 (CBT – Computer Based Test) or 71 (IBT – Internet Based Test) or equivalency to assure proficiency in the English language. Scores must be sent directly to Siena Heights University from ETS, Princeton, New Jersey.
      OR
   b. For English proficiency, students can also be evaluated upon arrival to Siena Heights University. Students who do not successfully pass the English Proficiency test will be required to take ESL prior to registering for academic courses. Students applying for the ESL program are not required to provide TOEFL scores and will be evaluated for English proficiency upon arrival.
      OR
   c. If available, student can submit SAT or ACT scores as evidence of English proficiency.

6. Students that meet the following criteria can be exempt from the English Language Test requirement.
    a. Students that have come from an English speaking country
    b. Students whose primary education was in English
    c. Students who are transferring from a College/University in the United States or another English speaking country having completed the minimum requirements for admission to CPS

Immigration Requirements for requesting an I-20

Under the Student and Exchange Visitor Information System (SEVIS), Siena Heights University is authorized under federal law to enroll non-immigrant students. Applicants planning to attend Siena Heights University on a F1 student visa must also submit the following documentation in order to receive an I-20:

1. A completed Request for I-20 packet. The forms may be obtained from the Office of International Studies.
2. An affidavit of support assuring financial coverage of a minimum of one year's tuition and living expenses. The appropriate figures for this may be obtained from the Office of International Studies. Statements must be dated within three months.
3. If the document provided is from a financial sponsor, a signed affidavit of support letter must accompany the bank statement.
4. Copies of previous I-20s from other institutions, if applicable.
5. A copy of a valid passport. Valid passports must also be provided for any dependents.
6. Proof of valid health insurance. (All international students MUST provide evidence of insurance or purchase insurance through the Office of International Studies).
7. A signed International Student Agreement.
8. A self-reported health record.

III. FINANCIAL AID

The primary purpose of Siena Heights University's financial aid program is to provide assistance to accepted students who, without such aid, would be unable to attend Siena Heights University. An award package is offered after a student has fulfilled the following:

1. Acceptance for admission to Siena Heights University
2. Completion of the Free Application for Federal Student Aid (FAFSA)
3. If you are selected for verification, you will need to either log back into your FAFSA (Free Application for Federal Student Aid), select Make FAFSA Correction and then request to transfer federal tax return information for both you and your parents (if applicable) using the IRS data retrieval tool, or alternately you may submit copies of federal tax transcript(s) to the Financial Aid Office, along with the appropriate verification form. Any other requested information must also be received before aid can be processed per Federal Financial Aid regulations.

   If you need to request a federal tax transcript you can do so by calling 1-800-908-9946 or going to the IRS website at www.irs.gov.

Students should complete their file by March 1 to be given priority consideration for the following academic year. Files completed after that date will be considered late applications and will be awarded aid in the order in which the applications were completed.

Note: Filing a completed Free Application for Federal Student Aid (FAFSA) form allows the Financial Aid Office to determine the maximum amount of assistance for which a student is eligible.

Eligibility

To receive federal student aid, you must meet certain requirements. You must:

1. Be a U.S. citizen or eligible noncitizen.
2. Have a valid Social Security Number.
3. Be registered with Selective Service if you are male and between the ages of 18 to 25 years of age.
4. Have a high school diploma or a General Education Development (GED) Certificate.
5. Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs.
6. Not have a drug conviction for an offense that occurred while you were receiving federal aid (such as grants, loans, or work-study).

Note: you must not owe a refund on a federal grant, be in default on a federal student loan and you must demonstrate financial need (except for unsubsidized loans).

Cost of Attendance/Student Budgets

The Financial Aid department calculates budgets for every student who applies for aid in order to determine a student's need. The cost of attendance includes the current rate of tuition and room and board as well as an estimation of costs of books, transportation, and personal expenses.
When a student completes the FAFSA, the federal government determines the amount that a student has available from their own/family's resources to help pay for college expenses. This is called the Expected Family Contribution (EFC).

We use the EFC to determine how much financial aid students are able to receive by using the following formula:

Cost of Attendance (COA)

- Expected Family Contribution (EFC)

= Financial Need

The total amount of need based financial aid a student receives cannot exceed their Financial Need and the total amount of aid from all programs and resources cannot exceed the Cost of Attendance/Student Budget.

Siena Heights University administers student financial assistance in compliance with all applicable state and federal regulations as well as those pertaining to non-discrimination on the basis of sex, race, color, religion, age, handicap, national or ethnic origin.

Academic Scholarships: Full-Time Adrian Campus Only (College of Arts & Sciences)

Trustee Tuition Scholarship
Siena Heights University's most selective scholarship. To be eligible, applicants must possess a minimum GPA of 3.5 or higher and partake in a campus interview. The scholarship is renewable for up to four years provided students maintain satisfactory academic progress and minimum cumulative Siena GPA of 3.2 or higher.

Presidential and Dean Scholarships
The Presidential and Dean Scholarships are for highly qualified first-time freshmen who possess a minimum GPA of 3.5 or higher. Students must also partake in a campus interview. This scholarship is renewable for up to four years provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA of 3.0 or higher.

Honor Scholarship
This award is for highly qualified first-time freshmen who have earned a 3.25 GPA, and are actively involved in high school and community co-curricular activities. This scholarship is renewable for up to four years provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA of 2.8 or higher.

Transfer Scholarship
This award is for students who have a minimum cumulative GPA of 2.75 from the college(s) they are transferring from. This scholarship is renewable provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA of 2.5 or higher.

Phi Theta Kappa
This award is for members of Phi Theta Kappa transferring to Siena Heights University with a minimum 3.5 GPA. Official transcripts are required. This award is renewable provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA of 3.0 or higher.

International Student Scholarship
International high school senior students with a 3.0 cumulative GPA or higher. Recipients must meet all admissions requirements for SHU. Applicants must have their transcripts evaluated by an authorized credential evaluation service such as WES, AACRAO, or ECE and provide equivalency on a 4.0 GPA scale. Students who have been involved in community service projects are encouraged to apply. This scholarship is renewable for up to four years provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA and be in good standing with SEVP and University requirements for International Students. ESL (English as a Second Language) students are not eligible for scholarships.

International Transfer Student Scholarship
Transfer students from two- or four-year colleges or universities with a 2.75 cumulative GPA or higher. Recipients must meet SHU's requirements for admission. Applicants must have their transcripts evaluated by an authorized credential evaluation service such as WES, AACRAO, or ECE and provide a course-by-course equivalency on a 4.0 GPA scale. This scholarship is renewable for up to four years provided students maintain satisfactory academic progress and a minimum cumulative Siena GPA of 2.5 or higher. ESL (English as a Second Language) students are not eligible for scholarships.

Athletic Scholarships/Grant
The Saints compete in the National Associate of Intercollegiate Athletics (NAIA) and offer athletic scholarships in 10 men's and 10 women's sports. Athletic scholarships and grants are determined by the individual sports head coach and are communicated to the Office of Financial Aid. This award is renewable over four years provided students maintain athletic eligibility and continue to participate in the program.

Fine Arts Scholarships
Siena Heights offers scholarships in the following performing arts:

Art (including art history, art education, graphic design, & studio art)

Music (including marching band, orchestra, choir)

Theatre (including musical theater)

Scholarships are based on student auditions or portfolio reviews. Awards are determined by the directors of the individual programs and are communicated to the Office of Financial Aid. These scholarships are renewable over four years if the student continues participation or maintains their major for which the award was given as determined by the program director.

Campus Ministry Scholarship
The Campus Ministry Scholars Program prepares leaders for church and society, leaders who are theologically grounded, community minded and religiously committed. Scholarship recipients will be in a position to work with the student body in building the campus faith community. Graduates of this program will be well-prepared for service and leadership at their own parish or church. Campus Ministry Scholarship awards are determined by the Campus Ministry Department and communicated to the Office of Financial Aid. This award is renewable provided students continue their involvement in the Campus Ministry program.

Endowed Scholarships
Through generous gifts from family, friends and alumni of Siena Heights University, various scholarship programs have been established. The awarding Individual contributors fund many academic scholarships provided by Siena Heights University. If a specific donor provides your scholarship, you will be notified during the year and given an opportunity to meet the donor.
Note: Academic scholarships and grants provided by the University are renewable annually provided the recipient is continuously enrolled as a full-time student on the CAS campus and maintains the minimum GPA required for each particular scholarship.

Grants

Siena Grant
These grants may be awarded to students who demonstrate financial need. Grants are awarded for one academic year. Renewal is contingent upon current funding levels and the student's annual submission of the FAFSA, evidence of need, maintaining satisfactory progress and remaining in attendance for the full period for which the grant is awarded.

Opportunity Grant
Students who file the FAFSA will be considered for this non-need based award. This grant is renewable for up to four years provided the student maintains satisfactory academic progress and submits the FAFSA annually.

Legacy Grant
Students with a qualifying family member who has graduated from Siena Heights, with a baccalaureate or higher, will be awarded a $1,000 award. For the purpose of this grant, qualifying family member is defined as a parent, spouse, sibling, or grandparent. This award is renewable provided the student is maintaining satisfactory academic progress.

Federal Aid Programs

Federal Supplemental Educational Opportunity Grants (FSEOG) Program
The FSEOG may be awarded to full-time undergraduates whose FAFSA form indicates exceptional financial need. Awards are based on funds available at the time of application. Award amounts are limited and vary.

Federal College Work Study
The federal government supports employment for financially needy students.
Awards are based on funds available at the time of application. This program encourages community service work and work related to each student's course of study, where applicable. Students are responsible for securing employment and perform job duties according to the position description. The number of hours a student may work each week is determined by the amount of the work study award. Assigned work hours may not conflict with class attendance or scheduled examinations. Failure to perform assigned duties satisfactorily may result in job termination. Work study earnings can be applied to semester charges or paid directly to students according to the Student Pay Schedule established by Human Resources.

Full and Part-time Students – All Campuses

Adrian Dominican Tuition Grant
The Adrian Dominican Tuition Grant is a recognition award for nieces/nephews or grandnieces/nephews of current members of the Adrian Dominican Congregation. Verification of relationship by the aunt is expected. A completed Free Application for Federal Student Aid (FAFSA) is required for all tuition remission applicants. The FAFSA must be filed by June 30 of each year to ensure summer, fall, and winter semesters tuition remission benefits. Failure to meet this filing deadline will result in loss of eligibility of tuition remission for all three semesters. Eligible students may be awarded grants which could range between $250 and $1,000 per year, depending on the number of courses for which the student will enroll.

Federal Pell Grants
Federal Pell Grants are awarded to undergraduate students who have exceptional financial need and do not have a prior Bachelor's degree. Students apply using the FAFSA and can receive no more than 12 semesters or the equivalent (roughly six years). The amount of this grant is determined by the Federal Government and can change yearly based on funding levels and calculated financial need from the FAFSA.

Michigan Tuition Grant and Competitive Scholarships
Michigan residency of one year is required for all state aid programs. Assistance from each program is renewable for up to 10 semesters. The Tuition Grant and Scholarship Programs are need-based programs, and a student may not receive assistance from both sources during the same semester. Both programs require filing the FAFSA, having the results sent to the state of Michigan and completing the state residency questions on the FAFSA. Students must also list Siena Heights as the first school choice on the FAFSA in order for the State of Michigan to guarantee payment.

Veterans Benefits

The University is approved for admission of students receiving veteran subsidies. Financial status of these students is established through the presentation of the appropriate government forms to the VA Coordinator. Students receiving Veterans Administration Educational Assistance benefits are held to the same standards of academic progress and social conduct as all other students. Siena Heights University provides information about students receiving Educational Assistance benefits to the Veterans Administration in accordance with federal mandate.

Other Sources of Financial Aid

Other sources include: state vocational rehabilitation, scholarships or grants provided by employers to employees or children of employees, scholarships or grants provided by your local area service clubs or organizations, part-time jobs, and employee reimbursement programs.

Student Loan Programs

All loans are OPTIONAL and may be DECLINED. Loan funds are disbursed directly to the University in at least two payments during the loan period. The Financial Aid Office notifies students when loan funds are received.

Federal Subsidized Stafford Loan

Undergraduate students who demonstrate financial need (based on their FAFSA results) may be eligible for a Federal Direct Subsidized Loan. Interest is paid by the federal government during eligible in-school, grace and deferment periods. The subsidized loan does NOT accrue interest while the student is enrolled at least half-time. There is a 6-month grace period after graduation or dropping below half-time before repayment is required. The repayment period can be as long as 10 years. The Financial Aid Office will notify students, who are eligible to borrow a Subsidized Stafford Loan, of their maximum eligibility. Maximum loan amounts are based on grade level and financial need.

Federal Unsubsidized Stafford Loan

The unsubsidized loan is NOT based on Financial need. The student is responsible for paying the interest, which begins accruing as soon as the loan is disbursed. There is a 6-month grace period after graduation or dropping below half-time before repayment is required. The repayment period can be as long as 10 years. The unsubsidized loan DOES accrue interest while the student is in school. Students can make interest payments or let the interest capitalize. The Financial Aid Office will notify students, who are eligible to borrow an Unsubsidized Stafford Loan, of their maximum eligibility. Maximum loan amounts are based on grade level, dependency status and financial need.

Federal Parent Loan for Undergraduate Students (PLUS)

The Federal PLUS program allows parents to borrow up to the cost of attendance minus estimated financial aid for the academic year for each dependent student enrolled at least half time. The borrower has the option of beginning repayment on the PLUS loan either 60 days after the loan is fully disbursed or wait until six months after the dependent student on whose behalf the parent borrowed ceases to be enrolled on at least a half-time basis. The University determines maximum eligibility. The parent applicant will need to complete a Parent PLUS application and PLUS direct loan master promissory note yearly at StudentLoans.gov.

Loan Entrance/Exit Interviews

First time Federal Direct Student Loan borrowers at Siena Heights must complete the online Loan Entrance Counseling and Quiz before loan funds can be disbursed. Completion of the Loan Entrance Counseling and Quiz is a federal requirement that discusses your rights and responsibilities as a Federal Direct Student Loan borrower. Please complete the online entrance counseling at StudentLoans.gov. We encourage you to print the confirmation page for your records. Once you have completed the online entrance counseling and quiz, we will receive an automated confirmation.

If you withdraw from Siena Heights prior to the completion of your program it is important that you contact the following offices: Financial Aid, Registrar, and your program advisor. This is to ensure that the school can provide you with the appropriate exit counseling.

Exit Counseling occurs during a student's expected year of graduation, at the time a student leaves school, or drops below half time enrollment status. Each borrower is given a summary of his/her total loan debt and detailed information regarding loan repayment. Exit Counseling can be completed by logging onto the StudentLoans.gov website.

Student Loan Deferment Processing

Siena Heights University submits information on all attending students to the National Student Clearinghouse (NSC). This information is submitted by Siena Heights to the NSC four (4) times for Fall and Winter semesters, and three (3) times for Summer semester. All lending agencies pull down this information from the NSC, as needed, to service their lenders. Siena Heights does not supply this information directly to lending agencies. The lending agencies use this information to determine whether or not a student should begin repayment of their loan.

Students may be informed by their lender that they are going into repayment of their loan(s) for any of the following reasons:

1. They have used up their grace period.
2. They are no longer enrolled at an institution of higher education.
3. Their name missed the first submission of the semester because they registered after the date of the first submission by Siena Heights to the NSC.

If any of the above circumstances happens, the student should call their lender to either make arrangements for payment, or to ask for a deferment form. Many lending agencies have this form on their web site. The student should complete the information on the form that is required by the lender and forward it to the Registrar's Office for completion. The form must have a fax number, e-mail address, or mailing address to return the form to the lender. The Registrar's Office will send this deferment to the lender.

Satisfactory Academic Progress Policy - All Campuses

To be eligible for financial aid, a student must be making "satisfactory academic progress". The Financial Aid Office standards for satisfactory academic progress may not be exactly the same as academic standards of the University, or any academic department or school. The Financial Aid Office standards may be the same or stricter than what has been established by the academic department for students who are not receiving Title IV assistance. The established guidelines (based on federal regulations) for evaluating a student's progress take into consideration cumulative Siena Heights grade point average and the number of semester hours or terms attempted and completed.

According to Federal Financial Aid guidelines, students, at all times, must have successfully completed two-thirds of all courses taken.

In order to maintain satisfactory academic progress (to be in good standing academically) a student must do two things:

1. Maintain a 2.0 cumulative GPA; and
2. Successfully complete (i.e., pass) 2/3 of the credit hours attempted.

Undergraduate students will be allowed to receive financial aid for a maximum of 180 hours of course work that will apply towards the student's academic program. This amount is determined by adding the accepted course work a student took prior to attending Siena Heights plus all course work taken at Siena Heights. Students in certificate programs that evaluate students on a pass/fail basis will be required to receive a passing grade from the department.

Satisfactory Academic Progress Warning

Siena Heights reviews student's satisfactory academic progress status at the end of each semester, to include summer, fall, and winter. If it is determined that a student has not met the Satisfactory Academic Progress requirements, students will be placed on financial aid "warning, and be allowed one additional semester with which to improve the deficiency to the required Satisfactory Academic Progress policy requirements.

Satisfactory Academic Progress Academic Plan

Students who do not meet satisfactory academic progress requirements at the end of the financial aid "warning" semester will not be eligible for federal student financial aid without appealing for the continuation of aid beyond the "warning" semester. If the appeal is approved, students will be allowed to receive financial aid as long as the terms of appeal, the "academic plan," are being met.

Students who do not meet the terms of satisfactory academic progress, and who either elect not to file an appeal, or who failed to meet the terms of their financial aid academic plan will not be eligible for financial aid until the time in which the student meets all requirements set forth in the original Satisfactory Academic Progress policy.

Appeal Procedure

Any student denied financial aid due to the policy may appeal to the Director of Financial Aid. After the Director of Financial Aid receives an application for appeal, the student will be notified in writing of the results of the Satisfactory Academic Progress Appeal once a decision has been made.
Reinstatement of aid for a subsequent period will be determined on an individual basis. Students who have been suspended from the university and reinstated by the Academic Standards Committee may not be eligible for aid.

Incompletes, Withdrawals, Failures and Repetitions

Classes graded as failure ("E"), "incomplete," "no credit," "withdraw" or "administrative withdrawal" will be evaluated as courses attempted, although not successfully completed. Attempted hours include all hours enrolled in after the first week of classes. Repeated courses will count toward academic progress.

Satisfactory Academic Progress Policy Chart

The chart shows the minimum number of earned hours each type of student needs per academic year of attendance.

# of Years:	1	2	3	4	5	6	7	8	9	10	11	12
Fulltime:	16	32	54	76	98	120						
3/4 time:	12	24	36	49	62	76	90	105	120			
1/2 Time:	8	16	26	36	46	56	66	76	87	98	109	120

Transfer and Siena Heights Credit Hours

When determining if a student is within the requirements of Siena Height's Satisfactory Academic Progress policy, the Financial Aid Office will consider only the hours that transfer in or that were taken at Siena Heights, and that are applicable to the student's academic program. Transfer credit grades are not considered in a student's GPA. The GPA used for Satisfactory Academic Progress policy only considers classes taken at Siena.

Taxation of Grants/Scholarships

The Federal Tax Reform Act of 1986 requires all grant and scholarship dollars received during the calendar year which exceed your costs for tuition, fees, and books to be reported as taxable income on your federal income tax return. Does not include loans.

Payment Options

When financial aid packages are finalized, the aid is credited to the student's account. Loan proceeds are credited to the student's account as funds are received. Information regarding payment options are available on Siena's website under Financial Aid; Student Accounts.

Tuition, Fees, Room and Board (All Students)

Tuition, Fees, Room and Board charges are available on Siena's website under Financial Aid, Student Accounts.

Delinquent Accounts

An individual will be in default if the amount due, as listed on the statement is not paid in full by the specified due date. In addition to the assessment of a $100 deferred payment charge, a student in default will not be allowed to register for future semesters, receive an academic transcript, have academic credits certified, or receive a diploma at graduation. A student in default may also be subject to withdrawal from school and their account referred to a collection agency.

Student Financial Holds

Financial holds do not restrict currently enrolled students from accessing the Siena network of student activities. Financial holds could however restrict access to academic records, future registration and/or issuance of your diploma.

IV. DEGREES, PROGRAMS & POLICIES

Baccalaureate Degree Requirements and Restrictions

It is the responsibility of the student to make sure he/she has completed all of the requirements for a Baccalaureate degree from Siena Heights University. Academic advisors are assigned to guide students toward the successful completion of the degree.

A. Degree Requirements

1. Total Semester Hours and Grade Point Average
   a. Completion of a minimum of 120 semester hours.
   b. A minimum 2.00 ("C") grade point average for all university or college-level courses used for the degree. Some majors may require a higher GPA within the major.
   c. Transfer students must also maintain at least a 2.00 average for all semester hours attempted at Siena Heights University.

2. Residency Requirements
   a. Completion of a minimum of 30 semester hours at Siena Heights University.
      i. The residency requirement may be completed at the Adrian Campus, The Henry Ford College Center, the Jackson College Center, the Kalamazoo Valley Community College Center, the Kellogg Community College Center, the Lake Michigan College Center, the Lansing Community College Center, the Metropolitan Detroit Program, the Monroe County Community College Center, the Online Learning Program, or any combination of the above.
      ii. These semester hours may not include credits earned through cooperative work experience, internships, directed teaching, employer work experience evaluation, prior learning credit, or credit by examination.
   b. Completion of at least 12 of the last 30 semester hours at Siena Heights University except where prior arrangements have been made in writing with the director of the student's major program and the appropriate academic dean.
   c. Completion of a minimum of 30 semester hours of 300/400 level courses. A minimum of 15 of these hours must be classroom or online credits earned at Siena Heights University.

3. Proficiency Requirements
   a. Students must demonstrate proficiency in mathematics.
   b. Mathematics proficiency is met by meeting one of the following criteria:
      i. a grade of "C" or better in any course that satisfies the university's Liberal Arts Requirement in mathematics; or
      ii. a grade of "C" or better in MAT 102, MAT 104, MAT 106 at Siena; or

iii. an ACT mathematics sub score of 23 or above; or
iv. passing the mathematics section of the Michigan High School Proficiency Test (MEAP HSPT); or
v. a passing score on the Siena Heights University Mathematics Proficiency Test.

4. Placement Tests

All incoming Siena Heights University first year students will be placed in English based on high school standard test scores, English writing placement and high school transcript evaluation. Students will be placed in mathematics based on a combination of standard test scores and high school transcript evaluation.

5. Liberal Arts

a. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, and Bachelor of Applied Science students with fewer than 16 transfer credits at the time they first enroll at Siena Heights University are required to complete the entire 32 semester hours of Liberal Arts requirements.
b. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, and Bachelor of Applied Science students with 16-23 transfer credits at the time they first enroll at Siena Heights University are required to complete 31 semester hours of Liberal Arts requirements.
c. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, and Bachelor of Applied Science students with 24-55 transfer credits at the time they first enroll at Siena Heights University are required to complete 28 semester hours of Liberal Arts requirements.
d. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, and Bachelor of Applied Science students with 56-87 transfer credits at the time they first enroll at Siena Heights University are required to complete 18-19 semester hours of Liberal Arts requirements.
e. Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Social Work, and Bachelor of Applied Science students with 88+ transfer credits at the time they first enroll at Siena Heights University are required to complete 15-16 semester hours of Liberal Arts requirements.
f. Bachelor of Fine Arts students are required to complete 19-20 semester hours of Liberal Arts requirements.
g. Associate of Arts, Associate of Science and Associate of Applied Science students are required to complete 13-14 semester hours of Liberal Arts requirements.
h. Students may double count Liberal Arts courses in their majors and minors and other program requirements.
i. Students may transfer in all Liberal Arts requirements for the baccalaureate degree except LAS 141 Diversity in Community, LAS 241 Inquiry and Truth, LAS 301 Adult Learner, LAS 341 Contemplation and Action, LAS 401 Senior Seminar: Integrated Experience and LAS 441 Justice and Peace. For the College of Professional Studies, students transferring in 60 or more semester hours must complete a philosophy or religious studies course in residence, and also complete LAS301 and LAS401 in residence with a grade of ‘C’ or better.
j. Transfer courses taken on a quarter system (10-week minimum) that meet other Siena Heights criteria can meet Siena Heights University's Liberal Arts requirement.
k. Courses taken at Siena Heights University on the 8-week cycle also satisfy the Liberal Arts requirement.
l. Courses designated in the University catalog as fulfilling Liberal Arts requirements and completed satisfactorily for credit (CR or letter grade) will fulfill Liberal Arts requirements.
m. Credit earned by means of CLEP, Advanced Placement, Military Service (ACE approved), and Prior Learning Petition will fulfill Liberal Arts requirements providing that such credit has been designated by the appropriate department chairperson or program director as fulfilling Liberal Arts requirements.

6. Major Requirements and Restrictions
   a. All students must complete all the requirements for an academic major.
   b. All majors require a minimum of 30 semester hours with a 2.00 ("C") grade point average. Some programs require a higher grade point average. See program requirements.
   c. Students must complete at least three courses in their major at Siena Heights University. Some majors require more (see major requirements). These courses must be approved by the program director in the major field. This requirement does not apply to students with an inverted major.
   d. Courses taken on a Credit/No Credit (CR/NC) basis may not be included in the major except the following courses: EDU 480, MAT 295, MAT 296, and MAT 396.
   e. Some programs disallow "D" grades in the major. See program requirements.
   f. Some programs have additional requirements. See program requirements.
   g. Siena Heights students may earn a second baccalaureate degree at Siena Heights University by the satisfactory completion of a second major and a second residency.
   h. A maximum of 18 semester hours of Prior Learning credit may be included within the baccalaureate degree. Prior Learning credit may be used as either required or elective credit within a major or minor at the discretion of the department chairperson or program director. Such credit will be transcripted as "CR."

7. Minor Requirements and Restrictions
   a. Students do not need to complete a minor unless they are seeking teacher certification.
   b. All minors require a minimum of 20 semester hours with a minimum of a 2.00 ("C") grade point average.
   c. Courses taken on a CR/NC basis may not be included in the minor.
   d. Some departments disallow "D" grades in the minor. See program requirements.
   e. Prior Learning Credit may be utilized in the minor at the discretion of the department chairperson or the program director. Such credit will be transcripted as "CR."

B. Degree Restrictions
1. A maximum of six semester hours of developmental course credit may be included within the baccalaureate degree. Developmental courses may be identified as below the 100 level.
2. A maximum of 8 semester hours of elective CR/NC credit may be included within the baccalaureate degree. (The following courses are not included within this 8 semester hour limitation: EDU 480, MAT 295, MAT 296, and MAT 396.
3. A maximum of four semester hours of physical education activity courses may be included within the baccalaureate degree. Activity courses may be repeated for credit.
4. A maximum of 36 semester hours of College Level Examination Program (CLEP) credit may be included within the baccalaureate degree. This credit does not count toward residency requirements.
5. A maximum of 24 semester hours of cooperative work experience may be included within the baccalaureate degree. Cooperative work experience includes all off-campus experiential learning. This credit does not count toward residency requirements.
6. A maximum of 18 semester hours of prior learning credit may be included within the baccalaureate degree. Prior learning petitions must be approved three months prior to graduation. This credit does not count toward residency requirements.
7. All students must apply for graduation by set deadlines.

Associate Degree Requirements and Restrictions

It is the responsibility of the student to make sure he/she has completed all of the requirements for an associate degree from Siena Heights University. Academic advisors are assigned to guide students toward the successful completion of the degree.

A. Degree Requirements

1. Total Semester Hours and Grade Point Average
   a. Completion of a minimum of 60 semester hours.
   b. A minimum 2.00 grade point average for all university or college level courses used for the degree.
   c. Transfer students must also maintain at least a 2.00 average for all semester hours attempted at Siena Heights University. Some majors may require a higher gpa within the major.

2. Residency Requirements
   a. Completion of a minimum of 18 semester hours at Siena Heights University.
      i. The residency requirement may be completed at the Adrian Campus, the Henry Ford College Center, the Jackson College Center, the Kalamazoo Valley Community College Center, the Kellogg Community College Center, the Lake Michigan College Center, the Lansing Community College Center, the Metropolitan Detroit Program, the Monroe County Community College Center, the Online Learning Program, or any combination of the above.
      ii. These semester hours may not include credits earned through cooperative work experience, internships, employer work experience evaluation, prior learning credit, or credit by examination.
   b. Completion of at least 9 of the last 18 semester hours at Siena Heights University except where prior arrangements have been made in writing with the director of the student's major program and the appropriate academic dean.

3. Proficiency Requirements
   a. Students must demonstrate proficiency in mathematics.
   b. Mathematics proficiency is met by meeting one of the following criteria:
      i. a grade of "C" or better in any course that satisfies the university's Liberal Arts Requirement in mathematics; or
      ii. a grade of "C" or better in MAT 102, MAT 104, MAT 106 at Siena; or
      iii. an ACT mathematics sub score of 23 or above; or
      iv. passing the mathematics section of the Michigan High School Proficiency Test (MEAP HSPT); or
      v. a passing score on the Siena Heights University Mathematics Proficiency Test

4. Placement Tests
   All incoming Siena Heights University first year students will be placed in English based on high school standard test scores, English writing placement and high school transcript evaluation. Students will be placed in Mathematics based on a combination of standard test scores and high school transcript evaluation.

5. Liberal Arts
   a. Associate of Arts, Associate of Science, and Associate of Applied Science students are required to complete 13-14 semester hours of Liberal Arts requirements.
   b. Students may double count Liberal Arts courses in their majors.
   c. Students may transfer in all Liberal Arts requirements for the associate degree.
   d. Transfer courses taken on a quarter system (10-week minimum) that meet other Siena Heights criteria can meet Siena Heights University's Liberal Arts requirement.
   e. Courses taken at Siena Heights University on the 8-week cycle also satisfy the Liberal Arts requirement.

f. Courses designated in the University catalog as fulfilling Liberal Arts requirements and completed satisfactorily for credit (CR or letter grade) will fulfill Liberal Arts requirements.
g. Credit earned by means of CLEP, Advanced Placement, Military Service (ACE approved), and Prior Learning Petition will fulfill Liberal Arts requirements providing that such credit has been designated by the appropriate department chairperson or program coordinator as fulfilling Liberal Arts requirements.

6. Major Requirements and Restrictions
   a. All students must complete all the requirements for an academic major.
   b. All majors require a minimum of 30 semester hours with a 2.00 grade point average. Some programs require a higher grade point average. See program requirements.
   c. Students must complete at least two courses in their major at Siena Heights University. These courses must be approved by the program director in the major field. This requirement does not apply to students with an inverted major.
   d. Courses taken on a Credit/No Credit (CR/NC) basis may not be included in the major except the following courses: EDU 480, MAT 295, MAT 296, MAT 396, and all PED courses.
   e. Some programs disallow "D" grades in the major. See program requirements.
   f. Some programs have additional requirements. See program requirements.
   g. A maximum of 9 semester hours of Prior Learning credit may be included within the associate degree. Prior Learning credit may be used as either required or elective credit within the major at the discretion of the department chairperson or program coordinator. Such credit will be transcripted as "CR."

B. Degree Restrictions
1. A maximum of six semester hours of developmental course credit may be included within the associate degree. Developmental courses may be identified as below the 100 level.
2. A maximum of four semester hours of elective CR/NC credit may be included within the associate degree. (The following courses are not included within this 4 semester hour limitation: EDU 480, MAT 295, MAT 296, and MAT 396.
3. A maximum of two semester hours of physical education activity courses may be included within the associate degree. Activity courses may be repeated for credit.
4. A maximum of 18 semester hours of College Level Examination Program (CLEP) credit may be included within the associate degree. This credit does not count toward residency requirements.
5. A maximum of 12 semester hours of cooperative work experience may be included within the associate degree. Cooperative work experience includes all off-campus experiential learning. This credit does not count towards residency requirements.
6. A maximum of nine semester hours of prior learning credit may be included within the associate degree. Prior learning petitions must be approved three months prior to graduation. This credit does not count towards residency requirements.
7. All students must apply for graduation by set deadlines.

Liberal Arts Learning, Learning Outcomes & Requirements

Liberal Arts Learning

Liberal Arts Studies helps students understand their relationship to the world and provides them with a foundation for life-long learning. Students encounter the ideals, values, knowledge, skills and capabilities that will enable them to be moral and intellectual leaders in a pluralistic world. Addressing liberal arts is not the purview of any particular program; rather, it is a challenge to the entire academic community.

Siena Heights University cherishes its Catholic and Dominican heritage and expects that its graduates will embody values of these traditions as they are encountered throughout their academic experience. In an atmosphere that fosters excellence, the liberal arts curriculum strives to engage all students in the foundational

wisdom of cultures, past and present, to develop the kind of intellectual curiosity, discipline and judgment needed to fulfill their aspirations and to meet their obligations.

Learning Outcomes

Liberal Arts Learning

Students will be conversant with the ideas, content and methods of various Disciplines.

- Students will be able to identify and explain a variety of academic disciplines, identify some of the key individuals who have contributed to these disciplines, and describe the nature of their contributions.
- Students can explain the similarities and differences in methodologies among various disciplines.
- Students can bring insights from various disciplines to the discussion of larger intellectual, social, economic, political and moral issues.

Religious Traditions

Students will reflect on the wisdom of religious traditions in understanding the meaning of life.

- Students will be able to identify sacred narratives and texts, beliefs, practices and moral values associated with some of the world's major religious traditions.
- Students will be able to identify developments in religious doctrines and traditions in various historical-cultural contexts.
- Students will be able to distinguish the different types of questions, methods, norms and sources underpinning religious studies and theology.
- Students will recognize a variety of religious responses to modernity and the scientific revolution including various fundamentalisms as well as more integrative responses.

Creativity

Students will engage in the creative process.

- Students will make studio art or participate in a theatrical or musical performance or write creatively.
- Students will describe, analyze, and demonstrate the creative process.
- Students will take creative risks with self-expression.
- Students will generate a variety of potential solutions to problems.

Critical Thinking

Students will think critically as evidenced by:

- Providing relevant facts to support ideas.
- Assessing the relative importance of ideas.
- Finding similarities and making distinctions.
- Embracing complexities and presenting multiple points of view.
- Evaluating and synthesizing information.
- Exploring big ideas and asking nuanced questions.
- Understanding and explaining cause and effect.

Communication

Students will communicate effectively.

- Students will be able to express ideas, facts and research in comprehensible and grammatically correct written and oral formats.
- Students will be aware of the multiple levels of communication and various media that exist in today's world and anticipate possible emergent media.
- Students will demonstrate an ability to listen to and understand the communication of others.
- Students will demonstrate the ability to write and speak in creative, persuasive and informative modes of expression.
- Students will identify and implement various modern technologies in ways appropriate to respective academic disciplines.

Ethical Integration

Students will examine personal and professional decisions in light of ethical principles.

- Given a situation, students will be able to identify any ethical issues involved.
- Students will be able to suggest an ethical response to an issue and explain the basis for deciding on this response.
- Students will be conversant with various ethical systems and evaluate decisions in relation to those systems including but not limited to the ethical use of technology.

Diversity in Community

Students will understand the diversity and interdependence of cultures.

- Students will be able to recognize important points of convergence and difference among various cultures.
- Students will cultivate an understanding of globalization that recognizes its promising and problematic features.
- Students will explain how an environment of inclusion and respect across social and cultural differences contributes to peacemaking.

Social Responsibility

Students will realize the importance and demands of social responsibility.

- Students will identify social implications of a belief in inalienable human rights.
- Students will promote peace by working for justice and the common good.
- Students will learn and apply responsible stewardship of the environment.

Liberal Arts Requirements, College of Arts and Science

	First Time Freshmen	Transfer 16-23 Credits	Transfer 24-55 Credits	Transfer 56-87 Credits	Transfer 88+ Credits	Students receiving a BFA	Students receiving an AA, AS or AAS
English Composition: ENG102 or equivalent	3	3	3	3	3	3	3
Mathematics	3	3	3	3	3	3	3
Lab Science	4	4	4	or 4	or 4	or 4	or 4
Social Science	3	3	3	3	3	0	3
Fine/Performing Arts	3	3	3	or 3	or 3	0	or 3
Religious Studies	3	3	3	3	3	0	3

Integrated Learning

LAS100	1	0	0	0	0	1	1
LAS141	3	3	0	0	0	3	0
LAS241	3	3	3	0	0	3	0
LAS341	3	3	3	3	0	3	0
LAS441	3	3	3	3	3	3	0
TOTAL	**32**	**31**	**28**	**18-19**	**15-16**	**19-20**	**13-14**

Explanation of Liberal Arts Education

In the view of the faculty at Siena Heights University, the purpose of a liberal arts education is to help students develop a deeper understanding of themselves and their relationship to the world in which they live. The historical and theoretical foundations for liberal arts education at Siena Heights University are: 1) the Dominican motto “To contemplate and to give to others the fruits of your contemplation,” 2) our philosophy of undergraduate education which exhorts students to develop their own philosophies of life, and 3) the mission statement which commits us “to assist people to become more competent, purposeful and ethical through a teaching and learning environment which respects the dignity of all.”

The curriculum at Siena Heights University facilitates development of students’ understanding of themselves and their world through skill enhancement, breadth of education, and the in-depth knowledge that is learned in the academic major. Students are called upon in many settings to demonstrate their skills and mastery in their major discipline. Less often are students asked to integrate the broader dimensions of their undergraduate education.

Students starting at Siena will begin their liberal arts and integrative experience by participating in the First Year Experience (FYE). FYE (LAS100) is a comprehensive program of events and activities, along with a 10 week course, that will assist students in their transition to college; connect them with staff, students, and faculty from multiple disciplines; and provide them with a foundation of resources that will help support them during their time at Siena. LAS100 must be completed with a 2.0 grade point average or better.

The Liberal Arts Studies program also includes four seminar courses (LAS141, LAS241, LAS341, and LAS441) built around prominent themes in the Dominican tradition. These seminars will introduce students to the Dominican traditions (prayer, study, community, preaching/service) and comprise an interdisciplinary core which compliments the discipline specific courses students take to fulfill their liberal arts requirements.

For students transferring 56-87 credits into Siena Heights University, two courses are considered the bookends of liberal arts studies: LAS341 and LAS441. In these courses students will view the world through the lens of liberal arts learning in the traditions of Siena's Catholic and Dominican heritage. LAS341 provides students an opportunity to begin academic studies at Siena from a position of strength.

LAS441 provides all students, together with peers from other majors, the structured reflective and integrative seminar that deepens and broadens their educational experience as they continue to pursue their goals for lifelong learning. In LAS441 students prepare to transition out of Siena Heights after having reflected on their philosophy of life, their formal program of study and the contribution both can make to a life of purpose and service.

Course descriptions for LAS 100, 141, 241, 341, and 441 are found in the Liberal Arts Studies section of course descriptions.

The following courses fulfill the **English Composition** requirement**:**
Three hours from ENG 102 or equivalent, ENG 211, 212 or 341.

Liberal Arts Requirements, College for Professional Studies

	BA, BS, BAS, BBA, BSN, BSW 60+ Transfer Credits	AA, AS, AAS
English Composition: May include ENG 101 and ENG 102 *or* equivalent	6	6
Mathematics Lab Science	3 or 4	3 or 4
Social Science Fine/Performing Arts	3 or 3	3 or 3
Religious Studies *or* Philosophy	3	3
Integrated Learning		
ENG 099		3
LAS 301	3	3
LAS 401	3	
Totals	21-22	21-22

Explanation of Liberal Arts Education (CPS)

In the view of the faculty at Siena Heights University, the purpose of a degree completion program with a liberal arts emphasis is to help students develop a deeper understanding of themselves and their relationship to the world in which they live. The historical and theoretical foundations for liberal arts education at Siena Heights University are: 1) the Dominican motto "To contemplate and to give to others the fruits of your contemplation," 2) our philosophy of undergraduate education which exhorts students to develop and refine their own philosophies of life, and 3) the mission statement which commits us "to assist people to become more competent, purposeful and ethical through a teaching and learning environment which respects the dignity of all."

The curriculum at Siena Heights University facilitates development of students' understanding of themselves and their world through skill enhancement, breadth of education, and the in-depth knowledge that is learned in the

academic major. Students are called upon in many settings to demonstrate their skills and mastery in their major discipline. Less often are students asked to integrate the broader dimensions of their undergraduate education.

For students in the College for Professional Studies (CPS) transferring 60 or more credits into Siena Heights University, two courses are considered the bookends of liberal arts studies: LAS 301 and LAS 401. CPS students are introduced to the school's mission, Dominican traditions (prayer, study, community, preaching/services), the Liberal Arts program and the expectations of the learning community at Siena Heights in LAS 301.

LAS 401 provides all students, together with peers from other majors, the structured reflective and integrative seminar that deepens and broadens their educational experience as they continue to pursue their goals for lifelong learning. In LAS 401 students prepare to transition out of Siena Heights after having reflected on their philosophy of life, their formal program of studies and the contribution both can make to a life of purpose and service.

Students must receive a 2.0 grade point or better in LAS 301 and LAS 401 for Liberal Arts credit. Course descriptions for LAS 301 and 401 are found in the Liberal Arts Studies section of course descriptions.

Please see course descriptions as listed in the catalog for courses that meet Liberal Arts requirements in the following areas: English, Mathematics, Philosophy, Religious Studies, Social Science, and Science.
Please note that only 4-hour lab science courses that apply the scientific method may be counted.

The following courses are recommended for fulfilling CAS or CPS Liberal Arts Requirements.

The following courses are recommended to fulfil the **English** requirement:

ENG 101	Reading and Writing I (CPS only)
ENG 102	Reading and Writing II
ENG 211	Rhetoric
ENG 212	Research
ENG 341	Advanced Expository Writing

The following courses are recommended to fulfill the **Fine and Performing Arts** requirement:

ART 101	Introduction to Ceramics
ART 113	Jewelry Making I
ART 115	Introduction to Painting
ART 116	Introduction to Digital Photography
ART 117	Introduction to Film Based Photography
ART 118	Introduction to Book Arts
ART 119	Introduction to Printmaking
ART 121	Introduction to Sculpture
ART 147	Introduction to Creative Writing
ART 242	Introduction to Wheel Throwing
ART 243	Introduction to Video
ART 246	Introduction to Animation
ENG 150	Introduction to Creative Writing
ENG 270	Introductory Poetry Workshop
ENG 271	Introductory Fiction Workshop
TSC 102	Introduction to Theatre
TSC 103	Theatre Technology
TSC 117	Modern Dance I
TSC 130	Musical Theatre Vocal Ensemble
TSC 156	Acting I
TSC 211	Oral Interpretation of Literature
TSC 212	Oral Interpretation of Children's Literature
TSC 213	Touring Children's Theatre

TSC 217	Beginning Tap
TSC 247	Modern Dance II
TSC 257	Introduction to Theatrical Design
TSC 269	Stage Make-Up
TSC 343	Teaching Creative Dramatics
TSC 356	Acting Studio III

MMM***
*Any level class instruction instrument course such as class piano, voice, guitar.
*Any music performance ensemble such as chorus or band.
*Any level applied music instruction.
*Fine or performing arts courses must be courses that directly engage students in the creative experience. Courses in art history, criticism or appreciate do not count.

The following courses fulfill the **Mathematics** requirement:

CIS 472	Numerical Analysis
MAT 135	Quantitative Reasoning
MAT 142	Statistical Reasoning Via Application and Simulation
MAT 143	Statistics and Society
MAT 148	The Math of Games
MAT 159	Pre-Calculus
MAT 174	Data Analysis and Statistics
MAT 181	Calculus with Analytic Geometry I
MAT 260	Discrete Mathematics

The following courses fulfill the **Philosophy** requirement:

PHI 201	Introduction to Philosophy
PHI 220	Introduction to Ethics
PHI 320	Social Ethics
PHI 329	Technology and the Human Condition
PHI 340	Ancient Philosophy
PHI 341	Modern Philosophy
PHI 360	Aesthetics
PHI 361	Philosophy of Religion
PHI 362	Social and Political Philosophy
PHI 385	Philosophy of Criminal Justice

The following courses fulfill the **Religious Studies** requirement:

RST 102	Introduction to Christian Theology
RST 103	Catholicism Today
RST 301	Theological Inquiry
RST 302	Introduction to the Hebrew Scriptures
RST 303	Introduction to the Christian Scriptures
RST 305	Theological Ethics
RST 310	Readings in Contemporary Theology
RST 311	Issues in Contemporary Morality
RST 312	Church History
RST 313	Theology of the Church
RST 314	World Religions
RST 318	Values in Video
RST 319	Christology
RST 321	Women and Religion
RST 326	Christian Spiritual Classics
RST 330	Scripture and Society

The following courses fulfill the **Social Science** requirement:

ECO 221	Microeconomics
ECO 222	Macroeconomics
GEO 301	Cultural Geography I
GEO 302	Cultural Geography II
GEO 303	Political Geography
GEO 306	Geography of the Middle East
PSC 101	Foundations of Political Thought
PSC 130	American Democracy
PSC 260	Comparative Politics
PSC 265	United States Foreign Policy
PSC 380	Public Policy
PSY 111	Introduction to Psychology
SOC 111	Introduction to Sociology
SOC 113	Cultural Anthropology
SOC 312	Marriage and Family Relations
SOC 314	Ethnic Dimensions of American Society
SOC 350	Conflict Resolution
SOC 379	Issues in Social Justice
SOC 430	Contemporary Topics in Sociology
SOC 432	Human Relations Between the Sexes

The following courses fulfill the **Science** requirement:

BIO 101	Introduction to the Life Sciences
BIO 121	Human Anatomy and Physiology I
BIO 122	Human Anatomy and Physiology II
BIO 141	Basic Concepts of the Cell
BIO 301	Topics in Environment Biology
BIO 344	Topics in Animal Behavior
CHE 107	Culinary Chemistry
CHE 110	Introduction to General, Organic and Biological Chemistry
CHE 141	General Chemistry I
CHE 142	General Chemistry II
ENV 110	Introduction to Environmental Studies
ENV 122	Geology
NSC 110	Earth Science
PHY 141	General Physics
PHY 161	Physics I

*Only (4-hour) lab-science courses may be counted if they apply the scientific method.

CLEP Equivalencies for Liberal Arts Requirements

English Composition
The CLEP English Composition Modular (no essay) is equivalent to ENG102. This exam fulfills three semester hours of the Liberal Arts Studies requirement.

Mathematics
The CLEP exam in Calculus with Elementary Functions will satisfy the Liberal Arts Studies requirement.

Social Science
If a student passes the CLEP Social Science/History exam (for which Siena Heights University awards six credits) he/she will have satisfied and social science Liberal Arts Studies requirements. The CLEP subject exams in sociology, psychology (including Educational Psychology), and economics also satisfy the Liberal Arts Social Studies requirements.

Liberal Arts Studies Equivalencies from Selected Community Colleges.
Courses from selected community colleges that fulfill Siena Heights University Liberal Arts Studies requirements can be found on the web at http://www.sienaheights.edu/TransferEquivalencyGuide.aspx. Program coordinators will determine whether or not these courses will satisfy major/minor requirements. These course equivalencies are subject to change based on modifications at the selected community colleges or at Siena Heights University.

Application for Graduation

Students who expect to graduate must apply via an electronic Application for Graduation on MySiena and are subject to a $100 graduation fee. The fee is applicable for three consecutive graduation periods. All requirements must be completed before a student can graduate from Siena Heights University.

Graduation Date	***Application for Graduation Deadline***
December	September 15
May	January 15* (see below for early participation in May commencement)
August	June 15

Commencement

The Commencement Ceremony is held each year in May. Participating in the commencement ceremony does not necessarily signify that all degree requirements have been met.

Early Participation (College for Professional Studies)

In order to participate in the May Commencement Ceremony when you have not yet completed your degree requirements, you must fulfill the following conditions:

1. You must be a baccalaureate degree candidate.
2. Have a 2.00 cumulative grade point average at the time of application, and be in good standing.
3. You must be a senior (88 completed credit hours) by the deadline date for application for graduation.
4. Candidates must place on file an early participation form with the signatures from your advisor and major program or division chair person. The signature from your advisor will indicate that you have met with him/her, gone over your record, and that you have met the above requirements.

Academic Majors/Minors

Key to Chart:

AA	Associate of Arts	BAM	Business Administration
AAS	Associate of Applied Science	CAS	College of Arts & Sciences
AS	Associate of Science	CMS	Computing, Math & Science
BA	Bachelor of Arts	CPS	College for Professional Studies
BS	Bachelor of Science	EDU	Education
BAS	Bachelor of Applied Science	HUM	Humanities
BBA	Bachelor of Business Administration	NUR	Nursing
BFA	Bachelor of Fine Arts	SBS	Social & Behavioral Science
BSN	Bachelor of Science in Nursing	VPA	Visual, Performing Arts
BSW	Bachelor of Social Work		

Academic Majors	College	Degree Type	Division	Adrian Campus	Degree Completion Center	Totally Online
Accounting	CAS/CPS	AA/BA	BAM	X	Jackson, Kellogg, Lake Michigan, Lansing, Monroe	
Applied Mathematics	CAS	BS	CMS	X		
Art	CAS	BA/BFA	VPA	X		
Art History	CAS	BFA	VPA	X		
Biology	CAS	AS/BS	CMS	X		
Business Administration	CAS/CPS	AA/BBA	BAM	X	Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
Chemistry	CAS	AS/BS	CMS	X		
Child Development	CAS	AA/BA	EDU	X		
Communications	CAS	BA	HUM	X		
Community and Human Service	CPS	BA		X	Kalamazoo, Kellogg, Lake Michigan, Lansing, Metro Detroit	
Comprehensive Elementary Education	CAS	BA	EDU	X		
Computer & Information Systems	CAS	AA/BA	CMS	X		
Criminal Justice	CAS/CPS	AA/BA	SBS	X	Jackson, Monroe	
English	CAS	BA	HUM	X		
English: Creative Writing	CAS	BA	HUM	X		
Environmental Science	CAS	BS	CMS	X		
Graphic Design	CAS	BFA	VPA&E	X		
History	CAS	BA	HUM	X		
Humanities	CAS	BA	HUM	X		
Integrated Science	CAS	BA	EDU	X		
Inverted Majors / Bachelor of Applied Science Majors	CAS/CPS	AAS/BAS		X	Henry Ford, Jackson, Kalamazoo, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X

Language Arts	CAS	BA	EDU	X		
Management	CAS	BBA	BAM	X		X
Marketing	CAS	BBA	BAM	X		X
Mathematics	CAS	BA	CMS	X		
Multidisciplinary Studies	CAS/CPS	AA/BA		X	Henry Ford, Jackson, Kalamazoo, Kellogg, Lake Michigan, Lansing Metro Detroit, Monroe	X
Music	CAS	BA	VPA	X		
Music Education	CAS	BA	VPA	X		
Nursing	CAS	RN to BSN/BSN	NUR	X	Monroe	X
Philosophy	CAS	BA	HUM	X		
Pre-Engineering	CAS	AS	CMS	X		
Pre-Professional Science	CAS	AS	CMS	X		
Probation, Parole, & Community Corrections	CAS	BA	SBS	X	Henry Ford, Jackson	
Professional Communication	CPS	BA			Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
Psychology	CAS	AA/BA	SBS	X	Monroe	
Religious Studies	CAS	BA	HUM	X		
Social Science	CAS	BA	SBS	X		
Social Studies Education	CAS	BA	HUM	X		
Social Work	CAS	BSW	SBS	X		
Spanish	CAS	BA	HUM	X		
Special Education	CAS	BA	EDU	X		
Sport Management	CAS	BBA	BAM	X		
Theatre/Musical Theatre	CAS	BA	VPA	X		
Theatre/Speech Communication	CAS	BA	VPA	X		
Theological Studies	CPS	Certificate/ BA		X	Various Sites	
Visual Art Education	CAS	BA	VPA	X		

Academic Minors	**College**	**Division**	**Adrian Campus**	**Degree Completion Center**	**Totally Online**
Accounting	CAS	BAM	X		
Art	CAS	VPA	X		
Art History	CAS	VPA	X		
Biology	CAS	CMS	X		
Behavioral Science	CAS	SBS	X	Kellogg, Lansing, Metro Detroit	
Business Administration	CAS	BAM	X	Metro Detroit	X
Chemistry	CAS	CMS	X		
Communications	CAS	HUM	X		
Computer & Information	CAS	CMS	X		

Systems					
Creative Writing	CAS	HUM	X		
Criminal Justice	CAS	SBS	X		
English	CAS	HUM	X		
Environmental Science	CAS	CMS	X		
Finance	CAS/CPS	BAM	X	Kellogg, Lake Michigan	
Graphic Design	CAS	VPA	X		
Gerontology	CAS	SBS	X		
Health Care Management	CPS			Henry Ford, Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
History	CAS	HUM	X		
Humanities	CAS	HUM	X		
Information Technology Management	CPS			Henry Ford, Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
Management	CAS/CPS	BAM	X	Henry Ford, Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
Marketing	CAS/CPS	BAM	X	Henry Ford, Jackson, Kellogg, Lake Michigan, Metro Detroit, Monroe	X
Mathematics	CAS	CMS	X		
Multidisciplinary Studies	CAS/CPS		X		X
Music	CAS	VPA	X		
Philosophy	CAS	HUM	X		
Physical Education	CAS	EDU	X		
Political Science	CAS	SBS	X		
Professional Communication	CPS			Henry Ford, Jackson, Kellogg, Lake Michigan, Lansing, Metro Detroit, Monroe	X
Psychology	CAS	SBS	X	Monroe, Metro Detroit	
Public Services Administration	CPS		N/A	Kellogg	X
Religious Studies	CAS	HUM	X		
Social Science	CAS	HUM	X		
Spanish	CAS	HUM	X		
Theatre/Musical Theatre	CAS	VPA	X		
Theatre/Speech Communication	CAS	VPA	X		
Theology	CAS	HUM	X		

Pre-Engineering
Transfer arrangements with the University of Michigan and the University of Detroit Mercy allow students to complete their first two years of engineering studies at Siena Heights.

Majors and Minors
The term "major" denotes a student's primary emphasis in college, suggesting a high degree of expertise in a particular field. The term "minor" suggests specialization, but with lesser emphasis than does a major. Majors often require between 35 and 60 semester hours while minors require around 21 semester hours. Siena Heights requires a major of all its graduates, but only baccalaureate graduates seeking Teacher Certification are required to have a minor. For all other students, a minor is optional. See the Education Section for a list of minors for Teacher Certification.

Concentrations
A “concentration” is a series of courses in a specific field within a major. Business Administration, Child Development, Community and Human Services, English, Mathematics, and Religious Studies offer concentrations within the major. See the individual major program pages for information on the available concentrations.

Contract Major
High ability students may design their own degree programs with a contract major. The contract major requires students to accept significant responsibility for designing and executing their programs. Interested students should contact the Director of Academic Advising or the appropriate site director.

Teacher Certification
Siena Heights University is approved by the Michigan Department of Education to recommend teacher certification in Elementary and Secondary Education.

Pre-Law Studies
Most majors, combined with a broad education, high grade point average, and high Law School Aptitude Test score will prepare students for law school.

Theological Studies Program
Certificate: Thirty-six hours of undergraduate Theology coursework is required to fulfill requirements for the baccalaureate degree.

Bachelor Degree: Completion of the thirty-six hour Theological Studies certificate could also constitute a contracted baccalaureate degree major. Students would be required to fulfill requirements for the baccalaureate degree.

College for Professional Studies

In addition to academic opportunities on the Adrian campus, Siena Heights University offers degree completion programs for working adults at the eight off-campus centers listed below, as of Fall 2016; other centers may be developed in the future. As of fall 2016, only those programs listed below are available at the degree completion center. Programs marked with an asterisk (*) below are available only at the off campus centers and not on the Adrian campus. For detailed information about programs and courses at a particular location, contact the degree completion center directly at http://www.sienaheights.edu/Locations.aspx

Online Learning Program

(800)521-0009, x7195
e-mail: online@sienaheights.edu
(classes offered in eight week completely-online sessions as well as one 15-week completely online course)

- B.A., Multidisciplinary Studies
- B.A., Professional Communication*
- B.A.S., Inverted Majors/Applied Science Majors +
- B.B.A., Business Administration
- B.B.A., Management
- B.B.A., Marketing
- B.S.N., Nursing Degree Completion (RN-BSN)
- Minor, Health Care Management*
- Minor, Information Technology Management*
- Minor, Management
- Minor, Marketing
- Minor, Multidisciplinary Studies
- Minor, Professional Communication*
- Minor, Public Services Administration

Henry Ford College Center

Dearborn, MI 48128
313-317-9450
e-mail: hfc@sienaheights.edu

- B.A., Multidisciplinary Studies
- B.A.S., Inverted Majors/Applied Science Majors +
- Minor, Health Care Management *
- Minor, Information Technology Management *
- Minor, Management
- Minor, Marketing
- Minor, Professional Communication*

Jackson College Center

Jackson, Michigan
(517) 796-8672
e-mail: jackson@sienaheights.edu

- B.A., Criminal Justice
- B.A., Multidisciplinary Studies
- B.A., Professional Communication*
- B.A.S., Inverted Majors/Applied Science Majors +
- B.B.A., Accounting
- B.B.A., Business Administration
- Minor, Health Care Management*
- Minor, Management
- Minor, Marketing
- Minor, Information Technology Management*
- Minor, Professional Communication*

Kalamazoo Valley Community College Center

Kalamazoo, Michigan
269-488-4019
e-mail: kalamazoo@sienaheights.edu

B.A., Community and Human Service*
B.A., Multidisciplinary Studies
B.A.S., Inverted Majors/Applied Science Majors +

Kellogg Community College Center

Battle Creek, Michigan
(269) 965-3931, x2950 or (800) 203-1560
e-mail: battlecreek@sienaheights.edu

B.A., Community and Human Service*
B.A., Multidisciplinary Studies
B.A., Professional Communications*
B.A.S., Inverted Majors/Applied Science Majors +
B.B.A., Accounting
B.B.A., Business Administration
Minor, Behavioral Science
Minor, Finance
Minor, Health Care Management*
Minor, Information Technology Management*
Minor, Management
Minor, Marketing
Minor, Professional Communication*
Minor, Public Services Administration*

Lake Michigan College Center

Benton Harbor, Michigan
(269) 927-6711 or (800) 252-1562, x6711
e-mail: bentonharbor@sienaheights.edu

B.A., Community and Human Services*
B.A., Multidisciplinary Studies
B.A., Professional Communications*
B.A.S., Inverted Majors/Applied Science Majors +
B.B.A., Accounting
B.B.A., Business Administration
Minor, Behavioral Science
Minor, Finance
Minor, Health Care Management*
Minor, Information Technology Management*
Minor, Management
Minor, Marketing
Minor, Professional Communication*

Lansing Community College Center

Lansing, Michigan
(517) 483-9726
e-mail: lansing@sienaheights.edu

B.A., Multidisciplinary Studies
B.A., Professional Communication*
B.A.S., Inverted Majors/Applied Science Majors +
B.B.A., Accounting
B.A., Community and Human Services*
Minor, Behavioral Science

Minor, Health Care Management*
Minor, Information Technology Management*
Minor, Management
Minor, Professional Communication*

Metropolitan Detroit Program

Southfield, Michigan
(248) 799-5490 or (800) 787-7784
e-mail: mdp@sienaheights.edu
(Classes offered in eight week sessions)

B.A., Community and Human Service*
B.A., Multidisciplinary Studies
B.A., Professional Communication*
B.A.S., Inverted Majors/Applied Science Majors +
B.B.A., Business Administration
Minor, Behavioral Science
Minor, Business Administration
Minor, Health Care Management*
Minor, Information Technology Management*
Minor, Management
Minor, Marketing
Minor, Professional Communication*
Minor, Psychology
Minor, Religious Studies

Monroe County Community College Center

Monroe, Michigan
(734)384-4133 or (800)462-5114, x4133
e-mail: monroe@sienaheights.edu

B.A., Criminal Justice
B.A., Multidisciplinary Studies
B.A., Professional Communication*
B.A., Psychology
B.A.S., Inverted Majors/Applied Science Majors +
B.B.A., Accounting
B.B.A., Business Administration
Minor, Health Care Management*
Minor, Information Technology Management*
Minor, Management
Minor, Marketing
Minor, Professional Communication*

+ Previous health care, trade/technical or occupational associate degrees and/or experience may be transferred to Siena Heights University as a major and combined with Siena Heights University course work for a Bachelor of Applied Science degree.
* This program is not offered on the Adrian campus; for further program information, contact the degree completion center directly.

Theological Studies Program

Catholic Dioceses of Lansing
(517) 264-7690
email: theology@sienaheights.edu
Certificate Program in Theological Studies
http://www.sienaheights.edu/Academics/TheologicalStudies.aspx

In partnership with the Catholic Dioceses in Lansing, SHU offers a 36 semester hour certificate program in Theological Studies for adults involved in the Diocesan Ministry Formation. Classes are offered at various sites within the Diocese.

Level I of the certificate program consists of 18 semester hours of undergraduate theology coursework; Level II is an additional 18 semester hours in theology. For information, contact the Theological Studies Program at 517-264-7690 or theology@sienaheights.edu. Completion of the 36 semester hour Theological Studies certificate could also constitute a contracted baccalaureate degree major. Students would be required to fulfill additional requirements for the baccalaureate degree.

Class Instruction (CPS)

There are several ways in which you can participate in courses to complete your degree in the College for Professional Studies at Siena Heights University.

Traditional Classroom Instruction

Scheduled classroom sessions are available in a number of formats that include
15 week terms, accelerated eight week terms and full day weekend sessions. Not all formats are available in all locations. For detailed information about courses at a particular location, contact the center directly.

Online Learning (via the Internet)

Online learning provides great flexibility for busy learners. However, online learning also demands a disciplined approach from learners. Each instructor approaches class differently, but all require that students participate in some online interaction multiple times per week.

Successful online learners require adequate computer skills and knowledge, an ability to manage time and an ability to be self-directed in their studies. Online learners must also have access to a computer and to the Internet at times that meet course expectations and individual schedules. Online learners are required to complete a student orientation prior to enrollment in their first online course.

There are two types of online learning courses:

Hybrid (or Blended Online) combines the traditional classroom instruction with the scheduling flexibility of online learning. This is an accelerated course which lasts eight weeks. The first week is done in a traditional classroom setting and a second meeting, arranged by the instructor, is also done in the classroom face to face. The remaining six classes are conducted via the Internet.

Completely Online is also an accelerated course that lasts eight weeks*. All course participation, assignments, exams and collaboration is done via the Internet.
*One completely online course is offered in a 15-week format.

Students Seeking a Second Degree from Siena Heights University

Students who are interested in completing another bachelor's degree from Siena Heights University must complete the following requirements.

A. Students transferring from another institution:

1. Students who already have a baccalaureate level degree from another institution will be required to complete the Liberal Arts requirements set by the University. See the Liberal Arts for Students Seeking a Second Degree from SHU below.
2. Students will be required to complete a 30-hour residency with Siena Heights University. These hours will accumulate from the point that the student enrolls in their new degree program with Siena Heights University.
3. Siena Heights University will accept the previous baccalaureate degree in total. Any "D" grades earned in the first degree will be accepted for possible use as elective credit in the second degree or in the major as determined by the program coordinator.

4. Major requirements are set by each program. A formal plan for the Siena Heights University major will be placed on file in the Registrar's Office. This plan will show what course work, if any, from the first degree will be applied to the Siena Heights University major.

B. Alumni students returning for a second baccalaureate degree:

1. Students who have already completed Liberal Arts requirements through their first degree, and/or have graduated within the last 7 years are exempt from doing another program of Liberal Arts. All other Siena alumni will be required to complete any outstanding requirements under the Liberal Arts category of transfer students with 88+ hours of completed work. Students in this category are not required to complete LAS 301/341.
2. Students will be required to complete a 30 hour residency with Siena Heights University. These hours will accumulate from the point that the student enrolls in their second degree program with Siena Heights University.
3. Major requirements are set by each program. A formal plan for the Siena Heights University major will be placed on file in the Registrar's Office. This plan will show what course work, if any, from the first degree that will be applied to the second Siena Heights University major.

Liberal Arts for Students Seeking a Second Degree from SHU

Second Bachelor's degree		**Alumni prior to the last 7 years**	
English Composition (ENG 102 or equivalent)	3	English Composition (ENG 102 or equivalent)	3
Math (College Algebra or above) or Science with Lab	3 4	Math (College Algebra or above) or Science with Lab	3 4
Social Science or Fine/Performing Arts	3 3	Social Science or Fine/Performing Arts	3 3
Religious Studies or Philosophy	3 3	Religious Studies or Philosophy	3 3
LAS 401 or 441*	3	LAS 401 or 441*	3
300/400 level work	30	300/400 level work	30
New Residency at SHU*	30	New Residency at SHU	30
Major**		Major**	

***** Must be completed at Siena Heights University. Previous course work may fulfill any requirement within Liberal Arts except those requirements marked with an asterisk.

****** Consult with the program coordinator for requirements within the major.

Students Seeking a Second Major from Siena Heights University

Under the following circumstances, students may add a second major if the first major has been completed:

1. All requirements for the second major will be submitted to the Registrar's Office in the form of a written contract. This contract will name the courses to be used within the second major. The contract will be signed by the program coordinator, the student's advisor or site director, and by the student.

2. The above contract must be on file at the Registrar's Office at least one semester prior to the last semester of the student's enrollment and graduation with this major.

3. Some majors will not allow double counting for residency. Some majors will not allow double counting from one major to another. For example, the Business Administration and Accounting majors will only allow cognates to be double counted for both majors. Check with the program coordinator for further information on double counting.

4. Students wishing to complete a second major outside of their original degree area must complete the requirements for a second degree. Residency will not double count. Each degree is allowed to grant specific majors (see below). A second major may be granted if the second major is under the same degree area. For example, a student who has completed an Art major could not complete a Biology major within the same degree. The student, in this case, must complete the requirements for a second degree and major. When adding a second major, only a major within a degree area will be granted.

    Bachelor of Arts (B.A.)
        Art
        Child Development
        Community and Human Services
        Computer and Information Systems
        Criminal Justice
        Elementary Integrated Science
        English
        History
        Humanities
        Integrated Science
        Language Arts
        Mathematics
        Multidisciplinary Studies
        Music
        Philosophy
        Probation, Parole and Community Corrections
        Professional Communication
        Psychology
        Public Services Administration
        Religious Studies
        Social Science
        Social Studies Education
        Spanish
        Theatre/Musical Theatre
        Theatre/Speech Communication
        Theological Studies

    Bachelor of Applied Science (BAS)

    Bachelor of Business Administration (B.B.A.)

Accounting
Business: Business Administration
Management
Marketing
Sport Management

Bachelor of Fine Arts (B.F.A.)
Art
Art History
Graphic Design

Bachelor of Science (B.S.)
Applied Mathematics
Biology
Chemistry
Engineering
Environmental Science
Integrated Science

Bachelor of Science in Nursing (B.S.N.)
Nursing

Bachelor of Social Work (B.S.W.)
Social Work

Academic Records

Registration

Before any student may attend classes at Siena Heights University, he/she must be formally admitted, be registered, and pay the required tuition and fees.

Academic Degree Planning

While Siena Heights University will provide as much help as possible in planning academic programs, each student is responsible for the proper completion of a program and, therefore, should be familiar with the requirements listed in the undergraduate catalog.

Siena Heights University has developed Degree Plans for the College of Arts and Sciences (CAS) which allow students to create a four-year plan for their degree on the Network (W://Drive). Once the plan is approved by their advisor and registration is open, students register for courses on MySiena. Each freshman will be assigned a faculty/staff advisor, according to their choice of major, who will assist in course scheduling and establishing educational goals. The College for Professional Studies (CPS) students develop degree plans with assistance from their academic advisor.

The student should take the initiative for requesting academic advising assistance. All faculty and staff in the Division of Student Achievement and Academic Success are available to assist CAS students in planning academic programs. Academic advisors at our degree completion centers are available to assist CPS students.

Class Standing (based on hours completed)

0-23 hours	Freshman
24-55 hours	Sophomore
56-87 hours	Junior
88-120 hours	Senior

Academic Load

An average academic load for a full-time student is 12-18 semester hours. In some cases, circumstances may suggest that the student take a lighter load. A student may take as few as twelve semester hours and still be considered a full-time student. Any student who wishes to register for more than 18 semester hours during Fall or Winter semester, or more than eight hours in one summer sub session must obtain written permission from the Director of Academic Advising.

Grading System

The responsibility for determining grades rests with the instructor and reflects the student's achievement of the academic goals set for each course. A plus (+) or minus (-) attached to a grade earned does not count in grade point averages. Grades are recorded at the close of each semester in the following terms:

A	Superior work - four grade points for each semester hour.
B	Above average work - three grade points for each semester hour.
C	Average work - two grade points for each semester hour.
D	Below average work - one grade point for each semester hour.
E	Failure - no grade points.
I	Incomplete - See the Incomplete Grades section.
IP	Course in progress - no credit earned, no grade points.
W	Official withdrawal - has no effect on the grade point average.
WE	Administrative withdrawal – no grade points.
CR	Credit - credit earned, no grade points. Equivalent of a letter grade of "C" is required to earn CR; cannot be changed to a letter grade.
NC	No Credit - no credit earned, no grade points; cannot be changed to a letter grade.

AU Audit - no credit earned, no grade points.

Hours successfully completed includes all credit hours attached to course grades of A, B, C, D, and CR. Hours attempted includes those successfully completed as well as those attached to courses in which grades of E, I, IP, NC, W, and WE were assigned.

Failure to achieve satisfactory academic progress will result in warning, probation, or suspension and will affect eligibility for financial aid.

Grade Point Average (G.P.A.) Example

Course	*Grade*		*Quality Hours*		*Quality Points*
MAT 159 Precalculus	B(3.0)	x	4	=	12
ENG 101 Reading & Writing I	A(4.0)	x	3	=	12
HIS 140 World Civilizations	B(3.0)	x	3	=	9
BIO 141 Basic Concepts of the Cell	C(2.0)	x	4	=	8
			14		41

To calculate the grade point average, divide the number of quality points (41) by the quality hours (14). Thus, the grade point average in the example is 2.92. The cumulative grade point average (the average of all work at Siena Heights University) is determined by dividing all quality points earned at Siena Heights University by the total number of quality hours attempted at Siena Heights University.

The cumulative grade point average, as reflected upon a student's academic record (transcript) will be the cumulative grade point average used for all purposes except college honors.
The cumulative grade point average will be computed at the following times:

1. The end of a sub session (within a semester)
1. The end of a semester
3. Upon conversion of an Incomplete (I) or an In Progress (IP) to a letter grade
4. When a grade is changed

Official Grade Reports

Students can access their official grade report while currently enrolled at Siena Heights University via the MySiena portal.

Repeating a Course

If a student wishes to improve his/her Siena Heights University grade point average by repeating a course, only courses taken at Siena Heights University can achieve this objective. Repeat courses taken at other institutions have no impact on a student's grade point average at Siena Heights University.

Exception: Any student wishing to repeat a Siena Heights University course with a transfer course must have the written permission of the program chairperson and the registrar to repeat this course at another accredited university. It is the responsibility of the student to place this written permission on file at the Registrar's Office before registering at the other institution. *Students are limited to no more than one (1) transfer repeat course. Transfer courses do not replace any Siena Heights University course in the calculation of overall grade point average for the major or for a degree.*

Students may elect to improve their grade point average at Siena Heights University by repeating any course with a poor grade that they have taken at Siena Heights University. The original course and grade will permanently be reflected on the student's record. If the course is repeated, the statement *Repeated* will show on the permanent transcript. The course that replaces the original entry will also show on the

permanent transcript with the statement *Replaces a Course*. The credit and honors points for this course can only be counted once. Example: The student originally takes ENG101 and earns a D grade. The student repeats ENG 101 the next semester and earns a C grade. That student's transcript, at the end of the 2nd semester, will reflect a repeat statement below the course in the first semester and a replaces statement in the 2nd semester. The credit can only be earned one time and calculated one time. The C grade will be the entry calculated in the cumulative grade point average.

Incomplete Grades

An Incomplete is a temporary grade which the instructor may give to a student for extenuating circumstances such as illness, death in the family, necessary absence, or other reasons beyond the student's control which prevent satisfactory completion of the course requirements by the end of the semester. The Incomplete should only be issued when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending regular class sessions. It is the student's responsibility to complete all course work independently, without re-enrolling in the course. This grade should not be given as a substitute for a failing grade or failure to submit work through negligence.

The issuing of an Incomplete grade ("I") on a final grade roster by a faculty member must be accompanied by the Request for Incomplete Grade form filed electronically. Request for Incomplete Grade forms are available as part of Web grading.

A grade of "I" must be removed by the instructor who issued it or, in exceptional circumstances, by the program coordinator or division chairperson. The unfinished course work must be completed independently by the conclusion of the following semester, excluding summer sessions - or a shorter period of time as designated by the instructor. Make-up of Incomplete forms are available through the Registrar's Office, at any site office, or on the Registrar's Office Web site. The instructor must complete and submit this form for processing by the Registrar's Office. The Registrar's Office is the only office that is able to record the make-up of incomplete on the student's permanent academic record.

The Make-up of Incomplete form, indicating the student's final grade must be submitted to the Registrar's Office no later than the conclusion of the following semester, excluding summer sessions. If the Registrar's Office does not receive the Make-up of Incomplete form, the incomplete will automatically be converted to the pre-assigned letter grade indicated by the instructor. If no letter grade was pre-assigned, the incomplete will automatically be converted to an "E" or "NC," depending on the grading system selected by the student, in which case the student would need to register for the course again and complete the course as a "repeat" to receive credit.

Extensions are only granted for serious reasons and will be limited to one additional semester. Extensions must be requested in writing and approved by the course instructor and the Registrar. A longer extension may be granted in exceptional cases, only when the instructor and the appropriate Dean agree. The extension approval must be on file in the Registrar's Office prior to the conversion of the initial incomplete.

Credit/No Credit Grading

The Credit/No Credit option (CR/NC) allows a student to take a course without earning a letter grade. Instead, a grade of CR (credit) or NC (no credit) will be assigned. These grades have no effect on a student's grade point average.

This policy is governed by the following rules:

1. No course required for a major or minor may be taken on a CR/NC basis. This includes any and all cognates required by the program (See below for specific exceptions).
2. No more than 8 semester hours of CR/NC work may be taken by any student earning a baccalaureate degree. No more than 4 semester hours of CR/NC work may be taken by any student earning an associate degree. These totals will include all NC grades.

3. The deadline for electing the CR/NC option is the beginning of the third week for 15-week courses. The deadline for electing the CR/NC option will be prior to the second class meeting for Saturday courses and courses which meet for 8 weeks.

4. Students who wish to choose the CR/NC option for a class will do so through the Registrar's Office, and not through the instructor. Instructors will assign letter grades to all students and the system will convert the grade to credit or no credit. The CR grade will be used for the letter grades A, B, and C. The NC grade will be used for the letter grades of D and E.

5. Once a course has been elected using the CR/NC option, no other grading option will be possible.

6. Specific exceptions include courses offered only on a CR/NC basis, and do not count toward the limitations listed in 1 and 2 above.

7. Any exemptions from any part of this policy can be made only by the appropriate Dean. Students seeking any exemption must do so in writing to the Dean.

Auditing a Course

1. An auditor is a student enrolled in a course for which he or she will receive neither grade nor credit.
2. The auditor is permitted to attend the class but is not required to submit assignments or take examinations.
3. Only part-time students may audit courses.
4. Audit tuition charges are stated each semester at www.sienaheights.edu under Tuition and Fees.
5. Audit registrations may be converted to credit registrations not later than the last day to add a class during the semester, summer session or cycle in question. To convert from audit to credit the student must:
    a. Be admitted by the Office of Admissions or appropriate site.
    b. Pay the differential between audit tuition and credit tuition at the time of the conversion from audit to credit.

Transfer Credit

All documentation, except as otherwise specified by University policy, submitted to Siena Heights University for the purpose of determining the acceptance of credit will be evaluated as follows:

1. Accepted credit will be determined by the Registrar. Such credit will be transcribed and will be applicable toward the elective credit required for the degree and, where found applicable, toward the Liberal Arts requirements or major requirements.

2. Accepted credit will be determined only from "Official Transcripts" and other appropriate documents.

    Official Transcript definition:
    a. Issued to Siena Heights University and sent directly from the issuing institution to Siena Heights University.
    b. Issued to Siena Heights University and sent directly from a third party transcript service; i.e. Parchment.
    c. Hand-carried in a University-sealed envelope from the issuing institution to the Admissions' Office or Registrar's Office and opened by a designated University official.
        i. Including Academic Advisors from CPS site locations.
        ii. Including Admission or Registrar staff at the Adrian location.
        iii. Including designated Graduate College officials.

3. A course for which the grade point is less than a 2.0 on the grade point scale will not be accepted by Siena Heights University unless that credit:

a. has been included within an associate degree awarded by an institution other than Siena Heights University.

b. has been earned at the institution awarding the associate degree.

c. is part of a baccalaureate degree.

For example, a course for which a "C-" grade has been earned and for which that grade has been defined as a 1.70 will not be accepted.

4. All accepted credit, which may be applicable, will be subject to further evaluation by the chairperson in whose department/program a major or minor will be completed. Some programs will not accept "D" grades in transfer to their major or minor.

5. Completion of any course, either at Siena Heights University or at another institution, which duplicates a course or courses previously accepted in transfer will result in the loss of the transfer credit accepted.

6. Siena Heights University does not issue transcripts until the first letter grade at Siena Heights has been recorded.

Technical Training Transfer Credit

Transfer credit for Allied Health and Technical Training from programs not accredited by North Central or another regional accrediting body will be approved for a Bachelor of Applied Science degree major if all the following apply:

1. The credit award is at least thirty-five semester hours.
2. A program was completed as defined by the sponsoring school.
3. The program can be documented by an official transcript or a detailed letter from the school administration.
4. Competence can be demonstrated by professional licensure or registry, or the successful completion of a standardized entry-level examination (if applicable to field of study).
5. Documentation for two years of relevant work experience, within the past four, can be secured.
6. Students may not use any credits from this award for Prior Learning credit.

Transfer Credit Limitations

A student may transfer a maximum of 90 semester hours of credit toward a bachelor's degree from other accredited institutions. Within the 90 semester hours of transferable credit toward the bachelor's degree, there is a maximum of:

4 semester hours of physical activity courses
6 semester hours of developmental courses
18 semester hours of Prior Learning credit
24 semester hours of Cooperative Work Experience
36 semester hours of College Level Examination Program (CLEP)

Grade Appeals

When a student has verifiable evidence that a final grade for a course may be questionable, the following procedure for appealing that grade shall be followed. The Director of Advising or appropriate site director may assist the student or other parties at any stage. Other third parties (e.g. lawyers, parents, friends) are not permitted to participate in any meetings regarding grade appeals, unless this is mutually agreeable to the student and whichever faculty are involved in the process. The appeal process must be initiated no later than six months after the final grade is recorded. Only the faculty member who issued the grade originally may change the grade.

1. The student writes an appeal to the faculty member who issued the grade. The student and faculty member discuss the issue. The faculty member writes a response, either supporting or denying the appeal. If the appeal to the faculty member is denied, the next step in the process may be taken.
2. The student writes an appeal to the program coordinator and the division chairperson or appropriate site director. The faculty member involved will be advised by the division chair or appropriate site director that the appeal process is continuing. The division chair or appropriate site director will write a response to the appeal. If the appeal is still denied, the final step in the process may be taken.
3. The student writes an appeal to the Dean of the appropriate College. All persons involved to this point will be advised by the Dean that the appeal process is continuing. The appropriate Dean will write a final response to the appeal.

Grade Changes

A request to change a grade may be made only by the instructor, by completing the "Change of Grade" form available in the Registrar's Office, any site office, or on the Registrar's Office web site. The grade may be changed if the first grade recorded was in error. The "Change of Grade" form must be submitted certifying the reasons why the first grade was in error. The instructor or an appropriate school official must then submit the "Change of Grade" form to the Registrar's Office, no later than one semester, excluding summer sessions, after the end of the semester for which the grade was recorded.

Dean's List

To qualify for the Dean's List a student must:

1. Be classified as a full-time undergraduate student. A full-time student is defined as one who is registered for twelve or more semester hours of Siena Heights University credit during one semester.
2. Earn during the appropriate semester not fewer than twelve semester hours of letter graded Siena Heights University credit and a grade point average (GPA) of 3.50 or better. The grade point average will be computed only upon earned grades of A, B, C, D, and E.

For purposes of determining eligibility for the Dean's List:

1. All “I” and “IP” grades will be calculated as if they were “E” grades. The grade of “CR” will be excluded from the GPA calculation.
2. Courses taken concurrently at other institutions will be excluded from consideration.

The Dean's List is prepared only for students enrolled during the fall and winter semesters. The Dean’s list is a “frozen” picture of a student’s record at a particular time. Changes to a student’s record after this particular time will not change the list or letters issued by Siena Heights University.

Academic Achievement List

To qualify for the Academic Achievement List a student must:

1. Be classified as a part-time undergraduate student. A part-time undergraduate student is defined as one who is registered for not more than eleven semester hours of Siena Heights University credit during one semester.
2. Earn during the appropriate semester (or concurrent eight-week sub sessions) not fewer than six and not more than eleven semester hours of letter graded Siena Heights University credit and a grade point average (GPA) of 3.50 or better. The grade point average will be computed only upon earned grades of A, B, C, D, and E.

For purposes of determining eligibility for the Academic Achievement List:

1. All “I” and “IP” grades will be calculated as if they were “E” grades. The grade of “CR” will be excluded from the GPA calculation.
2. Courses taken concurrently at other institutions will be excluded from consideration.

The Academic Achievement List is prepared only for students enrolled during the fall and winter semester (or during concurrent eight-week sub sessions). Changes to a student’s record after this particular time will not change the list or letters issued by Siena Heights University.

University Honors

University honors are recognized at the time of graduation for superior academic achievement.

1. University honors are awarded only at the time the baccalaureate degree is granted.
2. To be considered for university honors a student must have earned a minimum of ninety (90) semester hours in graded courses at post-secondary institutions which are authorized by the appropriate state agency to offer either an associate or a baccalaureate degree. Transfer credit from post-secondary institutions which are not authorized to offer either an associate or baccalaureate degree cannot be considered in the computation of university honors. Examples of such credit are:
    a. Hospital-based allied health programs in medical technology, respiratory therapy, and nursing.
    b. Electronic, mechanical, and other engineering technology programs completed at proprietary institutions not authorized to grant associate or baccalaureate degrees.
3. University honors will be computed on all work attempted at Siena Heights University and on all work attempted at all other degree-granting institutions from which transfer credit is accepted. This means that all "D" and "E" grades which were reflected on the student transcript, but for which credit was not accepted by Siena Heights University, will be computed in university honors. A student can choose, however, not to have transfer credit accepted by Siena Heights University. If the student chooses not to have transfer credit from a designated institution accepted by Siena Heights University, none of the credit earned at that institution will be accepted by Siena Heights University or used in the computation of university honors.
4. University honors will be computed on the grades of A, B, C, D, and E. Grades of Credit/No Credit and Pass/Fail will be excluded from the university honors computation. The grading scale established by each institution from which transfer credit was accepted will be the scale used in computing university honors on course work taken at that institution. Because Siena Heights University has a 4.00 grade scale (A=4.00, B=3.00, C=2.00, D=1.00 and E=0.00), grade points can only be computed using that grade scale. Thus, a three (3) semester hour course for which the student received an "A-" will be assigned 12 quality points (3 semester hours x 4.00 = 12). Other institutions may use different grade scales, thus, a three (3) semester hour course for which an "A-" is specified as a 3.70 will be assigned 11.1 quality points (3 semester hours x 3.70 = 11.1)
5. Credit earned by means of the Michigan Occupational Competency Assessment Examination, Employer Work Experience Evaluation, Prior Learning Credit and The College Entrance Examination Board's College Level Examination Program and Advanced Placement Program, will not be included in the computation of university honors.
6. International transcripts are not calculated for University Honors.

7. To graduate with university honors, a student must earn the following cumulative grade point average:

Summa Cum Laude	3.90+
Magna Cum Laude	3.70 – 3.89
Cum Laude	3.50 – 3.69

Athletic Eligibility

Siena Heights University as a member of the National Association of Intercollegiate Athletics (NAIA) enforces the following academic standards for athletic eligibility:

3. A student-athlete must be enrolled for 12 or more semester hours each semester he/she participates in inter-collegiate athletics.

4. A first-time entering freshman student-athlete must meet two of the three entry level requirements and pass NAIA review:

    a) A score of 15 on the ACT taken prior to the Fall of 1989 or a score of 18 on the Enhanced ACT taken October 1989 or later or a score of 860 on the SAT taken after April 1, 1995, and/or

    b) An overall high school grade point average of 2.00 on a 4.00 scale and/or

    c) Graduation in the top half of the student's graduating class.

5. A student-athlete must complete a minimum of 24 semester hours each academic year. (Summer hours may be included.)

6. First-time freshmen athletes must pass 12 semester hours and achieve a 1.75 GPA to retain their eligibility for second semester. These same students must have a 2.0 at the end of their freshman year along with passing at least 24 semester hours to participate in athletics their sophomore year.

7. Courses taken at Siena Heights University which repeat courses previously taken at either Siena Heights University or at other institutions and for which credit was earned will not fulfill the requirement for the 24 semester hour eligibility rule or the 12 semester hour eligibility rule.

8. There are a number of other NAIA regulations that regard transfer students, semester of eligibility, etc. Contact the athletic director for additional information.

9. Athletic eligibility is jointly determined each semester by the athletic director, the NAIA faculty representative, and the Registrar.

8. Transfer student-athletes are required to have a cumulative grade point average (GPA) of 2.00 on all hours attempted at all previous institutions in order to be eligible their first semester at Siena Heights University. If they do not have a 2.00 cumulative GPA at the time they matriculate at Siena Heights University, they must earn a minimum 2.00 cumulative GPA on at least 12 hours at Siena Heights University before they can be eligible.

9. It is the student-athlete's responsibility to determine if he/she is in compliance with athletic eligibility requirements.

Academic Probation & Suspension Criteria (All Students)

For the purposes of Academic Probation and Suspension Criteria, a semester is defined as an official term for the college in which the student is enrolled. For CAS, official terms are Fall and Winter. For CPS, official terms are Fall, Winter, and Summer.

Probation
A student whose cumulative GPA is less than a 2.0 will be placed on probation and notified of his/her status by the Advising Office.

Continued Probation
A student placed on probation will remain on probation as long as he/she continues to earn a semester GPA of 2.0 or higher in each successive semester, until the cumulative GPA is 2.0 or higher, at which time the student will be removed from probation.

Suspension
A student who has already been placed on probation, and whose cumulative and current semester GPA both fall below 2.0 will be suspended from Siena Heights University for a minimum of one semester.

Reinstatement from suspension
A student seeking readmission after being suspended must submit a written petition to the Academic Review Board. An appeal may be made at any time following suspension, but reinstatement can occur no earlier than one semester from the date of the student's suspension. The student must provide the necessary documentation of the circumstances that contributed to his/her poor performance and submit this documentation with the appeal. Such documentation might include a letter from an attending physician, hospital records, pertinent legal documents, etc. A student may also provide any evidence of academic success since the suspension.

The petition must be submitted at least one month prior to the semester the student desires to return and no later than the first day of the month. Appeals are read at the first meeting of the Academic Review Board each month. In addition, a student must also submit the *Application for Readmission* to the Adrian campus Admissions office or to the appropriate CPS site in tandem with the written petition for reinstatement. Appeals may be submitted electronically to academicreviewboard@sienaheights.edu.

Dismissal
If readmission is granted to a student after a suspension, he/she will be placed on probation, and must attain a semester GPA of 2.0 or higher each semester he/she is enrolled until the cumulative GPA is also 2.0 or higher. Otherwise, the student will be dismissed from Siena Heights University for a period of two full years. Reinstatement after dismissal follows the same process as the reinstatement after suspension outlined above. Reinstatement following a dismissal can occur no earlier than two years from the date of the student's dismissal. A student will be subject to current probation guidelines when granted a return from either suspension or dismissal.

Students Applying for or Receiving Veterans Benefits

The State Approving Agency (SAA) has imposed the following requirements on Siena Heights University in order for students to receive veteran's benefits.

1. Satisfactory Grade (Cumulative GPA & Probation):
   All students receiving veteran's benefits must comply with the Academic Probation and Suspension guidelines of the University. A student who is placed on probation may not be continued on probation more than two semesters in order to raise the cumulative GPA to that required for graduation and come off probation. If the student fails to come off probation, the U.S. Department of Veterans Affairs (USDVA) will be notified electronically.

2. Withdrawal and Last Date of Attendance:
   The veteran's certification office will inform the USDVA of any change in semester hours and dates of attendance.

3. Credit for Previous Training:

All students who are requesting veteran’s benefits when enrolling at Siena Heights University will be given credit for previous training, where appropriate. The total length of the training program will be reduced proportionately. The student and the USDVA will be advised in writing of the credit given to the student and the appropriate reduction in the total length of the program. All students receiving veteran’s benefits must have transcripts and other documents showing credit for previous training on file in the Registrar's Office by the end of the first semester of enrollment. Failure to do so will result in no further certification for veteran’s benefits until those transcripts have been provided.

Add/Drop/Withdrawal Policies and Instructions

On-line Registration Module

The terms “drop” and “withdrawal” both refer to unregistering from a class. A course that is dropped during the published drop date will not appear on the student’s transcript, but a course from which a student withdraws after the published drop date will be recorded on the transcript with the notation ‘W’. A notation of ‘W’ does not have any impact on a student’s grade point average.

Students should be aware that dropping or withdrawing from a course may impact satisfactory academic progress to the completion of their degree. Please refer to the Satisfactory Academic Progress Policy.

1. Before the semester begins a student can choose to drop or add a course using the On-line Registration Module. This module is on the University’s Web site at https://mysiena.sienaheights.edu/ics.

2. If the class is closed or full, Adrian campus students must contact the faculty member teaching the course. The faculty member must grant the student permission to register via the on-line system for the closed or full class. For off-campus courses, the student will need to contact the Center directly.

3. Students are not allowed to withdraw from all courses via the On-line Registration Module at any time. To withdraw from the University, students must contact the Director of Advising, Director of Retention, or their site director to process an exit interview.

4. For the Adrian campus, the On-line Registration Module remains open to drop/add through the first week of courses. After the first week, students must follow the withdrawal procedure stated below for dropping a course.

Refund Percent (All Campuses)

If a student withdraws from college, the payment agreement made at the time of registration is still in effect, subject to the following schedule for refund of tuition, room and board charges. Technology, Activity, and Course Fees are non-refundable. Please note that the refund of Tuition, Room and Board charges is a different calculation than the Return of Title IV Funds calculation. The Tuition, Room and Board Refund Policy establishes the amount you will be charged for the semester if you withdraw.
The Return of Title IV Funds Policy calculates how much Federal financial aid you are allowed to keep to help pay your adjusted charges. Therefore, both calculations must be completed before you will know your financial account balance.

Students who drop/withdraw from individual classes after the first week of class without completely withdrawing from Siena Heights University will NOT receive monetary credit for any charges. Add/Drops that will not change the total number of enrolled hours need to be completed on the same Add/Drop form on the same calendar day.

The percentage refund of charges for a complete withdrawal from Siena Heights University is determined by the following refund chart.

	Weeks in Term						
Refund at End of Week	**15**	**10**	**8**	**6**	**5**	**4**	**3**
1	100%	100%	100%	100%	100%	100%	100%
2	90%	80%	70%	70%	60%	50%	0%
3	80%	70%	60%	50%	0%	0%	0%
4	70%	60%	50%	0%	0%	0%	0%
5	0%	0%	0%	0%	0%	0%	0%
6	0%	0%	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%	0%	0%
8	0%	0%	0%	0%	0%	0%	0%

Traditional Method of Drop/Add

1. Obtain a drop/add form from the Registrar's Office, SHH 207, or your site office.

2. One week after the semester has started a student must obtain the signatures of the faculty member(s) of the course(s) from which the student is withdrawing and the signature of the student's advisor.

3. The student is responsible for obtaining all signatures and returning the form to the Registrar's or site office for processing.

4. If the student is completely withdrawing from all courses and therefore from the University for medical or personal reasons, he/she needs to contact the Director of Advising or Director of Retention at the Adrian Campus or appropriate site director for assistance.

Other Conditions

1. The last day for adding courses is the first Friday of the semester (15 week courses only). Students should contact their site location to determine if they can add an 8-week course once the semester has begun. On the Adrian campus, permission of the instructor will be needed for any closed courses.

2. Directed and Independent Studies will follow the same guidelines for add/drop/withdrawal unless permission is granted by the instructor.

3. Addition of courses not following the traditional semester format is contingent upon the permission of the instructor and/or appropriate site director.

4. The last day for dropping 15-week courses is the first Friday of the semester.

5. Accelerated courses and other specially scheduled courses may be dropped on or before the day after the second-class meeting. Eight-week blended and completely online courses may be dropped by the Friday of the first (1st) week of the course.

6. The course dropped during the published drop period will not appear on the transcript. All refund schedules will remain the same.

7. After the initial drop period, students may withdraw from a course up to the tenth week of class for a 15-week class or by the end of the fifth week for 8-week classes.

8. Undergraduate students must carry a minimum of 12 hours to be eligible for full-time financial aid.

9. Student-athletes must carry 12 hours each semester (except summer). It is the student-athlete's responsibility to determine if he/she complies with athletic eligibility requirements. Please see the university's Athletic Eligibility Policy.

10. Students must carry a minimum of 12 hours to be eligible to live in the residence hall.

11. International students must abide by all USCIS regulations for F-1 students and abide by the 'INSTRUCTION TO STUDENTS" as detailed on page 2 of the I-20.

12. The Director of Advising and/or the appropriate Dean must approve exceptions to any of the above policies.

Faculty Responsibility for Attendance, Notifications, and Records

Faculty members will state their attendance policies clearly in the course syllabi and announce them at the beginning of each semester.

Siena Heights University expects students to attend all regularly scheduled classes for instruction and examination. When a student is absent from class, the student should immediately convey the reason for the absence directly to the instructor. The student is responsible for all material presented in class and for all announcements and assignments.

The decision to permit or not to permit students to make up work that is required in any missed class resides with the instructor.

Withdrawal Policy

Withdrawing from a course may be student or university initiated. Any withdrawal from a course, for whatever reason, may affect a student's eligibility for financial aid.

Student Initiated Drop
A student may drop one of more courses during a brief period during the beginning of a semester (dates will be posted for each format). Any courses dropped during this period will not appear on the transcript.

Student Initiated Withdraw
Students may withdraw from a course during the first 70% of the course and receive a "W" for the course on his/her transcript.

University Initiated Withdrawal-Administrative Withdrawal
A student may be administratively withdrawn from a course if:

- The student has not officially withdrawn from course(s) and has been reported as not attending or engaging for a period of fourteen (14) days. The date of administrative withdrawal is based on the last day of the student's academically-related activity.
- The student has received a student conduct sanction during a semester which would prevent the student from completing the semester.
- The student is a threat to him/herself or others or the student is causing significant disruption to the university community.

Students who are administratively withdrawn as a result of non-attendance or lack of defined academic engagement will receive a grade of “WE” on his/her transcript.

The University may identify a “W” on the student transcript at any point following the published drop period through 70% of the academic term for documented medical or compassionate reasons. Following the 70% point of the academic term, any approved medical or compassionate withdraw should be identified as an incomplete, “W”, or posted grade.

V. INSTRUCTION / MAJORS / MINORS

Course Numbering/Offered Codes

Level of Course

100 - 199	Freshman
200 - 299	Sophomore
300 - 399	Junior
400 - 499	Senior
500 - 599	Graduate (open to seniors with permission of Dean of the Graduate College)
600 - 699	Graduate only
700 - 899	Specialist only

Numbering of Second and Third Digits

01-39	No Prerequisites
40-79	Prerequisites

Special Categories

200/400	Studies, Special Topics, Workshops that are not a regular part of the curriculum. Specific titles will be printed in Schedule of Classes.
280/480	Off Campus Experiential Learning (specific title to be arranged by student and faculty sponsor). This includes Cooperative Work Experience, Internship, Directed Teaching, etc.
293/493	Independent Study (specific title to be arranged by student and faculty sponsor). Students must have a cumulative grade point average of 2.00 at the time of registration to do an Independent Study.
285/385/485	Special Topics (specific title will be printed in Schedule of Classes)
295/495	Seminar (specific title will be printed in Schedule of Classes)

Course is Offered Code

(Adrian campus only)

This code is used to determine the semester in which a particular course is offered (subject to change):

FA, WI, and SU Every Year	=	All semesters
FA, WI, or SU Every Year	=	Either Fall Semester, Winter Semester, or Summer Semester
FA and WI Every Year	=	Every Semester except Summer
FA Every Year	=	Every Fall Semester only
WI Every Year	=	Every Winter Semester only
SU Every Year	=	Every Summer
FA or WI	=	Either Fall Semester or Winter Semester
Uncertain	=	Unsure when offered

Semester Hours Explanation:

Siena Heights University utilizes the principle of semester hours as a way of gauging the amount of time and effort required by a particular course. Semester hours are usually determined by the number of hours a course meets each week. Thus, a course which meets on Monday, Wednesday, and Friday from 9 a.m. until 9:50 a.m. throughout the semester would be considered a three semester hour course. In a 15-week semester, this would amount to 45 contact hours-hours actually spent in class. Students may expect to spend two hours studying outside of class for every hour in class. Therefore, a three semester hour course in any format usually requires a total of 135 hours of work inside and outside of class. Full-time students register for a minimum of 12 semester hours per semester and a maximum of 18. Part-time students register for 3 to 11 semester hours per semester. Students must earn 120 semester hours to graduate from Siena Heights University with a baccalaureate degree. This equals 15 semester hours for eight semesters or four years of full-time study.

There are classes that distribute the work inside and outside the classroom differently and require appropriate adjustments. For example, three-semester-hour art studio classes meet in the studio for six hours per week, and the faculty expects at least another three hours of work on the course material outside of class. Ultimately, course

learning outcomes are established for each course which make practicable the expectations for time commitment on the part of each student. Program faculty and the program chair are responsible for monitoring the establishment and attainment of course outcomes.

Session Explanation:

A session is a 16-week block of time in which classes are scheduled. There are usually three sessions per calendar year; fall, winter, and summer.

Subsession Explanation:

A subsession is a smaller block of time (usually 8 weeks) in which classes are scheduled. Subsessions are scheduled within sessions and are usually referred to as Fall I, Fall II, etc.

Course Descriptions Explanation

The majority of courses at Siena Heights University are three semester hour offerings, but there are some one, two, four and variable hour courses.

Example:
ENG 102 READING AND WRITING II ***3***
Students will read and discuss a variety of essays. Students will write essays some of which will require summary and critique and the incorporation, synthesis, and documentation of multiple sources. Students will be expected to write a properly cited paper and demonstrate capacity for writing across the curriculum and critical thinking.
Prerequisite: "C" or better in ENG 101 or Placement
Liberal Arts: English Composition
Course is offered: FA and WI Every Year

ENG designates the English Department which offers the course numbered 102 (Freshman level) and entitled Reading and Writing II. The "3" indicates that the course is a three semester hour course. Prerequisite indicates whether or not a student must have had previous college level study to be properly prepared for this course. Whenever a specific course is listed as a prerequisite and a student has not had that course, the instructor is authorized to give the student permission to register.

Independent Study

An independent study is a student initiated, designed, and executed experience which is supervised by a faculty member. This study uses the number of 293 or 493 and the department code under which the study content is being explored. The independent study form is a contract developed by the student and coordinating faculty member which states the goals of the study, process of the study, and the criteria for evaluation used in the study. The form is available at the Registrar's Office, or can be found posted on the Registrar's Office site on the Web. The form must be returned to the Registrar's Office within the published add period for processing with the appropriate signatures. At the end of the study, the faculty member must submit the grade through the grade module and then submit a copy of the Independent Study form to the Academic Dean's office.

Directed Study

A directed study is a course which is listed in the catalog and is taught during a semester in which it is not listed in the schedule of classes, or by special arrangement at a time other than when it is listed in the schedule of classes. This will necessitate creating an additional section of the course with a maximum size of one. The directed study form is available at the Registrar's Office, or can be found posted on the Registrar's Office site on the Web. The form must be returned to the Registrar's Office within the published add period for processing with the appropriate signatures. At the end of the study, the faculty member must submit the grade through the grade module and then submit a copy of the Directed Study form to the Academic Dean's office.

College for Professional Studies Course Offerings

For information about course availability at a specific center, contact the center directly or visit the off-campus website at http://www.sienaheights.edu/Locations.aspx

There are three types of courses offered via the off-campus centers. They include traditional 15-week courses, accelerated 8-week hybrid (blended online) courses, and accelerated 8-week totally online courses.

The traditional 15-week on-campus course typically meets for 2.5 – 3 hours once a week. For more information see the section on this page called “Semester Hours Explanation.”

The accelerated 8-week on-campus course typically meets for 3 hours each week with significant outside-of-class activity and is intended for adults who are completing their degree requirements. Outside-of-class time requirements (approximately 90 hours) include, but are not limited to:

- Reading and support course material (such as textbooks, course packs, etc.).
- Research and preparation of written assignments.
- Preparation for course quizzes and examinations.
- Preparation and participation in group projects.

The blended on-line course is conducted over an 8-week period and may be composed of two 3 ½ hour face-to-face instruction sessions and six additional sessions conducted using a course management system via the Internet. The completely on-line course requires no face to face meetings, and is conducted over an 8-week period. In both of these cases, there is significant outside-of-class activity (approximately 115 hours) that can include, but is not limited to:

- Pre-class assignment (in preparation for the start of the course).
- Reviewing course online lectures.
- Reading supporting material (textbooks, course packs).
- Participating in both synchronous and asynchronous discussion sessions.
- Reviewing course audio/video/graphics material.
- Visiting relevant Internet web sites as directed.
- Conducting Internet-based research.
- Preparation and submission of written assignments.
- Preparation and participation in online examinations and quizzes.
- Preparation and participation in group/class projects.

*Note: One completely on-line course, BAM 479 Strategic Management, is offered in a 15-week format.

Accounting Major
Bachelor of Business Administration Degree

I. Course Requirements for Major

A. Program Requirements — 32 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	ACC 341	Intermediate Accounting I	3
4.	ACC 342	Intermediate Accounting II	3
5.	ACC 361	Managerial Cost Accounting	3
6.	ACC 441	Auditing	3
7.	ACC 451	Federal Taxation-Individual	3
8.	ACC 460	Advanced Accounting	3
9.	Accounting Electives (Select two)		6
	ACC 350	Fraud Examination	
	ACC 376	Accounting Information Systems	
	ACC 452	Federal Taxation-Business	
	ACC 463	Financial Statement Analysis	
	ACC 480	Cooperative Work Experience	
	ACC 485	Special Topics	

B. Cognate Requirements — 27 semester hours

1.	BAM 465	Management Information System	
	or		3
	Choose 3		
	BAM 210	Business Applications Software (1)	
	BAM 211	Business Visual and Media Technology (1)	
	BAM 212	Business Publication Design (1)	
	BAM 213	Internet and Business Applications (1)	
2.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
3.	BAM 340	Legal Environment of Business	3
4.	#ECO 221	Microeconomics	3
5.	ECO 222	Macroeconomics	3
6.	FIN 340	Managerial Finance	3
7.	#MAT 143	Introduction to Statistics	
	or		3
	MAT 174	Data Analysis and Statistics	
8.	MGT 302	Management Principles and Cases	3
9.	MKT 310	Marketing Principles and Cases	3

C. Total for Major — **59 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **32 semester hours**

IV. Total For Degree — **120 semester hours**

Minor in Accounting

I. Course Requirements for Minor

A. Program Requirements — 17 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4

3.	ACC 341	Intermediate Accounting I	3
4.	ACC 342	Intermediate Accounting II	3
5.	ACC ___	Approved Accounting elective	3

B. Cognate Requirements

1.	Two (2) courses from the following:		6 semester hours
	BAM 201	Business Communications	
	FIN 340	Managerial Finance	
	MGT 302	Management Principles & Cases	
	MKT 310	Marketing Principles & Cases	

C. Total for Minor **23 semester hours**

Accounting Major
Associate of Arts Degree

I. Course Requirements

A. Program Requirements 23 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	ACC 341	Intermediate Accounting I	3
4.	ACC 342	Intermediate Accounting II	3
5.	ACC 361	Managerial Cost Accounting	3
6.	___ ___	Approved Electives	6

B. Cognate Requirements 12 semester hours

1.	BAM 201	Business Communications	3
2.	FIN 340	Managerial Finance	3
3.	MGT 302	Management Principles and Cases	3
4.	MKT 310	Marketing Principles and Cases	3

C. Total for Major **35 semester hours**

II. Liberal Arts **16-17 semester hours**

III. General Electives **8-9 semester hours**

IV. Total for Degree **60 semester hours**

V. Other Requirements

1. See specific Business and Management requirements.

Program Learning Outcomes

Accounting Principles – Apply accounting knowledge in various managerial situations including preparing financial reports in contribution format.

Communication – Communicate report analysis conclusions both verbally and in writing.

Analytical/Critical Decision Making - Analyze financial data prepared in contribution format and use to make decisions about new and existing products.

Ethics - Continue introduction of business ethics.

Art
Bachelor of Fine Arts Degree

I. Course Requirements for Major

A. Program Requirements — 64 semester hours

Art Courses

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 107	Foundations II: Core Concepts	3
3.	ART 109	Foundations III: Drawing Concepts	3
4.	ART 111	Foundations IV: Digital Concepts	3
5.	ART 121	Introduction to Sculpture	3

6. Core Media Studies: Choose four (4) of the following (may not be double counted) — 12

ART 101	Introduction to Ceramics
ART 113	Jewelry Making I
ART 115	Introduction to Painting
ART 116	Introduction to Photography
ART 118	Introduction to Book Arts
ART 119	Introduction to Printmaking
ART 121	Introduction to Sculpture
ART 147	Introduction to Graphic Design
ART 432	Materials & Methods-Strategies for Teaching Art

7. Approved Art Studio Conc. Courses (Two courses must be at the 400 level) — 21
(Choose from Ceramics, Digital Media, Painting, Photography, Printmaking/Book Arts, or Sculpture/Metalsmithing)

8.	ART 395	Portfolio	3
9.	ART 495	Senior Exhibition	1
10.	Approved Art Studio Electives		12

Art History Courses — 12 semester hours

11.	ARH 246	History of Graphic Design	
	or		3
	ARH 248	History of Architecture	
12.	ARH 440	Late Twentieth-Century Art	3
13.	Any two other Art History Courses (may not double count)		6

B. Cognate Requirements — 12 semester hours

1.	TSC 101	Fundamentals of Speech Communication	3

2. Nine hours from: Mathematics, Science, Social Science, Literature, History, Philosophy, Religious Studies, or Foreign Language (Students may not double count these courses. They must be in addition to the Liberal Arts requirements) — 9

C. Total for Major — **88 semester hours**

II. Liberal Arts — **22-23 semester hours**

III. General Electives — **9-10 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Sculpture that is taken to satisfy foundation requirements may also be counted in the Sculpture/Ceramics concentration.

2. Drawing that is taken to satisfy foundation requirements may also be counted in the Painting and Drawing concentration.
3. Digital Concepts that is taken to satisfy foundation requirements may also be counted in the Digital Media concentration.
4. All Art students must successfully complete the Faculty Critique process beginning in the sophomore year.
5. All Bachelor of Fine Arts students must complete a one-person exhibition.
6. Art majors must earn a grade of "C-" or better in all art and art history courses.
7. Any student wishing to continue in sequential art courses must have earned a grade of "C-" or better in all designated prerequisites.

Transfer Student Requirements

A. Residency requirements for transfer students in Art:
   1. Transfer students for the Bachelor of Arts degree must:
      a. Take a minimum of twelve semester hours in studio at Siena Heights University.

   2. Transfer students for the Bachelor of Fine Arts degree must:
      a. Take Art 495 Senior Exhibition and have a one-person show.
      b. Take a minimum of fifteen semester hours in studio at Siena Heights University.
      c. Have a faculty critique before the senior project exhibition.

   3. Transfer student portfolios
      a. Transfer students should present a portfolio of studio work to the Art Department Chair for placement into the correct studio level and complete a Siena Heights library skills assessment.

Art
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 49 semester hours

Art Courses

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 107	Foundations II: Core Concepts	3
3.	ART 109	Foundations III: Drawing Concepts	3
4.	ART 111	Foundations IV: Digital Concepts	3
5.	ART 121	Introduction to Sculpture	3
6.	ART 395	Portfolio	3
7.	ART 495	Senior Exhibition	1
8.	Approved Art Studio Electives		21

B. Art History Requirements

9.	Art History Requirements (Must include one course at the 300/400 level)	9

C. Total for Major — **49 semester hours**

II. Liberal Arts — **35 semester hours**

III. General Electives — **36 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. All Art students must successfully complete the Faculty Critique process beginning in the sophomore year.
2. All Bachelor of Arts students participate in a group exhibition.
3. Art majors must earn a grade of "C-" or better in all art and art history courses.
4. Any student wishing to continue in sequential art courses must have earned a grade of "C-" or higher in all designated prerequisites.

Minor in Art

I. Course Requirements for Minor

A. Program Requirements — 15 semester hours

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 107	Foundations II: Core Concepts	3
3.	ART 109	Foundations III: Drawing Concepts	3
4.	ART 111	Foundations IV: Digital Concepts	3
5.	ART 121	Introduction to Sculpture	3

B. Approved Art Studio Electives — 12

C. Total for Minor — **27 semester hours**

Minor in Animation

I. Course Requirements for Minor

A. Program Requirements — 12 semester hours

1.	ART 243	Introduction to Video	3
2.	ART 351	Intermediate Animation	3
3.	ART 345	Advanced Animation	3
4.	ART 464	Media Integration	3

B. Cognate Requirements — 9 semester hours

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 111	Digital Concepts	3
3.	ARG 330	User Experience & User Interface Design I	3

C. Total for Minor — **21 semester hours**

II. Other Requirements

Except for students seeking a BFA in Art with a concentration of Photography & Digital Media, students may double count the requirements for this minor with their major requirements.

Minor in Ceramics

I. Course Requirements for Minor

A. Program Requirements — 15 semester hours

1.	ART 101	Introduction to Ceramics	3
2.	ART 242	Introduction to Wheel Throwing	3
3.	___ ___	Choose four (4) of the following	12
	ART 241	Sculptural Ceramics	
	ART 341	Advanced Sculptural Ceramics	
	ART 342	Intermediate Wheel Throwing	
	ART 442	Advanced Wheel Throwing	
	ART 343	Ceramics: Mixed Media	
	ART 468	Sculpture/Ceramics: Integrative Studies I	

B. Cognate Requirements — 3 semester hours

1.	ART 105	Foundations I: Core Concepts	3

C. Total for Minor — **21 semester hours**

II. Other Requirements

Except for students seeking a BFA in Art with a concentration of Ceramics, students may double count the requirements for this minor with their major requirements.

Minor in Painting & Drawing

I. Course Requirements for Minor

A. Program Requirements — 18 semester hours

1.	ART 109	Introduction to Drawing	3
2.	ART 115	Introduction to Painting	3
3.	ART 255	Life Study	3
4.	ART 355	Color Issues and Abstraction	3
5.	ART 356	Painting & Drawing: Collage to Installation	3
6.	ART 455	Style	3

B. Cognate Requirements — 3 semester hours

1.	ART 105	Foundations I: Core Concepts	3

C. Total for Minor **21 semester hours**

II. Other Requirements
Except for students seeking a BFA in Art with a concentration of Painting & Drawing, students may double count the requirements for this minor with their major requirements.

Minor in Photography

I. Course Requirements for Minor

A. Program Requirements 12 semester hours

1.	ART 116	Introduction to Photography	3
2.	ART 357	Intermediate Photography	3
3.	ART 457	Advanced Photography	3
4.	ART 458	Photo Integration	3

B. Cognate Requirements 9 semester hours

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 111	Digital Concepts	3
3.	ARG 330	User Experience & User Interface Design I	3

C. Total for Minor **21 semester hours**

II. Other Requirements
Except for students seeking a BFA in Art with a concentration of Photography & Digital Media, students may double count the requirements for this minor with their major requirements.

Minor in Printmaking & Book Arts

I. Course Requirements for Minor

A. Program Requirements 15 semester hours

1.	ART 118	Introduction to Book Arts	3
2.	ART 119	Introduction to Printmaking	3
3.	ART 259	Relief Printing and Screenprinting	3
4.	ART 359	Intermediate Prints and Books	3
5.	ART 360	Advanced Prints and Books I	3

B. Cognate Requirements 6 semester hours

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 109	Foundations III: Drawing Concepts	3

C. Total for Minor **21 semester hours**

II. Other Requirements
Except for students seeking a BFA in Art with a concentration of Printmaking & Book Arts, students may double count the requirements for this minor with their major requirements.

Minor in Sculpture

I. Course Requirements for Minor

A. Program Requirements 15 semester hours

1.	ART 121	Introduction to Sculpture	3
2.	ART 241	Sculptural Ceramics	3
3.	ART 356	Painting & Drawing: Collage to Installation	3
4.	ART 375	Sculpture: Material and Process	3

	5.	ART 440	Sculpture: Installation and Experimental Art	3
B.	Cognate Requirements			6 semester hours
	1.	ART 105	Foundations I: Core Concepts	3
	2.	ART 101	Introduction to Ceramics	3
C.	Total for Minor			**21 semester hours**

II. Other Requirements
Except for students seeking a BFA in Art with a concentration of Sculpture, students may double count the requirements for this minor with their major requirements.

Minor in Video

I. Course Requirements for Minor

A.	Program Requirements			12 semester hours
	1.	ART 246	Introduction to Animation	3
	2.	ART 344	Intermediate Video	3
	3.	ART 346	Advanced Video	3
	4.	ART 463	Digital Integration	3
B.	Cognate Requirements			9 semester hours
	1.	ART 105	Foundations I: Core Concepts	3
	2.	ART 111	Digital Concepts	3
	3.	ARG 330	User Experience & User Interface Design I	3
C.	Total for Minor			**21 semester hours**

II. Other Requirements
Except for students seeking a BFA in Art with a concentration of Photography & Digital Media, students may double count the requirements for this minor with their major requirements.

Art
Bachelor of Arts Degree
With Visual Arts Education K-12 Certification

I.	Course Requirements for Major			
	A.	Program Requirements		15 semester hours
		1.	ART 105 Foundations I: Core Concepts	3
		2.	ART 107 Foundations II: Core Concepts	3
		3.	ART 109 Foundations III: Drawing Concepts	3
		4.	ART 111 Foundations IV: Digital Concepts	3
		5.	#ART 121 Introduction to Sculpture	3
		6.	Art History Requirements:	12 semester hours
			Must include one course at the 300/400 level	
			Must include ARH 230 Non-Western Topics	
		7.	Approved Studio Electives:	19 semester hours
			ART 115 Introduction to Painting	3
			Must select an advanced level course from Ceramics, Painting, or Sculpture/Metalsmithing, or Printmaking/Book Arts	3
			Must include four (4) courses in a studio concentration	12
		8.	ART 495 Senior Exhibition	1
	B.	Art Education Requirements		12 semester hours
		1.	ART 352 Art in the Elementary and Middle School	3
		2.	ART 372 Secondary Methods in Art Education	3
		3.	ART 432 Materials and Methods – Strategies for Teaching Art	3
		4.	ART 433 Teaching Art to Children – A Practicum	3
	C.	K-12 Teacher Education Course Requirements		36-40 semester hours
		1.	*EDU 201 Principles of Teaching in School and Society	3
		2.	EDU 301 History and Philosophy of Education	3
		3.	EDU 312 Exceptional Children and Youth in the Regular Classroom	3
		4.	EDU 335 Content Area Reading	3
		5.	EDU 349 Culture and Diversity in Schools	3
		6.	EDU 351 Educational Psychology	3
		7.	*EDU 360 Education Practicum	3
			(Must be taken the same semester as EDU 371/372)	
		8.	EDU 371 Elementary Core Methods	(4)
			or	3-4
			EDU 372 Secondary Methods	(3)
		9.	EDU 421 Software for Educators	3
		10.	*EDU 480 Directed Teaching: Secondary	7-10
		11.	*EDU 495 Directed Teaching Seminar: Secondary	2
	D.	Total for Major		**94-98 semester hours**
II.	Liberal Arts			**35 semester hours**
III.	Total for Degree			**129-133 semester hours**

IV. Other Requirements

1. *Denotes courses, which are required to be taken in residence at the Siena Heights University Adrian campus. EDU 480 is a residency requirement and all student teaching placements should be made in Lenawee, Hillsdale, or Monroe County.
2. Grade Point Average Requirement:
   Students must earn a 3.0 grade point average in their education courses and have a cumulative grade point average of 3.0 at the time of application for student teaching.
3. **The Michigan Teacher Certification Regulations require that students take forty (40) semester hours of general or liberal education.** These courses are intended to serve the same purpose as Siena Heights University's Liberal Arts Studies, that is, to ensure that a prospective teacher has some background in each of the traditional academic disciplines.
4. For information regarding the certification pathway see the Education Handbook.
5. All Art students must successfully complete the Faculty Critique process beginning in the sophomore year.
6. All Bachelor of Arts students participate in a group exhibition.
7. # Courses marked with this symbol may also be used to satisfy the LAS requirement for Fine/Performing Art.

Art: Graphic Design
Bachelor of Fine Arts Degree

I. Course Requirements for Major

A. Graphic Design Courses — 27 semester hours

1.	ARG 147	Introduction to Graphic Design	3
2.	ARG 247	Typography	3
3.	ARG 243	Introduction to Animation	
	or		3
	ARG 246	Introduction to Video	
4.	ARG 330	User Experience/User Interface Design	3
5.	ARG 347	Corporate Identity	3
6.	ARG 348	Publication Design	3
7.	ARG 442	Information Design	3
8.	ARG 446	Integrative Design	3
9.	ARG 448	Graphic Design Internship	3

B. Supportive Courses in Art — 40 semester hours

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 107	Foundations II: Core Concepts	3
3.	ART 109	Foundations III: Drawing Concepts	3
4.	ART 111	Foundations IV: Digital Concepts	3
5.	ART 116	Introduction to Digital Photography	3
6.	ART 119	Introduction to Printmaking	3
7.	ART 121	Introduction to Sculpture	3
8.	Select one of the following (may not double count)		3
	ART 101	Introduction to Ceramics	
	ART 113	Jewelry Making I	
	ART 115	Introduction to Painting	
	ART 118	Introduction to Bookarts	
	ART 432	Materials & Methods-Strategies for Teaching Art	
9.	Approved Art Studio Electives		12
10.	ART 395	Portfolio	3
11.	ART 495	Senior Exhibition	1

C. Art and Design History Courses — 12 semester hours

1.	ARH 246	History of Graphic Design	3
2.	ARH 435	Visual Culture	3
3.	Select two (2) courses from the following:		6
	ARH 210	American Art	
	ARH 230	Non-Western Topics	
	ARH 240	Ancient to Medieval Art	
	ARH 242	Film Study and Analysis	
	ARH 244	Renaissance to Modern Art	
	ARH 351	Early Twentieth-Century Art	
	ARH 440	Late Twentieth-Century Art	
	ARH 445	History of Photography	

D. Cognate Requirements — 9 Semester hours

1.	TSC 101	Fundamentals of Speech Communication	3
2.	Select two (2) courses from the following (may not double count)		6
	BAM 201	Business Communication	
	CIS 460	Web Development Project	

COM 352	History of Mass Media
ENG 211	Rhetoric
ENG 245	Communications Theory
ENG 342	Advanced Fiction Workshop
MKT 310	Marketing Principles and Cases
PHI 220	Introduction to Ethics
RST 305	Theological Ethics
SOC 111	Introduction to Sociology
SOC 113	Cultural Anthropology
___ ___	Any World Language

E. Total for Major **88 semester hours**

II. Liberal Arts **22-23 semester hours**

III. General Electives **9-10 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
1. All Art and Graphic Design majors must successfully complete the Faculty Critique process beginning in the sophomore year.
2. All Bachelor of Fine Arts students must complete a one-person exhibition.
3. Graphic Design majors must earn a grade of "C-" or better in all art and art history courses.
4. Any student wishing to continue in sequential art courses must have earned a grade of "C-" or better in all designated prerequisites.

Minor in Graphic Design

I. Course Requirements for Minor

A. Program Requirements 15 semester hours

1.	ARG 147	Introduction to Graphic Design	3
2.	ARG 247	Typography	3
3.	ARG 347	Corporate Identity	3
4.	ARG 348	Publication Design	3
5.	ARG 442	Information Design	3

B. Cognate Requirements 9 semester hours

1.	ART 111	Foundations IV: Digital Concepts	3
2.	Lower-level elective (select one from this list)		3
	ARG 243	Introduction to Animation	
	ARG 246	Introduction to Video	
	ARG 330	User Experience/User Interface Design	
	ARH 246	History of Graphic Design	
	ART 116	Introduction to Digital Photography	
	ART 119	Introduction to Printmaking	
3.	Upper-level elective (select one from this list)		3
	ARG 446	Integrative Design	
	ARH 435	Visual Culture	

C. Total for Minor **24 semester hours**

II. Other Requirements
1. Except for students seeking the BFA in Graphic design, students may double count the requirements for this minor with their major requirements.

Art History
Bachelor of Fine Arts Degree

I. Course Requirements for Major

A. Program Requirements — 82 semester hours

Art History Courses:

1.	ARH 230	Non-Western Topics	3
2.	ARH 246	History of Graphic Design	
	or		3
	ARH 248	History of Architecture	
3.	ARH 435	Visual Culture	3
4.	ARH 440	Late 20th Century Art	3
5.	Select two Art History courses at the 300/400 level (may not double count)		6
6.	Select any Art History course at any level (may not double count)		3

Art Courses:

1.	ART 105	Foundations I: Core Concepts	3
2.	ART 107	Foundations II: Core Concepts	3
3.	ART 109	Foundations III: Drawing Concepts	3
4.	ART 111	Foundations IV: Digital Concepts	3
5.	ART 121	Introduction to Sculpture	3

6. Choose four of the following (may not double count) — 12

ART 101	Introduction to Ceramics
ART 113	Jewelry Making I
ART 115	Introduction to Painting
ART 116	Introduction to Digital Photography
ART 118	Introduction to Book Arts
ART 119	Introduction to Printmaking
ART 121	Introduction to Sculpture
ARG 147	Introduction to Graphic Design
ART 432	Materials and Methods-Strategies for Teaching Art

7.	ART 395	Portfolio	3
8.	ART 495	Senior Exhibition	1
9.	Approved Art Studio Electives		9
10.	Approved Studio Concentration Courses (Choose from Ceramics, Digital Media, Graphic Design, Painting, Photography, Printmaking/Book Arts, or Sculpture/Metalsmithing)		21

B. Cognate Requirements — 12-16 semester hours

1. Two (2) courses in any World Language (French or German is preferred) — 6-8

2. Select two (2) of the following (may not double count) — 6-8

CHE ___	Any Chemistry courses
HIS ___	Any History courses
PHI 360	Aestetics
SOC 113	Cultural Anthropology
TSC 101	Fundamentals of Speech Communication

C. Total for the Major — **94-98 semester hours**

II. Liberal Arts — **22-23 semester hours**

III. General Electives **2-4 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements

1. All Art History majors must successfully complete the Faculty Critique process beginning in the sophomore year.
2. All Bachelor of Fine Arts students must complete an approved senior project or one-person exhibit. Senior projects in studio, art history, or their interrelationship are recommended for students pursuing the Bachelor of Fine Arts degree in Art History.
3. Grade Point Average Requirements for Art History Majors:
   a. Art History majors must earn a grade of "C-" or better in all art and art history courses.
   b. Any student wishing to continue in sequential art and art history courses must have earned a grade of "C-" or better in all designated prerequisites.

Minor in Art History

I. Course Requirements for Minor 15 semester hours

A. Program Requirements

1.	ARH 230	Non-Western Topics	3
2.	ARH 246	History of Graphic Design	
	or		3
	ARH 248	History of Architecture	
3.	Three Art History courses at the 300-400 level		9

B. Cognate Requirements 3 semester hours

1.	ART 105	Foundations I: Core Concepts	3

C. Total for Minor **18 semester hours**

II. Other Requirements

1. Art History majors must earn a grade of "C-" or better in all art and art history courses.
2. Any student wishing to continue in sequential art and art history courses must have earned a grade of "C-" or better in all designated prerequisites.
3. With the exception of those pursuing the BFA in Art History, students may double count Art History courses for both major and minor requirements.

Behavioral Science

The Siena Heights University Behavioral Science minor is offered for students who would like to complement their major programs (often Multidisciplinary Studies or Bachelor of Applied Science programs) with course work that will lend a specialization to their degree. Students pursuing the Behavioral Science minor are required to complete 21 semester hours which includes a nine (9) semester hour residency at Siena Heights University.

Minor in Behavioral Science

I. Course Requirements for Minor

A.	Program Requirements			21 semester hours
	1.	PSC 130	American Democracy	3
	2.	PSY 111	Introduction to Psychology	3
	3.	PSY 340	Social Psychology	3
	4.	SOC 341	Research in the Social Sciences	3
	5.	SOC 111	Introduction to Sociology	3
		or		3
		SOC 113	Cultural Anthropology	
	1.	___ ___	Approved Electives	6
B.	Total for Minor			**21 semester hours**

I. Other Requirements

1. Electives must be from two (2) different disciplines and at the 300 level or above, taken from CRJ, GER, PSC, PSY, SOC, or SWK.
2. Nine (9) semester hours in Behavioral Science must be taken at Siena Heights University.
3. Transfer social science course work from other institutions must have a grade point of 2.0 or better.

Biology
Bachelor of Science Degree

I. Course Requirements for Major

A.	Program Requirements			35-36 semester hours
	1.	#BIO 141	Basic Concepts of the Cell	4
	2.	BIO 241	Animal Biology	4
	3.	BIO 242	Plant Biology	4
	4.	BIO 342	Genetics	4
	5.	BIO ___	Approved Electives	15-16
	6.	BIO 395	Junior Seminar I	1
	7.	BIO 396	Junior Seminar II	1
	8.	BIO 495	Senior Seminar I	1
	9.	BIO 496	Senior Seminar II	1
B.	Cognate Requirements			40-41 semester hours
	1.	CHE 141	General Chemistry I	4
	2.	CHE 142	General Chemistry II	4
	3.	CHE 241	Organic Chemistry I	4
	4.	CHE 242	Organic Chemistry II	4
	5.	#MAT 159	Precalculus	
		or		4
		#MAT 181	Calculus with Analytic Geometry I	
	6.	MAT 174	Data Analysis and Statistics	3
	7.	MAT 182	Calculus with Analytic Geometry II (4)	
		or		
		PHI 110	Logic (3)	3-4
		or		
		PHI 210	Symbolic Logic (3)	
	8.	MAT 244	Statistical Analysis and Design	3
	9.	PHY 141	General Physics I (Non-Calculus Based)	
		or		4
		PHY 161	Physics I (Calculus Based)	
	10.	PHY 142	General Physics II (Non-Calculus Based)	
		or		4
		PHY 162	Physics II (Calculus Based)	
	11.	TSC 101	Fundamentals of Speech Communication	3
C.	Total for Major			**75-77 semester hours**

II. Liberal Arts **28 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **15-17 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements

1. Students majoring in Biology must maintain a 2.1 g.p.a. in all required courses (excluding cognate requirements) in the major.
2. Biology majors must complete a 16-hour residency at Siena Heights, 12 semester hours of Siena Heights biology courses at the 300-level or higher, and the Junior and Senior Seminar series (BIO395/396/495/496).
3. Students who are seeking teacher certification must take BIO 441 as one of the four required Biology electives.

4. Students seeking teacher certification must also complete the appropriate science methods course: BIO 372 (Secondary Science Methods) from the Professional Education Sequence.
5. Students seeking secondary certification in teaching must also take NSC110 Earth Science.

Minor in Biology

I. Course Requirements for Minor

A. Program Requirements — 20 semester hours

1.	#BIO 141	Basic Concepts of the Cell	4
2.	BIO 241	Animal Biology	4
3.	BIO 242	Plant Biology	4
4.	BIO 342	Genetics	4
5.	BIO ___	Approved Elective	4

E. Total for Minor — **20 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Biology minors must complete 8 hours of Siena Height's biology courses at the 300 level or higher.
2. Students who are seeking teacher certification must take BIO 441 or 443 as the required Biology elective.
3. Students seeking certification must also complete the appropriate science methods course: BIO 372 (Secondary Science Methods) from the Professional Education Sequence.
4. Students seeking secondary certification in teaching must also take NSC110 Earth Science.
5. Students minoring in Biology must maintain a 2.1 GPA in all required courses (excluding cognate requirements in the minor).

Biology
Associate of Science Degree

I. Course Requirements for Major

A. Program Requirements — 20 semester hours

1.	#BIO 141	Basic Concepts of the Cell	4
2.	BIO 241	Animal Biology	4
3.	BIO 242	Plant Biology	4
4.	BIO 342	Genetics	4
5.	BIO ___	Approved Elective	4

B. Cognate Requirements — 11-16 semester hours

1.	CHE ___	Approved Electives	8-12
2.	#MAT ___	Approved Electives	3-4

C. Total for Major — **31-36 semester hours**

II. Liberal Arts — **13 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **11-16 semester hours**

IV. Total for Degree — **60 semester hours**

V. Other Requirements

1. Students majoring in Biology must maintain a 2.1 g.p.a. in all required courses (excluding cognate requirements in the major).

Business and Management

Siena Heights University offers a Bachelor of Business Administration (BBA) degree in the areas of Accounting, Business Administration, Management, Marketing and Sport Management. An Associate of Arts (AA) degree is offered in Accounting and Business Administration.

Concentrations
Concentrations are a series of courses in a particular business field. They are designed to allow the student further study in one or more areas of interest. Students majoring in business administration may concentrate in one or more of the following areas: accounting, entrepreneurship, finance, information technology management, international business, management, and marketing. Concentrations are only offered to students majoring in business administration.

GPA Minimums for the Major
Accounting, Business Administration, Marketing and Sport Management majors require a 2.5 GPA in the major. Students earning a "D" grade cannot count this towards any major if it is transferred from another institution. Otherwise, "D" grades satisfy Accounting, Business Administration, Marketing and Sport Management major requirements provided the minimum GPA is maintained.

Management majors apply a different rule. The Management major simply does not apply "D" grades to the major requirements, even courses completed at Siena Heights. Management majors can earn "D" cognate grades; however, they must average 2.0 or better for all cognates.

Transfer Credit
1. "D" transfer grades do not apply at all to Division majors, minors or concentrations.

2. After initial enrollment at Siena Heights University, subsequent courses taken elsewhere become "transfer courses". Only transfer courses with prior written approval from the program chairperson may apply to the major. The appropriate site director or chairperson must approve, in writing, departures from the student's approved major degree plan.

3. Accounting and Business Administration majors may transfer in the equivalents of MGT 302 and MKT 310 provided they are junior or senior level courses. Otherwise, to apply either of these courses, the student must earn a "C" or better in a specified Management or Marketing validator at Siena Heights University. Not all courses qualify as validators.
    a. Siena Heights University Management Validators: BAM 450, MGT 357, MGT 360, MGT 361, MGT 450, MGT 452 and MGT 457.
    b. Siena Heights University Marketing Validators: MKT 320, MKT 350, MKT 351, MKT 360, MKT 455, MKT 460 and MKT 470.
    c. Management majors need to validate the transfer of MKT 310 and Marketing majors validate MGT 302.

4. For any business major, a minimum of 24 credits in the major must be completed at Siena Heights University. These can include cognate requirements, core requirements, major requirements or major electives. For accounting majors, at least 12 of these 24 hours must be "ACC" courses. For Sport Management majors, at least 12 of these 24 hours must be "SMG" courses excluding SMG 280 and SMG 480. The Management and Marketing majors require 24 credits completed at Siena Heights University. See your advisor for details.

5. For many business minors, a 12 semester hour minimum must be taken with Siena Heights University at the 300-400 level.

Applying Credits
Unless it is a cognate, in one or both instances, the same course does not apply to two majors or to both a major and a minor. Courses that are part of an AA degree, however, do apply towards a BA or BBA. See your advisor for details.

Business Administration
Bachelor of Business Administration Degree

I. Course Requirements for Major

A. Program Requirements — 33 semester hours

1.	BAM 101	Introduction to Business	
	or		3
	MGT 440	Entrepreneurship & Small Business Management	
2.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
3.	BAM 479	Strategic Management	3
4.	FIN 340	Managerial Finance	3
5.	MGT 302	Management: Principles and Cases	3
6.	MKT 310	Marketing: Principles and Cases	3
7.	Elective Requirements:		15

Any approved ACC, BAM, ECO, FIN, ITM, MGT or MKT electives.
Twelve of these hours must be at the 300/400 level.

B. Cognate Requirements — 20 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	ITM 365	Management of Information Technology*	
	or		
	BAM 218	Introduction to Information Systems	3
	or		
	BAM 465	Management Information Systems	
4.	#ECO 221	Microeconomics	3
5.	ECO 222	Macroeconomics	3
6.	#MAT 143	Introduction to Statistics	
	or		3
	#MAT 174	Data Analysis and Statistics	

C. Total for Major — **53 semester hours**

II. Liberal Arts — **29 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **38 semester hours**

IV. Total for Degree — **120 semester hours**

VI. Other Requirements
*Approved for CPS students only

1. Students may satisfy all elective requirements by completing any concentrations below, or by simply completing any 5, three credit BAM, ECO, FIN, ITM, MGT or MKT electives (4 of the 5 program electives must be 300/400 level).
2. Students must earn a 2.5 minimum G.P.A. in the major program requirements (cognates excluded).

Concentrations

(12 semester hours required at the 300/400 level)

Accounting		***15 semester hours***
ACC 341	Intermediate Accounting I	3
ACC 342	Intermediate Accounting II	3
Two approved accounting electives		6
One approved business elective		3

Information Technology Management *(may not be available on the Adrian campus)*		***15 semester hours***
ITM 365	Management of Information Technology	3
ITM 370	Electronic Commerce	3
ITM 460	Information Technology Project Management	3
Two approved business electives (ACC, BAM, ECO, FIN, ITM, MGT, or MKT)		6

Entrepreneurship		***15 semester hours***
MGT 440	Entrepreneurship & Small Business Management	3
BAM 311	Business Ethics	
	or	3
BAM 411	Business and Society	
BAM 480	Cooperative Internship Experience (with small business firm)	3
FIN 440	Financing New Ventures	3
___ ___	One Approved BAM, ECO, FIN, MGT or MKT Elective	3

Finance		***15 semester hours***
Three of the following:		9
FIN 348	Money & Capital Markets	
FIN 209	Personal Finance	
or		
FIN 309	Personal Financial Planning	
FIN 322	Investments	
FIN 440	Financing New Ventures	
FIN 463	Financial Statement Analysis	
FIN 450	International Finance	
Two approved business electives		6

International Business		***16 semester hours***
One of the following:		
BAM 470	International Business	
or		
ECO 342	Comparative Economic Systems	3
or		
MKT 470	Global Marketing	
1 semester of a language		4
BAM 329	Managing Cultural Differences	3
FIN 450	International Finance	3
One approved business electives		3

Management ***15 semester hours***

Three management courses above MGT 302	9
Two approved business electives (at least one at 300/400 level)	6

Marketing ***15 semester hours***

Three marketing courses above MKT310	9
Two approved business electives (at least one at 300/400 level)	6

Transfer students must complete at least 24 credits of Business Administration at Siena Heights University including FIN 340 and BAM 479.

Approved Management and Marketing Validators:
BAM 450, MGT357, MGT360, MGT361, MGT450, MGT452, MGT 457, MKT 320, MKT350, MKT351, MKT 360, MKT455, MKT 460, MKT470.

Business Administration Minor

I. Course Requirements for Minor

A. Program Requirements — 9 semester hours

1.	BAM 201	Business Communication	3
2.	MGT 302	Management: Principles and Cases	3
3.	MKT 310	Marketing: Principles and Cases	3

B. Cognate Requirements — 17 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	BAM 218	Introduction to Information Systems	3
4.	#ECO 221	Microeconomics	3
5.	ECO 222	Macroeconomics	3

C. Total for Minor — **26 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Cognates may double count towards a BAM minor and other Business and Management majors.
2. 12 credits must be completed at Siena Heights University.
3. Only 2.0 g.p.a. or higher transfer credits apply.
4. Students must earn a 2.0 minimum g.p.a. for all minor course work at Siena Heights University.

Minor in Finance

I. Course Requirements for Minor

A. Program Requirements

1. Any four of the following: — 12 semester hours

ACC 361	Managerial Cost Accounting
FIN 209	Personal Finance
or	
FIN 309	Personal Financial Planning
FIN 322	Investments
FIN 348	Money and Capital Markets
FIN 450	International Finance

B. Cognate Requirements — 14 semester hours

1.	ACC 203	Principles of Accounting I	4

2.	ACC 240	Principles of Accounting II	4
3.	#ECO 221	Microeconomics	3
4.	ECO 222	Macroeconomics	3

C. Total for Minor **26 semester hours**
May be double counted toward Minor and Liberal Arts Requirements

II. Other Requirements
1. Accounting Majors applying ACC 361 must add 3 credits of ACC approved electives to their major.
2. Students may take FIN 209 or FIN 309, but not both.
3. FIN 340, Managerial Finance, is a prerequisite for FIN 463.
4. If you are NOT a BBA in Business Administration Major, you may petition to apply FIN 340, Managerial Finance. Your program coordinator will seek to avoid duplicating credit in Accounting or Information Technology Management
5. before granting approval.
6. Cognates may double count towards a Finance Minor and towards other Business and Management majors.

Business Administration Associate of Arts

I. Course Requirements

A. Program Requirements 32 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	BAM 201	Business Communication	3
4.	Choose 3		3
	BAM 210	Business Applications Software (1)	
	BAM 211	Business Visual and Media Technology (1)	
	BAM 212	Business Publication Design (1)	
	BAM 213	Internet and Business Applications (1)	
5.	#ECO 221	Microeconomics	3
6.	ECO 222	Macroeconomics	3
7.	MGT 302	Management: Principles and Cases	3
8.	MKT 310	Marketing: Principles and Cases	3
9.	___ ___	Approved Electives	6
		Any approved BAM, ECO, FIN, ITM, MGT or MKT electives	

B. Total for Major **32 semester hours**

II. Liberal Arts **13-14 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **14-15 semester hours**

IV. Total for Degree **60 semester hours**

V. Other Requirements
1. Student should complete any 12 credits in residence among the following: BAM 201, MGT 302, MKT 310, and 6-credits of approved electives.

Program Learning Outcomes
The business program prepares students for management positions in a wide variety of organizational settings. Business students will achieve the following competencies:

Communication – the ability to express ideas – in writing, verbally and visually

Creativity – challenging the status quo by imagining new business models, processes and solutions.

Analytical ability – the skill to effectively separate a complex problem into its component parts in order to identify solutions.

Integrative thinking – the ability to detect interrelationships among component parts and assess their importance in creating solutions.

Ethics — the ability to examine decisions in light of ethical and corporate social responsibility principles as well as their effects on stakeholders worldwide.

The business learning outcomes are skills employers seek, and therefore cornerstones of the program.

Chemistry
Bachelor of Science Degree

I. Course Requirements for Major

A. Program Requirements — 38 semester hours

1.	#CHE 141	General Chemistry I	4
2.	CHE 142	General Chemistry II	4
3.	CHE 241	Organic Chemistry I	4
4.	CHE 242	Organic Chemistry II	4
5.	CHE 341	Physical Chemistry I	3
6.	CHE 342	Physical Chemistry II	3
7.	CHE 350	Analytical Chemistry	4
8.	CHE 351	Introduction to Computational Chemistry	1
9.	CHE 395	Junior Seminar I	1
10.	CHE 396	Junior Seminar II	1
11.	CHE 441	Physical-Instrumental Analysis	4
12.	CHE 495	Senior Seminar I	1
13.	CHE 496	Senior Seminar II	1
14.	CHE ___	Approved Chemistry Elective	3

B. Cognate Requirements — 22 semester hours

1.	#MAT 174	Data Analysis and Statistics	3
2.	MAT 181	Calculus with Analytic Geometry I	4
3.	MAT 182	Calculus with Analytic Geometry II	4
4.	PHY 161	Physics I (Calculus Based)	4
5.	PHY 162	Physics II (Calculus Based)	4
6.	TSC 101	Fundamentals of Speech Communication	3

C. Total for Major — **60 semester hours**

II. Liberal Arts — **28 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **32 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Students majoring in Chemistry must maintain a 2.1 g.p.a. in all required courses (excluding cognate requirements in the major).
2. Chemistry majors must complete a 16-hour residency and 12 semester hours of Siena Heights chemistry courses at the 200-level or higher and the Junior and Senior seminar series (CHE 395/396/495/496).
3. Students seeking teacher certification must take CHE 454 Biochemistry as a required chemistry elective.
4. Students seeking secondary certification in teaching must also take NSC110 Earth Science, and complete the appropriate science methods course: BIO 372 (Secondary Science Methods) from the Professional Education Sequence.

Minor in Chemistry

I. Course Requirements for Minor

A. Program Requirements — 20 semester hours

1.	#CHE 141	General Chemistry I	4
2.	CHE 142	General Chemistry II	4
3.	CHE 241	Organic Chemistry I	4
4.	CHE 242	Organic Chemistry II	4
5.	CHE ___	Approved Elective	4

B. Total for Minor — b **20 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Chemistry minors must complete 8 semester hours of Siena Heights chemistry courses at the 200-level or higher.
2. Students minoring in Chemistry must earn a C/C- or better in each required course
3. Students seeking teacher certification must take CHE 454 Biochemistry as their required chemistry elective.
4. Students seeking secondary certification in teaching must also take NSC110 Earth Science.

Chemistry
Associate of Science Degree

I. Course Requirements for Major

A. Program Requirements — 20 semester hours

1.	#CHE 141	General Chemistry I	4
2.	CHE 142	General Chemistry II	4
3.	CHE 241	Organic Chemistry I	4
4.	CHE 242	Organic Chemistry II	4
5.	CHE ___	Approved Elective	4

B. Cognate Requirements — 10-16 semester hours

1.	#MAT ___	Approved Electives	6-8
2.	PHY ___	Approved Electives	4-8

C. Total for Major — **30-36 semester hours**

II. Liberal Arts — **13 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **11-17 semester hours**

IV. Total for Degree — **60 semester hours**

V. Other Requirements

1. Students majoring in Chemistry must maintain a 2.1 g.p.a. in all required courses (excluding cognate requirements) in the major.

Child Development

The Siena Heights University Child Development Program meets National Association for the Education of Young Children standards.

Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 26 semester hours

1.	CDV 115	Child Growth and Development	3
2.	CDV 165	Infant/Toddler Curriculum	3
3.	CDV 245	Assessment in Early Childhood Education	3
4.	CDV 345	Early Literacy: Birth to 5 Years	3
5.	CDV 355	Programs for Young Children	3
6.	CDV 375	Administration of Child Care Centers	3
7.	CDV 380	Co-op: Pre-Primary Teacher Assistant	4
8.	CDV 395	Seminar in Child Development	1
9.	CDV 495	Research in Child Development	3

B. Cognate Requirements — 12 semester hours

1.	EDU 211	Health and Movement Education	3
2.	EDU 322	Methods and Materials of Early Childhood Edu.	3
3.	SED 344	Early Childhood and Special Education	3
4.	#TSC 343	Teaching Creative Dramatics	3

C. Choose Option I or Option II — 4-7 semester hours

Option I: Compatible to the related fields in psychology, social work, private and public child care centers, clinics, recreation, and the human services. Required for students not seeking elementary teacher certification:

1. CDV 480 Co-op: Pre-primary Teacher Assistant — 4
2. Choose one of the following:

ART 352	Art in the Elementary School	3
CDV 365	Family/Community Partnerships in Early Childhood	3
MMM 120	Music Activities for Children	2
#PSY 241	Child and Adolescent Psychology	3

Option II: Designed for students interested in preschool education and teaching early education grades. All students pursuing the Early Childhood-Child Development endorsement must complete the elementary comprehensive major for certification.

D. Total for Major — **42-45 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **46-49 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. TSC 101, Fundamentals of Speech Communication strongly recommended.
2. Students majoring in Child Development must earn a C- or better in each required course (including cognate requirements) in the major.
3. Attainment of a 3.0 g.p.a. in the CDV major is a graduation requirement.

Child Development
Associate of Arts Degree

I. Course Requirements

A. Program Requirements — 24 semester hours

1.	CDV 115	Child Growth and Development	3
2.	CDV 165	Infant/Toddler Curriculum	3
3.	CDV 245	Assessment in Early Childhood Education	3
4.	CDV 355	Programs for Young Children	3
5.	CDV 375	Administration of Child Care Centers	3
6.	CDV 380	Co-op: Pre-Primary Teacher Assistant	4
7.	CDV 395	Seminar in Child Development	1
8.	CDV 480	Co-op: Pre-Primary Teacher Assistant	4

B. Cognate Requirements — 6 semester hours

1.	___ ___	Approved Elective	3
2.	EDU 322	Methods & Materials of Early Childhood Edu.	3

C. Total for Major — **30 semester hours**

II. Liberal Arts — **16-17 semester hours**

III. General Electives — **13-14 semester hours**

IV. Total for Degree — **60 semester hours**

V. Other Requirements

1. Students pursuing the degree must earn a C- or better in each required course (including cognate requirements).
2. Students must have a 3.0 g.p.a. in the Child Development major program requirements.

Elementary Endorsement with Early Childhood Emphasis (ZS)

I. Course Requirements

A. Program Requirements — 20 semester hours

1.	CDV 115	Child Growth and Development	3
2.	CDV 165	Infant/Toddler Curriculum	3
3.	CDV 245	Assessment in Early Childhood Education	3
4.	CDV 355	Programs for Young Children	3
5.	CDV 375	Administration of Child Care Centers	3
6.	CDV 380	Co-op: Pre Primary Teacher Assistant	4
7.	CDV 395	Seminar in Child Development	1

B. Cognate Requirements — 6 semester hours

1.	EDU 322	Methods & Materials of Early Childhood Educ.	3
2.	SED 344	Early Childhood and Special Education	3

C. Total for Endorsement — **26 semester hours**

II. Other Requirements

1. All students pursuing the Early Childhood-Child Development endorsement must complete the elementary comprehensive major for certification.
2. Students pursuing an Early Childhood endorsement (ZS) must earn a C- or better in each required course including cognate requirements. Attainment of a 3.0 g.p.a. in the Early Childhood coursework is a graduation requirement.

Child Development
Concentration in Montessori Education
Infant and Toddler 0-3 Years or Early Childhood 3-6 Years

Bachelor of Arts Degree

I. Course Requirements for Major

A. Montessori Requirements — 21 semester hours*

1.	Montessori Training Institute (transfer credit)	9
2.	Montessori Year-Long Internship (transfer credit)	12

B. Program Requirements — 30 semester hours

1.	CDV 115	Child Growth and Development	3
2.	CDV 165	Infant/Toddler Curriculum	3
3.	CDV 245	Assessment in Early Childhood Education	3
4.	CDV 345	Early Literacy: Birth to 5 Years	3
5.	CDV 355	Programs for Young Children	3
6.	CDV 375	Administration of Child Care Centers	3
7.	CDV 380	Co-op: Pre-Primary Teacher Assistant	4
8.	CDV 395	Seminar in Child Development	1
9.	CDV 480	Co-op: Pre-Primary Teacher Assistant	4
10.	CDV 495	Research in Child Development	3

C. Cognate Requirements — 9 semester hours

1.	SED 344	Early Childhood and Special Education	3
2.	EDU 322	Methods & Materials of Early Childhood Educ.	3
3.	___ ___	Approved Elective Recommendations	3
		#PSY 241 Child and Adolescent Psychology	
		or	
		#TSC 343 Teaching Creative Dramatics	

D. Total for Major — **60 semester hours**

II. Liberal Arts — **32 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **28 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

* Credit for 21 semester hours only applies to students enrolled in the Child Development Montessori BA degree.

1. Students majoring in Child Development with a Montessori concentration must earn a C- or better in each required course (including cognate requirements) in the major.
2. Attainment of a 3.0 gpa in the CDV with a Montessori concentration major is a graduation requirement.

Communications
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 21 semester hours

1.	COM 111	Introduction to Communication	3
2.	COM 245	Communications Theory	3
3.	COM 340	Intercultural Communication	3
4.	COM 352	History of Mass Media	3
5.	COM 396	Research Methods	3
6.	COM 480	Internship	3
7	COM 495	Senior Tutorial	3

B. Cognate Requirements — 18-20 semester hours

1.	#ENG 211	Rhetoric	3
2.	ENG 240	Introduction to Journalism	3
3.	TSC 101	Fundamentals of Speech Communication	3
4.	TSC ___	Any Speech Communication Course (in addition to TSC 101). Suggestions: TSC211, TSC212, TSC214	3
5.	___ ___	World Language	3-4
6.	___ ___	World Language	3-4

C. Specialization (Choose One)

1. Professional Writing — 12 semester hours

a.	#ENG 150	Introduction to Creative Writing	3
b.	ENG 242	Spectra (3 semester required; 1 credit hour per semester)	3
c.	ENG 272	Intro to Editing a Literary Journal: *Eclipse*	2
d.	ENG 273	Intro to Publishing a Literary Magazine: *Eclipse*	1
e.	ENG 362	Adv. Editing a Literary Journal: *Eclipse*	2
f.	ENG 363	Adv. Publishing a Literary Magazine: *Eclipse*	1

2. Enterprise Communication — 12 semester hours

a.	BAM 101	Intro to Business	3
b.	BAM 201	Business Communication	3
c.	MKT 310	Marketing Principles and Cases	3
d.	MKT 351	Advertising and Promotion	3

3. Religious Communication — 12 semester hours

a.	PHI 201	Introduction to Philosophy	
	or		3
	RST 102	Introduction to Christian Theology	
b.	#RST 314	World Religions	3
c.	RST 318	Values in Video	3
d.	PHI 361	Philosophy of Religion	3

4.	Digital Communication			18 semester hours
	a.	ART 105	Foundations I: Core Concepts	3
	b.	ART 111	Foundations IV: Digital Concepts	3
	c.	ART 116	Introduction to Digital Photography	3
	d.	ARG 330	User Experience & User Interface Design I	3
	e.	Choose two of the following		6
		ART 243	Introduction to Video	
		ART 246	Introduction to Animation	
		ART 345	Advanced Animation	
		ART 346	Advanced Video	

II. Total for Major **51-57 semester hours**

III. Liberal Arts **35 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

IV. General Electives **28-34 semester hours**

V. Total for Degree **120 semester hours**

VI. Other Requirements
1. Students must maintain a 2.5 g.p.a. in their major.
2. Students must receive a “C” or better in all Liberal Arts classes and in their minor.
3. Students must complete an internship in their field prior to graduating.
4. As seniors, students must demonstrate competency in their major through COM 495.

Minor in Communications

I. Course Requirements for Minor

A.	Program Requirements			18 semester hours
	1.	COM 111	Introduction to Communication Studies	3
	2.	COM 245	Communication Theory	3
	3.	COM 340	Intercultural Communication	3
	4.	COM 352	History of Mass Media	3
	5.	COM 396	Research Methods	3
	6.	ENG 240	Introduction to Journalism	3

B. Total for Minor **18 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

Community and Human Services
Bachelor of Arts Degree

The Community and Human Services major is offered at one or more centers of the College for Professional Studies but is not available in the College of Arts and Sciences.

The Community and Human Services major is a multi-disciplinary program for persons interested - or already involved - in human service careers. This degree prepares students for a variety of career opportunities in the "helping" professions, where social service workers help strengthen the abilities and resources of others. Designed for students with some previous study and/or experience in the social sciences, the program offers a strong overview of the social service field and the role of the professional as an agent for positive social change in the community. Those students who wish to pursue a concentration in Family Systems studies should pay particular attention to their choice of electives and discuss their program with the academic advisor.

Learning Outcomes for Community and Human Services

1. Develop an interdisciplinary and ethical approach to the professional practice of community service.

2. Develop skills to access, evaluate and utilize social research in community service work, and be able to link theory and practice.

3. Develop effective communication and interpersonal skills appropriate for use in the roles of community service practice.

4. Know and utilize methods appropriate for the process of planned change in communities and agencies.

Course Requirements

I. Course Requirements for Major

A. Prerequisites — 6 semester hours

1. PSY 111 Introduction to Psychology
2. SOC 111 Introduction to Sociology

B. Program Requirements — 21 semester hours

1. CSV 320 Community Services Systems
2. CSV 460 Crisis Intervention
3. SOC 341 Research in the Social Sciences
4. PSY 340 Social Psychology
5. PSY 360 Counseling Techniques and Practice
6. SOC 312 Marriage & Family Relations
7. CSV 495 Community Services Practice
   (Capstone course. The following courses MUST be completed prior to taking CSV 495: CSV 320, LAS 301, PSY 111, SOC 111 & SOC 341)

C. Approved Electives — 12 semester hours

Four electives from a number of disciplines, including but not limited to CDV, CRJ, CSV, GER, PSC, PSY, SOC, SWK, must be approved by the Community and Human Services program coordinator. These electives are selected in consultation with the student's advisor and may enhance specific vocational interests. At least one approved elective (3 semester hours) must be taken at Siena Heights University.

OR:

Family Systems Concentration 12 semester hours

. 1. SOC 355 Investigative Techniques in Social Services
2. PSY 312 Early Interventions with Children/Families (0-6)
or
PSY 313 Early Interventions with Children/Families (6-12)

D. Select two from the following courses:
1. PSY 370 Psychology of Aging
2. PSY 432 Crisis in Adolescence
3. PSY 440 Personality
4. PSY 452 Family Social Issues
5. CRJ 340 Juvenile Justice
6. SOC 314 Ethnic Dimensions of American Society

E. Total for Major **39 Semester hours**

II. Other Requirements
1. No “D” grades are allowed in the major. Eighteen (18) semester hour residency requirement in major.
2. CSV 320 and CSV 495 require an academic service learning component. Students will be required to participate in specific experiential learning which augments the traditional classroom environment. CSV 495 is considered the capstone course during which final learning outcome assessment will occur. A practicum service component of 100 clock hours is required for this course. Prerequisites must be carefully monitored.
3. Students working toward a Community and Human Services Degree who transfer Community and Human Services electives from other institutions may not count grades below 2.0 toward the twelve (12) hours. In addition, grades below 2.0 for the required prerequisites and core requirements do not apply.
4. All students must maintain a cumulative 2.50 g.p.a. in the major.

Computer and Information Systems
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 24 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 352	Data Structures	3
4.	CIS 353	Systems Analysis	3
5.	CIS 363	Database Management Systems	3
6.	___ ___	Approved elective (300/400 level)	3
7.	CIS 480	Internship	3
8.	CIS 495	Senior Project	3

Concentrations (Choose one) — 9 semester hours

9. Information Systems

a. CIS 450	Programming Languages	3
b. CIS 460	Web Development	3
c. CIS 465	Management Information Systems	3

10. Networking

a. CIS 370	Network Operating Systems	3
b. CIS 443	Data Communications	3
c. CIS 470	Data and Network Assurance	3

B. Cognate Requirements — 12 semester hours

1.	BAM 311	Business Ethics	
	or		3
	PHI 220	Introduction to Ethics	
2.	#MAT 174	Introduction to Data Analysis & Statistics	3
3.	MAT 260	Discrete Mathematics	3
4.	TSC 101	Fundamentals of Speech Communication	3

C. Total for Major — **45 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward Major and Liberal Arts Requirement

III. General Electives — **43 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. CIS majors are strongly encouraged to have a minor from another discipline. Any of the cognate requirements (section B) may count toward a minor.
2. CIS majors must earn a 2.1 g.p.a. in their major (sections A & B).
3. CIS majors must register for the Senior Project Seminar in the first semester of the senior year.
4. Students majoring in CIS who are transferring from other institutions may not count grades of “D” earned in CIS courses towards a CIS degree. Such students would need to either retake the course in which the “D” was earned, or substitute it with additional elective hours. Such a determination will be made on an individual basis by the CIS program coordinator.
5. Students must complete 18 CIS credits of CIS (section A) at Siena Heights University including CIS 495 for a CIS major.
6. Students must complete 18 hours of 300/400 level CIS courses at Siena Heights University.
7. Classes completed more than seven (7) years earlier cannot be transferred/applied toward a CIS degree.

Computer and Information Systems
General Minor

I. Requirements for Minor

A. Program Requirements — 24 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 352	Data Structures	3
4.	CIS 353	Systems Analysis	3
5.	CIS 363	Database Management Systems	3
6.	CIS 460	Web Development	3
7.	CIS ___	Approved Elective (300/400 level)	3
8.	CIS 465	Management Information Systems	3

B. Total for Minor — **24 semester hours**

Computer Science Minor
Elementary Certification

I. Requirements for Elementary Certification

A. Program Requirements — 24 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 251	Teaching Computer Science-Elementary	3
4.	CIS 352	Data Structures	3
5.	CIS 363	Database Management Systems	3
6.	CIS 370	Network Operating Systems	3
7.	CIS 455	Computer Hardware & Software	3
8.	CIS 460	Web Development	3

B. Total for Minor — **24 semester hours**

Computer Science Minor
Secondary Certification

I. Requirements for Secondary Certification

A. Program Requirements — 24 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 352	Data Structures	3
4.	CIS 363	Database Management Systems	3
5.	CIS 370	Network Operating Systems	3
6.	CIS 372	Teaching Computer Science-Secondary	3
7.	CIS 455	Computer Hardware and Software	3
8.	CIS 460	Web Development	

B. Total for Minor — **24 semester hours**

II. Other Requirements

1. Students need to complete all the requirements for elementary or secondary teacher certification to receive this minor.
2. Students need to earn a 2.1 g.p.a. in their minor.
3. For elementary and secondary certifications, all courses must be taken at Siena Heights University except CIS 140.
4. Students need a “C” or better for accepted transfer course(s).
5. At the present time this minor is available only on the Adrian Campus.
6. Classes completed more than seven (7) years earlier cannot be used for this minor.

7. CIS general minors must complete 12 hours of 300/400 level CIS classes at Siena Heights University.

Computer and Information Systems
Associate of Arts Degree

I. Course Requirements

A. Program Requirements — 24 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 352	Data Structures	3
4.	CIS 353	Systems Analysis	3
5.	CIS 363	Database Management Systems	3
6.	CIS 460	Web Development	3
7.	___ ___	Approved Electives (300/400 level)	6

B. Cognate Requirements — 6 semester hours

1.	#MAT 174	Data Analysis and Statistics	3
2.	TSC 101	Fundamentals of Speech Communication	3

C. Total for Major — **30 semester hours**

II. Liberal Arts — **13 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **17 semester hours**

IV. Total for Degree — **60 semester hours**

V. Other Requirements

1. Students must complete twelve (12) hours of 300/400 level CIS classes at Siena Heights University.

Computer and Information Systems
General Certificate in CIS

I. Requirements

A. Program Requirements — 18 semester hours

1.	CIS 140	Programming I	3
2.	CIS 240	Programming II	3
3.	CIS 352	Data Structures	3
4.	CIS 353	Systems Analysis	3
5.	CIS 460	Web Development	3
6.	___ ___	Approved Elective	3

B. Total for Certificate — **18 semester hours**

Criminal Justice
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 36 semester hours

1.	CRJ 101	Introduction to Criminal Justice	3
2.	CRJ 140	Introduction to Corrections	3
3.	CRJ 240	Report Writing for the Criminal Justice Professional	3
4.	*CRJ 340	Juvenile Justice	3
5.	*CRJ 341	Law Enforcement and Community Relations	3
6.	CRJ 342	Criminology	3
7.	*CRJ 395	Junior Seminar	3
8.	*CRJ 440	Criminal Law	3
9.	*CRJ 441	Courtroom Demeanor and Technique	3
10.	*CRJ 445	Contemporary Issues in Criminal Justice	3
11.	*CRJ 480	Internship/Coop Work Program**	3
12.	*CRJ 495	Senior Seminar	3

B. Cognate Requirements — 18 semester hours

1.	#PSC 130	American Democracy	3
2.	PSY 111	Introduction to Psychology	3
3.	SOC 111	Introduction to Sociology	
	or		3
	SOC 113	Cultural Anthropology	
4.	SOC 244	Sociological Perspectives on Race & Ethnicity	3
5.	SOC 341	Social Science Research	3
6.	SOC 350	Conflict Resolution	
	or		3
	SOC 469	Social Justice in Local-Global Contexts	

C. Total for Major — **54 semester hours**

II. Liberal Arts — **34-37 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **29-32 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements
*Denotes courses that must be taken at Siena Heights University.

**Before taking CRJ 480, be sure that you have fulfilled the prerequisite(s). Please see the course description for prerequisite(s).

1. All students must maintain a cumulative 2.50 g.p.a. in the major.
2. “D” grades are not allowed in Criminal Justice requirements or cognates.
3. Also see Probation, Parole & Community Corrections.

Minor in Criminal Justice

I. Course Requirements for Minor

A. Program Requirements — 21 semester hours

1.	CRJ 101	Introduction to Criminal Justice	3
2.	CRJ 140	Introduction to Corrections	3
3.	*CRJ 340	Juvenile Justice	3
4.	*CRJ 341	Law Enforcement and Community Relations	3
5.	CRJ 342	Criminology	3
6.	*CRJ 440	Criminal Law	3
7.	*CRJ 441	Courtroom Demeanor and Technique	3

B. Cognate Requirements — 3 semester hours

1.	#SOC 111	Intro to Sociology	
	or		3
	#SOC 113	Cultural Anthropology	

C. Total for Minor — **24 semester hours**

May be double counted toward Major or Minor and Liberal Arts Requirements.

II. Other Requirements

*Denotes courses that must be taken at Siena Heights University.

Criminal Justice
Associate of Arts Degree

I.	Course Requirements for Major			
	A.	Program Requirements		24 semester hours
		1. CRJ 101	Introduction to Criminal Justice	3
		2. CRJ 140	Introduction to Corrections	3
		3. *CRJ 340	Juvenile Justice	3
		4. *CRJ 341	Law Enforcement & Community Relations	3
		5. CRJ 342	Criminology	3
		6. *CRJ 440	Criminal Law	3
		7. *CRJ 441	Courtroom Demeanor and Technique	3
		8. *CRJ 445	Contemporary Issues in Criminal Justice	3
	B.	Cognate Requirements		6 semester hours
		1. #PSC 130	American Democracy	3
		2. SOC 111	Introduction to Sociology	
		or		3
		SOC 113	Cultural Anthropology	
	C.	Total for Major		**30 semester hours**
II.	Liberal Arts			**13-14 semester hours**
	#May be double counted toward Major and Liberal Arts Requirements.			
III.	General Electives			**16-17 semester hours**
IV.	Total for Degree			**60 semester hours**

V. Other Requirements

*Denotes courses that must be taken at Siena Heights University.

1. All students must submit an Application to Major and be accepted into the program.
2. All students must maintain a cumulative 2.50 g.p.a. in the major.
3. "D" grades are not allowed in Criminal Justice requirements or cognates.

Education and Special Education

Contact the Director of Education for additional information.

Siena Heights University is approved by the Michigan Department of Education and has been approved to serve as an education preparation institution (EPI).

Through rigorous academic study, an abundance of hours of classroom field experiences (over 250 clock hours), active participation in the performing and visual arts, thorough pedagogical and methodological coursework, and continuous self-assessment and reflection, the philosophy of teaching as an art and a science is put into practice.

Siena Heights has been authorized by the Michigan Department of Education to offer majors and minors in the following program/content areas:

Teacher Certification Approved Program Areas
Majors/Endorsements

Biology (secondary)
Chemistry (secondary)
Child Development (elementary)/ZS Endorsement
Comprehensive Major (elementary)
English
History
Integrated Science
Integrated Science (elementary)
Language Arts (elementary)
Mathematics
Social Studies
Spanish
Special Education (LD/CI endorsement K-12)
Visual Arts (K-12)

Minors/Endorsements

Biology (secondary)
Chemistry (secondary)
Computer Information Systems
English
History
Language Arts (elementary)
Mathematics
Physical Education
Planned Program (elementary)
Spanish

Michigan State Teacher Competency Tests

Public Act 282 requires that teacher education students pass state teacher competency tests in professional readiness exam (reading, writing, mathematics) and in their subject matter areas. It is the policy of the Siena Heights University Education Program that these tests should all be passed prior to registering for directed teaching. These tests are given five times each year at ten different sites. Additional information about specific tests may be obtained from Siena Heights University's Education Program or the Michigan Test for Teacher Certification website www.MTTC.NESINC.com

First Aid and CPR

In order to be certified, new teachers must possess a valid certificate of course completion for first aid training that includes cardiopulmonary resuscitation (CPR). This training may be from the American Red Cross, the American Heart Association, Medic First Aid (MFA), American Safety & Health Institute (ASHI), or from a comparable organization approved by the Michigan Department of Education www.Michigan.gov/MDE .

Title II of the Higher Education Act Requirements
A student is considered a “completer” of Siena Height’s Education Program when he/she has completed all the requirements for Siena Heights University and has taken and passed all the relevant state certification tests. Siena Height’s Annual Institutional Report verifies a 100 percent pass rate for all program completers.

Legal Status of Teacher Education Candidates
Candidates for teacher certification need to be aware that conviction as an adult for a felony or a misdemeanor may be grounds for denial of a school field placement, student teaching placement, and/or Michigan teaching certificate. Falsifying records requesting this information is automatic grounds for denial of any of the above.

"D" or "E" Grades
No grade of "D" or "E" will be allowed for the purpose of certification in any course required in the students' academic majors, minors, or the Professional Education Sequence. In such cases, the courses must either be retaken or substitutions must be made. In cases of substitutions, written permission must be obtained from the program coordinator in the major or minor fields. No substitutions will be allowed in the Professional Education Sequence.

Admission to Teacher Education Program
For criteria regarding the certification pathway please see the Education Program Handbook.

Education

Elementary Teacher Education Core Requirements

This program is designed for those students interested in teaching kindergarten through fifth grade (all subjects) and their major/minor academic areas in grades 6 through 8.

I. Course Requirements

A. Teacher Education Requirements **40-43 semester hours**

1.	*EDU 201	Principles of Teaching in School and Society	3
2.	EDU 301	Perspectives in American Education	3
3.	EDU 312	Exceptional Children and Youth in the Regular Classroom	3
4.	EDU 321	Technology for Educators	3
5.	EDU 349	Culture and Diversity in Schools	3
6.	EDU 351	Educational Psychology	3
7.	*EDU 371	Elementary Core Methods	4
8.	*EDU 480	Directed Teaching: Elementary	7-10
9.	*EDU 495	Directed Teaching Seminar: Elementary	2
10.	LAN 330	Developmental Reading	3
11.	LAN 332	Teaching Writing	3
12.	LAN 334	Strategies for Teaching Reading	3

II. Grade Point Average Requirement

Students must earn a 3.0 g.p.a. in their education courses and have a cumulative g.p.a. of 3.0 at the time of application for student teaching.

III. The Michigan Teacher Certification Regulations require that students take forty (40) semester hours of general or liberal education. These courses are intended to serve the same purpose as Siena Heights University's Liberal Arts Studies, that is, to ensure that a prospective teacher has some background in each of the traditional academic disciplines.

IV. Because of the multiple course requirements in this program, students should plan on earning a minimum of 130-140 semester hours. Students may want to consider the following options: (I) taking 5 years to complete the degree; (2) going to summer school; (3) taking 18 hours several semesters.

V. Concentration in Religious Studies 12 semester hours

A. The Religious Studies concentration is designed specifically for students seeking certification in education and/or public service. This twelve-hour stand-alone concentration is for the student who wishes to add value to their major and to their life-long learning.

1.	RST 301	Theological Inquiry	3
2.	RST 314	World Religions	3
3.	RST 372	Methods in Teaching Religion	3
4.	One of the following electives:		3
	RST 302	Introduction to Hebrew Scriptures	
	RST 303	Introduction to Christian Scriptures	
	RST 305	Theological Ethics	
	RST 410	Peacemaking	

VI. Other Requirements

*Denotes those courses which are required to be taken in residence at the Siena Heights University Adrian campus. EDU 480 is a residency requirement and all student teaching placements should be made in Lenawee, Hillsdale or Monroe counties.

1. Please see additional information on the Education and Special Education page.

Education
Elementary Teacher Certification

Option 1: Academic Major and Planned Minor

I. Choose **one** of the following approved academic majors — 40-47 semester hours
- A. Integrated Science
- B. Language Arts
- C. Mathematics
- D. Social Studies

II. Elementary Planned Minor
- A. Course Requirements — 30-31 semester hours

1.	ART 352	Art in the Elementary School	3
2.	EDU 211	Health and Movement	3
3.	EDU 360	Education Practicum	3
4.	LAN 341	Integrated Language Arts	3
5.	MAT 150	Math for Elementary Teachers I*	2
6.	MAT 151	Math for Elementary Teachers II*	2
7.	MMM 120	Music Activities for Children	2
8.	NSC 371	Science in the Elementary School	3
9.	SST 344	Social Studies in the Elementary Classroom	3
10.	#TSC 343	Teaching Creative Dramatics	3
11.	___ ___	World Language	3-4

III. Total for Major — **40-47 semester hours**

IV. Total for Minor — **30-31 semester hours**

V. Liberal Arts — **32 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

VI. Education Core — **37-40 semester hours**

VII. Total for Degree — **139-150 semester hours**

Option 2: Comprehensive Elementary Education Major with Endorsement in Child Development, Spanish, or Special Education (LD or CI).

I. Course Requirements for Major — 49 semester hours
- A. Program Requirements

1.	ART 352	Art in the Elementary School	3
2.	EDU 211	Health and Movement	3
3.	EDU 360	Education Practicum	3
4.	ENG 113	Introduction to Literature	
	or		3
	ENG 225	Intro to Children's Literature	
5.	ENG 221	English Grammar	3
6.	#ENV 110	Introduction to Environmental Studies	
	or		4
	#BIO 141	Basic Concepts of the Cell	
7.	HIS 102	Turning Points in History	
	or		3
	HIS 211	U.S. History	
8.	LAN 201	Speech for Teachers	3

9.	LAN 341	Integrated Language Arts	3
10.	#MAT 143	Statistics and Society	
	or		3
	#MAT 174	Data Analysis and Statistics	
11.	MAT 150	Math for Elementary Teachers I	2
12.	MAT 151	Math for Elementary Teachers II	2
13.	MSC 214	Music Activities for Children	2
14.	NSC 371	Science in the Elementary School	3
15.	PSY 111	Introduction to Psychology	3
16.	SST 344	Social Studies in the Elementary Classroom	3
17.	#TSC 343	Teaching Creative Dramatics	3

B. Total for Major **49 semester hours**

II. Endorsement Requirements for either CDV, SED or SPA **21-41 semester hours**

III. Liberal Arts **22-35 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

IV. Education Core **37-40 semester hours**

V. Total for Degree **129-165 semester hours**

VI. Other Requirements
1. Please see additional information on the Education and Special Education page.

Education
Secondary Teacher Education Core Requirements

I. This program is designed for students interested in teaching their major and minor in grades 6 through 12.

A. Teacher Education Course Requirements **41-44 semester hours**

1.	*EDU 201	Principles of Teaching in School and Society	3
2.	EDU 301	Perspectives in American Education	3
3.	EDU 312	Exceptional Children and Youth in the Regular Classroom	3
4.	EDU 321	Technology for Educators	3
5.	EDU 349	Culture and Diversity in Schools	3
6.	EDU 351	Educational Psychology	3
7.	*EDU 360	Education Practicum (Usually taken the same semester as EDU 372)	3
8.	*EDU 372	Secondary Methods	3
9.	*___ 372	Secondary Methods (taught by department in which student is majoring or minoring)	2
10.	*EDU 480	Directed Teaching: Secondary	7-10
11.	*EDU 495	Directed Teaching Seminar: Secondary	2
12.	LAN 332	Teaching Writing	3
13.	LAN 335	Content Area Reading	3

B. Other Requirements

* Denotes those courses which are required to be taken in residence at the Siena Heights University Adrian campus.

1. EDU 480 is a residency requirement and all student teaching placements should be made in Lenawee, Hillsdale or Monroe counties.

2. Please see additional information on the Education and Special Education page.

English
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 27 semester hours

1.	ENG 113	Introduction to Literature	3
2.	ENG 251	World Literature I	3
3.	ENG 260	Approaches to Literary Criticism	3
4.	ENG 343	British Literary History I	3
5.	ENG 345	British Literary History II	3
6.	ENG 349	U.S. Literary History	3
7.	ENG 396	Research Methods	3
8.	ENG 445	Shakespeare	3
9.	ENG 495	Senior Tutorial	3

B. Cognate Requirements — 6-8 semester hours

1.	___ ___	World Language	3 - 4
2.	___ ___	World Language	3 - 4

C. Choose a Concentration

1. Literary Studies — 15 semester hours

a. Five English courses, At least two (2) selected from the Following:

ENG 348	Multiethnic U.S. Literature
ENG 351	African-American Literature
ENG 354	Gender, Sexuality, and Literature
ENG 356	Contemporary Literature
ENG 357	Postcolonial Literature
ENG 385	Special Topics
or	
ENG 485	Special Topics

2. Secondary English Education — 17 semester hours

a.	ENG 150	Introduction to Creative Writing	
	or		
	ENG 211	Rhetoric	3
	or		
	ENG 240	Introduction to Journalism	
	or		
	LAN 332	Teaching Writing	
b.	ENG 221	English Grammar	3
c.	ENG 226	Adolescent Literature	3
d.	ENG 372	Secondary methods	2
e.	Two (2) electives selected from the following:		6

ENG 348	Multiethnic U.S. Literature
ENG 251	African-American Literature
ENG 354	Gender, Sexuality, and Literature
ENG 356	Contemporary Literature
ENG 357	Postcolonial Literature
ENG 385	Special Topics
or	
ENG 485	Special Topics

D. Total for Major — **50-52 semester hours**

II. Liberal Arts — **35 semester hours**

III. General Electives **35-37 semester hours**
IV. Total for Degree **120 semester hours**

V. Other Requirements
1. Students must earn a "C-" or higher in all courses taken for the major.
2. As seniors, students must demonstrate competency in their major through ENG 495.
3. Students seeking secondary teacher certification must also complete the appropriate English methods course ENG 372.

English General Minor

I. Requirements for Minor

A. Program Requirements — 6 semester hours

1.	ENG 113	Introduction to Literature	3
2.	ENG 260	Approaches to Literary Criticism	3

B. Concentration in Literary Studies — 24 semester hours
1. Eight (8) Electives, with a Minimum of five (5) at the 300/400 level.

C. Concentration in Secondary English Education — 26 semester hours

1.	ENG 221	English Grammar	3
2.	ENG 226	Adolescent Literature	3
3.	ENG 251	World Literature I	3
4.	ENG 343	British Literary History I	3
5.	ENG 345	British Literary History II	3
6.	ENG 349	U.S. Literary History	3
7.	ENG 372	Secondary Methods	2
8.	ENG 445	Shakespeare	3
9.	LAN 332	Teaching Writing	3

D. Total for Minor **30-32 semester hours**

II. Other Requirements
1. Students seeking secondary teacher certification must also complete the appropriate English methods course ENG 372.

English: Creative Writing
Bachelor of Arts Degree

I. Requirements for Major

A.	Program Requirements			39 semester hours
	1.	ENG 113	Introduction to Literature	3
	2.	ENG 150	Introduction to Creative Writing	3
	3.	ENG 260	Approaches to Literary Criticism	3
	4.	ENG 270	Introductory Poetry Workshop	3
	5.	ENG 271	Introductory Fiction Workshop	3
	6.	ENG ___	Pick two (2) from the following:	6
			ENG 340 Advanced Poetry Workshop	
			ENG 342 Advanced Fiction Workshop	
			ENG 344 Scriptwriting	
	7.	ENG 356	Contemporary Literature	3
	8.	ENG 396	Research Methods	3
	9.	ENG 485	Special Topics	3
	10.	ENG 495	Senior Tutorial	3
	11.	ENG ___	Two (2) Literature courses at the 300/400 Level	6
B.	Student Publications Requirements			6 semester hours
	1.	ENG 272	Intro to Editing a Literary Journal: *Eclipse*	2
	2.	ENG 273	Intro to Publishing a Literary Magazine:*Eclipse*	1
	3.	___ ___	Select from the following:	
			ENG 362 Adv Editing a Literary Journal:*Eclipse*	2
			ENG 363 Adv Publish a Literary Magazine:*Eclipse*	
			or	1
			ENG 242 Spectra (taken 3 semesters)	
C.	Cognate Requirements			6 semester hours
	1.	___ ___	World Language	6
D.	Total for Major			**51 semester hours**

II. Liberal Arts **32 semester hours**

III. General Electives **37 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
1. Students must earn a “C-“or higher in all courses taken for the major.
2. As seniors, students must demonstrate competency in their major through ENG 495.

English: Creative Writing Minor

I. Requirements for Minor

A.	Program Requirements			24 semester hours
	1.	ENG 113	Introduction to Literature	3
	2.	ENG 150	Intro to Creative Writing	3
	3.	ENG 270	Introductory Poetry Workshop	3
	4.	ENG 271	Introductory Fiction Workshop	3
	5.	ENG 272	Intro to Editing a Literary Journal: *Eclipse*	2
	6.	ENG 273	Intro to Publishing a Literary Mag: *Eclipse*	1
	7.	Choose one (1) of the following:		3
			ENG 340 Advanced Poetry Workshop	
			ENG 342 Advanced Fiction Workshop	
			ENG 344 Script Writing	

8.	ENG 356	Contemporary Literature	3
9.	Choose one (1) of the following:		3
	ENG 260	Approaches to Literary Criticism	
	ENG ___	300/400 level Literature course	

II. Total for Minor **24 semester hours**

English as a Second Language

The Siena Heights English as a Second Language program includes the following basic courses at all levels.

ESL Reading for comprehension and vocabulary enrichment.

ESL Grammar for spoken and written communication.

ESL Writing for structuring and elaborating written communication.

ESL Speaking and Pronunciation for spoken communication and listening comprehension.

The schedule is arranged so that students whose placement evaluations show different skill levels may study in two different levels at the same time. For example, a student with strong verbal skills but weaker writing skills may take speaking and writing concurrently.

A total of 20 credit hours of ESL may count as a student's general elective credits towards a baccalaureate degree, with a maximum of 8 credit hours from below the 100 level courses.

Students who have met the English Proficiency requirements for admission but require some additional language instruction may be dual enrolled in ESL and academic courses.

For billing purposes, dual-enrolled students will be billed at the flat-rate tuition up to the 20 credit hours.

Students attending Full-time or Part-time ESL will be charged the ESL tuition rate. Please check with the Office of International Studies for current ESL rates.

A.	English as a Second Language: Intermediate & Beginning			24 semester hours
	1.	ESL 071	Reading	2
	2.	ESL 072	Grammar	2
	3.	ESL 073	Writing	2
	4.	ESL 074	Speaking	2
	5.	ESL 084	Reading	2
	6.	ESL 082	Grammar	2
	7.	ESL 083	Writing	2
	8.	ESL 084	Speaking	2
	9.	ESL 091	Reading	2
	10.	ESL 092	Grammar	2
	11.	ESL 093	Writing	2
	12.	ESL 094	Speaking	2
B.	English as a Second Language: High Advanced			25 semester hours
	1.	ESL 110	Business English	3
	2.	ESL 141	Reading	2
	3.	ESL 142	Grammar	2
	4.	ESL 143	Writing	2
	5.	ESL 144	Speaking	2
	6.	ESL 151	Reading	2
	7.	ESL 152	Grammar	2
	8.	ESL 153	Writing	2
	9.	ESL 154	Speaking	2

C. The courses in the Siena Heights ESL Programs are of six weeks' duration. A full time course load is defined as twenty (20) hours of classroom instruction per week, or four courses per six-week sub-session.

D. Total for Program **49 semester hours**

Environmental Science
Bachelor of Science Degree

I. Course Requirements for Major

A. Program Courses — 21 semester hours

1.	#ENV 110	Introduction to Environmental Science	4
2.	ENV 122	Geology	4
3.	ENV 141	Climatology	3
4.	ENV 152	Oceanography	3
5.	ENV 351	Limnology	3
6.	ENV 395	Junior Seminar in Environmental Science I	1
7.	ENV 396	Junior Seminar in Environmental Science II	1
8.	ENV 495	Senior Seminar in Environmental Science I	1
9.	ENV 496	Senior Seminar in Environmental Science II	1

B. Cognate Requirements — 45-47 semester hours

1.	BIO 141	Basic Concepts of the Cell	4
2.	BIO 241	Animal Biology	4
3.	BIO 441	Terrestrial Ecology and Field Biology	4
4.	CHE 141	General Chemistry 1	4
5.	CHE 142	General Chemistry II	4
6.	CHE 350	Analytical Chemistry	4
7.	CHE 441	Physical-Instrumental Analysis	4
8.	Choose one (1) sequence: (MAT174 & MAT244 or MAT181 & MAT182)		
	#MAT 174	Data Analysis and Statistics	
	MAT 244	Statistical Analysis and Design	
	or		6-8
	#MAT 181	Calculus with Analytic Geometry I	
	MAT 182	Calculus with Analytic Geometry II	
9.	PHY 141/161	Physics I	4
10.	PHY 142/162	Physics II	4
11.	TSC 101	Fundamentals of Speech Communication	3

C. Choose One (1) of the following options

1. Biology Option — 16 semester hours

BIO 242	Plant Biology	4
BIO 341	Entomology	4
BIO 342	Genetics	4
BIO 360	Microbiology	4

2. Chemistry option — 12 semester hours

CHE 241	Organic Chemistry I	4
CHE 242	Organic Chemistry II	4
CHE 341	Physical Chemistry I	4

3. Environmental Management — 11 semester hours

ENV 342	Industrial Ecology & Sustainability	3
ENV 380	Environmental Certifications	2
	Safety Training*	
	Hazardous Materials Transportation	
	RCRA Hazardous Waste Generator	
	Stormwater Operator	
	ISO 14001	
ENV 441	Environmental Regulations	3
ENV 452	Hydrogeology	3

D. Total for Major **77-84 semester hours**

II. Liberal Arts **28 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **8-15 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
* Exempt for those accepted into Law/Graduate School.

1. Environmental Science majors pursuing the Chemistry option must successfully complete MAT 181 and MAT 182, and are strongly encouraged to take PHY 161 and PHY 162.
2. Students majoring in Environmental Science must maintain a 2.1 g.p.a. in all required courses (excluding cognate requirements) in the major.

Minor in Environmental Science

I. Course Requirements for Minor

A. Program Requirements 21-22 semester hours

1.	#ENV 110	Environmental Science	4
2.	CHE 141	Chemistry I	4
3.	NSC 110	Earth Science	4
4.	ENV 342	Industrial Ecology & Sustainability	3
5.	ENV 152	Oceanography	
	or		3
	ENV 141	Climatology	
6.	Approved Elective*		3-4

*ENV122 Geology, ENV141 Climatology, ENV351 Limnology, ENV362 Toxicology, ENV441 Environmental Regulations, BIO141 Basic Concepts of the Cell, BIO242 Plant Biology, BIO242 Plant Biology, BIO441 Ecology, CHE142 General Chemistry II, CHE241 Organic Chemistry, PHY241 Physics I, BAM411 Business & Society, PHI220 Introduction to Ethics, PHI320 Social Ethics, PHI329 Technology & the Human Condition, GEO301 Cultural Geography, CDV375 Administration of Child Care Centers, HIS211 U.S. History Since 1865, SOC379 Issues in Social Justice, SOC469 Social Justice in Local-Global Contexts, PSC345 Public Administration, PSC380 Public Policy, PSC430 Civil Rights & Civil Liberties, RST305 Theological Ethics, or PSY400 Special Topics Environmental Psychology.

B. Total for Minor **21-22 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

C. Other Requirements
1. Students minoring in Environmental Science must maintain a 2.1 g.p.a. in all required courses.

Ethnic and Gender Studies
Minor in Ethnic and Gender Studies

I. Course Requirements for Minor

A. Requirements — 21 semester hours

1.	HUM 110	Introduction to Ethnic and Gender Studies	3
2.	___ ___	Choose six (6) approved electives from the following:	18

ENG 330 Intercultural Communication
ENG 348 Multiethnic U.S. Literature
ENG 351 African-American Literature
ENG 354 Gender, Sexuality and Literature
ENG 357 Postcolonial Literature
HIS 201 Native American History
HIS 202 African-American History
HIS 203 Hispanic American History
HIS 204 Women in U.S. History
HIS 323 History of Middle East
PSC 430 Civil Rights and Civil Liberties
PSY 275 Psychology of Gender
RST 321 Women and Religion
SOC 244 Social Perspectives on Race and Ethnicity
____ 285 Special Topics

B. Total for Minor — **21 semester hours**

C. Other Requirements

1. Only two (2) courses may be double-counted towards the student's major or a second minor.
2. A maximum of two (2) courses from a single academic program can be counted towards the six required electives.
3. Students should note prerequisites for PSC 430 and SOC 244.

Gerontology
Minor in Gerontology

I. Course Requirements for Minor

A. Program Requirements — 18 semester hours

1.	GER 240	Introduction to Gerontology	3
2.	GER 341	Health Issues and Disorders of Aging	3
3.	GER 342	Programs for Older Adults	3
4.	___ ___	Approved Electives	9

CRJ 345	Special Needs Offenders in the Community
GER 480	Gerontology Internship
GER 385	Special Topics in Gerontology
PSY 360	Counseling Techniques and Practices
PSY 370	Psychology of Aging
PSY 433	Death and Dying
SOC 113	Cultural Anthropology
SOC 244	Sociological Perspectives on Race and Ethnicity
SOC 350	Conflict Resolution
SOC 341	Research in the Social Sciences
SWK 348	Human Behavior and the Social Environment I

B. Cognate Requirements — 3 semester hours

1.	#PSY 111	Introduction to Psychology	
	or		3
	#SOC 111	Introduction to Sociology	

C. Total for Minor — **21 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

Health Care Management
Minor in Health Care Management

The Health Care Management minor is offered at one or more centers of the College for Professional Studies but is not available in the College of Arts and Sciences. Classes required for the Health Care Management minor may not be available on the Adrian campus.

The Health Care Management minor provides health care professionals with marketable management skills. Designed specifically for students in the B.A.S. (Bachelor of Applied Science) degree program majoring in Allied Health areas, and related fields such as Community and Human Services and students with an interest in Health Care Management who major in Multidisciplinary Studies.

I. Course Requirements for Minor

A. Program Requirements — 12 semester hours

1.	HCM 301	Perspectives in Health Care Management	3
2.	HCM 440	Medical Ethics/Legal Aspects of Health Care	3
3.	HCM 441	Financial Management for Health Care Institutions	3
4.	HCM 444	Strategic Planning in Healthcare Management	3

B. Cognate Requirements (may be transferred) — 9 semester hours

1.	MGT 302	Management Principles and Cases	3
2.	BAM 441	Managerial Communications	3
3.	____ ___	Choose one (1) Approved Business Elective	3

Approved Business Electives:

BAM 311	Business Ethics
BAM 450	Women in Business
MGT 360	Human Resource Management
MGT 361	Organizational Behavior
MGT 450	Labor Relations
MGT 452	Leadership
MGT 485	Decision Making for Managers
MKT 310	Marketing Principles & Cases
PCM 340	Professional Speaking
SOC 350	Conflict Resolution

C. Total for Minor — **21 semester hours**

II. Other Requirements

1. Grades below a 2.0 g.p.a. may not be used in the minor.
2. Nine (9) semester hours of minor requirements must be taken with Siena Heights University.

History
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 30 semester hours

1.	HIS 111	World Civilizations since 1500	3
2.	HIS 140	World Civilizations before 1500	3
3.	HIS 211	U.S. History	3
4.	HIS 300	Michigan History	3
5.	HIS 305	Historical Cases/Factors	3
6.	HIS 340	Historiography/Methodology	3
7.	HIS 495	Senior Seminar	3
8.	HIS ___	Approved Electives	9

(9 s.h. at 300+ level; 3 s.h. in each European, U.S., and Non Western/Global)

B. Cognate Requirements — 12 semester hours

1.	#GEO 301	Cultural Geography I	3
2.	GEO 302	Cultural Geography II	3
3.	___ ___	World Language	6

C. Total for Major — **42 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **40 semester hours**

IV. Total for Degree — **120 semester hours**

Minor in History

I. Course Requirements for Minor

A. Program Requirements — 18 semester hours

1.	HIS 111	World Civilizations since 1500	3
2.	HIS 140	World Civilizations before 1500	3
3.	HIS 211	U.S. History	3
4.	HIS ___	Approved Electives	9

(9 s.h. at 300+ level; 3 s.h. in each European, U.S., and Non-Western/Global)

B. Cognate Requirements — 6 semester hours

1.	#GEO 301	Cultural Geography I	3
2.	GEO 302	Cultural Geography II	3

C. Total for Minor — **24 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Students seeking teacher certification must also complete SST 344 Social Studies Methods.

Museum Studies Certificate

I.	Course Requirements for Certificate			12 semester hours
	A.	Required courses		
		1.	ENG 435 Visual Culture	3
		2.	HIS 220 Museum Studies & Collections	3
		3.	HIS 480 Internship	3
		4.	MKT 320 Marketing the Arts	3
	B.	Elective Courses: Choose one (1) of the following		3 semester hours
			ARH 330 American Art History	
			ARH 445 History of Photography	
			ART 147 Introduction to Graphic Design	
			ART 348 Publication Design	
			HIS 211 U.S. History	
			SOC 113 Cultural Anthropology	
	C.	Total for Certificate		**15 semester hours**

Humanities
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 3 semester hours

1. HUM 495 Senior Seminar — 3

B. Cognate Requirements — 27 semester hours

1. Art History — 3
2. ENG 396 Research Methods — 3
3. History (300 or 400 level) — 3
4. Literature (300 or 400 level) — 3
5. Music, Performing Arts, or additional Foreign Language — 3
6. Philosophy (300 or 400 level) — 3
7. #Religious Studies (300 or 400 level) — 3
8. ___ ___ World Language — 6

C. Approved Electives in Major — 18 semester hours

These are classes in the six areas listed above under distribution requirements, which are approved as electives for the individual student (excluding ENG 396). 6 s.h. must be at the 300 or 400 level.

D. Total for Major — **48 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **40 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. 21 semester hours of the major must be at the 300 or 400 level.
2. Grades below a 2.0 g.p.a. are not accepted in the major.
3. Minimum overall g.p.a. to graduate with this major is 2.5.

Humanities Minor

I. Course Requirements for Minor

A. Requirements — 15 semester hours

1. Art History, Music, Performing Arts, or Foreign Language — 3
2. History (300 or 400 level) — 3
3. Literature (300 or 400 level) — 3
4. Philosophy (300 or 400 level) — 3
5. Religious Studies (300 or 400 level) — 3

B. Approved Electives in Minor — 9 semester hours

These are classes in the five areas listed above under distribution requirements, which are approved as electives for the individual student.

C. Total for Minor — **24 semester hours**

II. Other Requirements

1. 12 semester hours of the minor must be at the 300 or 400 level.
2. 18 semester hours in major (9 semester hours in minor) must be taken at Siena Heights University.

3. Grades below a 2.0 g.p.a. are not accepted in the major.
4. Minimum overall g.p.a. to graduate with this minor is 2.5.

Information Technology Management

The Information Technology Management Minor is offered at one or more centers of the College for Professional Studies but is not available in the College of Arts and Sciences. Classes required for the Information Technology Management minor may not be available on the Adrian campus.

Designed for students in the B.A.S. (Bachelor of Applied Science) degree program majoring in computer, industrial, nuclear, and other technology related fields, and students who major in Multidisciplinary Studies.

Minor in Information Technology Management

I. Program Requirements

A.	Program Courses			6 semester hours
	1.	MGT 302	Management Principles and Cases	3
	2.	ITM 365	Management of Information Technology	3
B.	Information Technology Management Courses			12 semester hours
	1.	ITM 370	Electronic Commerce	3
	2.	ITM 460	Information Technology Project Management	3
	3.	ITM 470	Strategic Management of Innovation	3
	4.	ITM 480	Information Technology Strategy	3
C.	Approved Electives: Select one (1) from the following			3 semester hours
		MGT 361	Organizational Behavior	
		MGT 452	Leadership	
		MKT 310	Marketing Principles & Cases	
		MKT 360	Social Media Marketing	
		MKT 470	Global Marketing	
C.	Total for Minor			**21 semester hours**

II. Other Requirements

1. May not be double counted as an Information Technology Management elective and a Business Administration and Management elective.
2. A minimum of nine (9) semester hours of coursework for the minor must be taken from Siena Heights University.
3. Grades below a 2.0 g.p.a. are not accepted in the minor.

Integrated Science (Elementary Education)
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 50 semester hours

1.	BIO 141	Basic Concepts of the Cell	4
2.	BIO 241	Animal Biology	4
3.	BIO 242	Plant Biology	4
4.	BIO 342	Genetics	4
5.	BIO 441	Terrestrial Ecology and Field Biology	4
6.	CHE 141	General Chemistry I	4
7.	CHE 142	General Chemistry II	4
8.	#ENV 110	Intro to Environmental Studies	4
9.	NSC 110	Earth Science	4
10.	PHY 141	General Physics I	4
11.	PHY 142	General Physics II	4
12.	NSC 295	Integrated Science Seminar 1	1
13.	NSC 371	Science in the Elementary School	3
14.	NSC 395	Integrated Science Seminar 2	1
15.	NSC 495	Integrated Science Seminar 3	1

B. Cognate Requirements — 7 semester hours

1.	MAT 159	Precalculus	
	or		4
	MAT 181	Calculus with Analytical Geometry	
2.	#MAT 174	Data Analysis and Statistics	3

C. Total for Major — **57 semester hours**

II. Education Core — **35-38 semester hours**

III. Planned Elementary Minor — **30-31 semester hours**

IV. Liberal Arts — **28 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

V. Total for Degree — **150-154 semester hours**

VI. Other Requirements

1. The Elementary Integrated Science major is only for students seeking teacher certification.
2. For additional information please see Education pages.

Integrated Science
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 54 semester hours

1.	ENR 101	Fundamentals of Engineering Design I	3
2.	#BIO 141	Basic Concepts of the Cell	4
3.	BIO 241	Animal Biology	4
4.	CHE 141	General Chemistry I	4
5.	CHE 142	General Chemistry II	4
6.	ENV 110	Intro to Environmental Studies	4
7.	NSC 110	Earth Science	4
8.	PHY 141	General Physics I (Non-Calculus Based)	
	or		4
	PHY 161	Physics I (Calculus Based)	
9.	PHY 142	General Physis II (Non-Calculus Based)	
	or		4
	PHY 162	Physics II (Calculus Based)	
10.	NSC 295	Integrated Science Seminar 1	1
11.	NSC 395	Integrated Science Seminar 2	1
12.	NSC 495	Integrated Science Seminar 3	1
13.	___ ___	Approved Electives	16

B. Cognate Requirements — 10-11 semester hours

1.	#MAT 181	Calculus with Analytical Geometry I	4
2.	MAT 182	Calculus with Analytical Geometry II	4
	or		
	MAT 174	Data Analysis & Statistics	3
3.	PHI 110	Logic	
	or		3
	PHI 220	Introduction to Ethics	

C. Total for Major — **64-65 semester hours**

II. Liberal Arts — **19-25 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **30-37 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Students seeking Michigan Department of Education (MDE) teacher certification must also complete the secondary professional education sequence. Those courses may count as general electives for those seeking the non-certification pathway.
2. Students seeking MDE teacher certification must apply, be accepted, and maintain all requirements set forth by Siena Heights University and the Division of Education.
3. Minimum g.p.a. of 3.0 is required for the major. See certification pathway for all education requirements.

Inverted Majors/Applied Science Majors
Bachelor of Applied Science Degree and Associate of Applied Science Degree

The Bachelor of Applied Science (B.A.S.) and the Associate of Applied Science (A.A.S.) are career-oriented degree programs structured on the "inverted major" concept, which builds an individually designed academic degree program around the approved technical, allied health, public safety, or occupational "major" the student already has completed. In most cases, students receive no additional training in the major from Siena Heights University; instead, they complete their Siena Heights University degree by completing liberal arts courses and other course work appropriate to their prior learning and future goals.

Traditional and non-traditional credit options are possible for the inverted major. A major may be established and/or credit may be awarded for course work completed at accredited colleges and universities as well as approved technical, trade and allied health schools, and/or for professional experience, licensure, or college-equivalent prior learning. Options for earning prior learning credit include CLEP (College-Level Examination Program), Excelsior College Exams, Michigan Occupational Competency Assessment Exams (MOCAC), ACE-PONSI (American Council on Education Program on Non-Collegiate Sponsored Instruction), military and police academy certification, among other testing programs. Transfer credit is determined individually; interested students should contact an academic advisor at one of Siena Heights University's degree completion centers.

B.A.S. and A.A.S. Degrees are appropriate for applied science majors in many areas. Several examples of qualifying applied science majors are highlighted below.

Health Care Professions
For persons trained in Radiologic Technology, Respiratory Therapy, Radiation Therapy, Dental Hygiene, Surgical Technology, Diagnostic Medical Sonography, Health Information Technology, Massage Therapy, Nuclear Medicine Technology, Medical Assisting, Medical Laboratory Technology, Nuclear Medicine Technology, Neurodiagnostic Technology, Occupational Therapy Assisting, Physical Therapy Assisting, or Health Studies (Contract Major: Please consult with advisor).

Public Safety Professions
For persons trained in Law Enforcement, Fire Technology, Paramedic Technology, or Public Safety Studies (Contract Major: Please consult with advisor).

Technical/Trade and Occupational Professions
For persons trained in Aviation, Aviation Maintenance Technology, Automotive Technology, Climate Control Technology, Drafting and Design Technology, Electronics Technology, Industrial Technology, Nuclear Technology, Air Frame & Power Plant Technology, Energy Technology, Skilled Trades, or General Technology (Contract Major: Please consult with advisor).

Specialized Occupational Professions
For persons trained in Sign Language Interpreting, Administrative Office Systems, Computer and Information Systems Technology, Computer Aided Drafting & Design Technology, Culinary Arts, Legal Assisting, Media Technology, Veterinary Technology, or Occupational Studies (Contract Major: Please consult with advisor).

Inverted Majors/Applied Science Major Requirements

To earn a Bachelor of Applied Science degree from Siena Heights University, a student must complete a total of 120 semester hours of college level credit, at least thirty (30) of which must be completed with Siena Heights. Within the 120 hours, a student must:

1. Present a qualifying BAS major.
2. Complete a minimum of thirty (30) semester hours at the 300/400 level, including at least 15 hours of upper-level course work earned at Siena Heights.
3. Complete all applicable liberal arts requirements.

4. Maintain a minimum 2.0 grade point average in coursework from Siena Heights and demonstrate proficiency in writing and mathematics.

Associate of Applied Science degree seekers must complete sixty (60) semester hours of college level credit, at least 18 of which must be from Siena Heights University. There is no upper-level requirement. All other requirements are the same.

Learning Outcomes
The qualifying BAS/AAS major presented by the student is the basis for establishing learning outcomes/competence in the student's field of study and our BAS Program. Completed accredited technical programs, registry, national certification, licensure, completion of nationally recognized exams, and successful professional work experience and other training all are central to insuring competence and that the BAS/AAS student has achieved appropriate/required learning outcomes in his/her field of study. This is a central and unique feature of the BAS/AAS major at Siena Heights University.

Value Added
The Siena Heights Liberal Arts Program with its learning outcomes is an additional way the University enhances value/additional competences to the BAS/AAS student's personal learning history. Many students add minors, even 2nd majors, and other sequences of study to achieve additional skills, competencies, depending on their own personal, unique life circumstances. BAS/AAS students also often have completed much new, specialized training beyond the learning experiences which comprise their BAS/AAS major. Wherever appropriate evaluative means exist Siena Heights awards additional credit for such college-level learning.

Language Arts
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 16 semester hours

1.	LAN 201	Speech for Teachers	3
2.	LAN 213	Introduction to Language Arts	3
3.	LAN 332	Teaching Writing	3
4.	LAN 335	Content Area Reading	3
5.	LAN 371	Strategies for Teaching Language Arts	3
6.	LAN 474	Language Arts Application	1

B. Cognate Requirements — 24 semester hours

1.	ENG 221	English Grammar	3
2.	ENG 225	Introduction to Children's Literature	3
3.	ENG 226	Adolescent Literature	3
4.	TSC 212	Oral Interpretation of Children's Literature	3
5.	Choose four (4) from the list below:		12

ART 105	Foundations I: Core Concepts
ENG211	Rhetoric
ENG 240	Introduction to Journalism
ENG 260	Approaches to Literary Criticism
ENG 348	Multiethnic U.S. Literature
#MSC 102	Introduction to Music
TSC 214	Voice and Diction
TSC 242	Film Study and Analysis

C. Total for Major — **40 semester hours**

II. Education Core — **35-38 semester hours**

III. Planned Elementary Minor — **30 semester hours**

IV. Liberal Arts — **32 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

V. Total for Degree — **137-140 semester hours**

A concentration, not certification, in theatre is available for those students especially interested in teaching and working with elementary and middle school theatre. It can only be added to the existing language arts major. It cannot take the place of the need for a certifiable minor.

Theatre Concentration

I. Course Requirements for Concentration

A. Program Requirements — 12 semester hours

1.	TSC 102	Introduction to Theatre	3
2.	TSC 103	Theatre Technology	3
3.	TSC 156	Acting I	3
4.	TSC 355	Play Directing	3

B. Total for Concentration — **12 semester hours**

Law and Politics
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 18 semester hours

1.	PSC 101	Foundations of Political Thought	3
2.	#PSC 130	American Democracy	3
3.	PSC 260	Comparative Politics	3
4.	PSC 265	U.S. Foreign Policy	
	or		3
	PSC 270	International Relations	
5.	PSC 380	Public Policy	3
6.	PSC 431	Law and Society	
	or		
	PSC 430	Constitutional Law I: Civil Rights & Civil Lib	
	or		3
	PSC 440	Constitutional Law II: Government Powers	
	or		
	CRJ 440	Criminal Law	

B. Option for Honors — 3 semester hours

PSC 495	Senior Seminar/Thesis	3

C. Cognate Requirements — 6 semester hours

1.	#MAT 143	Statistics and Society	
	or		3
	#MAT 174	Data Analysis and Statistics	
2.	___ ___	Approved elective from 300/400 level Anthropology, Criminal Justice, English, Environmental Studies, Geography, History, Philosophy, Political Science, Psychology, Religious Studies, Sociology.	3

Choose One (1) of the Following Options:

D. Emphasis on Politics Track — 12 semester hours

Approved courses (taken in any number of disciplines) that focus on two of the following areas:

American Politics
National Comparisons
International Relations
Policy and Policy Processes

Total: Politics Track 39 semester hours

E. Emphasis on Law Track — 19 semester hours

1.	#BIO ___	Lab Science Course	
	or		
	#CHE ___	Lab Science Course	4
	or		
	#PHY ___	Lab Science Course	
2.	PSY 270	Research Methods	
	or		3
	SOC 341	Research in Social Sciences	
3.	PHI 110	Logic	
	or		3
	PHI 210	Symbolic Logic	
4.	PHI ___	One additional, approved philosophy course	

5. Choose two (2) additional law courses: 6

BAM 340	Business Law
CRJ 440	Criminal Law
PSC 430	Constitutional Law I: Civil Rights and Civil Lib
PSC 431	Law and Society
PSC 440	Constitutional Law II: Government Powers

Total: Law Track 46 semester hours

II. Total for Major **36-43 semester hours**

III. General Electives **45-59 semester hours**

IV. Liberal Arts **29 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

V. Total for Degree **120 semester hours**

Management
Bachelor of Business Administration Degree

I. Course Requirements for Major

A. Program Requirements — 33 semester hours

1.	BAM 101	Intro to Business	3
2.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
3.	BAM 311	Business Ethics	
	or		3
	BAM 411	Business and Society	
4.	BAM 479	Strategic Management	3
5.	FIN 340	Managerial Finance	3
6.	MGT 302	Management Principles and Cases	3
7.	MGT 357	OM: Supply Chain Perspective	
	or		3
	MGT 440	Entrepreneurship and Small Business Management	
8.	MGT 360	Human Resource Management	
	or		3
	MGT 361	Organizational Behavior	
9.	MGT 365	Project Management	
	or		
	MGT 457	Managing Quality	3
	or		
	BAM 465	Management Information Systems	
10.	___ ___	Choose one (1) elective from below. May not double count.	3

BAM 450 Women in Business
MGT 357 OM: Supply Chain Perspective
MGT 360 Human Resource Management
MGT 361 Organizational Behavior
MGT 365 Project Management
MGT 440 Entrepreneurship & Small Business Mgt.
MGT 450 Labor Relations
MGT 452 Leadership
MGT 457 Managing Quality
MGT 480 Co-Op
MGT 485 Special Topics

11.	MKT 310	Marketing Principles and Cases	3

B. Cognate Requirements — 20 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	
3.	BAM 218	Introduction to Information Systems	
	or		3
4.	BAM 465	Management Information Systems	
5.	#ECO 221	Microeconomics	3
6.	ECO 222	Macroeconomics	3
7.	#MAT 143	Introduction to Statistics	
	or		3
	#MAT 174	Data Analysis and Statistics	

C. Total for Major — **53 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **38 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
1. Transfer students will take 24 major credits in residence – MKT 310, FIN 340 BAM 479, and all 15 major electives. Students who transfer the equivalent of MKT310 will substitute an approved marketing elective in residence.
2. Transfer students, who have a breadth and depth of Business coursework, experience or both, may waive Intro to Business and substitute a major elective. Any waiver requires written Program Chair approval.
3. You may use BAM 465 as a cognate. If you do so, simply add an additional course Management elective from I,A,10.
4. Management Majors must earn a minimum 2.0 g.p.a. for their Cognates. No "D" grades may apply to the major.
5. Not available to Business Administration majors.

Minor in Management

I. Course Requirements for Minor

A. Program Requirements — 15 semester hours

1.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
2.	MGT 302	Management: Principles and Cases	3
3.	MGT ___	Approved Electives (Must be 300/400 level)	9

B. Cognate Requirements — 7 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	#ECO 221	Microeconomics	
	or		3
	#ECO 222	Macroeconomics	

C. Total for Minor **22 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements
1. Students must earn a 2.0 g.p.a. in all Siena Heights University minor work attempted.
2. Twelve of the credits must be taken with Siena Heights University.
3. Twelve of the credits must be at the 300/400 level.
4. Only the equivalents of 2.0 or higher grade transfer courses apply to the minor.
5. Only 3 credit hours of MGT 485, Special Topics courses apply.
6. Management validators for transfer students: BAM 450, MGT 357, 360, 361, 450, 452 and 457.
7. Cognates may be double counted towards a Management minor and towards other Business and Management majors.
8. The Management minor does not apply to students majoring in Business Administration.

Program Learning Outcomes

The business program prepares students for management positions in a wide variety of organizational settings. Business students will achieve the following competencies:

Communication – the ability to express ideas – in writing, verbally and visually.

Creativity – challenging the status quo by imagining new business models, processes and solutions.

Analytical ability – the skill to effectively separate a complex problem into its component parts in order to identify solutions.

Integrative thinking – the ability to detect interrelationships among component parts and assess their importance in creating solutions.

Ethics — the ability to examine decisions in light of ethical and corporate social responsibility principles as well as their effects on stakeholders worldwide.

The business learning outcomes are skills employers seek, and therefore cornerstones of the program.

Marketing
Bachelor of Business Administration Degree

I. Course Requirements for Major

A. Program Requirements — 33 semester hours

1.	BAM 101	Introduction to Business	
	or		3
	MGT 440	Entrepreneurship & Small Business Management	
2.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
3.	BAM 479	Strategic Management	3
4.	FIN 340	Managerial Finance	3
5.	MGT 302	Management: Principles and Cases	3
6.	MKT 310	Marketing: Principles and Cases	3
7.	MKT 350	Consumer Behavior	3
8.	MKT 351	Advertising and Promotion	3
9.	MKT 436	Marketing Research	3
10.	MKT 460	Marketing Management	3
11.	Choose one of the following:		3

MKT 320	Marketing of the Arts
MKT 360	Social Media Marketing
MKT 455	Contemporary Sales Management
MKT 470	Global Marketing
MKT 480	Internship Experience
MKT 485	Special Topics

B. Cognate Requirements — 20 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	BAM 218	Introduction to Information Systems	
	or		
	BAM 465	Management Information Systems	3
	or		
	ITM 365	Management of Information Technology*	
4.	#ECO 221	Microeconomics	3
5.	ECO 222	Macroeconomics	3
6.	#MAT 143	Introduction to Statistics	
	or		3
	#MAT 174	Data Analysis and Statistics	

B. Total for Major — **53 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **38 semester hours**

IV. Total for Degree — **120 semester hours**

Marketing Minor

I. Course Requirements

A. Program Requirements — 15 semester hours

1.	BAM 201	Business Communications	
	or		3

	BAM 441	Managerial Communications	
2.	MKT 310	Marketing: Principles and Cases	3
3.	MKT ___	Approved Electives (Must be 300/400 level)	9

B. Cognate Requirements — 7 semester hours

1.	ACC 203	Principles of Accounting I	4
	#ECO 221	Microeconomics	
	or		3
	#ECO 222	Macroeconomics	

C. Total for Minor — **22 semester hours**

May be double-counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

*Offered in the College for Professional studies only.

1. Twelve of the credits must be Siena Heights University residency.
2. Twelve of the credits must be at the 300/400 level.
3. Students must earn a 2.0 g.p.a. in all Siena Heights University minor work attempted.
4. Only the equivalents of 2.0 or higher grade transfer courses apply to the minor.
5. Only 3 credit hours of MKT 485 courses apply.
6. Marketing Validators for Transfer Students: MKT 320, MKT 350, MKT 351, MKT 360, MKT455, MKT 460 and MKT 470.
7. Cognates may also count towards any Business and Management Division majors.
8. The Marketing Minor does not apply to students majoring in Business Administration.

Program Learning Outcomes

The business program prepares students for management positions in a wide variety of organizational settings. Business students will achieve the following competencies:

Communication – the ability to express ideas – in writing, verbally and visually.

Creativity – the ability to develop original ideas or use common solutions in unique ways.

Analytical ability – the skill to effectively separate a complex problem into its component parts in order to identify solutions.

Integrative thinking – the ability to detect interrelationships among component parts and assess their importance in creating solutions.

Ethics — the ability to examine decisions in light of ethical and corporate social responsibility principles as well as their effects on stakeholders worldwide.

The business learning outcomes are skills employers seek, and therefore cornerstones of the program.

Mathematics
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 28 semester hours

1.	#MAT 174	Data Analysis and Statistics	3
2.	MAT 181	Calculus with Analytic Geometry I	4
3.	MAT 182	Calculus with Analytic Geometry II	4
4.	MAT 244	Statistical Analysis and Design	3
5.	MAT 260	Discrete Mathematics	3
6.	MAT 282	Differential Equations	4
7.	MAT 295	Sophomore Seminar I	1
8.	MAT 296	Sophomore Seminar II	1
9.	MAT 345	Linear Algebra	3
10.	MAT 396	Junior Seminar	1
11.	MAT 495	Senior Seminar I	1

B. Areas of Specialization

1a Mathematics Educ:Elementary & Secondary (All of part A plus 1a) 16-18 semester hours

MAT 352	Geometry	3
MAT 356	Math Modeling	3
MAT 442	Introduction to Abstract Algebra	3
MAT 460	Numerical Analysis	3

1b Elementary Education (All of part A plus B.1a plus B.1b)

MAT 150	Math for Elementary Teachers I	2
MAT 151	Math for Elementary Teachers II	2

or

1c Secondary Education (All of part A plus B.1a plus B.1c)

MAT 292	Multivariable Calculus	4
MAT 372	Secondary Math Methods	2

2. Pure Mathematics (All of part A plus B2) — 17 semester hours

MAT 292	Multivariable Calculus	4
MAT 442	Introduction to Abstract Algebra	3
MAT 462	Introduction to Real Analysis	3
MAT 485	Special Topics: Algebra II or Analysis II	3
MAT 496	Senior Seminar II	1
MAT ___	Select one (1) elective from below:	3
	MAT 352 Geometry	
	MAT 356 Math Modeling	
	MAT 440 Probability and Statistics	
	MAT 460 Numerical Analysis	

C. Cognate Requirements — 13 semester hours

1.	CIS ___	Approved Programming Language	3
2.	BAM 201	Business Communications	
	or		3
	TSC 101	Fundamentals of Speech Communication	
3.	PHI 210	Symbolic Logic	3
4.	#PHY 141	General Physics I (Non-Calculus Based)	
	or		4
	#PHY 161	Physics I (Calculus Based)	

D. Total for Major — **57-59 semester hours**

II. Liberal Arts **28 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **33-35 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
1. Mathematics Majors must earn a 2.1 g.p.a. in their major.
2. Mathematics majors must complete four (4) courses in Mathematics at the 200-level or higher at Siena Heights, and the Junior/Senior Seminar series (MAT396/495 for those seeking education certification, or MAT396/495/496 for all others).
3. Students seeking teacher certification must also complete the appropriate math methods course.

Mathematics Minor

I. Course Requirements for Minor

A. Program Requirements — 25 semester hours

1.	#MAT 174	Data Analysis and Statistics	3
2.	MAT 181	Calculus with Analytic Geometry I	4
3.	MAT 182	Calculus with Analytic Geometry II	4
4.	MAT 260	Discrete Mathematics	3
5.	MAT 295	Sophomore Seminar I	1
6.	MAT 296	Sophomore Seminar II	1
7.	MAT 345	Linear Algebra	3
8.	MAT 356	Math Modeling	3
9.	MAT ___	Select one (1) elective from below:	3-4
		MAT 244 Statistical Analysis and Design	
		MAT 282 Differential Equations	
		MAT 352 Geometry	

B. Total for Minor **26 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements
1. Mathematics minors must complete a 9 hour residency at Siena Heights University.

Mathematics Minor (Secondary Education)

I. Course Requirements for Minor

A. Program Requirements — 25 semester hours

1.	#MAT 174	Data Analysis and Statistics	3
2.	MAT 181	Calculus with Analytic Geometry I	4
3.	MAT 182	Calculus with Analytic Geometry II	4
4.	MAT 260	Discrete Mathematics	3
5.	MAT 345	Linear Algebra	3
6.	MAT 352	Geometry	3
7.	MAT 356	Math Modeling	3
8.	MAT 372	Secondary Math Methods	2

B. Total for Minor **25 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

Mathematics Minor (Elementary Education)

I. Course Requirements for Minor

A. Program Requirements — 26 semester hours

1.	MAT 150	Math for Elementary Teachers I	2
2.	MAT 151	Math for Elementary Teachers II	2
3.	MAT 174	Data Analysis and Statistics	3
4.	#MAT 181	Calculus with Analytic Geometry	4
5.	MAT 244	Statistical Analysis and Design	3
6.	MAT 260	Discrete Mathematics	3
7.	MAT 345	Linear Algebra	3
8.	MAT 352	Geometry	3
9.	MAT 356	Math Modeling	3

B. Total for Minor — **26 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Mathematics minors must earn a 2.1 grade point average in their minor.
2. Mathematics minors must complete 3 courses (Minimum of 9 semester hours) in mathematics at the 200-level or higher at Siena Heights.

Applied Mathematics
Bachelor of Science Degree

I. Course Requirements for Major

A.	Program Requirements		45 semester hours
1.	#MAT 174	Data Analysis and Statistics	3
2.	MAT 181	Calculus with Analytic Geometry I	4
3.	MAT 182	Calculus with Analytic Geometry II	4
4.	MAT 244	Statistical Analysis and Design	3
5.	MAT 260	Discrete Mathematics	3
6.	MAT 282	Differential Equations	4
7.	MAT 292	Multivariable Calculus	4
8.	MAT 295	Sophomore Seminar I	1
9.	MAT 296	Sophomore Seminar II	1
10.	MAT 345	Linear Algebra	3
11.	MAT 356	Math Modeling	3
12.	MAT 396	Junior Seminar	1
13.	MAT 440	Probability and Statistics	3
14.	MAT 460	Numerical Analysis	3
15.	MAT 462	Introduction to Real Analysis	3
16.	MAT 495	Senior Seminar I	1
17.	MAT 496	Senior Seminar II	1

B.	Areas of Specialization (choose one)		
1.	Computer Science		21 semester hours
	CIS 140	Programming I	3
	CIS 240	Programming II	3
	CIS 352	Data Structures	3
	CIS 353	Systems Analysis	3
	CIS 363	Database Management Systems	3
	CIS 450	Programming Languages	3
	___ ___	Approved Elective (300/400 level)	3
2.	Science		22 semester hours
	CHE 141	General Chemistry I	4
	CHE 142	General Chemistry II	4
	ENR 101	Fundamentals of Engineering Design I	3
	___ ___	Science w/Lab	4
	PHY 162	Physics II (Calculus Based)	4
3.	Business		23 semester hours
	ACC 203	Principles of Accounting I	4
	ACC 240	Principles of Accounting II	4
	BAM 218	Introduction to Information Systems	3
	#ECO 221	Microeconomics	3
	ECO 222	Macroeconomics	3
	FIN 340	Principles of Managerial Finance	3
	MGT 302	Management Principles and Cases	3

C.	Cognate Requirements		13 semester hours
1.	CIS ___	Approved Programming Language	3
2.	BAM 201	Business Communications	
	or		3
	TSC 101	Fundamentals of Speech Communication	
3.	PHI 210	Symbolic Logic	3
4.	#PHY 141	General Physics I (Non-Calculus Based)	

or		4
#PHY 161	Physics I (Calculus Based)	

D. Total for Major **79-81 semester hours**

II. Liberal Arts Core Requirements **25-32 semester hours**
May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **7-16 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements
1. Mathematics majors must earn a 2.1 g.p.a. in their major.

Multidisciplinary Studies

The major in Multidisciplinary Studies is designed for students with several years of college experience in a variety of academic disciplines. The major requires 15 semester hours of credit in each of four areas: Arts & Humanities, Natural Science and Mathematics, Social & Behavioral Science, and Applied Science & Professional Studies.

Bachelor of Arts Degree

I.	Arts & Humanities Art, Communication Arts, English, Foreign Language, History, Music, Philosophy, and Religious Studies.	15 semester hours
II.	Natural Science and Mathematics Biology, Chemistry, Computer and Information Systems, Physical Geography, Geology, Mathematics, Physical Anthropology, Physics, and must include one Lab Science.	15 semester hours
III.	Social & Behavioral Science Cultural Anthropology, Economics, Cultural Geography, History, Political Science, Psychology, and Sociology.	15 semester hours
IV.	Applied Science & Professional Studies Accounting, Business Administration, Child Development, Community and Human Services, Criminal Justice, Economics, Education, Finance, Health Care Management, Management, Marketing, Multidisciplinary Studies, Public Services, Administration, Social Work, and Information Technology Management.	15 semester hours
V.	Total for Major 15 of which must be taken at Siena Heights University at the 300-400 level distributed over 3 of 4 categories.	60 semester hours
VI.	Liberal Arts Students transferring 60 or more semester hours: Students transferring less than 60 semester hours:	 15-20 semester hours 29-35 semester hours
VII.	General Electives Students transferring in more than 60 semester hours: Students transferring in less than 60 semester hours:	 40-45 semester hours 25-31 semester hours
VIII.	Total for Degree	**120 semester hours**

IX. Other Requirements
1. No grades below a 2.0 g.p.a. allowed in the major.
2. No “Developmental Credit” allowed in the major.

Multidisciplinary Studies
Associate of Arts Degree

I.	Arts & Humanities Art, Communication Arts, English, Foreign Language, History, Music, Philosophy, and Religious Studies.	9 semester hours
II.	Natural Science and Mathematics Biology, Chemistry, Computer and Information Systems, Physical Geography, Geology, Mathematics, Physical Anthropology, Physics, and must include one Lab Science.	8 semester hours
III.	Social & Behavioral Science Cultural Anthropology, Economics, Cultural Geography, History, Political Science, Psychology, and Sociology.	9 semester hours
IV.	Applied Science & Professional Studies Accounting, Business Administration, Child Development, Community and Human Services, Criminal Justice, Economics, Education, Finance, Health Care Management, Management, Marketing, Public Services Administration, Social Work, and Information Technology Management.	9 semester hours
V.	Total for Major 9 of which must be taken at Siena Heights University, distributed over 3 of 4 categories.	**35 semester hours**
VI.	Liberal Arts (Depends on courses selected in major)	**16-17 semester hours**
VII.	General Electives	**8-9 semester hours**
VIII.	Total for Degree	**60 semester hours**

IX. Other Requirements
1. No grades below a 2.0 g.p.a. allowed in the major.
2. No “Developmental Credit” allowed in the major.

Program Learning Outcomes

The Multidisciplinary Studies program provides an opportunity for students to pull together several years of previous college experience in a variety of academic disciplines. Students in the Multidisciplinary Studies program will reflect the following competencies:

Communication: the ability to express ideas in writing, verbally and visually.

Creativity: the ability to develop original ideas or use common solutions in unique ways.

Analytical ability: the skill to effectively separate a complex problem into its component parts in order to identify solutions.

Integrative thinking: the ability to detect interrelationships among component parts and assess their importance in creating solutions.

These outcomes are skills employers seek and therefore cornerstones of the Multidisciplinary Studies program.

Music
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 46-48 semester hours

1.	MMM 110	Fundamentals of Music Theory (Proficiency exam available)	2
2.	MMM 170	Music Theory I	2
3.	MMM 260	Music Theory II	2
4.	MMM 270	Music Theory III	2
5.	MMM 171	Aural Harmony and Sight Singing I	2
6.	MMM 261	Aural Harmony and Sight Singing II	2
7.	MMM 271	Aural Harmony and Sight Singing III	2
8.	MMM 222	History of Western Music I	2
9.	MMM 223	History of Western Music II	2
10.	MMM 224	History of Western Music III	2
11.	MMM 112	Class Piano for Music Majors I	1
12.	MMM 172	Class Piano for Music Majors II	1
13.	MMM 262	Class Piano for Music Majors III	1
14.	MMM 272	Class Piano for Music Majors IV	1
15.	MMM ___	Performance Ensembles	8
16.	MMM ___	Applied Music Lessons	14
17.	MMM 480	Senior Recital	2

B. Concentration Requirements (Choose any of the following concentrations):

Voice Concentration — 12 semester hours

1.	MMM 360	Basic Conducting	2
2.	MMM 124	Diction for Singers	2
3.	MMM 355	Choral Methods and Materials	2
4.	MMM 357	Choral Arranging	2
5.	___ ___	Approved Fine Art Electives TSC, ART, MMM.	4

Instrumental Concentration — 12 semester hours

1.	MMM 360	Basic Conducting	2
2.	MMM 352	History of Wind Band Literature	2
3.	MMM 358	Instrumental Arranging	2
4.	MMM 363	Marching Band Techniques	2
5.	___ ___	Approved Fine Art Electives TSC, ART, MMM.	4

Music Business Concentration — 12 semester hours

1.	MMM 115	Inside the Music Business	2
2.	MMM 144	Creative Song Writing	2
3.	MMM 145	Audio Recording I	2
4.	MMM 245	Audio Recording II	2
5.	___ ___	Approved Fine Art Electives TSC, ART, MMM.	4

C. Total for Major — **58-60 semester hours**

II. Liberal Arts — **32 semester hours**

III. General Electives — **30 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements:
1. All music majors must earn a "C" or better in all required music courses and must maintain a cumulative 2.5 g.p.a. in required courses for the major.
2. All music majors are required to attend recitals and concerts sponsored by the Music Department.
3. Incoming Music Majors must take a Theory Placement Exam. Students who pass the exam with a score above 80% may receive credit for Fundamentals of Music Theory (MSC 205) and take Music Theory 1 (MSC 270).
4. Incoming Music Majors may take the Piano Proficiency exam and opt out of 1 level of the piano class.
5. All students must pass the Piano Proficiency exam or he/she must continue to study piano until the appropriate level of proficiency is reached.
6. At least one semester hour in approved music ensemble must be taken each semester for eight semesters. Ensembles will be assigned by the Music Department.
7. All music majors will have a formal critique with the entire music faculty at the end of each semester, in conjunction with applied lessons on their primary instrument. A written copy of the jury assessment will be given to the student and a copy of the report will be kept in the student's file.
8. All music majors will be required to register each semester for MMM 109 (Recital Seminar). This course will satisfy departmental requirements for recital performances and content area instruction not covered in major classes. This is a zero credit course.

Minor in Music

I. Course Requirements

A. Program Requirements — 27 semester hours

1.	MMM 113	Beginning Class Piano	2
2.	MMM 173	Intermediate Class Piano	2
3.	MMM 114	Introduction to Music	3
4.	MMM 110	Fundamentals of Music Theory	2
5.	MMM 170	Music Theory I	2
6.	___ ___	History of Western Music: choose one (1) MMM 222 History of Western Music I MMM 223 History of Western Music II MMM 224 History of Western Music III	2
7.	___ ___	Performance Ensembles	6
8.	___ ___	Applied Music Lessons	4
9.	___ ___	Approved Fine Arts Electives TSC, ART, MMM.	4

B. Total for Minor — **27 semester hours**

II. Other Requirements
1. All music minors must earn a "C" or better in all required music courses and must maintain a cumulative 2.5 g.p.a. in required courses for the minor.
2. All music minors are required to attend recitals and concerts sponsored by the Music Department.
3. At least one (1) semester hour in Music Ensemble must be taken each semester for six (6) semesters. Ensembles will be determined by the Music Department.

Music Education
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 50-52 semester hours

1.	MMM 110	Fundamentals of Mus8ic Theory (proficiency exam available)	2
2.	MMM 170	Music Theory I	2
3.	MMM 260	Music Theory II	2
4.	MMM 270	Music Theory III	2
5.	MMM 171	Aural Harmony and Sight Singing I	2
6.	MMM 261	Aural Harmony and Sight Singing II	2
7.	MMM 271	Aural Harmony and Sight Singing III	2
8.	MMM 222	History of Western Music I	2
9.	MMM 223	History of Western Music II	2
10.	MMM 224	History of Western Music III	2
11.	MMM 112	Class Piano for Music Majors I	1
12.	MMM 172	Class Piano for Music Majors II	1
13.	MMM 262	Class Piano for Music Majors III	1
14.	MMM 272	Class Piano for Music Majors IV	1
15.	MMM 344	Pedagogy of Music in the Elementary	2
16.	MMM 345	Pedagogy of Music in the Secondary	2
17.	MMM 360	Basic Conducting	2
18.	MMM 121	Music Technology in Education	2
19.	___ ___	Performance Ensembles	8
20.	___ ___	Applied Music Lessons	10
22.	MMM 380	Junior Recital	2

Principle instrument must be approved by the Music Department. See list of Applied Lessons.

B. Concentration Requirements (Choose one (1) of the following concentrations)

Choral Music Concentration: — 18 semester hours

1.	MMM 124	Diction for Singers	2
2.	MMM 357	Choral Arranging	2
3.	MMM 361	Advanced Choral Conducting	2
4.	MMM 354	Instrumental Methods for Vocalists	2
5.	MMM 355	Choral Methods and Materials	2
6.	___ ___	Applied Piano	3
7.	___ ___	Approved Fine Arts Electives TSC, ART, MMM	4

Instrumental Music Education Concentration: — *18 semester hours*

1.	MMM 116	String Techniques and Pedagogy	2
2.	MMM 117	Brass Techniques and Pedagogy	2
3.	MMM 118	Woodwind Techniques and Pedagogy	2
4.	MMM 119	Percussion Techniques and Pedagogy	2
5.	MMM 362	Advanced Instrumental Conducting	2
6.	MMM 356	Instrumental Methods and Materials	2
7.	MMM 358	Instrumental Arranging	2
8.	___ ___	Approved Fine Arts Electives TSC, ART, MMM	4

C. Professional Teacher Certification — 39-42 semester hours

1.	EDU 201	Principles of Teaching in School and Society	3
2.	EDU 301	History and Philosophy of Education	3

3.	EDU 312	Exceptional Children & Youth in the Regular Classroom	3
4.	EDU 321	Technology in Education	3
5.	LAN 334	Strategies for Teaching Reading	3
6.	LAN 335	Content Area Reading	3
7.	EDU 349	Culture and Diversity in Schools	3
8.	EDU 351	Educational Psychology	3
9.	EDU 360	Education Practicum	3
10.	EDU 372	Secondary Core Methods	3
11.	EDU 480	Directed Teaching	8-10
12.	EDU 495	Directed Teaching Seminar	2

D. Total for Major **109-112 semester hours**

E. Liberal Arts Requirements **32 semester hours**

II. Total for Degree **141-143 semester hours**

III. Other Requirements

1. All music education majors must take a theory placement exam prior to entering the program. Students who pass the exam with an 80% or above may enroll in MMM 170, Music Theory I. Students with a grade under 80% must enroll in MMM 110, Fundamentals of Music Theory.
2. All students must pass the piano proficiency exam to receive the degree conferred.
3. All students must attend Music department concerts and performances.
4. Students majoring in music education must earn a C- or better in each required course (including concentration requirements) in the major and students must maintain a cumulative 2.5 g.p.a. in all courses required for the degree.
5. All music majors will have a formal critique (jury) with the music faculty at the end of each semester, in conjunction with applied lessons on their primary instrument. A written copy of the jury assessment will be given to the student and a copy of the report will be kept in the student's file.
6. All music majors will be required to register each semester for MMM 109 (Recital Seminar). This course will satisfy departmental requirements for recital performances and content area instruction not covered in major classes. This is a zero credit course.

Nursing
Bachelor of Science in Nursing Degree Completion

The Bachelor of Science in Nursing Degree Completion for Registered Nurses (RN-BSN program) was designed for licensed RN's to earn a bachelor's degree in nursing. Students admitted to the RN-BSN program must have graduated from an approved program of nursing; either a two year associate degree nursing program or a hospital-based diploma degree program.

Requirements for admission:

1. Current unencumbered RN license.
2. Forty (40) semester hours of transfer credit in approved nursing courses.
3. Minimum cumulative g.p.a. of 2.5 from all colleges and/or universities attended. If applicant's g.p.a. is below 2.5, the student may be admitted on a conditional basis, as established by the School of Nursing.
4. Resume of professional work experience.
5. Letter of recommendation from a manager or supervisor. New graduates may obtain letter from a faculty/academic instructor.

I. Requirements for Major

A. Requirements for admission into the RN-BSN program:

1. An unencumbered license to practice as a registered nurse (RN).
2. 40 semester hours of transfer credit in approved nursing Courses.

B. Program Requirements — 24 semester hours at SHU

1.	*NUR 301	Transition to Professional Nursing (Online)	4
2.	NUR 375	Health Care of Communities and Vulnerable Populations	4
3.	NUR 380	Evidenced Based Research in Nursing Practice (Online)	4
4.	NUR 395	Health Policy and Informatics	4
5.	NUR 460	The Art of Ethical, Cultural, and Spiritual Nursing Practice	4
6.	NUR 480	Leadership & Health Care Organizations (Online)	4

C. Cognate Requirements — 6 semester hours at SHU

1.	RST or PHI	Religion or Philosophy Course	3
2.	LAS 401	Senior Seminar: Integrative Experience	3

D. Approved nursing courses prior to Siena up to 90 hours.

E. Approved elective courses.

II. Liberal Arts — 14-16 semester hours

III. Total for Degree — **120 semester hours**

IV. Other Requirements

*Substitute course for LAS 301.

1. All students must apply and be accepted into the Nursing program before enrolling in nursing courses.
2. All students must meet SHU proficiency requirements.

Nursing
Bachelor of Science in Nursing Pre-Licensure Program

I. Requirements

A. Requirements for admission into the program — 26 semester hours

1.	BIO 121	Anatomy and Physiology I	4
2.	BIO 122	Anatomy and Physiology II	4
3.	BIO 245	Bacteriology	4
4.	CHE 110	Intro to General, Organic, and Biological Chemistry	4
5.	English*	(Liberal Arts)	3
6.	Math*	(Liberal Arts)	3
7.	NUR 101	Introduction to Professional Nursing Concepts	1
8.	NUR 190	Nutrition for Health	3

*The level will be based upon placement.

B. Program Requirements — 77 semester hours

1.	NUR 201	The Profession of Nursing	3
2.	NUR 210	Communication in Health Care	3
3.	NUR 230	Fundamentals in Nursing	5
4.	NUR 250	Health Assessment	5
5.	NUR 340	Nursing Care of Adults I	5
6.	NUR 341	Ethical, Cultural, & Spiritual Nursing Practice	3
7.	NUR 342	Pharmacology/Pathophysiology I	4
8.	NUR 346	Gerontology & End-of-Life Nursing Care	5
9.	NUR 348	Nursing Care of Adults II	5
10.	NUR 349	Simulations in Clinical Reasoning	2
11.	NUR 350	Mental Health Nursing	4
12.	NUR 360	Pharmacology/Pathophysiology II	3
13.	NUR 385	Introduction to Nursing Research	3
14.	NUR 445	Nursing Systems and Informatics	2
15.	NUR 450	Community, Population and Global Health Care	4
16.	NUR 456	Nursing Care of Childbearing Families	4
17.	NUR 458	Pediatric Health and Illness	4
18.	NUR 465	Leadership & Management in Nursing	4
19.	NUR 470	Nursing Care of the Patient with Complex Needs	3
20.	NUR 475	Nursing Practicum	4
21.	NUR 485	Prep. for Licensure & Professional Practice	2

C. Total for Major — **105 semester hours**

II. Liberal Arts — **18-20 semester hours**

III. Total for Degree — **123-125 semester hours**

IV. Other Requirements

1. All students must apply and be accepted into the Nursing program before enrolling in nursing courses.
2. Once admitted to the Nursing Major, all nursing courses must be completed with a grade of “C” or higher.
3. Graduation requirements of Math proficiency must be met by program completion.

Philosophy
Bachelor of Arts Degree

I.	Course Requirements for Major			
	A.	Program Requirements		30 semester hours
		1. PHI 110	Logic	
		or		3
		PHI 210	Symbolic Logic	
		2. PHI 220	Introduction to Ethics	3
		3. PHI 340	Ancient Philosophy	3
		4. PHI 341	Modern Philosophy	
		5. PHI 342	Medieval Philosophy	
		or		3
		PHI 361	Philosophy of Religion	
		6. PHI 320	Social Ethics	3
		7. PHI 364	Philosophy of Science	
		or		3
		PHI 365	Knowledge and Reality	3
		8. PHI 495	Senior Thesis	3
		9. ___ ___	PHI Approved Electives	6
	B.	Cognate Requirements		6 semester hours
		1. ___ ___	World Languages	6
	C.	Total for Major		**36 semester hours**
II.	Liberal Arts			**35 semester hours**
III.	General Electives			**49 semester hours**
IV.	Total for Degree			**120 semester hours**

Minor in Philosophy

I.	Course Requirements			
	A.	Program Requirements		21 semester hours
		1. PHI 110	Logic	
		or		3
		PHI 210	Symbolic Logic	
		2. PHI 220	Introduction to Ethics	3
		3. PHI 340	Ancient Philosophy	
		or		3
		PHI 341	Modern Philosophy	
		4. PHI 364	Philosophy of Science	
		or		3
		PHI 365	Knowledge and Reality	
		5. PHI 320	Social Ethics	3
		6. ___ ___	PHI Approved Electives	6
	B.	Total for Minor		**21 semester hours**

Physical Education
Minor in Physical Education; Secondary Certification Minor

I. Course Requirements for Minor

A. Program Requirements — 24 semester hours

1.	#BIO 121	Human Anatomy and Physiology I	4
2.	*PHE 141	Principles & Foundation of Physical Education	3
3.	PHE 240	Dance and Rhythm	3
4.	PHE 241	Motor Learning and Development	3
5.	PHE 242	Teaching Individual Sports & Leisure Activities	3
6.	PHE 243	Teaching Team Sports and Techniques	3
7.	PHE 341	Adapted Physical Education	3
8.	*PHE 372	Methods of Teaching Physical Education	2

B. Total for Minor — **24 semester hours**

May be double counted toward Minor and Liberal Arts requirements.
*Courses must be taken at Siena Heights University.

II. Other Requirements

1. Students seeking teacher certification must pass the MTTC test #44 as well as show current certification for CPR and First Aid.
2. Students must earn a “C” grade or better in BIO 121 as a prerequisite for all other PHE courses.
3. Please see additional information on the Education page.

Political Science
Minor in Political Science

I. Course Requirements for Minor

A. Program Requirements — 21 semester hours

1.	#PSC 130	American Democracy	3
2.	PSC 260	Comparative Politics	
	or		
	PSC 265	United States Foreign Policy	3
	or		
	PSC 270	International Relations	
3	PSC 380	Public Policy	3
4.	PSC ___	Approved Electives	12

B. Total for Minor — **21 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. A grade of "C" or better is required in all courses for the Political Science minor.
2. Nine (9) semester hours in political science must be taken at Siena Heights University.

Pre-Law Program

Siena Heights University recognizes that there is no one correct pre-law preparation. The curriculum presented will prepare students with the skills necessary for law school: reading, writing, reasoning, critical thinking, verbal communication, problem solving, and breadth of experience and knowledge.

Siena Heights University's pre-law curriculum consists of a core sequence of courses considered by the university to be most appropriate for students planning to enter law school. The additional list of highly recommended courses will complement a student's breadth of education and, therefore, increase the chances of successfully entering law school.

Students must complete an academic major and although any major is possible, the following are particularly recommended:

Accounting
Business Administration
Criminal Justice
English
History
Mathematics
Philosophy
Psychology
Social Science

Internships or cooperative work experiences can be arranged through the Career Services Office. Outside speakers will be on-campus to discuss law school preparation, entrance, and survival, as well as career possibilities in law. Special pre-law advisors and our Philosophy department faculty will assist students in counseling and advising.

Siena Heights has an articulation agreement with the University of Detroit Mercy Law School providing up to five seats per year to Siena graduates with a 3.2 cumulative g.p.a. and a LSAT score in the top fiftieth percentile.

I. *Pre-Law Curriculum*

Required courses may also count toward majors, minors, and university core requirements. Upon completion of the Pre-Law Program and receipt of a baccalaureate degree, the student's transcript will note that the Pre-Law Curriculum of 40 semester hours has been completed.

A.	Required Courses for Pre-Law Curriculum			40 semester hours
	1.	BIO ___	Lab Science Course	
		or		
		CHE ___	Lab Science Course	4
		or		
		PHY ___	Lab Science Course	
	2.	ENG 211	Rhetoric	3
	3.	ENG 212	Research	3
	4.	HIS 140	World Civilizations before 1500	3
	5.	HIS 211	U.S. History	3
	6.	MAT 143	Introduction to Statistics	
		or		3
		MAT 174	Data Analysis and Statistics	
	7.	MGT 302	Management Principles and Cases	3
	8.	PHI 110	Logic	3
	9.	PHI 201	Introduction to Philosophy	3
	10.	PHI 220	Introduction to Ethics	3
	11.	PSC 130	American Democracy	3
	12.	SOC 111	Introduction to Sociology	

	or		3
	SOC 113	Cultural Anthropology	
13.	TSC 101	Fundamentals of Speech Communication	3

B. Total for Pre-Law Curriculum **40 semester hours**

C. Highly Recommended Courses

ACC 203	Principles of Accounting I	4
BAM 340	Legal Environment of Business	3
CIS ___	Computer and Information Systems Elective	3
CRJ 101	Introduction to Criminal Justice	3
ECO 221	Microeconomics	3
ECO 222	Macroeconomics	3
ENG 113	Introduction to Literature	3
ENG 341	Advanced Expository Writing	3
HIS 111	World Civilizations since 1500	3
MAT 244	Statistical Analysis and Design	3
PHI 362	Social and Political Philosophy	3
PSC ___	Political Science Elective	3
PSY 111	Introduction to Psychology	3
RST 302	Introduction to the Hebrew Scriptures	3
SWK 111	Introduction to Social Welfare Services	3

Pre-Medical, Pre-Osteopathic, Pre-Dental, Pre-Veterinary, and Pre-Podiatric Programs

In most cases, successful applicants to medical, osteopathic, dental, and podiatric schools have completed a B.A. or B.S. degree. The baccalaureate degree major may be in any field of study. Four courses in chemistry, three in biology, two in physics, two in mathematics and two in English are required by most medical, osteopathic, podiatric, and dental schools. The requirement for a large number of science courses probably explains the fact that, at Siena Heights University, most successful applicants to these professional schools hold baccalaureate degree majors in biology.

Admission to professional programs in the various areas of health services is highly competitive. Hence, the student whose goal is a career in the health professions is advised:

1. To develop a good grade point average beginning with his/her first semester in college.
2. To obtain work or volunteer experience related to his/her career goal.
3. To participate in some extra-curricular activities to develop leadership potential and to broaden his/her spheres of interest.
4. To plan carefully to meet the financial requirements of extensive training.
5. Most Siena Heights University students planning to attend medical or veterinary school normally major in Biology. Students should consult with a science advisor during the first year.

Pre-Professional Science
Associate of Science Degree

Students planning to transfer for professional study in pharmacy, physical therapy, mortuary science, and nursing may complete initial requirements toward these studies and earn an A.S. degree on completion of an approved 60 semester hour program. Students planning such a transfer should obtain information on requirements from the school to which they plan to transfer and work closely with the Coordinator of the Pre-Professional Science program to work out an approved course of study.

I.	Pre-Professional Science Requirements	**30 semester hours**
II.	Liberal Arts (Depends on courses selected in major)	**16-17 semester hours**
III.	General and Approved Electives	**13-14 semester hours**
IV.	Total for Degree	**60 semester hours**

Completion of science and liberal arts requirements are necessary for admission into health professional schools.

Many schools of optometry, physical therapy, chiropractic medicine, pharmacy, mortuary science, and veterinary medicine accept applications from students who are completing their sophomore year of college and all of the science and liberal arts requirements. There is a trend developing among some of these professional schools to require or prefer more extensive preparation than two years of college. Requirements differ from school to school in these pre-professional areas. Therefore, students planning to transfer to one of these professional schools should make an appointment with a science advisor as soon as possible during orientation or the first semester of class work.

Probation, Parole & Community Corrections
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 45 semester hours

1.	CRJ 101	Introduction to Criminal Justice	3
2.	CRJ 140	Introduction to Corrections	3
3.	CRJ 240	Report Writing for the Criminal Justice Prof.	3
4.	CRJ 242	Families and Criminal Justice	3
5.	*CRJ 340	Juvenile Justice	3
6.	CRJ 342	Criminology	3
7.	CRJ 344	Probation, Parole and Community Corrections	3
8.	CRJ 345	Special Need Offenders in the Community	3
9.	CRJ 346	Drugs, Society and Criminal Justice	3
10.	*CRJ 395	Junior Seminar	3
11.	*CRJ 440	Criminal Law	3
12.	*CRJ 441	Courtroom Demeanor and Technique	3
13.	*CRJ 445	Contemporary Issues in Criminal Justice	3
14.	*CRJ 480	Internship/Coop Work Program**	3
15.	*CRJ 495	Senior Seminar	3

B. Required Cognates — 12 semester hours

1.	#PSY 111	Introduction to Psychology	3
2.	SOC 111	Introduction to Sociology	
	or		3
	SOC 113	Cultural Anthropology	
3.	SOC 244	Race and Ethnicity	3
4.	SOC 341	Social Science Research	3

C. Total for Major — **57 semester hours**

II. Liberal Arts — **32 semester hours**
#May be double counted toward major and Liberal Arts Requirements.

III. General Electives — **31 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements
*Denotes courses that must be taken at Siena Heights University.

**Before taking this course, be sure all prerequisites have been fulfilled. Please see the course description for the prerequisite(s).

3. All students must maintain a cumulative 2.5 g.p.a. in the major.
4. “D” grades are not allowed in the Criminal Justice requirements or cognates.

Professional Communication
Bachelor of Arts Degree Major

The Professional Communication major is offered at one or more centers of the College for Professional Studies but is not available in the College of Arts and Sciences. Classes required for the Professional Communication major may not be available on the Adrian campus.

The Professional Communication major is a multidisciplinary program for people with prior study, work experience and/or interest in a number of professional communication fields. Students with prior study in communication, journalism, writing, graphic arts, web design and marketing will find this program to be a beneficial degree completion option. Emphasis is placed on enhancing students' communication skills and competencies in the workplace, along with helping to further prepare students for careers in a number of communication-related fields.

Program Learning Outcomes

Students completing the Professional Communication major will be able to:

Demonstrate the fundamental skills expected of advanced professionals, including effective writing, speaking, technological proficiency, and research skills.

Effectively utilize a variety of communication technology tools.

Practice ethical communication in a variety of business situations.

Assess organizational communication and its effectiveness to the organization's health and productivity.

Assess leadership styles and their role in producing effective supervisor /subordinate relationships.

I. Courses Required for Major

A. Prerequisites Required — 6 semester hours

1. MGT 302	Management Principles and Cases	3
2. Public Speaking		
or		3
PCM 301:	Fundamentals of Professional Communication	

B. Program Requirements — 9 semester hours

1. PCM 330	Intercultural Communication	3
2. PCM 340	Professional Speaking	3
3. **PCM 495	Professional Communication Seminar	3

C. Cognate Requirements — 12 semester hours

1. BAM 441	Managerial Communications	3
3. BAM 311	Business Ethics	3
2. MGT 452	Leadership	3
4. *PHI 329	Technology and the Human Condition	3

D. Approved Electives — 15 semester hours

Five approved electives from a number of communication related disciplines, including but not limited to communication, journalism, English (excluding Composition 1 & 2), marketing, graphic design (or related art courses) and web design/multimedia, must be approved by the Professional Communication program coordinator.

Possible elective courses offered by one or more College for Professional Studies degree completion centers include:

ENG 341	Advanced Expository Writing
ITM 365	Management of Information Technology

ITM 370	Electronic Commerce
MGT329	Managing Cultural Differences
MGT 360	Human Resource Management
MGT 361	Organizational Behavior
MGT 365	Project Management
MGT 485	Decision Making for Managers
MKT 310	Marketing Principles and Cases
MKT 350	Consumer Behavior
MKT 351	Advertising and Promotion
MKT 360	Social Media Marketing
MKT 460	Marketing Management
MKT 470	Global Marketing
PCM 301	Fundamentals of Professional Communication
PCM 485A	Special Topics: Social Media for Mass Communication
PSY 441	Group Dynamics
SOC 314	Ethnic Dimensions of American Society
SOC 350	Conflict Resolution

E. Total for Major **42 semester hours**

II. Other Requirements

* Course must be completed with Siena Heights University.

**Students MUST take PCM 495 during their final term before graduation. Other courses may be taken during the final term as well, but PCM 495 cannot be taken sooner than the student's last term at Siena Heights.

1. At least one approved elective (3 semester hours) must be taken at Siena Heights University.
2. 18 semester hours must be completed with Siena Heights University in the major at the upper level (300-400).
3. All students must maintain a cumulative 2.50 g.p.a. in the major.
4. Courses to be transferred into the major as electives or prerequisites from other institutions must be 2.0 g.p.a. or better.
5. Public speaking course must be completed before beginning coursework in the PCM program, and must be completed at a 3.0 g.p.a. or higher.
6. English composition 1 (or equivalent) and English composition 2 (or equivalent) must be completed before beginning coursework in the PCM program, and must be completed at a 3.0 g.p.a. or higher.
7. Admission to all PCM courses is at the discretion of the PCM Coordinator.

Minor in Professional Communication

I. Required Courses for Minor

A. Program Requirements — 9 semester hours

1.	PCM 301	Fundamentals of Professional Communication	3
2.	PCM 330	Intercultural Communication	3
3.	PCM 340	Professional Speaking	3

B. Cognate Requirements — 12 semester hours

1.	BAM 311	Business Ethics	3
2.	BAM 441	Managerial Communications	3
3.	MGT 452	Leadership	3
4.	*PHI 329	Technology and the Human Condition	3

C. Total for Minor — 21 semester hours

II. Other Requirements
*Course must be completed with Siena Heights University.

1. A minimum of nine (9) semester hours of coursework for the minor must be taken from Siena Heights University.
2. English composition I (or equivalent) and English composition II (or equivalent) must be completed before beginning coursework in the PCM minor, and must be completed at a 3.0 or higher.
3. If not previously taken, MGT 302 Management Principles and Cases must be completed before BAM/ MGT Cognate Requirements

Psychology
Bachelor of Arts Degree

I. Course Requirements for Major

A. Psychology Requirements — 45 semester hours

1.	#PSY 111	Introduction to Psychology	3
2.	PSY 230	Developmental Psychology	3
3.	PSY 270	Research Methods	3
4.	PSY 340	Social Psychology	3
5.	PSY 350	Abnormal Psychology	3
6.	PSY 360	Counseling Techniques and Practice	3
7.	PSY 382	Psychology Internship	3
8.	PSY 390	History and Systems of Psychology	3
9.	PSY 395	Junior Seminar	3
10.	PSY 440	Personality	3
11.	PSY 445	Research in Psychology	3
12.	PSY 450	Learning and Memory	3
13.	PSY 495	Senior Seminar	3
14.	PSY ___	Approved Electives	6

B. Cognate Requirements — 3 semester hours

1.	#MAT 142	Statistical Reasoning with Application and Simulation	
	or		
	#MAT 143	Statistics and Society	3
	or		
	#MAT 174	Data Analysis and Statistics	

C. Total for Major — **48 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward major and Liberal Arts Requirements.

III. General Electives — **43 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Students must maintain a cumulative 2.5 g.p.a. in the major. This does not include the cognate courses.
2. Students will submit a check sheet with their application for graduation, which will be filed in their folder in the Registrar's Office listing the Psychology courses they have taken and any substitutions that were made for Psychology courses. Their advisor may assist them with this check sheet.
3. Transfer students must complete at least 18 credit hours of Psychology courses at the 300-400 level at Siena Heights University, including PSY 360 Counseling Techniques and Practice, PSY 382 Psychology Internship, PSY 395 Junior Seminar, PSY 445 Research in Psychology and PSY 495 Senior Seminar.

VI. Recommended Psychology Electives

PSY 241	Child and Adolescent Psychology
PSY 275	Psychology of Gender
PSY 380	Human Sexuality
PSY 397	Positive Psychology
PSY 455	Physiological Psychology

VII. Recommended General Electives

BIO 121	Human Anatomy and Physiology I
ENG 212	Research
MAT 244	Statistical Analysis and Design
SOC 111	Introduction to Sociology
or	
SOC 113	Cultural Anthropology

Minor in Psychology

I. Required Courses for Minor

A. Program Requirements — 24 semester hours

1.	#PSY 111	Introduction to Psychology	3
2.	PSY 230	Developmental Psychology	3
3.	PSY 340	Social Psychology	3
4.	PSY 350	Abnormal Psychology	3
5.	PSY 360	Counseling Techniques and Practice	3
6.	PSY 440	Personality	3
7.	PSY ___	Approved Electives	6

B. Total for Minor — **24 semester hours**

May be double counted toward major and Liberal Arts Requirements.

II. Other Requirements

1. Nine (9) hours residency at the 300/400 level required for the minor.

Psychology
Associate of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 30 semester hours

1.	#PSY 111	Introduction to Psychology	3
2.	PSY 230	Developmental Psychology	3
3.	PSY 270	Research Methods	3
4.	PSY 340	Social Psychology	3
5.	PSY 360	Counseling Techniques and Practice	3
6.	PSY ___	Approved Psychology Electives	15

B. Total for Major — **30 semester hours**

II. Liberal Arts — **13-14 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **16-17 semester hours**

IV. Total for Degree — **60 semester hours**

V. Other Requirements

1. All students must maintain a cumulative 2.50 g.p.a. in the major.

2. Students will submit a check sheet with their application for graduation, which will be filed in their folder in the Office of the Registrar listing the Psychology courses they have taken and any substitutions that were made for Psychology courses. The advisor may assist with this check sheet.

Public Services Administration
Bachelor of Arts Degree Major

The Public Services Administration major is offered at one or more centers of the College for Professional Studies but is not available in the College of Arts and Sciences. Classes required for the Public Services Administration major may not be available on the Adrian campus.

The Public Services Administration major is a focused curriculum designed for law enforcement, fire science and emergency medical service professionals, and other public service professionals. This program is ideal for public service workers and government employees who seek administrative or managerial advancement. Students gain upper-level experience through administrative internships, and senior field projects researching contemporary issues or problems. Program instructors are active practitioners with hands-on knowledge of these very specific fields.

I. Course Requirements for Major

A. Program Requirements — 18 semester hours

1.	PSA 331	Fund of Public Services Administration I	3
2.	PSA 341	Research in Social Sciences	3
3.	PSA 433	Budgeting for Public Services	3
4.	PSA 434	Critical Issues in Public Services Admin	3
5.	PSA 480	Public Services Administration Internship	3
6.	PSA 495	Senior Seminar *	3

B. Cognate Requirements — 21 semester hours

1.	ITM 460	Project Management (Skills Development)	3
2.	MGT 302	Management Principles and Cases	3
3.	MGT 360	Human Resource Development	3
4.	Choose one (1) of the following:		3
	MGT 361	Organizational Behavior	
	MGT 452	Leadership	
	SOC 350	Conflict Resolution	
5.	PHI 320	Social Ethics	
	or		3
	SOC 379	Issues in Social Justice	
6.	One course in Economics or Political Science		3
7.	One course in Speech, Business Communications, Intercultural Communications or Managerial Communications		3

C. Total for Major — 39 semester hours

II. Other Requirements

*PSA 495 is the capstone course requiring the completion of several prerequisite courses: PSA 331, 341, and 433. PSA 495 should be taken in the final term at Siena.

1. A minimum of 15 semester hours of major coursework at the 300-400 level must be taken with Siena Heights University.
2. All students must maintain a cumulative 2.50 g.p.a. in the major.
3. Grades below a 2.0 g.p.a. are not allowed in the major.
4. Two years of approved full-time administrative work experience in an appropriate field may satisfy the PSA internship through approval from the program coordinator.
5. Internships are supervised through the program coordinator and/or internship coordinator.
6. Internship enrollment is permitted after four courses in the PSA major have been completed. A letter of intent must be submitted two months prior to the semester of internship enrollment.

Program Learning Outcomes
The student will be able to understand and explain varieties of human behaviors in the workplace and seek solutions to problem behaviors in the workplace.

The student will identify issues critical to public service and human service administration and develop strategies to effectively deal with these issues.

The student will develop management skills for daily operation and long range planning strategies for the future.

The student will express recognition and understanding for different ethnicities, races, ages, classes, and genders and how these factors impact service delivery systems to the community.

The student will be able to develop a budget for a public service or human service agency and will understand the role of public policy in budgeting and financing for public and human service agencies.

Minor in Public Services Administration

I. Course Requirements for Minor

A. Program Requirements — 9 semester hours

1.	PSA 331	Fundamentals of Public Services Admin. I	3
2.	PSA 433	Budgeting for Public Services Admin.	3
3.	PSA 434	Critical Issues in PSA	3

B. Cognate Requirements — 12 semester hours

1.	ITM 460	Project Management	3
2.	PSC 130	American Democracy	3
3.	PSY 101	Introduction to Psychology	
	or		
	SOC 101	Introduction to Sociology	
4.	Choose one (1) of the following electives:		3
	MGT 302	Management Principles and Cases	
	MGT 360	Organizational Behavior	
	MGT 452	Leadership	
	PSA 495	Senior Seminar	
	SOC 341	Research in the Social Sciences	
	SOC 350	Conflict Resolution	

C. Total for Minor — **21 semester hours**

II. Other Requirements

1. A minimum of nine (9) semester hours at the 300-400 level is required in the minor.
2. PSA 495 has several pre-requisites: PSA 331, 341, and 433. Enrollment requires advisor permission. PSA 495 should be taken in the last term at Siena.
3. All students must maintain a cumulative 2.50 g.p.a. in the minor.
4. Grades below a 2.0 g.p.a. are not allowed in the course requirements for the minor.

Religious Studies

Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 30 semester hours

1.	#RST 102	Introduction to Christian Theology	
	or		3
	RST 103	Catholicism Today	
2.	RST 302	Introduction to the Hebrew Scriptures	3
3.	RST 303	Introduction to the Christian Scriptures	
	or		3
	RST 319	Christology	
4.	RST 305	Theological Ethics	3
5.	RST 314	World Religions	3
6.	RST 480	Faith in Action	3
7.	RST 495	Senior Seminar	3
8.	RST ___	Approved Electives	9

B. Cognate Requirements — 12 semester hours

1.	PHI 201	Introduction to Philosophy	3
2.	PHI ___	Approved Philosophy Elective	3
3.	___ ___	World Language	6

C. Total for Major — **42 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **46 semester hours**

IV. Total for Degree — **120 semester hours**

Religious Studies Minor (Broad Ecumenical Focus)

I. Course Requirements

A. Program Requirements — 21 semester hours

1.	#RST 301	Theological Inquiry	3
2.	RST 302	Introduction to Hebrew Scriptures	
	or		3
	RST 303	Introduction to Christian Scriptures	
3.	RST 305	Theological Ethics	3
4.	RST 310	Readings in Contemporary Theology	
	or		3
	RST 319	Christology	
5.	RST 313	Theology of the Church	
	or		3
	RST 324	Western Religions	
6.	RST 395	Theological Application	3
7.	Approved RST Elective		3

B. Total for Minor — **21 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. All courses are totally online except RST324 (Metro-Detroit Schedule). Requests to transfer courses from other colleges will be handled on a case-by-case basis.

2. This minor cannot be awarded with the BA in Theological Studies or Religious Studies.
3. Siena Heights University will not award this minor without completing a Bachelor's degree from Siena Heights.
4. A 2.0 g.p.a. is required for this minor.

Theology Minor (Focus on Catholic Theology)

I. Course Requirements

A. Program Requirements — 21 semester hours

1.	RST 102	Introduction to Christian Theology	
	or		3
	RST 103	Catholicism Today	
2.	#RST 302	Introduction to the Hebrew Scriptures	
	or		3
	#RST 303	Introduction to Christian Scriptures	
3.	RST 310	Reading in Contemporary Theology	
	or		3
	RST 326	Christian Spiritual Classics	
4.	RST 314	World Religions	3
5.	RST 480	Faith in Action	3
6.	RST 395	Theological Application	3
7.	RST ___	Approved Elective	3

B. Total for Minor — **21 semester hours**

May be double counted toward Minor and Liberal Arts Requirements.

II. Other Requirements

1. Theological minors will be expected to integrate a theological component to their senior project in their major. This will be assessed in cooperation with the faculty of the student's declared major and in accordance with Religious Studies program learning outcomes.

Catholic Studies Minor

I. Course Requirements

A. Program Requirements — 21 semester hours

1.	#RST 103	Catholicism Today	3
2.	RST 303	Introduction to the Christian Scriptures	3
3.	RST 305	Theological Ethics	
	or		3
	RST 319	Christology	
4.	RST 395	Theological Application	
	or		3
	RST 480	Faith in Action	
5.	___ ___	Three (3) courses in other disciplines chosen in consultation with the Religious Studies program coordinator.	

B. Total for Minor — **21 semester hours**

II. Other Requirements

1. # May be double counted toward Minor and Liberal Arts Requirements.
2. Only two (2) courses in the Catholic Studies minor may also be counted towards a Religious Studies major or minor.

Concentration in Religious Studies

The Religious Studies concentration is designed specifically for students seeking certification in education and/or public service. The twelve-hour stand-alone concentration is for the student who wishes to add value to their major and to their life-long learning.

I. Course Requirements for Concentration

A.	Program Requirements			12 semester hours
1.	RST 301	Theological Inquiry		3
2.	RST 314	World Religions		3
3.	RST 372	Methods in Teaching Religion		3
4.	RST ___	(select one (1) from below)		3
		RST 302	Introduction to Hebrew Scriptures	
		RST 303	Introduction to Christian Scriptures	
		RST 305	Theological Ethics	
		RST 410	Peacemaking	

Alternative Considerations for Minors

Instead of the Theology Minor a student may wish to contract for a Religious Studies minor. This allows students to create a minor that will uniquely address particular interests and/or serve as a complement to their major.

Social Science
Bachelor of Arts Degree

I. Course Requirements for Major

A. Interdisciplinary Requirements — 48 semester hours

1.	#GEO 301	Cultural Geography I	
	or		3
	#GEO 302	Cultural Geography II	
2.	HIS 111	World Civilizations since 1500	3
3.	HIS 140	World Civilizations before 1500	3
4.	HIS 211	U.S. History	3
5.	HIS 340	Historiography and Methodology	
	or		3
	PSY 341	Research in Psychology I	
6.	#MAT 143	Statistics and Society	3
7.	PHI 201	Introduction to Philosophy	3
8.	PHI 320	Social Ethics	3
9.	PSC 130	American Democracy	3
10.	PSC ___	Approved Elective	3
11.	PSY 111	Introduction to Psychology	3
12.	SOC 111	Introduction to Sociology	3
13.	SSC 495	Senior Seminar	3
14.	___ ___	Approved Electives	9
		From 300/400 level History, Religious Studies, Psychology, Political Science, Sociology, Philosophy or Geography (ECO 222 Macroeconomics is recommended).	

B. Total for Major — **48 semester hours**

II. Liberal Arts — **29 semester hours**
#May be double counted toward major or minor & Liberal Arts Requirements.

III. General Electives — **43 semester hours**

IV. Total for Degree — **120 semester hours**

Minor in Social Science

I. Course Requirements for Minor

A. Interdisciplinary Requirements — 24 semester hours

1.	GEO 301	Cultural Geography I	
	or		3
	GEO 302	Cultural Geography II	
2.	HIS 111	World Civilizations since 1500	3
3.	HIS 140	World Civilizations before 1500	3
4.	HIS 211	U.S. History	3
5.	PSC 130	American Democracy	3
6.	PSY 111	Introduction to Psychology	3
7.	#SOC 111	Introduction to Sociology	3
8.	___ ___	Approved Electives	3
		From 300/400 level History, Religious Studies, Psychology, Political Science, Sociology, Philosophy or Geography.	

B. Total for Minor — **24 semester hours**
May be double counted toward Minor and Liberal Arts Requirements.

Social Studies
Bachelor of Arts Degree

I.	Course Requirements for Major			
	A.	Program Requirements		3 semester hours
		1. SST 401	Social Science in History	3
	B.	Cognate Requirements		42 semester hours
		1. #ECO 221	Microeconomics	3
		2. ECO 222	Macroeconomics	3
		3. FIN 209	Personal Finance	
		or		3
		FIN 309	Personal Financial Planning	
		4. GEO 301	Cultural Geography I	3
		5. GEO 302	Cultural Geography II	3
		6. GEO 303	Political Geography	3
		7. HIS 102	Turning Points in History	3
		8. HIS 140	World Civilizations before 1500	3
		9. HIS 211	U.S. History	3
		10. HIS 300	Michigan History	3
		11. HIS 305	Historical Cases	3
		12. PSC 130	American Democracy	3
		13. PSC 260	Comparing Political Systems	3
		14. PSC 380	Public Policy	3
	C.	Total for Major		**45 semester hours**
II.	Liberal Arts			**32 semester hours**
	# May be double counted toward Major and Liberal Arts Requirements.			
III.	Education Core			**35-39 semester hours**
IV.	Certifiable Minor			**21-30 semester hours**
V.	Total for Degree			**133-146 semester hours**

VI. Other Requirements
1. The Social Studies major is recommended only for students seeking teacher certification.
2. Students seeking teacher certification must take appropriate methods course.
3. For information about certification pathway see the Education page.

Social Work
Bachelor of Social Work Degree

I. Course Requirements for Major

A. Program Requirements — 49 semester hours

1.	SWK 111	Introduction to Social Welfare Services	3
2.	SWK 334	Introduction to Social Work Practice	3
3.	SWK 335	Social Work Practice II	4
4.	SWK 348	Human Behavior and the Social Environment I	3
5.	SWK 358	Human Behavior and the Social Environment II	3
6.	SWK 395	Junior Seminar	3
7.	SWK 440	Social Welfare Policy	3
8.	SWK 452	Social Work with Families	3
9.	SWK 453	Social Work with Groups	3
10.	SWK 455	Social Work Practice with Diverse Populations	3
11.	SWK 460	Macro Social Work Practice	3
12.	SWK 480	Social Work Field Practice I	6
13.	SWK 481	Social Work Field Practice II	6
14.	SWK 495	Senior Seminar	3

B. Cognate Requirements — 12 semester hours

1.	#SOC 111	Introduction to Sociology	
	or		3
	#SOC 113	Cultural Anthropology	
2.	SOC 244	Sociological Perspectives on Race and Ethnicity	3
3.	SOC 341	Research in the Social Sciences	3
4.	SOC 469	Social Justice in Local-Global Contexts	3

C. Total for Major — **61 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives — **27 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Recommended Associates or Minor Degree Programs:
   Criminal Justice, Psychology, Gerontology, Spanish, Political Science, Child Development, Ethnic and Gender Studies.
2. Only social work students who have been admitted into the social work program may take social work courses 334, 335, 395, 480, 481, and 495.
3. Application to the Program: All students who want to major in social work must have completed SWK 111 and apply and be accepted into the social work program no later than the second semester of their sophomore year and prior to registering for SWK 334. Transfer students must apply and be accepted prior to registering for SWK 334. See the Social Work Program Student Handbook for further information and the required forms.
4. Student Portfolio: All students must maintain a portfolio of their academic work which reflects their knowledge and application of the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors. The portfolio will be reviewed and evaluated by faculty during the students' senior year. See the Social Work Program Student Handbook for further information.
5. Grade Point Average: All students must maintain at least a cumulative 2.5 g.p.a. in the social work major and required cognates and an overall 2.0 g.p.a. to be in the social work program.

6. Field Practice: Students are required to complete SWK 480: Field Practice I and SWK 481: Field Practice II sequentially in residence at the Adrian Campus. Transferred field practice credits cannot be substituted for these two courses due to CSWE accreditation requirement. Students are required to complete 225 supervised hours each semester for a total of 450 hours. Students are also required to purchase Student Liability Insurance and become members of the National Associate on Social Workers. See the Social Work Program Student Handbook for further information.
7. Personal Safety Training: All students will be required to complete Personal Safety Training prior to enrolling in SWK 480. All students enrolled in SWK 335 will be required to complete the training.
8. Prior Learning Credit and Transfer Credit: No social work academic credit will be awarded for prior learning experiences. No credits for required social work courses will be accepted from non-accredited social work programs, (with the possible exception of a social work program in candidacy for CSWE accreditation).
9. Grades: No grade below “C” will be allowed in any social work course and/or required cognates for the major. In such case, the course must be retaken and result in a grade of “C” or better. Courses required for the major may be repeated only once.
10. Legal Status of Candidates for the Social Work degree:
Candidates for the social work program need to be aware that conviction for a felony crime may be grounds for denial of entry into the social work program and for denial of a social work certificate or license. The social work program requires a criminal background check of all applicants to the program. See the Social Work Student Handbook for more information.

Spanish
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 38 semester hours

1.	SPA 240	Intermediate Spanish I	4
2.	SPA 241	Intermediate Spanish II	4
3.	SPA 311	Culture & Civilization of Spain	3
4.	SPA 312	Culture & Civilization of Latin America	3
5.	SPA 333	Literature of Mexico	3
6.	SPA 340	Spanish Conversation and Grammar I	3
7.	SPA 341	Spanish Conversation and Grammar II	3
8.	SPA 347	Culture & Civilization of Mexico	3
9.	SPA 352	Literature of Latin America	3
10.	SPA 353	Literature of Spain	3
11.	SPA 360	Spanish Phonetics and Phonology	3
12.	SPA 495	Senior Seminar	3

B. Total for Major — **38 semester hours**

II. Liberal Arts — **35 semester hours**

III. General Electives — **47 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Grades below a 2.0 g.p.a. are not allowed in the major.
2. All majors are required to study one summer or one semester in a Spanish-speaking country. Exceptions to this requirement may be considered upon written request.
3. Students seeking teacher certification must also complete SPA372, Spanish Methods.
4. All Spanish courses taught in Spanish unless otherwise noted.

Minor in Spanish

I. Course Requirements

A. Program Requirements — 29 semester hours

1.	SPA 240	Intermediate Spanish I	4
2.	SPA 241	Intermediate Spanish II	4
3.	SPA 340	Spanish Conversation and Grammar I	3
4.	SPA 341	Spanish Conversation and Grammar II	3
5.	SPA 360	Spanish Phonetics and Phonology	3
6.	SPA ___	Spanish Literature electives: select two (2) from below	6
	SPA 333	Literature of Mexico	
	SPA 352	Literature of Latin America	
	SPA 353	Literature of Spain	
7.	SPA ___	Spanish Electives: select two (2) from below	6
	SPA 311	Culture & Civilization of Spain	
	SPA 312	Culture & Civilization of Latin Am	
	SPA 347	Culture & Civilization of Mexico	

B. Total for Minor — **29 semester hours**

II. Other Requirements
1. Grades below a 2.0 g.p.a. are not allowed in the minor.
2. Students seeking teacher certification must also complete SPA372, Spanish Methods.
3. Students seeking teacher certification are highly recommended to study one semester in a Spanish speaking country.
4. All courses taught in Spanish unless otherwise noted.

Special Education/Cognitive Impairment
Bachelor of Art Degree for K-12 Certification

I. Comprehensive Major
See Elementary Comprehensive Major for program requirements.

II. Secondary Content Area Major
See Education and Special Education page for content area major options.

III. Special Education Endorsement: Cognitive Impairment

A. Program Requirements — 41-44 semester hours

1.	SED 312	Introduction to Special Education	3
2.	SED 341	Procedures in Special Education	2
3.	SED 342	Parent-School Partnership: Special Education	2
4.	SED 343	Assessment and Evaluation of Students with Disabilities	3
5.	SED 344	Early Childhood and Special Education	3
6.	SED 345	Collaboration in Special Education	3
7.	SED 349	Culture and Diversity in Special Education	1
8.	SED 351	Behavior Management	2
9.	SED 381	Nature and Need of Individuals with Cognitive Impairment	3
10.	*SED 382	Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment	2
11.	SED 383	Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment	2
12.	SED 384	Transition and Career Education for Individuals with Cognitive Impairment	3
13.	SED 385	Strategies for Fundamental Reading and Functional Reading	2
14.	SED 421	Educational Technology and Assistive Technology for Students with Disabilities	1
15.	*SED 480	Directed Teaching	8-11
16.	*SED 495	Directed Teaching Seminar: Special Education	1

B. Cognate Requirements — 13 semester hours

1.	LAN 334	Strategies for Teaching Reading	3
2.	LAN 335	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
3.	*EDU 371	Elementary Core Education Methods	4
4.	*EDU 372	Secondary Education Methods	3

C. Total for Major — (Elementary) **50-53 semester hours**; (Secondary) **44-75 semester hours**

D. Total for Endorsement — **45-48 semester hours**

IV. Liberal Arts — **35 semester hours**

V. Education Core — (Elementary) **35-38 semester hours**; (Secondary) **36-39 semester hours**

VI. Total for Degree — (Elementary) **167-173 semester hours**; (Secondary) **166-203 semester hours**

VII. Other Requirements

*Denotes those courses which are required to be taken in residence at the Siena Heights University Adrian campus. SED 480 and SED 495 are residency requirements and all student teaching placements should be made in Lenawee, Hillsdale or Monroe counties.

1. Successful completion of SED 312 or EDU 312 is required prior to taking any other course in the Cognitive Impairment Program.
2. The education certification requirements may be taken concurrently with endorsement requirements; however, EDU 480/495 must be completed before SED 480/495.
3. Please see additional information on the Education page.

Special Education/Learning Disabilities
Bachelor of Art Degree for K-12 Certification

I. Comprehensive Major
See Elementary Comprehensive Major for program requirements.

II. Secondary Content Area Major
See Education and Special Education page for content area major options.

III. Special Education Endorsement: Learning Disabilities

A. Program Requirements — 37-40 semester hours

1.	SED 312	Introduction to Special Education	3
2.	SED 341	Procedures in Special Education	2
3.	SED 342	Parent-School Partnership: Special Education	2
4.	SED 343	Assessment and Evaluation of Students with Disabilities	3
5.	SED 344	Early Childhood and Special Education	3
6.	SED 345	Collaboration in Special Education	3
7.	SED 334	Strategies for Teaching Reading to Students With Learning Disabilities	1
8.	SED 349	Culture and Diversity in Special Education	1
9.	SED 351	Behavior Management	2
10.	SED 361	Introduction to Learning Disabilities	3
11.	*SED 362	Methods and Strategies for Teaching Children with Learning Disabilities	4
12.	SED 421	Educational Technology and Assistive Technology for Students with Disabilities	1
13.	*SED 480	Directed Teaching	8-11
14.	*SED 495	Directed Teaching Seminar: Special Education	1

B. Cognate Requirements — 13 semester hours

1.	LAN 334	Strategies for Teaching Reading	3
2.	LAN 335	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
3.	*EDU 371	Elementary Core Education Methods	4
4.	*EDU 372	Secondary Education Methods	3

C. Total for Major — (Elementary) **46-49 semester hours**; (Secondary) **44-75 semester hours**

D. Total for Endorsement — **41-44 semester hours**

IV. Liberal Arts — **35 semester hours**

V. Education Core — (Elementary) **35-38 semester hours**; (Secondary) **36-39 semester hours**

VI. Total for Degree — (Elementary) **163-169 semester hours**; (Secondary) **162-199 semester hours**

VII. Other Requirements
*Denotes those courses which are required to be taken in residence at the Siena Heights University Adrian campus. SED 480 and SED 495 are residency requirements and all student teaching placements should be made in Lenawee, Hillsdale or Monroe counties.

1. Successful completion of SED 312 or EDU 312 is required prior to taking any other course in the Cognitive Impairment Program.
2. The education certification requirements may be taken concurrently with endorsement requirements; however, EDU 480/495 must be completed before SED 480/495.
3. Please see additional information on the Education page.

Sport Management
Bachelor of Business Administration Degree

I. Course Requirements for Major

A. Program Requirements — 30 semester hours

1.	SMG 210	Introduction to Sport Management	3
2.	SMG 350	Management of Sport Organizations	3
3.	SMG 360	Sport Marketing	3
4.	SMG 365	Sport Facility Design and Event Management	3
5.	SMG 370	Research Methods in Sport Management	3
6.	SMG 463	Legal and Ethical Issues in Sport	3
7.	SMG 475	Sport Finance and Business	3
8.	SMG 495	Sport Management Senior Seminar	3
9.	SMG ___	Sport Management Electives: Choose two (2) below	6

SMG 221 Sport Psychology
SMG 222 Performance Psychology in Sport
SMG 285 Special Topics in Sport
SMG 342 Sport in American Society
SMG 343 History and Philosophy of Sport
SMG 366 Sport Facility Design
SMG 367 Applied Sport Facility Design
SMG 444 Sport and the Media
SMG 445 Cultural Studies in Sport
SMG 485 Special Topics in Sport

B. Field Experience — 12-15 semester hours

1.	*SMG 280	Practicum Experience	3
2.	*SMG 480	Internship Experience	9-12

C. Cognate Requirements — 23 semester hours

1.	ACC 203	Principles of Accounting I	4
2.	ACC 240	Principles of Accounting II	4
3.	BAM 201	Business Communications	
	or		3
	BAM 441	Managerial Communications	
4.	BAM 218	Introduction to Information Systems	
	or		3
	BAM 465	Management Information Systems	
5.	#ECO 221	Microeconomics	3
6.	#MAT 143	Introduction to Statistics	
	or		3
	#MAT 174	Data Analysis and Statistics	
7.	MKT 310	Marketing Principles and Cases	3

D. Total for Major — **65-68 semester hours**

II. Liberal Arts — **29 semester hours**

May be double counted toward Major and Liberal Arts requirements.

III. General Electives — **23-26 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

* Students must have a 2.5 g.p.a. in the major to complete a practicum experience and a 2.7 g.p.a. in the major to complete the internship experience.

1. The program, field experience, and cognates require a combined 2.50 minimum g.p.a.
2. Only 3 semester hours of SMG 285/485 count toward the major.
3. Transfer students must complete a minimum of 18 credits within program requirements, field experience and cognates at Siena Heights University. For Sport Management majors at least 12 of these 18 hours must be “SMG” courses (excluding SMG 280 and SMG 480).
4. SMG 280, SMG 475, SMG 480, and SMG 495 must be taken at Siena Heights University.
5. MKT 310 must be completed at Siena Heights University.
6. Other Business and Management Division requirements apply.

Program Learning Outcomes
Upon graduation, Sport Management students will develop/demonstrate the following skills:

Communication – the ability to express ideas – in writing, verbally and visually.

Creativity – the ability to develop original ideas or use common solutions in unique ways.

Analytical ability – The ability to effectively separate a complex problem or situation into its component parts in order to identify solutions.

Integrative thinking – The ability to detect interrelationships among component parts and assess their importance in creating solutions.

Theatre/Musical Theatre
Bachelor of Arts Degree

I.	Course Requirements for Major			
	A.	Program Requirements		57-65 semester hours
		1. TSC 103	Theatre Technology	3
		2. TSC 117	Modern Dance I	2
		3. TSC 132	Musical Theatre Voice I	1
		or		
		TSC 133	Musical Theatre Voice I	2
		4. TSC 145	Musical Theatre Workshop I	3
		5. TSC 152	Musical Theatre Voice II	1
		or		
		TSC 153	Musical Theatre Voice II	2
		6. #TSC 156	Acting I	3
		7. TSC 211	Oral Interpretation	3
		8. TSC 214	Voice and Diction	3
		9. TSC 217	Beginning Tap	2
		10. TSC 245	Musical Theatre Workshop II	3
		11. TSC 247	Modern Dance II	2
		12. TSC 252	Musical Theatre Voice III	1
		or		
		TSC 253	Musical Theatre Voice III	2
		13. TSC 257	Introduction to Theatrical Design	3
		14. TSC 262	Musical Theatre Voice IV	1
		or		
		TSC 263	Musical Theatre Voice IV	2
		15. TSC 317	Modern Dance III	2
		16. TSC 345	Musical Theatre Workshop III	3
		17. TSC 352	Musical Theatre Voice V	1
		or		
		TSC 353	Musical Theatre Voice V	2
		18. TSC 355	Directing I	3
		19. TSC 362	Musical Theatre Voice VI	1
		or		
		TSC 363	Musical Theatre Voice VI	2
		20. TSC 417	Modern Dance IV	2
		21. TSC 441	Theatre History I: Greek to 20th Century	3
		22. TSC 442	Theatre History II: 20th. Century to the Present	3
		23. TSC 445	Musical Theatre Workshop IV	3
		24. TSC 452	Musical Theatre Voice VII	1
		or		
		TSC 453	Musical Theatre Voice VII	2
		25. TSC 462	Musical Theatre Voice VIII	1
		or		
		TSC 463	Musical Theatre Voice VIII	2
		26. TSC 495	Senior Project	3
	B.	Cognate Requirements		7 semester hours
		1. MMM 113	Beginning Class Piano	2
		2. MMM 170	Music Theory I	3
		3. MMM 173	Intermediate Class Piano	2
	C.	Total for Major		**64-72 semester hours**
II.	Liberal Arts			**32 semester hours**

May be double counted toward Major and Liberal Arts Requirements.

III. General Electives **16-24 semester hours**

IV. Total for Degree **120 semester hours**

V. Other Requirements

1. Formal acceptance into the TSC Program is required.
2. Students majoring in Musical Theatre are required to participate in the preparation of all department projects and productions.
3. Students majoring in Musical Theatre are expected to acquire a grade of C or better in all required courses and cognates taken in the major. A grade of D, E, or NC (No Credit) will not be accepted in the major.
4. Each TSC major will have a formal critique with the entire TSC faculty at the end of each semester. A written evaluation of this meeting will be given to each student and a copy of this report will be kept in each major's file.

Theatre/Speech Communication
Bachelor of Arts Degree

I. Course Requirements for Major

A. Program Requirements — 38 semester hours

1.	TSC 101	Fundamentals of Speech Communication	3
2.	TSC 103	Theatre Technology	3
3.	TSC 117	Modern Dance I	2
4.	TSC 156	Acting I	3
5.	TSC 211	Oral Interpretation of Literature	3
6.	TSC 214	Voice and Diction	3
7.	TSC 257	Introduction to Theatrical Design	3
8.	TSC 268	Stage Management	3
9.	TSC 258	Costume Design	
	or		
	TSC 343	Teaching Creative Dramatics	
	or		3
	TSC 256	Acting Studio II: Preparing the Actor	
	or		
	TSC 357	Scenic Design	
10.	TSC 355	Directing I	3
11.	TSC 441	Theatre History I: Greek to the 20th.Century	3
12.	TSC 442	Theatre History II: 20th.Century to the Present	3
13.	TSC 495	Senior Project	3

B. Cognate Requirements — 6 semester hours

1.	#ENG 445	Shakespeare	3
2.	#MMM 114	Introduction to Music	3

C. Total for Major — **44 semester hours**

II. Liberal Arts — **32 semester hours**

May be double counted toward major and Liberal Arts requirements.

III. General Electives — **44 semester hours**

IV. Total for Degree — **120 semester hours**

V. Other Requirements

1. Formal acceptance into the Theatre/Speech Communication Program is required.
2. Students majoring in TSC are required to participate in the preparation of all department projects and productions.
3. Students majoring in TSC are expected to acquire a grade of C or better for all courses taken in the major. A grade of D, E, or NC (No Credit) will not be accepted in the major.
4. Each TSC major will have a formal critique with the entire TSC faculty at the end of each semester. A written evaluation of this meeting will be given to each student and a copy of this report will be kept in each major's file.

Minor in Theatre/Speech Communication

A. Program Requirements — 21 semester hours

1.	TSC 101	Fundamentals of Speech Communication	3
2.	#TSC 102	Introduction to Theatre	3
3.	TSC 103	Theatre Technology	3
4.	TSC 214	Voice and Diction	3

5.	TSC ___	Approved Electives	9

B. Total for Minor 21 semester hours

May be double counted toward Minor and Liberal Arts Requirements.

COURSE DESCRIPTIONS

ACCOUNTING

ACC 203 PRINCIPLES OF ACCOUNTING I ***4***

This course introduces students to the concepts and terminology of accounting and covers the complete accounting cycle. Emphasis is placed on analysis and interpretation of accounting information for decision making. Elements of the basic financial statements are evaluated through the measurement, recording and reporting process.
Prerequisite: Liberal Arts Math recommended
Course is offered: FA and WI Every Year

ACC 225 ACCOUNTING CAREERS ***3***

This course will include an overview of the diverse accounting career opportunities, certification, credentials and academic preparation. The students will research their areas of interest and develop a career plan that matches their strengths and career goals. The course will also review cultural norms and expectations in the professional accounting environment.
Prerequisite: Recommended for Sophomore/Junior Accounting Majors
Course is offered: FA 2017

ACC 232 INTRODUCTION TO QUICKBOOKS SOFTWARE ***2***

This course introduces Quickbooks commercial software in a hands on environment. Topics include: general ledger, receivables, payables, inventory, payroll, and importing and exporting accounting applications. In addition, this course covers the complete accounting cycle including journalizing transactions, posting and balancing adjusting entries and preparation of simple financial statements.
Prerequisite: ACC 203 Recommended
Course is offered: WI Every Year

ACC 240 PRINCIPLES OF ACCOUNTING II ***4***

This course emphasizes the procedures, methods and uses of managerial accounting information in business decision making. Content includes basic functions of management: planning, organizing, directing, controlling, decision making and performance evaluation. This course takes a systems approach to evaluating cost terminology, cost flows, standard costing, responsibility accounting, budgeting, relevant costing, activity based management, forecasting, variance analysis, cost-volume-profit analysis, legal requirements and ethics.
Prerequisite: ACC 203
Course is offered: FA and WI Every Year

ACC 341 INTERMEDIATE ACCOUNTING I ***3***

This course focuses on accounting theory and practice with specific emphasis on the role of accounting as an information system and accounting for economic resources. Study includes key pronouncements of the Financial Accounting Standards Board (FASB), International Financial Reporting Standards (IFRS). Topics covered in the course include an overview of the basic financial statements (Balance Sheet, Income Statement, Statement of Changes in Shareholders' Equity and Statement of Cashflows), time value of money and measurement of current and non-current assets.
Prerequisite: ACC 203 and 240
Course is offered: FA Every Year

ACC 342 INTERMEDIATE ACCOUNTING II ***3***

This course focuses on accounting theory and practice with specific emphasis on the role of accounting as an information system and accounting for financial instruments. Study includes key pronouncements of the Financial Accounting Standards Board (FASB). Topics covered in the course include measurement of current and long-term liabilities; accounting for investments, income taxes, leases and pensions; and shareholders' equity reporting.
Prerequisite: ACC 341
Course is offered: WI Every Year

ACC 350 FRAUD EXAMINATION 3
Fraud examination will cover the principles of methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, noncash misappropriations corruptions, accounting principles and fraud, fraudulent financial statements and interview techniques.
Prerequisite: ACC 203
Course is offered: SU, FA and WI Every Year

ACC 361 MANAGERIAL COST ACCOUNTING 3
A study of the functional uses of cost accounting in the management of the firm, through the decision-making approach, from the approach of the controller as a member of the management decision-making team. A framework for measuring and controlling performance is developed by the analytic treatment of cost behavior pattern. The student will study budgeting, product and service costing and develop decision-making abilities for strategic planning. The student will study ethical and moral issues and how they impact the professional environment.
Prerequisite: ACC 203, ACC 240
Course is offered: WI Every Year

ACC 376 ACCOUNTING INFORMATION SYSTEMS 3
This course will include a conceptual review of accounting and information systems. Significant attention is given to the flow of accounting data through an organization, tools used to analyze, develop and maintain systems, types of internal controls and their applications within a system.
Prerequisite: ACC 203, ACC 240
Course is offered: SU, FA and WI Every Year

ACC 441 AUDITING 3
This course focuses on the role of the independent auditor, his/her legal, ethical and moral responsibilities. Auditing integrates financial and cost accounting, ethics, accounting theory, information systems and control structure concepts into a systematic process of obtaining, evaluating and reporting on economics events and activities.
Prerequisite: ACC 342
Course is offered: FA Every Year

ACC 451 FEDERAL TAXATION-INDIVIDUAL 3
Course introduces federal income tax laws which determine income, exemptions, personal deductions and tax credits for individuals. Emphasis is on the preparation of tax returns and supporting schedules. The objectives of this course are to broaden the student's exposure to the Internal Revenue Code (IRC) and to become familiar with tax forms for individuals.
Prerequisite: ACC 203, ACC 240
Course is offered: FA Every Year

ACC 460 ADVANCED ACCOUNTING/NOT FOR PROFIT 3
This course studies specialized accounting issues not covered in Intermediate Accounting I and II. Topics include consolidations, intercompany transactions, segment and interim reporting and partnership accounting. Key Financial Accounting Standards Board (FASB) pronouncements and IFRS will be studied. This course will broaden the student's exposure to current accounting issues and practices and will cover specialized accounting applications not covered in previous accounting courses.
Prerequisite: ACC 342
Course is offered: FA Every Year

ACC 463 FINANCIAL STATEMENT ANALYSIS 3
This course concentrates on analysis techniques applied to general purpose financial statements (Balance Sheet, Income Statement, Statement of Changes in Shareholders' Equity and Statement of Cashflows) with focus on decision making from the viewpoint of the creditor and shareholder. It utilizes skills learned in Accounting and Finance courses taken previously. Students will develop an understanding of general purpose financial statements from a "user" perspective and will interpret and communicate the results of fundamental financial statement analysis both orally and in writing.
Prerequisite: FIN 340
Course is offered: Uncertain

ACC 495 SENIOR SEMINAR 3
Variable topics.
Prerequisite: Permission
Course is offered: Uncertain

ARABIC

ARB 101 ELEMENTARY MODERN STANDARD ARABIC I 4
An introduction to Modern Standard Arabic. Students learn the Arabic script, the basic rules of Arabic grammar, appropriate vocabulary, reading, oral and aural skills commensurate with the elementary level. Course conducted primarily in Arabic.
Prerequisite: None
Course is offered: Uncertain

ARB 140 ELEMENTARY MODERN STANDARD ARABIC II 4
A continuation of ARB101 where students continue to develop the Arabic script, the basic rules of Arabic grammar, appropriate vocabulary, reading, oral and aural skills commensurate with the elementary level. Course conducted primarily in Arabic.
Prerequisite: ARB101 or Permission
Course is offered: Uncertain

ARB 217 FOLK DANCE OF THE MIDDLE EAST 1
The richness and variance of the Middle Eastern world is reflected and expressed in the traditional dance of all its religions. The students will learn and perform the basic movements related to the most common dances of the area and be able to identify the connection with its respective culture.
Prerequisite: None
Course is offered: Uncertain

ART/ART HISTORY

ARH 210 AMERICAN ART 3
American art and architecture from the Colonial era to the present are explored within their changing historical contexts.
Prerequisite: ENG 102
Course is offered: WI 2019

ARH 230 NON-WESTERN TOPICS 3
The art, architecture and material culture of selected non-western societies are explored.
Prerequisite: ENG 102
Course is offered: FA 2018, FA 2020, FA 2021

ARH 240 ANCIENT ART ***3***
This course is an introduction to the art and architecture of Mediterranean antiquity, including works by ancient Egyptians, Greeks, Romans, Early Christians.
Prerequisite: ENG 102
Course is offered: FA 2018, WI 2021

ARH 242 FILM STUDY AND ANALYSIS ***3***
The visual imagery in classic films will be explored thematically, structurally, and within their historical contexts. The student will develop the skills necessary to analyze text, iconic representation, and composition in film both critically and creatively. Students will integrate listening, viewing, speaking, reading and writing skills.
Prerequisite: ENG 102
Course is offered: SU, FA 2017, FA 2019

ARH 244 RENAISSANCE TO MODERN ART ***3***
This course provides an introduction to art and architecture produced in Europe between the early Gothic era and the late 18th century. Intellectual, economic, religious and political contexts are stressed.
Prerequisite: ENG 102
Course is offered: WI 2018, FA 2020

ARH 246 HISTORY OF GRAPHIC DESIGN ***3***
Students in this course will become familiar with key examples of European and American graphic communication within their historical contexts, from the dawn of writing through the postmodern era.
Prerequisite: ENG 102
Course is offered: FA 2018, FA 2020

ARH 248 HISTORY OF ARCHITECTURE ***3***
Students will develop a sense of historical perspective while developing an in-depth, contextual knowledge of some of the key monuments in the history of architecture from ancient Egypt to the Postmodern era.
Prerequisite: ENG 102
Course is offered: FA 2017, FA 2019

ARH 330 AMERICAN ART HISTORY ***3***
In addition to the requirements of 210, students enrolled in ARH330 will produce a research paper.
Prerequisite: One ARH at 200-level, or permission
Course is offered: Uncertain

ARH 340 NEOCLASSICISM TO IMPRESSIONISM ***3***
The cultural themes and stylistic developments of French, British, and American nineteenth-century art are explored, including Neoclassicism, Romanticism, Academic art, Realism, the Pre-Raphaelite Brotherhood, and Impressionism.
Prerequisite: One ARH at 200-level, or permission
Course is offered: WI 2017, FA 2019

ARH 351 EARLY TWENTIETH-CENTURY ART ***3***
This course covers the art movements known as Symbolism, Expressionism, Cubism, and Futurism, as well as the utopian movements of the inter-war era, and American modernism from the Ash Can School to the Mexican Muralists.
Prerequisite: One ARH at 200-level, or permission
Course is offered: FA 2017, WI 2020

ARH 435 VISUAL CULTURE ***3***
This provides a broad overview of the critical theories and methodologies that have developed in the twentieth century that help explain the meaning of visual media from both high art and popular culture, including painting, photography, film, television, advertising and the internet.
Prerequisite: One ARH at 200-level, or permission
Course is offered: WI 2017, WI 2019, WI 2021

ARH 440 LATE TWENTIETH-CENTURY ART 3
An exploration of European and American art since World War II, including movements known as Abstract Expressionism, Formalism, Minimalism, Nouveau Realism, Pop, Op, Performance Art, Installations, Earth Works, Photo-realism, Neo Expressionism, Feminism, and Neo Geo.
Prerequisite: One ARH at 200-level, or permission
Course is offered: WI 2018, WI 2020

ARH 445 HISTORY OF PHOTOGRAPHY 3
This course explores the production and reception of photography in Europe and America since the invention of the medium in 1839. Artistic and documentary currents before 1950 are emphasized.
Prerequisite: One ARH at 200-level, or permission
Course is offered: WI 2017, WI 2019, WI 2021

ART/CERAMICS

ART 101 INTRODUCTION TO CERAMICS 3
This course gives an introduction to the basic methods of handbuilt ceramics. Techniques covered include pinch, coil, soft and stiff slab construction as well as an introduction to wheel throwing. Additional emphasis will be placed on working “in the round” and learning basic design and ceramic vocabulary.
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ART 241 SCULPURAL CERAMICS 3
This course builds upon the construction techniques covered in Introduction to Ceramics. Topics include soft and stiff slab construction, extruded forms, and creating a large-scale collaborative work. Increasing emphasis is placed on surface treatment, glaze testing, basic kiln operation and conceptual development.
Prerequisite: ART 101 or permission of instructor
Studio fee: $50
Course is offered: FA and WI Every Year

ART 242 INTRODUCTION TO WHEEL THROWING 3
This course covers beginning wheel throwing techniques and tools with special emphasis placed on functional forms. Students learn to wedge clay, center on the wheel, create cups, bowls, and vase forms, pull handles, and trim forms. Basic kiln operation and glaze testing will also be covered.
Prerequisite: None
Studio Fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ART 341 ADVANCED SCULPURAL CERAMICS 3
Students work closely with the professor to tailor individualized projects aimed at helping the student develop personal ideas and stylistic approaches to the material. Students will also broaden their knowledge of construction methods to include mold making and slip casting, installation and collaborative projects, explore and test glazes appropriate for their work, and assist in basic firing operations.
Prerequisite: ART 241
Studio fee: $50
Course is offered: FA and WI Every Year

ART 342 INTERMEDIATE WHEEL THROWING 3
Building on the skills developed in Wheel Throwing, students will explore advanced construction techniques with wheel thrown forms to create complex, multi-part functional and sculptural works. Additive and reductive surface treatments as well as exploration and testing of glazes will be emphasized. Active participation in glaze testing and kiln firing are required.
Prerequisite: ART 242
Studio fee: $50
Course is offered: FA and WI Every Year

ART 343 CERAMICS: MIXED MEDIA 3
This course will focus on the integration of a variety of non-ceramic materials with clay. Students will work closely with the instructor to design projects specifically tailored to their personal and conceptual interests. Topics such as glaze testing, installation and large-scale works will be covered as well as the development of artist statements. Each student will have a critique with the instructor and another faculty member from the Art Department in preparation for the student's senior exhibition. Active participation in kiln firings is required.
Prerequisite: ART 241 or 242
Studio fee: $50
Course is offered: FA and WI Every Year

ART 442 ADVANCED WHEEL THROWING 3
Issues relating to scale, surface and functional vs. sculptural works created with potters wheel will be discussed. Students will also research and experiment with forms and glazes in the development of a personal stylistic vocabulary and glaze pallet. A variety of basic kiln firing methods will be covered and students will be required to participate in all aspects of the studio firing processes.
Prerequisite: ART 342
Studio fee: $50
Course is offered: FA and WI Every Year

ART 468 SCULPTURE/CERAMICS INTEGRATIVE STUDIES I 3
This course is primarily designed for students preparing for their senior exhibitions. Students develop and execute their own projects under the supervision and guidance of the instructor. The focus will be on developing a cohesive body of work consistent with an overriding theme. Students are encouraged to pursue, develop, and combine any and all processes and materials as appropriate to their ideas. In addition, students will develop artists' statements articulating their bodies of work.
Prerequisite: ART 375 or ART 341 or ART 442
Studio fee: $50
Course is offered: FA and WI Every Year

ART/DIGITAL MEDIA

ART 116 INTRODUCTION TO DIGITAL PHOTOGRAPHY 3
This course serves as a basic introduction to digital photography. Students learn to use digital cameras to shoot, capture, and edit digital images. Emphasis is placed on the "digital darkroom" approach to photo editing, with a focus on fine art driven photos. 7MP digital camera required (with a manual shooting mode).
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

ART 243 INTRODUCTION TO VIDEO 3
Examination of video as a form of art and expression. Topics covered will include narrative, video art and performance, installation, and experimental strategies. Students will explore these various forms of video while learning about the historical and contemporary contexts of the medium with an emphasis in viewing and responding to video works. Expanding on elementary knowledge of non-linear editing software, students will embark on the series of exercises and projects designed to prepare them for higher-level video work.
Prerequisite: ART 111
Studio fee: $50
Course is offered: WI Every Year

ART 246 INTRODUCTION TO ANIMATION 3
Introduction to the techniques and principles of animation as frame-by-frame sequential media. Students will explore a variety of basic animated techniques including hand-drawn, stop-motion, experimental, and electronic approaches. A survey of historical techniques with an emphasis in viewing and responding to animated work will be central to the course.
Prerequisite: ART 111
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ART 248 DIGITAL ART 3
Students will explore the use of digital tools for the creation of fine art. The focus will be on learning a variety of digital forms and printing techniques in combination with traditional media such as painting, photography and printmaking.
Prerequisite: ART 111
Studio fee: $50
Course is offered: FA and WI Every Year

ART 344 INTERMEDIATE VIDEO 3
This comprehensive course in video communication includes non-narrative strategies, documentary formats, and form-content relationships. Advanced non-linear editing techniques and content authoring will be introduced with a focus on exploring the history and context of the medium, and its impact on our culture.
Prerequisite: ART 246
Studio fee: $50
Course is offered: FA and WI Every Year

ART 345 ADVANCED ANIMATION 3
Focus is placed on animation as a form of experimentation and personal expression. Students will be exposed to animation as fine art, and learn a variety of experimental/traditional techniques such as stop motion, cel-based, hand-drawn, under-the-camera, pixilation, etc. Research and study of independent fine art animation will facilitate development of student's ideas and work.
Prerequisite: ART 349 or ART 118
Studio fee: $50
Course is offered: WI Every Year

ART 346 ADVANCED VIDEO 3
Students will work with more advanced methods of video editing and production, with an emphasis on video art as a form of creative and personal expression. Development of the student's ideas will be facilitated by exploration and research of video artists, and through critique with faculty and peers.
Prerequisite: ART 118
Studio fee: $50
Course is offered: WI Every Year

ART 351 INTERMEDIATE ANIMATION 3
Students will examine a variety of independent animation, including the genealogy of abstract and non-objective imagery, experimental narratives, and advanced experimental techniques. Topics will include abstract animation and stop motion, drawing as a process of dialogue, making distinctive images with various tools, and animation as communication and interaction.
Prerequisite: ART 246
Studio fee: $50
Course is offered: FA and WI Every Year

ART 357 INTERMEDIATE PHOTOGRAPHY 3
Students learn the ins-and-outs of the DSLR camera and its abilities to control and deliver professional quality images. The course explores advanced studio lighting techniques, along with high level editing and digital ink jet printing. DSLR camera required.
Prerequisite: ART 116 or permission
Studio fee: $50
Course is offered: FA and WI Every Year

ART 446 DIGITAL INTEGRATION 3
Final course in Digital Media Sequence. This course engages students to combine and synthesize the various digital media skills learned in previous courses to develop a body of digital media based work utilizing their interests, personal experiences, and research. This course leads into senior project.
Prerequisite: ART 118, 239, 256, 345 and 346
Studio fee: $50
Course is offered: FA and WI Every Year

ART 457 ADVANCED PHOTOGRAPHY 3
Students will work with more advanced methods of digital photography and image editing, with an emphasis on photography as a form of fine art and personal expression. Students will have an opportunity to explore editorial and commercial applications for photography. Development of the student's ideas will be facilitated by exploration and research of photographic issues.
Prerequisite: ART 357
Studio fee: $50
Course is offered: FA and WI Every Year

ART 458 PHOTO INTEGRATION 3
Final course in the Digital Photography Sequence. This course engages students to combine and synthesize the various photographic skills learned in previous courses to develop a body of photographic work utilizing their interests, personal experiences, and research. This course leads into senior project.
Prerequisite: ART 116, 118, 239, 357, and 457
Studio fee: $50
Course is offered: FA and WI Every Year

ART 463 DIGITAL INTEGRATION 3
Advanced integrative course in the Photo and Digital Media Concentration. Students will embark on self-directed projects proposed to the instructor. Emphasis is placed on combining previous course experiences and knowledge into a finished body of work with a focus on digital techniques.
Prerequisite: 4-6 courses in PDM, and Permission
Studio fee: $50
Course is offered: FA and WI Every Year

ART 464 MEDIA INTEGRATION 3
Advanced integrative course in the Photo and Digital Media Concentration. Students will build a cohesive body of advanced digital work in preparation for their senior exhibition. Emphasis is placed on personal expression and engagement with new media techniques.
Prerequisite: 4-6 courses in PDM, and Permission
Studio fee: $50
Course is offered: FA and WI Every Year

ART 466 ADVANCED DIGITAL ART 3
This course offers an opportunity for further exploration into the use of digital tools for the creation of fine art. Students will develop projects using a combination of digital techniques and traditional art forms.
Prerequisite: ART 248
Studio fee: $50
Course is offered: FA and WI Every Year

ART 480 INTERNSHIP 3
The internship provides the student with hands-on experience in a real world setting. Arrangements need to be made before the semester begins with the Director of Career Services and the instructor of this course.
Prerequisite: ART 458
Course is offered: FA and WI Every Year

ART/EDUCATION

ART 352 ART IN THE ELEMENTARY AND MIDDLE SCHOOL 3
This course will focus on understanding the psychology of cognitive development in children as seen through the changes in their art expression. Students will learn the history and current theories of art education and develop approaches to dealing with individual differences, motivation, and classroom management. Students will develop and write a personal philosophy of art education, learn about and plan age-appropriate projects, develop lesson plans that relate to national and state standards, and consider the integration of the teaching of art across the curriculum. This course involves hands-on teaching experiences in the K-8 classrooom setting. The course will also cover strategies for working with differently-abled children, the gifted and those with special needs.
Prerequisite: PSY 111 or permission
Materials Fee: $50
Course is offered: WI Every Year

ART 372 SECONDARY METHODS IN ART EDUCATION 3
Methods of teaching art at the secondary level will include supervised observation, participation and directed teaching experiences in selected high school art departments in Lenawee, Washtenaw, and/or Lucas counties. Students will work with successful art teachers to acquire first-hand experience in planning, presentation, and classroom management. In addition, they will meet in seminar groups to discuss and evaluate their classroom experiences, share insights and resources, and enter a shared process of reflection, journal-writing and dialogue to assist them in becoming effective teachers.
Prerequisite: None
Corequisite: EDU 372
Materials fee: $50
Course is offered: Fall Every Year

ART 432 MATERIALS AND METHODS - STRATEGIES FOR TEACHING ART 3
This course will introduce students to a variety of materials and methods appropriate for elementary and secondary classrooms, and will broaden available options and strategies for teaching art disciplines to children and young people at various stages of development. Education students will consider fundamental concepts important to various art disciplines (ceramics, painting, printmaking, photography, sculpture, etc.), discuss their essential qualities and limitations, and develop age-appropriate presentations, plans and activities. Students will also develop ways of adapting art to content areas across the curriculum and through the grades. They will consider the design of a safe, effective and well-organized classroom, plan necessary equipment, storage and display areas, and research resources for donated materials and purchased supplies.
Prerequisite: None
Materials fee: $50
Course is offered: Fall Every Year

ART 433 TEACHING ART TO CHILDREN - A PRACTICUM 3
This course provides an introduction to the principles, practice and methods of teaching art to children. Students will present projects using a variety of materials and processes and will work with children as they complete and discuss their work. This supervised class is designed to help students develop skills in presenting, understanding and evaluating children's art work.
Prerequisite: ART 352 or ART 372
Materials fee: $50
Course is offered: Fall Every Year

ART/EUROPEAN STUDY

ART 452 EUROPEAN STUDIO 3
This course is designed for students who wish to make art a part of the European Study Program. Projects will be related to the European location and experience.
Prerequisite: European Study Program participants only
Course is offered: Uncertain

ART/FOUNDATIONS

ART 105 FOUNDATIONS I: CORE CONCEPTS 3
Foundations I and II are required of all art majors in their first year. These courses combine lectures, art historical components, writing assignments, and studio experiences in order to advance the Art Department's Learning Outcomes. Throughout this course, emphasis will be placed on researching and developing creative solutions for addressing thematic concepts in art. In support of this goal, students will learn contemporary practices and effective use of the elements and principles of design.
Prerequisite: None
Studio fee: $50
Course is offered: FA Every Year

ART 107 FOUNDATIONS II: CORE CONCEPTS 3
Foundations I and II are required of all art majors in their first year. These courses combine lectures, writing assignments, field trips and studio experiences in order to advance the Art Program's Learning Outcomes. Emphasis is placed on the development and use of art terminology, methods and sources for interpreting art objects, and the exploration of various tools, techniques, materials, and strategies used by artists.
Prerequisite: ENG 101 or permission of instructor
Materials fee: $50
Course is offered: WI Every Year

ART 109 FOUNDATIONS III: DRAWING CONCEPTS ***3***
The student learns a variety of approaches to drawing. The emphasis will be on the development of skills in the basic problems of perspective, line, and form. This course is for Art majors only.
Prerequisite: None
Studio fee: $50
Course is offered: FA and WI Every Year

ART 111 FOUNDATIONS IV: DIGITAL CONCEPTS ***3***
Foundations IV is required of all art majors in their first year. This course focuses on the application of design principles through the use of digital tools in order to advance the Art Program's Learning Outcomes.
Prerequisite: None
Studio fee: $50
Course is offered: FA Every Year

ART/GRAPHIC DESIGN

ARG 147 INTRODUCTION TO GRAPHIC DESIGN ***3***
This course is an introduction to the basic concepts of graphic design and visual communication using typographic, pictorial, symbolic and abstract elements. Emphasis is on various techniques of brainstorming tools to increase creativity, as well as critical thinking skills for solving design problems. Cross-listed as ART 147.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ARG 247 TYPOGRAPHY ***3***
This course is a study of typography as the central element in visual communication. Typographic theory, concepts, terminology, and history are explored in depth through a series of creative design projects.
Prerequisite: ARG 147, ART 111
Studio fee: $50
Course is offered: FA and WI Every Year

ARG 330 USER EXPERIENCE/USER INTERFACE DESIGN ***3***
An introduction to the basic principles of web design and UX/UI, emphasizing user research, qualitative and quantitative analysis, interview strategies, user testing, and prototyping. Learn industry standard technology (POP, Balsamiq, UXPin) to analyze common design patterns and develop effective deliverables.
Prerequisite: None
Studio fee: $50
Course is offered: FA Every Year

ARG 347 CORPORATE IDENTITY ***3***
The design of corporate and branding identity is explored from conceptual, technical and market viewpoints. Emphasis is placed on logo development based on company or brand vision and product placement, expanded into the creation of appropriate design style guidelines.
Prerequisite: ARG 247
Studio fee: $50
Course is offered: FA and WI Every Year

ARG 348 PUBLICATION DESIGN 3
The layout, design, and production of printed communication will be explored from the concept to design to prepress considerations. The use of desktop publishing software (Adobe InDesign) is covered in the design of multi-page documents such as brochures, newsletters, booklets, and journals.
Prerequisite: ARG 247
Studio fee: $50
Course is offered: WI Every Year

ARG 442 INFORMATION DESIGN 3
The presentation of information is analyzed through theoretical, cultural, psychological, and visual considerations. Projects include diagrams, maps and other information specific graphics which present complex data in clear and creative ways.
Prerequisite: ARG 247, ARG 347, ARG348
Studio fee: $50
Course is offered: FA and WI Every Year

ARG 446 INTEGRATIVE DESIGN 3
Design projects are developed based on the interests of each student combining analog techniques (such as printmaking, sculpture or painting) with digital technology. Attention is given to the value of creating by hand and the importance of the designer as artist. In addition, this course guides the graduating senior through the process of presenting his/her graphic design work professionally in a public setting.
Prerequisite: ARG 247, ARG 347, ARG 348, and ARG 442
Studio fee: $50
Course is offered: FA and WI Every Year

ARG 448 GRAPHIC DESIGN INTERNSHIP 3
Provides a work experience utilizing graphic design skills. 150 clock hours are required at the internship location for 3 semester hours of credit.
Prerequisite: ARG 347 and ARG 348
Course is offered: FA and WI Every Year

ART/PAINTING & DRAWING

ART 109 FOUNDATIONS III: DRAWING CONCEPTS 3
The student learns a variety of approaches to drawing. The emphasis will be on the development of skills in the basic problems of perspective, line, and form. This course is for Art majors only.
Prerequisite: None
Studio fee: $50
Course is offered: FA and WI Every Year

ART 115 INTRODUCTION TO PAINTING 3
This course integrates color theory through an introduction to painting using acrylic paint. Students address color problems and learn the basics of the painting medium while focusing primarily on representational work.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Art
Course is offered: FA and WI Every Year

ART 255 PAINTING & DRAWING: LIFE STUDY 3
Students study the human figure as an expression and reflection of nature. The purpose of this course is to learn how to accurately represent the human figure, focusing on proportion, volume, shape, and edge. The course also addresses the problem of situating the figure in space, both a represented space and the space of the page or canvas. Both drawing and painting materials will be used.
Prerequisite: ART 109 and ART 115 or permission
Studio fee: $50
Course is offered: WI Every Year

ART 355 PAINTING & DRAWING: COLOR ISSUES AND ABSTRACTION 3
This course expands further on color issues in painting and drawing. Some areas covered included: color as form, spatial characteristics of color, color as light, luminosity, color texture, color structure, color scale, color interaction, color as content, as well as color palettes of historic and contemporary painters. While past and present views on the use of color in art are investigated, emphasis is placed on the student's personal interpretation of color issues as pertaining to his/her own work.
Prerequisite: ART 115
Studio fee: $50
Course is offered: FA Every Year

ART 356 PAINTING & DRAWING: COLLAGE TO INSTALLATION 3
Looking to artists of the postmodern and contemporary years, students will begin to think about painting and drawing using diverse materials. Beginning with collage, students will make work using materials other than traditional painting and drawing media. Furthermore, students will be encouraged to think of painting and drawing in terms of physical space and installation.
Prerequisite: Foundations Courses Completed
Studio fee: $50
Course is offered: FA and WI Every Year

ART 455 PAINTING & DRAWING: STYLE 3
Style is a significant aspect of the means by which a work of art communicates. Students in this course will consider how one's own style develops and what its relationship is to culture and the social conditions of its time. This course will examine how style embodies content, meaning, form, and expression in both theory and practice. The instructor will conduct a critique of the student's artwork with the student and another faculty member from the Art Department in preparation for the student's senior project.
Prerequisite: ART 356
Studio fee: $50
Course is offered: FA and WI Every Year

ART 456 PAINTING & DRAWING: INTEGRATION 3
Working independently, students will develop and refine an advanced body of work that is formally inventive and thematically cohesive. This is the final course in the painting and drawing sequence leading to the senior project.
Prerequisite: ART 455
Studio fee: $50
Course is offered: FA and WI Every Year

ART/PRINTMAKING/BOOK ART

ART 118 INTRODUCTION TO BOOK ART 3
This course will serve as an introduction to the book as cultural artifact. Students will create a variety of traditional and non-traditional book structures. Students will also practice material investigation of the visual book using found imagery and transfer methods and will produce a series of decorated papers to be used in binding. Through the projects, students will learn, identify, and apply the basic elements and principles of design within an artwork.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

ART 119 INTRODUCTION TO PRINTMAKING 3
This course includes a comprehensive investigation of traditional and experimental printmaking techniques. Students will explore intaglio, relief, lithography, monotypes and screenprinting. The language of printmaking and health and safety standards will be emphasized. Through the projects, students will learn, identify, and apply the basic elements and principles of design within an artwork.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

ART 259 RELIEF PRINTING AND SCREENPRINTING 3
This course provides instruction in non-toxic print processes including linocut and screenprinting. There is a continued emphasis on experimentation with a foundation in traditional, historical and philosophical aspects of printmaking.
Prerequisite: ART 119
Studio fee: $50
Course is offered: FA and Winter Every Year

ART 359 INTERMEDIATE PRINTS AND BOOKS 3
This course offers students the opportunity for advanced non-toxic printmaking investigation including polyester plate lithography, intaglio, monoprint, chine-collé, their combinations, and complex book construction.
Prerequisite: ART 259
Studio fee: $50
Course is offered: FA and WI Every Year

ART 360 ADVANCED PRINTS AND BOOKS I 3
This course will examine text and image, non-traditional book approaches, and development of a personal vision. The instructor will conduct a critique of the student's artwork with the student and another faculty from the Art Department in preparation for the student's senior project.
Prerequisite: ART 359 or permission
Studio fee: $50
Course is offered: FA and WI Every Year

ART 459 ADVANCED PRINTS AND BOOKS II 3
This course requires students to develop a plan of study with their instructor that focuses on a personalized approach to content and image in their prints and books in preparation for their senior project exhibition.
Prerequisite: ART 360
Studio fee: $50
Course is offered: FA and WI Every Year

ART 460 ADVANCED PRINTS AND BOOKS III ***3***
This course allows students to complete a unified portfolio of artwork for their senior exhibitions that demonstrates skill in both book arts and in printmaking with a focus on critical thinking.
Prerequisite: ART 459
Studio fee: $50
Course is offered: FA and WI Every Year

ART 475 ADVANCED PRINTS AND BOOKS IV ***3***
This course allows students to work toward the completion of a unified portfolio of artwork for their senior project exhibition that demonstrates skill in both book arts and printmaking.
Prerequisite: ART 460
Studio fee: $50
Course is offered: FA and WI Every Year

ART/PROFESSIONAL PRACTICES

ART 395 PORTFOLIO ***3***
By the end of this course, you will articulate your personal and professional direction; develop a plan and professional portfolio of materials, including a resume, cover letter, samples of your work, and a website; practice skills needed for networking, personal branding, work, internships, exhibitions, artists' residencies, film festivals, and/or graduate school applications; and understand the implications of copyright law.
Prerequisite: ENG 102 and Junior status
Course is offered: FA Every Year

ART 495 SENIOR EXHIBITION ***1***
This course guides the graduating senior through the process of planning, promoting and installing an exhibition of his/her work in a gallery setting. Each student rewrites his/her responses to the Art Program Outcomes, writes an exhibition statement, prepares a floor plan, designs an exhibition announcement or flier, produces a press release, and installs, lights and (for BFA students) publicly defends his/her exhibition.
Prerequisite: ENG 102 and Senior status
Course is offered: FA Every Year

ART/SCULPTURE

ART 113 JEWELRY MAKING I ***3***
Introduction to basic techniques used by the contemporary metalsmith. These will include soldering, sawing, filing, polishing and related metal forming techniques.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ART 121 INTRODUCTION TO SCULPTURE ***3***
This course is designed to introduce students to a variety of tools, techniques, traditional and non-traditional sculptural materials used by artists. Students will create sculptural objects and collaborate on large-scale installation artworks using materials such as wood, clay, wire, found objects, etc. Through the projects, students will learn and identify and apply the basic elements and principles of design with an artwork.
Prerequisite: None
Studio fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ART 253 JEWELRY MAKING II: METAL CASTING 3
Introduction to wax modeling and various casting techniques. Jewelry and small scale sculptural forms will be explored.
Prerequisite: ART 113 or ART 121
Studio fee: $50
Course is offered: FA and WI Every Year

ART 275 DIGITAL FABRICATION 3
Students will explore a variety of digitally based equipment as it relates to the creation of sculptural objects, installation, and interactive based works. Processes covered typically include 3D printing, CNC milling, laser cutting and engraving, programmable lighting and interactive technologies.
Prerequisite: ART 111
Studio fee: $50
Course is offered: WI Every Year

ART 353 SCULPTURE: METAL FORMING AND WELDING 3
Introduction to metal forming techniques including raising, forging, and advanced construction techniques which will include TIG and MIG welding.
Prerequisite: ART 253
Studio fee: $50
Course is offered: FA and WI Every Year

ART 354 SCULPTURE/METALSMITHING III: EXPERIMENTAL SCULPTURE 3
Exploration of non-traditional methods. Emphasis on the development of awareness of the reaction between forms and materials.
Prerequisite: ART 353
Studio fee: $50
Course is offered: Uncertain

ART 375 SCULPTURE: MATERIAL AND PROCESS 3
Building upon the basic tools and materials covered in ART 121, this course provides experimentation with a wide variety of materials and techniques such as: mold making and casting, use of found objects and non-traditional materials and use of digital technologies in the sculpture process.
Prerequisite: ART 101 or ART 121
Studio fee: $50
Course is offered: FA and WI Every Year

ART 440 SCULPTURE: INSTALLATION AND EXPERIMENTAL ART 3
Students will learn to conceptualize, problem solve and construct installation and site specific artworks. Issues regarding the use of traditional and non-traditional materials, project budgeting and research will also be discussed.
Prerequisite: ART 121 or ART 356
Studio fee: $50
Course is offered: Every Other Year

ART 454 SCULPTURE/METALSMITHING V: FOUND OBJECTS AND SURFACE DESIGN 3
Investigations into non-traditional materials and techniques with an emphasis on the incorporation of found objects and surface design.
Prerequisite: ART 440
Studio fee: $50
Course is offered: Uncertain

ART 468 SCULPTURE/CERAMICS INTEGRATIVE STUDIES I 3
This course is primarily designed for students preparing for their senior exhibitions. Students develop and execute their own projects under the supervision and guidance of the instructor. The focus will be on developing a cohesive body of work consistent with an overriding theme. Students are encouraged to pursue, develop, and combine any and all processes and materials as appropriate to their ideas. In addition, students will develop artists' statements articulating their bodies of work.
Prerequisite: ART 341 or ART 375 or ART 442
Studio fee: $50
Course is offered: FA and WI Every Year

ART 469 SCULPTURE/CERAMICS INTEGRATIVE STUDIES II 3
Students will work 1:1 with the instructor to research ideas and design projects in support of their senior exhibition. Refinement of a cohesive idea and artist statement will be emphasized.
Prerequisite: ART468
Studio fee: $50
Course is offered: FA and WI Every Year

BUSINESS ADMINISTRATION

Note: Course offering cycles apply to the Adrian campus only.

BAM 101 INTRODUCTION TO BUSINESS 3
This course introduces students to career explorations and opportunities in the various areas of business including accounting, finance, human resources, international business, marketing, nonprofits, operations and production. Additionally, this course introduces students to core business concepts, teambuilding concepts, and basic terminology. BAM101 or MGT440 is required for all Business majors.
Prerequisite: ENG 101 recommended
Course is offered: FA and WI Every Year

BAM 150 MICROCOMPUTER APPLICATIONS: SOFTWARE PRESENTATION 1
This course provides instruction in the use and purposes of presentation software, including Microsoft PowerPoint. Students will learn how to manipulate and create presentations. Animation features, such as slide transitions, will be taught. The students will learn to create slides with clip art, Word Art, charts, diagrams such as organizational charts, and tables. They will learn how to create links to Web sites, other slides in a presentation, other presentations, and to documents from other programs such as Word and Excel. The students will learn how to save a presentation as a Web page.
Prerequisite: Keyboarding ability
Course is offered: Uncertain

BAM 151 MICRO-COMPUTER APPLICATIONS: INTRODUCTION TO WORD PROCESSING 1
Introduction to the use of word processing software on a microcomputer, emphasizing basic features needed for document creation, revision, and printing for business or personal use.
Prerequisite: Keyboarding ability
Course is offered: Uncertain

BAM 153 MICRO-COMPUTER APPLICATIONS: DATABASE 1
This course introduces the use of database software, with a brief introduction to computer hardware and operating system (Windows/DOS). Uses and implementation of this application within organizations is explored.
Prerequisite: Keyboarding ability
Course is offered: Uncertain

BAM 155 MICRO-COMPUTER APPLICATIONS: SPREADSHEET 1
This course introduces the use and purposes of spreadsheet software. Students will manipulate and create actual spreadsheets. Specific applications in business, finance, budget, and personal use will be applied. Software is dependent on Windows or MS-DOS operating system.
Prerequisite: Keyboarding ability
Course is offered: Uncertain

BAM 201 BUSINESS COMMUNICATIONS 3
This course studies and analyzes oral and written communication problems common to the business enterprise. An emphasis is placed on appropriate planning, writing, and evaluating business e-mails, letters, memorandums, reports, and other general correspondence. Additionally, there is a strong focus on the development of presentations and marketing yourself effectively. BAM201 or BAM441 is required for all Business majors.
Prerequisite: ENG 102 or equivalent
Course is offered: FA and WI Every Year

BAM 210 BUSINESS APPLICATIONS SOFTWARE 3
This course will introduce students to computer application software critical to contemporary business management. Topics will include data analysis, configuration, and financial tools.
Prerequisite: None
Course is offered: FA and WI Every Year

BAM 211 BUSINESS VISUAL AND MEDIA TECHNOLOGY 3
This course will introduce students to various tools critical to delivering a visual business presentation. Students will learn the newest visual communication methods.
Prerequisite: None
Course is offered: FA and WI Every Year

BAM 212 BUSINESS PUBLICATION DESIGN 3
This course will introduce students to the design of business publications through the use of desktop publishing software (i.e., Adobe In-Design, Photoshop, Premiere Pro). Students will produce brochures, promotional materials, logos, newsletters, and other business documents.
Prerequisite: None
Course is offered: FA and WI Every Year

BAM 213 INTERNET AND BUSINESS APPLICATIONS 3
This course will teach students about various online platforms and mobile applications used for marketing and business purposes. The course is an introduction to social media, mobile technology, big data, and company website development.
Prerequisite: None
Course is offered: FA and WI Every Year

BAM 285 SPECIAL TOPICS 1-3
The study of selected topics of current interest and not ordinarily covered in depth in other courses. Special Topics may be repeated for credit with the approval of the department/advisor. No more than three credits may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

BAM 301 CAREER MANAGEMENT 3
For the majority of individuals, work is a central facet of one's life. Many fail to adequately plan for this 30-40 year work-life journey. The current work environment has individuals making unplanned changes to their jobs/career. The course is an examination of the factors affecting the selection and development of an occupation/career for the adult who has already been in the workforce for a number of years. It explores career management methods and issues and the all important first step…self-assessment (as an individual, a member of a unit/department, and a member of an organization). Students examine the world of work, its effect on family, self needs, financial soundness, etc. Each student is instructed on how to research career information and then develops an individualized five year career action plan and learns techniques to assist individuals and organizations with career development programs.
Prerequisite: Junior standing, 5 years work experience
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

BAM 311 BUSINESS ETHICS 3
This course will describe the moral and religious influences that helped to shape the rise of modern American industry and will explore ethical frameworks for setting corporate social policy, and the setting of objectives for a meaningful social response from the private sector. Students will be helped to become aware of ethical categories for decision making and to develop critical thinking skills appropriate to making moral judgments in areas of business management.
Prerequisite: MGT 302 or MKT 310
Course is offered: FA Every Year

BAM 329 MANAGING CULTURAL DIFFERENCES 3
This course examines the concept of culture and its impact on international business leadership and management. The impact of culture on concepts of leadership, values, expectations, and patterns of communication are examined, both to demonstrate the importance of cultural sensitivity in global management and to assist students in developing their own strategies for effectively communicating and negotiating with individuals from other cultures. The course addresses a variety of ethical and evolving multiethnic workplace issues, cultural differences in gender, and discusses appropriate management styles of multicultural organizations. Students learn effective ways to research specific cultures and communication styles in order to prepare themselves for cross-cultural encounters.
Prerequisite: Junior standing
Course is offered: WI Every Year

BAM 340 LEGAL ENVIRONMENT OF BUSINESS 3
The student will survey the legal environment's constitutional, regulatory, and international sectors. From the manager's viewpoint, the student will explore laws affecting the basic business transaction, employer-employee relationships and consumer relations. Special topics include foreign corrupt practices, discrimination, insider trading, product liability, and computer law.
Prerequisite: MGT 302 or MKT 310
Course is offered: FA Every Year

BAM 379 JUNIOR SEMINAR IN STRATEGIC MANAGEMENT 3
This course introduces students to comprehensive case studies. Junior Seminar in Strategic Management serves as a bridge between business at the functional level and business at the strategic level. Students apply knowledge mastered in previous business curses to solving complex problems encountered at the executive level in an ethical and socially responsible manner.
Prerequisite: Junior standing or permission
Course is offered: FA Every Year

BAM 411 BUSINESS AND SOCIETY ***3***
This course examines the roles and responsibilities of business organizations in dynamic and complex global settings. Through documentary films, ethnographies, field trips and debates, students learn to examine, develop and support their position regarding corporate social responsibility in today's world marketplace.
Prerequisite: Junior class standing
Course is offered: Uncertain

BAM 420 BUSINESS ETIQUETTE ***3***
This course focuses on the basics of business etiquette. Students learn how to behave in various social and professional settings and how to handle etiquette and issues of protocol in a practical and responsible manner.
Prerequisite: None
Course is offered: Uncertain

BAM 427 CONTEMPORARY ISSUES IN MANAGEMENT ***3***
The course will cover four critical contemporary issues that face management today: (1) Women in the workplace; eliminating sexual harassment, and improving cross-gender communication; (2) Employing people with capabilities; responding to the "Americans with Disabilities Act"; (3) Cultural Diversity; challenges and opportunities; and (4) Bridging the age gap.
Prerequisite: Junior or Senior standing
Course is offered: Uncertain

BAM 441 MANAGERIAL COMMUNICATIONS ***3***
This course examines the role of communication and how it relates to achieving an organization's goals. The course emphasizes business relationships, managerial styles, networking, and group interaction as components for organizational problem solving. Students develop an ability to research, assess, select, compose, and evaluate several types of messages that are exchanged within organizations, both oral and written. BAM441 or BAM201 is required for all Business majors.
Prerequisite: Senior standing
Course is offered: Uncertain

BAM 450 WOMEN IN BUSINESS ***3***
This course explores the financial and social contributions of women in commerce. Students examine and compare historical and current female business leaders from a variety of industries. This includes entrepreneurs as well as CEO's of Fortune 500 corporations. Through ethnographies, film, field trips and guest speakers, the significant impact of women in business in explored. This course is a management validator.
Prerequisite: Junior or Senior class standing
Course is offered: Uncertain

BAM 465 MANAGEMENT INFORMATION SYSTEMS ***3***
An in-depth study of the problems in managing computer based information systems. The course focuses on the definition, evaluation, installation, and continuing management of EDP systems. Issues of planning and control as well as the organizational impact of computer systems will be stressed.
Course is offered: Uncertain

BAM 470 INTERNATIONAL BUSINESS ENVIRONMENT ***3***
This course introduces the student to the environment and challenges of doing business abroad. The course covers country-market differences, trade theory and policy, foreign direct investment, foreign market entry strategy, regional integration, and foreign exchange issues. Some specifics to business operations include: global manufacturing and global marketing, human resource management and international financial management.
Prerequisite: BAM 101, ECO 222, junior standing, or permission of instructor
Course is offered: Uncertain

BAM 479 STRATEGIC MANAGEMENT 3
This capstone experience integrates earlier courses in business administration into a coherent, realistic approach to solving complex business challenges in an ethical and socially responsible manner. Using comprehensive business cases students apply the principles and practices of management at the executive level.
Prerequisite: All required course work in major
Course is offered: FA and WI Every Year

BAM 480 COOPERATIVE INTERNSHIP EXPERIENCE 3
This course complements a supervised work experience at approved sites related to a particular career interest in addition to 150 contact-hours at that approved site. Students have an opportunity to combine academic and "real-world" work experiences, to develop professional work skills, and to enhance their personal marketability for future employers. Reflective exercises and site visits by the instructor enhances the student's level of participating in a particular field. The final digital portfolio validates both the internship's projects and the course's learning objectives. No more than three (3) credit hours can apply towards a Major or Minor. BAM480 is not required by Business majors.
Prerequisite: Junior or senior standing, with twelve credits of major core requirements complete; personal transportation recommended.
Course is offered: FA, WI, and SU Every Year

BAM 485 SPECIAL TOPICS 1-3
Course descriptions will reflect topics offered.
Prerequisites will reflect the content.
Course is offered: Uncertain

BIOLOGY

BIO 101 INTRODUCTION TO THE LIFE SCIENCES 4
A course in the study of biology for non-majors. Emphasis will be placed not on facts, but on the underlying concepts and interrelationships that connect disparate facts. Concepts and the logic of science will therefore be stressed. Topics will include: the cell, energy, disease, human physiology, population biology, evolution, and the relationship of biology to human society. This course will not count towards a major/minor in biology or integrated science.
Prerequisite: None
Laboratory fee: $50
Liberal Arts: Science
Course is offered: WI Every Year

BIO 120 MEDICAL TERMINOLOGY 1
An introduction to medical terminology will be accomplished with discussion of careers in the health sciences.
Prerequisite: None
Course is offered: WI Every Year

BIO 121 HUMAN ANATOMY AND PHYSIOLOGY I 4
A study of the structure and function of the human body. The course progresses from the structure and function of cells and tissues, through the following organ systems: integument, skeletal, muscular, nervous, and endocrine. Labs will complement lecture. Scientific method will be stressed in the lab. Does not count towards major or minor in biology or integrated science.
Prerequisite: None
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

BIO 122 HUMAN ANATOMY AND PHYSIOLOGY II 4
A study of the structure and function of the human body. The course progresses from the structure and function of cells and tissues, through the following organ systems: circulatory, lymphatic, excretory, respiratory, digestive, and reproductive. Labs will complement lecture. Scientific method will be stressed in the lab. The concept of sustainability is an integral part of this course. Does not count towards major or minor in biology or integrated science.
Prerequisite: BIO 121 with a "C" grade or better
Laboratory fee: $50
Liberal Arts: Science
Course is offered: WI Every Year

BIO 141 BASIC CONCEPTS OF THE CELL 4
A survey of the basic principles of the biological sciences and their applications to the areas of cytology, genetics, molecular biology, photosynthesis, and respiration. The impact of major technological developments on the advancements made possible in science is woven into the course. Also, there is an attempt to place the developments of biology in a historical perspective.
Prerequisite: High School Biology
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

BIO 241 ANIMAL BIOLOGY 4
An introduction to the classification, ecology, evolution, anatomy, and physiology of the members of the animal kingdom.
Prerequisite: BIO 141
Laboratory fee: $50
Course is offered: WI Every Year

BIO 242 PLANT BIOLOGY 4
An introductory study of the cytology, anatomy, morphology, physiology, taxonomy, and evolution of plants. The concept of sustainability is an integral part of this course.
Prerequisite: BIO 141
Laboratory fee: $50
Course is offered: FA Every Year

BIO 245 BACTERIOLOGY 4
An introduction to the anatomy, growth, classification, and pathogenicity of bacteria. Laboratory study includes microscopic observations of morphological characteristics, physical and chemical methods of microbial control and disease prevention, and biochemical methods of identifying and classifying bacteria. Does not count towards a major or minor in Biology or Elementary Integrated Science.
Prerequisite: BIO 121 and CHE 110 with a "C" grade or better
Laboratory fee: $50
Course is offered: FA Every Year

BIO 301 TOPICS IN ENVIRONMENTAL BIOLOGY 4
Improve your awareness of the interactions between humans and the environment. Review the effect of human impact on the environment by studying such topics as the energy crisis and energy alternatives, population problems, world hunger, resource depletion, and pollution. This course will not count towards a major/minor in Biology, Environmental Science, or Integrated Science.
Prerequisite: None
Liberal Arts: Science
Course is offered: May be offered at one or more Siena Heights' degree completion centers, but may not be available on the Adrian campus.

BIO 341 ENTOMOLOGY 4
Entomology is the study of insects. This course is directed toward the study of insects as integral members of the biosphere. Topics included are the anatomy and physiology, behavior, ecology, evolution, classification, and identification of insects. An insect collection will be prepared by each member of the class.
Prerequisite: BIO 241
Laboratory fee: $50
Course is offered: SU Every Year

BIO 342 GENETICS 4
A study of the identification, transmission, arrangement, variation and function of the genetic material. Special consideration is given to human genetics.
Prerequisite: BIO 241 and BIO 242
Laboratory fee: $50
Course is offered: WI Every Year

BIO 343 ANIMAL BEHAVIOR 4
An introduction to the understanding of animal behavior. What can animals do? How do they perform their feats? Why (in evolutionary terms) have they become endowed with these skills? Topics included are a history of behavioral studies, instinct and learned behavior, genetics of behavior, development of behavior, behavior and the role of the nervous system and endocrine system, organization of behavior, evolution of behavior, ecology of behavior, mating behavior, and social behavior.
Prerequisite: BIO 241 and MAT 174
Laboratory fee: $50
Course is offered: FA 2017

BIO 344 TOPICS IN ANIMAL BEHAVIOR 4
Topics in animal behavior including adaptation, communication, mating and reproduction, parenting, and social behavior are investigated. Today's modern zoo and the role it plays in promoting species survival is also considered. The lab component of the class is centered around behavior studies of species at the Detroit Zoological Park. Four of the eight class sessions will require that the student meet at the Detroit Zoo. Admission into the zoo is the student's responsibility. This course will not count towards a major/minor in Biology, Environmental Science, or Integrated Science.
Prerequisite: None
Liberal Arts: Science
Course is offered: At one or more Siena Heights' degree completion centers, but may not be available on the Adrian campus.

BIO 345 EXERCISE PHYSIOLOGY 3
To build a solid foundation of the scientific principles underlying modern exercise physiology through the understanding of nutrition, energy transfer, and exercise training and their relationship to human performance.
Prerequisite: BIO 122 or BIO 241
Course is offered: WI 2017

BIO 349 COMPARATIVE VERTEBRATE ANATOMY 4
An introduction to the evolution of the vertebrates as reflected in their anatomical systems.
Prerequisite: BIO 241
Laboratory fee: $50
Course is offered: FA 2018

BIO 351 VERTEBRATE PHYSIOLOGY 4
An analysis of the functioning of the vertebrate body based on the structural unities learned in comparative vertebrate anatomy. Physiology is the study of how vertebrates carry out their bodily functions at the cellular (microscopic) and tissue and organ (macroscopic) levels. These functions are related to the various environments that vertebrates inhabit. Differences in the physiology of various vertebrates are connected to a variety of different environmental conditions. The concept of sustainability is an integral part of this course. Labs include non-invasive experiments on human physiology and isolated animal tissues, along with virtual labs.
Prerequisite: BIO 349 and CHE 241
Laboratory fee: $50
Course is offered: WI 2017

BIO 360 MICROBIOLOGY 4
A study of the cellular, cultural, and metabolic characteristics of the major microbial groups with emphasis upon bacteria. The role of microorganisms in health, industry, and the physical environment is considered.
Prerequisite: BIO 141
Laboratory fee: $50
Course is offered: WI 2018

BIO 372 SECONDARY METHODS 2
Methods of teaching biology at the secondary level, including middle school. To include, where appropriate during the course, how teaching biology can be adapted to the exceptional student (both mainstreamed special education students and gifted students) and addressing multicultural issues. Does not count towards major or minor in Biology, Environmental Science, or Integrated Science.
Prerequisite: Permission
Corequisite: EDU 372
Course is offered: WI Every Year

BIO 395 JUNIOR SEMINAR I 1
Students will become familiar with current biological literature. Current topics and experimental approaches will be emphasized. Journal articles covering a range of disciplines with which students have some familiarity will be read and discussed in depth by the class.
Prerequisite: Junior Class Standing, or Permission
Course is offered: FA Every Year

BIO 396 JUNIOR SEMINAR II 1
During this course students will select their research topic. The course will focus on how to write a project proposal, experimental design, scientific ethics, research statistics, scientific computing, and other topics relevant to particular projects or approaches.
Prerequisite: BIO 395
Course is offered: WI Every Year

BIO 440 CELL AND MOLECULAR BIOLOGY 4
Ultrastructure, composition, function of cells and their organelles, DNA replication, transcription, and translation are covered in depth. The experimental procedures and instruments that are commonly employed in cellular and molecular research are studied.
Prerequisite: BIO 141
Course is offered: WI 2017

BIO 441 TERRESTRIAL ECOLOGY & FIELD BIOLOGY 4
An introduction to the complex relationships and networks between organisms and their environment, taught in seminar style with discussions based on assigned textbook chapters and other readings. The course includes several field trips to important ecosystems in Michigan and Ohio where field methods to study climate, soil, plant and animal communities are practiced. The concept of sustainability is an integral part of this course, and the course ends with a discussion of global ecology and human impact on the biosphere.
Prerequisite: BIO 241 and BIO 242, MAT 181 recommended
Laboratory fee: $50
Course is offered: FA 2017

BIO 442 EVOLUTION 4
This course deals primarily with biological evolution, the process of change in biological systems. Emphasis is on the evolutionary theory of Charles Darwin, along with an overview of molecular genetics, population genetics, speciation, adaptation, systematics, paleontology, biogeography, macroevolution, molecular evolution, coevolution, *evo devo,* phenotypic plasticity, and human evolution. The course is taught seminar style with discussions based on assigned textbook chapters and other readings. Virtual labs and homework assignments will facilitate the understanding of evolutionary theory. The concept of sustainability is an integral part of this course.
Prerequisite: BIO 241 and BIO 242
Course is offered: WI 2017

BIO 443 FRESH WATER ECOLOGY AND FIELD BIOLOGY 4
This course studies the unique physical and chemical properties of water that have contributed to the origins of life, describes important freshwater ecosystems characterized by flowing water and standing water, and integrates this knowledge with the study of populations, communities, and ecosystems. Included are several field trips to important freshwater ecosystems in Michigan, where field methods to describe limnic habitats and study macrophytes, benthos, and plankton are practiced. The course ends with a discussion of human impact on freshwater ecosystems on a local, regional and global scale. The concept of sustainability is an integral part of this course.
Prerequisite: BIO 241, CHE 142
Laboratory Fee: $50
Course is offered: FA 2018

BIO 485 SPECIAL TOPICS 1-4
The study of selected topics of current interest and not ordinarily covered in depth in other courses. This course may be taken more than once as long as the course content is different.
Prerequisite: Permission
Course is offered: Uncertain

BIO 495 SENIOR SEMINAR I 1
Students will work on their senior projects, and each student will give a practice paper presentation. Seminars will cover topics such as how to give scientific presentations, how to prepare posters, planning for graduate and professional schools, preparation for GRE, MCAT, and other national exams, and other professional concerns.
Prerequisite: BIO 396
Laboratory fee: $50
Course is offered: FA Every Year

BIO 496 SENIOR SEMINAR II 1
Students will finish their senior project research, write it up, and prepare their finishing seminar and their poster.
Prerequisite: BIO 495
Laboratory fee: $50
Course is offered: WI Every Year

CHILD DEVELOPMENT

***CDV 101 CDA SAFE, HEALTHY, LEARNING ENVIRONMENTS 3**
This course focuses on Competency Standard I related to establishing and maintaining a safe, healthy learning environment. The functional areas within this standard address practices to promote safe environments, healthy settings, and organization of the physical space/schedule that promotes engagement play, exploration and learning of all children. Functional areas address standards related to infant/toddler, preschool and family child care settings.
Prerequisite: None
Course is offered: FA Every Year

***CDV 102 CDA SUPPORTING DOMAIN DEVELOPMENT 3**
This course focuses on Competency Standards II and III related to developmentally appropriate practices to support physical, intellectual, social and emotional development of young children. The functional areas within these standards address practices to promote physical, cognitive, communication, creative, self, and social skills. Functional areas address standards related to infant/toddler, preschool and family child care settings.
Prerequisite: None
Course is offered: WI Every Year

***CDV 103 CDA PARENT, PARTNERSHIP DEVELOPMENT 3**
This course focuses on Competency Standards IV, V and VI related to effective program management, family partnerships and professionalism. The functional areas within these standards address program administrative practices, positive/productive relationships with families and the importance of a commitment to professionalism. Functional areas address standards related to infant/toddler, preschool and family child care settings.
Prerequisite: None
Course is offered: SU Every Year

> **CDV 101, CDV 102 and CDV 103 are courses required for the Child Development Associate (CDA) credential. CDA candidates may apply these courses as general electives to a Child Development Associate of Arts or Bachelor of Arts degree. These courses are not intended to fulfill general elective degree requirements for non-CDA candidates.*

***CDV 115 CHILD GROWTH AND DEVELOPMENT 3**
This basic survey course deals with the child from conception to adolescence. The student will be able to identify developmental psychological research strategies and theories; to distinguish genetic and prenatal stages; to compare and analyze the physical, social, emotional, and mental maturation from infancy to early adolescence including children with multicultural or special needs. In parenthood, education emphasis is placed on the influence of positive self-esteem in the family. Twenty-five hours of child interaction required.
Prerequisite: None
Course fee: $30
Course is offered: FA Every Year

***CDV 165 INFANT TODDLER CURRICULUM 3**
This course is an introduction to sequential development of the infant toddler child from birth to 3 years. Students will study and electronically research growth and development, design a safe environment, and plan appropriate learning activities. Special topics will include theories of infant development, infant/toddler behaviors, well-being/basic care routines, programming/curriculum and parent/caregiver relationships. Six hours of infant/toddler observations required.
Prerequisite: None
Course is offered: WI 2017, WI 2019

CDV 245 ASSESSMENT IN EARLY CHILDHOOD EDUCATION 3
Designed to give the student knowledge of appropriate formal and informal assessments of young children and practice conducting and applying objective child observation techniques. Focused observations will include physical, emotional, social, cognitive, language, and creative domains in view of sound child guidance techniques. Forty hours of observation in a child care center and a complete case study are required.
Prerequisite: CDV 115 or permission. Writing competency required.
Course is offered: WI 2018, WI 2020

CDV 345 EARLY LITERACY: BIRTH TO 5 YEARS 3
Examines theory related to the acquisition of early literacy skills. This course explores the sequence of oral and written language, the role of literature and the environment, emerging reading behaviors/processes, the role of parents and strategies to support the literacy development of young children birth to 5 years. Two observations are required.
Prerequisite: CDV 115 or permission
Course is offered: WI 2017, WI 2019

CDV 355 PROGRAMS FOR YOUNG CHILDREN 3
A course designed to examine historical and philosophical foundations of early childhood education; to raise awareness of special abilities, disabilities, and cultural diversities of children; and to learn parent involvement and conference techniques. The main focus is on planning, implementing, and evaluating a developmentally appropriate curriculum approach for infants, toddlers, preprimary, and primary school children. Six hours of field experience required.
Prerequisite: CDV 115
Course is offered: FA 2017, FA 2019

CDV 365 FAMILY/COMMUNITY PARTNERSHIPS IN EARLY CHILDHOOD 3
Knowledge and understanding of family/community characteristics and the critical role both play in children's development and advocacy. Focus on communication strategies that support and empower families through respectful, reciprocal relationships and the importance of forming positive home/school partnerships.
Prerequisite: CDV 115 or permission
Course is offered: WI 2018, WI 2020

CDV 375 ADMINISTRATION OF CHILD CARE CENTERS 3
This course prepares students for organizing and operating a quality pre-primary program, school age program, or child care center. It offers theory on developing good interpersonal communication skills and relationships, parent/community involvement, program promotion and management, licensing regulations, child advocacy, accreditation, and finances. The course links the theory to ways that can be useful for the student in elementary education as well as the field of early childhood education and child care. Independent center observations and interviews facilitate an understanding of environmental and programmatic considerations and policies. Attendance at one outside professional conference is required. Students are responsible for conference fees and class related transportation. Five hours of field experience required.
Prerequisite: CDV 115
Course is offered: WI Every Year

CDV 380 CO-OP: PRE-PRIMARY TEACHER ASSISTANT 4
Cooperative Education Work Experience is the first field experience performed by the student in a supervised early childhood setting. The student will observe and participate with children, teachers, and parents. There are opportunities for the internship in multiple settings with children aged 0-8 years and with families from a variety of cultural and socioeconomic backgrounds. The student is supervised by on-site personnel and observed by university faculty. Requirements include daily journal entries/reflections, comprehensive observations, 12 lesson plans, curriculum resources and student/supervisor evaluations. A minimum of 160 field hours are required.
Prerequisite: CDV 115, 165, 355 and permission
Corequisite: CDV 395
Course is offered: FA and WI Every Year

CDV 395 SEMINAR IN CHILD DEVELOPMENT 1
Group discussion and analysis of problems and challenges encountered during the student's field experience. Specific focus on guidance and management techniques for the young child, identifying and utilizing community resources, and making professional/ethical decisions. Requirements include completion/presentation of an electronic professional portfolio and handwriting course.
Prerequisite: CDV 115, 165, 245, 355 or permission
Corequisite: CDV 380.
Course is offered: FA and WI Every Year

CDV 480 CO-OP: PRE-PRIMARY TEACHER ASSISTANT 4
This Cooperative Education Work Experience is the second field experience performed by the Child Development major in a supervised early childhood setting. The student will observe and participate with children, teachers, and parents. There are opportunities for the internship in multiple settings with children aged 0-8 years and with families from a variety of cultural and socioeconomic backgrounds. The student is supervised by on-site personnel and observed by university faculty. Requirements are consistent with CDV 380. A minimum of 160 field hours are required.
Prerequisite: CDV 380
Course is offered: FA and WI Every Year

CDV 495 RESEARCH IN CHILD DEVELOPMENT 3
Active research, analysis, and synthesis of data examining a selected topic in early childhood development, emphasis on age 0 to 8. Topics may include children, families, school, or society. This course is designed to be taken near the end of the student's baccalaureate degree experience. It builds on the original classroom theory and research and on subsequent application courses and internship experiences to formalize professional research knowledge. Culmination: senior project with use of presentation software.
Prerequisite: Senior status
Course is offered: FA 2018

CHEMISTRY

CHE 107 CULINARY CHEMISTRY 4
In this lab-based course students will study the chemical & physical properties of ingredients and prepared foods, as well as the reactions that take place when food and beverages are prepared. Studies will include the impact of food on the human brain, the history of ingredients, and the economics of the food chain. Lab sessions will focus on the chemical and physical changes that foodstuffs undergo as they are transformed from ingredients to final products. Students will be strongly encouraged, but not required, to taste the results of the culinary experiments. Does not count toward a Chemistry major or minor, or Integrated Science.
Prerequisite: None
Laboratory fee: $50
Liberal Arts: Science
Course is offered: WI Every Year

CHE 110 INTRODUCTION TO GENERAL, ORGANIC, AND BIOLOGICAL CHEMISTRY 4
An introduction to general chemistry, organic chemistry and biochemistry as related to biological systems. Topics include atomic theory; chemical equations and reaction; solids, liquids, gases and their structure and behavior; solutions, acids and bases, buffers and pH; structure, naming and properties of major classes of organic and biochemical compounds. Does not count towards a major or minor in chemistry or elementary integrated science.
Prerequisite: None
Laboratory fee: $50
Liberal Arts: Science
Course is offered: WI Every Year

CHE 141 GENERAL CHEMISTRY I ***4***
An introduction to the basic principles and concepts of chemistry. Topics covered include stoichiometry, atomic and molecular structure, thermochemistry, and the states of matter. Laboratory exercises accompany the lecture material.
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

CHE 142 GENERAL CHEMISTRY II ***4***
Further study of the principles and concepts of chemistry (a continuation of CHE 141). Topics include kinetics, equilibrium, acid-base chemistry, solubility and complex ions, thermodynamics, electrochemistry, and the descriptive chemistry of the elements. Laboratory exercises accompany the lecture material.
Prerequisite: CHE 141
Laboratory fee: $50
Liberal Arts: Science
Course is offered: WI Every Year

CHE 241 ORGANIC CHEMISTRY I ***4***
A study of the structure of organic molecules, their stereochemical and spectral properties, and their reactions. Special attention is given to the mechanisms of reactions.
Prerequisite: CHE 142
Laboratory fee: $50
Course is offered: FA Every Year

CHE 242 ORGANIC CHEMISTRY II ***4***
A continuation of the study of organic molecules. The number of functional groups studied is expanded, and the electronic structure of the functional group is related to its reactivity and the mechanisms of its reactions.
Prerequisite: CHE 241
Laboratory fee: $50
Course is offered: WI Every Year

CHE 341 PHYSICAL CHEMISTRY I ***3***
A rigorous examination of the principles of thermodynamics and their applications to chemical systems. Topics covered include: the three laws of thermodynamics, chemical equilibria, phase equilibria, and phase diagrams, gases and nonideal systems.
Prerequisite: CHE 242, MAT 182, PHY 142 or PHY 162
Course is offered: Uncertain

CHE 342 PHYSICAL CHEMISTRY II ***3***
A detailed examination of the atomic and molecular structure of matter. Topics covered include: electrochemistry, the quantum mechanics of simple systems with application to structure and bonding in chemical systems, spectroscopy, chemical kinetics, and statistical mechanics.
Prerequisite: CHE 341
Course is offered: WI 2017

CHE 350 ANALYTICAL CHEMISTRY ***4***
A course in the theory and practice of the analysis of chemical compounds. Volumetric, gravimetric, and electrometric methods are included.
Prerequisite: CHE 142, MAT 143 or MAT 174
Laboratory fee: $50
Course is offered: FA 2017

CHE 351 INTRODUCTION TO COMPUTATIONAL CHEMISTRY 1
The fundamentals of computational chemistry are developed using theoretical methods based on quantum chemistry, along with practical applications using appropriate software packages.
Prerequisite: (or current with) CHE342
Course is offered: WI 2017

CHE 390 RESEARCH 1
Research to be undertaken under the direction of a faculty member. A written proposal of research goals is required at the beginning of the semester in which the research is to take place. Written and oral reports of the research are to be given upon completion of the work. The experience will cover at least a semester. This course may be repeated any number of times.
Prerequisite: Permission
Laboratory fee: $50
Course is offered: Uncertain

CHE 395 JUNIOR SEMINAR I 1
Students will become familiar with current chemical literature. Current topics and experimental approaches will be emphasized. Journal articles covering a range of disciplines with which students have some familiarity will be read and discussed in depth by the class.
Prerequisite: Permission or Junior Class Standing
Course is offered: FA Every Year

CHE 396 JUNIOR SEMINAR II 1
During this course students will select their research topic. The course will focus on how to write a project proposal, experimental design, scientific ethics, research statistics, scientific computing, and other topics relevant to particular projects or approaches.
Prerequisite: CHE 395
Course is offered: WI Every Year

CHE 441 PHYSICAL-INSTRUMENTAL ANALYSIS 4
A course in the theory and practice of the analysis of chemical compounds. Emphasis is placed on modern instrumental techniques.
Prerequisite: CHE 350
Laboratory fee: $50
Course is offered: WI 2018

CHE 454 BIOCHEMISTRY 3
An introduction to the structure, properties and metabolism of proteins, carbohydrates and lipids and their role in biological systems. Modes of energy production and energy utilization are considered. Required for Chemistry students seeking teacher certification.
Prerequisite: CHE 242
Course is offered: FA 2016

CHE 485 SPECIAL TOPICS 1-4
The study of selected topics of current interest and not ordinarily covered in depth in other courses. This course may be taken more than once as long as the course content is different.
Prerequisite: Permission
Course is offered: Uncertain

CHE 495 SENIOR SEMINAR I 1
Students will work on their senior projects, and each student will give a practice paper presentation. Seminars will cover topics such as how to give scientific presentations, how to prepare posters, planning for graduate and professional schools, preparation for GRE, MCAT, and other national exams, and other professional concerns.
Prerequisite: CHE 396
Laboratory fee: $50
Course is offered: FA Every Year

CHE 496 SENIOR SEMINAR II ***1***
Students will finish their senior project research, write a report, and prepare their oral presentation and poster.
Prerequisite: CHE 495
Laboratory fee: $50
Course is offered: WI Every Year

COMPUTER INFORMATION SYSTEMS

CIS 140 PROGRAMMING I ***3***
This course is an introduction to object-oriented programming and algorithm development. It covers basic software input and output, flow of control, classes, and arrays. It also emphasizes good program design and documentation.
Prerequisite: MAT 102 or equivalent
Course is offered: FA and WI Every Year

CIS 240 PROGRAMMING II ***3***
This course presents advanced object-oriented programming and algorithm development concepts. It covers inheritance, polymorphism, abstract classes, exception handling, file input and output, recursion, and interfaces.
Prerequisite: CIS 140 or equivalent
Course is offered: WI Every Year, and FA 2017

CIS 251 TEACHING COMPUTER SCIENCE-ELEMENTARY ***3***
This course will address the issues associated with teaching computer science in elementary schools. Some of the topics covered in this class are: information and material needed to prepare students for teaching computer science in elementary school, methods of teaching and learning computer science, security and maintenance of equipment, computer laboratory management, professional organizations and professional journals available in computer science, dealing with diversity, problem solving skills in computer science, software and hardware selection for class usage and ethical issues in computer Science.
Prerequisite: Permission
Course is offered: Uncertain

CIS 352 DATA STRUCTURES ***3***
This course introduces elementary data structures including lists, stacks, queues, and trees. It also explores heaps, hashes, and graphs. Emphasis will be placed on problem analysis, algorithm development, efficiency, portability, reliability, and good programming style.
Prerequisite: CIS 240 or equivalent
Course is offered: WI 2017, FA 2017

CIS 353 SYSTEMS ANALYSIS ***3***
Tools of the analyst are covered. These include decision tables, system flow charts, print charts, data gathering techniques, feasibility studies, user interviews, and CASE tools.
Prerequisite: CIS 240 or equivalent
Course is offered: FA Every Year

CIS 363 DATABASE MANAGEMENT SYSTEMS ***3***
File formats for sequential, random, and indexed files will be studied and their appropriate application in database design. Both the logical organization and the physical structure of databases will be studied. Topics include design, development, and management of a database, data dictionary, linked list, inverted list, hierarchy model and relational model. Students will design a database.
Prerequisite: CIS 240 or equivalent
Course is offered: WI Every Year (except WI 2017)

CIS 370 NETWORK OPERATING SYSTEMS 3
This course provides hands-on training in the three most popular Network Operating Systems (NOS): Netware, Windows, Linux. Students will learn how to install, configure, administer, and manage the network smoothly and securely. Some of the topics covered are installing of the NOS including setup of the server and clients, creating and managing users, managing print jobs, and setting up security and the file system. Students will implement a working network using each of the NOS.
Prerequisite: CIS 140 or equivalent
Course is offered: FA 2018

CIS 372 TEACHING COMPUTER SCIENCE-SECONDARY 3
This course will address the issues associated with teaching computer science in secondary schools. Some of the topics covered in this class are: information and material needed to prepare students for teaching computer science in high school, methods of teaching and learning computer science, security and maintenance of equipment, computer laboratory management, professional organizations and professional journals available in computer science, dealing with diversity, problem solving skills in computer science, software and hardware selection for class usage and ethical issues in computer science.
Prerequisite: Permission
Corequisite: EDU 372
Course is offered: Uncertain

CIS 443 DATA COMMUNICATIONS 3
This course will provide the student with a working understanding of the rapidly expanding field of data communications. Fundamentals of data communications concepts, including basic hardware requirements, network configurations, and software protocols are discussed. Microcomputer software is used as a tool to aid in the design and management of a data communications network.
Prerequisite: CIS 140 or equivalent
Course is offered: WI 2017

CIS 450 PROGRAMMING LANGUAGES 3
This course is a comparative study of programming languages and their features. The aim is to develop understanding of the organization of programming languages while enhancing problem solving skills and programming skills. It will provide a survey of various programming languages including C++, MATLAB, Python, and Visual Basic.
Prerequisite: CIS 240 or Equivalent
Course is offered: FA 2018

CIS 455 COMPUTER HARDWARE AND SOFTWARE 3
The course provides hands-on training to support and maintain a Personal Computer (PC). Students will learn how to install, configure, administer, and manage the necessary hardware and software that are associated with a PC. Some of the topics covered are: installation of hard disk, floppy drive, power supply, I/O devices, and Windows operating system. Students will get an opportunity to troubleshoot a variety of hardware and software problems. The operation and the management of a help desk facility will also be covered in this class.
Course is offered: FA 2017

CIS 460 WEB DEVELOPMENT 3
This course will focus on the design and development of Web pages through the use of life cycle methodology. Students apply their skill in the creation of web pages using text, graphics, tables, frames, and forms. Tools like HTML (Hypertext Markup Language), Java, CGI (Common Gateway Interface), JavaScripts, and ActiveX Controls will be used throughout the course.
Prerequisite: CIS 240 or equivalent
Course is offered: FA 2018

CIS 465 MANAGEMENT INFORMATION SYSTEMS 3
An in-depth study of the problems in managing computer based information systems. The course focuses on the definition, evaluation, installation, and continuing management of EDP systems. Issues of planning and control as well as the organizational impact of computer systems will be stressed.
Prerequisite: CIS 240 or equivalent
Course is offered: WI 2018

CIS 470 DATA AND NETWORK ASSURANCE 3
This course provides an in-depth study of the various technical and administrative aspects of Information and Network Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to the spectrum of Security activities, methods, methodologies, and procedures.
Prerequisite: CIS 140 or equivalent
Course is offered: Uncertain

CIS 472 NUMERICAL ANALYSIS 3
The sources of computational error will be studied. The student will solve problems by numerical techniques. Topics include: solutions of differential equations unsolvable by traditional methods, interpolation, approximation methods, and integration techniques.
Prerequisite: CIS 140 and MAT 282
Liberal Arts: Mathematics
Course is offered: WI 2018

CIS 480 CO-OP WORK EXPERIENCE 1-12
See program coordinator for work experience opportunities within the Computer and Information Systems field.
Prerequisite: Permission
Course is offered: Uncertain

CIS 485 SPECIAL TOPICS 1-3
The study of selected topics of emerging technologies not ordinarily covered in-depth in other courses. Special topics may be repeated for credit with the approval of the department. No more than three credit hours may apply to CIS major or CIS minor.
Prerequisite: Based on course content
Course is offered: Uncertain

CIS 495 SENIOR PROJECT/SEMINAR 3
Students will develop a computer system integrating previous courses. The system will be documented and an oral presentation given. Programs may be written or software packages employed for the project. Students must also attend professional seminars and attend and perform other career-related activities.
Prerequisite: Permission
Course is offered: FA Every Year

COMMUNICATIONS

COM 111 INTRODUCTION TO COMMUNICATIONS 3
Study and application of basic concepts in communication and in jobs related to communication studies. Main focus is on learning how to communicate more effectively interpersonally and in small groups.
Prerequisite: None
Course is offered: FA Every Year

COM 245 COMMUNICATIONS THEORY ***3***
This course focuses on the study of the foundations upon which communications theory is built. Examination of contemporary theory models, interpretations, and their implications for the future of the discipline will also be included.
Prerequisite: COM 111
Course is offered: FA 2017, FA 2019

COM 340 INTERCULTURAL COMMUNICATION ***3***
The study of effective communication within and across a variety of cultures, including those within the United States and throughout the world. Ethnocentrism, cultural perspectives, values and beliefs, language and meaning, nonverbal communication and the relation of those topics to communication within the professional sector will be examined along with other topics.
Prerequisite: COM 111
Course is offered: WI 2018

COM 352 HISTORY OF THE MASS MEDIA ***3***
This survey course explores the development of mass media (including print, film, radio, television, and the internet), and its social, cultural, economic, ethical, and political impact.
Prerequisite: COM 111
Course is offered: FA 2018

COM 396 RESEARCH METHODS ***3***
This course is designed to prepare upcoming senior Communication majors for their Senior Seminar projects in the fall. Requiring writing and research best suited to each specialization in the major, one of its outcomes will be a polished proposal for a COM 495 project to be presented to department faculty in April for approval.
Prerequisite: COM 245
Course is offered: WI Every Year

COM 480 INTERNSHIP ***3***
The internship is offered to give students practical experience in specialized areas of communication, such as journalism, public relations, advertising, editing, publishing, and media. Duties, workload, goals, and assessment will be arranged by the academic advisor and internship provider in consultation with the student.
Prerequisite: None
Course is offered: By Permission

COM 495 SENIOR TUTORIAL ***3***
Intensive experience in research related to senior Communication majors' cumulative paper/project. Individually designed by faculty and student in collaboration with the department.
Prerequisite: COM 396
Course is offered: FA Every Year

CRIMINAL JUSTICE

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE ***3***
A survey of the philosophical and historical trends that make up the criminal justice system. Also included is an evaluation of the criminal justice system including: current trends, career orientation, agencies and processes.
Prerequisite: None
Course is offered: FA and WI Every Year

CRJ 140 INTRODUCTION TO CORRECTIONS ***3***
This course will present a historical review of correctional and penal institutions as well as the current state of achievement. It will also stress the needs and directions for future efforts.
Prerequisite: None
Course is offered: FA and WI Every Year

CRJ 240 REPORT WRITING FOR THE CRIMINAL JUSTICE PROFESSIONAL 3
This course will provide students specific advice, writing examples, and guidelines for law enforcement, corrections, probation and parole. Detailed examples and practice will be used to demonstrate to students how to write for maximum documentation that will hold up in court, utilizing grammar, mechanics, various speakers, and modernization methods.
Prerequisite: CRJ 101, CRJ 140, and ENG 101
Course is offered: FA and WI Every Year

CRJ 241 CRIMINAL JUSTICE, FACT AND FICTION 3
This course will be taught at the Gus Harrison Correctional Facility. Ten students per semester from SHU will learn with inmates in an inside/outside learning environment. The class focus will be the Criminal Justice systems (law enforcement, corrections, courts), through fiction and non-fiction sources. All university policies and rules will apply along with Gus Harrison policies.
Prerequisite: Junior Status and permission
Course is offered: WI Every Year

CRJ242 FAMILIES AND CRIMINAL JUSTICE 3
This course introduces the sociological and criminological approach to understanding families. Connections between individual and society are explored in relation to the criminal justice system and what constitutes a "family." It explores how our values influence and define norms, belief systems and how these systems serve to influence or help to prevent the involvement in the criminal justice system from the position of being a victim or an offender.
Prerequisite: CRJ 101, SOC 111 or SOC 113
Course is offered: FA every year

CRJ 340 JUVENILE JUSTICE 3
This course will analyze the nature, extent, and causes of juvenile delinquency, along with the social administration of justice for juveniles. The legal rights and inter-relationship of juveniles with other institutions, including law enforcement, criminal courts, and placement alternatives, will be examined. We will examine and discuss contemporary juvenile media issues, changing public perceptions, violent crime, and public frustration, and the ensuing impact on juvenile delinquents and the system. Efforts will be made to give students a real life view of juvenile justice through discussion of actual cases, field trips, and visiting professionals.
Prerequisite: CRJ 101
Course is offered: FA and WI every Year and offered WI at Siena @ JC

CRJ 341 LAW ENFORCEMENT AND COMMUNITY RELATIONS 3
Law enforcement and police operations affect the democratic process more crucially than any other aspect of public policy. This course looks at the discretionary conduct of police, the development of police power and the degree to which the police officers perform their tasks in accordance with community values and needs. Other criminal justice systems reviewed and their effect on policing.
Prerequisite: CRJ 101
Course is offered: FA Every Year and offered SU Every Year at Siena @ JC

CRJ 342 CRIMINOLOGY 3
Criminology is the study of crime, its legal and social aspects. It is the purpose of the course to introduce to the student criminological theories, concepts and practices along with the sociological and psychological approach to criminal behavior.
Prerequisite: CRJ 101 and ENG 102
Course is offered: FA and WI Every Year

CRJ 344 PROBATION, PAROLE, AND COMMUNITY CORRECTIONS 3
This course will provide students with an overview of probation, parole, personnel, and agencies who monitor offenders. The student will discuss existing and evolving intensive supervision programs, pre-adjudicatory options, offender reentry and evaluate program effectiveness.
Prerequisite: CRJ 101, CRJ 140
Course is offered: FA Every Year

CRJ 345 SPECIAL NEEDS OFFENDERS IN THE COMMUNITY 3
This course will address both public safety and treatment issues for specialized offenders. Appropriate assessment and classification of offenders within treatment programs will be examined, along with issues of community supervision officers and health clinicians. The problems and issues of supervising and treating special needs offenders, alongside public safety, is examined.
Prerequisite: CRJ 101, CRJ 140
Course is offered: WI Every Year

CRJ 346 DRUGS, SOCIETY AND CRIMINAL JUSTICE 3
This course is an introduction into the basic facts and major issues concerning drug-taking behavior as it relates to our culture and criminal activity, focusing on interrelationships between drugs and social order. The social history of legal and illegal drug use and the misuse and abuse of chemical substances are analyzed in detail with particular attention to issues related to drug-related crime, drug policy, treatment and the criminal justice system.
Prerequisite: CRJ 101 and ENG 102
Course is offered: WI Every Year

CRJ 395 JUNIOR SEMINAR 3
This course will prepare students for their senior presentations and research required their senior year in CRJ 495, along with preparation for professional life in various criminal justice fields. Journal articles covering a range of issues in criminal justice will be read and discussed. Research topics will be assigned for senior seminar. There will be a heavy emphasis on the research process, including writing literature review, and methodology. An additional focus will be on activities toward professional exploration and development.
Prerequisite: Junior status
Course is offered: FA and WI Every Year, and SU at Siena @ JC/MCCC

CRJ 440 CRIMINAL LAW 3
A detailed study of criminal law, its origin, definition, and scope. The role of the enforcement officer in the application of substantive criminal law. An analysis of the rights and duties of a police officer concerning particular types of crime.
Prerequisite: Junior status
Course is offered: FA and WI Every Year and WI at Siena @ JC

CRJ 441 COURTROOM DEMEANOR AND TECHNIQUE 3
This course is designed to acquaint and educate the police officer and layperson alike in preparation for testifying in the open courtroom. It is based upon a survey of the general rules of evidence so that the student will be able to anticipate what will occur during a trial and what he or she should do in preparation for a trial.
Prerequisite: CRJ 342
Course is offered: FA and WI Every Year and FA at Siena @ JC, WI at Siena @ MCCC

CRJ445 CONTEMPORARY ISSUES IN CRIMINAL JUSTICE 3
This course will examine and explore a number of emergent issues facing managers of the criminal justice system today. The interdisciplinary approach will explore and place emphasis on issues selected from, but not limited to, domestic violence and current cases directing criminal justice, sexual assault, drugs and societal responses, and law enforcement ethics.
Prerequisite: CRJ 340
Course is offered: FA and WI Every Year and FA at Siena @ JC

CRJ 480 INTERNSHIP/COOP WORK PROGRAM 3
This course encompasses 150 hours of field experience in various federal, state, local law enforcement and criminal justice agencies that is set-up and arranged by the student. The instructor will monitor progress and help direct and focus the student's research. This is accomplished through regularly scheduled meetings with the advisor and peers who are also doing field experience. There is a final paper with specific guidelines and format due as a final requirement. Application should be made with and approval granted by the program director the semester before enrolling in the instruction.
Prerequisite: Permission
Course is offered: FA, WI and SU Every Year and offered at Siena @ JC/MCCC

CRJ 495 SENIOR SEMINAR 3
A course designed for senior students majoring in Criminal Justice. The course is an examination of the critical issues in criminal justice as they relate to the police, courts, corrections, and the general population. Students will continue research topic from junior seminar, complete the research paper and present for University.
Prerequisite: CRJ 395
Course is offered: FA and WI Every Year and FA Every Year at Siena @ JC

COMMUNITY AND HUMAN SERVICES

CSV 320 COMMUNITY AND HUMAN SERVICE SYSTEMS 3
This course provides an overview and an introduction to the community and human services field. Key theories and processes in the field will be identified and examined, with a particular emphasis on the role of the community service professional as an agent for positive social change. Topics include but are not limited to community agency awareness, investigative techniques, family systems, and community organization. The variety of career opportunities and various approaches to community and human services will also be examined.
Prerequisite: SOC 111 and PSY 111, or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

CSV 344 ISSUES IN ADDICTION: DRUGS & SOCIETY 3
Students will study the history and the various names, elements, uses, and effects of alcohol and other drugs, both legal and illegal. Treatment programs of addiction will be surveyed, including individual and group therapies. The student will become familiar with the various treatment facilities and options in his/her own community.
Prerequisite: SOC 111 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

CSV 454 YOUTH ISSUES IN COMMUNITY AND HUMAN SERVICES PRACTICE 3
Designed to develop the skills, knowledge, and sensitivity to work with young children and adolescents from a variety of backgrounds. Learning to work in a variety of settings including schools, residential and day treatment centers, juvenile detention and corrections facilities and neighborhoods will be included as will matching intervention methods and youths' developmental stage and social-psychological needs.
Prerequisite: SOC 111 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

CSV 460 CRISIS INTERVENTION 3
This course deals with an examination of issues in crisis intervention. It will offer the student a model of how to recognize the symptoms of various life crises, responses, and interventions for the following real life issues: Suicide, Homicide and Psychotic Crises, Developmental Crises of the Life Cycle, Crises of Loss, Natural and Manmade Disasters, Crises of Personal Victimization such as physical and sexual abuse, Crises of Substance. This course prepares the student with skills necessary to work effectively in any number of crisis situations and settings, including crisis hotlines, pastoral work, community aid, hospitals, and school interventions.
Prerequisite: PSY 360 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

CSV 495 COMMUNITY AND HUMAN SERVICES PRACTICE 3
This is the capstone course for the Community and Human Services major and involves the practical application of theoretical knowledge acquired in the study of the field of community and human services through an academic service learning experience. It provides the student with the opportunity to gain direct and practical experience in the area, thus furthering their understanding and ability in the field.
Prerequisite: CSV 320, LAS 301, PSY 111, SOC 111, SOC 341, or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

ECONOMICS
Note: Course offering cycles apply to the Adrian campus only.

ECO 221 MICROECONOMICS 3
This course examines supply and demand, the theory of the consumer, the theory of the firm, market structures, and international trade. Implications for government economics and social policies are examined. Business applications are emphasized. Proficiency in basic algebra is assumed.
Prerequisite: MAT 102, Statistics (MAT143 or MAT174) is recommended
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

ECO 222 MACROECONOMICS 3
This course examines the national economy and its main components. Various theories of inflation, unemployment, and GDP growth are explored, as well as the tools of macroeconomics policies. The role of the federal budget, money supply, and interest rates in economics stabilization policies are emphasized.
Prerequisite: MAT 102, Statistics (MAT143 or MAT174) is recommended
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

ECO 342 COMPARATIVE ECONOMIC SYSTEMS 3
A comparative analysis of the theories of individualistic economic systems, collectivist economic systems, and the many compromises between the two. Current practices of societies claiming these theoretical underpinnings will be examined. Historical development will be emphasized.
Prerequisite: ECO 221, ECO 222
Course is offered: Uncertain

ECO 348 MONEY AND CAPITAL MARKETS 3
Introduces students to financial systems in our global economy. Systems include the market roles of governments, central banks, businesses, consumers, financial intermediaries and capital sources. Students learn what determines capital costs, how to forecast rates, where to raise money and how to manage financial risks in money, fixed income, mortgage, venture capital and primary equity markets. Special emphasis is given to managing banks and nonbanks as well as evaluating and selecting their services.
Prerequisite: ECO 221, ECO 222
Course is offered: Uncertain

ECO 350 INTERNATIONAL FINANCE 3
This course explores global financial markets and the financial operations of a multinational firm. The first part of the course covers concepts related to the foreign exchange markets, currency derivative markets, global risk management, principles of hedging and arbitrage. The second part examines investment and financing decisions of a firm within the international environment.
Prerequisite: ACC 240 and ECO 222
Course is offered: Uncertain

ECO 485 SPECIAL TOPICS 3
This course examines major microeconomic and macroeconomic issues such as unemployment, poverty, the minimum wage, energy, government regulation, the federal deficit, and international imbalances. Various viewpoints, including that of Catholic social teaching, will be considered.
Prerequisite: ECO 221, ECO 222, or permission
Course is offered: Uncertain

EDUCATION

EDU 201 PRINCIPLES OF TEACHING IN SCHOOL AND SOCIETY 3
A course that involves beginning prospective teachers in the real issues of schooling and education - issues such as curriculum, methodology, politics, global perspectives, multicultural diversity, and State of Michigan certification requirements. Students will encounter many opportunities to reflect upon the teaching/learning process, develop tentative images of themselves as teachers, and experience the realities of elementary and secondary classrooms. There are opportunities for microteaching on video, individual and cooperative learning projects, attendance at school board meetings, and personal exploration of motives for teaching. Field experience in schools at all levels is required.
Prerequisite: None
Course is offered: FA and WI Every Year

EDU 211 HEALTH AND MOVEMENT EDUCATION 3
Practical techniques and methods for teaching games and physical education activities at the elementary school level, investigation of material covered in various elementary health education programs. Classroom observation required. Required for elementary certification in Ohio and Illinois.
Prerequisite: None
Course is offered: WI Every Year

EDU 301 PERSPECTIVES IN AMERICAN EDUCATION 3
This course contrasts the history of the education of those in the American mainstream with the history of the education of those in eight micro-cultures: African Americans, Hispanics, Asian Americans, Native Americans, women, those in special education (exceptionalities), the impact of religious education, and education as it differs by social class. Content covering the history of American education will also include: teacher unions and politics, integrating multiple intelligences and learning styles, classroom management strategies and trends, local, state, and national control of schools, and legal issues surrounding education. In addition, students consider how educational philosophies are lived out in elementary and secondary classrooms and how these philosophies have and do influence the education of the above micro-cultures.
Prerequisite: EDU 201 and Acceptance as a candidate to the Teacher Education Program
Course is offered: FA Every Year

EDU 312 EXCEPTIONAL CHILDREN AND YOUTH IN THE REGULAR CLASSROOM 3
An overview of students' diverse needs as represented in the regular classroom. Examines attitudes and adaptations to enhance instruction and the learning environment for children and youth with exceptional characteristics involving cognitive ability (learning disabilities, developmental disabilities, gifted and special talents), physical functioning, sensory modalities, and emotional and behavioral status. Also considers contemporary issues in education for students with exceptional needs in the least restrictive environment. Thirty (30) clock hours of field experience are required.
Prerequisite: Acceptance as a candidate to the Teacher Education Program
Course is offered: WI Every Year

EDU 321 TECHNOLOGY FOR EDUCATORS 3
A course designed to help students acquire the “ability to use information technology to enhance learning and to enhance personal and professional productivity”. Topics include: the use of multimedia, telecommunications including the Internet and World Wide Web, instructional resource management, presentations, word processing, spreadsheets, database management, and desktop publishing packages. Students will be involved in developing projects that will help them to understand the importance of staying current, to appreciate the ethical, social, physical, and psychological issues concerning the use of information technology, to use information technology to enhance continuing professional development, and to acquire the skills and methodology necessary to effectively integrate technology across the curriculum.
Prerequisite: EDU 201
Course is offered: WI Every Year, SU 2017, SU 2019

EDU 322 METHODS AND MATERIALS OF EARLY CHILDHOOD EDUCATION 3
Examines current theory regarding the education of young children (pre-kindergarten and kindergarten), emphasis on the importance of an early enriched environment and critical periods for learning. Includes nine (9) hours of observation of children in a Montessori environment.
Prerequisite: None
Course is offered: WI Every Year

EDU 349 CULTURE AND DIVERSITY IN SCHOOLS 3
Designed to provide students with opportunities to examine, participate in, and experience teaching in an urban area setting. Sixty (60) clock hours in either an urban elementary or secondary classroom are required. Supervision by urban classroom teachers will provide the students with many opportunities for teaching and evaluation. Requirements include keeping a journal, reading educational periodicals, using technology to both learn and present, interviewing teachers and students, and individual and group processing with university professors/supervisors.
Prerequisite: EDU 201 and Acceptance to the Teacher Education Program
Course is offered: FA Every Year,SU 2018

EDU 351 EDUCATIONAL PSYCHOLOGY 3
Study of theories of learning as they developed historically and their practical application to contemporary elementary, middle and high school classrooms. Includes consideration of motivation, individual differences, classroom management and evaluation, multicultural issues, developmentally appropriate curriculum, and dealing with exceptionalities. Students will keep a journal, engage in a variety of "searches" for information and research, participate in large and small group presentations, and participate in twenty (20) clock hours of classroom field work observing and putting theory into practice.
Prerequisite: EDU 201, PSY 111, and acceptance to the Teacher Education Program
Course is offered: WI Every Year, SU 2018

EDU 360 EDUCATION PRACTICUM 3
Supervised observation, participation, and teaching in a Lenawee County elementary school. A minimum of one hundred (100) clock hours is required. All students will be placed in classrooms matching their academic major/minor. In addition to the responsibilities necessary in assuming some of the teaching duties in the local schools, students will process their experiences orally in small group, seminar situations, and in writing through journals and written assignments.
Prerequisite: EDU 201 and Acceptance to the Teacher Education Program.
Course is offered: FA Every Year

EDU 371 ELEMENTARY CORE EDUCATION METHODS 4
Analysis and application of basic teacher competencies: using research-based practices, holding positive expectations for student success, being an extremely good classroom manager, designing lessons to help students reach mastery, assessing learning through authentic measures, meeting students differing learning styles, meeting diversity needs, teaching with and through the arts, and designing lessons which are developmentally appropriate, content specific, and use technology as an enhancement for the teaching/learning process. The culminating project is an extensive unit plan.
Prerequisite: EDU 201 and Acceptance to the Teacher Education Program
Course is offered: FA Every Year

EDU 372 SECONDARY EDUCATION METHODS 3
Identification and illustration of effective teaching techniques at the secondary level through microteaching, planning lessons and instructional units, and writing learning outcomes. Also considers classroom management, motivation, evaluation, textbook analysis, multicultural issues, and the needs of the exceptional students. Student texts include “Design Tools for the Internet-Supported Classroom”, “A Resource Guide for Secondary School Teaching”, and “Beyond Discipline: From Compliance to Community”.
Prerequisite: EDU 201 and Acceptance to the Teacher Education Program
Course is offered: FA Every Year

EDU 480 DIRECTED TEACHING 7-10
Supervised observation, participation, and full-time teaching in private and public K-12 schools in Lenawee County. This is a fourteen (14) week, full-time placement. University supervisors will observe and evaluate student teachers five (5) times during this semester. Evaluation criteria is based upon the Michigan Department of Education Entry-Level Standards for Teachers. Credit/No Credit grading only.
Prerequisite: Completion of all Siena Teacher Education Program requirements
Corequisite: EDU 495
Course is offered: FA and WI Every Year

EDU 485 SPECIAL TOPICS 1-3
An intense study of current issues, content, and/or methodologies present in K-8 education. Designed only for students seeking elementary teacher certification. Field experience included as part of the study.
Prerequisite: Full acceptance to the Teacher Education Program
Course is offered: Uncertain

EDU 495 DIRECTED TEACHING SEMINAR 2
Group discussions and analysis of problems and challenges encountered during student teaching, speakers on relevant issues, and videotaped simulated employment interviews. Requirements include keeping a journal, establishing a credential file and professional portfolio, and participating in an oral comprehensive interview based on the teacher education program learning outcomes.
Prerequisite: Permission
Corequisite: EDU 480
Course is offered: FA and WI Every Year

ENGINEERING

ENR 101 FUNDAMENTALS OF ENGINEERING DESIGN I 3
This course will introduce students to the ideas of engineering design. It will expose students to the team based process of engineering design. Course will explore what is engineering design. The basic terminology of the design process will be examined. The iterative nature of the design process will also be explored. Students will employ the principles of design to build a project given real world constraints and specifications. Students will prepare a posted, present the poster, and demonstrate the completed project at the end of the term.
Prerequisite: None
Course is offered: FA Every Year

ENGLISH

ENG 099 COLLEGE READING 3
This course is designed to improve basic reading skills and reading comprehension. This course will emphasize building comprehension skills, identifying the main ideas and supporting details, improving factual recall, recognizing context clues, making inferences, and drawing conclusions. Vocabulary improvement will also be stressed.
Prerequisite: ACT score, SAT score, or Placement
Course is offered: FA Every Year

ENG 100 BASIC WRITING 3
The course focuses on the development of basic, sentence-level writing skills, especially grammar and mechanics, and the composition of unified, developed paragraphs. Students will draft and revise multiple paragraphs and at least one full essay.
Prerequisite: Placement
Course is offered: FA and WI Every Year

ENG 101 READING AND WRITING I 3
This class focuses conventions of academic essay writing through a variety of rhetorical modes. The student will engage in and develop strong habits of pre-writing, drafting, revision, and editing. Students will be introduced to critical thinking and writing across the curriculum.
Prerequisite: "C" or better in ENG 100 or Placement
Liberal Arts: English Composition (College for Professional Studies)
Course is offered: FA, WI, and SU Every Year

ENG 102 READING AND WRITING II 3
Students will read and discuss a variety of essays. Students will write essays some of which will require summary and critique and the incorporation, synthesis, and documentation of multiple sources. CAS Students will be expected to write a properly cited research paper and demonstrate capacity for writing across the curriculum and critical thinking.
Prerequisite: "C" or better in ENG 101 or Placement
Liberal Arts: English Composition
Course is offered: FA, WI, and SU Every Year

ENG 113 INTRODUCTION TO LITERATURE 3
Study of literature as an art form focusing on the genres of fiction, poetry, and drama. Students will do close readings of stories, poems, and plays to understand how literary elements create value in a work. Students will write short papers of definition and analysis, engage in classroom discussion, and make oral presentations. Required for all majors and minors; especially useful to students interested in the other arts.
Prerequisite: None
Course is offered: FA and WI Every Year

ENG 150 INTRODUCTION TO CREATIVE WRITING 3
This course will introduce students to the craft and art of Creative Writing. Students will learn the principles and techniques of a range of creative styles, including poetry and fiction. Students will read and analyze a range of poems and short stories, studying various genres and artistic movements. Students will produce their own poems and short stories which will be read by the rest of the class and discussed during workshops. Previous writing experience is welcomed but not required.
Prerequisite: ENG 100 or placement in ENG 101
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

ENG 211 RHETORIC 3
Introduction to the history and theories of rhetoric, including the study of oral, written, and visual rhetorics, and practice in effective and ethical means of persuasion.
Prerequisite: "C" grade or better in ENG 102
Liberal Arts: English Composition
Course is offered: WI Every Year

ENG 212 RESEARCH 3
Practice in research methods, outlining, and expository prose. The student will write several short and one long (15-18 pp.) documented papers.
Prerequisite: "C" grade or better in ENG 102 or placement
Liberal Arts: English Composition
Course is offered: Uncertain

ENG 221 ENGLISH GRAMMAR 3
The study of rules that govern the structure of the English language, including parts of speech and other grammatical conventions. Students will also examine syntax, that is, how words are put together to form phrases, clauses, and sentences. Intended primarily for students in Teacher Education.
Prerequisite: ENG 102 or equivalent
Course is offered: FA, WI, and SU Every Year

ENG 225 INTRODUCTION TO CHILDREN'S LITERATURE 3
This course explores the history of attitudes toward children and the history and theory of children's literature. It also explores folk tales and myths, poetry, realistic fiction, science fiction, fantasy, and picture books. The course covers literature for children from pre-school through grade 6.
Prerequisite: ENG 113 strongly recommended
Course is offered: FA Every Year

ENG 226 ADOLESCENT LITERATURE 3
This course covers theory and examples of classic and contemporary fiction and non-fiction for children from grades 6-12. The course includes attention to the field of adolescent fiction and to current issues in the field of children's literature.
Prerequisite: ENG 113 strongly recommended
Course is offered: WI Every Year

ENG 240 INTRODUCTION TO JOURNALISM 3
This course introduces students to the basic theory, analysis, and practice of journalism. Through criticism of news media texts, discussions of trends in journalism, and the production of news stories, students will develop critical media literacy and writing skills.
Prerequisite: ENG 102
Course is offered: FA Every Year

ENG 242 SPECTRA 1
This is a course in which students will have direct experience in the techniques of news and feature writing through participation in Spectra, the student news organization. The course is offered as needed and may be taken up to three times.
Prerequisite: ENG 240 or permission
Course is offered: FA and WI Every Year

ENG 251 WORLD LITERATURE I: FROM ORAL TRADITIONS TO 1700 3
This course explores the mythologies and oral traditions of various world cultures including Europe, Africa, Asia, and the Americas; and the development of those traditions into written literatures in the centuries leading up to 1700. A major emphasis of the course is on the transformation to written literature and the development of literary traditions.
This class will include a balance of European texts and non-European texts.
Prerequisite: ENG 113
Course is offered: WI 2017, WI 2019

ENG 260 APPROACHES TO LITERARY CRITICISM 3
This course introduces literary criticism as a formal study. It surveys major critical approaches, including Reader-Response, Deconstructive, Feminist, Psychological, Historical and New-Historical, Cultural, and New Criticism. Students will write several short essays, each employing a different critical approach, and one long research paper using a variety of analytical perspectives.
Prerequisite: ENG 102, ENG 113 or equivalent
Course is offered: FA Every Year

ENG 270 INTRODUCTORY POETRY WORKSHOP 3
This course introduces students to the craft of poetry. Students will learn basic forms and techniques, will produce multiple poems, and will participate in workshops. Students will produce their own poems which will be read by the rest of the class and discussed during workshops.
Prerequisite: ENG 150 recommended, ENG 100 or Placement in ENG 101
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

ENG 271 INTRODUCTORY FICTION WORKSHOP 3
This course introduces students to the craft of fiction. Students will learn basic forms and techniques, will produce multiple stories, and will participate in workshops. Students will produce their own short stories which will be read by the rest of the class and discussed during workshops.
Prerequisite: ENG 100 or Placement in ENG 101, ENG 150 Recommended
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

ENG 272 INTRODUCTION TO EDITING A LITERARY JOURNAL: ECLIPSE 2
In this course, students are introduced to the process of editing a literary journal. Students will assist in soliciting, selecting, editing, and producing materials for *Eclipse,* Siena's annual literary magazine published every Fall semester. The content may include all genres of literature and fine arts. The staff designs the magazine, which includes layout, advertising, and plans for distribution.
Prerequisite: ENG 150 Recommended
Course is offered: FA Every Year

ENG 273 INTRODUCTION TO PUBLISHING A LITERARY JOURNAL: ECLIPSE 1
In this course, students are introduced to the production components of Siena's annual literary magazine published every Fall semester. Students will assist in working with a professional graphic designer and publisher, who advise the process. Students assist in finalizing the layout, printing, advertising, and selling of the magazine. As it takes a full year to produce *Eclipse*, ENG 273 may be taken as a continuation of ENG 272 or as a new course.
Prerequisite: ENG 150 Recommended
Course is offered: WI Every Year

ENG 340 ADVANCED POETRY WORKSHOP 3
Extensive practice in the writing of poetry, traditional and experimental, with attention to the language, style, and point of view essential to the needs of the form. The students will read and analyze the poetry of established writers, participate in critiquing work produced by the class, and over the course of the workshop, develop critical judgment. Students will produce their own poems which will be read by the rest of the class and discussed during workshops.
Prerequisite: ENG 270
Course is offered: WI 2017, WI 2019

ENG 341 ADVANCED EXPOSITORY WRITING 3
Extensive practice in the writing of short and extended, formal and informal essays and papers appropriate to different audiences and occasions. The student will read and analyze expository pieces in a variety of styles by contemporary authors, read parts of his/her own work aloud to fellow students, and develop critical competencies and advanced writing skills.
Prerequisite: ENG 101 or equivalent
Liberal Arts: English Composition
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

ENG 342 ADVANCED FICTION WORKSHOP 3
Extensive practice in the writing of fiction, traditional and experimental, with attention to the language, style, and point of view essential to the needs of the form. The students will read and analyze the fiction of established writers, participate in critiquing work produced by the class, and over the course of the workshop, develop critical judgment. Students will produce their own short stories which will be read by the rest of the class and discussed during workshops.
Prerequisite: ENG 271
Course is offered: WI Every Year

ENG 343 BRITISH LITERARY HISTORY I 3
Survey of major literary and linguistic movements in the British Isles from the Anglo-Saxon period through the eighteenth century. May focus on historical, social, religious, and cultural contexts of literary production.
Prerequisite: ENG 102, ENG 113
Course is offered: FA 2017, FA 2019

ENG 344 SCRIPTWRITING 3
Extensive practice in the writing of plays and film/video scripts, traditional and experimental, with attention to the language, style, and point of view essential to the needs of the form. The students will read and analyze the scripts of established writers, participate in critiquing work produced by the class, and over the course of the workshop, develop critical judgment.
Prerequisite: ENG 102; ENG 150 Recommended
Course is offered: FA 2017, FA 2019

ENG 345 BRITISH LITERARY HISTORY II 3
Survey of major literary and linguistic movements in the British Isles from the Romantic Period to 1945. May focus on historical, social, religious, and cultural contexts of literary production.
Prerequisite: ENG 102, ENG 113
Course is offered: WI 2018, WI 2020

ENG 348 MULTIETHNIC U.S. LITERATURE ***3***
Study of modern and contemporary literature produced by writers who self-identify as an ethnic minority. Close attention paid to the relationship between literature and the social and cultural constructions of ethnic identity. Students will be introduced to germane critical approaches.
Prerequisite: ENG 102, ENG 113
Course is offered: FA 2017, FA 2019

ENG 349 U.S. LITERARY HISTORY ***3***
Survey of major literary movements in the U.S. May focus on historical, social, religious, and cultural contexts of literary production.
Prerequisite: ENG 102, ENG 113
Course is offered: FA 2018

ENG 351 AFRICAN-AMERICAN LITERATURE ***3***
This survey course seeks to introduce students to the major works of African-American writers from 1760 to the present. It will examine the historical, psychological, and socio-political context in which this literature was produced. It will study the evolution of African-American writing as a literary art.
Prerequisite: ENG 102, ENG 113
Course is offered: WI 2018, WI 2020

ENG 354 GENDER, SEXUALITY AND LITERATURE ***3***
Study of the relationship between gender identity, sexuality, and literature. Close attention paid to literature written by women. Students will be introduced to germane critical approaches.
Prerequisite: ENG 102, ENG 113
Course is offered: WI 2017, WI 2019

ENG 356 CONTEMPORARY LITERATURE ***3***
This course critically examines a global literature since 1945. Close attention is paid to the historical and cultural contexts such as globalization and technological advancement. Students will be introduced to germane literary theory. Course will include a balance of European texts and non-European texts.
Prerequisite: ENG 102, ENG 113
Course is offered: WI 2017, 2019

ENG 357 POSTCOLONIAL LITERATURE ***3***
This course critically examines literature produced in colonial and postcolonial settings. Close attention is paid to the role of literature in resisting colonialism and shaping postcolonial states and identities. Students will be introduced to germane approaches to literary criticism.
Prerequisite: ENG 102, ENG 113
Course is offered: FA 2018

ENG 359 CATHOLIC LITERATURE ***3***
This course will focus on issues of Catholic faith and culture as explored in works of literature. The course may include poetry, fiction, essays, and/or films from a diverse range of geographic locations and historical time periods. As a result of the course, students will recognize the Catholic imagination in various literary genres and traditions.
Prerequisite: ENG 102 or ENG 341 or equivalent
Course is offered: FA 2018

ENG 362 ADVANCED EDITING A LITERARY JOURNAL: ECLIPSE ***2***
In this course, students take a leadership role in producing *Eclipse,* Siena's annual literary magazine. In this course students further hone their ability to solicit, select, edit, and produce materials for *Eclipse*. The content may include all genres of literature and fine arts. The staff designs the magazine, which includes layout, advertising, and plans for distribution.
Prerequisite: ENG 272
Course is offered: FA Every Year

ENG 363 ADVANCED PUBLISHING A LITERARY JOURNAL: ECLIPSE 1
In this course, students take a leadership role in the production components of Siena's annual literary magazine, *Eclipse.* Students work with a professional graphic designer and publisher, who advise and assist in the process. Students in this course take a leadership role in finalizing layout, printing, advertising, and selling the magazine. As it takes a full year to produce *Eclipse*, ENG 363 may be taken as a continuation of ENG 362 or as a new course.
Prerequisite: ENG 273
Course is offered: WI Every Year

ENG 372 SECONDARY METHODS 2
Investigation through readings and teacher conferences of ways to bring middle and high school students to an understanding of the structure and beauty of language and literature and of techniques of effective writing. The student will keep file cards of readings, develop lesson plans, check them with the instructor, and present them to fellow students. Consideration will be given to multicultural/minority issues and students, as well as to exceptional students.
Prerequisite: ENG 113, ENG 211, and ENG 212
Corequisite: EDU 372
Course is offered: WI Every Year

ENG 396 RESEARCH METHODS 3
This course covers research methods and the advanced practice of literary scholarship. Requiring writing and research best suited to each specialization in the major, one of its outcomes will be a polished proposal for an ENG 495 project to be presented to department faculty in April for approval.
Prerequisite: ENG 260
Course is offered: WI Every Year

ENG 435 VISUAL CULTURE 3
This course provides a broad overview of the critical theories and methodologies that have developed in the twentieth century that help explain the meaning of visual media from both high art and popular culture, including painting, photography, film, television, advertising, illustrated books, advertising, and the internet.
Prerequisite: ARH 140 and ARH 210, 240, or 244; or ENG 211 and COM 245 or permission
Course if offered: WI 2017, WI 2019

ENG 445 SHAKESPEARE 3
Reading and analysis of several plays selected from the histories, comedies, and tragedies. Focus is primarily on textual analysis but covers as well sources, dramatic history, and criticism of plays studied. Overview of the development of drama from the medieval to renaissance periods. Students will write several essays, including one involving interpretation.
Prerequisite: ENG 113 or TSC 102
Course is offered: WI 2018

ENG 480 INTERNSHIP 3
The internship is offered to give students practical experience in specialized areas of communication, such as journalism, public relations, advertising, editing, publishing, and media. Duties, workload, goals, and assessment will be arranged by the academic advisor and internship provider in consultation with the student.
Prerequisite: None
Course is offered: As needed, by permission

ENG 485 SPECIAL TOPICS 3
The instructor teaching the course will determine the exact theme for the course that semester. Students will closely read and analyze texts. Several longer papers will be required, which analyze the literature in depth.
Prerequisite: ENG 113
Course is offered: FA Every Year

ENG 495 SENIOR TUTORIAL ***3***
Intensive experience in research related to senior English majors' cumulative paper/project. Individually designed by faculty and student in collaboration with the department.
Prerequisite: ENG 396 or permission
Course is offered: FA Every Year

ENVIRONMENTAL SCIENCE

ENV 110 INTRODUCTION TO ENVIRONMENTAL STUDIES ***4***
A course designed for majors in Environmental Science which focuses on people and their environment. Basic ecological principles, human populations and pollution will be considered. Does not count toward major or minor in biology or integrated science.
Prerequisite: None
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

ENV 122 GEOLOGY ***4***
The scientific study of the Earth, its origin, structure, surface features, composition and processes involved in its development will be addressed.
Prerequisite: None
Laboratory Fee: $50
Liberal Arts: Science
Course is offered: FA 2018

ENV 141 CLIMATOLOGY ***3***
Study of the elements and controls of weather and climate, distribution and characteristics of climatic regions will be addressed.
Prerequisite: MAT 102 or equivalent
Course is offered: WI 2017

ENV 152 OCEANOGRAPHY ***3***
This course deals with aspects of geology, chemistry, physics, climatology, environmental science and biology as they apply to the oceans. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones.
Prerequisite: CHE 141
Laboratory Fee: $85
Course is offered: WI 2019

ENV 342 INDUSTRIAL ECOLOGY AND SUSTAINABILITY ***3***
This is an interdisciplinary course focusing on the theory of industrial ecology, sustainable development and their practical applications. Ecological, economic, social, political, and technological perspectives will be considered. Practical applications covered in the course will be based largely on research activities in the area of life cycle assessment (LCA), a comprehensive tool for identifying and evaluating the full environmental burdens associated with a product system from production through retirement.
Prerequisites: CHE 141 and ENV 110
Course is offered: FA 2017

ENV 351 LIMNOLOGY ***4***
This course studies the unique physical and chemical properties of water that have contributed to the origins of life, describes important freshwater ecosystems characterized by flowing water and standing water, and integrates this knowledge with the study of populations, communities, and ecosystems. Included are several field trips to important freshwater ecosystems in Michigan, where field methods to describe limnic habitats and study macrophytes, benthos, and plankton are practiced. The concept of sustainability is an integral part of this course, and the course ends with a discussion of human impact on freshwater ecosystems on a local, regional and global scale.
Prerequisite: BIO 241, CHE 142
Laboratory Fee: $50
Course is offered: FA 2018

ENV 380 ENVIRONMENTAL CERTIFICATIONS ***2***
Includes certifications in the following areas: Safety Training, Hazardous Materials Transportation, RCRA Hazardous Waste Generator, Stormwater Operator and ISO 14001. This course is offered credit/no credit only.
Prerequisite: Permission
Course is offered: FA 2018

ENV 395 JUNIOR SEMINAR IN ENVIRONMENTAL SCIENCE I ***1***
Students will become familiar with current environmental science literature. Current topics and experimental approaches will be emphasized. Journal articles covering a range of disciplines with which students have some familiarity will be read and discussed in depth by the class..
Prerequisite: Permission of Instructor or Junior Standing
Course is offered: FA Every Year

ENV 396 JUNIOR SEMINAR IN ENVIRONMENTAL SCIENCE II ***1***
During this course students will select their research topic. The course will focus on how to write a project proposal, experimental design, scientific ethics, research statistics, scientific computing, and other topics relevant to particular projects or approaches.
Prerequisite: ENV 395
Course is offered: WI Every Year

ENV 441 ENVIRONMENTAL REGULATIONS ***3***
Principles of environmental compliance obligations, common law, trespass, nuisance, and negligence will be addressed. The major federal environmental laws affecting companies and agencies, and selected state and local regulations. Civil and criminal penalties and liabilities attached to environmental regulations. Strategies for compliance include proactive and environmental management as a method for reducing legal exposure to environmental issues.
Prerequisite: ENV 110
Course is offered: WI 2018

ENV 452 HYDROGEOLOGY ***3***
This course will cover surface water and water budgets, floods and flood frequency analysis, groundwater supply, steady state and non-steady state flow, hydrogeologic regimes, and introductory groundwater chemistry.
Prerequisite: CHE 142, ENV 122
Course is offered: WI 2018

ENV 495 SENIOR SEMINAR I ***1***
Students will work on their senior projects, and each student will give a practice paper presentation. Seminars will cover topics such as how to give scientific presentations, how to prepare posters, planning for graduate and professional schools, preparation for GRE, MCAT, and other national exams, and other professional concerns.
Prerequisite: ENV 396
Laboratory Fee: $50
Course is offered: FA Every Year

ENV 496 SENIOR SEMINAR II ***1***
Students will finish their senior project research, write it up, and prepare their finishing seminar and their poster.
Prerequisite: ENV 495
Laboratory Fee: $50
Course is offered: WI Every Year

ENGLISH AS A SECOND LANGUAGE

ESL 071 BEGINNERS READING ***2***
This course serves as an introduction to reading for learners of English as a second language. The course will stress the following skills: simple reading comprehension, vocabulary enrichment, and basic paraphrase and discussion skills.

ESL 072 BEGINNERS GRAMMAR ***2***
As in reading, the focus in the Grammar 072 course is speaking and listening comprehension. Students will learn basic English language structures (subject, verb, object), basic English syntax, essential simple (present) verb tenses, and the basics of English parts of speech (nouns, adjectives, pronouns, prepositions, articles, verbs, adverbs, and conjunctions).

ESL 073 BEGINNERS WRITING ***2***
This course reinforces Reading 071. Toward the beginning of the course, students learn the alphabet and transcribe words from simple dictation. Students learn to read aloud. As in reading 071, students play word games that help them learn simple, important everyday questions and how to answer the same. In some activities, students work in small groups and interview one another. As the term progresses, students begin to compose compositions from models made available to them. The course includes fundamental practice with simple description in the present tense.

ESL 074 BEGINNERS SPEAKING ***2***
This course combines speaking and pronunciation. Students learn to converse in standard, daily situations (common greetings, simple conversations) with emphasis on pattern practice, question and answer drills and listening comprehension from slow dictation.

ESL 081 INTERMEDIATE READING ***2***
The course focuses on reading comprehension, vocabulary enrichment, and speaking skills. The reading materials and companion exercises progress from very simple passages to grammatically more sophisticated selections. The readings are longer, as well. Reading assignments consist of the following phases: pre-reading (vocabulary work), reading (first reading without pause, second reading to identify problem words and phrases, third reading for more complete comprehension), and paraphrase and discussion (in class).

ESL 082 INTERMEDIATE GRAMMAR ***2***
Students in this course continue to learn English grammar as a means of speaking and writing better. Course content includes work with the simple past and simple future tenses, count and non-count nouns, subject-verb agreement, and basic modal auxiliaries

ESL 083 INTERMEDIATE GRAMMAR ***2***
Students will incorporate concepts learned in their grammar class into their daily compositions, such as the simple past tense to describe sequential actions, the future tense to describe what will occur after class, the coming week, and in the coming years, and modals to describe possibilities and conjecture. Most assignments will be short, descriptive or narrative compositions. Students will write every day and keep a log of their daily activities (a diary). The instructor will correct student compositions, hand them back, and students will rewrite them with the corrections in an individual copybook meant for polished work. Students will also work with concepts of brainstorming and peer editing.

ESL 084 INTERMEDIATE SPEAKING 2
Students in this course will learn to employ grammar as a speaking tool while learning essential vocabulary for their daily speaking needs. As always, the course is based on the communicative approach to teaching and learning English. Students will join in many small group activities where they will have the opportunity to develop their speaking and listening comprehension skills.

ESL 091 HIGH INTERMEDIATE READING 2
The course focuses on reading strategies that enhance the reader's ability to understand written texts with increasing efficiency and retention. Students continue to work and develop skimming, scanning, and anticipation strategies. Students also continue to learn how to understand new words in the contexts in which they appear. As in all of the reading courses, students will hone their paraphrase and discussion skills.

ESL 092 HIGH INTERMEDIATE GRAMMAR 2
The primary goal of this course is assimilation of grammatical concepts. The course teaches students already familiar with verb tenses, parts of speech, and primary syntax to employ these concepts in more fluent communications, spoken and written. The course begins with a thorough review of verb tenses, proper spelling and pronunciation. Students then proceed to explore adverb clauses of time and detailed noun and pronoun usage.

ESL 093 HIGH INTERMEDIATE WRITING 2
This course teaches students how to organize written communications that go beyond the sentence and paragraph level. In addition to practicing previously learned forms of expression, such as simple description and narratives, students begin to organize paragraphs in the larger context of complete compositions. Students will learn to create outlines for their compositions and in doing so will begin to work with the essential components of essays: introduction, body, and conclusion. It is at this point that students study and begin to employ topic sentences at both the paragraph and larger essay level (introduction) and learn to develop their ideas as parts of a cohesive whole.

ESL 094 HIGH INTERMEDIATE SPEAKING 2
Students in this course will learn to employ grammar as a speaking tool while learning essential vocabulary for their daily speaking needs. As always, the course is based on the communicative approach to language teaching and learning.

ESL 110 BUSINESS ENGLISH 3
Students may learn the specialized vocabulary and jargon of any business.
Prerequisite: Students must be enrolled at the ESL 150 level (High Advanced).

ESL 141 ADVANCED READING 2
The course focuses on reading strategies that enhance the reader's ability to understand written texts with increasing efficiency and retention. Students continue to work and develop skimming, scanning, and anticipation strategies. Students also continue to learn how to understand new words in the contexts in which they appear. As in all of the reading courses, students will hone their paraphrase and discussion skills.

ESL 142 ADVANCED GRAMMAR 2
This course focuses on modals, the passive voice, and noun and adjective dependent clauses. As always, the course emphasizes the use of these concepts in spoken and written communications.

ESL 143 ADVANCED WRITING 2
In this course students begin to prepare for academic writing. The course addresses the organization, rhetoric, grammar and mechanics, and sentence structure of quality essays. Students are taken from prewriting through all the steps of the writing process. The course teaches paragraph and essay forms in simple, learnable steps through extensive models and writing practice.

ESL 144 ADVANCED SPEAKING 2
Students in this course will learn to employ grammar as a speaking tool while learning essential vocabulary for their daily speaking needs. As always, the course is based on the communicative approach to language teaching and learning.

ESL 151 HIGH ADVANCED READING 2
This course is designed for students who are about to embark upon a college education in the United States. The readings are eclectic. They include selections featuring science, the arts and humanities, history, and other social sciences, and they are complete with extensive vocabulary work and discussion activities. Students enrolling in this course should expect the readings to be as varied and unexpected as those assigned by university professors on a daily basis for discussion and elaboration. In addition to extensive vocabulary work, the course includes timed readings for enhanced reading speed and comprehension, and daily work with paraphrase and discussion skills. The classroom resembles a university classroom. The course is founded on this principle: that the secret to learning how to read is to read voluminously.

ESL 152 HIGH ADVANCED GRAMMAR 2
Much of the course involves further exploration of dependent clauses and their use: adjective clauses, coordinating conjunctions, reduction of adverb clauses, connectives of cause and effect, and conditional sentences ("if" clauses). Students will also work with gerund and infinitive verb complements.

ESL 153 HIGH ADVANCED WRITING 2
While it is true that ESL students will continue to improve their writing skills for years after the conclusion of their second language studies, it is also true that at the conclusion of this writing course, students will have made great strides toward composing academic essays and papers in the English language. They can bring their writing assignments into the class for guidance and assistance from the instructor.

ESL 154 HIGH ADVANCED SPEAKING 2
This will be a thoroughly communicative classroom affording students ample opportunity to practice their English speaking and listening skills in meaningful task and proficiency based exercises. In addition to their communicative nature, these activities continue to acquaint students with a broad range of useful, everyday vocabulary. The topics include Internet, the stock market, university life, shopping, food, clothes, banking, business, transportation, taxes, and many other useful subjects.

FINANCE

Note: Course offering cycles apply to the Adrian campus only.

FIN 209 PERSONAL FINANCE 3
This course enables students to be good financial decision-makers and wise financial service consumers. Using practical economic principles such as risk, rationality, opportunity costs and the time value of money, they learn how to bank and save, when and where to invest, how to manage credit cards and student loans, whether to rent or to buy housing, to lease or buy autos. Students consider career planning in light of their lifetime income, security and personal success goals. The course features problems, case studies, self-quizzes, and Internet projects. Students may not earn credit for both this course and FIN 309.
Prerequisite: None
Course is offered: Uncertain

FIN 309 PERSONAL FINANCIAL PLANNING 3
This course helps students become active managers and effective planners of their financial future--consistent with their personal values and life goals. Tailored to their adult life cycle stage, they develop assigned elements of an integrated personal financial plan: saving, managing taxes, investing, managing credit; major purchases; insurance; retirement and estate planning. Students prepare financial statements and budgets, employ online calculators and tools, research and evaluate financial alternatives for planning a wedding, funding a college education, refinancing a mortgage, caring for aging parents or other plans. Students may not earn credit for both this course and FIN 209.
Prerequisite: None
Course is offered: Uncertain

FIN 322 INVESTMENTS 3
This course blends theory and practice while surveying worldwide markets and a variety of individual investment options, including mutual funds. Students learn top-down, industry and technical analyses; also how to value individual stocks, real estate, fixed income and hybrid securities. They compare growth, value, and indexing styles and examine the roles of asset allocation, diversification, and international investments in managing risk and return. Students explore futures, options, duration, capital market theory, researching and investing online. They construct a model portfolio, measure and evaluate their financial performance.
Prerequisite: ACC 203 and MAT 143 or 174
Course is offered: Uncertain

FIN 340 MANAGERIAL FINANCE 3
Develops students as active financial analysts, planners and decision-makers at the operating and strategy setting levels. Applying their Accounting and Economics knowledge, students address financial analysis, capital budgeting, long-term financing and working capital management--all with the aim of maximizing resource efficiency and effectiveness. This course considers the financial consequences of marketing and management decisions, and emphasizes increased market globalization and online information accessibility. Students are strongly urged to take Macroeconomics before or with Managerial Finance.
Prerequisite: ACC 240 and MAT 143 or 174
Course is offered: FA and WI Every Year

FIN 348 MONEY AND CAPITAL MARKETS 3
Introduces students to financial systems in our global economy. Systems include the market roles of governments, central banks, businesses, consumers, financial intermediaries and capital sources. Students learn what determines capital costs, how to forecast rates, where to raise money and how to manage financial risks in money, fixed income, mortgage, venture capital and primary equity markets. Special emphasis is given to managing banks and nonbanks as well as evaluating and selecting their services.
Prerequisite: ECO 221, ECO 222
Course is offered: Uncertain

FIN 440 FINANCING NEW VENTURES 3
Students will learn how to value a business. Forecasting and budgeting as it pertains to new ventures will be examined. Sources of entrepreneurial equity from self-financing through venture investors (IVs) will be explained. Students will learn how investment decisions are determined and will present their completed business plans to potential investors.
Prerequisite: BAM 480, FIN 340, MGT 440
Course is offered: Uncertain

FIN 450 INTERNATIONAL FINANCE 3
This course explores global financial markets and the financial operations of a multinational firm. The first part of the course covers concepts related to the foreign exchange markets, currency derivative markets, global risk management, principles of hedging and arbitrage. The second part examines investment and financing decisions of a firm within the international environment.
Prerequisite: ACC 240, ECO 222
Course is offered: Uncertain

FIN 463 FINANCIAL STATEMENT ANALYSIS 3
Enables students to navigate, explore, and interpret financial statements to develop informed judgments, communicate sound recommendations and make quality business decisions. This course is for investors, credit analysts, job seekers, advancing Accounting and Finance professionals. Relying upon annual reports, 10-Ks, 10-Qs and other sources, students apply analytical tools to assess: liquidity, solvency, risk, earnings quality, operating efficiency and effectiveness. The course features self-tests, Internet problems and cases.
Prerequisite: FIN 340
Course is offered: Uncertain

FRENCH

FRE 101 ELEMENTARY FRENCH I 4

A basic course in the French language in which the student masters the basic vocabulary, sentence structure, and verb conjugations. Includes the practice of conversation and pronunciation, grammar and structure, writing and composition, reading and translation skills.
Prerequisite: None
Course is offered: Uncertain

FRE 140 ELEMENTARY FRENCH II 4

This course is a continuation of French 101. Instruction includes such basic grammar as all the major verb tense structures and an increase of idiomatic expressions. Instruction includes the practice of conversation and pronunciation, grammar and structure, writing and composition, reading and translation skills.
Prerequisite: FRE 101 or permission
Course is offered: Uncertain

GEOGRAPHY

GEO 301 CULTURAL GEOGRAPHY I 3

Examination of how people in the United States, Latin America, Russian Federation, and India live. Students will explore the places and cultures that are home to the people of these regions and countries, examining the interaction between peoples and their environments. Students will develop a geographical perspective on economic activities evaluating the relative influence of location, movement, and connections as well as the significance of the geographical context for understanding global issues and events. Emphasis on discernible patterns and processes within regions and across them will also be addressed.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: WI 2017, WI 2019

GEO 302 CULTURAL GEOGRAPHY II 3

Examination of how people in Japan, China, Europe, and sub-Saharan Africa live. Students will explore the places and cultures that are home to the people of these regions and countries, examining the interaction between peoples and their environments. Students will develop a geographical perspective on economic activities evaluating the relative influence of location, movement, and connections as well as the significance of the geographical context for understanding global issues and events. Emphasis on discernible patterns and processes within regions and across them will also be addressed.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA 2017, FA 2019

GEO 303 POLITICAL GEOGRAPHY 3

Study of geographical bases of political national states and nationalism and the processes of political nation building and devolution. This course will present the geographic context of major global issues and events including considerations of changes and patterns in the world political map, and contemporary geopolitical questions, their causes and consequences.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: WI 2018, WI 2020

GEO 306 GEOGRAPHY OF THE MIDDLE EAST ***3***
Students will explore the places and cultures that are home to the people of the Middle East, examining the interaction between peoples and their environments. Students' will develop a geographical perspective on economic activities evaluating the relative influence of location, movement, and connections as well as the significance of the geographical context for understanding issues and events in the Middle East. Emphasis is on discernible patterns and processes within the Middle East as well as between it and other regions of the world.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: Uncertain

GERONTOLOGY

GER 240 INTRODUCTION TO GERONTOLOGY ***3***
Multidisciplinary study of aging exploring role transitions, mental and physical health, financial issues, sexuality, and the economics of aging.
Prerequisite: PSY 111 and ENG 102
Course is offered: FA 2018

GER 341 HEALTH ISSUES IN HUMAN AGING ***3***
A study of the biology of aging in humans, including diseases which commonly affect the elderly population. Students will examine the interaction between biological, psychological, social, and economic factors, all of which influence the experience of aging.
Prerequisite: ENG 102, PSY 111
Course is offered: WI 2017

GER 342 PROGRAMS FOR OLDER ADULTS ***3***
A study of institutions that provide services to the elderly; retirement, recreation, housing, medical care, travel, advocacy, and safety.
Prerequisite: ENG 102, PSY 111
Course is offered: FA 2017

GER 480 GERONTOLOGY INTERNSHIP ***3***
The internships will provide students with direct experience working with older adults. Students will select agencies or institutions providing care and services to the aging as their internship sites. Students will strengthen their skills to work with and support older adults. One hundred and fifty (150) clock hours at the internship site are required of the student. The students will have class meetings, group and individual meetings to discuss the process of the internship. Students will also complete a variety of assignments including final report and presentation of their internship experience.
Prerequisite: GER 240 and PSY 360 ('C' grades or higher required), and permission
Course is offered: FA, WI, and SU Every Year

GER 485 SPECIAL TOPICS IN GERONTOLOGY ***3***
Course descriptions will reflect topics offered.
Prerequisite: PSY 111
Course is offered: Uncertain

HEALTH CARE MANAGEMENT

HCM 301 PERSPECTIVES IN HEALTH CARE MANAGEMENT 3

The purpose of this course is to provide a survey of concepts and methodologies basic to a variety of managerial disciplines (organizational behavior, planning/marketing, operational research, financial management, the law, etc.) which are directly applicable to the management of health services organizations.
Prerequisite: Permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

HCM 440 MEDICAL ETHICS/LEGAL ASPECTS OF HEALTH CARE 3

This course examines the medical field's regulatory environment and the tensions among ethical, financial and medical considerations. From a manager's point of view, the student explores laws which affect patient care, employer-employee relations, and profitability. Special topics include the duty to treat, disclosure and privacy, and the decision-making process. Also covered are the medical professional's liability for the actions of others and for the consequences of decisions. These topics will be examined in the context of ethical principles.
Prerequisite: Permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

HCM 441 FINANCIAL MANAGEMENT OF HEALTH CARE INSTITUTIONS 3

This course is intended to improve decision makers' understanding and use of financial information in the health care industry. Its aim is to make health care finance relevant for decision makers in the health care industry through the understanding and application of finance principles to health care issues.
Prerequisite: Permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

HCM 444 STRATEGIC PLANNING IN HEALTHCARE MANAGEMENT 3

This course presents a general overview of the strategic planning process in health service organizations. In comparison to operational management, this course will emphasize the planning function of health care management with an external orientation. Students will be exposed to directional strategies, such as mission, vision, values and goals, as well as external and internal environmental assessment and strategy formulation.
Prerequisite: HCM 301 or MGT 302, or Permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

HISTORY

HIS 102 TURNING POINTS IN HISTORY 3
Study of history through focus on critical turning points in the development of major eras in selected civilizations. Various historical forces, events, individuals, ideas, and perspectives will be addressed as specific cases to illuminate larger issues involved in historical development. Historical thinking and themes will be emphasized to develop critical thinking skills associated with historical inquiry and broad understanding of factors related to world history.
Prerequisite: None
Course is offered: FA Every Year

HIS 111 WORLD CIVILIZATIONS SINCE 1500 3
Overview of the development of major eras and key people, ideas, and events in selected civilizations in Europe, the Mediterranean, the Americas, Africa, and Asia from 1500 to the modern era. This course will utilize a comparative approach analyzing and interpreting the past through a variety of global themes and related patterns over time. There will be emphasis on the examination of causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: FA Every Year

HIS 140 WORLD CIVILIZATIONS BEFORE 1500 3
Overview of the development of major eras and key people, ideas, and events in selected civilizations in Europe, the Mediterranean, the Americas, Africa, and Asia from their origins to 1500. This course will utilize a comparative approach analyzing and interpreting the past through a variety of global themes and related patterns over time. There will be emphasis on the examination of causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: WI Every Year

HIS 201 NATIVE AMERICAN HISTORY 3
A survey of the rich heritage of Native American cultures north of Mexico. Ethnographic, ethno historic, and archeological materials will be used, along with films, to examine regional differences in cultural patterns. The course concludes with a discussion of contemporary problems of the native peoples of North America.
Prerequisite: None
Course is offered: Uncertain

HIS 202 AFRICAN AMERICAN HISTORY 3
A survey of the African American experience from African origins to the present. This course will provide an understanding of the role African Americans have played in the U.S. history and explore the various political, economic, social and cultural methods African Americans have employed to survive in an overwhelmingly segregated nation.
Prerequisite: None
Course is offered: FA 2017

HIS 203 HISPANIC AMERICAN HISTORY 3
A survey of the Hispanic American experience from colonial origins to the present. This course will provide an understanding of the role Hispanic Americans have played in the U.S. history and assess why minorities were, until the recent past, excluded from the promise of American democracy. We will continue our analysis of the various political, economic, social, and cultural methods Hispanic Americans have employed to survive in an overwhelmingly segregated nation.
Prerequisite: None
Course is offered: Uncertain

HIS 204 WOMEN IN US HISTORY 3
This course will introduce students to the field of U.S. Women's history. Women's history is the study of women from different periods and across cultures. This course will explore the diversity of women's experiences in U.S. society.
Prerequisite: None
Course is offered: Uncertain

HIS 211 UNITED STATES HISTORY 3
Overview of the major eras and key people, ideas, and events in U.S. history from its colonial beginnings with greater emphasis on development from the Civil War to the contemporary age. This course will promote examination of related factors, analysis, and interpretation of the past, and a study of causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: FA Every Year

HIS 220 MUSEUM STUDIES AND COLLECTIONS 3
The goal of this course is to give students the opportunity to apply academic training in the administration of a historic site to practical situations outside the traditional classroom setting. Using the Walker Tavern State Historic site as a learning "laboratory," you will be introduced to different types of museums/historical organizations, standards to which museum professionals adhere, and the basic functions and operations of museums including collections management, conservation, education, and exhibition.
Prerequisite: None
Course is offered: Uncertain

HIS 285 SPECIAL TOPICS 3
Study of specific selected topics with development of appropriate major eras and key people, ideas, and events. Special Topics courses will promote examination of pertinent related factors with analysis and interpretation of the past studying causes and effects, critical turning points, and significant decisions. Special Topics may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: Uncertain

HIS 300 MICHIGAN HISTORY 3
Overview of the major eras and key people, ideas, and events in Michigan history from its indigenous beginnings to the contemporary age. This course will promote examination of related factors, analysis, and interpretation of the past, and a study of causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: WI Every Year

HIS 302 WORLD REGIONAL HISTORY 3
Study of history through focus on a region with development of appropriate major eras and key people, ideas and events. This regional focus will promote examination of pertinent related factors with analysis and interpretation of the past, studying causes and effects, critical turning points, and significant decisions. World Regional History may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: FA 2017

HIS 303 WAR IN HISTORY 3
Study of history through focus on significant conflicts and their resolutions. This focus will promote examination of appropriate major eras and key people, ideas and events. The presentation will feature analysis and interpretation of pertinent related factors, critical turning points and significant decisions as well as appropriate comparison and contrast across eras and regions. War in History may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: Uncertain

HIS 304 AMERICAN WEST ***3***
This course covers the history of the U.S. West from European contact through the late 19th century. Several key themes are explored: The U.S. Federal government and its role in the conquest, economic development, growth, and administration of the West; the legacy of that conquest for various peoples; human interaction with the environment; the formation of communities in the West; and the role of the mythic West in American popular culture.
Prerequisite: None
Course is offered: Uncertain

HIS 305 HISTORICAL CASES ***3***
Study of selected cases in world history through factor analysis. This analytical approach will focus on key people, ideas, and events and employ pertinent factors from economics, political science and/or geography to identify salient causes and effects, critical turning points, and significant decisions and decision makers. Historical Cases may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: WI Every Year

HIS 323 HISTORY OF MIDDLE EAST ***3***
Study of the development of the major eras and key people, ideas, and events in the social and political history of the Middle East from the founding of Islam to the current Arab-Israeli conflict. This course concentrates on the historical roots of current problems, and emphasizes the examination of related factors with analysis and interpretation of the past, studying causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: Uncertain

HIS 333 BIOGRAPHY AS HISTORY ***3***
Study of history through focus on key people with development of appropriate major eras and key ideas and events. This biographical focus will promote examination of pertinent related factors with analysis and interpretation of the past, studying causes and effects, critical turning points, and significant decisions. Biography as History may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: WI 2018

HIS 340 HISTORIOGRAPHY AND METHODOLOGY ***3***
An examination and application of history methods both current and past with emphasis on comparison of various historiographical perspectives from selected eras and regions. This course will develop investigative research abilities and information processing skills.
Prerequisite: Junior status or permission
Course is offered: FA 2018

HIS 341 EARLY MODERN EUROPE ***3***
Study of development of major eras and key people, ideas, and events in European transition from 1500 to 1815 with emphasis on the Renaissance, the Protestant Movement, the emerging nation states, and the French Revolution. This course will promote examination of related factors with analysis and interpretation of the past, studying causes and effects, critical turning points, and significant decisions.
Prerequisite: None
Course is offered: Uncertain

HIS 385 SPECIAL TOPICS ***3***
Study of specific selected topics with development of appropriate major eras and key people, ideas, and events. Special Topics courses will promote examination of pertinent related factors with analysis and interpretation of the past studying causes and effects, critical turning points, and significant decisions. Special Topics may be repeated for credit with the approval of the department/advisor.
Prerequisite: None
Course is offered: Uncertain

HIS 480 INTERNSHIP ***3***
The internship provides a work experience with an organization utilizing museum studies skills. 150 clock hours are required at the approved location for three semester hours of college credit.
Prerequisite: None
Course is offered: FA, WI, SU Every Year

HIS 485 SPECIAL TOPICS ***3***
Study of specific selected topics with development of appropriate major eras and key people, ideas, and events. Special Topics courses will promote examination of pertinent related factors with analysis and interpretation of the past studying causes and effects, critical turning points, and significant decisions. Special Topics may be repeated for credit with the approval of the department/advisor.
Prerequisite: Based on course topic
Course is offered: Uncertain

HIS 495 SENIOR SEMINAR ***3***
Intensive individual research project culminating in a paper and formal presentation in either history or social science. Seminar discussions will focus on comparison of various historiographical perspectives from selected eras and regions. This course will develop investigative research abilities and information processing skills.
Prerequisite: Senior status
Course is offered: WI Every Year

HUMANITIES

HUM 110 INTRO TO ETHNIC AND GENDER STUDIES ***3***
This interdisciplinary course explores cultural pluralism as an essential dynamic of cultural history and will introduce students to the academic study of race, ethnicity, class, gender, and sexuality. Though this course will focus on the United States it will also consider global cultures and transnationalism.
Prerequisite: None
Course is offered: WI Every Year

INFORMATION TECHNOLOGY

ITM 365 MANAGEMENT OF INFORMATION TECHNOLOGY ***3***
The course provides an in-depth look at how organizations use management information systems and related technologies to achieve organizational goals. Key concepts and principles are explored and lay the foundation for the other ITM courses.
Prerequisite: An Introductory information systems course preferred
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

ITM 370 ELECTRONIC COMMERCE ***3***
The course focuses on the many aspects of e-commerce centered around 3 themes: e-commerce business development and strategy; technological innovation; and social controversies and impacts. In addition to the concepts and components of e-commerce, the student will explore how e-commerce is in use in a variety of organizations across multiple sectors.
Prerequisite: ITM 365 and MGT 302. Introductory information systems or MIS/CIS course preferred
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

ITM 460 INFORMATION TECHNOLOGY PROJECT MANAGEMENT 3
This course focuses on the concepts and principles of project management. While addressing project management from an IT perspective, the lessons learned should apply to most project management activities. The course deals with the approach and functional requirements of project management but does not delve into automated system tools.
Prerequisite: ITM 365 and MGT 302. Introductory information systems or MIS/CIS course preferred
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

ITM 470 STRATEGIC MANAGEMENT OF INNOVATION 3
The course covers many of the principles, concepts and processes that enable both product and process innovation across industries and organizations.
Prerequisite: ITM 365 and MGT 302. Introductory information systems or MIS/CIS course preferred
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

ITM 480 INFORMATION TECHNOLOGY STRATEGY 3
The course is to be taken as the final ITM course and focuses on IT management issues rather than technology issues. The student will gain insights into the various issues that make up and impact the IT strategy and supporting processes. Heavy use of case studies will re-enforce the critical issues being presented.
Prerequisite: ITM 365 and MGT 302. Introductory information systems or MIS/CIS course preferred
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus.

LANGUAGE ARTS

LAN 201 SPEECH FOR TEACHERS 3
A course designed for students seeking teacher certification. This course emphasizes communication theory and introduces students to a variety of communication models. Students develop the skills they will use in teaching within interpersonal, small group, and large public speaking environments.
Prerequisite: None
Course is offered: FA Every Year

LAN 213 INTRODUCTION TO LANGUAGE ARTS 3
This course is designed to provide students with an overview of Language Arts and the role it plays in the field of education. Students will acquire a basic understanding of the English Language Arts Common Core State Standards for Reading, Writing, Speaking/Listening, and Language along with the Standards for Literacy in History/Social Studies, Science, and Technical Subjects. Three (3) clock hours: Three observations of Language Arts classes: Grades K – 2, 3 – 5, 6 – 8.
Prerequisite: None
Course is offered: WI Every Year

LAN 330 DEVELOPMENTAL READING 3
Students will gain an understanding of the reading process and how it differs across the content areas. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the intermediate grades. Attention will be given to designing lessons which meet the needs of learners with diverse reading abilities. Students will demonstrate knowledge of integrating technology with instruction. Twenty (20) clock hours: Candidates tutor Third, Fourth, and Fifth Grade general education delayed readers.
Prerequisite: EDU 201, LAN 334
Course is offered: WI Every Year

LAN 332 TEACHING WRITING 3
This course is designed to be a Writer's Workshop. Students will learn about the teaching of writing by being writers together. A variety of genre will be addressed including narrative, argumentative, information, and poetic texts. Consideration will be given to both "Writing to Learn" and "Learning to Write." Two (2) clock hours: Two observations of Writers' Workshop.
Prerequisite: Acceptance as a candidate to the Teacher Education Program.
Course is offered: FA Every Year

LAN 334 STRATEGIES FOR TEACHING READING 3
The purpose of this course is for students to gain an understanding of the reading process. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the primary grades. Lessons will be designed to meet the needs of all learners. Students will demonstrate knowledge of the components essential to a child's learning to read as evidenced by research: oral language, phonemic awareness, word study (phonics and vocabulary), fluency, comprehension and writing about reading. Ideas for ongoing communication and collaboration with parents will also be incorporated. Twenty (20) clock hours: Candidates tutor Kindergarten, First, and Second Grade general education delayed readers.
Prerequisite: EDU 201 and Acceptance as a Candidate to the Teacher Education Program
Course is offered: FA Every Year

LAN 335 CONTENT AREA READING 3
This course deals with secondary content area reading instruction. Emphasis is placed on reading to learn with a goal of assisting secondary students in becoming more independent learners. Students will define the reading process and articulate a personal philosophy of reading to learn. There will be an emphasis on literacy across the curriculum as students create, modify, and adapt lessons to address the needs of various learning styles and explore assessment strategies for use in the content area classroom. Integration of technology will also be explored. Twenty (20) clock hours: Candidates tutor Grade 6 – 12 general education delayed readers in content area literacy.
Prerequisite: EDU 201 and Acceptance as a Candidate to the Teacher Education Program
Course is offered: WI Every Year

LAN 341 INTEGRATED LANGUAGE ARTS 3
Consideration of process, product, and assessment for diverse classrooms will be the emphasis as students explore the Language Arts: reading, writing, speaking, listening, viewing, and visually representing. Students will design short and long term learning plans. A culminating small group project will be integrating the language arts into a content area unit of instruction and assessment. Two (2) clock hours: Two observations of the integration of language arts in the content areas.
Prerequisite: Acceptance as a Candidate to the Teacher Education Program
Course is offered: FA Every Year

LAN 371 STRATEGIES FOR TEACHING LANGUAGE ARTS 3
The inquiry approach, utilizing both critical and creative thinking, will be used as students explore ways to incorporate the language arts components of reading, writing, speaking, listening, viewing, and visually representing across the curriculum. Students will reflect on ideas and concepts gleaned from courses they have taken in the Language Arts Program and consider how they may be used to enhance student learning. Thirty (30) clock hours: candidates work closely with a language arts teacher in his/her classroom.
Prerequisite: Completion of all other Language Arts Program Core Requirements
Course is offered: WI Every Year

LAN 474 LANGUAGE ARTS APPLICATION 1
In collaboration with a practicing classroom teacher, students will utilize knowledge gleaned from the Language Arts Program to design an integrated unit of instruction in a content area.
Corequisite: LAN 371
Course is offered: WI Every Year

LIBERAL ARTS STUDIES

LAS 100 FIRST YEAR EXPERIENCE 1

Students at Siena will begin their liberal arts and integrative experience by participating in the First Year Experience (FYE). FYE is a comprehensive program of events, programs and activities that will assist students in becoming familiar with Siena Heights University and develop the necessary college success skills to thrive in Siena's liberal arts environment. FYE not only links incoming students with the institution, but also with faculty, staff, and incoming and current students. FYE will introduce students to the school's mission, Dominican tradition (prayer, study, community, and preaching/service), the liberal arts program and the expectations of the learning community at Siena. A peer mentor will assist each student throughout their first year at Siena. This course requires a grade of C- or better.
Liberal Arts: Integrated Learning
Course is offered: FA and WI every year

LAS 101 FRESHMAN TRANSITIONS 2

Eligible Student Support Services (SSS) freshmen will have the opportunity to get a jump on success with the Freshman Transition Scholars Program (FTSP). Participants move into their residence hall, or commute, two weeks early and complete this two credit hour class at no charge to them. Seminars and activities throughout the program will assist in transitioning into college life, assisting the student to develop learning strategies that will be beneficial to their growth as a lifelong learner. Seminars include success strategies, library skills, English and grammar dynamics, computer skills, financial literacy, career explorations, and graphing calculators. In addition, students will become familiar with campus surroundings, including their classrooms, key offices, as well as meeting faculty and staff. A peer mentor will assist each student throughout their first year at Siena.
Prerequisite: FTIC Student Support Services eligibility and approval of Director of SSS
Course is offered: SU enrollment in Freshman Transitions Summer Program

LAS 102 CAREER EXPLORATIONS 2

An introduction to career/life planning. Topics include self-assessment, career exploration, using information technology, self-marketing techniques, job search methods, and academic/career planning strategies. Course is limited to students at Freshman and Sophomore level.
Prerequisite: None
Course is offered: Uncertain

LAS 141 DIVERSITY IN COMMUNITY 3

This Liberal Arts Core seminar begins with an exploration of various definitions and models of "community" and then explores how "community" gets constructed and defined through various social movements in the context of American history. The course introduces students to the Dominican community in Adrian and the broader Dominican tradition, and includes some community service learning component. This course serves as an introduction to the Liberal Arts Program learning outcomes, especially diversity in community and social responsibility.
Prerequisite: None
Course is offered: FA and WI Every Year

LAS 222 SIENA SERVES – SERVICE LEARNING 1

This experiential learning course will help students better understand service-learning and civic engagement. Students will have the opportunity to learn about several different service learning theories and put them into practice with tangible service experiences. The culmination of the class is an investment in a local service project or to participate in one of our main Siena Serves alternative break experiences.
Prerequisite: None
Course fee: $150
Course is offered: WI Every Year

LAS 241 INQUIRY AND TRUTH 3
This liberal Arts Core seminar explores the way humans seek and express "truth" through symbols and story-telling, rational inquiry and philosophy, empirical method and the sciences. The course introduces students to the concerns that led to the Enlightenment, to questions regarding the relationship between faith and reason, and issues regarding epistemology and the historical contingency of human truth claims. The seminar also introduces students to the Dominican intellectual tradition. This course helps students develop skills connected to the program's learning outcomes, especially critical thinking and communication skills.
Prerequisite: LAS 141, except for students transferring in with 24+ credit hours
Course is offered: FA and WI Every Year

LAS 260 LEADERSHIP AND MENTORING 3
This is an introductory leadership course designed to provide the opportunity for students to explore leadership broadly and to engage in discussion and projects that will allow them to define their personal leadership philosophies, styles and skills. Students will also learn about roles and responsibilities of Peer Mentors and ethical leadership. This course is required for all Peer Mentors.
Prerequisite: LAS 100 or Permission
Course is offered: WI Every Year

LAS 301 THE ADULT LEARNER 3
In this course students will view the world through the lens of liberal arts learning in the traditions of Siena's Catholic and Dominican heritage. LAS 301 assists students in transitioning and enhancing critical thinking and communication skills in compliance with the university's mission and standards. The course fosters integration of life and educational experiences consistent with the values and principles of liberal arts at Siena Heights University. Topics include, but are not limited to: critical thinking, learning styles, adult development, personal/professional goals and lifelong learning. These topics provide a forum for open intellectual inquiry and opportunities to refine written and oral communication.
Prerequisite: ENG 101, ENG 102
Liberal Arts: Integrative Learning
Course is offered: FA and WI Every Year

LAS 341 CONTEMPLATION AND ACTION 3
This Liberal Arts Core seminar provides students an opportunity to explore and engage in the interplay between meditation, prayer and contemplation on the one hand and creative action, work, and service to family, community, and society on the other. The Dominican tradition, with its challenge "to contemplate and to share with others the fruits of contemplation" provides a starting point for the course. Students will explore Dominican Art, and Dominican social outreach, as well as some other religious traditions in terms of what insight they offer into the fruitful tension between contemplation and action. This course helps students to continue developing skills related to the program's learning outcomes, especially creativity and religious traditions.
Prerequisite: LAS 241, except students transferring in with 56 or more credit hours
Course is offered: FA and WI Every Year

LAS 401 SENIOR SEMINAR: INTEGRATIVE EXPERIENCE 3
In this course students will view the world through the lens of liberal arts learning in the traditions of Siena's Catholic and Dominican heritage. LAS 401 affords the student, together with peers from other majors, the structured reflective and integrative seminar that deepens and broadens their educational experience as they continue to pursue their goals for lifelong learning. Students are expected to integrate the course readings, films and discussions into a final project focused on their philosophy of life.
Prerequisite: Senior Standing or Permission
Liberal Arts: Integrative Learning
Course is offered: FA, WI, and SU Every Year

LAS 441 JUSTICE AND PEACE 3

This Liberal Arts Core seminar focuses on the interdependence of justice and peace. Drawing on a wide variety of sources students ask what "justice" means with respect to the courts of law, the economy, globalization, human rights, social harmony, and so on. Injustices of various kinds often lead to violence and even war, so this course also provides an arena for students to consider the tenets of Just war theory, the broad lines of a common good ethic, and non-violent means of peace-building through the promotion of justice. Students will be introduced to some of the work of the Adrian Dominican office on Justice and Peace. This capstone course helps students master some content and skills identified by our liberal arts learning outcomes, especially ethical integration, and to integrate knowledge acquired through the construction of a cumulative project, or composition of a philosophy of life essay.
Prerequisite: LAS 341, except for students transferring in with 88+ credit hours
Course is offered: FA and WI Every Year

MATHEMATICS

MAT 099 CONCEPTS OF MATH 1

A review of core mathematics concepts while introducing technology tools. Content includes numerical relationships and operations, using formulas, solving equations, and graphing functions.
Prerequisite: Placement
Materials Fee: $6
Course is offered: FA and WI Every Year

MAT 102 COLLEGE ALGEBRA 4

Understanding and applying principles for solving equations; representations of functions in verbal, symbolic, numeric, and graphic forms; properties of functions; and applying functions in modeling real-world problems. Technology tools will enable exploration of ideas and provide several approaches for problem solving.
Prerequisite: MAT 099 or placement
Course is offered: FA and WI Every Year

MAT 104 TECHNOLOGY STUDIES: MAKING SENSE OF DATA 1

Technology will be used as a tool in the process of collecting, organizing; analyzing, representing, and communicating numerical information. Concepts and procedures will include statistical sampling methods; structured methods of organizing data, numerical analysis of data, including measures of central tendency and measures of variability; graphical representation of data; and constructing summary reports, both oral and written.
Prerequisite: Placement
Course is offered: FA, WI, and SU Every Year

MAT 106 TECHNOLOGY STUDIES: TIME, VALUE, AND MONEY APPLICATIONS 1

This course explores the relationships between time and the value of money in applications relevant to both personal and professional financial areas. Topics include compound interest, loans and mortgages, annuities and sinking funds. Additional topics may be offered as time allows: amortization tables, depreciation, break even analysis, net present value and internal rate of return, bond yield to maturity, and return on a share of stock. Recommended for students majoring in business and others who would like to learn basic financial calculations for personal use. The technology tool (calculator or computer software) may change, but the content will remain the same.
Prerequisite: None
Course is offered: Uncertain

MAT 135 QUANTITATIVE REASONING 3
The effective use of quantitative information in the form of numbers, graphs, formulas and statistics, is crucial to all organizations and individuals. This course develops mathematical tools, using arithmetic, geometry, algebra and technology that will increase the students' ability to interpret and reason with quantitative information. Practical hands-on methods and real-world applications will be emphasized so that the student may become confident in applying mathematics to problems and issues in the world around you.
Prerequisite: MAT 104 or placement
Liberal Arts: Mathematics
Course is offered: FA and WI Every Year

MAT 142 STATISTICAL REASONING VIA APPLICATION AND SIMULATION 3
This course will teach students how to use four-steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach students the basic principles of statistical reasoning. Major statistical topics include: analyzing distributions of univariate and bivariate data, both categorical and numerical, using graphs and summary statistics; correlation and least squares regression; using simulations to estimate probability distributions; theoretical probability distributions, including the binomial and normal distributions; rules of probability, including conditional probability and expected value; the logic of hypothesis testing, including stating hypotheses, calculating and interpreting p-values, drawing conclusions, and Type I and Type II errors; using confidence intervals to estimate parameters; and proper methods of data collection, including sampling and experimentation. Use of technology, including online applets and the graphing calculator will be prominent in the course. Throughout the course, students will complete investigations that require students to complete the four-step statistical process using athletes of their choice.
Prerequisite: College Algebra or Placement
Liberal Arts: Mathematics
Course is offered: FA and WI Every Year

MAT 143 STATISTICS AND SOCIETY 3
A general introductory course in data gathering, description and analysis. Goals of the course: to familiarize students with basic statistical ideas and how they are applied in various disciplines, to teach statistical ideas that will be useful in designing or understanding research in most areas of study, and to improve the quantitative skills of students who are weak in arithmetic and algebra by exercising these skills in the context of statistics. This course covers standard statistical methods through linear regression and introduces the use of statistical computing via graphing calculator technology and Minitab and includes a weekly computing laboratory. Primarily intended for students who will take only one statistics course.
Prerequisite: MAT 104 or placement
Liberal Arts: Mathematics
Course is offered: FA, WI, and SU Every Year

MAT 148 THE MATH OF GAMES 3
The human mind is always searching for ways to amuse itself. This course proposes to explore the world of games through the mathematical optic. Entire branches of mathematics have been created just to study and predict the outcome of games. Games of luck and gambling spawned probability theory. Games of strategy and decision making generated game theory. Models of game design are now using advanced math topics such as graph theory, non-Euclidean geometry and linear algebra.
Prerequisite: MAT 104 or placement
Liberal Arts: Mathematics
Course is offered: FA and WI Every Year

MAT 150 MATH FOR ELEMENTARY TEACHERS I 2
Emphasis is placed on the theory and methods appropriate to teaching the concepts of mathematics in grades K-8. The content will include real numbers and their operations, measurement, geometry, statistics, probability, algebra, problem solving, logical reasoning, calculations, and computers. The mathematical processes used and taught will be conceptualization and spatial visualization, mental arithmetic, estimation, computation, problem solving, applications, calculators, and computers.
Prerequisite: MAT 102 or equivalent
Course is offered: FA Every Year

MAT 151 MATH FOR ELEMENTARY TEACHERS II 2
This is a continuation of the material presented in Math for Elementary Teachers I.
Prerequisite: MAT 150
Course is offered: WI Every Year

MAT 159 PRECALCULUS 4
This is a course in algebra and trigonometry geared to prepare scholars for the calculus sequence. Analytical, graphical, and numerical tools will be developed to solve functional (polynomial, logarithmic, exponential, trigonometric, and matrix) equations and inequalities. Applications to business and science will be stressed.
Prerequisite: MAT 102 or placement
Liberal Arts: Mathematics
Course is offered: WI Every Year

MAT 174 DATA ANALYSIS AND STATISTICS 3
A technique-oriented approach to statistical problems with emphasis on applications. Descriptive statistics, probability distributions, estimation, testing hypotheses, z and t-tests, regression and correlation, chi-square tests, one-way analysis of variance. Statistical software packages will provide computational assistance.
Prerequisite: MAT 159 or equivalent, or permission
Liberal Arts: Mathematics
Course is offered: FA and WI Every Year

MAT 181 CALCULUS WITH ANALYTIC GEOMETRY I 4
This is the first course in the calculus sequence. The course content includes a quick review of algebra and a study of functions, derivatives, curve sketching, and application of the derivative, integration, and separable differential equations.
Prerequisite: MAT 159 or placement
Liberal Arts: Mathematics
Course is offered: FA Every Year

MAT 182 CALCULUS WITH ANALYTIC GEOMETRY II 4
Methods of integration, and applications of integration, infinite series, especially power and Taylor series, integrating factors and linear differential equations.
Prerequisite: MAT 181 or equivalent
Course is offered: WI Every Year

MAT 244 STATISTICAL ANALYSIS AND DESIGN 3
A more thorough investigation of hypothesis testing and analysis, as applied to science, psychology, sociology and business, including non-parametric statistics.
Prerequisite: MAT 174 or equivalent
Course is offered: WI Every Year

MAT 260 DISCRETE MATHEMATICS 3
A consideration of basic concepts in mathematical reasoning, numbers, logic, sets, relations, graph theory, combinatorial analysis, and algorithmic processes. Special attention is given to various types of proof, modeling, and applications to computing.
Prerequisite: MAT 159 or placement
Liberal Arts: Mathematics
Course is offered: WI Every Year

MAT 282 DIFFERENTIAL EQUATIONS 4
In this course, we emphasize modern, qualitative methods and analysis for ordinary differential equations. Topics include first and second order equations, systems of first order equations, numerical methods, equilibrium solutions and phase plane stability, slope and vector fields, eigensystem analysis and solution techniques.
Prerequisite: MAT 292
Course is offered: WI Every Year

MAT 292 MULTIVARIABLE CALCULUS 4
This is the capstone course in the Calculus sequence. Topics include: Gradients of scalar potential functions and conservative vector fields. Multiple integration along paths, on surfaces and in volumes. Vector functions and partial derivatives: curl and divergence. Theory and application of the fundamental theorems of multivariable calculus due to Stokes and Gauss.
Prerequisite: MAT 182
Course is offered: FA Every Year

MAT 295 SOPHOMORE SEMINAR I 1
Students will study the history of mathematics with emphasis on arithmetic, algebra, geometry, and calculus as developed from ancient times through the twentieth century. Technical reading and writing in mathematics will be emphasized through detailed discussion of selected journal articles and exploration projects. Portfolios of best work will be started in preparation for graduate school or professional employment. Offered on a Credit/No Credit basis only.
Prerequisite: MAT 182
Course is offered: FA Every Year

MAT 296 SOPHOMORE SEMINAR II 1
The study of the history of mathematics will continue. Students will join professional societies, attend conferences, and represent Siena Heights University in competitive examinations. Research modules will be assigned to prepare scholars for the junior seminar series. Academic and professional experiences will be shared with the Siena community through panel discussions, group presentations, and poster sessions. Offered on a Credit/No Credit basis only.
Prerequisite: MAT 295
Course is offered: WI 2017, WI 2018

MAT 345 LINEAR ALGEBRA 3
A study of vectors and vector spaces, matrices and linear transformations, linear equations and determinants, quadratic forms and theory of equivalences, eigenvalues, and eigenvectors.
Prerequisite: MAT 181
Course is offered: FA Every Year

MAT 352 GEOMETRY 3
This course includes a study in the foundations of Euclidean geometry, axiomatic systems, postulative systems, and non-Euclidean geometry from a more advanced viewpoint. Theorems are presented in full detail and studied in depth.
Prerequisite: MAT 260, MAT 345
Course is offered: WI 2017

MAT 356 MATH MODELING ***3***
Students receive an introduction to the entire mathematical modeling process while practicing creative and empirical model construction, model analysis, and model research.
Prerequisite: MAT 181, MAT 345 or permission
Course is offered: FA 2017

MAT 372 SECONDARY METHODS ***2***
Methods of teaching mathematics at the secondary level.
Prerequisite: Permission
Corequisite: EDU 372
Course is offered: WI Every Year

MAT 396 JUNIOR SEMINAR ***1***
Students will begin the research for their senior thesis. Preliminary results will be presented in poster sessions and talks to the Siena Community. Preparation for professional certification and GRE exams begins. Application for summer internships (academic or professional) will be emphasized. Offered on a Credit/No Credit basis only.
Prerequisite: Permission
Course is offered: WI Every Year

MAT 440 PROBABILITY AND STATISTICS ***3***
Provides an introduction to mathematical probability theory and statistical inference. Topics include probability, random variables, distribution functions, jointly-distributed random variables, descriptive and inferential statistics, estimation and hypothesis testing.
Prerequisite: MAT 260, MAT 282
Course is offered: WI 2017

MAT 442 INTRODUCTION TO ABSTRACT ALGEBRA ***3***
An introduction to groups, rings, integral domains, and fields. Emphasis will be placed on the integers through the complex numbers.
Prerequisite: MAT 260, MAT 345
Course is offered: FA 2017

MAT 460 NUMERICAL ANALYSIS ***3***
The sources of computational error will be studied. The student will solve problems by numerical techniques. Topics include solutions of differential equations unsolvable by traditional methods, interpolation, approximation methods, and integration techniques.
Prerequisite: MAT 282, MAT 345
Course is offered: Uncertain

MAT 462 INTRODUCTION TO REAL ANALYSIS ***3***
Topics will include properties of real numbers, Cauchy sequences, series, limits, continuity, differentiation, Riemann integral, sequences, and series of functions.
Prerequisite: MAT 182, MAT 260
Course is offered: WI 2018

MAT 495 SENIOR SEMINAR I ***1***
Students will complete preliminary drafts of a thesis that integrates undergraduate course work and postgraduate career goals. Practice thesis defense talks and poster boards will be completed. The cumulative portfolio of best work will be evaluated. Application to graduate schools and professional employment will be completed.
Prerequisite: MAT 396
Course is offered: FA Every Year

MAT 496 SENIOR SEMINAR II ***1***

Students will complete and defend the final draft of their thesis and provide a legacy to the greater mathematical community by the submission of a research article to a professional journal. Seniors will also mentor students in the sophomore and junior seminar course. Placement into graduate schools and professional employment will be finalized.
Prerequisite: MAT 495 or permission
Course is offered: WI Every Year

MANAGEMENT

Note: Course offering cycles apply to the Adrian campus only.

MGT 285 SPECIAL TOPICS ***1-3***

The study of selected topics of current interest and not ordinarily covered in depth in other courses. Special Topics may be repeated for credit with the approval of the department/advisor. No more than three credits may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

MGT 302 MANAGEMENT PRINCIPLES AND CASES ***3***

Centered on the planning, organizing, leading and controlling functions, this course supports lifelong management learning and professional growth. Relying on case studies, simulation, classroom and Internet exercises, students improve their abilities to communicate, solve problems, make decisions, see the bigger picture and work in teams. Throughout, students address the organizational challenges of ethically and effectively managing globalization, diversity, and technological change.
Prerequisite: ENG 102
Course is offered: FA and WI Every Year

MGT 329 MANAGING CULTURAL DIFFERENCES ***3***

This course examines the concept of culture and its impact on international business leadership and management. The impact of culture on concepts of leadership, values, expectations, and patterns of communication are examined, both to demonstrate the importance of cultural sensitivity in global management and to assist students in developing their own strategies for effectively communicating and negotiating with individuals from other cultures. The course addresses a variety of ethical and evolving multiethnic workplace issues, cultural differences in gender, and discusses appropriate management styles of multicultural organizations. Students learn effective ways to research specific cultures and communication styles in order to prepare themselves for cross-cultural encounters.
Prerequisite: Junior Standing
Course is offered: WI Every Year

MGT 357 OM: A SUPPLY CHAIN PERSPECTIVE ***3***

Operations design, produce and deliver every good and service we consume. Students study the organization's productive capacity, processes and people as an integral part of the supply chain-from supply management, through logistics, to final customers. They view operations as a complex system, master OM decision making tools and promote collaboration with suppliers and customers, all to achieve sustainability. This course is a management validator.
Prerequisite: MAT 143 or MAT 174 and MGT 302
Course is offered: Uncertain

MGT 360 HUMAN RESOURCE MANAGEMENT 3
From the manager, employee and practicing professional vantage points, this course studies the strategic, operational and administrative contributions of Human Resource Management or HRM. Students examine HR planning, equal employment, staffing, HR development, compensation, performance management, and employee relations in a more diverse, global, regulated and litigious environment. This course includes a variety of training and development techniques including exercises, case studies and media.
This course serves as a management validator.
Prerequisite: MGT 302
Course is offered: FA Every Year

MGT 361 ORGANIZATIONAL BEHAVIOR 3
Students gain a better understanding of human behavior among individuals, within groups and organizations. Through cases, self-assessments, and experiential exercises they develop their capacity to increase job performance, work satisfaction, and organizational commitment. For workplaces of fewer boundaries, greater differences, rapid change, shifting loyalties and ethical dilemmas, students develop skill in managing teams, stress, conflict, change, politics, careers and organization cultures.
This course serves as a management validator.
Prerequisite: MGT 302
Course is offered: WI Every Year

MGT 365 PROJECT MANAGEMENT 3
This course introduces students to the concepts and skills needed to lead, propose, plan and manage projects to successful completion. Concepts and case examples are used to apply strategies to real life project management decisions. Microsoft Office Project will be explored as a common tool to facilitate the management of projects. Students will learn to select, create, and evaluate projects, as well as estimate costs, manage risk, schedule activities, build and lead teams.
Prerequisites: MAT 143 or MAT 174 and MGT 302
Course is offered: Uncertain

MGT 440 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT 3
This course will provide an appropriate body of knowledge to individuals who are interested in owning and operating a small business. Topics covered will include a procedural system for establishing a new business, providing physical facilities, financing, organizing, and the management of the small business. The course will require the student to develop a small business plan. BAM 101 or MGT 440 is required for business majors.
Prerequisite: Permission
Course is offered: FA Every Year

MGT 450 LABOR RELATIONS 3
This course aims to develop mutually beneficial relationships in private and public sector workplaces from a management perspective. Students survey U.S. labor history and current trends, and worldwide labor economics, union governance, and legal-regulatory environments. Through cases, projects and simulations, they develop knowledge of and abilities to apply management's rights, duties and responsibilities in union organizing; collective bargaining; worker participation and contract administration, including grievances and arbitration. Students gain a deeper understanding of both worker and management views, explore Catholic social teaching on employment relations, while developing conflict management, negotiating and creative problem solving skills.
This course serves as a management validator.
Prerequisite: MGT 302
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

MGT 452 LEADERSHIP 3
This course blends the required skills, knowledge and abilities for developing leaders. Students contrast leadership and management roles using the Transformational vs. Transactional approach model while examining other classic, contemporary and contingency theories. They consider various leader attributes, leader behaviors, follower needs and forces in the situation, including: power, organizational and societal cultures. Students identify their preferred leadership style and assess its strengths and limitations. The course also features case studies, application exercises and modeling.
This course serves as a management validator.
Prerequisite: MGT 302 or permission
Course is offered: Uncertain

MGT 457 MANAGING QUALITY 3
This course explores the vital link between quality and competitiveness. Students apply leadership and planning skills in developing organization wide quality management efforts from empowered teams to strategic partnerships. Drawing from the history of the quality revolution, various quality perspectives and today's best practices, students focus on satisfying the customer through quality driven service and manufacturing processes—capable of speed, flexibility and responsiveness. This course is a management validator.
Prerequisite: MGT 302
Course is offered: Uncertain

MGT 485 SPECIAL TOPICS 1-3
The study of selected topics of current interest and not ordinarily covered in depth in other courses. Special topics may be repeated for credit with the approval of the department/advisor. No more than three credit hours may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

MARKETING
Note: Course offering cycles apply to the Adrian campus only.

MKT 285 SPECIAL TOPICS 1-3
This course examines topics of current interest that are not ordinarily covered in other courses. Special topics may be repeated for credit with the approval of the department/advisor. No more than three credit hours may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

MKT 310 MARKETING PRINCIPLES AND CASES 3
This course examines the role of marketing in a company, emphasizing the management of the marketing mix including product planning, marketing communication, distribution and pricing. Special attention is given to the role and significance of evaluating consumer needs, target market and opportunity analysis. This course is case-based and helps students to make marketing decisions in the context of general management.
Prerequisite: ECO 221 or ECO 222, junior standing, MGT 302 Management: Principles and Cases is recommended
Course is offered: FA and WI Every Year

MKT 320 MARKETING THE ARTS 3
This course introduces students to the importance of marketing in the fine and performing arts. Students learn to apply the tools available to marketing managers. Both profit and nonprofit organizations in dance, music, theater, and the fine arts are examined. Fieldtrips, guest speakers and film provide students a better understanding of the various challenges encountered by arts marketers. The social value of the arts is also explored. This course is a marketing validator.
Prerequisite: Junior class standing
Course is offered: Uncertain

MKT 350 CONSUMER BEHAVIOR 3
This course examines the processes of consumer motivation, perception and learning, as well as the nature and influence of individual predispositions in relation to the buying processes, exogenous influences, consumer decision-making processes and aggregate behavior. This course emphasizes behavioral models and quantification. This course is a marketing validator.
Prerequisite: MKT 310
Course is offered: FA Every Year

MKT 351 ADVERTISING AND PROMOTION 3
This course examines the role of advertising and promotion as a marketing tool. It explores the research underlying advertising, the creation of advertising, the choice of media, and the resulting campaigns. The course also addresses the economics, social, and psychological aspects of advertising and promotion. Students will have the opportunity to apply principles in class projects. This course is a marketing validator.
Prerequisite: MKT 310
Course is offered: WI Every Year

MKT 360 SOCIAL MEDIA MARKETING 3
This course provides an overview of the marketing opportunities that are available through the Internets, applications (aps), and mobile technology as well as the marketing opportunities they present. Part of the course will look at the basic measuring tools that the Internet utilizes to achieve corporate marketing goals with the integration of technology and traditional marketing strategies. “Hacking” practices and the protection from such invasions will also supplement the course. This course is a marketing validator.
Prerequisite: MKT 310
Course is offered: WI Every Year

MKT 436 MARKETING RESEARCH 3
This course examines the principles, techniques, and applications of the marketing research process with an emphasis on scientific methods. Students learn to translate management problems into research questions, develop a research design to address these questions and analyze research results with recommendations to management.
Prerequisite: MAT 143 or MAT 174 and MKT 310
Course is offered: FA Every Year

MKT 455 CONTEMPORARY SALES FORCE MANAGEMENT 3
This course provides an in-depth examination of planning, organizing, leading and evaluating a sales force in a variety of industry settings. Students learn the tools for recruiting, selecting, training, leading and rewarding a team of professional sales personnel. This course is a marketing validator.
Prerequisite: BAM 201, MGT 302, and MKT 310
Course is offered: Uncertain

MKT 460 MARKETING MANAGEMENT 3
This course examines the marketing planning and decision-making processes employed by middle and upper-level managers. Students use advanced marketing concepts and develop strategies for satisfying consumer and organizational needs as they conduct an organizational audit. This course is a marketing validator.
Prerequisite: MKT 310 and one MKT course 350 or above
Course is offered: FA Every Year

MKT 470 GLOBAL MARKETING 3
This course examines various marketing strategies and activities helping organizations to be competitive in the global economy and marketplace. Focus includes: 1) Understanding the diversity and complexity of the increasingly global business environment, 2) Applying marketing concepts and decision-making in a global setting and 3) Developing problem analysis and problem-solving skills appropriate to global marketing decisions. This course is a marketing validator.
Prerequisite: ECO 222, MGT 302, MKT 310
Course is offered: Uncertain

MKT 485 SPECIAL TOPICS 1-3
This course examines topics of current interest that are not ordinarily covered in other courses. Special topics may be repeated for credit with the approval of the department/advisor. No more than three credit hours may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

MUSIC

MMM 100 MARCHING BAND 1
Founded in 2012, the Siena Heights Marching Band is open to all students including woodwind, brass, percussion, and auxiliary members. In addition to performing at all home football games, the band will also appear at other special events. Non-music majors and music majors are encouraged to participate. Two rehearsals are held each week. One-hour academic credit per semester.
Prerequisite: Audition
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

MMM 101 CONCERT BAND 1
The Concert Band is an auditioned group for woodwind, brass and percussion performers that meets during the Winter semester of each school year. Previous experience in high school band is desirable. Non-music majors and music majors are encouraged to participate. The group presents two or three concerts per semester featuring the finest in band literature.
Prerequisite: None
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

MMM 102 UNIVERSITY CHORALE 1
University Chorale is the collegiate large vocal ensemble at Siena Heights University. The chorale is responsible for presenting concerts both on and off campus. This organization is open to both music and non-music majors with any previous vocal experience. University Chorale will perform both sacred and secular vocal repertoire from a variety of musical genres. Students will improve their knowledge of current and historical literature, music theory and notation, sight-singing and ear-training, proper rehearsal techniques and overall ensemble performance. No audition necessary.
Prerequisite: None
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 103 CHAMBER SINGERS 1
Chamber Singers is a select vocal ensemble specializing in vocal chamber music at Siena Heights University. In addition to regular concerts, Chamber Singers serve the needs of administration by performing at University and community events, both on and off campus. The Chamber Singers may also occasionally perform at local and regional school events for educational and recruitment purposes, as well as national and international performance tours. Chamber Singers perform music from a wide variety of literature, with special emphasis being given to a cappella music predominantly from the Renaissance period. Participation in University Chorale is also required.
Prerequisite: Audition
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA and Win Every Year

MMM 104 JAZZ BAND 1
An exploration of traditional and contemporary jazz genres in an ensemble setting. Students will learn improvisational techniques along with playing in Big Band styles. Students must be proficient at their respective instrument. Performances may include both on campus and off campus events.
Prerequisite: None
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 105 YOUTH SYMPHONY 1
The Siena Heights University Youth Symphony is a full orchestra (strings, woodwinds, brass and percussion) which is composed of music students from many schools in southeastern Michigan and northwestern Ohio. Under the direction of a professional conductor, the orchestra rehearses once a week during the semester and presents a concert at the end of each semester. The orchestra performs a diverse genre of challenging music and has a reputation of excellence in the community. College students, professional musicians and community music directors are utilized as coaches in each section of the orchestra. Audition is advised.
Prerequisite: None
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 109 RECITAL SEMINAR 0
This course is offered for all music majors as an opportunity for content discussion, individual performance, and music related presentations as a department. Students will be expected to attend and participate in weekly activities including recital performances in conjunction with their applied studios, group discussions about topics related to music and music education, and guest presentations from professionals in their field. The course will be required for all music majors each semester.
Prerequisite: None
Course is offered: FA and WI Every Year

MMM 110 FUNDAMENTALS OF MUSIC THEORY 2
Students will compose, perform scales and chords on a keyboard, sight-sing, and notate music from dictation employing tonality and/or modality using basic rhythm patterns. Scales, modes, intervals, triads, homophonic forms and basic phrase structure, cadence formulae will be utilized.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

MMM 111 BEGINNING CLASS GUITAR 2
The student will develop basic performance skills on guitar. Students will be expected to memorize fingerings and chord fingering, develop strumming techniques, fingering technique eye/hand coordination skills and play, with accuracy, elementary songs and simple melodies. Students will be expected to develop a notebook with literature. One hour of daily practice is the minimal requirement.
Prerequisite: None
Course fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: Uncertain

MMM 112 CLASS PIANO FOR MUSIC MAJORS I 1
The course is focused on the development of piano skills for music majors. Students will learn scales and chord progressions in all keys. They will develop the skills to pass the Piano Proficiency Exam, which is an integral part of the music major program.
Prerequisite: None
Course is offered: FA and WI Every Year

MMM 113 BEGINNING CLASS PIANO 2
The student will develop basic finger coordination and play with accuracy beginning major scales, finger exercises, and simple piano pieces. He/she will harmonize basic melodies using the three primary chords in the keys of C Major, G Major, and F Major. He/she will transpose melodies in easy keys. One hour of daily practice required. Open to all students. Does not apply to piano major or minor.
Prerequisite: None
Course fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 114 INTRODUCTION TO MUSIC 3
The course is designed to acquaint students with the elements of music and primary musical periods of traditional Western classical music. The course will include a brief overview of major composers though class lectures, readings, discussions, and listening. Students will be required to attend live performances and complete research papers and/or oral presentations pertinent to the course material.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 115 INSIDE THE MUSIC BUSINESS 3
The student will investigate the structure and function of each kind of company that makes up today's music industry; copyright basics; contract issues in management, song writing, and recording artist agreements; basic demographics; personal career management and development.
Prerequisite: None
Course is offered: Uncertain

MMM 116 STRINGS TECHNIQUES AND PEDAGOGY 2
The student will learn to play string instruments with special attention to specific problems presented by the instrument. The student will also identify and analyze pedagogy, materials, methods, and maintenance of the specific instruments.
Prerequisite: None
Course fee: $50
Course is offered: Uncertain

MMM 117 BRASS TECHNIQUES AND PEDAGOGY 2
The student will learn to play brass instruments with special attention to specific problems presented by the instrument. The student will also identify and analyze pedagogy, materials, methods, and maintenance of the specific instruments.
Prerequisite: None
Course fee: $50
Course is offered: FA 2017

MMM 118 WOODWIND TECHNIQUES AND PEDAGOGY 2
The student will learn to play woodwind instruments with special attention to specific problems presented by the instrument. The student will also identify and analyze pedagogy, materials, methods, and maintenance of the specific instruments.
Prerequisite: None
Course fee: $50
Course is offered: WI 2018

MMM 119 PERCUSSION TECHNIQUES AND PEDAGOGY 2
The student will learn to play percussion instruments with special attention to specific problems presented by the instrument. The student will also identify and analyze pedagogy, materials, methods, and maintenance of the specific instruments.
Prerequisite: None
Course fee: $50
Course is offered: WI 2017

MMM 120 MUSIC ACTIVITIES FOR CHILDREN 2
The student will discover and perform music activities suitable for children. He/she will explore the various ways in which the elementary classroom teacher can integrate music into the curriculum as well as assist the music specialist. Activities appropriate to exceptional (both gifted and special needs) students as well as a diversity of ethnic and cultural groups will be explored.
Prerequisite: None
Course is offered: WI Every Year

MMM 121 MUSIC TECHNOLOGY IN EDUCATION 2
The student will gain skills and training in using music technology for a variety of instructional purposes such as: improvisation, composition, arranging, listening, performance, and additional classroom and administrative responsibilities appropriate to music education.
Prerequisite: None
Course fee: $50
Course is offered: FA Every Year

MMM 122 NON-WESTERN MUSIC 3
The student will develop an understanding of the music of non-Western cultures in the context of these cultures, using the concepts and tools of ethnomusicology. This course will contribute to the development in the successful student of the ability to communicate clearly, concisely and intelligently using oral and writing skills, and an appreciation of the music.
Prerequisite: None
Course is offered: Uncertain

MMM 124 DICTION FOR SINGERS ***2***
For students majoring in applied voice or music education. This course presents the basics for singing in Latin, Italian, French, German, English, and French. Use of the International Phonetic Alphabet (IPA) is part of this course. Required for music education majors with a vocal emphasis. Formant theory and vowel modification will be emphasized to create best practice in singing in any language.
Prerequisite: None
Course is offered: FA 2017

MMM 125 SPECIAL TOPICS ***1-2-3***
Course is offered: Uncertain

MMM 139 APPLIED LESSONS (1ST Semester) ***1-2***
Prerequisite: Permission
Course is offered: FA and WI Every Year

MMM 144 CREATIVE SONG WRITING ***3***
Welcome to the world of creating music. This class can be used by anyone who wishes to learn techniques used by the 20th century songwriter. We will help you set goals and get organized to produce and improve your songwriting in any style and at your own pace. We will use technologies and computer applications that will speed up the songwriting process and allow you to create professional sounding music in a final CD. Students will explore looping, sampling song creation and musical forms.
Prerequisite: MMM 114
Course fee: $50
Course is offered: Uncertain

MMM 145 AUDIO RECORDING I ***2***
Students will achieve basic skills in microphone use and microphone placement. He/she will learn to record in stereo and learn basic multi-track recording. Students will be required to follow security and studio procedures and will be required to attend three professional workshops scheduled during the semester.
Prerequisite: MMM 110
Course fee: $300
Course is offered: Uncertain

MMM 150 APPLIED LESSONS (2ND. Semester) ***1-2***
Prerequisite: MMM 139
Course is offered: FA and WI Every Year

MMM 170 MUSIC THEORY I ***2***
Students will compose, perform scales and chords on a keyboard, sight-sing, and notate music from dictation employing tonality and/or modality using basic rhythm patterns. Scales, modes, intervals, triads, homophonic forms and basic phrase structure, cadence formulae will be utilized.
Prerequisite: MMM 110
Course Fee: $50
Course is offered: WI Every Year

MMM 171 AURAL HARMONY AND SIGHT SINGING I ***2***
The development of aural skills through the recognition of rhythmic patterns, intervals, chords, tonality, harmonic functions, and melodic expression. Introduces solfege syllables.
Prerequisite: MMM 110
Course is offered: WI Every Year

MMM 172 CLASS PIANO FOR MUSIC MAJORS II ***1***
Continuation of MMM 112.
Prerequisite: MMM 112
Course is offered: FA and WI Every Year

MMM 173 INTERMEDIATE CLASS PIANO 2
The student will continue development of finger coordination by playing intermediate finger exercises and all major scales. He/she will play intermediate piano pieces and harmonize simple melodies, using basic triads and seventh chords. The student will sight read four-part hymns. One hour of daily practice required.
Prerequisite: MMM 113
Course fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

MMM 222 HISTORY OF WESTERN MUSIC I 2
Survey of the history and literature of music, with emphasis on the Ancient, Medieval, Renaissance, and Baroque periods.
Prerequisite: None
Course is offered: WI Every Year

MMM 223 HISTORY OF WESTERN MUSIC II 2
Survey of the history and literature of music, with emphasis on the Classical and early Romantic periods.
Prerequisite: None
Course is offered: FA Every Year

MMM 224 HISTORY OF WESTERN MUSIC III 2
Survey of the history and literature of music, with emphasis on the late Romantic, Twentieth Century, and Modern periods.
Prerequisite: None
Course is offered: WI Every Year

MMM 240 APPLIED LESSONS (3RD. Semester) 1-2
Prerequisite: MMM 150
Course is offered: FA and WI Every Year

MMM 245 AUDIO RECORDING II 2
A continuation of Audio Recording I, the student will study microphone use and placement and will develop skills utilizing the Sonar and the MOTU multi-track recording system. Students will have assigned lab times. Students will be required to follow security and studio procedures and will be required to attend three professional workshops scheduled during the semester. Students in the advanced audio recording class will be required to complete a substantial recording project as well as produce a current mastered compact disc recording by the end of the semester.
Prerequisite: MMM 145
Course fee: $300
Course is offered: Uncertain

MMM 250 APPLIED LESSONS (4TH Semester) 1-2
Prerequisite: MMM 240
Course is offered: FA and WI Every Year

MMM 260 MUSIC THEORY II 2
The student will compose, play harmonic progressions, sight-sing, and notate from dictation music in one and two voice textures. Topics to be covered in the course include standard harmonic progressions, representative style periods, seventh chords, modulation, secondary dominants, and binary, ternary, blues, and American song forms.
Prerequisite: MMM 170
Course fee: $50
Course is offered: FA Every Year

MMM 261 AURAL HARMONY AND SIGHT SINGING II ***2***
Continuation of MMM 171, Aural Harmony and Sight Singing I
Prerequisite: MMM 171
Course is offered: FA Every Year

MMM 262 CLASS PIANO FOR MUSIC MAJORS III ***1***
Continuation of MMM 172.
Prerequisite: MMM 172
Course is offered: FA and WI Every Year

MMM 263 ADVANCED CLASS PIANO ***2***
The student will play advanced intermediate piano, literature using accurate pedal technique, tempo, dynamics, and correct interpretation. He/she will play all major and minor scales and harmonize melodies using the appropriate diatonic chords, seventh-chords, and secondary dominants. He/she will transpose easier vocal accompaniments within a third of the original key. One hour of daily practice required. Does not apply to piano major or minor.
Prerequisite: MMM 173
Course fee: FA and WI Every Year
Course is offered:

MMM 270 MUSIC THEORY III ***2***
The student will continue studying musical analysis, sight-singing, and dictation. Topics to be covered in the course include diatonic, secondary, and embellishing seventh chords, ninths, eleventh and thirteenth chords; and Neapolitan and augmented sixth chords. Formal structures will include tonal structures, compounds ternary, the chorale prelude, and variation forms.
Prerequisite: MMM 260
Course fee: $50
Course is offered: WI Every Year

MMM 271 AURAL HARMONY AND SIGHT SINGING III ***2***
Continuation of MMM 261, Aural Harmony and Sight Singing II
Prerequisite: MMM 261
Course is offered: WI Every Year

MMM 272 CLASS PIANO FOR MUSIC MAJORS IV ***1***
Continuation of MMM 262.
Prerequisite: MMM 262
Course is offered: FA and WI Every Year

MMM 340 APPLIED LESSONS (5TH Semester) ***1-2***
Prerequisite: MMM 250
Course is offered: FA and WI Every Year

MMM 344 PEDAGOGY OF MUSIC IN THE ELMENTARY SCHOOL ***2***
The student will plan, execute, and evaluate music activities in relation to the individual child and to the group at the elementary level. The student will employ the most effective contemporary methods in facilitating planned music activities. The student will use materials available to music education for use in today's classroom (including gifted and special needs students). Music activities will include multiethnic and multicultural music.
Prerequisite: MMM 270
Course is offered: FA Every Year

MMM 345 PEDAGOGY OF MUSIC IN THE SECONDARY SCHOOL 2
The student will plan, execute, and evaluate procedures for both general and specialized music courses at the middle and high school. The student will analyze and identify contemporary materials that are appropriate in furthering course objectives and study budgeting procedures, scheduling music courses, curriculum development (including attention to diverse cultural and ethnic music), and the capabilities of the adolescent as musician, including both gifted and special needs.
Prerequisite: MMM 270
Course is offered: WI Every Year

MMM 350 APPLIED LESSONS (6TH. Semester) 1-2
Prerequisite: MMM 340
Course is offered: FA and WI Every Year

MMM 352 HISTORY OF WIND BAND LITERATURE 2
The student will gain an in depth knowledge of the music of the wind band idiom ranging from the Renaissance to the present day. Students will trace the development of various instruments, instrumentations, and repertoire for groups of wind instruments. Students will gain knowledge of repertoire for chamber wind ensembles as well as masterworks for large-scale wind ensembles.
Prerequisite: None
Course is offered: Uncertain

MMM 354 INSTRUMENTAL METHODS FOR VOCALISTS 2
Vocal education students will gain necessary knowledge concerning the instrumental techniques unique to teaching band and orchestra
Prerequisite: MMM 270
Course is offered: WI 2018

MMM 355 CHORAL METHODS AND MATERIALS 2
The student will explore various challenges and techniques of individual and group voice development. The student will analyze various choral works for possible use in the choral program and develop a working repertoire of choral literature. The course will explore the use of instruments with the choral ensemble as well as effective rehearsal techniques. Sight singing methods will be studied. Elementary, middle school, and high school, and adult choir techniques and materials will be included. Finally, all students will formulate their personal philosophies of music education.
Prerequisite: MMM 270
Course is offered: FA 2018

MMM 356 INSTRUMENTAL METHODS AND MATERIALS 2
Students will gain detailed knowledge about the unique challenges of elementary, middle school, and high school band and orchestra. The course will cover a range of topics including recruitment techniques, appropriate-level repertoire, rehearsal techniques, instrument repair, fund raising, and parent relations. All students will formulate their personal philosophies of music education.
Prerequisite: MMM 270
Course is offered: FA Every Year

MMM 357 CHORAL ARRANGING 2
Choral Arranging is a course in developing strategies and techniques for arranging music for choral ensembles. The course examines the use of melody, harmony, rhythm and form as applied to both the setting of text and the performance genre-including traditional and jazz-and instrumental accompaniments will be explored. The variety of performance levels from elementary school and small church choir literature to professional ensembles will be studied. Attention will be given to the details required for a polished vocal score. The course will conclude with a discussion of presenting materials for publication.
Prerequisite: MMM 270
Course is offered: WI 2018

MMM 358 INSTRUMENTAL ARRANGING 2
Instrumental Arranging is a course in developing strategies and techniques for arranging music for instrumental ensembles. A variety of music styles from traditional to contemporary will be explored. The variety of performance levels from K-12 to professional ensembles will be studied. Attention will be given to the details required for a polished instrumental score. The course will conclude with a discussion of presenting materials for publication.
Prerequisite: MMM 270
Course is offered: WI Every Year

MMM 359 FORM AND ANALYSIS 2
This seminar-based course is the capstone of the Music Theory track. It delves into greater detail into the study of typical forms from Western tonal music and also contemporary styles. It also serves to instruct students in higher level forms of analysis.
Prerequisite: MMM 270
Course is offered: Uncertain

MMM 360 BASIC CONDUCTING 2
The student will discuss the basics of the conductor's art including philosophy, history, responsibility, and privileges. Score study skills, basic beat patterns and usage, ear training, and selection of appropriate tempo will be developed. Comprehension of foreign terms, analysis of text for musical meaning, leadership development, rehearsal techniques, and stage presence will be demonstrated.
Prerequisite: MMM 270
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

MMM 361 ADVANCED CHORAL CONDUCTING 2
The scope of this course extends beyond basic skills to include choral foundations, transpositions, balance, interpretive leadership, rehearsal technique, and stage presence. Laban method and Focal Point conducting will be emphasized.
Prerequisite: MMM 360
Course is offered: WI Every Year

MMM 362 ADVANCED INSTRUMENTAL CONDUCTING 2
The scope of this course extends beyond basic skills to include instrumental foundations, transpositions, balance, interpretive leadership, rehearsal technique, and stage presence.
Prerequisite: MMM 360
Course is offered: WI Every Year

MMM 363 MARCHING TECHNIQUES 2
This course prepares K-12 teacher candidates for the rigors of developing a high school marching band program. Students will learn about various topics such as drill writing, arranging for the marching band, marching show design, planning successful band trips, teaching marching fundamentals, and other relevant topics. Students will also receive training on Pyware 3D, the standard program for writing marching drill. Each student will design a complete marching band show for their final project.
Prerequisite: MMM 356
Course fee: $50
Course is offered: Uncertain

MMM 380 RECITAL (JUNIOR YEAR) 2
Prerequisite: MMM 340
Course is offered: FA and WI Every Year

MMM 440 APPLIED LESSONS (7TH Semester) ***1-2***
Prerequisite: MMM 350
Course is offered: FA and WI Every Year

MMM 450 APPLIED LESSONS (8TH Semester) ***1-2***
Prerequisite: MMM 440
Course is offered: FA and WI Every Year

MMM 480 RECITAL (SENIOR YEAR) ***2***
Prerequisite: MMM 440
Course is offered: FA and WI Every Year

COURSES IN APPLIED MUSIC: INDIVIDUAL INSTRUCTION – VARIABLE CREDIT HOURS *1-2*

Applied Music: Individual Instruction is based on a minimum of ten (10) lessons per credit hour, per semester to receive full academic credit. The SHU Department o Music seeks the highest quality of instructors to further the musical and educational advancement of applied students. For every half hour of lessons per week, it is expected that a minimum of seven hours per week be dedicated to personal practice; however, music majors should expect to dedicate 20-30 hours per week to personal practice on their major instrument. All applied courses may require a recital or performance at the conclusion of the semester. All applied music: individual instruction courses fulfill the SHU Liberal Arts Fine/Performing Arts requirements, have a course fee of $150 per credit hour and are offered every semester. Lessons normally begin the third week of each semester. For more information about applied music individual instruction, contact the SHU Department of Music.

Students must successfully complete the end of semester jury adjudication as a prerequisite for the next level lesson (i.e. 100 level juries must be passed before moving on to the 200 level).

Individual Instruction is recorded in the following manner:
e.g., MMM139 AM (Freshman First Semester Applied Voice 2-hrs.)
First number denotes year (FR, SO, JR, SR)
Second two numbers denote semester
First letter denotes instrument
M = Music Major (2 credits)

A – Voice
B – Piano
C – Guitar
D – Flute
E – Oboe
F – Clarinet
G – Bassoon
H – Saxophone
I – Trumpet
J – Horn
K – Baritone
L – Trombone
M – Tuba
N – Percussion
O – Strings

Course numbers; 139, 150, 240, 250, 340, 350, 440, 450.

BA Music Majors required to perform a senior recital take MMM480 (2 s.h.) as their last lesson.

BA Music Education Majors required to perform a junior recital take MMM480 (2 s.h.) as their last semester lesson.

NATURAL SCIENCE

NSC 110 EARTH SCIENCE ***4***

A course available to non-science majors but required for students seeking teacher education certification who are majoring/minoring in the sciences. Topics in geology, paleontology, oceanography, meteorology, and astronomy will be considered. The scientific method will be stressed in the labs.
Prerequisite: None
Liberal Arts: Science
Course is offered: FA 2017

NSC 295 SOPHOMORE SEMINAR ***1***

Seminar-style course that prepares grades K-12 teacher candidates to understand and teach biology, chemistry, physics and earth/space science as integrated content. Students will explore and develop an understanding of the interconnectedness of all science. Students will examine major unifying themes, design units of study, and work directly with K-12 grade students, teachers, and communities. This seminar begins a set of three seminar courses dealing with the integration of science.
Prerequisite: Permission
Course is offered: FA Every Year

NSC 371 SCIENCE IN THE ELEMENTARY SCHOOL ***3***

A study of the principles and methods of teaching science in an elementary school setting. The class emphasizes practical methods and materials appropriate for elementary school science. Scientific content and theory are not addressed directly. This course does not count towards any science major.
Prerequisite: None
Laboratory fee: $50
Course is offered: WI Every Year

NSC 395 JUNIOR SEMINAR ***1***

Seminar style methods course that prepares grades K-12 teacher candidates to understand and teach biology, chemistry, physics and earth/space science as integrated content. Students will explore and develop an understanding of the interconnectedness of all science. Students will examine major unifying themes, design units of study, and work directly with K-12 grade students, teachers, and communities. This seminar class will build upon NSC 295, Sophomore Seminar.
Prerequisite: Junior Standing
Course is offered: FA Every Year

NSC 495 SENIOR SEMINAR ***1***

Seminar-style methods course that prepares grades K-12 teacher candidates to understand and teach biology, chemistry, physics and earth/space science as integrated content. Students will explore and develop an understanding of the interconnectedness of all science. Students will examine major unifying themes, design units of study, and work directly with K-12 grade students, teachers, and communities. This seminar class will build upon NSC 396, Junior Seminar, culminating in a final project applicable to the student's content area and grade level preference.
Prerequisite: NSC 395
Course is offered: FA Every Year

NURSING: BACHELOR OF SCIENCE PRE-LICENSURE PROGRAM

NUR 101 INTRODUCTION TO PROFESSIONAL NURSING CONCEPTS 1
This course introduces concepts that are significant to the nurse, and influence professional practice. Included are nursing history, ethics, culture, political, socioeconomic factors, as well as critical thinking and study skills for nursing. This course is required for Pre-nursing majors.
Prerequisite: None
Nursing fee: None
Course is offered: Fall and WI Every Year

NUR 190 NUTRITION FOR HEALTH 3
Provides knowledge of essential elements for nutrition. Incorporates concepts of nutrients, vitamins and minerals, and key interactions with pharmacological agents. Various diets and effects upon health are explored. Application of nutrition knowledge will be utilized in the clinical setting for health promotion with persons and groups.
Prerequisite: None
Nursing fee: None
Course is offered: FA Every Year

NUR 201 THE PROFESSION OF NURSING 3
This course is an initial pre-licensure nursing course. Characteristics of becoming a professional nurse are examined from a liberal arts perspective. The basic tenets of nursing are explored, including key elements of person, nursing, environment, and health as utilized in the nursing process. Emphasis is on enhancing critical thinking abilities, problem solving skills, and reflective thinking, particularly focusing upon understanding personal values and beliefs. Demonstration of communication skills is expected in various contexts and modes, particularly written communication. Terminology utilized in nursing is threaded throughout the course.
Prerequisite: Acceptance to the Nursing Program
Concurrent with NUR 210, NUR 230, and NUR 250
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 210 COMMUNICATION IN HEALTH CARE 3
This course is an initial pre-licensure nursing course and the first course in interactions with clients. Beginning experiences of communication are identified and performed. The basic tenets of effective communication in a competent, purposeful, and ethical nurse are explored. An emphasis is on self-knowledge in order to be an effective communicator. Demonstration of communication skills is expected in various contexts and modes, particularly performed interpersonally with other people. Communication difficulties will be explored, particularly with clients who are non-English speaking and clients who cannot talk due to illness. Basic Spanish terms utilized in health care will be taught.
Prerequisite: Acceptance to the Nursing Program
Concurrent with NUR 201, NUR 230, and NUR 250
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 230 FUNDAMENTALS IN NURSING 5
Fundamentals is a theory-based course that combines didactic information in combination with clinical skills laboratory and clinical practice experiences. The course introduces the scientific basis for nursing practice, basic human needs and the care of clients with diverse needs. This course focuses on the promotion of health, function and wellness of the individual, family and community. Nursing skills are simulated and practiced in the clinical skills laboratory. As the semester progresses, students will engage in the nursing care of adults with an emphasis on wellness in a variety of settings.
Prerequisite: Acceptance to the Nursing Program
Concurrent with NUR 201, NUR 210, and NUR 250
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 250 HEALTH ASSESSMENT 5
This course builds on pre-requisite courses in the sciences and focuses on techniques of history taking and physical examination of persons. Using a systems approach, focused and comprehensive assessments of essentially well clients throughout the lifespan are addressed. Students will describe findings and differentiate normal from atypical or abnormal. Diagnostic reasoning skills are developed through analysis of the assessment data. A laboratory/clinical experience provides opportunities for students to integrate communication, assessment and problem-solving skills with fundamental nursing care procedures.
Prerequisite: Acceptance to the Nursing Program
Concurrent with NUR 201, NUR 210, and NUR 230
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 340 NURSING CARE OF ADULTS I 5
Focuses on basic clinical nursing knowledge and skill in the care of individual clients in health restoration and health promotion in long term care and acute care settings. Emphasis is placed on the physiological needs and responses of adults to illness. Interrelated classroom and supervised laboratory experiences allow for development of nursing knowledge and skills.
Prerequisite: NUR 201, NUR 210, NUR 230 and NUR 250
Concurrent with NUR 342, NUR 346, and NUR 349
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 341 ETHICAL, CULTURAL, AND SPIRIITUAL NURSING PRACTICE 3
This course blends contemplation of multidimensional perspectives as threaded into nurse-patient interactions. Dominican values, the four fundamental Patterns of Knowing (Carper, 1978) and the American Nurses' Association Code of Ethics (2011) provide a conceptual framework for the student nurse. The student will explore moral theories; ethical principles and decision-making; religious beliefs and spiritual caregiving; and personal values as experienced in health care.
Prerequisite: NUR 340, NUR342, NUR346 and NUR349
Concurrent with NUR 350, NUR 360, and NUR 348
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 342 PHARMACOLOGY/PATHOPHYSIOLOGY I 4
Initial course in identification of pharmacologic agents, including classifications, actions, and relationship to pathophysiology of the person. Herbal and alternative medications and effects upon health and person will be explored. Students will learn professional nursing implications for safe administration of medications and learn how to observe and identify adverse drug responses. Focus upon oral, subcutaneous, intramuscular, intradermal, topical, optical, and inhaled medications.
Prerequisite: NUR 201, NUR 210, NUR 230, and NUR 250
Concurrent with NUR 340, NUR 346, and NUR 349
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 346 GERONTOLOGY AND END-OF-LIFE NURSING CARE 5
Provides a foundation for basic gerontological nursing, incorporating normal and abnormal changes in health due to aging. Environmental and family interactions in the aging process will be explored. End of life care from a personal, environmental, and ethical framework will be identified. This course is both a didactic and clinical course in various settings, including essentially well elderly clients and clients and families experiencing end-of life nursing care.
Prerequisite: NUR 201, NUR 210, NUR 230, and NUR 250
Concurrent with NUR 340, NUR 342, and NUR 349
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 348 NURSING CARE OF ADULTS II 5
Focuses on advancing the clinical nursing knowledge and skill in the care of individual clients in health restoration and health promotion in various acute care settings. Experiences in abilities to integrate all care needs to multiple patients are enforced. Interrelated classroom and supervised laboratory experiences allow for continued advancement of nursing knowledge and skills. Emphasis is placed on the role of the nurse as provider and manager of care.
Prerequisite: NUR 340, NUR 342, NUR 346 and NUR 349.
Concurrent with NUR 341, NUR 350, and NUR 360
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 349 SIMULATIONS IN CLINICAL REASONING 2
Focuses on utilizing basic clinical nursing knowledge and skills in the care of patients. Emphasis is placed on implementing the nursing process and nursing interventions in the care of patients. Activities performed in the simulated environment allow for integration of theory, laboratory, data and responses to nursing interventions are emphasized.
Prerequisite: NUR 201, NUR 210, NUR 230 AND NUR 250
Concurrent with NUR 340, NUR 342, and NUR 346
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 350 MENTAL HEALTH NURSING 4
Focuses on the role of the professional nurse in the application of mental health principles for health of individuals and groups experiencing maladaptive and ineffective coping mechanisms. Emphasis is placed on the nursing process, therapeutic communication, teaching/learning, coping mechanisms, and therapeutic nurse-client relationships. Interrelated classroom and clinical laboratory experiences focus on critical thinking, self-awareness, and professional behavior in various community settings.
Prerequisite: NUR 340, NUR 342, NUR 346 and NUR 349
Concurrent with NUR 341, NUR 348, and NUR 360
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 360 PHARMACOLOGY/PATHOPHYSIOLOGY II 3
Builds upon knowledge in NUR 342. Application of nursing knowledge in care of persons receiving multiple classifications of medications delivered through various routes of administrations. Understanding of intravenous medications, including identification of pharmacologic agents, classifications, actions, and relationship to pathophysiology of the person. Students will learn professional nursing implications for safe administration and observation of total parenteral nutrition and all blood products.
Prerequisite: NUR 340, NUR 342, NUR 346 and NUR 349
Concurrent with NUR 341, NUR 348, and NUR 350
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 385 INTRODUCTION TO NURSING RESEARCH 3
Concepts of nursing research are introduced with a major focus on quantitative and qualitative research designs, with specific application to evidence-based nursing practice.
Prerequisite: NUR 341, NUR 348, NUR 350 and NUR 360
Concurrent with NUR 445, NUR 450, NUR 456 and NUR 458
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 445 NURSING SYSTEMS AND INFORMATICS 2
Provides theoretical and practical knowledge in a systems approach to nursing. Various agencies common to health care disciplines will be explored. Introduction to concepts and principles in nursing informatics, including computer programs and software utilized in various nursing practice settings.
Prerequisite: NUR 341, NUR 348, NUR 350 and NUR 360
Concurrent with NUR 385, NUR 450, NUR 456 and NUR 458
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 450 COMMUNITY, POPULATION AND GLOBAL HEALTH CARE 4
Provides a multifocal nursing approach to environmental effects upon groups, communities and populations. Introduces epidemiological, genetic, and economic concepts and models. A special focus will include global health and vulnerable populations. Clinical experiences will occur in a variety of clinics, schools, health centers, and community settings.
Prerequisite: NUR 341, NUR 348, NUR 350 and NUR 360
Concurrent with NUR 385, NUR 445 and NUR 458
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 456 NURSING CARE OF CHILDBEARING FAMILIES 4
Nursing care of the childbearing woman is the main focus of the course. Normal reproductive health is explored for both men and women. Women's health during pregnancy; normal labor and delivery, and health of infant and mother are identified. Abnormal genetic and mother/baby issues are discussed. Health promotion and illness interventions are applied in care of the family.
Prerequisite: NUR 341, NUR 348, NUR 350, and NUR 360
Concurrent with NUR 385, NUR 445, NUR 450 and NUR 458
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 458 PEDIATRIC HEALTH AND ILLNESS 4
Learning focuses upon healthy growth and development of children and adolescents. Normal childhood diseases, both acute and chronic, are identified. Nursing care is emphasized with special application of age appropriate interventions in various settings. Promotion of health and prevention of disease is applied across age groups.
Prerequisite: NUR 341, NUR 348, NUR 350, and NUR 360
Concurrent with NUR 385, NUR 445, NUR 450 and NUR 456
Nursing fee: See Course Schedule for Amount
Course is offered: FA Every Year

NUR 465 LEADERSHIP AND MANAGEMENT IN NURSING 4
Provides knowledge and characteristics of leaders, both in self-reflection and experientially with nurse leaders. Didactic content includes philosophy of leadership and management in nursing; quality improvement; case management, and restructuring in health care. Concepts, principles, and theories of leadership and organizations will be defined. Budgeting, finance, and human resource management in nursing is explored. Evaluation of self as a leader will be included.
Prerequisite: NUR 385, NUR 445, NUR 450, NUR 456 and NUR 458
Concurrent with NUR 475, NUR 470 NUR 485 and LAS 441
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 470 NURSING CARE OF THE PATIENT WITH COMPLEX NEEDS 3
Emphasis is placed on application of complex pathophysiology and advanced technological and holistic nursing health care therapeutics. Examines the integration of physiological and psychosocial modes in care of the complex patient. Focuses the role of the nurse as partner in the health care team. Includes ethical, spiritual, and life span aspects in providing and evaluating care for patients and families in crisis.
Prerequisite: NUR 385, NUR 445, NUR 450, NUR 456, and NUR 458
Concurrent with NUR 465, NUR 475, NUR 485 and LAS 441
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 475 NURSING PRACTICUM 4
Individualized experience with a nurse preceptor in a chosen health care setting. A total of 120 clinical hours will be expected of the student, in conjunction with the assigned preceptor. Focuses on the analysis, synthesis, and evaluation of therapeutic interventions, decision-making, and role development in professional nursing practice. Emphasis in the clinical setting is placed on the integration of nursing knowledge.
Prerequisite: NUR 385, NUR 445, NUR 450, NUR 456 and NUR 458
Concurrent with NUR 465, NUR 470, NUR 485 and LAS 441
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NUR 485 PREPARATION FOR LICENSURE AND PROFESSIONAL PRACTICE 2
Focus on self-evaluation as student's transition to professional nursing practice. NCLEX review and preparation will include practice computerized tests, question analysis in group settings, and strategies for success in NCLEX. Licensure standards and professional practice expectations will be explored, including continuing education requirements, professional nursing organizations, specialty certification, and graduate nursing education opportunities.
Prerequisite: NUR 385, NUR 445, NUR 450, NUR 456 and NUR 458
Concurrent with NUR 465, NUR 470, NUR 475 and LAS 441
Nursing fee: See Course Schedule for Amount
Course is offered: WI Every Year

NURSING: BACHELOR OF SCIENCE DEGREE COMPLETION (RN TO BSN)

NUR 301 TRANSITION TO PROFESSIONAL NURSING 4
This course is the initial RN-BSN course. Characteristics of a professional nurse are examined from a liberal arts perspective. Emphasis is on enhancing critical thinking abilities, problem solving skills, and reflective thinking. Demonstration of communication skills is expected in various contexts and modes, particularly written communication. Threaded throughout the course is the integration of professional values from nursing knowledge and experiences. Awareness of self-knowledge is incorporated to enhance expertise as a competent, purposeful, and ethical professional nurse.
Prerequisite: Registered Nurse, Acceptance into the RN-BSN Program.
Concurrent with NUR 375
Course is offered: FA and WI Every Year

NUR 375 HEALTH CARE OF COMMUNITIES & VULNERABLE POPULATIONS 4
Emphasizes a holistic approach to health promotion and disease prevention in the provision of nursing care to individuals, groups and communities through primary, secondary, and tertiary therapeutic nursing interventions. Course content and learning includes identification of vulnerable populations, high risk environments, systematic health status assessment, resource utilization, and a global health perspective.
Prerequisite: Registered Nurse, Acceptance into the RN-BSN Program.
Concurrent with NUR 301
Course is offered: FA and WI Every Year

NUR 380 EVIDENCED BASED RESEARCH IN NURSING PRACTICE 4
Concepts and processes of nursing research are defined and applied to authentic practice examples. Research concepts include problem identification; research study designs; data collection techniques; and methods of data analysis. A major focus of this course is on interpretation and critique of research based articles.
Prerequisite: NUR 301 and NUR 375
Concurrent with NUR 395
Course is offered: FA and WI Every Year

NUR 395 HEALTH POLICY AND INFORMATICS 4
Provides theoretical, systems, and practical knowledge approach to nursing practice with a focus upon policy and informatics. Health policy will include federal, state, and private standards and regulations. Various agencies common to health care disciplines will be explored. Introduction to concepts and principles in nursing informatics, including computer programs and software utilized in various nursing practice settings.
Prerequisite: NUR 301 and NUR 375
Concurrent with NUR 380
Nursing fee: None
Course is offered: FA and WI Every Year

NUR 460 THE ART OF ETHICAL, CULTURAL, & SPIRITUAL NURSING PRACTICE 4
This course provides multidimensional perspectives as threaded into nurse-patient interactions. Based upon Carper's Four Patterns of Knowing (1978), and the American Nurses' Association Code of Ethics, the course will include moral theories; ethical principles and decision-making; spiritual caregiving, and personal values as experienced in health care.
Prerequisite: NUR 380
Concurrent with NUR 480
Course is offered: FA and WI Every Year

NUR 480 LEADERSHIP AND HEALTH CARE ORGANIZATIONS 4
This course provides analysis of leadership and management principles from the perspective as a change agent in the healthcare environment. Conflict resolution, power and politics, prioritization abilities, and personal leadership characteristics are explored. Systems theory, management of resources, health care economics, and power and politics in health care are emphasized.
Prerequisite: NUR 380
Concurrent with NUR 460
Course is offered: FA Every Year

PROFESSIONAL COMMUNICATION

PCM 301 FUNDAMENTALS OF PROFESSIONAL COMMUNICATION 3
This course offers a performance-based approach to communication in professional atmospheres. It incorporates various media, technologies, and communication methods for a holistic, comprehensive introduction to professional communication. Via these mediums, students will learn the skills and strategies necessary to prepare and deliver clear and meaningful messages in oral and written form. Emphasis is placed on developing excellent presentation skills, composing effective written materials, and utilizing a variety of communication technology tools, which may include but are not limited to Twitter, Skype, and GoToMeeting for effective communication in a professional setting.
Prerequisite: None
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PCM 330 INTERCULTURAL COMMUNICATION 3
The study of effective communication within and across a variety of cultures, including those within the United States and throughout the world. Ethnocentrism, cultural perspectives, values and beliefs, language and meaning, nonverbal communication and the relation of those topics to communication within the professional sector will be examined along with other topics.
Prerequisite: None
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PCM 340 PROFESSIONAL SPEAKING 3
This advanced presentation course develops the student's ability to effectively prepare and deliver a variety of informative and persuasive presentations made in professional settings. Major presentations will include informative reports, proposals and conflict communication. Topics will include, but will not be limited to examining audience analysis, how to handle questions and answers, the use of supporting materials and visual aids, and the development of presentations.
Prerequisite: Successful completion of an Introductory Public Speaking Class
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PCM 495 PROFESSIONAL COMMUNICATION SEMINAR 3
This course will provide a culminating experience for Professional Communication majors. Students will conceptualize, design and complete a major project relating to their specific professional field or their desired professional field. This project will synthesize the effective writing, communication and critical thinking skills that the student has refined through the completion of the major. This course will place a heavy emphasis on ensuring that students are familiar with the technology tools and terminology that are used by professional communicators in a variety of fields.
Prerequisite: BAM 441 and six-hours of English Composition, and 9-hours SHU residency in the major
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PHYSICAL EDUCATION

PED 103 BASKETBALL 1
Prerequisite: None
Course is offered: Uncertain

PED 104 SPINNING 1
Prerequisite: None
Course is offered: WI Every Year

PED 107 GOLF 1
Prerequisite: None
Course is offered: Uncertain

PED 108 COOPERATIVE TEAM SPORTS 1
This is an activity course that will emphasize the importance of working together as a team. Cooperative sports such as Ultimate Frisbee, Kin Ball, and Team Handball will be explored in addition to other team building exercises.
Prerequisite: None
Course is offered: Uncertain

PED 110 BASEBALL THEORY ***2***
Students will gain an understanding of the aspects of coaching baseball both on and off the field.
Prerequisite: None
Course is offered: FA Every Year

PED 111 WEIGHT TRAINING ***1***
Prerequisite: None
Course is offered: FA Every Year

PED 114 SOFTBALL THEORY ***1***
Students will gain an understanding of the aspects of coaching softball both on and off the field.
Prerequisite: None
Course is offered: FA Every Year

PED 116 VOLLEYBALL I ***1***
Prerequisite: None
Course is offered: FA Every Year

PHYSICAL EDUCATION: TEACHING MINOR

PHE 141 PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION ***3***
A lecture and discussion course in the history and foundation of physical education. This course is an examination of the influence of selected cultures, peoples, and events that have contributed to the development of the physical education discipline.
Prerequisite: BIO121 and Permission
Course is offered: WI Every Year

PHE 240 DANCE AND RHYTHM ***3***
Students will develop knowledge and skill up to an intermediate level through participation in a variety of developmentally appropriate teaching progressions (e.g., part/whole method) as well as develop and implement lesson plans and perform peer teaching in a variety of K-5 basic rhythms evolving to grades 6-12 dance forms.
Prerequisite: PHE 141
Course is offered: WI 2017, WI 2019

PHE 241 MOTOR LEARNING AND DEVELOPMENT ***3***
Instruction will focus on principles of motor development, with implications for learning gross motor skills. Consideration of the factors associated with individual differences in attaining motor proficiency during childhood and adolescence will be examined.
Prerequisite: Permission
Course is offered: FA 2018

PHE 242 TEACHING INDIVIDUAL SPORTS AND LEISURE ACTIVITIES ***3***
A course specifically for physical education minors who are preparing to teach individual sports in the secondary schools. Instruction in the teaching, performance, analysis and evaluation of selected fundamental badminton, golf and tennis skills.
Prerequisite: Permission
Course is offered: FA 2018

PHE 243 TEACHING TEAM SPORTS AND TECHNIQUES ***3***
A course specifically for physical education minors who are preparing to teach in secondary schools. Instruction in the teaching, performance, analysis, and evaluation of fundamental volleyball, basketball and soccer.
Prerequisite: Permission
Course is offered: WI 2017, WI 2019

PHE 341 ADAPTED PHYSICAL EDUCATION ***3***
A lecture and participation course covering the philosophy and goals of adaptive physical education, the relationship of adaptive physical education to the general physical education program, the needs and characteristics of the students with disabilities, and the designing of exemplary adapted physical education programs.
Prerequisite: PHE 241
Course is offered: FA 2017, FA 2019

PHE 372 METHODS OF TEACHING PHYSICAL EDUCATION ***2***
A study of theory and practice of both curricular design and teaching methodology, as well as classroom management used in secondary physical education classes and other instructional settings of physical activity with emphasis on teaching, learning and quality assessment.
Ten hours of field experience required.
Prerequisite: Permission
Course is offered: WI 2018

PHILOSOPHY

PHI 110 LOGIC ***3***
An examination of the standards of sound argumentation, both inductive and deductive, including argument structure, classical categorical logic, modern truth-functional logic, informal fallacies, and the role of language in argumentation.
Prerequisite: None
Course is offered: WI 2017, FA 2017

PHI 201 INTRODUCTION TO PHILOSOPHY ***3***
An introduction to the major areas of philosophy, including metaphysics, epistemology, and ethics, with an emphasis on philosophical problems relating to human existence.
Prerequisite: None
Liberal Arts: Philosophy
Course is offered: Uncertain

PHI 210 SYMBOLIC LOGIC ***3***
A thorough treatment of sentential and predicate logic, including translations, truth tables, proofs, truth trees, logical paradoxes, and other philosophical issues relating to logic.
Prerequisite: None
Course is offered: WI 2018

PHI 220 INTRODUCTION TO ETHICS ***3***
An introduction to the major philosophical theories of ethics, including those of Aristotle, Aquinas, Kant, and Mill, with some application of these theories to contemporary moral problems.
Prerequisite: None
Liberal Arts: Philosophy
Course is offered: FA Every Year

PHI 260 INTRODUCTION TO POLITICAL PHILOSOPHY *3*
A historical introduction to issues concerning the nature of the state, the proper extent of state power, the duties owed by citizens to the state and to other citizens, and the appropriate goals of state activity. Potential sources include Plato, Aristotle, St. Augustine, Thomas Hobbes, John Locke, Jean Jacques Rousseau, John Stuart Mill and Karl Marx.
Prerequisite: None
Course is offered: Uncertain

PHI 320 SOCIAL ETHICS 3
An application of the major philosophical theories of ethics to contemporary moral problems, especially those problems which confront us on the societal level.
Prerequisite: ENG102
Liberal Arts: Philosophy
Course is offered: WI Every Year

PHI 329 TECHNOLOGY AND THE HUMAN CONDITION 3
This class will inquire into the profound and subtle ways technology has changed human life by looking at both the natural and human environments. The course will wrestle with the complex and too-little-asked question of what is meant by technological progress. This course is offered out of the belief that our society has not yet learned to direct its technology instead of letting its technology direct it.
Prerequisite: None
Liberal Arts: Philosophy
Course is offered: At one or more Siena Heights degree completion centers, as well as in a blended online format, but may not be available on the Adrian campus

PHI 340 ANCIENT PHILOSOPHY 3
An examination of the philosophical writings of Plato and Aristotle, including some treatment of the pre-Socratic philosophers.
Prerequisite: ENG102 or permission
Liberal Arts: Philosophy
Course is offered: WI 2017, WI 2019

PHI 341 MODERN PHILOSOPHY 3
An examination of the philosophical writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.
Prerequisite: ENG102 or permission
Liberal Arts: Philosophy
Course is offered: WI 2018, WI 2020

PHI 342 MEDIEVAL PHILOSOPHY 3
An examination of the philosophical writings from the Western intellectual tradition from the fall of the Roman Empire to the Scientific Revolution. Potential sources include Boethius, Augustine, St. Anselm, duns Scotus, St. Thomas Aquinas, and William of Ockham. A focus will be on issues in metaphysics and philosophy of religion.
Prerequisite: ENG102
Course is offered: FA 2018, FA 2022

PHI 360 AESTETICS 3
An exploration of topics related to the arts. Students will consider various theories on how to evaluate works such as music, art, and poetry. Readings will be drawn from the works of philosophers and artists. A wide array of artworks and artistic activities will also be considered.
Prerequisite: ENG102
Liberal Arts: Philosophy
Course is offered: Uncertain

PHI 361 PHILOSOPHY OF RELIGION 3
An examination of various philosophical issues relating to religion, including the existence and attributes of God, the relationship between faith and reason, the problem of evil, the nature of religious discourse, and miracles.
Prerequisite: ENG102 or permission
Liberal Arts: Philosophy
Course is offered: FA 2020

PHI 362 SOCIAL AND POLITICAL PHILOSOPHY 3
An examination of the writings of various social and political philosophers, focusing on the foundations of the state, law, rights, justice, equality, and the common good.
Prerequisite: PHI 260 and ENG 102
Liberal Arts: Philosophy
Course is offered: Uncertain

PHI 364 PHILOSOPHY OF SCIENCE 3
A historical or topical examination of epistemological and metaphysical issues that arise in thinking about science. Topics that will be covered include the nature of science, scientific explanation, scientific laws and theories, theoretical concepts, and reductionism – all with special reference to the natural sciences.
Prerequisite: PHI 110 and ENG 102
Course is offered: FA 2017, FA 2021

PHI 365 KNOWLEDGE AND REALITY 3
A historical or topical examination of issues in metaphysics and epistemology generally. Guiding questions in epistemology may include: what is knowledge? Is knowledge possible? Does scientific inquiry yield knowledge, and, if so, how? Guiding questions in metaphysics may include: does God exist? What is time? What is the relationship between the mind and the body?
Prerequisite: PHI 210 and ENG 102
Course is offered: FA 2019, FA 2023

PHI 385 PHILOSOPHY OF CRIMINAL JUSTICE 3
This course provides an overview of the entire criminal justice system with particular emphasis on the police, court system, and sentencing alternatives. Students will learn how societal laws reflect the values of the community or special interest groups. The philosophies of crime control versus due process will be explored in terms of the consequences to individual offenders.
Prerequisite: PHI 201 or PHI 220 or Permission
Liberal Arts: Philosophy
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian Campus.

PHI 485 SPECIAL TOPICS 1-3
An intensive study of a particular philosophical problem or the writings of an individual philosopher. Examples of past topics include Skepticism, Philosophy of Science, and Philosophy of Language. This course may be taken more than once as long as the course content is different.
Prerequisite: PHI 201 or 220 and one other philosophy course, or permission
Liberal Arts: Philosophy
Course is offered: Uncertain

PHI 495 SENIOR THESIS 3
The research and writing of a major philosophical paper.
Prerequisite: Senior standing and permission
Course is offered: WI Every Year

PHYSICS

PHY 141 GENERAL PHYSICS I (NON-CALCULUS BASED) ***4***
An introduction to the study of mechanics and thermodynamics. Topics covered include kinematics, dynamics, energy, momentum, rotational motion, simple harmonic motion, and the laws of thermodynamics. Algebra and trigonometry are required.
Prerequisite: MAT 159 or equivalent
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

PHY 142 GENERAL PHYSICS II (NON-CALCULUS BASED) ***4***
An introduction to the study of electromagnetism, optics, and modern physics. Topics covered include electrostatics, electric circuits, magnetism, light and optics, the theory of special relativity, quantum mechanics, and nuclear physics. Algebra and trigonometry are required.
Prerequisite: PHY 141 and MAT 159 or equivalent
Laboratory fee: $50
Course is offered: WI Every Year

PHY 161 PHYSICS I (CALCULUS BASED) ***4***
Topics covered are the same as PHY 141 General Physics I. The methods of calculus are employed in the description of physical phenomena.
Prerequisite: One year of calculus
Laboratory fee: $50
Liberal Arts: Science
Course is offered: FA Every Year

PHY 162 PHYSICS II (CALCULUS BASED) ***4***
Topics covered are the same as PHY 142 General Physics II. The methods of calculus are employed in the description of physical phenomena.
Prerequisite: PHY 161 and one year of calculus
Laboratory fee: $50
Course is offered: WI Every Year

PUBLIC SERVICES ADMINISTRATION

PSA 331 FUNDAMENTALS OF PUBLIC SERVICES ADMINISTRATION I ***3***
The course is an overview of the profession, introducing the student to the principles of administration in a Human Services Administration setting. Topics include Organizational Behavior, Personnel Administration/Labor Relations; Public Policy; Administrative Law; and Public Administration. The case method approach is introduced to the student.
Prerequisite: Permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSA 341 RESEARCH IN THE SOCIAL SCIENCES ***3***
An examination of the social research process with considerable attention being focused on the many types of applications now being made. Problem formulations, concept and hypothesis formulation, survey research, case studies, experimentation, observational methods, data processing, analysis of data, computer applications, and evaluating research.
Prerequisite: PSA 331 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSA 433 BUDGETING FOR PUBLIC SERVICES ADMINISTRATION 3
A survey of budgeting and finance. Budget systems, including program planning and budgeting systems, and the politics of taxation and other governmental revenues are studied.
Prerequisite: PSA 331 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSA 434 CRITICAL ISSUES IN PUBLIC SERVICES ADMINISTRATION 3
A seminar course covering such topics as: productivity/workload; stress management; interaction with other public agencies; administrator and board development; long range planning strategies; goal development in changing environment; government regulations; policy/procedural development and review.
Prerequisite: PSA 331 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSA 480 PUBLIC SERVICES ADMINISTRATION INTERNSHIP 3
PSA 480 will provide an opportunity for the student to affirm the basic underlying values of the profession through promotion and application of theories, concepts, knowledge and skills in a professional service setting.
Prerequisite: Permission of instructor, PSA program coordinator, and a minimum of four courses in the major
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSA 495 SENIOR SEMINAR 3
An examination of social issues, social research and funding options that may decrease a critical social issue will be explored in this course. As the culminating course students will integrate their knowledge, skills and abilities as they engage in program development.
Prerequisite: PSA 331, 341, 433, and permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

POLITICAL SCIENCE

PSC 101 FOUNDATIONS OF POLITICAL THOUGHT 3
This course is an introduction to the theoretical study of politics and to some central ideas that have influenced the political life in the West. Through a survey of selected writings and authors, from Ancient Greece to the present, students will explore the various ways in which questions on the nature of the state, governing, authority, law, freedom, rights, justice, equality, and the common good, have been formulated and addressed. Attention will be paid to how these investigations help us understand the nature of our own political regime and what might constitute our ethical and legal responsibilities to that regime.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA 2017

PSC 130 AMERICAN DEMOCRACY 3
This course is an introduction study of the American political system, which reveals itself as an interconnected set of ideas, practices, and institutions. This course explores some of the central elements of this system with an eye toward understanding and explaining why the system works the way it does and critically evaluating how democratic it is. A deeper acquaintance with the American political system through this course aims to place individuals in a better position to appreciate the limits and possibilities of American politics and governance and to be more reflective about the difficult political and ethical choices we face as individuals and as a community.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

PSC 260 COMPARATIVE POLITICS 3
This course compares and contrasts different types of government in the world. It describes and explains similarities and differences among political systems.
Prerequisite: PSC 130
Liberal Arts: Social Science
Course is offered: FA 2018

PSC 265 UNITED STATES FOREIGN POLICY 3
The United States is the dominant power in a politically decentralized and economically interdependent world awash with complex issues. This course analyzes these issues and American policy toward them. It also addresses the questions: What principles should guide American foreign policy? What should be the goals of U.S. foreign policy and how should these goals be pursued?
Prerequisite: PSC 130
Liberal Arts: Social Science
Course is offered: WI 2017

PSC 270 INTERNATIONAL RELATIONS 3
This course introduces students to both the sources of conflict and the available resources to address conflict in the international arena. This course explores not only the sources of war but the increasing role played by economics, human rights, and environmental issues in generating international conflict and examines the mechanisms that exist for settling conflict.
Prerequisite: None
Course is offered: WI 2018

PSC 380 PUBLIC POLICY 3
Public policy refers to an intentional course of action by a governmental agency or public official for dealing with an issue of public concern. This course analyzes and evaluates current public policy in the United States toward crime, education, energy, and poverty. It also explains the process used to adopt and implement these policies.
Prerequisite: PSC 130 or permission
Liberal Arts: Social Science
Course is offered: WI 2017

PSC 430 CONSTITUTIONAL Law I: CIVIL RIGHTS & CIVIL LIBERTIES 3
This course examines the major federal civil rights and civil liberties in the United States. A major emphasis of the course is on the U.S. Constitution and the major U.S. Supreme Court decisions interpreting the Constitution and establishing these rights and liberties.
Prerequisite: None
Course is offered: FA 2018

PSC 431 LAW AND SOCIETY 3
This course examines the role of law in society with focus on the interaction between legal and social variables. It covers the nature of law, its functions, structure, and process, with particular emphasis on the American legal institution. The relationship between law and social change will be a major focus of the course. The effect of key court decisions on American society will be explored to illustrate this relationship. A number of important substantive areas of law will also be examined with an emphasis on practical issues in the legal and social area.
Prerequisite: None
Course is offered: WI 2018

PSC 440 CONSTITUTIONAL Law II: GOVERNMENT POWERS 3
This course examines the central powers of the federal government in the United States. The emphasis is on the legal study of these powers and will pay special attention to the Constitution and Supreme Court case law, but will also address legal statutes and political practice.
Prerequisite: PSC 130 or equivalent
Course is offered: FA 2017

PSYCHOLOGY

PSY 111 INTRODUCTION TO PSYCHOLOGY 3
An examination of the major theoretical viewpoints in psychology. Exploration of a limited number of topics basic to the field: e.g., intellectual/ethical development, learning, perception, motivation, attitude development, and change.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

PSY 230 DEVELOPMENTAL PSYCHOLOGY 3
This course will present the student with an introduction to the nature of human development from conception to death. Covered in the course will be the physical, cognitive, social and emotional development of the individual during each of the major developmental periods: infancy, childhood, adolescence, and adulthood. Universal patterns and individual variations of developmental patterns will be explored.
Prerequisite: PSY 111
Course is offered: FA and WI Every Year

PSY 241 CHILD AND ADOLESCENT PSYCHOLOGY 3
This course will provide a general introduction to the developmental, social, emotional, and behavioral challenges of childhood and adolescence. Special needs and disorders will be examined in the contexts of family, peer group, school and community. The ethical considerations associated with these challenges, as well as the impact of culture on children and their families, will be highlighted. Strategies employed to support children and their families as they deal with these special needs and problems will also be addressed.
Prerequisite: PSY 111
Course is offered: FA 2018

PSY 270 RESEARCH METHODS 3
This course will provide an introduction to the scientific methodology used by psychologists. The course will examine ethics, methods, and procedures, such as case studies, surveys, and experiments employed in psychological research. Activities may include lab experience, data collection, research reports, and critiques of published research and individual or group presentations.
Prerequisite: PSY 111
Course is offered: FA Every Year

PSY 275 PSYCHOLOGY OF GENDER 3
The goal of this course is to explore theories and research regarding the impact of gender. We will explore gender role development and expression in adults and children, biological and environmental influences that impact gender differences in behavior, personality, aggression and violence, cognition, and relationships. This course will challenge students to examine the social construct of gender and its utility in modern society.
Prerequisite: PSY 111 or permission
Course is offered: WI Every Year

PSY 312 INTERVENTIONS WITH CHILDREN & FAMILIES (AGES 0-6) 3
An intense study of interventions, research and therapeutic techniques with children, 0-6, and with parents and families, to prepare students for work in community and human services with this population. Issues relating to young children such as prenatal care, parenting and attachment, abuse, foster care, failure to thrive infants, autism, delayed development of early skills, behavioral problems in the preschool child, etc., will be examined.
Prerequisite: PSY 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 313 INTERVENTIONS WITH CHILDREN & FAMILIES (AGES 6-12) ***3***
An INTENSE STUDY OF interventions and therapeutic techniques with children, 6-12, and with parents and families to prepare students for work in community services for this population. Issues relating to the school-age child, such as Attention Deficit Disorder (ADD/ADHD), school related problems (learning disabilities, behavioral disorders, etc.) and mental disorders in children (Bipolar 1 and 2, Obsessive Compulsive Disorder, Anxiety Disorders, autism, and Asperger's Syndrome, etc.) will be discussed. Issues relating to family (divorce, abuse, foster care and adoption, etc.) will also be examined.
Prerequisite: PSY 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 325 STRESS MANAGEMENT ***3***
This class is intended to study the definition of stress, its origins, its effects, and coping skills to manage stress in our personal and professional lives. The course will study stress from both clinical and personal perspectives. Additionally, by participating in an "on-line" course the student gains the added advantage of learning and using the technology of the computer and internet. The student should be self-motivated to learn course material.
Prerequisite: None
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 340 SOCIAL PSYCHOLOGY ***3***
This course deals with the experience and behavior of the individual in relation to others. The course concentrates on social psychological phenomena such as attitudes, interpersonal perception and attraction, conformity, aggression, socialization, and personal development.
Prerequisite: PSY 111
Course is offered: FA Every Year

PSY 350 ABNORMAL PSYCHOLOGY ***3***
The course will focus on general problems of living and communication, the concepts of "normality" and "deviancy," together with descriptions of cognitive, affective, and behavioral disorders. The origins of specific disorders will be considered along with the nature and problem of diagnosis and classification, and contemporary modes of treatment.
Prerequisite: PSY 111
Course is offered: WI Every Year

PSY 360 COUNSELING TECHNIQUES AND PRACTICE ***3***
This course will provide students with the opportunity to learn and practice basic listening and interpersonal skills in group and one-to-one settings. Professional ethics, body language, attending skills, empathy skills, and sensory experiences are topics included in this course. Skills will also be developed for crisis intervention and for making referrals to appropriate professionals or agencies.
Prerequisite: PSY 111
Course is offered: FA and WI Every Year

PSY 370 PSYCHOLOGY OF AGING ***3***
The course will study the contemporary aspects of aging, issues of elder care, and death and dying. It will examine psychological aspects of the aging process including the changes that occur in the area of psychomotor, memory, and intellectual functioning, personality and social relationships, physical and emotional health, and life transitions. Students will have an opportunity to research social and cultural programs that provide support to older adults.
Prerequisite: PSY 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 380 HUMAN SEXUALITY 3
This course deals primarily with the psychosocial aspect of sexuality and to a lesser extent, with the physiological aspects. Topics include the sexual response cycle, varieties of sexual behavior, procreation and contraception, and sex roles and relationships.
Prerequisite: PSY 111
Course is offered: FA 2018

PSY 382 PSYCHOLOGY INTERNSHIP 3
This course gives students the opportunity for supervised experiences in psychology-related field placements. The students will have the opportunity to reflect upon and evaluate this experience in individual and group meetings.
Prerequisite: PSY 360 with a grade of C or better is required, declared Psychology major, and permission
Course is offered: FA, WI, and SU Every Year

PSY 390 HISTORY AND SYSTEMS OF PSYCHOLOGY 3
This course examines the history of psychology, and the important issues, ideas, and people that have shaped modern scientific psychology. Notable contributions of other disciplines will be examined. The different schools and systems that characterize modern scientific psychology will be explored.
Prerequisite: PSY 111
Course is offered: WI Every Year

PSY 391 CROSS-CULTURAL COUNSELING 3
This course explores the cultural influences that may influence the counselor and client relationship. Culture is broadly defined in this course. The course is designed to help students communicate comfortably with individuals from another culture and to develop skills for choosing the right intervention for a client from another culture. The course will also help the student to acknowledge and value their own cultural heritage.
Prerequisite: PSY 111 and PSY 360 recommended
Course is offered: Uncertain

PSY 395 JUNIOR SEMINAR 3
The seminar will focus on preparation for professional life as a psychologist. The seminar format will entail intensive reading, writing and activities centering on professional interests. Students will choose and investigate a research topic related to their future career goals. The course will culminate with a written research proposal including review of related literature, hypothesis, and methodology. The proposal will conform to the guidelines and ethical standards of the American Psychological Association.
Prerequisite: MAT 142 or MAT 143 or MAT 174 and PSY 170
Course is offered: WI Every Year

PSY 397 POSITIVE PSYCHOLOGY 3
This course will examine the paradigm shift from pathology to strength-based psychology. It will explore the psychological aspects of a fulfilling and flourishing life including the questions: 1. What makes people happy? 2. How can we become happier? Theories and empirical research in Positive Psychology will be discussed. Topics will include happiness, self-esteem, relationships, humor, gratitude, mindfulness, forgiveness, optimal health and goal setting. The class will be a combination of lectures, group discussions, class activities and projects, and self-exploration activities.
Prerequisite: ENG 102, PSY 111
Course is offered: FA 2017, FA 2018

PSY 431 ATTITUDE CHANGE AND PERSUASION 3
This course explores the process of social influence from a social psychological perspective, with a particular emphasis on the nature of attitudes and the process of attitude change. Key topics include persuasion, attitude measurement and formation, conformity, compliance, obedience, social learning, attribution, and the attitude-behavior relationship.
Prerequisite: PSY 111 or equivalent
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 432 CRISIS IN ADOLESCENCE 3
This course provides an overview of the psychological and social development of adolescence. Issues related to the adolescent experience, such as parental relations, substance abuse, sexuality, education, delinquency, and suicide will be explored, discussed, and researched.
Prerequisite: PSY 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 433 DEATH AND DYING 3
This course will explore the many facets of the dying process. Students will develop skills and compassion for supporting the dying individual and his/her family with this last stage of life. Students will gain information on variety of resources and methods for assisting individuals of all ages with the grieving process.
Prerequisite: PSY 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 440 PERSONALITY 3
The aim of this course is to present the distinctive features of the major theories of personality together with critical evaluations and comparisons of their subtle differences. Theorizing about the nature of individual behavior; its development, growth, and change will point out the vital issues of everyday life. The student will be asked to recognize these implications in human behavior which have a direct bearing on effective living.
Prerequisite: PSY 111
Course is offered: WI Every Year

PSY 441 GROUP DYNAMICS 3
This course focuses on both the structure of groups and their dynamic processes such as group problem solving, decision-making, leadership, communication, and productivity. Other key topics explored will be the nature and types of groups, group goals, membership, and group concepts related to real life groups encountered by students.
Prerequisite: PSY 111 or equivalent
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 445 RESEARCH IN PSYCHOLOGY 3
In this course students will complete the research project started in the Junior Seminar. Students will collect and analyze data and write a complete research report including review of related literature, statement of the problem, hypothesis, methodology, data collection, results, and conclusions. Students will follow APA guidelines when writing the research report. Lab fees may apply.
Prerequisite: MAT 142 or MAT 143 or MAT 174 and PSY 395
Course is offered: FA Every Year

PSY 450 LEARNING AND MEMORY 3
This course presents the various theories of learning, particularly classical and operant conditioning, behavior modification, and humanistic approaches. Emphasis will also be placed on the ways learning and memory interact. Personal cognitive style mapping is included.
Prerequisite: PSY 111
Course is offered: FA Every Year

PSY 452 FAMILY SOCIAL ISSUES 3
This course examines the family as a social system of persons with goals, roles, and status that exist for a purpose. Course content includes methods of intervention which focus on empowering families to function effectively in their community and on enabling family members to develop mentally, emotionally, physically, and spiritually. Such methods include counseling, problem-solving, self-help behavior, and intra-family communications.
Prerequisite: SOC 111 or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

PSY 455 PHYSIOLOGICAL PSYCHOLOGY 3
An introduction to the many mysteries of the human brain and its functions. Endocrinology, anatomy, and physiology involved in neuroscience will be part of the research for this course. Physiological psychology is an introduction to the biology of behavior.
Prerequisite: PSY 111
Course is offered: WI 2018

PSY 495 SENIOR SEMINAR 3
The capstone course will provide an opportunity for synthesis and integration of knowledge and skills developed through the psychology curriculum. A major focus of the seminar will be on the student's preparation for a public presentation of their research project. Additionally, it will explore current issues and topics in the field of psychology and emphasize the relationship of psychology to other disciplines. This course will reinforce professional skills needed in employment and/or graduate school. Students will complete their professional portfolios.
Prerequisite: MAT 142 or MAT 143 or MAT 174 and PSY 382, PSY 445 and Senior Standing
Course is offered: WI Every Year

RELIGIOUS STUDIES

RST 102 INTRODUCTION TO CHRISTIAN THEOLOGY 3
This course is intended to develop in students: 1) a basic theological literacy and 2) a foundation from which further theological questions may be addressed. Students will be introduced to the role of Scripture in Christian tradition, historical developments related to the faith, and concerns facing the church today. Guiding the investigation of these issues will be the position that the Christian faith not only has a personal dimension, but also has an effect on the life of human persons in community.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: FA and WI Every Year

RST 103 CATHOLICISM TODAY 3
This course will address current issues and concerns in Roman Catholic theology at the same time that we examine the foundations and core beliefs of the tradition. Among the foundations are the bible, understanding of the human person, the meaning of belief in a triune God, sacraments, Christian vocation, authority, church and prayer. Current issues which may be explored are war and peace, social justice, immigration, healthcare and sexuality.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: FA and WI Every Year

RST 301 THEOLOGICAL INQUIRY 3
This course provides a contemporary overview of the foundational concepts in theology. It examines such topics as faith, reason, and the human person, God, Jesus, the Holy Spirit, Scripture, Church, and Redemption as essential elements of the Christian life.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: WI 2017 Adrian Campus, WI 2018 Degree Completion Center

RST 302 INTRODUCTION TO THE HEBREW SCRIPTURES 3
Through exploration of the English text of the Old Testament students will discover the theological and cultural context of ancient faith communities. Essential selected concepts from the stories, metaphors, and poetry of the Old Testament will be studied using a critical method in light of contemporary scholarship.
Prerequisite: Junior or Senior standing or permission
Liberal Arts: Religious Studies
Course is offered: FA 2017

RST 303 INTRODUCTION TO THE CHRISTIAN SCRIPTURES 3
Through exploration of the English text of the New Testament students will discover the theological and cultural context of first century faith communities proclaiming Jesus as the Christ. Selected texts and essential concepts of the gospels and letters will be studied using a critical method in light of contemporary scholarship.
Prerequisite: Junior or Senior standing or permission
Liberal Arts: Religious Studies
Course is offered: WI 2018

RST 305 THEOLOGICAL ETHICS 3
This course will explore the relationship between Christian social ethics and Christian moral development, and how a believer manifests both as foundational for participation in a faith community.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: FA 2017

RST 310 READINGS IN CONTEMPORARY THEOLOGY 3
From the Bible to the present day, people of faith have tried to understand everyday life through the lens of their religious beliefs. They have also brought the questions and concerns of their time to their understanding of their faith. This course will assist students in finding connections between faith and life by addressing contemporary issues. Examples of such issues might be the relationship between religion and politics, the new atheism, and liberation theologies.
Prerequisite: Junior or Senior standing or permission
Liberal Arts: Religious Studies
Course is offered: FA 2018

RST 311 ISSUES IN CONTEMPORARY MORALITY 3
This course introduces students to contemporary moral issues concerning such areas as economics, medicine, birth control and population, war and peace-building, and examines guidelines offered by Catholic social teaching regarding these issues. These guidelines are set in dialogue with a range of other approaches and positions regarding these issues. Topics include exploring the distinctions between ethics and law, the value of moral norms and the notion of “the common good.”
Prerequisite: Junior or Senior standing or permission
Liberal Arts: Religious Studies
Course is offered: Uncertain

RST 312 CHURCH HISTORY 3
This course will study the history of the church from the Apostolic Age to the present. It will emphasize structure, expansion, worship, theological developments, important persons and movements.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: At one or more Theological Studies centers, but may not be offered at the Adrian campus

RST 313 THEOLOGY OF THE CHURCH 3
Students will study the origin, nature, mission, and models of the Church. While exploring the relationship of the Church to the Reign of God emphasis will be given to the development of Ecclesiology since Vatican I and II.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: At one or more Theological Studies centers, but may not be offered at the Adrian campus

RST 314 WORLD RELIGIONS 3
Students are introduced to fundamental religious principles as they are expressed primarily in the lives of Hindus, Buddhists, Jews, Christians and Muslims. The focus will be on the various ways in which peoples of diverse religious traditions and histories strive to live well together in a world of pluralism dominated by reason and pragmatism. Students will strive to assess and integrate the foundational religious principles of living communities of faith.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: WI Every Year

RST 318 VALUES IN VIDEO 3
Films introduce the student of popular culture to the latent theology within a story. Through the development of visual analytical skills, the student will identify and assess concepts such as faith, commitment, hope, forgiveness, and transformation. The student will also strive to develop skills that will allow assessment of meanings communicated through symbol and image.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: FA Every Year

RST 319 CHRISTOLOGY 3
Who is Jesus? Why did Christians come to believe that Jesus is divine? This course presents Christian belief and reflection concerning Jesus as the revelation of God, as fully human and fully divine. It examines the structure and development of Christology in the New Testament and subsequent tradition.
Prerequisite: Junior or Senior standing, or permission
Liberal Arts: Religious Studies
Course is offered: WI 2018, and at one or more Theological Studies centers.

RST 320 CELEBRATING CHRISTIAN FAITH: SACRAMENTAL THEOLOGY 3
The central focus of this course is the history and tradition of the seven sacraments and a contemporary understanding of symbols in light of the positions formulated by Vatican II.
Prerequisite: Permission
Course is offered: At one or more Theological Studies centers, but may not be offered at the Adrian campus

RST 321 WOMEN AND RELIGION 3
In this course, students will examine both the impact that Christian faith has on women and the impact that women have on Christian faith. These influences are evident in texts that have been written for, about and against women, as well as in texts written by women themselves. They are also apparent in religious practices. We will critically analyze selected texts and practices.
Prerequisite: Junior or Senior standing, or permission
Liberal Arts: Religious Studies
Course is offered: WI 2018

RST 323 EASTERN RELIGIONS 3
Students will discover how religions shape the minds, hearts and actions of their followers. Eastern traditions of Hinduism will be explored with its dramatic art and yoga; Buddhism will focus on compassion and inner peace; Taoism and Confucianism will illustrate balance and harmony with the self and society.
Prerequisite: Junior or Senior standing, or permission
Course is offered: Uncertain

RST 324 WESTERN RELIGIONS 3
Students are introduced to the fundamental religious principles as they are expressed in the lives of Christians, Jews, and Muslims. The course will focus on the differences and similarities of these three religions.
Prerequisite: Junior or Senior standing, or permission
Course is offered: Uncertain

RST 326 CHRISTIAN SPIRITUALITY 3
The Christian tradition asserts that God invites us to a new life in the Spirit by which we become emptied of selfish concerns and increasingly turned lovingly toward God and neighbor. This course explores the Christian understanding of “spirituality” as described in the Bible, in the writings of mystics and spiritual masters, and as exemplified in lives of saints and of everyday people.
Prerequisite: Junior or Senior standing, or permission
Liberal Arts: Religious Studies
Course is offered: Uncertain

RST 330 SCRIPTURE AND SOCIETY 3
A course designed to allow students to apply methods of scriptural study to particular issues of current interest.
Prerequisite: None
Liberal Arts: Religious Studies
Course is offered: Uncertain

RST 341A-H EXPLORING BIBLICAL LITERATURE 3
Students will explore specific issues within biblical studies-such as the prophets, wisdom literature, the Gospels, Pauline letters, and biblical archeology. Special attention will be paid to socio-historical contexts of biblical works, their literary genre, and current methods of interpretation.
Prerequisite: RST 302 or RST 303
Course is offered: Uncertain

RST 359 CATHOLIC LITERATURE 3
This course will focus on issues of Catholic faith and culture as explored in works of literature. The course may include poetry, fiction, essays, and/or films from a diverse range of geographic locations and historical time periods. As a result of the course, students will recognize the Catholic imagination in various literary genres and traditions.
Prerequisite: ENG 102 or ENG 341 or Equivalent
Course is offered: Uncertain

RST 372 METHODS IN TEACHING RELIGION 3
This course will initiate students into the resources, methods, principles, and skills for teaching about religion in both private and public education. It will also introduce students to the rights and responsibilities of teachers regarding the establishment clause of the first amendment as it directly addresses religion and religious diversity.
Prerequisite: RST 301, RST 314, or permission
Course is offered: Uncertain

RST 395 THEOLOGICAL APPLICATION 3
In this capstone course for students minoring in Religious Studies, students apply theological content and skills to the senior project of one’s declared major. Religious Studies enrollment is usually concurrent with senior project.
Prerequisite: Permission
Course is offered: FA and WI Every Year

RST 410 PEACEMAKING ***3***
This course approaches the challenges of making and building peace from multidisciplinary perspectives. The course explores and analyzes social, cultural, and religious justifications of violence and war, the “cycle of violence” and seeks peaceful means to disrupt that cycle. The course also explores proactive measures that build peaceful communities by addressing the conditions that promote violence. The life and writings of peacemakers will serve as the critical voices that challenge us to move from ideas of peace to becoming committed peacemakers.
Prerequisite: Junior or Senior standing, or permission
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

RST 480 FAITH IN ACTION ***3***
Individual or small communities of students custom design a contextual education course in which they learn the art of social action that is formed by a theological understanding. This course provides students with the opportunity to engage in the life and action of faith communities within their own cultural context, (e.g., Catholic Social Services in Adrian, Network in Washington D.C., Catholic Worker House in Chicago, Vess in Brownsville, Texas.) In addition to intensive reading preparation, the course focuses primarily on action and reflection (writing for critical social, theological analysis). This course must be contracted with a professor in Religious Studies and the Office of Cooperative Learning. Students must have at least Junior standing.
Prerequisite: Junior or Senior standing; course must be contracted with instructor and the Office of Cooperative Learning
Course is offered: FA and WI Every Year

RST 495 SENIOR SEMINAR ***3***
In this summative project Religious Studies majors demonstrate competence in the areas identified by the Religious Studies program outcomes by a research project.
Prerequisite: All RST required courses and permission
Course is offered: FA and WI Every Year

SPECIAL EDUCATION

SED 101 AMERICAN SIGN LANGUAGE I ***3***
This first major introductory course in the American Sign Language (ASL) covers definition, history, legislation and culture of ASL. The alphabet numbers and signs will be presented through natural signed topics such as; exchange of personal information, talking about surroundings, family and other social topics. This course will focus on the following conceptual framework themes: 1. visual-gestural strategies, 2. receptive sign language in a conversational context, 3. expressive sign language in a conversational context, 4. fingerspelling, loan words and numbering systems, deaf culture and deaf history and 5 grammar of ASL. This course fulfills a world language requirement.
Prerequisite: None
Course is offered: FA and WI Every Year

SED 140 AMERICAN SIGN LANGUAGE II ***3***
This second major course in the American Sign Language (ASL) covers advanced history, legislation and detailed culture of the deaf culture. The alphabet numbers and signs will be presented through natural signed topics such as; exchange of personal information, talking about surroundings, family and other social topics. This course will focus on the following conceptual framework themes: 1) visual-gestural strategies, 2) receptive sign language in a conversational context, 3)expressive sign language in a conversational context, 4) fingerspelling, loan words and numbering systems, deaf culture and deaf history and 5) grammar of ASL. This course fulfills a world language requirement.
Prerequisite: SED101
Course is offered: WI Every Year

SED 312 INTRODUCTION TO SPECIAL EDUCATION 3
This first major introductory course in the field of special education covers definition, history and legislation of special education. The physical, emotional, social and cognitive characteristics of students with special needs are defined with an emphasis on educational interventions and assessment in grades K-12. In addition, the current research-based models, the continuum of services, agencies and other resources, and future of special education are discussed in detail. Required thirty hours in a K-12 school setting with students with disabilities.
Prerequisite: Accepted as a candidate to Teacher Education Program
Course is offered: WI Every Year

SED 334 STRATEGIES FOR TEACHING READING TO STUDENTS W/ LEARNING DISABILITIES 1
This is a course designed to help students acquire the necessary skills in reading instruction for teaching reading to students with Learning Disabilities. Three models for reading will be emphasized: developmental, remedial, specific problems. Activities will span the age range from early childhood to young adult. In addition the students will develop skills in adapting standard curricula and materials to meet individual needs. Ten hours of field experience in a k-12 setting is required.
Prerequisite: Acceptance into the Teacher Education Program
Course is offered: WI 2018

SED 341 PROCEDURES IN SPECIAL EDUCATION 2
The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Students will rehearse leading and participating in program developing meetings (IEP, 504, IAT/SAT, transition). The skills needed to be an effective team member and transmit information and manage data in a professional, ethical and efficient manner are focal points of this course.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Course is offered: WI Every Year

SED 342 PARENT-SCHOOL PARTNERSHIP: SPECIAL EDUCATION 2
This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values and family expectations will be discussed. Attention will be given to family systems, family functions, and family life cycles. Students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Students will locate and assess the local services for parents of children with disabilities. Ten hours of field experience with parents or guardians of children with disabilities is required.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Course is offered: WI Every Year

SED 343 ASSESSMENT AND EVALUATION OF STUDENTS WITH DISABILITIES 3
This course is designed to introduce students to the role assessment plays in the field of special education. The focus will be on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and classroom teachers. The Michigan assessment programs are discussed and reviewed for the implications to special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten hours of face-to-face administration of assessment instruments are required.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Course is offered: FA Every Year

SED 344 EARLY CHILDHOOD AND SPECIAL EDUCATION 3
Typical and atypical development of young children (ages 0-8) is examined. Family centered and developmentally appropriate early intervention strategies in home, school and specialized environments, as well as inclusion programs serving children with developmental delays and disabilities, will be addressed. Curriculum models which facilitate the cognitive/language, social, emotional, physical and self-help skills of children with disabilities in preschools and early elementary will be examined.
Twenty hours of field experience in a special needs or inclusion program is required.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Course is offered: FA Every Year

SED 345 COLLABORATION IN SPECIAL EDUCATION 3
This course prepares the candidates with the skills of collaboration with professionals, parents, friends and students. A variety of models of collaborations will be examined for the usage and matching to the appropriate situation. Competencies in collaboration will be developed, implemented and evaluated. Taken concurrently with student teaching.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Corequisite: SED 480, 495
Course is offered: FA and WI Every Year

SED 349 CULTURE AND DIVERSITY IN SPECIAL EDUCATION 1
This course is designed to provide an experience of working with students with disabilities in an urban setting. The students are introduced to the impact of an urban setting on disabilities. Issues such as culture, ethnicity, and socio-economics are considered in their influence on persons with disabilities and their families. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in an urban setting are examined and analyzed. Twenty (20) clock hours of field experience in an urban setting is required. Activities such as journal writing and interviewing school personnel are required.
Prerequisite: Acceptance into the Teacher Education Program
Corequisite: EDU 349
Course is offered: FA Every Year

SED 351 BEHAVIOR MANAGEMENT 2
This course is designed to provide the student with a foundation of the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development. In addition the potential behavioral expressions will be examined. Students will learn techniques and strategies for managing behavior, pre-school through young adult. Emphasis is placed to the Positive Behavioral Supports. The students will also learn methods for teaching student self-management. Ten hours of field experience are required.
Prerequisite: Acceptance into the Teacher Education Program
Co requisite: EDU 351
Course is offered: WI Every Year

SED 361 INTRODUCTION TO LEARNING DISABILITIES 3
This course provides theories and strategies in the area of learning disabilities with attention being given to the history and legal aspects of this field. A variety of researched based models are discussed in relation to the development of educational programs. The impact of a learning disability on the social and emotional development of a student is explored in detail. Aspects of receiving services to include the continuum of services are discussed as well as community services. Thirty clock hours in a setting with children with learning disabilities are required.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 or EDU 312
Course is offered: FA 2017, FA 2019

SED 362 METHODS AND STRATEGIES FOR TEACHING CHILDREN W/ LEARNING DISABILITIE 4
During this course the student will examine research based learning programs and identify matches between students' needs and program strengths. Modifications and accommodations to the basic skill areas in standard curricula in K-12 settings will be studied. In addition the student will develop skills to design, implement and evaluate remedial programs, adaptation techniques, and activities for students with learning disabilities. Assessment, both norm referenced and criterion referenced, will be explored. Discussed in this class will be the construction of age appropriate environments. Thirty clock hours of field experience in a setting with children with learning disabilities are required.
Prerequisite: Acceptance into the Teacher Education Program and SED 361
Course is offered: WI 2018

SED 381 NATURE AND NEED OF INDIVIDUALS WITH COGNITIVE IMPAIRMENT 3
This course provides an introduction in the area of cognitive impairment with attention being given to the nature and needs aspects of this field. Research based models are discussed in relation to the development of educational programs. The impacts of a cognitive impairment on the social/emotional development and daily living skills of an individual are explored in detail. All aspects of receiving services are included in the continuum of services. There is a focus on community services as well as post school services. Required: 30 clock hours in a setting with individuals with cognitive impairments.
Prerequisite: Acceptance into the Teacher Education Program and SED 312, or permission
Course is offered: FA 2018

SED 382 METHODS AND STRATEGIES FOR TEACHING INDIVIDUALS WITH MILD COGNITIVE IMPAIRMENT 2
During this course, the teacher education student will examine research-based instructional learning programs appropriate for individuals with mild cognitive impairment, K-adult. In addition, teacher education students will design, implement and evaluate age appropriate individual and small group interventions for individuals with mild cognitive impairments based on best practices and research. These interventions will include but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Accommodations to standard curricula for individuals with mild cognitive impairments in K-12 settings will be studied and practiced. Communication of these to other professionals will be studied and practiced. Assessments (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments (school, work, living, recreation) that facilitate growth and learning. Teacher education students will explore all factors related to the IEP, RTI, ITP and 504 processes. Required: 20 clock hours in a setting with individuals with cognitive impairment.
Prerequisite: Acceptance into the Teacher Education Program and SED 381
Course is offered: WI 2017, WI 2019

SED 383 METHODS AND STRATEGIES FOR TEACHING INDIVIDUALS WITH MODERATE TO SEVERE COGNITIVE IMPAIRMENT 2
During this course, the teacher education student will examine research-based instructional learning programs for individuals with moderate to severe cognitive impairment. Health and medical issues will be examined and the teacher education student will design and implement a study of age appropriate individual interventions for individuals with moderate to severe cognitive impairment based on best practices and research. Age-appropriate modifications to standard curricula for individuals with cognitive impairment in K-Adult settings will be studied and practiced. The teacher education student will communicate these to other professionals. In addition, the teacher education student will, based on research based models, develop skills at designing, implementing, evaluating programs and adaption techniques and activities for individuals with moderate to severe cognitive impairment. These programs will include but not be limited to academic, daily living skills, prevocational skills, and personal care skills. Assessments, (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning. Teacher education students will learn how the teacher as researcher functions in a classroom. Teacher education students will explore all factors related to the IEP, ITP and 504 processes. Required: 20 clock hours in a setting with individuals with cognitive impairment.
Prerequisite: Acceptance into the Teacher Education Program and SED 381
Course is offered: WI 2017, WI 2019

SED 384 TRANSITION AND CAREER EDUCATION FOR INDIVIDUALS WITH COGNITIVE IMPAIRMENT 3

The purpose of this course is to provide the teacher education student the information and requirements that focus on transition and career development of individuals with cognitive impairment. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, and work skills, and work experience in both the school environment and the community environment. The teacher education student will learn how to create work environments. Teacher education students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels.
Prerequisite: Acceptance into the Teacher Education Program, SED 312 and SED 381, or permission
Course is offered: WI 2017, WI 2019

SED 385 STRATEGIES FOR FUNDAMENTAL READING AND FUNCTIONAL READING 2

During this course, the teacher education student will examine research based instruction in fundamental and functional reading. Functional and fundamental reading in all domains is covered and practiced. Age appropriate modifications will be implemented. The teacher education student will communicate these to other professionals. In addition, the teacher education student will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities related to fundamental and functional reading for individuals with moderate to severe cognitive disabilities. These reading instructions will include but not be limited to academic, social daily living, and prevocational/vocational skills. Assessments, (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning in reading. Teacher education students will explore all factors related to the IEP, ITP and 504 processes related to reading. Required: 20 clock hours in a setting with individuals with cognitive impairment.
Prerequisite: Acceptance into the Teacher Education Program and SED 381
Course is offered: FA 2018, FA 2020

SED 421 EDUCATIONAL TECHNOLOGY AND ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES 1

This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Students will be involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the students will develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP's.
Prerequisite: Acceptance into the Teacher Education Program
Course is offered: FA Every Year

SED 480 DIRECTED TEACHING 8-11

Supervised observation, participation and teaching in public and private K-12 schools in Lenawee County. This is a fifteen (15) week, full-time placement. One half (7-8 weeks) of the time will be spent in an elementary level class and one half (7-8 weeks) in a secondary level setting. University supervisors will observe and evaluate student teachers five (5) times during this semester. There will be two (2) evaluations in each setting and one culminating evaluation. Evaluation criteria are based upon the Michigan Department of Education Entry-Level Standards for Teachers. Credit/No Credit grading only.
Prerequisite: Completion of all Siena Teacher Education Program requirements
Corequisite: SED 345 and SED 495
Course is required: FA and WI Every Year

SED 495 DIRECTED TEACHING SEMINAR 1
Group discussion and analysis of problems and challenges encountered during student teaching, speakers on relevant issues, and videotaped simulated employment interviews. Collaboration is discussed and practiced in the student teaching. Requirements include keeping a journal, updating credential file and portfolio, and participating in an oral comprehensive interview based on the teacher education program learning outcomes.
Prerequisite: Permission
Corequisite: SED 345 and 480
Course is offered: FA and WI Every Year

SPORT MANAGEMENT

SMG 210 INTRODUCTION TO SPORT MANAGEMENT 3
This course provides an introduction to the field of sport management. Topics include functions of sport management, behavioral dimensions of sport, global aspects of sport, professionalism, and an overview of career fields in the Sport Industry. Community based learning is a key component of this course.
Prerequisite: None
Course is offered: FA Every Year

SMG 221 SPORT PYSCHOLOGY 3
An exploration of individual psychological factors and psychological principles as they relate to athletic performance, injuries, and rehabilitation. Topics to be included are motivation, group behavior, goal setting, psychological skills strategies, aggression, and stress and injury.
Prerequisite: None
Course is offered: WI Every Year

SMG 222 PERFORMANCE PSYCHOLOGY IN SPORT 3
The application of sport psychology principles and theory to leadership positions in sport with particular emphasis on motivation, leadership effectiveness, team dynamics, and mental skills training for performance enhancement. This course will also include an exploration of the tools needed to help formulate one's own sport leadership philosophy.
Prerequisite: None
Course is offered: Uncertain

SMG 280 SPORT MANAGEMENT PRACTICUM 3
Students will participate in an actual field experience in the Sport Industry. The practicum is a part time field experience for a minimum of 150 hours. The experience involves the cooperation of a faculty supervisor and an on-site professional. Students must have sophomore status, completed specific Sport Management core courses, and obtain faculty permission prior to registering for the practicum. Students registering for a practicum experience must have a minimum major GPA of 2.50 in the major. The course should be completed prior to the winter of junior year.
Prerequisite: Sophomore status and permission of program chair
Course is offered: FA, WI, and SU Every Year

SMG 285 SPECIAL TOPICS 1-3
The study of selected topics of current interest and not ordinarily covered in depth in other courses. Special topics may be repeated for credit with the approval of the department/advisor. No more than three credits may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

SMG 342 SPORT IN AMERICAN SOCIETY 3
The course provides an examination of the role of sport in the reproduction and transformation of society. Topics include sport sociology, socialization, stratification, sport and the economy, politics and sport, sport and the media, and the relationship between sport and culture.
Prerequisite: SOC 111 or SOC 113
Course is offered: FA 2016, FA 2018

SMG 343 HISTORY AND PHILOSOPHY OF SPORT 3
A history of sport, beginning with ancient civilization to modern American Sport. Social influences and characteristics defining sport will be explored in the course.
Prerequisite: Sophomore, Junior, or Senior standing, SOC 111 or SOC 113.
Course is offered: FA 2017, FA 2019

SMG 350 MANAGEMENT OF SPORT ORGANIZATIONS 3
The student will be able to apply the managerial process to the sport industry. Topics will include the study of the managerial process in sport, organizational behavior, sport governance, strategic plans, managerial roles and social responsibility and ethics in the sport industry. This is a case based course.
Prerequisite: SMG 210
Course is offered: FA Every Year

SMG 360 SPORT MARKETING 3
The student will be able to apply the fundamental concepts of marketing to the sport industry. The course provides a detailed examination of marketing techniques in the sport consumer and sport product businesses. Topics will include the marketing plan, market research, marketing strategies, global perspectives, and the difference between sport product and sport service marketing.
Prerequisite: SMG 210, SMG 280, and MKT 310
Course is offered: WI Every Year

SMG 365 SPORT FACILITY AND EVENT MANAGEMENT 3
The course focuses on the management of sport facilities and events. Students will learn elements of the event planning process including event conceptualization, marketing, logistics, game day operations, and crowd control. Management functions critical to the operations of sport facilities will also be reviewed in the course. A community based learning project is the key component of this course.
Prerequisite: SMG 210
Course is offered: FA and WI Every Year

SMG 366 SPORT FACILITY DESIGN 1
Students will learn how building design informs decisions in facility management. Topics include facility design specifications, needs assessment and feasibility, risk management, and facility trends.
Prerequisite: SMG 210
Course is offered: FA Every Year

SMG 367 APPLIED SPORT FACILITY DESIGN 1
Students will apply their knowledge of sport facility design by analyzing actual sport facilities. Students will tour professional, collegiate, and community sport facilities to examine design features, facility operations, and risk management.
Prerequisite: SMG 366
Course is offered: FA and WI Every Year

SMG 370 RESEARCH METHODS IN SPORT MANAGEMENT 3
This course focuses on research methods in sport management. Topics include research design, research proposal, critical analysis of sport research, and the American Psychological Association writing style format. This is a writing intensive course.
Prerequisite: ENG 102
Course is offered: WI Every Year

SMG 444 SPORT AND THE MEDIA ***3***
An overview of the mass media industry, including print, electronic, and broadcast media as they interface with the sport industry.
Prerequisite: MKT 310 and Junior or Senior standing
Course is offered: Uncertain

SMG 445 CULTURAL STUDIES IN SPORT ***3***
The study of culture within a sport context. The course will provide an opportunity to explore issues of race, ethnicity, socioeconomic status, gender, religion, and other aspects of culture from a sport perspective.
Prerequisite: SOC 111 or SOC 113, and Junior or Senior standing
Course is offered: Uncertain

SMG 463 LEGAL AND ETHICAL ISSUES IN SPORT ***3***
A review of the law as it relates to sport including risk management, negligence, tort law, antitrust laws, contractual agreements, labor laws, as well as ethics in the sport industry.
Prerequisite: SMG 210, SMG 350, and Junior or Senior standing
Course is offered: FA Every Year

SMG 475 SPORT FINANCE AND BUSINESS ***3***
The student will learn and apply the fundamental concepts of economic theory, financial strategies, and accounting as they relate to sport organizations and businesses. Emphasis will be directed toward budgeting, financial planning, revenue production, expense management, and economic theory.
Prerequisite: SMG 280, SMG 350, ECO 221, ACC 240, and MAT 142, or MAT 143 or MAT 174
Course is offered: WI Every Year

SMG 480 SPORT MANAGEMENT INTERNSHIP ***9-12***
Students will participate in a 15-week field experience in the Sport Industry. The internship is a full-time (40 hours per week) field experience for a minimum of 600 hours that are completed during normal business hours. The experience involves the cooperation of a faculty supervisor and an on-site professional. The internship will include an online component designed for group discussion related to internship issues, challenges, and opportunities. Students must be seniors, have completed specific Sport Management core courses, and obtain permission prior to registering for an internship. Students registering for an internship must have a minimum major g.p.a. of 2.70 in the major.
Prerequisite: Senior status and permission of program chair
Course is offered: FA, WI, and SU Every Year

SMG 485 SPECIAL TOPICS ***1-3***
The study of selected topics of current interest and not ordinarily covered in depth in other courses. Special topics may be repeated for credit with approval of the department/advisor. No more than three credits may apply to a major or minor.
Prerequisite: Based on course topic
Course is offered: Uncertain

SMG 495 SPORT MANAGEMENT IN SPORT ***3***
This capstone course is designed to provide sport management students with an opportunity for synthesis of the field and to prepare for the transition to graduate school and/or professional sport synthesis of the field and to prepare for the transition to graduate school and/or professional sport settings. The course will include an in depth analysis and application of the strategic process as applied to the sport industry. As part of this culminating experience, students will complete a major project and presentation.
Prerequisite: SMG 280, SMG 350, SMG 360, SMG 463, and SMG 475.
Course is offered: FA and WI Every Year

SOCIOLOGY

SOC 111 INTRODUCTION TO SOCIOLOGY 3

Sociology focuses on social groups as basic units of analysis. Sociologists scientifically examine how factors external to individuals give rise to particular behaviors or situations and how social actors, through their membership in specific social groups, experience, interpret, and influence these behaviors and situations. Sociological research is based primarily on social life in the modern United States and Europe. This course begins with an introduction to sociological perspectives and methods of inquiry and then focuses on sociological research concerning culture; ecology, and social systems of social stratification based on social-economic class, "social race," and ethnicity. Along the way, it explores the interrelationships (e.g. intersectionality) among these dimensions and ends by exploring social change. Concepts from complexity theories and creativity (e.g. social artistry), ideas about eco-social justice (e.g. social and environmental inclusivity/expansivity), and "appreciative inquiry" (e.g. strength based) perspectives are embedded into the course. This is an applied sociology course which uses a variety of multi-sensual educational methodologies requiring active engagement and face to face collaboration. The emphasis is on refining skills of observing, asking questions, active listening, improvising, reflecting, and "connecting the dots" among local "place-based educational" projects and information provided by textbooks, films, speakers, etc. It includes extensive community based ethnographic (e.g. participant-observation) research work, completed outside of class times, at the Boys & Girls Club of Lenawee which involves the design, implementation, and evaluation of a mini-ecology lesson. A criminal history background check is required.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

SOC 113 CULTURAL ANTHROPOLOGY 3

Cultural Anthropology focuses on the scientific description and analysis of learned and shared behaviors and ideas (e.g. culture). Understanding how and why groups (micro-cultures; macro-cultures) are different and resemble each other are major goals in anthropology. We also explore what "hangs cultures together," what tears them apart, and how they change. Research conducted on past and present cultures throughout the world are used to explore "the human condition," but the primary information comes from outside the United States and Europe. This course begins with an introduction to anthropological perspectives, its methods of inquiry, and how is applied. It continues by focusing on culture; and social systems of social stratification based on socio-economic class, "social race," and ethnic categories. It concludes by examining anthropology's role in a globalizing world. Concepts from complexity theories and creativity (e.g. social artistry), ideas about eco-social justice (e.g. social and environmental inclusivity), and an "appreciative inquiry" (e.g. strength based) perspectives are embedded into the course. This is an applied anthropology course which uses a variety of multi-sensual educational methodologies requiring active engagement and face to face collaboration. The emphasis is on refining skills of observing, asking questions, active listening, reflecting and "connecting the dots" among local "place-based educational" projects and information provided by textbooks, films, speakers, etc. It includes extensive community based ethnographic (e.g. participant-observation) research work, completed at Michener Elementary School, outside of class times, which involves the design, implementation, and evaluation of a mini-ecology lesson. A criminal history background check is required.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: FA and WI Every Year

SOC 232 FAMILIES: COMPARATIVE PERSPECTIVES 3
Families are basic units in every society. They perform functions which affect every other institution in a social system and are in turn influenced by changes in other social systems (e.g. ecological, technological, economic, political symbolic). Students trace these links and examine families as both institutions and processes. They explore a variety of related topics (definitions of families, kinship ties, marriage, parenting styles, and policy issues). Understanding these interrelationships enhances their effectiveness as future professionals (e.g. social workers, educators, probation officers) who will be engaged in service delivery with individuals, families, neighborhoods and communities. They also can view their past experiences with families as "training grounds" for their own present and future personal family relationships. Students use both anthropological and sociological frameworks and methods to enhance their understandings of creative processes. This includes the refinement of empathic skills and the further development of critical thinking abilities through the use of social justice perspectives. A variety of interactive educational methodologies, including service learning assignments, are used in the course.
Prerequisite: SOC 111 or 113
Course is offered: WI or SU Every Year

SOC 244 SOCIOLOGICAL PERSPECTIVES ON RACE AND ETHNICITY 3
The major purpose of this course is to help students understand sociological perspectives on internal and inter-group relations. Students explore how racial and ethnic groups are socially constructed, reproduced, and changed. Course content includes information on the ways in which racial and ethnic categories of people are linked to ecological, technological, economic, political, social, and symbolic systems. An emphasis is placed on the differential power between various racial and ethnic groups. This includes an analysis of the social structures which are utilized to maintain these power differences. Personal levels of responses of majority and minority groups will also be addressed. The specific experience of several minority groups within the United States will be used as case studies, along with some international examples. The focus will be on groups that future professionals in the course (e.g. social workers, educators, business managers, artists) may be working with during their careers. Students use sociological frameworks, along with anthropological concepts, and methods which focus on ethnic and racial groups to enhance their understandings of creative processes. This includes the refinement of empathic skills and the further development of their critical thinking abilities, using social justice perspectives. A variety of interactive educational methodologies, including service-learning assignments are used in the course.
Prerequisite: SOC 111 or 113
Course is offered: FA and WI Every Year

SOC 312 MARRIAGE AND FAMILY RELATIONS 3
An analysis of the family as a system of kinship with specified historical and cultural roots. The course covers factors affecting success in marriage, marital adjustment, varying roles of men and women, and the changing nature of families in contemporary society. It is recommended that students complete at least one course in sociology prior to enrolling in this class.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 314 ETHNIC DIMENSIONS OF AMERICAN SOCIETY 3
Through an analysis of historical, cultural, and situational phenomena, students will examine the impact of social behavior and attitudes on various ethnic groups and individual members of those groups. Students will explore, through a conceptual curriculum of specified experiences, the very essence of our society in the United States - the "American". It is recommended that students complete at least one course in sociology prior to enrolling in this class.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 341 RESEARCH IN THE SOCIAL SCIENCES 3
This course examines the basic investigation methods used in the social sciences. It focuses on the logic and theory of social research, including formulating and testing hypotheses, research design, sample procedures, data collection techniques, and the ethics of conducting research.
Prerequisite: SOC 111 or SOC 113
Course is offered: FA and WI Every Year

SOC 350 CONFLICT RESOLUTION 3
This course is designed to introduce students to a range of theoretical perspectives about social conflict and to approaches for dealing with interpersonal and group conflict. Students will be encouraged to relate theories and conflict resolution strategies and processes to their identified disciplines. Opportunities will be provided for students to examine their attitudes and beliefs toward anger, power, autonomy, paternalism, and social justice. Emphasis will be placed on case studies and role playing to demonstrate the use of negotiation and mediation skills, strategies, and processes.
Prerequisite: SOC 111 or 113
Liberal Arts: Social Science
Course is offered: FA 2017

SOC 355 INVESTIGATIVE TECHNIQUES IN SOCIAL SERVICES 3
This course covers the techniques involved in the investigations of those suspected in the abuse and/or neglect of vulnerable adults and children; interview of victims and witnesses; questioning of suspects; organization and procedure during the investigation, and use of scientific aids and sources of information.
Prerequisite: SOC 111
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 379 ISSUES IN SOCIAL JUSTICE 3
This course deals with issues of oppression (racism, sexism, ageism, etc.), particularly institutional oppression. Using simulative, experiential activities and small group discussion, students will develop a theoretical framework for understanding oppression and will begin to develop change agent skills.
Prerequisite: SOC 111 or 113, co-op and permission
Liberal Arts: Social Science
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 430 CONTEMPORARY TOPICS IN SOCIOLOGY 3
This course provides an exploration of various social problems existing in American society revolving around such issues as healthcare, mental health, substance abuse, crime, violence, war, and poverty. This course will also instill a sense that problems can indeed be solved, while at the same time tempering this optimism with a realistic understanding of the difficulties involved.
Prerequisite: Permission of instructor
Liberal Arts: Social Science
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 432 HUMAN RELATIONS BETWEEN THE SEXES 3
This course focuses on the changing values, attitudes, and behavior of men and women in our society and examines the relationships between men and women.
Prerequisite: None
Liberal Arts: Social Science
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

SOC 469 SOCIAL JUSTICE IN LOCAL-GLOBAL CONTEXTS 3

This course uses sociological/anthropological concepts about environmental and social justice processes (e.g inclusivity/expansivity) as broad frameworks for examining the interrelationships (e.g. intersectionality) among ecology and social systems of stratification based on socio-economic class, "social race," and ethnicity. Concepts from complexity theories, creativity (e.g. social artistry), and "appreciative inquiry" (e.g. strength based) perspectives are embedded into the course. This is an applied sociology/anthropology course which uses a variety of multi-sensual educational methodologies requiring active engagement and face to face collaboration. The emphasis is on refining skills of observing, asking questions, active listening, reflecting, and "connecting the dots" among local "place-based educational" projects and information provided by textbooks, films, speakers, etc. This includes placing concerns about environmental and social justice and efforts to address them within broader historical and global contexts. Students are also encouraged to use work in the course to demonstrate competencies in their own majors and will complete career development assignments for use in their professional career portfolios. A major part of the course involves conducting extensive community based ethnographic (e.g. participant-observation) research, conducted outside of class periods, during which students will compare and contrast micro-cultures at the Boys & Girls Club of Lenawee and Habitat for Humanity, Lenawee. This includes the design, implementation, and evaluation of a mini-ecology lesson (Boys & Girls Club) and an apprenticeship in educational workshop organization (Habitat). A criminal history background check is required.
Prerequisite: SOC 111 or SOC 113
Course is offered: FA and WI Every Year

SPANISH

SPA 101 ELEMENTARY SPANISH I 4

A course in Spanish which emphasizes a basic mastery of the four skills: reading, writing, speaking, and listening. Students will have a rudimentary awareness of the cultural characteristics of the Spanish-speaking world. No previous Spanish experience is necessary.
Prerequisite: None
Course is offered: FA Every Year

SPA 140 ELEMENTARY SPANISH II 4

This course is a continuation of Spanish 101 with further development of the four skills: reading, writing, speaking, and listening. The basic grammar includes all the major tense structures and an increase of idiomatic expressions. Students continue to study the major cultural characteristics of the Spanish-speaking world. This class is primarily taught in Spanish.
Prerequisite: SPA 101 or permission
Course is offered: WI Every Year

SPA 240 INTERMEDIATE SPANISH I 4

An intermediate language course which integrates the receptive and productive language skills of the student. The main objective is to build the communicative power of the learner, oral and written, and to develop an appreciation for Hispanic culture. This class is primarily taught in Spanish.
Prerequisite: SPA 140 or permission
Course is offered: FA and WI Every Year

SPA 241 INTERMEDIATE SPANISH II 4

This course, a continuation of SPA 240, increases receptive and productive language skills and further develops a greater appreciation and knowledge of Hispanic history and culture. This class is primarily taught in Spanish.
Prerequisite: SPA 240 or permission
Course is offered: FA and WI Every Year

SPA 311 CULTURE AND CIVILIZATION OF SPAIN 3
An introduction to Spanish history, culture and civilization from prehistoric times to the present. Lectures and discussions on the history, geography, anthropology, sociology, politics, economics, folklore and artistic expression of the Iberian Peninsula. This course is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: WI 2018, WI 2020

SPA 312 CULTURE AND CIVILIZATION OF LATIN AMERICA 3
An introduction to the history, culture and civilization of Latin America. Lectures and discussions on the history, geography, anthropology, sociology, politics, economics, folklore and artistic expression of the Hispanic-American Nations of the Americas. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: FA 2018

SPA 333 LITERATURE OF MEXICO 3
A selection of representative writers from the pre-colonial period to the twentieth century. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: Taught in Mexico

SPA 340 SPANISH CONVERSATION I 3
This course is designed to increase language fluency and to acquire new vocabulary through intensive conversation practice focused on topics of contemporary interest. A review of advanced grammar topics will complement the focus on speaking and listening. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: WI 2017, WI 2019

SPA 341 SPANISH CONVERSATION AND GRAMMAR II 3
A continuation of Spanish 340. This class is taught in Spanish.
Prerequisite: SPA 340 or permission
Course is offered: WI 2017, WI 2019

SPA 347 CULTURE AND CIVILIZATION OF MEXICO 3
An introduction to Mexican history, culture and civilization from indigenous civilization to the present. Lecture, readings and discussions on the history, geography, anthropology, sociology, politics, economy, music, religion, and art and dance of Mexico. This class is primarily taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: Taught in Mexico

SPA 352 LITERATURE OF LATIN AMERICA 3
A structural survey of major periods, genres, and movements of literary works as exemplified by its representative authors. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: FA 2018

SPA 353 LITERATURE OF SPAIN 3
A structural survey of major periods, genres, and movements of literary works as exemplified by its representative authors. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: FA 2017, FA 2019

SPA 360 SPANISH PHONETICS AND PHONOLOGY 3
An introduction to the scientific study of the production of the sounds of the Spanish language along with the study of the system used to represent those sounds. Students will learn to use the International Phonetic Alphabet to transcribe Spanish. This class is taught in Spanish.
Prerequisite: SPA 241 or permission
Course is offered: FA 2017, FA 2019

SPA 372 SPANISH METHODS 2
A structural, communicative approach to the teaching of Spanish. Both theory and practice of language acquisition will be studied. Field experience required.
Prerequisite: SPA 241 or Permission
Course is offered: WI as Needed

SPA 495 SENIOR SEMINAR 3
Variable topics.
Prerequisite: SPA 340 or permission
Course is offered: WI as Needed

SOCIAL STUDIES

SST 344 SOCIAL STUDIES IN THE ELEMENTARY CLASSROOM 3
Basis, scope, and sequence of curriculum in social studies. Emphasis is upon content and methodology set forth in the Michigan Curriculum Framework of Social Studies. Course provides multiple opportunities for critical thinking, cooperative learning, integration across curriculum, and hands-on learning experiences. Needs of exceptional children, multicultural appreciation and integration, and developmentally appropriate practice are also discussed. Students will design short and long term lessons and units.
Prerequisite: Acceptance to the Teacher Education Program
Course is offered: FA Every Year

SST 372 SECONDARY METHODS 2
Methods of teaching social studies at the secondary level, including middle school. To include, where appropriate during the course, how teaching history can be
adapted to the exceptional student (both mainstreamed special education students and gifted students) and addressing multicultural issues.
Prerequisite: Permission
Corequisite: EDU 372
Course is offered: WI Every Year

SST 401 SOCIAL SCIENCES IN HISTORY 3
A study of world history through focus on sociocultural and politico economic factors influencing decisions and decision makers in selected major eras and regions/societies. This course will promote analysis of key ideas and events, and various interpretations of their causes and effects.
Prerequisite: Senior status
Course is offered: WI Every Year

SOCIAL WORK

SWK 111 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE 3

This course introduces students to the profession of social work and the generalist social work perspective. It is divided up into two sections which includes an overview of the social work profession, social welfare, and social problems followed by an overview of how social workers respond to social problems. The course will begin by examining the profession of social work, its value base, skills required, settings and fields of practice, and societal role. Major social problems, philosophies of social welfare provision, program and policy initiatives, and the response of social work as a profession are addressed.
Prerequisite: None
Course is offered: FA and WI Every Year

SWK 334 INTRODUCTION TO SOCIAL WORK PRACTICE 3

This is the first of two sequenced social work practice courses in which students learn generalist social work practice theories, methods, and practice skills. The course will reinforce students' understanding of social work values and ethics and strengthen their understanding and application of social work roles and skills. This course will also examine those theories that drive social work practice. Additionally, students will explore the stages of the social work change process. They will begin to develop professionalism and essential skills such as self-awareness, engagement, interviewing, observation, building professional helping relationships, identification of ethical conflicts, and the ability to use ethical decision making. Students will begin to integrate knowledge and understanding of human behavior, social policy, research, and diversity awareness into social work practice. Students will be required to participate in agency site visits, in-depth dialogue with social work professionals, agency-based job shadowing, and field observation.
Prerequisite: Acceptance into the Social Work Program, SWK 348
Course is offered: FA Every Year
Course fee: See course schedule for exact amount.

SWK 335 SOCIAL WORK PRACTICE II 4

This is the second generalist social work practice course in a two-course sequence. The course content will focus on continuing the development of practice skills and the ability to integrate them with social work knowledge, values, and ethics. Further emphasis will be placed on the social work change process including engagement, assessment, planning, intervention, evaluation and termination. The course will also consist of a skills-based lab which will complement the concepts learned during lectures and focus on the development of social work interviewing and assessment skills.
Prerequisite: SWK 334
Course is offered: WI Every Year

SWK 348 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I 3

Using a life-span development model and eco-systems approach, this course will provide content about theories and knowledge of human bio-psycho-social development, including the range of social systems in which individuals live. Content will include historic and contemporary situations and issues which place individuals and families at-risk in the attainment of health and well-being. Ethical concerns will be explored.
Prerequisite: SOC 111 or 113, SOC 244, SWK 111 or permission
Course is offered: FA Every Year

SWK 358 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II 3

This is the second course in the Human Behavior and the Social Environment sequence. The focus of this course is on understanding the relationship between human behavior and macro environments of groups, organizations, and communities. Course content includes the exploration and application of contemporary theories and concepts about human development and behaviors in macro systems. Students will be challenged to evaluate and apply theories and concepts to the mezzo and macro levels of practice.
Prerequisite:
Course is offered: WI Every Year

SWK360 CHILD WELFARE SERVICES 3
This course is designed to provide a comprehensive introduction to the knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare services. The course emphasizes interventions to protect children from abuse and neglect by strengthening, supporting and empowering their families. Course content includes information on the mission, scope, values, principles, and legal and philosophical bases of child welfare practice and the roles, responsibilities, and missions of the Department of Human Services, the family, and other involved community agencies in the identification, assessment, and planning of services. The course also provides information on identifying family dynamics, including cultural and relationship issues when working with families and assessing family needs and strengths.
Prerequisite: SWK 334, SWK 348 or permission
Course is offered: WI Every Other Year

SWK 395 JUNIOR SEMINAR 3
This course is designed to help students explore and prepare for their professional goals within the social work field, develop their professionalism, to prepare for their field practice, and enhance their writing and research skills. The course will begin by assisting students in developing their professional goals through a series of self-assessments and reflective assignments. The course will also help students prepare for their goals along with field practice by developing their professionalism, enhancing their communication skills, and addressing safety concerns. During this course, students will be required to complete personal safety training for the social work field. Students will also be responsible for completing a series of writing assignments for the development of a writing portfolio demonstrating their competency in professional writing and social work research.
Prerequisite: SWK 334
Course is offered: WI Every Year

SWK 440 SOCIAL WELFARE POLICY 3
This course provides students with an overview of the issues surrounding the development, implementation, and evaluation of social welfare policies. It is specifically designed to strengthen students' recognition of social, political, and economic forces that shape social welfare policy, how policy affects people's lives, and ways to influence it. The course begins with developing an understanding of the relationship between social work and social welfare policy. The course reviews the basic concepts, theories, and history of social welfare policy. It then critically examines major social welfare policies and programs that are relevant to generalist social work practice. The final portion of the course is devoted to policy practice which includes the formulation, implementation, and evaluation of policies to promote social and economic justice.
Prerequisite: Junior Status or permission
Course is offered: FA Every Year

SWK 452 SOCIAL WORK WITH FAMILIES 3
This course is designed to provide students with competence in generalist social work practice with families including engagement, assessment, treatment planning, intervention, and evaluation. The course will assist students in understanding the development and dynamics of family functioning from multiple perspectives including family life cycles and developmental stages. The course is also designed to increase students' awareness and understanding of diversity and its impact on families including race, class, culture, ethnicity, religion, gender, sexual orientation, age, and ability.
Prerequisite: SWK 335, SWK 348, or permission
Course is offered: FA Every Year

SWK 453 SOCIAL WORK WITH GROUPS 3
This course is designed to prepare students for competent generalist social work practice with groups in the context of their social environments. Students will begin by examining multiple group theories and understanding types, purposes, and functions of groups in social work practice. In addition, they will learn how to implement and evaluate group intervention techniques.
Prerequisite: SWK 335, SWK 348, or permission
Course is offered: FA Every Year

SWK 455 SOCIAL WORK PRACTICE WITH DIVERSE POPULATIONS 3
This course is constructed to develop students' understanding and knowledge of the dimensions of diversity including but not limited to age, class, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. This will include assisting students in recognizing and appreciating the strengths and resources of diverse populations. The course will also seek to promote the students' sensitivity and knowledge of oppression, marginalization, alienation, and discrimination of individuals, groups, organizations, and communities and how it impacts social work practice. Students will also identify and challenge personal biases and values that might impact their work with diverse populations. Furthermore, the course seeks to cultivate students cultural competency at all levels of social work practice by developing and enhancing their knowledge, values, and skills. Students will learn an assortment of intervention strategies for various populations increasing their abilities to provide effective cross-cultural services. Students will be required to attend an off-campus community-based event that focuses on the fundamental concepts of the course.
Prerequisite: SOC 244 or permission
Course is offered: WI Every Year
Course fee: See course schedule for exact amount.

SWK 460 MACRO SOCIAL WORK PRACTICE 3
This course emphasizes theories, methods and techniques of practice within organizational, neighborhood, and community context. The course examines the historical context of macro social work practice and explores the intersection of macro and micro practice within the social work field. In addition, it defines the purposes and functions of neighborhoods and communities and assists students in learning the basic fundamentals of community organization; community development; the process of project, program, and policy development and implementation; and evaluation of macro strategies. Students will be required to attend an off-campus community-based event that focuses on the fundamental concepts of the course.
Prerequisite: SWK 348, SWK 358, or permission
Course is offered: FA Every Year
Course fee: See course schedule for exact amount.

SWK 480 SOCIAL WORK FIELD PRACTICE I 6
This is the first of two required semesters of field practicum and classroom seminar sessions. Field practicum is intended to provide students with direct experience in social work knowledge, theories, ethics, and practice skills with clients, supervisors, and agency staff. The practicum seminar is intended to provide students with opportunities to integrate information from core courses with their field practice experience. Students will discuss their experiences with peers and the faculty and evaluate themselves in relation to the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors. With the assistance of the Director of Field Education, the students will be placed at an approved agency. Students are required to complete 225 supervised hours in their approved field site.
Prerequisite: Acceptance into the Social Work Program, Junior Status, SWK 111, SWK 334, SWK 335, SWK 348, and SOC 111 or 113, Completion of Application for Field Practice, a background check, and obtainment of Student Liability Insurance covering enrollment in SWK 480/481.
Course is offered: FA, WI, and SU Every Year
Course fee: See course schedule for exact amount

SWK 481 SOCIAL WORK FIELD PRACTICE II 6
This is the second course that consists of field practicum and classroom seminar sessions. Field practicum is intended to provide students with direct experience in social work knowledge, theories, ethics, and practice skills with clients, supervisors, and agency staff. The practicum seminar is intended to provide students with opportunities to integrate information from core courses with their field practice experience. Students will discuss their experiences with peers and the faculty and evaluate themselves in relation to the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors. With the assistance of the Director of Field Education, the students will be placed at an approved agency. Students are required to complete 225 supervised hours in their approved field site.
Prerequisite: SWK 480
Course is offered: FA, WI, and SU Every Year

SWK 495 SENIOR SEMINAR 3
This capstone course is designed to provide social work students with opportunities to integrate social work knowledge, values and ethics and generalist social work practice concepts. Students are asked to reflect on their academic and field experiences and to demonstrate proficiency of the core competencies and practice behaviors through their completed portfolios, senior presentations, and additional capstone assignments.
Prerequisite: Senior status and completion of required social work courses appropriate to the scheduled date for graduation: May, August, December
Course is offered: FA and WI Every Year

THEATRE/SPEECH COMMUNICATION

TSC 101 FUNDAMENTALS OF SPEECH COMMUNICATION 3
Emphasizes communication theory and introduces and develops communication skills in interpersonal, small group and public speaking environments.
Prerequisite: None
Course is offered: FA, WI and SU Every Year

TSC 102 INTRODUCTION TO THEATRE 3
This course will introduce the student to the world of theatre. We will explore the impulse to perform, theatre's place in the history of mankind, theatre practitioners such as the director, playwright, designer, and the nature of style and genre in drama. The student will also attend at least two main stage productions presented by Theatre Siena.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

TSC 103 THEATRE TECHNOLOGY 3
An introduction to the tools, techniques, materials, and equipment used in Theatrical Production including: construction and painting of scenery, hanging lights and using light-board, setting up and running sound equipment, as well as backstage organization of a theatrical production. Working on a crew and lab hours required.
Prerequisite: None
Course fee: $50
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 117 MODERN DANCE I 2
Training in basic movement through modern dance techniques.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 120 STRATFORD TRIP 1
Students will travel to Stratford, Ontario to view and report on three to four plays presented at the Stratford Festival. A journal will be required, and working papers will be written by participants. There may also be opportunity for backstage and warehouse tours.
Prerequisite: None
Course fee: $400
Course offered: FA Every Year

TSC 130 MUSICAL THEATRE VOCAL ENSEMBLE 1
A Cappella Choir (also known as The Acapelicans) is a select group of male and female vocalists that perform contemporary repertoire without accompaniment. The ensemble performs at scheduled and sometimes impromptu events throughout the community during the semester. The group is by audition only and students may not register for this course without instructor approval. Please contact the instructor for more information regarding the audition process and dates.
Prerequisite: Permission
Course fee: $25
Liberal Arts: Fine/Performing Arts
Course is offered: FA and WI Every Year

TSC 145 MUSICAL THEATRE WORKSHOP I 3
This course is a performance intensive class designed for Musical Theatre majors. Auditioning, vocal performance, acting and dance are supported with study of historical context and genres of Musical Theatre.
Prerequisite: TSC 156 or permission
Course fee: $25
Course is offered: WI Every Year

TSC 156 ACTING I 3
The students will examine acting theories and techniques. Through improvisation and assigned scenes, students will analyze scripts and select vocal techniques for developing an imaginative performance discipline for realistic drama.
Prerequisite: TSC 102 or permission
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 211 ORAL INTERPRETATION OF LITERATURE 3
A basic course stressing the development of skills necessary in the oral presentation of literature. Students will have practical experience in implementing interpretation theory by presenting various forms of literature. A course especially useful for secondary teachers.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 212 ORAL INTERPRETATION OF CHILDREN'S LITERATURE 3
A basic course stressing the development of skills necessary in the oral presentation of children's literature. Students will have practical experience in implementing interpretation theory by presenting various forms of children's literature. A course especially useful for elementary teachers.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

TSC 213 TOURING CHILDREN'S THEATRE 3
Preparation of touring shows to the elementary schools of Lenawee County. Students will examine various types and methods of touring theatres. The production will be presented in a theatrical setting using set pieces, costumes, and the environment of the various schools.
Prerequisite: Permission
Liberal Arts: Fine/Performing Arts
Course is offered: Uncertain

TSC 214 VOICE AND DICTION ***3***
A basic course in the development of skills in sound discrimination and articulation through studies in the International Phonetic Alphabet and voice exercises. Students will study disorders of articulation and various American and International Dialects.
Prerequisite: None
Course is offered: WI Every Year

TSC 217 BEGINNING TAP ***2***
Training in basic tap dancing technique.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: WI 2017

TSC 242 FILM STUDY AND ANALYSIS ***3***
The visual imagery in classic films will be explored thematically, structurally, and within their historical contexts. The student will develop the skills necessary to analyze picture, iconic representation, and composition in film both critically and creatively. Students will integrate listening, viewing, speaking, reading and writing skills.
Prerequisite: ENG102 or equivalent
Course is offered: SU Every Year, FA 2017, FA 2019

TSC 245 MUSICAL THEATRE WORKSHOP II ***3***
A continuation of Musical Theatre Workshop I. This course is a detailed survey of the various performance styles associated with Musical Theatre. Students will integrate music, dance and character in performance.
Prerequisite: TSC 145
Course fee: $25
Course is offered: WI Every Year

TSC 247 MODERN DANCE II ***2***
Advanced study of Modern Dance I
Prerequisite: TSC117
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 256 ACTING STUDIO II: PREPARING THE ACTOR ***3***
Students will examine acting theories and techniques. Through assigned scenes students will analyze scripts and select techniques for performing various realistic and non-realistic acting styles.
Prerequisite: TSC 156
Course is offered: WI Every Year

TSC 257 INTRODUCTION TO THEATRICAL DESIGN ***3***
An introduction to Scenic, Lighting, Costume, Prop and Sound Design including Basic Elements of Design, Mechanical Drafting (computer), Design Process, Basic Rendering, and Model Making. Lab hours required.
Prerequisite: None
Liberal Arts: Fine/Performing Arts
Course is offered: FA Every Year

TSC 268 STAGE MANAGEMENT ***3***
Students will investigate the role of the stage manager in various theatrical organizations. Emphasis will be placed upon understanding the demands of organization and coordination of the theatrical performance.
Prerequisite: TSC 102
Course is offered: WI 2018, WI 2020

TSC 269 STAGE MAKE-UP ***2***
Students will learn the materials and application techniques for basic stage make-up. Each student will be required to purchase her/his own make-up supplies.
Prerequisite: TSC 102 or permission
Liberal Arts: Fine/Performing Arts
Course fee: $100
Course is offered: FA 2018

TSC 317 MODERN DANCE III ***2***
Advanced study of Modern Dance II
Prerequisite: TSC 247
Course is offered: WI Every Year

TSC 343 TEACHING CREATIVE DRAMATICS ***3***
Introduction to the principles and techniques of teaching creative dramatics. Students will practice those principles and techniques in workshop situations by guiding children from six to twelve in improvised, directed play.
Prerequisite: Sophomore, Junior, or Senior
Liberal Arts: Fine/Performing Arts
Course fee: $30
Course is offered: FA and SU Every Year

TSC 345 MUSICAL THEATRE WORKSHOP III ***3***
A continuation of Musical Theatre Workshop II. This course entails research and analysis of musical theatre forms, past and present. Students will also develop advance performance skills in direct connection to their specific research and analysis.
Prerequisite: TSC 245
Course fee: $25
Course is offered: WI Every Year

TSC 351 DRAMA FOR COMMUNITY AND YOUTH ***3***
Combining the techniques of improvisational theatre, process play-building, and applied drama-students will devise theme based theatrical experiences that will be presented by, with, and for 'select' audiences. Social Justice Theatre, Prison Theatre, Drama in Education, and Drama for Civic Engagement are among the theories to be considered.
Prerequisite: TSC 343
Course is offered: Uncertain

TSC 355 DIRECTING I ***3***
A study of the theory and practice of directing for the stage. Each student will produce a short play for public performance.
Prerequisite: TSC 256
Course is offered: FA Every Year

TSC 356 ACTING STUDIO III ***3***
Advanced study of Acting Studio II. Students will continue to examine acting theories and techniques. Through assigned scenes and monologues students will analyze scripts and select techniques for performing prose and verse styles.
Prerequisite: TSC 256
Liberal Arts: Fine/Performing Arts
Course is offered: WI Every Year

TSC 357 SCENIC DESIGN ***3***
Students will examine techniques and process for conceptualizing scenic designs. Instruction will include computer aided drafting (CAD), rendering and model making, and the creation of multiple project designs.
Prerequisite: TSC 257
Course is offered: WI 2017

TSC 358 LIGHTING, SOUND DESIGN ***3***
Students will examine techniques and process for conceptualizing and executing Lighting and Sound Designs. Instruction will include computer aided drafting (CAD) of light-plots, working with conventional and LED lighting fixtures, the creation of Sound Designs including reinforcement and playback of cues (using Cue-Lab), and the basics of designing with projections. Includes the creation of multiple project designs. Lab hours required.
Prerequisite: TSC 103 and TSC 257
Course fee: $50
Course is offered: Uncertain

TSC 359 COSTUME DESIGN ***3***
Students will examine techniques for conceptualizing theatrical costumes. Instruction will include research and rendering of conceived designs. Experience may include lab and department productions.
Prerequisite: TSC 257
Course fee: $50
Course is offered: FA 2016, FA 2018

TSC 417 MODERN DANCE IV ***2***
Advanced study of Modern Dance III.
Prerequisite: TSC 317
Course is offered: WI Every Year

TSC 441 THEATRE HISTORY I: GREEK TO THE 20TH CENTURY ***3***
A survey of Western Theatre History from the Golden Age of Greece through the 19th Century. A major research paper will be required.
Prerequisite: TSC 102
Course is offered: WI 2018

TSC 442 THEATRE HISTORY II: 20TH CENTURY TO THE PRESENT ***3***
A survey of theatre history from the Twentieth Century to the Present. A major research paper will be required.
Prerequisite: TSC 102
Course is offered: FA 2018

TSC 445 MUSICAL THEATRE WORKSHOP IV ***3***
A Continuation of Musical Theatre Workshop III. Focus is on advanced research and analysis of musical theatre forms culminating in a major paper and performance. Students will combine advanced integration of acting, music and dance skills with appropriate audition materials in preparation for professional work as a musical theatre performer.
Prerequisite: TSC 345
Course fee: $25
Course is offered: WI Every Year

TSC 456 ACTING STUDIO IV ***3***
Advanced study of Acting Studio III. Students will continue character work and analysis, prepare monologues for auditions, and work in verse and prose.
Prerequisite: TSC 356
Course is offered: WI Every Year

TSC 495 SENIOR PROJECT ***3***
An independent project in which the student demonstrates competencies in an area of career potential. Departmental approval must be obtained during the student's junior year, but is dependent upon scheduling and departmental needs. Students will not be allowed to enroll prior to obtaining department approval of the project.
Prerequisite: Permission of program coordinator
Course is offered: FA and WI Every Year

MUSICAL THEATRE/APPLIED VOICE

TSC 132 MUSICAL THEATRE VOICE I ***1***
Course fee: $150
Prerequisite: Permission

TSC 133 MUSICAL THEATER VOICE I ***2***
Course fee: $250
Prerequisite: Permission

TSC 152 MUSICAL THEATRE VOICE II ***1***
Course fee: $150
Prerequisite: TSC 132 or TSC 133

TSC 153 MUSICAL THEATRE VOICE II ***2***
Course fee: $250
Prerequisite: TSC 132 or TSC 133

TSC 252 MUSICAL THEATRE VOICE III ***1***
Course fee: $150
Prerequisite: TSC 122 or TSC 173

TSC 253 MUSICAL THEATRE VOICE III ***2***
Course fee: $250
Prerequisite: TSC 172 or TSC 173

TSC 262 MUSICAL THEATRE VOICE IV ***1***
Course fee: $150
Prerequisite: TSC 262 or TSC 263

TSC 263 MUSICAL THEATRE VOICE IV ***2***
Course fee: $250
Prerequisite: TSC 262 or TSC 263

TSC 352 MUSICAL THEATRE VOICE V ***1***
Course fee: $150
Prerequisite: TSC 272 or TSC 273

TSC 353 MUSICAL THEATRE VOICE V ***2***
Course fee: $250
Prerequisite: TSC 272 or TSC 273

TSC 362 MUSICAL THEATRE VOICE VI ***1***
Course fee: $150
Prerequisite: TSC 362 or TSC 363

TSC 363 MUSICAL THEATRE VOICE VI ***2***
Course fee: $250
Prerequisite: TSC 362 or TSC 363

TSC 452 MUSICAL THEATRE VOICE VII ***1***
Course fee: $150
Prerequisite: TSC 372 or TSC 373

TSC 453 MUSICAL THEATRE VOICE VII ***2***
Course fee: $250
Prerequisite: TSC 372 or TSC 373

TSC 462 MUSICAL THEATRE VOICE VIII ***1***
Course fee: $150
Prerequisite: TSC 462 or TSC 463

TSC 463 MUSICAL THEATRE VOICE VIII ***2***
Course fee: $250
Prerequisite: TSC 462 or TSC 463

THEOLOGICAL STUDIES

TSP 215 INTRO TO YOUTH MINISTRY ***3***
Through an exploration of the church's vision of youth ministry students will focus on the ministries of evangelization, advocacy, and worship and prayer. An examination will be made of the ministries of community life, justice and service, leadership development, as well as pastoral care and catechesis. Emphasis will be given to theological reflection, pastoral application and the roles of the minister in comprehensive ministry to youth. This course may be substituted for TSP 355.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 301 FOUNDATIONAL THEOLOGY ***3***
This course provides a contemporary overview of the foundational concepts and methodology in Theology. It examines such topics as faith, reason, and the human person, God, Jesus, the Holy Spirit, Scripture, Church, Creation, and Redemption as major doctrines of the Catholic Church. Resources include parts of Dei Verbum, Veritas Splendor, and the Pontifical Biblical Commission's The Interpretation of the Bible in the Church and Catechism #26-184, 976-1065.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 302 INTRODUCTION TO THE BIBLE: 1 ***3***
Through exploration of the English text of the Old Testament, students will discover the cultural context of ancient faith communities, and how the sacred texts emerging from them have been interpreted theologically in both Jewish and Christian traditions. The course utilizes various methods of textual interpretation, including historical critical methods, and considers various theological models of revelation.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 303 INTRODUCTION TO THE BIBLE: 2 ***3***
Through exploration of the English text of the New Testament, students will discover the cultural context of early Christian communities and how the sacred writings emerging from them have been interpreted theologically. The course utilizes various methods of textual interpretation, including historical critical methods, and considers various theological models of revelation.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 305 THEOLOGICAL ETHICS 3
This course will study the moral principles and norms of Catholic Tradition and will explore the relationship between Christian social ethics (especially bioethics, sexual ethics, and marriage and family) and Christian moral development, and how a believer manifests both as fundamental for participation in a faith community. This course will also examine the importance of the Magisterium and the centrality and formation of conscience. Resources include Catechism #1691-2557.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 312 CHURCH HISTORY 3
This course will study the history of the Church from the Apostolic Age to the present. It will emphasize structure, expansion, worship, theological developments, important persons and movements. Included will be a brief introduction to the Fathers of the Church, the Eastern Churches, and the history of the Church in the United States.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 313 ECCLESIOLOGY 3
Students will study the origin, nature, and mission of the Church. The course includes a general historical survey, but the major focus is on select documents of the Second Vatican Council, especially Lumen Gentium, as well as the Catechism #748-975. Some attention will be given to ecumenism and inter-religious dialogue and Unitatis Redintegratio and the Directory for the Application of Principles and Norms on Ecumenism (1993).
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 319 CHRIST AND TRINITY 3
This course explores the mystery of the Trinity and the person and salvific mission of Christ. It examines the biblical witness concerning Jesus, the early ecumenical councils as they contribute to Christology and the explication of the doctrine of the Trinity. It also attends to contemporary issues affecting Christology. Resources include Catechism, #185-747.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 320 SACRAMENTAL THEOLOGY 3
The central focus of this course is the history and tradition of the seven sacraments with a special focus on the Eucharist. This includes an analysis of the theology, ritual content and form and matter of the sacraments as well as the pastoral and ecclesial aspects of their celebration. Resources include Sacrosanctum Concilium and Catechism #1113-1134, 1210-1666.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 335 THEOLOGY OF MINISTRY 3
This course examines the mission and ministry of Jesus Christ continued as mission and ministry of the Church, from which Christian ministry in all its forms flows. It will include scriptural and ecclesial sources as background for the development of contemporary post-conciliar forms of ministry, including offices in the Church, the role of the Bishop, collaboration of the clergy and laity, cultural pluralism, the missionary nature of the Church (Ad Gentes), and ecumenical and inter-religious dialogue. Resources include Christifideles Laici and Instruction in Certain Questions Regarding the Collaboration of the Non-Ordained Faithful in the Sacred Ministry of Priests.
Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 345 LITURGICAL CATECHESIS 3

Through a pastoral study of the traditions of liturgical worship, including Sacrosanctum Concilium, students will apply their understanding of the rites of the Church. An extensive examination of the Rite of Christian Initiation of Adults, principles and techniques for effective preparation and execution of liturgical celebrations will be featured. Resources include Catechism #1077-1122, 1135-1209, 1667-1690. Some aspects of Spirituality of Liturgical Celebration will also be examined.

Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 365 CATECHETICAL METHODOLOGY 3

This course will focus on the principles of catechetical theory and praxis as articulated in the General Directory for Catechesis and the National Directory for Catechesis. Emphasis will be placed on the catechetical process as it relates to specific ministries and an examination of the process of faith development; that is, helping Catholics' faith become alive, as it integrates with the psychological, moral, and cognitive stages of human development as well as the stages of conversion in Christian development.

Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 355 MINISTRY, MANAGEMENT AND LEADERSHIP 3

Theological models of leadership and management will be studied in order to develop specific ministerial skills. Personalized field work experiences will be included. (Note: inquirers to the diaconate take Canon Law (TSP 450) in lieu of this course)

Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

TSP 450 CANON LAW 3

Since the 1983 Code of Canon Law is the fruit of Vatican II, the course will focus on how the Canons are designed to implement the Council's teachings in a way that facilitates the mission of the Church. Special emphasis will be placed on the rights and responsibilities of clerics and laity, the sacramental life of the Church, an understanding of Church structures, and a realization of the similarities and differences between Canon Law and civil law.

Course is offered: At one or more Siena Heights degree completion centers, but may not be available on the Adrian campus

VI. SPECIAL PROGRAMS AND SERVICES

Advanced Placement

Advanced Placement Credit will be accepted for scores of three (3) or higher. The amount of credit accepted will be determined by the appropriate department/program. All credit accepted will be recorded on the student's transcript as credit (CR) only. No grade points will be assigned.

Credit earned by means of Advanced Placement will fulfill the Liberal Arts Requirements providing that such credit has been designated by the appropriate department/program chairperson as fulfilling Liberal Arts requirements.

Advanced Placement Test Name	Score Required	Credit Awarded	Course Equivalent
Art History	3	3	ARH 230
Biology	3 or 4	4	BIO 101
Biology	5	4	BIO 141
Calculus AB	4	4	MAT 181
Calculus BC	4	4	MAT 182
Chemistry	3 or 4	4	CHE 141
Chemistry	5	4	CHE 141 & CHE 142
Chinese Language & Culture	3	3	General Elective Credit
Comparative Gov't & Politics	3	3	PSC 260
Computer Science A	3	3	
English Literature & Comp.	3	3	ENG113
English Language & Comp	3	3	ENG 101
Environmental Science	3	4	Liberal Arts Science
European History	3	3	HIS 341
French Language & Culture	4	3	Two-semesters Language Requirement
Fund of Music Theory	3	3	MMM110
German Language	3	6	General Elective Credit
Human Geography	3	3	GEO 301
Italian Language & Culture	3	3	General Elective Credit
Japanese Language & Culture	3	3	General Elective Credit
Latin: Virgil	3	3	General Elective Credit
Macroeconomics	3	3	ECO 222
Microeconomics	3	3	ECO 221
Physics I: Algebra based	3	4	Liberal Arts Science
Physics 2: Algebra based	3	4	PHY 142
Physics 1 & 2	3 (each)	8	PHY 141 & PHY 142
Physics B	3	4	PHY 141
Physics C: Mechanics	3	4	PHY 161
Physics C: Electricity & Magnetism	3	4	PHY 162
Psychology	3	3	PSY 111
Research	3	3	ENG 102
Seminar	3	3	LAS 141
Spanish Language & Culture	4	4	300 Level SPA Requirement
Spanish Language & Culture	5	4	SPA 240 & SPA 241
Spanish Literature & Culture	4	4	300 Level SPA Requirement

Spanish Literature & Culture	5	4	SPA 240 & SPA 241
Statistics	4	3	MAT 174
Studio Art	3	3	Studio Art Credit
U.S. History	3	3	HIS 211
U.S. Government & Politics	3	3	PSC 130
World History	3	3	HIS 111

College-Level Examination Program (CLEP)

Siena Heights University awards credit for successful completion of CLEP as established by the University. For information about the CLEP program, please contact the Advising Office.

1. Siena Heights University allows a maximum of 36 semester hours of CLEP credit toward the baccalaureate degree and 18 toward the associate degree.

2. Siena Heights University awards three to twelve semester hours' credit (see below) for each CLEP subject matter examination passed at a scaled score of 50 or higher.

3. Students may not receive CLEP credit for subjects for which they have already received college/university credit or for which they are in the process of earning college/university credit.

4. Siena Heights University records the name of the CLEP examination on the student's transcript along with the notation "CLEP Examination." The grade of "CR" (meaning Credit) is also recorded. No letter grades or honor points are awarded for CLEP credit.

5. All CLEP credits are counted as general electives not to be applied toward any program requirements. A student who passes a CLEP examination which is analogous to a program requirement can be given a written waiver for that requirement by the program director but will be required to take a substitute course in that program. The semester hours earned in this substitute course will then be counted toward the program requirements.

6. Credit earned by means of CLEP will fulfill the Liberal Arts requirements provided that such credit has been designated by the appropriate department/program chairperson as fulfilling Liberal Arts requirements.

7. See Liberal Arts requirements for which CLEP exams satisfy Liberal Arts requirements.

8. Siena Heights University grants Elective Credit for the passage of the CLEP exam in General Mathematics, College Algebra, and Trigonometry. However, Liberal Arts Credit will be granted for successful completion in Calculus with Elementary Functions.

9. Students who earn a scaled score of 63 or higher on both sections of the CLEP foreign language examinations will receive 12 semester hours of credit.

10. Spanish Language Level I & II with a high score of 69 will receive 16 hours of credit equivalent to SPA 101, 140, 240 & 241.

11. CLEP credit will be accepted within an Associate degree with transfer credit.

Credit Awarded for CLEP Examinations

General Examinations	*Scaled Score*	*Semester Hours*	*Equivalency*
English Composition Modular	50	3	ENG 102
Humanities	50	6	Elective Credit
Natural Sciences	50	6	Elective Credit
Social Sciences and History	50	6	Elective Credit
Subject Examinations			
American Government	50	3	Elective Credit
American History I	50	3	Elective Credit
American History II	50	3	Elective Credit
American Literature	50	6	Elective Credit
Analysis and Interpretation of Literature	50	6	Elective Credit
Calculus with Elementary Functions	50	4	MAT 181
College French	50	6	Elective Credit
College German	50	6	Elective Credit
College Spanish	50	6	Elective Credit
English Literature	50	6	Elective Credit
General Biology	50	4	Elective Credit
General Chemistry	50	4	Elective Credit
Human Growth and Development	50	3	Elective Credit
Information Systems	50	3	Elective Credit
Introduction to Educational Psychology	50	3	Elective Credit
Introduction to Management	50	3	Elective Credit
Introductory Accounting	50	8	Elective Credit
Introductory Business Law	50	3	Elective Credit
Introductory Macroeconomics	50	3	ECO 222
Introductory Microeconomics	50	3	ECO 221
Introductory Psychology	50	3	PSY 111
Introductory Sociology	50	3	SOC 111
Principles of Marketing	50	3	Elective Credit
Western Civilization I	50	3	Elective Credit
Western Civilization II	50	3	Elective Credit

Contract Major

In keeping with Siena Heights University's mission to individualize education, the contract major allows students to design their own degree programs. The purpose of this program is to give high ability students an opportunity to create a university education that integrates their interests, abilities, and aspirations. Because the contract major is a significant departure from traditional curricula, students are expected to accept high levels of responsibility for designing and executing their programs. Interested students should contact the Advising Office or the appropriate site director.

Dual Enrollment

Dual Enrollment is a special admission program for junior and senior high school students. To qualify, students must have a minimum, cumulative high school grade point average of at least 3.0 (on a 4.0 scale). To participate, students must submit the following:

1. A completed Dual Enrollment Application signed by the high school principal or counselor.
2. A completed Dual Enrollment Consent Form signed by a parent or legal guardian.
3. An official, high school transcript.

Forms may be found online or requested from the Office of Admissions. To request forms, or for additional information, please contact the Office of Admissions at 517-264-7180.

The Experiential Education and Internship Program

The Experiential Education and Internship Program is designed to provide students an opportunity to integrate a practical work experience with their academic program of study. The program is open to undergraduate students pursuing a certificate, associate or bachelor degree at Siena Heights University who meet the University internship guidelines and registration requirements. Work experiences contributing to the development of the student may be arranged with industry, education, business, the arts, social services, government, and various other career fields.

All students must be in good academic standing and have a minimum cumulative grade point average of 2.0 to participate in the program. Students must also receive approval from their respective departments and the Career Services Office on the Adrian campus.

International Baccalaureate (IB) Program

Siena Heights University awards 24 credits to students who earn the International Baccalaureate (IB) Diploma. Alternatively, the University awards credit for IB Higher Level (HL) examinations or IB Standard Level (SL) examinations in some subject areas. These transfer credits are evaluated on a case-by-case basis. Below is a list of IB classes that have been reviewed and will be accepted as credits for applicants who have applied.

IB Course	Level	Score Required	SHU Equivalency
Biology	HL	5-7	BIO 101
Biology	SL	X	Not Accepted
Chemistry	HL	5	CHE 110
Chemistry	HL	6, 7	CHE 141 and CHE 142
Chemistry	SL	X	Not Accepted
Economics	SL	X	Not Accepted
Economics	HL	5, 6	ECO 221
Economics	HL	7	ECO 221 and ECO 222
English A1	HL	5-7	ENG 101
English A1	SL	X	Not Accepted
English A2	HL	5-7	ENG 101
English A2	SL	X	Not Accepted
History	HL	5-7	HIS 199
ITGS	HL	5-7	General Elective Credit
Math	HL	5-7	Three hours of Liberal Arts Math Requirement (MATH 199)
Music	SL	5-7	MSC 102
Physics	HL	5-7	PHY 141 and PHY 142
Physics	SL	X	Not Accepted
Psychology	HL	5-7	PSY 111
Psychology	SL	x	Not Accepted
Spanish	HL A	5	Three hours of 300+ Spanish literature classes
Spanish	HL A	6	Three hours of 300+ Spanish literature classes
Spanish	HL A	7	Six hours of 300+ Spanish literature classes
Spanish	HL B	5	SPA 101 and SPA 140
Spanish	HL B	6, 7	SPA 240 and SPA 241
Spanish	SL	X	Not Accepted

Library

The Siena Heights University Library offers a diverse and robust collection of electronic and print resources to accommodate students on and off campus. The library supplements this collection through participation in local resource sharing as a member of the Detroit Area Library Network (DALNET) and the Michigan Electronic Library Catalog (MeLCat), as well as traditional interlibrary loan with partners around the nation. In addition to its informational offerings, the library offers computers and printing, a conference room, a classroom and formal and informal study spaces to meet a broad range of student needs. The SHU Library staff is user-focused and available to assist students with everything from using library resources to research assistance and citation help. Students can access the library's collection and gain more information about the library via the SHU library website. Links to the website are located on MySiena.

Prior Learning Credit

Prior to beginning a formal education at Siena Heights University, students may have had significant learning experiences through work, non-university courses or training, community service, or other accomplishments. These learning experiences may be worth academic credit if (1) the learning is university-level, (2) the experience can be documented by a third party, and (3) the student can present documentation which gives evidence of the learning experience and thereby persuades the University of its value. Academic credit is awarded for university-level learning, not for the experience itself. The appropriate site director will provide assistance with guidelines and procedures for developing the petition. The final petition is evaluated by University faculty.

Credit earned by a Prior Learning Credit petition (1) counts as elective credit, (2) does not count toward residency, (3) may be awarded at a junior/senior level, (4) may fulfill a liberal arts requirement if approved by the appropriate department. There is a maximum of 9 semester hours for an Associate Degree and 18 semester hours for a Baccalaureate Degree.

Ronald E. McNair Scholars Program

The Ronald E. McNair Post-Baccalaureate Achievement Program is designed to prepare talented undergraduate students for graduate school and doctoral studies. The McNair Scholars Program is one of seven national TRIO programs authorized under Title IV of the Higher Education Act of 1965 and funded through the Department of Education. Currently, there are 179 programs at colleges and universities throughout the country.

The program is named for Ronald Ervin McNair, one of the first African Americans in the United States space program. Dr. McNair was a crew member aboard the space shuttle Challenger when it exploded on January 28, 1986. A physicist with a doctorate from the Massachusetts Institute of Technology, McNair has become a symbol of academic excellence.

In order to be eligible for this program, students must be either a member of an under-represented group in higher education or be a first generation (neither parent has a bachelor's degree) and low income college student. Additional requirements for applicants include the following: full time student, second semester sophomore status, a 3.0 grade point average, declared major, and commitment to attend graduate school leading to a doctoral degree. The McNair program provides a summer research course, research opportunities, graduate school visits, faculty mentoring, and an annual stipend. McNair Scholars attend professional conferences, present their research findings and attend seminars on graduate school admission. Applications are accepted throughout the academic year.

ACADEMIC SUPPORT

Student Achievement and Academic Success (SAAS)

Due to the function of this academic division, either by individual department or as a team, nearly every student on campus will have interaction with the division during their Siena career, leading toward their graduation. From learning styles, exploring careers, time management and study skills, researching and selecting a major, completing a degree plan, to preparation for the world of work and/or graduate school, the SAAS division has the expertise, ability, and drive to empower each student. The SAAS division includes First Year Experience, Student Support Services and Academic Advising.

Academic Advising

The vision of academic advising is to assist students to live the mission of Siena Heights University by helping students to become more Competent by enabling them to maximize their academic success through degree planning and helping to define and reach their personal, academic, and career goals; Purposeful by enabling them to discover a broad array of opportunities in and out of the classroom and requiring their participation in the decision making process, leading toward advocacy for oneself; Ethical by enabling them to become confident, responsible, ethical, self-reliant problem solvers and reflective lifelong learners.

Career Services

The primary mission of Career Services is to aid students in developing, evaluating and effectively initiating and implementing their own career plans. Careers Services assist students with engaging in self-assessments, obtaining occupational information, and exploring career fields that are relevant to each student's plan. Integrating career planning into liberal arts core courses as well as senior seminars in a student's major is vital toward assisting with each plan. Through sponsorships of on-campus employer recruitment, employment fairs, workshops including resume writing and mock interviewing, as well as use of electronic resources, all contribute toward helping the student to reach their career goal. Career Services also maintains an online job board for all Siena Heights University students and alumni.

Disability Resources

The Office of Disability Resources supports the mission of Siena Heights University by working with faculty and staff to provide a teaching and learning environment which respects the dignity of all. Students who have documented disabilities are provided support, including appropriate auxiliary aids and services, assuring them an equal opportunity to participate in the educational process at Siena Heights University in accordance with Section 504 and Title II of the ADA law (29 U.S.C. Section 794). Regular meetings are encouraged with students to assist them in reaching their academic goals.

First Year Experience

The First Year Experience supports the institution's mission by helping students establish a foundation that creates experiences to personally and academically transition and connect first year students with the institution and community. This is accomplished by creating a teaching and learning environment that intentionally engages students in a way that promotes their personal development and holistically helps them to become more competent, purposeful, and ethical leaders which respects the dignity of all.

Student Support Services (SSS)

Authorized by Title IV of the Higher Education Act of 1965 and funded by the U.S. Department of Education, this national TRiO program has been serving students on the main campus since 1979. This program is designed to prepare students for graduation from Siena Heights University with a baccalaureate degree. SSS participants will receive services from the first day they arrive on campus until the day of their graduation.

Tutoring Program

The University provides tutoring services for students who may need assistance in multiple subject areas. The Math Lab assists students in all areas of math; the Writing Center assists students with composition skills and writing assignments in all disciplines; the Language Tutor Program assists students in writing, speaking and comprehension of Spanish and/or other languages; and Academic Tutoring Services offers tutoring for students needing assistance in other disciplines not mentioned in the previously listed opportunities. Tutoring services may be accessed through the library or through the site director of the degree completion center.

The Writing Center

The Writing Center is a free resource on the Adrian campus. Staffed by talented undergraduate students, the Writing Center offers help at all stages in the writing process. Students are encouraged to visit the Writing Center for a drop-in session or to schedule an appointment. More information can be found at writingcenter.sienaheights.edu.

The aim of the Writing Center is to help students become better, more confident writers. Therefore, no practices will be followed that involve completing the work for students. The staff does not write on students' papers, suggest specific details to add or delete, correct papers, suggest grades, comment on grades that have already been given, or work with students who admit to plagiarizing.

The Writing Center offers a variety of hours to accommodate class schedules, and students are encouraged to stop by or schedule an appointment.

VII. STUDENT LIFE

Mission of Student Life

The mission of Student Life is to foster students' growth and development in mind, body, and spirit to become the leaders they are called to be and embrace their purpose.

Philosophy of Student Life

Derived from the Adrian Dominicans, the mission statement of Siena Heights University is the Student Life staff's most common application to enhance our living and learning environments. It likewise provides the principles of professional and ethical standards. As leaders in the University community, Student Life staff emphasizes the interdependence of persons by promoting trust, openness, respect, and a compassionate response to the needs of others.

Student Life staff collaborate with faculty and students to create an effective partnership which enhances the function of a learning community. This collaboration is evident in a multitude of ways: the attention given to the academic accomplishments and graduation rate of student athletes; the spiritual resource provided by campus ministry to all members of the community; the provision of healthcare to address immediate medical concerns and promote healthier lifestyles; the programming aimed to integrate academic learning and social skills; the facilitation of counseling for the emotional adjustment of students; the ability to work through conflict in a productive and responsible manner; and the involvement in the traditional academic classroom. Special attention is given to provide students with the opportunity for skill development, and for varied experiences of both leadership and service. The dimensions of each individual are integral: intellectual, physical, spiritual, emotional, cultural and vocational. Through staff collaboration, students are challenged and supported as they grow in all these areas. These opportunities compliment the students' preparation for professional careers and for being active citizens of a global society.

Campus Ministry (University Center, 517-264-7198)

Chaplain: Father John Grace

Flowing from the mission of Siena Heights University, the programs offered by Campus Ministry are aimed at the development of the whole person, in the atmosphere of finding meaning and purpose, within a socially responsible, mutually respectful, serving community. Campus Ministry works in collaboration with other departments. Standing in our Catholic and Dominican traditions, Campus Ministry focuses on faith, service, and presence. St. Dominic Chapel is open for private prayer, for reflection and community celebrations. In addition, there is a weekly Sunday mass at 7:30 pm as well as retreat and spiritual growth opportunities during the year.

Counseling Center (Ledwidge Hall, Room 197, 517-264-7193)

Counseling services are available to all Siena Heights University students. Counseling provides an opportunity for individuals to improve personal skills, learn to make better decisions, develop increased self-confidence, overcome blocks to personal effectiveness, and acquire a keener awareness and appreciation of their needs and the needs of others. Assessment and treatment are available through the Counseling Center. Treatment may include referral for medical evaluation or to other community resources. In addition, individual and group counseling is available.

Dean for Students (Ledwidge Hall, Room 191, 517-264-7600)

The Dean for Students is an executive cabinet member responsible for promoting the specific goals of the University through staffing, planning, organizing, administering, and directing all functions within the Division of Student Life. These areas include Intercollegiate Athletics, Residence Life, Health Services, Campus Ministry, Restorative Justice and Conflict Resolution, Student Engagement, Counseling Center, Student Conduct, Diversity & Inclusion, and Dining Services. The Dean for Students is also the chair of the Care Team that assists students in times of crisis. Notification of designated University officials (comprised of faculty and staff) is offered to students when requested for extended absences lasting more than one day. Course responsibility stays with the student regardless of Dean's notification and attendance/missed work will be calculated at the discretion of the faculty member. Emergency loans are sometimes granted by the Dean for Students, most often to purchase

textbooks. The Dean for Students also serves as the link between University Administration and Student Government.

Diversity and Inclusion (University Center, The Hub)

The Office of Diversity and Inclusion offers a number of opportunities and resources for students, including multicultural programming, student organizations, and student mentoring programs. The office aims to teach the value of working with someone that looks and thinks differently than you; to support, retain, and provide the best undergraduate experience possible to our underrepresented students; and to foster a deeper understanding of students' sense of self and their interdependence as a multicultural society.

Health Clinic (Ledwidge Hall, Room 180, 517-264-7190)

The SHU Student Health Clinic is a member of the American College Health Association and provides a variety of health care services. Our nurse can assess and offer treatment for general illnesses. The Health Clinic also works with students through education and the promotion of healthy life style choices and disease prevention. These services enrich students' educational experiences and assist them in maintaining personal health and wellness. Other services available are understanding health care information, as well as referrals to local medical providers. Residential students are required to submit health history forms and immunization records prior to moving on campus. These medical records are confidential and information from them is released only at the student's request.

McLaughlin University Center

New in August 2013, the McLaughlin University Center (UC) is a multi-purpose facility providing a central place for students, staff, and faculty to gather. The first floor of the UC houses the SHU Shop, Barnes & Noble Bookstore, dining center, living loom, and commuter lounge. The second floor contains the board room, community meeting room, student cardio room, multipurpose room, and The Hub. The Hub houses Campus Ministry, Diversity & Inclusion, Restorative Justice and Conflict Resolution, and Student Engagement as well as student run offices such as Student Government and the Student Programming Association and Residence Hall Coalition (SPARHC). The UC functions as the heart of campus and many of the opportunities for student involvement begin here.

Parking

Parking in the Siena Heights University Adrian campus is available to persons solely under the rules and regulation of the University Parking Policies. Students, faculty and staff members are expected to be familiar with and abide by University parking and traffic regulations. Students, faculty and staff members who park vehicles on the Adrian campus must properly display the appropriate approved parking permit. Parking lots are designated by permit type and a campus parking map is available at http://www.sienaheights.edu/parking.

Student Permits are available for purchase online with a credit or debit card at http://www.sienaheights.edu/parking or by cash and check at the Welcome Center located in Ledwidge Hall.

Violators of the parking rules and regulations are subject to warnings, penalties and appropriate disciplinary and/or administrative action. Violations may be subject to fines, tows and related charges, wheel locks and/or loss of parking privileges. Siena Heights University assumes no responsibility for the care and/or protection of any vehicle, or its contents at any time it is operated or parked on campus. Parking is on a first come basis, the University does not guarantee parking availability.

Parking on the streets within the City of Adrian is enforced by the City.

For questions about parking contact the Department of Public Safety at 517-263-0731 or parking@sienaheights.edu.

Residence Life (Ledwidge, 1st floor, 517-264-7170)

The Office of Residence Life has a strong commitment to creating an environment in the residence halls that will assist students in their growth and development. Effort is made to create an environment that encourages academic excellence, social competence, independence, and an appreciation of community living. The Residence Life Staff will provide programming, guidance, and support to their residents. When these activities are combined with the active participation of the residents, the halls become more than just places to sleep; they become living and learning environments.

Full-time freshmen, sophomores, and juniors are required to live on campus unless they are approved to be exempt from living on campus. All housing exemptions must be approved by the Assistant Director of Residence Life in advance of each academic year.

Resident students live in Archangelus Hall, Ledwidge Hall, Campus Village, and St. Catherine Hall. The residence halls are staffed by Resident Assistants (RAs) and the apartments are staffed by Community Living Assistants (CLAs) who are supervised by the Director of Residence Life and a Residence Hall Director who resides on campus. The Saints Guide and Student Code of Conduct outline each resident's responsibility to their living community and the University. A variety of room types are available. These rooms are secured through the housing selection process for returning students and on a space-available basis for freshmen students. Upon acceptance to the University and application to reside on campus, students must pay a housing deposit. Contact the Office of Residence Life for additional details on housing deposits and assignments.

Restorative Justice and Conflict Resolution (University Center, The Hub, 517-264-7196)

The Center for Restorative Justice and Conflict Resolution provides services and resources for everyone in the Siena Heights University community to help them to resolve conflicts and address harms, needs, and obligations in ways that repair and strengthen relationships and the University community. Whether it is a conflict resolution or restorative justice issue, the goals are to provide participants with a safe, structured opportunity with a trained facilitator to improve the situation at hand. Referrals to the Center for resources and services come from Student Conduct, Counseling Center, Campus Ministry, Residence Life, University Athletics, Public Safety, administrators, faculty, staff, students, students' organizations, and self-referrals.

Student Code of Conduct

Siena Heights University recognizes students as mature adults who are given freedom balanced with respect for self and others. The Student Code of Conduct (among other information in the Siena Heights' resource guides) is put in place to outline the necessary behavior to be successful at Siena Heights in addition to academic success. Students who allegedly violate any policies within the Code of Conduct may be subject to student conduct action. Sanctions range from an educational conversation to expulsion. For questions about the Saints Guide and Student Code of Conduct, contact the Director of Student Conduct or the Dean for Students. The Student Code of Conduct is available electronically at this link: http://www.sienaheights.edu/StudentLife/StudentConduct.aspx.

Student Engagement (University Center, The Hub, 517-264-7607)

The main objective of the Office of Student Engagement is to help students find their role on campus. This is accomplished by providing opportunities for entertainment & recreation, leadership opportunities, and service learning. The goal of Student Engagement is to complement academic excellence with valuable learning experiences outside of the classroom. The Office of Student Engagement has current information regarding all student activities and involvement opportunities, as well as policies and procedures that govern student clubs, organizations, and Greek Life. If an organization does not exist, which meets your needs or interests, the staff will provide information and encouragement to start a new organization.

University Athletics (Fieldhouse, 517-264-7870; Spencer Athletic Building, 517-264-7825)

Siena Heights is a member of the National Association of Intercollegiate Athletics (NAIA) and the Wolverine Hoosier Athletic Conference (WHAC). Intercollegiate competition offered for men and women include basketball, baseball, bowling, cheer and dance, cross-country, football, golf, lacrosse, soccer, softball, indoor and outdoor track, and volleyball. During the 2000-2001 academic year, the University implemented the NAIA "Champions of Character" Initiative, which is designed to create an atmosphere of respect, integrity, responsibility, servant leadership, and sportsmanship in athletics.

Housed within Athletics, the Athletic Trainers (Fieldhouse Training Room: 517-264-7820, Spencer Training Room: 517-264-7877) addresses the physical and preventative aspects of an individual's well-being. Students and employees seeking to develop and maintain healthy lifestyles may consult the Athletic Trainer center for assistance with exercise program prescriptions, nutrition counseling, and orthopedic injury assessment.

All Siena students are invited and encouraged to participate in intramural activities. In the past, competitions included dodgeball, volleyball, bowling, bass fishing, basketball, and flag football have been offered for students. Intramurals encourage students to be physically fit and to practice sportsmanship at all times.

University Wellness Team

The services offered by the University Wellness Team provide students, faculty, and staff members of Siena Heights University with education and opportunities for participation and involvement in programs that can lead to personal well-being. The team focuses on educating individuals to choose lifestyles that facilitate health and well-being. For more information on Wellness initiatives, please contact the Dean for Students or the Director of Health Services.

VIII. UNIVERSITY POLICIES – ALL CAMPUSES

Academic Dishonesty Policy

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another student violate any part of this policy.

Plagiarism is the failure to give credit for the use of any material from outside sources, including the Internet. It includes, but is not limited to: verbatim use of a quote without quotation marks and adequate documentation; submission of a paper, prepared by another person, as one's own work; using the ideas, facts, words, photographs, pictures, graphics, or data of someone else and claiming them as your own; or not documenting ideas, facts, words or data gathered during research.

Faculty Responsibilities and Penalties

Faculty must explain dishonesty and plagiarism at the start of each semester and/or state in the syllabus the policies, procedures, and penalties for such behavior. Since academic dishonesty is often more difficult to prove than prevent, each faculty member is encouraged to take every reasonable measure to prevent academic dishonesty from occurring. Faculty are encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are germane to their classes.

Faculty members who suspect a student of academic dishonesty may settle the case directly with the student. In cases where guilt is substantial or admitted, the instructor may penalize the student in any way deemed appropriate, including the failure of the course. When a student is penalized, the faculty member reports the incident in writing to his/her department chair. A copy of the report will be sent to the appropriate Academic Dean and to the Chief Judicial Officer. If the Dean receives more than one report of academic dishonesty about a specific student, the Dean will review the reports, and in cases of serious offenses, could take steps to suspend the student from the University.

Student Responsibility

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from the instructors. Students are not excused from adherence to the policy even if they have not read it (Instructors may include this policy in their syllabi).

Appeal Procedures

1. For failure of an assignment or a course, as levied by an instructor. Any appeal by a student must be made in writing to the instructor within five (5) University working days from the time the student is notified that a penalty has been levied against him/her. If the appeal is denied, the student may submit a written petition to the department chair or site director with his/her concerns. The department chair or site director should then consult the faculty member involved before rendering a decision. If the student wishes, he/she may make a final appeal to the appropriate Dean.

2. For suspension from the University. A student who is suspended from the University for plagiarism or academic dishonesty may make a written appeal of the suspension to the Academic Review Board within five (5) business days of notification of suspension. The decision of this board regarding the appeal will be final.

Acceptable Use Policy (Network facilities and Services)

The Acceptable Use Policy is a guide to the acceptable use of Siena Heights University Network facilities and services. Any Partner or Vendor organization or individual connected to Siena Heights University's network in order to use it directly, or to connect to any other network(s), must comply with this policy and the stated purposes and Acceptable Use Policies of any other network(s), or host(s) use. To view the Acceptable Use Policy in its entirety visit the website at

http://informationtechnology.sienaheights.edu/uploads/6/5/6/7/6567343/siena_heights_university_acceptable_use_policy_2010.pdf

Americans with Disabilities Policy

Siena Heights University welcomes students with disabilities who meet academic admission requirements, and will work toward meeting their needs by providing reasonable and appropriate accommodations to those students with documented disabilities. These disabilities may include but are not limited to impaired vision, hearing, or mobility; learning disabilities; and Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD).

Students with documented Learning Disabilities must contact the Office for Students with Disabilities to discuss the Siena Heights University Policy.

An individual with a disability is a person who:

1. Has a physical or mental impairment which substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks;
2. Has a documented record of having an impairment; or
3. Is regarded as having such impairment.

To ensure the provision of reasonable and appropriate accommodations within a timely manner, students who request accommodations from the University must provide current (to three years) written documentation of their disability. Students are strongly urged to provide documentation at the time of registration so that accommodations can be in place at the start of the semester. This documentation should be signed by a licensed physician, psychologist, or other mental health professional with experience in diagnosing the disability for which the student is requesting accommodations. A complete Individualized Education Plan (IEP) signed by the student's school psychologist may also be considered documentation of a disability.
Professional documentation of learning disabilities, ADD, and ADHD should be processed in accordance with the criteria outlined in the current Diagnostic and Statistical Manual published by the American Psychiatric Association. The documentation provided by the student's physician, psychologist, or school psychologist should include information regarding the onset, longevity and severity of symptoms, as well as the specifics describing how it has interfered with educational achievement.

Students with disabilities that are eligible for assistance and/or services from a social service agency such as Michigan Rehabilitation, and Michigan Commission for the Blind are encouraged to apply for those services.

To request accommodations, it is the student's responsibility to provide the Office for Students with Disabilities with the following:

1. Written documentation as outlined above;
2. A completed "Accommodations Request Form" listing the specific accommodations requested for each class;
3. A signed “Information Release Form” authorizing the Office for Students with Disabilities to discuss the student's accommodations and academic progress with their parents/guardians, advisor, and instructors.

The following accommodations are available to Siena students with documented needs:

1. Special testing conditions such as extended time for exams, distraction-free exam locations, oral exams, a scribe or someone to write answers.
2. Permission to tape record lectures and discussions.
3. Permission to use a calculator on math tests.
4. Permission to use a personal laptop computer for tests.
5. Note takers.
6. Readers.
7. Peer tutoring.
8. Study skills classes and workshops.

9. Class substitution for degree completion, as long as the substitution does not substantially alter the requirements of the student's degree program, as determined by the program coordinator.

Letters of Verification describing accommodations that are to be provided for each class, may be picked up by the student from the Office of Students with Disabilities within two weeks after the Office for Students with Disabilities receives proper documentation and a completed Accommodations Request Form signed by the student. It is the student's responsibility to deliver the Letters of Verification to each instructor of a class for which accommodations have been requested.

Discrimination, Harassment, Sexual Harassment and Related Inappropriate Conduct Policy

Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities, women, disabled persons and veterans. Siena Heights University's Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517-264-7194 or cbirdwel@sienaheights.edu, or in person in Ledwidge Hall on the Adrian campus. For 24/7 availability, call 517-264-7799.

All faculty, employees and professional staff are Mandated Reporters and are therefore expected to report acts of sex and/or gender discrimination—including sexual violence involving any member(s) of the campus community, guests or visitors to the Title IX Coordinator or a Deputy Coordinator without delay. The only No Reporting Responsibility employees are Sandy Morley, Director of Counseling or Fr. John Grace, University Chaplin and only these two employees may maintain confidentiality based on the victim's wishes. Sandy Morley can be contacted at 517-264-7193 or smorley@sienaheights.edu, or in person in Ledwidge Hall 197 on the Adrian campus. Fr. John Grace can be contacted at 517-264-7198 or jgrace@sienaheights.edu, or in person in Ledwidge Hall 211 on the Adrian campus.

Introduction

Central to the mission of Siena Heights University is providing a healthy environment for all its members, which includes maintaining a climate conducive to learning, a positive work environment, and an environment free of harassment for its students, faculty, staff, and visitors. Students and employees have a responsibility to treat each other with appropriate respect and deference to personal dignity. Therefore, this policy applies to all administrators, faculty, staff, agents and students at all time and places in any connection with the University. This policy applies for and to those who conduct business here. We are committed to take all reasonable steps to prevent sexual harassment and to discipline those who do harass. This is a policy and procedure summary. The full text can be obtained from the Office of Human Resources or the Office of the Dean for Students.

Types of harassment include**,** but are not limited to**,** the following: 1) **s**poken, written, and symbolic harassment, 2) physical harassment, 3) sexual misconduct, including sexual assault, and 4) sexual harassment. Sexual misconduct includes non-consensual sexual intercourse, nonconsensual sexual contact, sexual exploitation, interpersonal relationship violence, sex/ gender-based stalking and sexual harassment. While Siena Heights University utilizes different standards and definition that the State of Michigan, sexual misconduct often overlaps with crimes of rape, sexual assault, sexual harassment, dating violence and domestic violence. Non-sexual harassment may be considered a Level II violation. Depending upon the nature of the harassment, the adjudication can be handled through mediation, the Dean for Students, the Siena Heights University Conduct Board, or the immediate supervisor. However, due to the sensitivity of sexual harassment and sexual assault, formal and informal procedures have also been established and may be chosen for resolution. If appropriate, other members of the University may be asked to assist with the resolution of the situation. Mediation will never be used as a method of addressing sexual harassment or sexual misconduct.

Definitions:

Harassment

Behavior consisting of physical or verbal conduct that substantially interferes with an individual's employment, education or access to University programs, activities or opportunities. Harassment may include, but is not

limited to, verbal or physical attacks, graphic or written statements, threats, or slurs. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved.

Any type of harassment is prohibited at the University. To constitute prohibited harassment, which can lead to discipline under this Policy, the conduct must be such that it detrimentally affects the individual in question and would detrimentally affect a reasonable person under the same circumstances.

Sexual Harassment
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwanted, inappropriate, or without consent. Any and all types of sexual harassment are prohibited at the University.

Sexual harassment includes, but is not limited to:
- Requests for dates with a student by faculty or staff;
- Persistent unwanted or unwelcome requests for a date;
- Unwelcome requests for sexual favors or acts;
- Continued expression of sexual interest after being informed that the interest is unwelcome;
- Unconsented or unwelcome physical contact;
- Nude or seminude posters, photos, cartoons, or graffiti in the workplace or public place that are demeaning or offensive;
- Unwelcome sexual contact, such as leering or staring at another person; comments or statements that are demeaning, humiliating, suggestive, insulting, vulgar or lewd;
- Harassment by nonemployees, such as visitors or vendors or contractors; and
- Failure to provide assistance that is usual under same or similar circumstances.

This list is not intended to be nor should be construed as all-inclusive of prohibited acts under this policy. Any of the prohibited conduct described here is sexual harassment of anyone at whom it is directed or who is otherwise subjected to it.

Sexual harassment when committed by a student can lead to discipline under the Student Code of Conduct. The precise definitions of the Student Code of Conduct should be reviewed and applied when a student is accused of or commits harassment. (See Student Code of Conduct).

Sexual Harassment committed by an employee or third party can lead to discipline or corrective action when:
a. Submission to such conduct is made implicitly or explicitly a condition for employment, promotion, grades, academic status, or participation in the University's activities;
b. Submission to or rejection of such conduct is used as the basis for employment or academic or other decisions affecting an individual; or
c. Such conduct is sufficiently severe or pervasive so as to substantially interfere with the harassed individual's employment, education or access to University programs, activities and opportunities, or creates a hostile or offensive environment for that individual or others.

Sexual Misconduct
Siena Heights University recognizes that sexual misconduct, including sexual assault, is a serious social problem and criminal offense that occurs among college students as well as within other segments of our society. The University makes a strong commitment to work toward preventing sexual misconduct within our community, to provide support and assistance to sexual misconduct victims, and to impose sanctions on those who have been found responsible for a sexual misconduct. Our goal is to foster and protect an environment of mutual respect and concern and a safe community in which learning and growth can occur.

Sexual misconduct is a form of sexual harassment and refers to sexual offenses including but not limited to rape, sexual assault, sexual battery, sexual exploitation, sexual coercion and any other forms of nonconsensual sexual activity. Sexual misconduct can be committed by strangers, acquaintances and family members, as well as casual and long-term dating partners.

Sexual misconduct includes, but is not limited to, attempted or unwanted sexual activity, such as sexual touching and fondling. This includes the touching of an unwilling person's intimate parts (defined as genitalia, groin, breast or buttock, or clothing covering them), or forcing an unwilling person to touch another's intimate parts.

Sexual exploitation includes, but is not limited to, prostituting another person, non-consensual visual or audio recording of sexual activity, non-consensual distribution of photos, images or information of an individual's sexual activity or intimate body parts, non-consensual voyeurism, coercing someone against their will to engage in sexual activity, or knowingly transmitting sexually transmitted disease (STD) without disclosing STD status.

Consent must be informed, freely given and mutual. If coercion, intimidation, threats or physical force are used there is no consent. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature or extent of the sexual situation, there is no consent: this includes impairment or incapacitation due to alcohol or drug consumption, or being asleep or unconscious. Inducement of incapacitation of another with the intent to affect the ability of an individual to consent or refuse to consent to sexual contact almost always, if not always, negates consent. Silence does not necessarily constitute consent. Whether a person has taken advantage of a position of influence over an alleged victim may be a factor in determining consent.

Stalking
A course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or to suffer emotional distress. Stalking may include repeatedly following, harassing, threatening, or intimidating another by telephone, mail, electronic communication, social media, or any other action, device or method.

Dating Violence
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be based on the length and type of relationship and the frequency of interaction with the persons involved in the relationship. It is important to recognize that emotional, verbal, and economic abuse are part of the web of dating violence and can exist without the presence of physical abuse.

Domestic Violence
Includes crimes of violence committed against a victim by: (i) a current or former spouse; (ii) a person with whom the victim shares a child; (iii) a person who is or has cohabitated with the victim as a spouse; (iv) a person similarly situated to a spouse of the victim; or (v) any other person against whom the victim is protected under federal or state violence laws. It is important to recognize that emotional, verbal, and economic abuse are part of the web of domestic violence and can exist without the presence of physical abuse.

Retaliation
As defined in the University's Non-Retaliation Policy, retaliation is also prohibited by this policy and may subject the individual who retaliates in violation of this or other University policy discipline or sanctions.

Prevention Efforts
In an effort to reduce the risk of sexual misconduct as well as the crimes of rape, sexual assault, sexual harassment, stalking, dating violence and domestic violence occurring among its students, the University utilizes a range of campaigns, strategies and initiatives to provide awareness, educational, risk reduction and prevention programming.

It is the policy of the University to offer programming to prevent domestic violence, dating violence, sexual assault (including stranger and known offender assaults) and stalking each year. Educational programs are offered to raise awareness for all incoming students and employees, and are often conducted during new student and new employee orientation and throughout an incoming student's first semester. These programs and others offered

throughout the year include strong messages regarding not just awareness, but also primary prevention (including normative messaging, environmental management and bystander intervention). And discuss institutional policies on sexual misconduct as well as the State of Michigan definition of domestic violence, dating violence, sexual assault, stalking and consent in reference to sexual activity. Bystander engagement is encouraged through safe and positive intervention techniques and by empowering third-party intervention and prevention such as calling for help, using intervention-based apps, identifying allies and/or creating distractions.

Programs also offer information on risk reduction that strives to empower victims, how to recognize warning signals and how to avoid potential attacks, and do so without victim-blaming approaches. Throughout the year, ongoing awareness and prevention campaigns are directed to students and employees, including faculty, often taking the form of campaigns, emails, guest speakers and events such as “No More Together We Can End Domestic Violence & Sexual Assault”.

Campus Procedures for Addressing Sexual Misconduct, Dating Violence, Domestic Violence, Stalking, Sexual Harassment, and Other Acts of Sex and Gender Discrimination
For offenses including sexual misconduct or other gender based violence, which typically includes the crimes of domestic violence, dating violence, sexual harassment, sexual misconduct and stalking, sanctions range from warnings through expulsion. Serious and violent incidents and acts of non-consensual sexual intercourse (the policy equivalent to the crime of rape) usually result in suspension, expulsion or termination of employment.

Procedurally, when the University receives a report of sexual misconduct, gender-based violence, or other sex or gender discrimination the campus Title IX Coordinator is notified. If the victim wishes to access local community agencies and/or law enforcement for support, the University will assist the victim in making these contacts.

The Title IX Coordinator will offer assistance to victims in the form of interim or long-term measures such as opportunities for academic accommodations, changes in housing for the victim or responding student, visa and immigration assistance, changes in working situations and other assistance as may be appropriate and available on campus or in the community (such as no contact orders, campus escorts, transportation assistance, targeted interventions, etc.) If the victim so desires, they will be connected with a counselor on-or off-campus, as well as an on-or or-campus victim’s advocate. No victim is required to take advantage of these services and resources, but the University provides them in hopes of offering help and support without condition or qualification. A summary of rights, options, supports and procedures, in the form of this document, is provided to all victims, whether they are student, employee, guest or visitor. When appropriate upon receipt of notice, the Title IX Coordinator will cause a prompt, fair and impartial process to be initiated, commencing with an investigation which may lead to the impositions of sanctions, based upon a preponderance of evidence (what is more likely than not), upon a responding student or other accused individual. Procedures detailing the investigation and resolution processes of the University can be found online here: http://reslife.sienaheights.edu/student-conduct.html

The Coordinator is ultimately responsible to assure in all cases that the behavior is brought to an end, the University acts to reasonable prevent its recurrence and the effects on the victim and the community are remedied. The Coordinator is also responsible to assure that training is conducted annually for all advocates, investigators, hearing officers, panelists and appeals officers that encompasses a hearing process that protects the safety of victims and promotes accountability. Training will focus on sexual misconduct, domestic violence, dating violence, sexual assault, stalking, sexual harassment, retaliation and other behaviors that can be forms of sex or gender discrimination covered by Title IX and Clery Act. Training will help those decision makers in the process to protect the safety of victims and to promote accountability for those who commit offenses.

The investigation and records of the resolution conducted by the University are maintained confidentially. Information is shared internally between administrators who need to know, but a tight circle is kept. Where information must be shared to permit the investigation to move forward, the person brining the accusation will be informed. Privacy of the records specific to the investigation are maintained in accordance with the State of Michigan law and the federal FERPA statute. Any public release of information to comply with the open crime logs or timely warning provisions of the Clery Act will not release the names of the victims or information that could easily lead to a victim’s identification. Additionally, the University maintains privacy in relation to any accommodations or protective measures afforded to a victim, except to the extent necessary to provide the accommodations and/or protective measures.

In any complaint of sexual misconduct, sexual assault, stalking, dating violence, domestic violence or other sex or gender-based discrimination covered under the federal law, Title IX, the person brining the accusation and the responding party are entitled to the same opportunities for a support person or advisor of their choice throughout the process, including any meeting, conference, hearing or other procedural action. Once complete, the parties will be informed, in writing, of their rights to exercise a request for appeal. Should any change in outcome occur prior to finalization, all parties will be timely informed in writing, and will be notified when the results of the resolution process become final.

Sexual assault victims are assured the following rights within the University conduct process:

a. The right to be present during the entire proceeding.
b. The right to have a person from the University present throughout the process to provide support.
c. The right to not have their sexual history discussed during the proceedings, except as it relates to the specific incident in question.
d. The right to relate their account of the incident.
e. The right to be informed of the results of the conduct proceeding.
f. The right to have their name and any identifying information kept confidential, except as otherwise required by law, court order, or University policies or needs.
g. The right to a speedy hearing and decision.
h. The right to appeal a decision made by the University Conduct Board or the Student Conduct Administrator**.**

A student charged with committing sexual assault is assured of the same rights. A student found responsible for a sexual assault or other sexual misconduct through the conduct process will be given a sanction appropriate to the offense. Possible sanctions range from a warning to expulsion from the University.

If you have questions or if this has happened to you or a friend, please talk to someone you trust. There are several resource individuals on campus to help you deal with concerns. For information and/or to report an assault, contact the Title IX Coordinator, a member of Student Life, such as your RA, SRA, GA, a member of the Wellness Team (Campus Ministry, Nurse, or Counselor), or a member of Public Safety for guidance and support.

Sexual Harassment Policy Summary
This is a summary. The complete policy is found in the Employee Handbook.

Siena Heights is a Catholic University committed to providing a climate conducive to learning for its students and a positive work environment for its employees. Students and employees have a responsibility to treat each other with respect and dignity. The University is committed to taking all reasonable steps to prevent sexual harassment and to discipline those who do harass.

The policy prohibiting sexual harassment applies to all employees, including administrators, fulltime and adjunct faculty, staff, students and third party vendors. It applies at all times and places in any connection with the University. It covers the harassment of students by faculty or staff as well as by other students.
Sexual harassment is illegal. It is a form of sex discrimination and a violation of these federal and state laws:

- Title VII – Civil Rights Act (1964)
- Title IX-Elementary/Secondary Education Act (1972)
- Michigan Elliott-Larsen Civil Rights Act (1967)

As a member of the University community, your behavior is an important model of our mission. If you see these behaviors, you have a ***responsibility*** to ***act.*** Speak with the person. Refer them to the *Saints Guide and Code of Conduct*. Notify one of the University representatives listed below. Siena Heights University will not tolerate sexual harassment at any time on any of its campuses.

Any act of retaliation against a student or an employee for using this policy and its procedures violates the sexual harassment policy and will result in appropriate and prompt disciplinary action.

Sanctions

- Individuals violating the Siena Heights University Sexual Harassment Policy are subject to sanctions.
- Student conduct sanctions may range from reprimand to dismissal from resident, co-curricular and/or academic participation at the University.
- Employee discipline may include, but is not limited to, any of the following: oral reprimand, written reprimand, suspension with or without pay and termination of employment.
- Siena may also insist, as a condition of continued attendance or employment, that the respondent participate in counseling, professional therapy or related educational or employment assistance.

Complaint Process

This policy encourages students, staff and faculty to express freely, responsibly and in an orderly way, their opinion and feelings about any problem or complaint of sexual harassment. The complainant should begin the complaint process by contacting the Director of Public Safety, Title IX Coordinator, and the Director of Human Resources. He/she may be accompanied by a supportive student or employee from the Siena Heights community.

Individuals who are approached by a co-worker or student alleging sexual harassment, and who are not administrators or supervisors, are strongly urged to refer the concern to an appropriate administrator for investigation.

Frivolous Charges

This policy shall not be used to bring frivolous charges against students or employees. Any person who files a complaint, whether informal or formal, which is found to be frivolous, malicious or made in bad faith, shall be subject to the same discipline as outlined in the Sanction section above.

Please refer to the link provided for the policy in its entirety.
https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Human_Resources/Employee_Handbook.jnz

E-Communications Policy

Electronic Communications (e-communications) include but are not limited to the Internet, e-mail, newsgroups, social networking and computer facilities of Siena Heights University combine to form an online extension of Siena Heights University. As such, the purpose of e-communication is to support and promote the mission of Siena Heights University. The procedures and guidelines are designed to help faculty, staff, and students adhere to Siena's moral/ethical standards and mission while using e-communications. To view the E-Communications Policy in its entirety visit Siena Heights University at:
http://informationtechnology.sienaheights.edu/uploads/6/5/6/7/6567343/ecommunications_policy_feb_16_2015_-_title_revisions.pdf

Freedom of Expression

The University assures its student body that the students' viewpoint, presented through proper channels, will be listened to and given full consideration on all matters affecting the lives and welfare of students. The University respects and upholds the rights of students to criticize, object, dissent, protest, and demonstrate.

Such a policy may well invite differences of opinion and conflicts of ideas, which, in extreme cases, could result in actions that prove to be disruptive to the University or the civic community. To guard against the possibility of such disruptive activity the University may restrict the time, the location and the manner of the activity. The University insists that student dissent, in whatever form it takes, must always show respect for:

- other people, University and public property, and private property;
- the rights and freedoms of others, both individuals and groups;
- the orderly functions of the University;
- the moral and religious concepts on which the University is based.

The University will exercise its full range of student conduct sanctions and/or Adrian Police resources against demonstrators who:

- perform willful acts of violence against persons or property;
- abrogate or abridge the rights and freedoms of others;
- disrupt the orderly functioning of the University;
- act to subvert or undermine the moral or religious bases of human freedom.

Frivolous Charges Policy

This policy shall not be used to bring frivolous charges against students or employees. Any person who files a complaint, whether informal or formal, which is found to be frivolous, malicious or made in bad faith shall be subject to the same discipline as outlined in the Sanction section above.

Inclement Weather Policy

University policy is to conduct all classes in accordance with the published schedule of classes, except in the rare case of severe weather. If classes are officially canceled, notification will be via SHU Alerts. Additionally, notifications will be posted on the University website through campus email.

Non-discrimination Policy

Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities, women, disabled persons and veterans. Siena Heights University's Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517-264-7194 or cbirdwel@sienaheights.edu, or in person in Ledwidge Hall on the Adrian campus. For 24/7 availability, call 517-264-7799.

Notification by Dean for Extended Leave

Students, family members, or University employees are encouraged to report a student's extended campus absence of greater than one day to the Dean for Students office. Such past absences have been due to serious medical attention, death in the family, or similar types of crisis. This can be reported most easily by filling out a Student Care Team referral form, https://publicdocs.maxient.com/reportingform.php?SienaHeightsUniv&layout_id=5, or calling the Dean for Students office at 517-264-7600.

Once the Dean for Students office is contacted, appropriate faculty and staff will be notified at the discretion of the Dean for Students. The range of contact will vary by situation and student involvement, but may include the following faculty/staff relationships: the Director of Academic Advising, Academic Advisors, Professors, Coaches, the Student Care Team (comprised of the Assistant Dean for Students, Director of Counseling, and Director of Public Safety), Coaches, Student Support Services, the Director of First Year Experience, the President, Registrar, and work study supervisors.

Unless advised by the student directly, the Dean for Students will be sensitive in sharing only basic information to report the reason of the student's extended absence and the anticipated return date (if known). Regardless of this notification sent, classroom attendance and participation remains the student's responsibility at all times. Each faculty member has the sole discretion to evaluate student attendance and performance on a case-by-case basis.

Sexual Assault and Harassment

Please refer to the following link for the entire policy that appears in the Safety Awareness Handbook. http://sienaheights.edu/Portals/0/Campus%20Safety%20Handbook%202013-2014%20Revised.pdf

Smoking & Tobacco Policy

Siena Heights University recognizes the negative risks associated with the use of tobacco and smoking products and will provide as close to a smoke-free environment as practicable for its community. The rights of non-smokers to maintain a healthy teaching and learning environment will take precedent over the choice of some to use tobacco and smoking products on campus. This policy applies to all areas on campus including buildings on the Adrian Campus of Siena Heights University, and student housing. This policy applies to all faculty, staff, students and guests on the Adrian Campus of Siena Heights University.

Social Security Privacy Act

Siena Heights University follows the regulations of the "Social Security Privacy Act" passed on March 1, 2005 by the State of Michigan.

Social Security numbers are confidential information and they must be protected from public access. University administration, staff, and faculty are responsible for all documents that contain Social Security numbers. Any document that contains a social security number must be stored in secure locations and shredded when no longer needed.

Social Security numbers will not be:

1. Used as the primary account number for any individual.
2. Printed on any piece of identification, membership cards, permits, or licenses.
3. Included in internet or computer systems without a secure or encrypted connection.
4. Used to gain access to an internet website or computer system network unless the connection is secure, encrypted, or a password or other authentication device is required.
5. Printed on any third party documents without the permission of the individual.

University Liability

The University assumes no liability or responsibility for anyone's personal property. This includes damage or loss due to fire, theft, flooding, vandalism, etc. The University recommends that you do not leave valuables.

Website Privacy & Security Policy

Siena Heights University is committed to ensuring the privacy and accuracy of your confidential information. We do not actively share personal information gathered from our Web servers. However, some information collected from our Website, including the summary server log information, e-mails sent to the Website, and information collected from Web-based forms, may be subject to review to meet Federal and State reporting requirements. To view the Website Privacy & Security Policy in its entirety visit Siena Heights University at www.sienaheights.edu/About/PrivacyPolicy.aspx.

Other Important Student Code of Conduct Policies

Other Code of Conduct University Policies are updated annually. Such policies include alcohol and drug use, on campus housing policies, and student organization policies. To review these policies in the most up-to-date state, please visit http://www.sienaheights.edu/StudentLife/StudentConduct.aspx.

DIRECTORIES

Board of Trustees

The Honorable Margaret M.S. Noe
Chairperson of the Board
Circuit Court Judge
425 N. Main Street
Adrian, Michigan 49221

Sr. Peg Albert, OP, Ph.D.
President of the University
Siena Heights University
1247 E. Siena Heights Drive
Adrian, Michigan 49221

Rosemary Abramovich, OP
1257 E. Siena Heights Drive
Adrian, Michigan 49221

Betty Ellen Cummings
SSEL Senior Research Administrator, Retired
University of Michigan
Ann Arbor, Michigan 48104

Michael H. Dawson, MD
Orthopedic Surgeon, Retired
Southeastern Orthopedics, Inc.
4720 Nirvana
Adrian, Michigan 49221

James R. Ebbitt
Sr. Manager/Consultant
EAM, Inc. Mosley and Associates
PO Box 506
Springfield, Virginia 22150

Susan Edwards, JD
Owner, Homespun Properties, LLC
2124 Devonshire Road
Ann Arbor, Michigan 48104

Mariane M. Fahlman, OP, PhD
Wayne State University
5101 John Lodge Service Drive
Detroit, Michigan 48202

Michael Farver, JD
President of End Childhood Hunger
1080 W. Tropical Way
Plantation, Florida 33317

Judith Francoeur
650 Richlyn Drive
Adrian, Michigan 49221

Steve Futrell
Owner/CEO Technology Solutions
32320 Five Mile Road
Livonia, Michigan 48152

Michele Gardner, MD
OBGYN
1542 West Maple Ave
Adrian, Michigan 49221

Rick Haller
President & CEO Walbridge
777 Woodward Ave.
Detroit, Michigan 48226

Margaret M. Hartman
Co-Owner Oil Operator
500 N. Main Street
Midland, Texas 79701

John J. Hern, Jr.
CEO Clark Hill PLC
500 Woodward Ave
Detroit, Michigan 48226

Scott F. Hill
Secretary of the Board
CEO Krieghoff-Lenawee Company, Construction
2039 S. James Street
Adrian, Michigan 49221

Sr. Candace Introcaso CDP, Ph.D.
President-LaRoche College
9000 Babcock Blvd.
Pittsburgh, Pennsylvania 15237-5898

Frank Johnson
Vice Chair of the Board
Retired, Senior Vice President of Energy
Operations, Consumers Energy
4193 Lake Forest Drive West
Ann Arbor, Michigan 48108

Michael L. Kapnick
CFO & COO Kapnick Insurance
333 Industrial Drive
Adrian, Michigan 49221

Susan Goldsen
Jackson Radio Works
1700 Glenshire Drive

Jackson, Michigan 49201
Doug Gray
Gray Institute
5353 US 223
Adrian, Michigan 49221

Major Ruth Lafontaine
Senior Consultant
8056 Pendragon Way
Pasadena, Maryland 21122-6450

Steve Linville
Executive Director
Ernst & Young
777 Woodward Avenue
Detroit, Michigan 48226

Tatiana Masyk, MD
Director, Medical Operation
Promedica
5855 Monroe Street, Suite 200
Sylviania, Ohio 43560

Reggie Moore
Logistics & Critical Material Management Delphi
5820 Delphi Drive
Troy, Michigan 48098
Sr. Frances Nadolny, OP, Ph.D.
Director of Adrian Dominican Ministry
29000 W. Eleven Mile Road
Farmington Hills, Michigan 48336

Lisa Oberlin
127 Country Club Rd.
Bryan, Ohio 43506

Iqbal Roshd
Owner/Operator Tim Horton's
4 Lebovic Ave
Toronto, Ontario
M1L2L6, Canada

Mary Soher, OP, DM
St. Catherine University
2004 Randolph Ave
St. Paul, Minnesota 55105

Dawn Williams
861 Maximillian Ct.
Chelsea, Michigan 48118

Administration and Staff

OFFICE OF THE PRESIDENT
Sister Peg Albert, O.P., Ph.D., President
Deborah Keller, Executive Assistant to the President

OFFICE OF ACADEMIC AFFAIRS
Sharon R. Weber, O.P., Vice President for Academic Affairs
Cheryl Betz, Dean, College for Professional Studies
Matthew Draud, Dean, College of Arts and Sciences

COLLEGE OF ARTS AND SCIENCES
Matthew Draud, Dean of the College of Arts and Sciences
Kelly Graves, Administrative Assistant to the Dean of the College of Arts and Sciences

GRADUATE COLLEGE AND COLLEGE FOR PROFESSIONAL STUDIES
Cheryl Betz, Dean of the Graduate College and College for Professional Studies
Lori Timmis, Associate Dean of the Graduate College and College for Professional Studies
Norman A. Bukwaz, Assistant to the Dean, Bachelor of Applied Science Program Coordinator
Liliana Toader, Academic Coordinator for Distance Learning
Donald Christensen, Online Course Design Technician
Khalilah Outlaw, Senior Director of Advising and Operations
Nicole Barkway, Associate Director of Advising and Registration
Amy Decker, Associate Director of Operations/Theological Studies Program Director (Catholic Dioceses of Lansing)
Cindy Sutherland, Assistant Director of Partnership Relations
Ashley Daniels, Student Success Coordinator
Joyce Miller, Enrollment/Regulations Specialist
Carol Jadach, Faculty Coordinator, Theological Studies Program
Sue Bissa, Administrative Assistant
Christine Irwin, Administrative Assistant
Diane Martzke, Administrative Assistant

ENROLLMENT MANAGEMENT DIVISION
George Wolf, Vice President for Enrollment Management
Sarah Korth, Director of Retention

OFFICE OF GRADUATE AND PROFESSIONAL ENROLLMENT
Lesley Weidner, Director of Graduate and Professional Enrollment
LeAnn Krokker, Associate Director of Graduate and Professional Enrollment
Elizabeth Brooks, Assistant Director
Julie Edwards, Director of RN-BSN Recruitment
Christine Beacco, Assistant Director of Graduate and Professional Enrollment
Paget Clark, Assistant Director of Graduate and Professional Enrollment
Jennifer Dickey, Assistant Director of Graduate and Professional Enrollment
Gina Gudowski, Assistant Director of Graduate and Professional Enrollment
Angela Pinkett, Assistant Director of Graduate and Professional Enrollment
Mary Roberts, Assistant Director of Graduate and Professional Enrollment
Linda Tafolla, Assistant Director of Graduate and Professional Enrollment
Ashley Ziegler, Assistant Director of Graduate and Professional Enrollment
Marcus Carter, Enrollment Advisor
Keri Griffin, Enrollment Advisor
Jennifer Zajac, Enrollment Advisor
Lori Bailey, Administrative Assistant
Theresa Garcia, Administrative Assistant

Lisa Hays, Administrative Assistant
Ashley Thompson, Administrative Assistant

OFFICE OF UNDERGRADUATE ADMISSIONS
Trudy Mohre, Director of Undergraduate Admissions
Daniel Yatzek, Associate Director of Admissions
Fatmy Cherife Abed Pinero, Associate Director of International Enrollment
Steve Case, Assistant Director of Admissions
Regina Dunn, Assistant Director of Admissions
Nichole Hood, Assistant Director
Kally Hauenstein, Application Coordinator
Nicki Shoemaker, Visit Coordinator
Fred Butler, Admissions Counselor
Christine Havens, Admissions Counselor

OFFICE OF BUSINESS AFFAIRS
J. Lee Johnson Ph.D., CPA, Senior Vice President for Business & Finance
TBD, Administrative Assistant to the Senior Vice President for Business & Finance
Michael L. Karabetsos, SPHR, SCP, Associate Vice President of Human Resources
Agnes Wesche, PHR, Payroll and Benefits Coordinator
Cynthia Birdwell, Chief Public Safety Officer and Campus Risk Manager
Brian, Bertram, Associate Vice President for Campus Facilities
TBA, Director of Auxiliary Services, Department of Public Safety
Todd Koch, Deputy Director of Public Safety
Chad Stephenson, Public Safety Officer, Department of Public Safety
Jeff Myers, Sergeant, Department of Public Safety
Rob Blohm, Sergeant, Department of Public Safety
Mary Kruse, University Controller
Pamela Howard, Director of Budgeting
Audrey Essen, Senior Financial Accountant
Angelina Pechota, Financial Accountant
Melinda England, Accounts Payable Clerk
Tania Kersey, Director of Student Accounts
Linda Pancone, Student Accounts Advisor
Annette Sanderson, Student Accounts Specialist
Stacy Schaffner, Student Accounts Advisor
Donald Bargo, Director of Dining Services
Deborah Flint, Manager, Barnes and Noble Bookstore

OFFICE OF ADVANCEMENT
Mitchell Blonde, Vice President of Institutional Advancement
Sr. Christine Matthews, OP, Alumni Relations Assistant
Jenny Engle, Director of Alumni Relations
Jennifer Brooket, Director of Development
Kate Hamilton, Senior Coordinator of Annual Giving
Doug Goodnough, Director of Marketing and Communications
Jeff Masse, Senior Communications Specialist
Liesel Riggs, Senior Communications Specialist
Angela Sieler, Communications Specialist
Bridget McKeon, Secretary

DIVISION OF STUDENT LIFE
Michael Orlando, Dean for Students (Chief Student Affairs Officer)
Doris Hubbard, Administrative Assistant
Father John Grace, University Chaplain
Thomas Puszczewicz, Campus Minister

Rachel Rickinger, Director of Residence Life and Student Conduct
Samantha Thacker, Assistant Director of Residence Life
Sandy Morley, Director of Counseling Services
Sharese Mathis, Director of Diversity and Inclusion
Gabriel Dunbar, Director of Student Engagement and Assistant Dean for Students
Fred Smith, Athletic Director
Susan Syljebeck, Associate Athletic Director

STUDENT ACHIEVEMENT AND ACADEMIC SUCCESS
Christian Howard, Division Chair, Academic Advisor for Retention
Robert Detwiler, Director of Student Support Services
Wiona Porath, Director of Academic Advising
Benjamin Rosebrock, Director of First Year Experience
Patricia Gray, Student Support Services Program Coordinator
Laura Lyall, Learning Specialist and Coordinator for the Office of Disability Resources
Melissa Krzyzaniak, Administrative Assistant, Student Support Services

ATHLETICS

Baseball	John Kolasinski, Head Coach
Basketball	Joe Pechota, Men's Head Coach; Susan Syljebeck, Women's Head Coach
Bowling	Charles Cain, Men's and Women's Head Coach
Cheer and Dance	Angie Heath, Head Coach
Cross Country	Tim Bauer, Men's and Women's Head Coach; Kirk Richards, Head Women's Coach
Football	Jim Lyall, Head Coach
Golf	Alan Sandifer, Men's and Women's Head Coach
Lacrosse	Ed Maloney, Men's Head Coach; Cindy Hill, Women's Head Coach
Soccer	Aldo Zid, Men's Head Coach; Scott Oliver, Women's Head Coach
Softball	Laura Klutsarits, Head Coach
Track and Field	Tim Bauer, Men's Head Coach and Director of Track and Field Operations; Kirk Richards, Women's Head Coach
Volleyball	Kim Berrington, Men's and Women's Head Coach

Joni LeMay, Manager of Athletic Operations
Kate Daisher, Administrative Assistant
Lori Robinette, Athletic Trainer
Suzanne Harmon, Athletic Trainer
Jody Manes, Athletic Trainer
TBA, Sports Information Director

ENROLLMENT MANAGEMENT DIVISION
George Wolf, Vice President for Enrollment Management
Lesley Weidner, Director of Graduate and Professional Enrollment
Sarah Korth, Director of Retention

OFFICE OF UNDERGRADUATE ADMISSIONS
Trudy Mohre, Director of Undergraduate Admissions
Sara Chrenko, Associate Director of Admissions
Daniel Yatzek, Assistant Director of Admissions
Steve Case, Transfer and Readmission Coordinator
Tyrone Green, Admissions Counselor
Regina Dunn, Admissions Counselor
Caitlyn Meszaros, Admissions Counselor
Kally Hauenstein, Visit Coordinator

REGISTRAR'S OFFICE
Joyce Garrow, Registrar
Deanna Kuebeck, Assistant Registrar
Marcia Mikuski, Registrar Officer
Stephine Sawicki, Registrar Officer

INTERNATIONAL ENROLLMENT
Fatmy Cherife Abed Pinero, Public Relations Specialist

LIBRARY
TBA, Library Director
Melissa M. Sissen, Reference & Public Services Librarian
Renee Bracey, Circulation Services Coordinator, Tutor Coordinator
Peggy Hlavka, Serial Services Coordinator
Corinne Thompson, Cataloging Librarian

DIVISION OF INFORMATION TECHNOLOGY (DoIT)
Robert C. Metz, Chief Information Officer
David Blohm, Director of Information Technology Services
Brian Sunderman, Sr. Programmer Analyst
Brian McCary, Programmer Analyst
David Dix, Programmer Analyst
Eric Cook, Technology Support Coordinator
Wanda House, Technology Training Coordinator
Emma McFaul, Support Desk Coordinator
Timothy Henkel, Audio Visual Technician
Lucas Strom, Network & Infrastructure Technician

UPWARD BOUND
Michael Fox, Director
Shelley Collins, Academic Instructor
Loretta Crespo, Study Skills Instructor
Jennifer VanEtten, Program Advisor
Michael Fox Jr., Coordinator of Student Services
Vanessa Gardner, Student Program Team Leader
Alexander Mitchell, Administrative Assistant

RONALD E. MCNAIR POST BACCALAUREATE ACHIEVEMENT PROGRAM
Leah Mayer, M.Ed., Interim Director
Cindy Anderson, Academic Coordinator
Diane Kenyon, M.A., Program Secretary

DIVISIONAL SUPPORT STAFF, COLLEGE OF ARTS & SCIENCES
Cindy Anderson, Administrative Assistant, Humanities Division
Kelley Graves, Administrative Assistant for VP of Academic Affairs and Dean of College of Arts and Sciences
Lori Kunkel, Administrative Assistant, Division of Visual & Performing Arts

Donna Marowelli, Administrative Assistant, Division of Business and Management
Michelle Rawson, Administrative Assistant, Division of Social and Behavioral Science
Martha Ruesink, Administrative Assistant, Division of Computing, Mathematics, and the Sciences
Leslie Smith, Administrative Assistant, Division of Nursing
Amy Sturtevant, Administrative Assistant, Division of Visual and Performing Arts

BUILDINGS AND GROUNDS
Brian Bertram, Associate Vice-President for Campus Facilities
Chris Scharer, Maintenance Supervisor/HVAC Specialist
Jeremy “Buzz” Davidson, Maintenance/Master Plumber
Fred R. Shepherd, Maintenance
Jeffrey L. Reinke, Maintenance
Michael A. Fink, Maintenance
Rick Breckel, Maintenance
Don Roberson, Maintenance
Eric Kemeter, Grounds Maintenance
Eric Wilson, Part-time Grounds Maintenance

CUSTODIAL DEPARTMENT
Al Peters, Custodial Supervisor
Merrie Ann Baggett, Custodian
Bob Bailiff, Custodian
Josh Conner, Custodian
Rita Moreno, Custodian
Bonnie Owens, Custodian
Sara Pawson, Custodian
Gloria Rink, Custodian
Ricky Rockwood, Custodian
LaMar Rufner III, Part-time Custodian
Audra Stringer, Custodian
Ruben Tapia, Custodian
Dean Ward, Custodian

FACULTY

STEPHEN BALL,
Professor of Management, College for Professional Studies; B.A., Wayne State University; M.B.A., Wayne State University; M.A., University of Michigan; Ph.D., University of Michigan (2009).

KARIN BARBEE,
Associate Professor of English/Writing Center Coordinator; B.A., Otterbein College, M.F.A., Bowling Green State University (2011).

MATTHEW BARBEE,
Associate Professor of English; B.A., The College of Wooster; M.A., Washington State University; Ph.D., Bowling Green State University (2010).

PETER BARR,
Professor of Art History; B.Phil., Pennsylvania State University; M.A., Boston University; Ph.D., Boston University (1997).

JULIE BARST,
Assistant Professor of English; M.S., Central Michigan University; M.A., Purdue University; Ph.D., Purdue University (2012).

LAURA BEARDEN,
Associate Professor of Accounting, CPA, CMA; B.A., Siena Heights College (University); M.B.A., University of Toledo (2006).

IAN BELL,
Professor of Religious Studies; Chair, Humanities Division; B.A., College of St. Scholastica, M.A., College of St. Catherine, Ph.D., Marquette University (2007).

ANDREW-DAVID BJORK,
Associate Professor of Mathematics; B.S., Westmont College; M.A., University of California at Santa Barbara; Ph.D., University of California, Irvine (2009).

KATHRYN BURKE,
Assistant Professor of Child Development; B.A., Siena Heights (College) University; M.A., Siena Heights (College) University (2008).

LINDA CAMPBELL,
Professor of Accounting, CPA; B.S., Temple University; M.A., SUNY at Stony Brook; M.B.A., Ph.D., The University of Toledo (2000).

CALLIE CLARE,
Assistant Professor of Communications; A.A. and B.A., Thomas More College; M.A., Bowling Green State University; Ph.D., Indiana University (2015).

ROBERT CONLON,
Associate Professor of Art; B.S., Taylor University; M.A.T.S., Gordon-Conwell Theological Seminary; M.F.A., Goddard College (2007).

ELIZABETH DAVIS,
Assistant Professor of Social Work; B.A., Siena Heights University; M.A., University of Michigan (2015).

JEAN ANN DEAN,
Instructor of Nursing; A.S., Monroe County Community College; A.A.S., Monroe County Community College; B.S.N., Eastern Michigan University; M.S.N., Oakland University (2013).

ROBERT DETWILER,
Assistant Professor of Higher Education; Director, Student Support Services Program; B.A. and M.S., Case Western Reserve University; Ph.D., University of Toledo (2015).

MARK DIPIETRO,
Professor of Theatre/Speech Communications; Chair, Division of Visual and Performing Arts and Education; B.A., Siena Heights College (University); M.F.A., Brandeis University (1994).

LORI DOWELL,
Assistant Professor of Nursing; B.S.N., University of Windsor; M.S.N, Walden University (2011).

THOMAS DUNNE,
Professor of Philosophy, College for Professional Studies; B.A., Loyola University; M.A., University of Detroit; M.A. and Ph.D., St. Michael's College, Toronto (2005).

LINDA EASLEY,
Professor of Anthropology; B.A., Michigan State University; M.A., Michigan State University; Ph.D., Michigan State University (1981).

CATHERINE EMERY,
Instructor of Nursing; Director, Simulation and Skills Nursing Laboratory; A.D.N., Jackson Community College; B.S.N., University of Michigan; M.S.N., Lourdes University (2014).

JENNIFER ERMIGER,
Assistant Professor of Counselor Education; Assistant Program Director of Counselor Education, Graduate College; B.A., Hillsdale College; M.A., University of Detroit Mercy; Psy.D., Michigan School of Professional Psychology (2013).

ANTHONY FARINA,
Associate Professor of Humanities, College for Professional Studies; B.A., Albion College; M.A., Spring Arbor University (2014).

JOHN FICK,
Professor of Graduate Leadership; Program Director of Health Care Leadership, Graduate College; B.S., Madonna University; M.S., Wayne State University; Ed.D. Argosy University/Sarasota (2002).

KELLY A. FORD,
Assistant Professor of Music; Program Director of Music and Music Education Coordinator; Director of College Choirs; B.M.E., Central Michigan University; M.A.E., Spring Arbor University; Ed.D. Nova Southeastern University (2015).

JULIEANNA FROST,
Associate Professor of History; B.A., Eastern Michigan University; M.L.S., Eastern Michigan University; Ph.D., Union Institute and University (2007).

KERRY GRAVES,
Professor of Theatre/Speech Communications; B.S., Eastern Michigan University; M.A., Eastern Michigan University; Ph.D. Texas Tech University (2003).

RYAN HAMILTON,
Assistant Professor of Engineering; Director of Engineering; B.S., Allegheny College; M.S., Miami University; Ph.D., Wright State University (2014).

CAROL HIMELHOCH,
Professor of Management; College for Professional Studies; B.A., M.B.A., M.A. and Ph. D., University of Michigan at Ann Arbor (2005).

KAREN HOWATT,
Instructor of Nursing; B.A., Hope College; B.S.N., Wayne State University; M.S.N., Walden University (2012).

TIMOTHY HUSBAND,
Professor of Mathematics; B.S., Western Michigan University; M.S., Western Michigan University; Ph.D., University of Toledo (1977).

DALILA JOHN,
Assistant Professor of Social Work/Director of Social Work; B.S., Illinois State University; M.S.W., University of Michigan (2011).

JEFFREY KALLENBACH,
Professor of Mathematics; B.S., University of Illinois; M.S., Northern Illinois University; Ph.D., Northern Illinois University (2006).

NICHOLAS KAPLAN,
Associate Professor of Spanish; Spanish Program Coordinator; B.A., Siena Heights University; M.A., Bowling Green State University (2008).

CARL KASTER,
Professor of Biology; Chair, Division of Computing, Mathematics and the Sciences; B.A., University of Louisville; Ph.D., University of Louisville (1982).

JAMES (WES) KING,
Instructor of Music; Director of Bands; B.A., Mississippi State University; M.M., University of Arkansas (2012).

JONATHAN KLEINOW,
Instructor of Criminal Justice; B.A., Siena Heights University; M.A., Siena Heights University (2014).

LYNN KLIMA,
Instructor of Nursing; A.D.N., Lake Superior State College; B.S.N., University of Michigan; M.S.N., Wayne State University (2012).

JENNIFER KLING,
Assistant Professor of Philosophy; B.A., University of North Carolina-Chapel Hill; M.S.W., University of Colorado; Ph.D. University of North Carolina-Chapel Hill (2015).

MICHAEL KOLACZ,
Professor of Business Management; B.S., Indiana University; M.B.A., Indiana University; M.A., University of Michigan; Ed.D., Eastern Michigan University (2013).

ERIC KOS,
Assistant Professor of Political Science; Chair, Social and Behavioral Sciences Division; B.A., The Colorado College; Ph.D., University of Michigan (2011).

KELLI KUSISTO,
Assistant Professor of Nursing; A.S., Jackson Community College; A.D.N., Jackson Community College; B.S.N., Ferris State University; M.S.N., Michigan State University (2009).

JOHN LABRIOLA,
Assistant Professor of Healthcare Management, College for Professional Studies; B.S.B.A., West Virginia University; M.B.A., University of Detroit (2015).

NATALIE LANESE,
Assistant Professor of Art; B.A., Xavier University; M.A., Case Western Reserve University; M.F.A., Pratt Institute (2012).

MELISSA LANZA,
Assistant Professor of Counselor Education; B.A., Bowling Green State University; M.A., Bowling Green State University; Ph.D., University of Toledo (2015).

MARY BETH LEIBOLD,
Professor of Sport Management; Chair, Business and Management Division; B.A., Bowling Green State University; M.A., Bowling Green State University; Ph.D., The University of Toledo (2001).

JEFFREY LINDSTROM,
Associate Professor of Psychology; B.S., Brigham Young University; Ph.D., Brigham Young University (2001).

JAMES LOUGHRAN,
Associate Professor of Leadership; Director of Organizational Leadership/Blended, Graduate College; B.B.A., Eastern Michigan University; M.S.A., Central Michigan University; Ph.D., Capella University (2013).

DAVID LUCAS,
Associate Professor of Leadership; Program Director of Organizational Leadership/Online, Graduate College; B.S., Oakland University, M.B.A., University of Detroit Mercy; Ph.D., Wayne State University (2011).

MILSON J. LUCE,
Associate Professor of Biology; B.S., University of New Orleans, Ph.D., University of Alabama at Birmingham (2012).

PATRICK MAYER,
Assistant Professor of Philosophy; B.A., University of Maryland; M.A., Cornell University; Ph.D., Cornell University (2013).

PEGGY McCANN
Associate Professor of Sport Management; B.A., Millikin University; M.S., Western Illinois University; Ph.D., Michigan State University (2006).

PATRICIA McDONALD, OP,
Professor of Counselor Education; Graduate College Faculty Development Director; Program Director of Higher Education Leadership, Graduate College; B.A. and M.A., Siena Heights College (University); Ed.D., Western Michigan University (1992).

MICHAEL J. MIRON,
Instructor of Mathematics; B.S., Siena Heights University, M.S., University of Toledo, Ed.S., University of Toledo (2011).

CARRIE MITCHELL,
Assistant Professor of Education, Director, Education Program, Program Coordinator, Special Education Program; B.A., University of Toledo, M.A., University of Toledo; Ed.D., University of Toledo (2012).

MADELINE MOHRE,
Assistant Professor of Art; B.F.A., Printmaking, Denison University; M.F.A., Washington University of St. Louis (2014).

HEATHER MOODY,
Associate Professor of Environmental Science; B.S., University of Findlay; M.S., Cleveland State University, Ph.D., Michigan State University (2014).

FRANCES (PEGGY) MOTSCH,
Professor of Psychology; B.S., Purdue University; M.S., Indiana University; Ed.D., Indiana University (1981).

ALAN MOORE,
Assistant Professor of Social and Behavioral Sciences; Coordinator of the Community and Human Services Program, College for Professional Studies; B.A., Pennsylvania State University; M.Ed., Pennsylvania State University; Ph.D., Capella University (2014).

JULIUS NAGY,
Assistant Professor of Chemistry; B.S., Xavier University; Ph.D., Purdue University (2012).

MICHAEL O'CONNELL,
Assistant Professor of Humanities, College for Professional Studies; B.A., University of Notre Dame; M.A., Boston University; Ph.D., Loyola University (2013).

DANIEL OUELETTE,
Assistant Professor of Computer Information Systems; Program Coordinator; B.S., University of Michigan; M.S., Eastern Michigan University (2015).

JOSEPH RAAB,
Professor of Religious Studies; B.A., University of Dayton; M.A., University of Dayton; S.T.L., University of Toronto; Ph.D., University of St. Michael's College, University of Toronto (2006).

SALLY RAE,
Associate Professor of Education; B.A., Eastern Michigan University; M.A., Eastern Michigan University; Ed.S., Eastern Michigan University (2010).

MARK RASMUSSEN,
Assistant Professor of Mathematics; B.S., Oakland University; M.A., Oakland University; M.S., Purdue University (2008).

MATTHEW RIPPER,
Assistant Professor of Business, B.A., University of Michigan-Dearborn, M.P.A., University of Michigan-Dearborn (2010).

JULIE ROSS,
Assistant Professor of Education; B.A., Eastern Michigan University; M.A., Eastern Michigan University (2014).

PATRICIA ROUSELLO,
Assistant Professor of Psychology; A.S., Monroe Community College; B.A., University of Toledo; M.A., University of Toledo; Ph.D., University of Toledo (2014).

GAIL RYDER,
Associate Professor of Humanities, College for Professional Studies; B.A., Michigan State University, M.I.S., Wayne State University (2006).

JAMES SAM,
Professor of Social Sciences and Religious Studies, College for Professional Studies; M.Div., St. John Seminary; M.A., University of Detroit; M.A., Oakland University; M.S.W., University of Michigan; Ph.D., Capella University (2001).

DANA SCHUMACHER-SCHMIDT,
Assistant Professor of English; B.A., Stetson University; Ph.D., University of Minnesota (2014).

MELISSA SISSEN,
Associate Professor of Library Science; Public Services Librarian; B.A., Siena Heights College (University); M.S.L.S., Wayne State University (1991).

SABRINA TERRANY,
Associate Professor of Marketing; B.S., Ecole Superieure de Commerce de Paris; M.B.A., Ecole Superieure de Commerce de Paris; Doctorat en Science Economie (equivalent Ph.D.), Sorbonne University (2000).

DANIELLE TEUNION-SMITH,
Associate Professor of Criminal Justice; A.S. University of the State of New York; B.A., Siena Heights College (University); B.A., University of Michigan-Flint; M.A., Wayne State University; Ph.D., Wayne State University (2005).

CORINNE THOMPSON,
Instructor of Library Science, Cataloging Librarian; B.A., Central Michigan University, M.L.I.S., Wayne State University (2012).

JUN TSUJI,
Professor of Biology; B.S., University of Michigan; Ph.D., Michigan State University (1994).

TIMOTHY VANBEKE,
Assistant Professor of Art; A.A., Brevard College; B.A., Maryville College; M.F.A., Louisiana State University (2008).

CYNTHIA WACHTEL,
Instructor of Nursing; A.D.N., Samaritan Hospital School of Nursing; B.S.N., Ashland University; M.S.N., Lourdes University (2012).

DANIEL WALKER,
Assistant Professor of Theatre and Speech Communications; B.A., Washington University of St. Louis; M.F.A., University of Texas (2015).

PATRICIA WALTER, O.P.,
Associate Professor of Religious Studies; B.A., Siena Heights College (University); M.A., Aquinas Institute of Theology; S.T.L., Jesuit School of Theology at Berkeley; Ph.D., Graduate Theological Union (2012).

JOANNE WARNER,
Assistant Professor of Theatre and Speech Communication; Director, Creative Stages Program; Arts Engagement Coordinator; B.A., Siena Heights University; M.F.A., Eastern Michigan University (2012).

THOMAS WASSMER,
Assistant Professor of Biology; MSc, Albert-Ludwigs University of Freiburg; Ph.D., University of Konstanz (2010).

STEVEN WATHEN,
Associate Professor of Chemistry; B.A., Carleton College; Ph.D., Ohio State University (1999).

SHARON R. WEBER, O.P.,
Associate Professor of Chemistry, Vice President for Academic Affairs; B.S., Siena Heights College (University); M.S., University of Michigan; Ph.D., University of Michigan (1974, 1993).

ALEXANDER WEINSTEIN,
Assistant Professor of English; B.A., Naropa University; M.A., Indiana University; M.F.A., Indiana University (2011).

LINETTE WILL,
Assistant Professor of Nursing; B.S.N., University of Toledo; M.S.N., Lourdes College (2014).

MICHAEL WINSTROM,
Associate Professor of Philosophy, College for Professional Studies; B.A., University of Nebraska at Omaha; M.A., University of Michigan; A.B.D., University of Michigan (2003).

ELEANOR WOLLETT,
Assistant Professor of Education; Program Coordinator of Language Arts and Reading Specialist; B.A., Siena Heights University; M.A., Siena Heights University; Ph.D., Michigan State University (2011).

ERIN ZERBE,
Assistant Professor of Art; B.F.A., Virginia Commonwealth University; M.F.A., Maryland Institute College of Art (2012).

PROFESSORS EMERITI

Samuel Abraham, Jean S. Baker, Spencer Bennett, Joseph Bergman, William Blackerby, Robert Brady, Michele Buku, Barbara Cervenka, O.P., Deborah J. Danielson, Marilee Ewing, O.P., Magdalena Ezoe, O.P., Robert W. Gordon, Mary Griffin, Whitney Hames, James Hoitenga, Gail Johnson, Gerald S. Kruse, Jo-Ann Lauderdale, Jeanne Lefebvre, O.P., Marcia Lengnick, Martha Manheim, Susan Matysch-Hager, Gertrude (Trudy) McSorley, Daniel M. McVeigh, Charles Milliken, Carliene Palmer, Patrick Palmer, Audrey Parker, Saleem Peeradina, Bernadette A. Pelland, Marilee J. Purse, Thomas Radecki, Christine Reising, Mark Schersten, Patricia Schnapp, R.S.M., Anthony Scioly, Lana Taylor, William (Buzz) Walzem, Frances Kuthe Westfall, William C. Wise, Robert Xeras.

ADRIAN CAMPUS MAP

1. O'Laughlin Stadium and Dawson Field
2. Graduate College Office
3. Performing Arts Center
4. Studio Angelico
5. Benincasa Dining Hall
6. Siena Heights Library
7. Science Building
8. Dominican Hall
9. Ledwidge Hall
10. Archangelus Hall
11. Trinity Gardens
12. Sage Union
13. Sacred Heart Hall
14. St. Dominic Chapel
15. Christensen Softball Field
16. Fieldhouse
17. Nursing Building
19. Baseball Field
21. Mary & Sash Spencer Athletic Complex
22. McLaughlin University Center
23. Campus Village Apartments
24. Adrian Dominican Motherhouse
25. Parking: Campus Village Apts.
26. Parking: Stadium*
27. Parking: Permit Fieldhouse*
28. Parking: Visitor Fieldhouse
29. Parking: Permit Fieldhouse
30. Admissions Visitor Parking
31. Parking: Archangelus Hall
32. Parking: Visitor Nursing Building*
33. Track Throwing Areas
34. Parking: Campus Village/St. Catherine
35. Handicapped and Visitor Parking
40. St. Catherine Hall

* Commuter Student Parking

Office Directory

Office	Building/Room Number	Extension/Phone
Advancement	Sacred Heart Hall 101	264-7140
Advising	Science 233	264-7613
Admissions	Ledwidge Hall 155	264-7180
Alumni Relations	Sacred Heart Hall 102	264-7149
Athletic Department	Fieldhouse	264-7870
Campus Ministry	University Center	264-7192
Career Center	Science 234	264-7614
Communications	Sacred Heart Hall 112	264-7143
Cooperative Education	Science 234	264-7164
Counseling Services	Ledwidge Hall	264-7193
Dean, College of Arts & Sciences	Sacred Heart Hall 231	264-7102
Dean, College for Professional Studies	Off Campus Location	264-7195
Dean for Students	Ledwidge Hall 109	264-7600
Department of Public Safety	Ledwidge Hall 153	264-7800
Disability Resources	Sacred Heart Hall 303	264-7683
Online Learning Program	Ledwidge Hall	264-7195
Financial Aid	Sacred Heart Hall 230	264-7130
First Year Experience	Science 231	264-7929
Graduate Studies Office	Graduate College	264-7665
Health Clinic	Ledwidge Hall	264-7190
Henry Ford College Center	Dearborn, Michigan	313-317-9450
International Student Services	Dominican Hall	264-7001
Jackson College Center	Jackson, Michigan	517-796-8672
Kellogg Community College Center	Battle Creek, Michigan	800-203-1560
Lake Michigan College Center	Benton Harbor, Michigan	800-252-1562
Lansing Community College Center	Lansing, Michigan	517-483-9726
Library	Sacred Heart Hall	264-7150
Metropolitan Detroit Program	Southfield, Michigan	800-787-7784
Program in Theological Studies	Sacred Heart Hall 300	264-7690
Monroe County Community College Center	Monroe, Michigan	877-937-6222
President	Sacred Heart Hall 202	264-7100
Registrar	Sacred Heart Hall 207	264-7120
Residence Life	Ledwidge Hall 157	264-7170
Student Engagement	University Center, The HUB	264-7607
Student Financial Services	Sacred Heart Hall 206	264-7110
Student Support Services	Sacred Heart Hall 304	264-7631
Veteran's Affairs	Sacred Heart Hall 205	264-7123
Vice President of Academic Affairs	Sacred Heart Hall 202	264-7102

General Index

Academic Achievement List 50
Academic Advising 318
Academic Dishonesty Policy 324
Academic Load 45
Academic Majors/Minors 34
Academic Probation and Suspension 53
Academic Records 45
Acceptable Use Policy 324
Access to Student Records (FERPA) 7
Add/Drop/Withdrawal Policy 55
Administration and Staff 336
Admission Philosophy 9
Admission Procedures (College for Professional Studies) 10
Admission Procedures (College of Arts and Sciences) 9
Administration and Staff 336
Advanced Placement 313
Americans with Disabilities Policy (ADA) 325
Application for Graduation 33
Associate Degree Requirements 24
Associations and Accreditation 7
Athletic Eligibility 52
Athletics 322
Auditing a Course 48
Baccalaureate Degree Requirements 21
Board of Trustees 334
Buildings and Grounds Staff 340
Campus Ministry 320
Career Services 318
CLEP – College Level Examination Program 314
Commencement 33
Contract Major 37
Counseling Center 320
Course Descriptions Explanation 60
Course Numbering Code 59
Credit/No Credit Grading 47
Custodial Department Staff 340
Dean for Students 320
Dean's List 50
Directed Study 60
Disability Resources 318
Diversity and Inclusion 321
Division of Information Technology 339
Divisional Support Staff 339
Drop/Add/Withdrawal Policy 55
Dual Enrollment 315
Early Participation – Commencement 33
E-Communications Policy 331
Enrollment Deposit 10
Enrollment Management Division 336
Extended Absence 332
Faculty 341
Federal College Work Study 17
FERPA (Access to Student Records) 7
Financial Aid 14

First Year Experience (FYE) 28
Freedom of Expression 331
Frivolous Charges Policy 331
Grade Appeals 49
Grade Changes 50
Grade Point Average (GPA) 46
Grading System 45
Grants 16
Health Clinic 321
History of Siena Heights University 5
Inclement Weather Policy 332
Incomplete Grades 47
Independent Study 60
Institutional Goals 6
International Baccalaureate (IB) Program 316
International Students 12
Internship Program 316
Liberal Arts Learning 25
Library 317
Loan Entrance/Exit Interviews 18
Map of Adrian Campus 348
McLaughlin University Center 321
McNair Scholars Program 317
Michigan Transfer Agreement 11
Mission Statement 6
Non-Discrimination Policy 332
Office Directory 349
Office of Academic Affairs 336
Office of Advancement 337
Office of Business Affairs 337
Office of the President 336
Parking 321
Payment Options 20
Philosophy of Siena Heights University 5
Philosophy of Student Life 320
Prior Learning Credit 317
Probation and Suspension 53
Professors Emeriti 347
Readmission Students 10
Refund Policy 55
Registrar's Office 339
Repeating a Course 46
Residence Life 322
Restorative Justice and Conflict Resolution 322
Ronald E. McNair Scholars Program 339
Satisfactory Academic Progress Policy 19
Scholarships 15
Semester Hours Explanation 59
Sexual Harassment Policy and Procedures 326
Smoking and Tobacco Policy 333
Social Security Privacy Act 333
Special Programs and Services 313
Student Achievement and Academic Success (SAAS) 318
Student Engagement 322
Student Code of Conduct 322
Student Goals 6

Student Life....320
Student Loan Deferment Processing....19
Students Seeking a Second Degree from Siena Heights University....41
Students Seeking a Second Major from Siena Heights University....43
Student Support Services (SSS)....318
Technical Training Transfer Credit....49
Transfer Credit....48
Transfer Student Admission....9
Tuition, Fees, Room and Board....21
Tutoring Program....319
University Honors....51
University Liability....333
University Policies (all campuses)....324
Upward Bound....339
Veterans Benefits....18,53
Website Privacy and Security Policy....333
Wellness Team....323
Withdrawal Policy....55
Writing Center....319

SEARCH

The Graduate College
2016-2018 Catalog

Master of Arts in Clinical Mental Health Counseling

Master of Arts in Leadership
Health Care, Higher Education, Organizational

Master of Arts in Education
Education
Early Childhood Education
Early Childhood Education Montessori-Based
Reading Specialist K-12
Special Education K-12 Learning Disabilities
Special Education K-12 Cognitive Impairment

The graduate faculty at Siena Heights University is comprised of dedicated and active members of their professions, thus offering students the opportunity to learn about the "real world." The graduate faculty serves as a resource for students and graduates who seek to enhance their professional skills and advance their careers through networking.

Siena's graduate students represent a variety of backgrounds, goals, educational experiences, and philosophies. The graduate programs attract adults seeking a blend of liberal arts and career education. They follow the Adrian Dominican philosophy of meeting the educational needs of individuals at various stages of personal and professional growth. As a result, a student sharing with other students and professionals is considered a valuable learning experience.

Adrian ✦ Battle Creek ✦ Benton Harbor ✦ Lansing ✦ Metropolitan Detroit ✦ Monroe

GRADUATE CATALOG

OVERVIEW

Accreditation and Associations 358
Student Responsibilities 358

FUNDAMENTAL IDEAS AND VALUES

Historical Perspective 360
Philosophy 361
University Mission Statement 361
Student Goals 361
Institutional Goals 362
Mission of the Graduate College 362

GENERAL INFORMATION

Locations 363
Adrian Campus 363
Henry Ford College (Dearborn) 364
Jackson College (Jackson) 364
Kalamazoo Valley Community College (Kalamazoo) 364
Kellogg Community College (Battle Creek) 363
Lake Michigan College (Benton Harbor) 364
Lansing Community College 363
Metropolitan Detroit Center (Southfield) 363
Monroe County Community College 365
Totally Online Program 364
Summary of Admissions Requirements 365
Overview of Degree Programs 365
Degree Planning and Advising 366
Time Commitments 366
Benefits of the Graduate College at Siena Heights University 367
Sources of Information about the Graduate College 367
Academic Calendar 367

UNIVERSITY ADMINISTRATION, GRADUATE COUNCIL, AND GRADUATE FACULTY

University Administration 368
Graduate College Faculty, Administration, and Governance 368

ACADEMIC POLICIES AND PRACTICES

Admission Policies and Procedures 369
Regular Admission 369
Probationary Admission 370
Provisional Admission 370
Special Student Status 370
International Student Admission 371
International Student Registration 372
eCollege Tutorial Requirement 372
Readmission 372
Delayed Enrollment 373
Credit-Hour Policies 374
Transfer Credit 374
Credit for Prior Learning Experience 374
Process for Prior Learning Experience Credit 375
Consolidation of Credits 375
Credit for Special Offerings through Intermediate School District (ISD) 375
Michigan Intercollegiate Graduate Studies (MIGS) Program 376

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
Student Records....377

COURSE REGISTRATION INFORMATION
Registration....378
Continuous Registration....378
Course Load Registration....378
Time Limitation for Degree Completion....378

DROPS, ADDS, AND WITHDRAWAL POLICIES
Dropping and Adding Courses....380
Withdrawals after the First Week of Class....380
Refund Percentages....380

SECOND CONCENTRATION AND SECOND MAJOR REQUIREMENTS
Second Master's Degree Requirements....381
Second Concentration Degree Requirements....381

GRADING AND ACADEMIC PROGRESS
Grading Policies....382
Class Attendance....383
Academic Progress....383
Satisfactory Academic Progress Policy (all campuses)....383
Probation Based on Academic Progress....384
Suspension....384
Grade Appeal....384
Grade Changes....385

GRADUATION AND COMMENCEMENT....386

ACADEMIC INTEGRITY POLICY
Student Responsibility....387
Definition....387

CONFIDENTIALITY....389

CANCELLATION POLICIES
Course Cancellation due to Low Enrollment and Closed Classes....390
Bad Weather Class Cancellation Policy....390

TUITION, FEES, AND FINANCIAL AID
Tuition....391
Financial Aid....391
Refund Policy....391
Graduate Assistantships....391
Veterans' Benefits....392
Satisfactory Grade....392
Failing Grade and Last Date of Attendance....392

UNIVERSITY POLICIES AND PROCEDURES
Americans with Disabilities Policy....393
Accommodations....394
Drug Policy....395
E-Communications Policy....395

Rules and Regulations 395
Internet Responsibility 396
Guidelines 396
Acceptable Use Policy 396
Remedial Action 397
Freedom of Expression 398
Inclement Weather Policy 399
Non-Discrimination Policy 399
Sexual Harassment Policy and Procedures 399
Sanctions 401
Complaint Process 401
Informal Procedures 402
Formal Procedures 402
Specific Procedures 403
Retaliation 404
Frivolous Charges 404
Record keeping, Training, and Responsibilities 405
Smoking and Tobacco Policy 405
Social Security Privacy Act 405
Statement of Ethics and Responsibilities in the Use of Computer Resources 406
Student Conduct 406
University Liability 407
Website Privacy and Security Policy 407
Information We Gather 407
Cookies 408
Security and Accuracy of Confidential Information 408
E-Commerce 408
Sharing of Information 409
Public Forums 409
Online Surveys 409
Open Records Requests 409

ADRIAN CAMPUS FACILITIES AND SERVICES

Campus Ministry 410
Career Services 410
Alumni 410
Counseling Center 411
Health Services at Siena Heights University 412
Identification Cards 412
McLaughlin University Center 412
Parking – Adrian Campus 412
General Provisions 412
Parking Guidelines 413
Parking Permits 414
Residence Life 414
Restorative Justice and Conflict Resolution 414
Student Engagement 414
University Wellness Team 415
University Athletics 415
The Writing Center 415

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Clinical Mental Health Counseling Program 417
Accreditation Statement 418
Professional Roles and Responsibilities of Counselors 419

Clinical Mental Health Counselors....419
Expectations of Students....419
Admission....421
Prerequisites....421
The Capstone Portfolio....421
Clinical Mental Health Counseling Learning Outcomes....422
Field Experiences....425
Clinical Mental Health Counseling Degree Requirements....427
Course Offerings and Descriptions....428

MASTER OF ARTS IN LEADERSHIP

Organizational Leadership Program – Capstone Experience....435
Concentration Specific Learning Outcomes....437
Healthcare Leadership....437
Higher Education Leadership....438
Organizational Leadership....438
Common Core Courses....440
Health Care Leadership Degree Requirements....441
Higher Education Leadership Degree Requirements....442
Organizational Leadership Degree Requirements....443
Course Offerings and Descriptions....444

MASTER OF ARTS IN EDUCATION

Philosophy of the Graduate Education Program....449
The Purposes of Graduate Education at Siena Heights University....450
Definitions....450
In-service....450
Professional Development....450
Graduate-level Education....450
Graduate Education Program....450
Admission....450
Transfer Credit....451
Residency Requirement....452
Adrian Dominican Montessori Education Institute (ADMTEI) Credit....452
Expectations of Students....452
Organization of the Reflective Professional Portfolio of Continuous Progress....453
Graduate Education Program Learning Outcomes....453
Special Education Program Learning Outcomes....455
Information for Teachers Certified by the Michigan Department of Education....456
Teacher Certificate Endorsements and Degrees....456
Endorsements....456
Early Childhood Education Degree Requirements....457
Early Childhood Education: Montessori-Based Degree Requirements....458
Education Degree Requirements....459
Reading Specialist K-12 Degree Requirements....460
Special Education – Learning Disabilities K-12 Degree Requirements....461
Special Education – Cognitive Impairment K-12 Degree Requirements....462
Course Offerings and Descriptions....463
Adrian Dominican Montessori Teacher Education Institute (Credit by Transfer)....472

Siena Heights University
2016 – 2018 Graduate College Catalog

Overview

Siena Heights University is a Catholic, co-educational, liberal arts university offering associate, bachelor, and master degrees. The university was founded in 1919 by the Adrian Dominican Congregation. In addition to the main campus in Adrian, Siena Heights operates degree completion centers to complete a bachelor's degree. The university offers graduate programs in Adrian, Battle Creek, Lansing, and Metro Detroit area, as well as totally on-line Leadership degrees.

Accreditation and Associations

Siena Heights University is accredited by the North Central Association of Colleges and Secondary School's Higher Learning Commission and holds membership in the Association of Catholic Colleges and Universities, the Association of Independent Colleges and Universities of Michigan, the National Association of Intercollegiate Athletics, the National Association of Independent Colleges and Universities, the National Association of Schools of Art and Design, the Southeastern Women's Athletic Conference, and the Wolverine-Hoosier Athletic Conference. The master's degree program in Clinical Mental Counseling satisfies the requirements set forth by the Michigan Board of Counseling. The Graduate Education program is governed by guidelines and standards set forth by the Michigan Department of Education. Siena Heights University's Education Program holds membership in *Council for the Accreditation of Educator Preparation* and *Teacher Education Accreditation Council* (CAEP/TEAC).

Student Responsibilities

Graduate students are expected to be familiar with, and to follow, the program requirements and policies described in this catalog. Students are also expected to be familiar with the Graduate College Student Handbook.

Information to update and supplement deadlines, program requirements, and policies are provided on the Graduate College website, http://www.sienaheights.edu/gradcollege.

It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion, or sexual orientation.

Students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration. However, readmitted students who return after a period of two years or more must complete the degree requirements listed in the current catalog at the time of readmission. Students who have been reinstated following suspension must complete the degree requirements listed in the current catalog at the time of readmission. The readmitted student may not be entitled to complete a program this is no longer offered by the university. Failure to read this catalog does not excuse students from the requirements and regulations described herein.

The provisions of this catalog are to be considered directive in character and not as an irrevocable contact between the student and the university.

The university reserves the right to make changes that seem necessary or desirable, including course and program cancellations.

Fundamental Ideas and Values

Historical Perspective

Siena Heights University was founded in 1919 by the Adrian Dominican Congregation as a Catholic liberal arts college. The name Siena honors Catherine of Siena, a 14th century Italian Dominican laywoman who dedicated her life to a quest for truth and social responsibility. Similarly, the mission of Siena Heights – to help students become more competent, purposeful, and ethical – grows out of the philosophy of life advocated by Saint Catherine of Siena and practiced by the Adrian Dominicans. Siena Heights was originally named St Joseph College, and enrolled many of the graduates of neighboring St Joseph Academy, founded some years earlier by the Adrian Dominicans. In 1939, St Joseph College was renamed Siena Heights College. In 1997, the Board of Trustees voted to change the institution's name again and effective July 1, 1998, the institution became Siena Heights University.

Throughout its history, Siena has built a proud tradition of innovative response to changing social needs. Originally a college for women who intended to become teachers, Siena broadened its offerings over the years and by the 1950s was recognized as one of the nation's 10 best liberal arts colleges for women.

In 1957, Siena Heights University initiated a Division of Graduate Studies, which was approved by the North Central Association of Colleges and Schools in 1963. During the late 1960s, Siena became co-educational and expanded its curriculum to include programs in business and human services. In the 1970s, Siena took a leading role in providing opportunities for adult students seeking undergraduate degrees by offering weekend and evening classes and opening degree-completion centers across Michigan. At present, the Graduate College offers totally online leadership degree programs. Evening degree programs are available at the main campus in Adrian, and at its off-campus centers in Metro-Detroit and Lansing. The Graduate College also offers a weekend-only cohort model Organizational Leadership degree on the Battle Creek campus.

In 2000, Siena Heights established three colleges to deliver its academic programs: the College of Arts and Sciences (CAS), the College for Professional Studies (CPS), and the Graduate College. The Adrian campus offers graduate programs in Clinical Mental Health Counseling, Leadership, and Education. The Metro-Detroit Center in Southfield, and Lansing Community College in Lansing, offer a master's degree in Clinical Mental Health Counseling. The master's degree in Organizational Leadership is offered as a cohort-only model on the Battle Creek campus.

Today, Siena Heights University continues its long tradition of integrating liberal arts and career education. The student's total development as an intellectually, socially, and spiritually responsible human being is the basis of the educational philosophy of Siena Heights University. The university provides an education that will help the students create meaning in their lives and inspire others by their aspirations and achievements. Siena Heights believes that caring people are the key to creating peace and justice in the world.

Philosophy

Siena Heights University is a private, post-secondary institution, which seeks to identify and respond to the educational needs of people at varying stages of their lives. The university believes that education in contemporary society should be based upon clearly defined goals.

Siena Heights University has developed within the framework of Catholicism as lived out in the Adrian Dominican tradition. We believe that individual educational goals should grow out of an encounter with the values which are a part of this tradition. Specifically, these are the values of the reflective life, the free exploration of ultimate questions, the imperative to witness one's values to the world, the concern for justice in human relationships, and the participation in communal celebration. Inherent in these values is the acceptance of that authenticity of other traditions and their experience of God. The University is also committed to the idea that goals develop in relationship to career possibilities and the realities of society.

University Mission Statement

The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Student Goals

In light of its mission statement, Siena Heights has devised a set of specific educational goals. The university:

- Provides for the development of skills necessary for individual survival and success in post-industrial society. These are the skills of conflict resolution, forecasting, systematic thinking, creative management, information usage, problem solving, decision making, group facilitation, leadership, and independent learning.

- Commits itself to challenge each of its students to expand his or her abilities in the primary realms of communication (reading, writing, listening, and speaking) and in the computational area.

- Provides encounters in which each of its students will be asked to examine the assumptions upon which they are basing their lives.

- Maintains a process through which students will explore career options and clarify their own career expectations.

- Provides opportunities for students to explore moral dilemmas in the hope that these may lead to greater ethical sensitivity.

- Believes that each graduate should have mastered a variety of challenges which require the use of skills gained in his or her education program.

- Endeavors to provide in-depth educational programs in selected disciplines and professions. The university believes that each in-depth program should be characterized by statements of outcomes which should characterize a graduate of that particular program.

- Believes in the education of the total person and will adjust its curriculum to provide for the development needs of its students.

Institutional Goals

In light of its mission statement, Siena Heights has devised a set of specific institutional goals. In order to maintain institutional viability, the university:

- Places emphasis on quality instruction and maintains a standard of excellence. The university commits itself to utilize periodic program and faculty evaluation in developing high quality instruction.

- Strives to locate highly qualified faculty or staff members for each position as it becomes available.

- Intends to be an experimenting institution. It seeks continually to deliver education more effectively through the creative employment of new teaching styles and learning environments.

- Identifies the personal needs of local and regional communities and prepares the professionals and paraprofessionals needed in these areas.

- Seeks to gain national attention for its educational approaches so that it might make an institutional impact upon the continuing national debate about the nature and purposes of contemporary post-secondary education.

- Epitomizes in its own structure and practices a society in which each individual involved may have maximum opportunities both for personal growth and for participation in the life of the university community.

- Is an "enabling institution" which seeks to develop cooperative arrangements with a wide variety of individuals and institutions in the interest of creating effective learning encounters and environments.

Mission of the Graduate College

The mission of the Graduate College is to help students integrate theory into practice. The graduate programs support the mission of Siena Heights University by fostering the personal and professional living of a purposeful, competent, and ethical life. In the spirit of St Dominic Guzman, who began the Dominican Order, or the Order of Preachers, the graduate programs encourage contemplation and the sharing of the fruits of that contemplation.

General Information

Locations

The following is a list of the locations, contact information for each location, and graduate programs offered by Siena Heights University:

The university offers Master of Arts degree programs in Education, Clinical Mental Health Counseling, and Leadership. Not all programs are offered at all locations (see below and the website for current information). Courses taken at one location may be applied to the program requirements at another location; program requirements are the same at all locations.

Adrian Campus
1247 E Siena Heights Drive
Adrian, MI 49221
Phone: 517.264.7665 or 877.438.1596
Fax: 517.264.7714
Email: graduatecollege@sienaheights.edu
Offering: Master of Arts degrees in Clinical Mental Health Counseling, Leadership, and Education (including Special Education. Teachers can also complete renewals, upgrades, and endorsements)

Kellogg Community College
450 North Avenue
Battle Creek, MI 49107
Phone: 800.203.1560
Email: battlecreek@sienaheights.edu
Offering: Master of Arts degree in Leadership (Organizational – cohort specific model – weekend-only classes)

Lansing Community College – University Center
210 W Shiawassee
PO Box 40010, Mail Code 8200S
Lansing, MI 48901
Phone: 517.483.9726
Email: lansing@sienaheights.edu
Offering: Master of Arts degree in Clinical Mental Health Counseling

Metropolitan Detroit Center
19675 W 10 Mile Road, Suite 400
Southfield, MI 48075
Phone: 248.799.5490, ext 4 or 800.787.7784 ext 4
Fax: 248.799.5491
Offering: Master of Arts degree in Clinical Mental Health Counseling

Totally Online Program
1247 E Siena Heights Drive
Adrian, MI 49221
Phone: 517.264.7665 or 877.438.1596
Fax: 517.264.7714
Email: graduatecollege@sienaheights.edu
Offering: Master of Arts degrees in Leadership with concentrations in:
Healthcare, Higher Education, and Organizational

Advising offices are also located at the following campuses:

Henry Ford College
5101 Evergreen Road, W314
Dearborn, MI 48128
Phone: 313.317.9450
Email: hfc@sienaheights.edu

Jackson College
2111 Emmons Road
McDivitt Hall #127
Jackson, MI 49201
Phone: 517.796.8672
Email: jackson@sienaheights.edu

Kalamazoo Valley Community College
Groves Center
7107 Elm Valley Drive
PO Box 4070
Kalamazoo, MI 49003
Phone: 269.488.4019
Email: kalamazoo@sienaheights.edu

Lake Michigan College
2755 E Napier Avenue, C-204
Benton Harbor, MI 49022
Phone: 269.927.6711
Email: bentonharbor@sienaheights.edu

Monroe County Community College
1555 S Raisinville Road
Monroe, MI 48161
Phone: 734.384.4133
Fax: 734.384.4331
Email: monroe@sienaheights.edu

Summary of Admissions Requirements (see the Admissions section in this catalog for more details)

- Undergraduate degree from an accredited institution, with minimum 3.0 cumulative grade point average (on a 4.0 scale).
- Official sealed transcripts from all previous institutions of higher learning. Transcripts must be mailed directly to Siena Heights University Graduate College.
- Current professional resume
- Completed online application
- Non-refundable application fee ($50)
- Essay (details available in the application checklist after application has been submitted)
- Completed Criminal Conviction Disclosure form
- Three recommendation forms
- For teachers, a copy of the teacher's certificate
- For counseling applicants, an interview is required with the Program Director
- Graduate Record Exam (GRE) is ***NOT*** required

Students with a wide variety of undergraduate majors may be admitted to the master's degree programs in Clinical Mental Health Counseling and Leadership. Students interested in Education should refer to that section of this catalog for additional admissions information.

Overview of Degree Programs

Courses are scheduled from 8-weeks to 16-weeks in length and utilize a variety of formats: traditional classroom, blended (mixture of classroom and online), and totally online. The Organizational, Health Care, and Higher Education Leadership programs are offered totally online and in hybrid formats on the Adrian campus. The Graduate College has three (3) sessions: fall, winter, and summer. All three (3) sessions are broken into two sub-sessions: fall 1 and fall 2; winter 1 and winter 2; and summer 1 and summer 2.

The Graduate College is committed to helping students move smoothly through their coursework, accessing classes in an orderly sequence according to collaboratively developed degree plans. The Organizational, Health Care, and Higher Education Leadership programs, as well as the Clinical Mental Health Counseling program, operate on a **flexible cohort model**. Students are admitted to those programs only in fall (August) and winter 1 (January). Students are assigned a common cohort degree plan designed to help them move through their classes in a logical, developmental sequence. Cohort degree plans can be modified to accommodate student desires to move through the program at a slower pace or to accommodate special situations, such as a student's need to take time off or to repeat a course. However, students are responsible for registering according to their cohort degree plan and for consulting their advisor about ***ANY*** situation that requires alteration of the plan. Failure to follow an assigned plan may result in classes not being available when needed. In rare situations, students may be admitted to cohort programs outside of the normal admissions cycle. In those circumstances, alternative degree plans will be developed by the advisor in collaboration with the student. Graduate student athletes and Graduate Assistants should work particularly closely with their advisors to assure a smooth progression through their program.

All graduate programs are based on professional competencies recognized by external authorities. The Education Program complies with standards set by the Michigan Department of Education. The Clinical Mental Health Counseling program complies with standards set by the Michigan Board of Counseling.

In addition to coursework, the master's degree programs in Clinical Mental Health Counseling, most concentrations in Education, and the Health Care Leadership program, require at least one three-credit-hour practicum or internship.

Degree Planning and Advising

Following acceptance, part of the admissions process involves students and advisors developing a degree plan. This degree plan outlines the sequence of courses that the student will take. The degree plan takes into account which terms courses are offered, how many courses a student intends to take every year, and options if modifications to the plan are necessary. Because the degree plan is a tentative plan, the student is expected to initiate a meeting with the advisor to revise or make needed changes to the tentative degree plan.

Time Commitments

Most three (3) credit-hour graduate courses require students to attend live class sessions for a total of 10.5 to 42 hours and require an additional 50 – 150 hours of out-of-class and/or online learning activities, or 5 – 12 hours per week. Thus, part-time students are encouraged to take no more than two (2) courses per sub-session. Experience has shown that students who are working full-time should plan on taking at least two (2) years to complete the 36-credit-hour master's degree programs in Education and Leadership, and should plan on taking at least three (3) years to complete the 60-credit-hour master's program in Clinical Mental Health Counseling.

Benefits of the Graduate College at Siena Heights University

The University's master's degree programs offer: high academic quality; convenience in terms of location, schedule (night and weekend classes), and format (traditional, face-to-face, partly or totally online); highly qualified and experienced faculty; affordable price; convenient parking; small class sizes; free academic advising and career counseling; free use of the library, including inter-library loan (technology fees are assessed every semester for use of computing and technology resources on all campuses).

Sources of Information about the Graduate College

The Graduate Catalog is the fundamental document regarding academic requirements (see Student Responsibilities on pages 8-9). Occasionally, changes to the catalog (addendums) are posted on MySiena at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/. In addition to the catalog, several other sources of information regarding policies, procedures, and institutional resources are available. These publications contain information that changes more rapidly than the catalog. Students should consult the website, https://mysiena.sienaheights.edu/ICS/ for up-to-date information regarding changes to these policies. In addition, the MySiena website contains the schedule of available courses or each session. This schedule is located under "Available Courses."

Academic Calendar

The current academic calendar for the Graduate College is posted on MySiena at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/. All locations start fall graduate courses in late August, winter graduate courses in early January, and summer graduate courses in early May. The current schedule of classes can be found on MySiena at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/ and will show classes available for each session, as well as location, start and end dates for classes, course format (traditional, blended, online), and other information.

University Administration, Graduate Council, and Graduate Faculty

University Administration

The senior administration of the university consists of the president and the president's staff. This leadership team is known as the Executive Committee of the Administration (ECA).

Graduate College Faculty, Administration, and Governance

The Graduate Council is the institutional body responsible for the establishment of policies and procedures for the Graduate College at Siena Heights University. The Graduate Council is chaired by the Dean of the Graduate College and includes graduate program directors, other graduate faculty, undergraduate representatives of pertinent programs, and administrative staff members. The Dean of the Graduate College, along with the academic program coordinators, has the responsibility for the administration of the policies and the implementation of the procedures established by the Graduate Council. Inquiries about the policies and procedures described in this catalog should be directed to the Graduate College office at 517.264.7665.

Academic Policies and Practices

Admission Policies and Procedures

In addition to the general requirements for admission, students in the graduate Education program and in the Clinical Mental Health Counseling program need to refer to the admission requirements for their programs as noted in this catalog. Admission decisions are the responsibility of the program directors.

Regular Admission

Admission to the Graduate College programs with full-admission status requires:

- A bachelor's degree from an accredited college or university as evidenced by official transcripts sent directly from the awarding institution to the Graduate College office at Siena Heights University. Please have **ALL** official transcripts of undergraduate and graduate course work sent either by regular postal mail or via email to:

  Graduate and Professional Enrollment
  1247 E Siena Heights Drive
  Adrian, MI 49221
  graduateadmissions@sienaheights.edu

- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 grade point scale.

- A resume outlining educational and professional work-related experiences and accomplishments, paid and volunteer, pertinent to the respective program of intended study.

- A completed online application form.

- Non-refundable application fee of $50.

- A completed Criminal Conviction Disclosure form.

- A completed essay. This essay is a critical component of your Graduate College application. In addition to other criteria, the applicant's essay will be used to evaluate preparedness for successful graduate-level work. Leadership applicants will research and discuss their favorite "leadership quote;" counseling applicants will research and discuss their favorite "inspirational quote"; and education students will research and discuss their favorite "educational quote." Essay requirements will be supplied at the time of application.

- Three (3) recommendation forms. These forms will address the applicant's ability, motivation, education, experience, skills, and other preparation to pursue the chosen graduate program, as well as interpersonal skills and interactions. Appropriate references include those from business supervisors, long-term colleagues, and college instructors. Personal references are not accepted.

- Recommendation forms are in a template format and can be submitted back to the Graduate College via email to graduateadmissions@sienaheights.edu from a professional email address.

- An interview is required for the Clinical Mental Health Counseling applicants; applicants to the Leadership program may be interviewed if warranted.

- A copy of the applicant's teacher certification (for most Education concentrations).

Probationary Admission

Admission to pursue graduate study with Probationary status may be granted when an applicant has a bachelor's degree, but does not satisfy all conditions for admission to a Graduate College program with Regular status. Probationary status may be granted on the basis of exceptional experience, maturity, or training as evidenced by a personal/professional resume or vita, recommendation forms, and graduate essay. Upon fulfillment of all conditions for Regular status, and the satisfactory completion of no less than six (6) credit-hours with a letter grade of "B-" or better (3.0 on a 4.0 scale) in all courses, the student's admission status will be changed to Regular acceptance. Probationary status and length of probation will be stated in the applicant's acceptance letter. As part of the probationary admission, please note that GRS598 (Introduction to Professional Writing and Research) may be a requirement prior to beginning the student's actual program.

Probationary students who do not satisfactorily complete their first six (6) credit-hours with a letter grade of "B-" or better (3.0 on a 4.0 scale), in all courses, will be suspended from the program with no opportunity for reinstatement.

Provisional Admission

Provisional admission may be granted for an applicant for one (1) session (fall, winter, summer) only with evidence of a baccalaureate degree to take a maximum of six (6) credit-hours. The applicant with provisional admission status must have on file in the Graduate College office a completed application form, a Criminal Conviction Disclosure Form, a resume, and copies of undergraduate transcripts before the initial enrollment, but need not have completed the entire application process. The applicant who decides to begin a graduate program having accumulated credits during provisional admission status is not guaranteed Regular admission to the chosen program, or that the credits earned as a provisional student will apply toward the Master of Arts degree if the applicant is granted regular admission status. Provisional admittance does not allow for processing of financial aid awards. Upon regular or probationary admittance status, financial aid may be awarded.

Special Student Status

Admission as a *special student* may be granted for an applicant with evidence of a baccalaureate degree to take a maximum of six (6) credit-hours. The special student must have on file in the Graduate College office a completed *Guest Student Application*. The applicant who decides to begin a graduate program having accumulated credits as a special student is not guaranteed admission to the chosen program or that the credits will apply toward the Master of Arts degree if the applicant is admitted.

International Student Admission

This institution is authorized under U.S. federal law to enroll non-immigrant applicants. International applicants are subject to all requirements for admission to their chosen graduate program and must meet all the additional requirements noted below:

- Hold a degree which is equivalent to a baccalaureate degree from an accredited college or university in the United States. International transcripts must be evaluated for demonstrating the baccalaureate degree equivalency.

- Applicants who come from an English speaking country **MUST** take the TOEFL exam. This will provide the university an opportunity to examine the applicant's comprehension of the English language.

- Applicants whose native language is not English must provide evidence of proficiency in the English language according to the following minimum scores:

English Placement Test Concordance Table**

TOEFL-IBT Internet Based Test	**IELTS** International English Learning Testing System	**MELAB** Michigan English Language Assessment Battery	**EPT** English Placement Test
76 -82	6.5	76 – 77	85

****Scores must be less than two years old from the first day of class at the proposed session of entry in order to be valid****

- If the scores on the English test are acceptable, but indicate the need for further English study, an English as a Second Language Placement Test (EPT) will be required upon arrival at the university. On the basis of the ESL EPT results, applicants may be required to enroll in non-credit ESL courses prior to beginning a full course of study. ***Please remember: even if an applicant comes from an English speaking country, the applicant MUST take the TOEFL exam. This provides the university an opportunity to examine the applicant's comprehension of the English language.***

- In addition to English test results, applicants will be required to submit a writing sample upon arrival at the university. Writing samples will be reviewed by the Graduate College and the applicant cleared for enrollment prior to enrolling in a full course of study.

- All international applicants will be required to enroll in GRS598 (Introduction to Professional Writing and Research) a three (3) credit-hour course during their first sub-session. GRS598 is a prerequisite to the research class (CMH602, LDR602, or TED602).

- Present an affidavit of financial support and bank statements assuring financial coverage of tuition and room and board.

- Sign the international student agreement and complete the I-20 application booklet.

- Deposit with Siena Heights University $2,000 before an I-20 letter of support and admission letter can be issued.

- May be required to remediate any deficiencies in previous college work by completing undergraduate courses at Siena Heights University.

International Student Registration

International students are required to register for six (6) credit-hours each fall 1, fall 2, winter 1, and winter 2 sub-sessions. Students who register for less than six (6) credit-hours for each session may face special risks to their visa status in the event of a suspension. Students who are suspended immediately after winter 1, and therefore cannot take classes winter 2, will use their academic "break" during winter 2. If reinstated after a suspension appeal, students will be required to take classes during the next available session (i.e. summer) should classes be available.

eCollege Tutorial Requirement

It is important that the student familiarize themselves with the Graduate College website at https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/. Please refer to **Important Documents** on the left side of the page. The graduate catalog, student handbook, academic calendar, and other important information that will assist you throughout your program can be found under the documents tab. Part of becoming familiar with the website also involves becoming familiar with eCollege. A **new student is required to complete the eCollege student tutorial**. Begin by:

- Go to www.mysiena.sienaheights.edu/ics/

- Select *My eCollege Courses* (right-hand side of page)

- Click on *Academics PSH* (upper left-hand side)

- Under *Enrolled Courses*, select .*NExT-Student Orientation Tutorial* or *SOT Student Orientation Tutorial*

- If a student experiences any difficulty logging on to MySiena, gaining access to courses, or accessing the tutorial, please call the IT Help Desk at 517.264.7655.

Readmission

When course registration is interrupted for more than one (1) year, the graduate student must initiate the process for readmission to the program with the submission of a new application, an updated resume, a complete Criminal Conviction Disclosure Form (available online), and a Letter of Intent (this letter should explain why the student left the program and how circumstances have changed that will allow him/her to complete the program). If the student has been out for two (2) or more years, the entire application process must be completed again as if they were a new student.

Students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration with two exceptions:

1. If changes in state licensure requirements, course availability, program content, etc., require alterations to the original program plan;

2. Readmitted students who return after a period of two (2) years or more must complete the degree requirements listed in the current catalog at the time of readmission.

Delayed Enrollment

A graduate student must enroll within the 12-month period following the acceptance. If the graduate student does not enroll within the 12-month period following the acceptance, the process for admission, beginning with the submission of a new application, a Criminal Conviction Disclosure Form, a revised resume, and recommendation forms must be repeated. A new application fee will be assessed. A graduate student who begins the process for admission but does not complete it within a 12-month period must begin the application process again. Partial application packages are not retained after the initial 12-month period.

Credit-Hour Policies

Transfer Credit

A maximum of 25% of total graduate credit-hours required to complete a master's degree at Siena Heights University may be transferred from graduate programs at other institutions. In rare and unusual circumstances, students may petition the Graduate Council to transfer in more than 25% of those credits. The authority to grant such exceptions rests solely with the Graduate Council. The Graduate Council's decision is final.

The primary criteria for the acceptance of credits to be applied toward the Master of Arts degree are the timeliness and appropriateness of the credits and course descriptions for the respective graduate program requirements. Course work will be accepted for transfer if it is directly equivalent to courses required in the degree plan. Credits accepted for transfer toward the Master of Arts degree must be equivalent to the 500 level or above offered at Siena Heights University and have a grade of "B-" (3.0 on a 4.0 grade point scale) or better. Transfer credits must have been earned within the time limitation of the student's graduate work for the degree.

An official copy of each transcript with credits to be considered for transfer should be sent directly to the Graduate College. The student is responsible for providing the official transcript and the syllabus for each course to be considered for transfer credit. In rare circumstances, when the syllabus is not available, a course description from the catalog may be accepted. The authorization and application of the accepted credits toward the degree are made after the student has completed a minimum residency of nine (9) credit-hours of graduate credit at Siena Heights University. The credit accepted for transfer is determined by the respective program director. Credits accepted from other institutions for the purposes of teacher certification (and not for the Master of Arts degree) are not posted to the Siena Heights University graduate transcript.

The Education student who has successfully completed a graduate-level research course, which is approved for transfer to the Siena Heights University transcript, may be required to enroll in TED602 (Research and Professional Writing) on an audit basis (one-credit-hour of tuition) prior to registration for GRS694 (Thesis/Project Seminar). Enrollment in TED602 is intended to enable the student to develop the required thesis/project proposal.

Credit for Prior Learning Experience

The graduate student who has prior learning experiences through work, non-college courses or training, community service, or other accomplishments, may be eligible for prior learning experience credit. The experiences must have provided graduate level equivalent learning outside the university classroom, with documentation to demonstrate the learning. The documentation for the petition for prior learning experience credit is evaluated by graduate faculty with expertise in the field or discipline in which credit is sought. All prior learning experience credit is noted as "CR" (credit) on the Siena Heights University transcript. No grade points are awarded. Due to state licensing restrictions in the Clinical Mental Health Counseling program, credit for prior learning experience can only be granted for electives.

Prior learning experience credit is added to the Siena Heights University transcript after the graduate student has completed a minimum of nine (9) credit-hours in a planned program at the university. Prior learning experience credit forms can be found on the Registrar's Office site; on MySiena under the Departments and Offices tab for the Graduate College; or by following this link: https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/Graduate_College_Home.jnz?portlet=Documents_2010-07-15T18-19-26-495

Process for Prior Learning Experience Credit

The student must provide relevant information clearly demonstrating that the prior learning experience has allowed the student to meet specific learning objectives of the program of study or course to be waived. The student must prepare a portfolio to submit to the program director. The documentation should include such items as a resume or vitae; evidence to support the consideration for prior learning experience credit (job descriptions, in-service and professional development certificates, work samples, etc.); a letter of support or confirmation from a supervisor or instructor; and a written narrative of ways the prior learning experiences relate to specific courses in the respective graduate program.

A separate portfolio must be submitted for each prior learning request for a course to be waived.

A review of the submitted documentation by the program director or another assigned faculty member will be completed. The reviewer may meet with the student to discuss the documentation and/or assist the student in identifying and remediating deficiencies in the documentation.

A determination of prior learning experience credit will be made and written notification will be submitted to the student. The Graduate College Office will submit an award letter to the student. The award letter notifies the student of the full amount due for the award. The student will not receive any other bill from the university. The student is responsible for paying the necessary fees stated in the letter, in full, before the Registrar's Office can record the prior learning experience credit on the student's official university transcript. If prior learning experience credit is denied, the student may follow the grade appeal process.

Consolidation of Credits

A maximum of 25% of the Leadership program and 25% of the Clinical Mental Health Counseling program from any combination of transfer credit, credit for prior learning experience, credit for special offerings, and credit-by-exam may be applied toward a Master of Arts degree.

Credit for Special Offerings through Intermediate School Districts (ISD)

Occasionally, workshops and seminars sponsored by school districts and organizations are approved for graduate credit through Siena Heights University as a result of a formal evaluation of the proposed courses. Workshop participants do not need to undertake the application process unless they have completed nine (9) credit-hours of graduate study at Siena Heights University. The materials for registration are provided at the first session of each offering. Graduate students enrolled in degree programs or certification programs should consult with their advisors or program directors before registering for credit to ensure that the credit is applicable to the student's purposes and degree program. Students who begin a graduate program having accumulated credits for special offerings are

not guaranteed that the credits will apply toward the Master of Arts degree or for teacher certification purposes. A maximum of nine (9) credit-hours of graduate study earned through special offerings may be applied to a graduate degree.

Michigan Intercollegiate Graduate Studies (MIGS) Program

The MIGS program is a cooperative inter-institutional arrangement that permits graduate students to take advantage of educational offerings available at other participating institutions but not available at their own. Graduate students who are in good standing in a degree program are eligible to elect courses at several schools in Michigan with the approval of the faculty at both the host and home institutions. Courses must be approved in advance of enrollment by the graduate student's advisor or program directed and the MIGS liaison officer at both the host and home institutions. Admission by the host institution is contingent on the availability of space and resources. Additional information is available in the Graduate College office.

Family Education Rights and Privacy Act

Student Records

The graduate student's academic records are subject to the Family Education Rights and Privacy Act (FERPA) of 1974. The files are closed except to the individual student and to university personnel in their official capacities. Only the graduate student may authorize the release of information from the academic file. Recommendation forms and letters of reference are not available to the student unless the letters explicitly authorize the release.

In compliance with FERPA, Siena Heights University has formulated an institutional policy. Copies of this policy may be found in the Office of Student Development and the Registrar's Office.

Course Registration Information

Registration

Graduate students must be registered and have paid or arranged for the payment of the required tuition and fees before attending the first class session of a course. Once a graduate student has been granted full, provisional, or probationary admission, registration for the student's first courses will be completed by the Graduate College staff. **Students are expected to register themselves for all subsequent courses, using the online MySiena registration tool or the Drop/Add form available on the Registrar's website:**
http://www.sienaheights.edu/About/DepartmentsOffices/RegistrarsOffice/DocumentsForms.aspx

Graduate students in the Clinical Mental Health Counseling program must file the intent-to-participate application for practicum and internship prior to the registration period to ensure appropriate field placements.

Continuous Registration

The graduate student registered for *practicum or thesis/project seminar* who does not complete the course requirements within the session of the original registration must register the next session for audit credit. The tuition rate for auditing a three (3) credit-hour course is equivalent to one (1) credit-hour of tuition. *Exceptions to this policy must be approved by the Graduate Council.*

Course Load Registration

Graduate student registration for full-time, half-time, or part-time is reflected in the table below. Generally, graduate students register for one (1) or two (2) three (3) credit-hour courses in fall 1, fall 2, winter 1, winter 2, summer 1, and summer 2, as required in their program degree plan. Registration for more than six (6) credit-hours in one sub-session requires the approval of the respective program director. Registration for more than 12 credit-hours in the full session (all of fall, winter, or summer), again will require the approval of the respective program director.

Note: on this chart, a session consists of both sub-sessions in one 16-week period (i.e. fall 1 and 2, winter 1 and 2, and summer 1 and 2). The Graduate College calendar is based on a three (3) session model.

Full-Time Student	Half-Time Student	Less than Half-Time Student
Each Session (16-weeks)		
9+ credit-hours	4.5 – 8 credit-hours	Less than 4.5 credit hours

Time Limitation for Degree Completion

Because of evolving curriculum, the graduate student has seven (7) years from enrollment of the first approved graduate course to complete the requirements for the chosen Master of Arts degree program. For this same reason, courses in programs of study may not be older than seven (7) years at the time of the graduate student's graduation. In some circumstances, validation of courses older than seven (7) years for application toward the Master of Arts degree may occur with the approval of the Graduate

Council. The graduate student must submit to the appropriate program director a written request for the consideration of the courses, an explanation of the reasons for incorporating the courses in the degree program, documentation that the student's knowledge and application of the course content are current, and a timeline for completion of the chosen Master of Arts degree program. The program director then makes a recommendation for the Graduate Council's consideration. The authority to grant such exceptions rests solely with the Program Coordinator.

Drops, Adds, and Withdrawal Policies

Dropping and Adding Courses

Prior to the first class session of a course, a graduate student may add or drop the course using MySiena. The "add/drop courses" link is found on the lower right-hand side of MySiena under the "Registration" section. It is strongly recommended that students follow their program plan received upon admission, and that they consult with their advisor or program director before making any drops or adds.

The student may add graduate courses up until Friday of the first week of class with the approval of the respective advisor/program director and the course instructor. Students may drop a course during their first week of class only. For all drops occurring after the first week, drops will be processed through the Graduate College office via the add/drop form.

Withdrawals after the first week of class

Students may withdraw from courses up to the end of the 5th week of the sub-session for 8-week courses, and the 11th week of the session for 16-week courses. The graduate student must inform their course instructor and respective advisor when withdrawing from a course that has begun. **A signed add/drop form must be submitted to the Graduate College Office by the withdrawal deadline specified in the Graduate College Academic Calendar.** The official date of withdrawal is determined by the receipt of the official add/drop form from the student. Withdrawal forms are available on the Registrar's website, or by contacting the Graduate College office.

Students who drop/withdraw from individual classes after the first week of class without completely withdrawing from Siena Heights University will NOT receive monetary credit for any charges. Add/Drops that will not change the total number of enrolled hours, within your campus, need to be completed on the same Add/Drop form on the same calendar day.

The percentage of refund for charges for a complete withdrawal from Siena Heights University is determined by the following refund chart.

Refund Percentages

Refunds processed at the end of each week	**Percentage of amount available during week**	
Week #	*16-week session*	*8-week sub-session*
1	100%	100%
2	90%	70%
3	80%	60%
4	70%	50%
5 – 8	0%	0%

Second Concentration and Second Major Requirements

Second Master's Degree Requirements

Students who desire to pursue a second master's degree at Siena Heights University shall have completed all requirements for the first master's degree at Siena or another accredited college or university. The same requirements for admission to a graduate program (such as filling out the application and following the requirements of the application checklist) and other conditions relative to the pursuit of the first master's degree are applicable to the second master's degree, except a maximum of six (6) credit-hours of completed graduate work from the first master's degree may be applied toward the second master's degree if such courses are appropriate for the second program and are approved by the respective program director for inclusion in the program. In most cases, for graduate students whose first master's degree is from Siena Heights University, those six (6) credit-hours are from the common core courses such as LDR601 (Leadership Theory) and LDR602 (Research and Professional Writing), providing these two (2) courses have been taken within the seven (7) year limit for completion of degree requirements for the second master's degree.

Second Concentration Requirements

Students who desire to pursue a second concentration in a given Master of Arts program (Clinical Mental Health Counseling, Leadership, or Education) must complete the required courses for that program concentration. Elective courses cannot be counted twice. (For example; a student who has completed the Organizational Leadership program and wishes to complete the requirements for the Healthcare Leadership program does not have to retake the common core courses, but must take the required courses for the new concentration.)

When applying for the second master's degree or concentration and financial aid will be needed, it is highly recommended that the student connect with the financial aid office in order to find out if enough financial aid is available to cover the second major/concentration. If applying within the same year of graduation, students will need to submit an application, application fee, and official transcript with degree conferred. If more than a year has lapsed, students must submit an application as if new to the program, and follow the requirements listed on the checklist. When the second concentration is completed, students must submit an application for graduation, marked "major only" to the Registrar for the nearest upcoming graduation. Students do not participate in commencement for second concentrations nor are they awarded additional diplomas.

Grading and Academic Progress

Grading Policies

The responsibility for determining grades rests with the course instructor and reflects the graduate student's level of achievement of the learning outcomes, goals, and objectives established for each course. Grades are filed with the Office of the Registrar at the conclusion of each term according the following scale:

Letter Grade	Percentage	Achievement	Notes
A	91 – 100%	Outstanding	Noted as 4.0 on student's transcript
B	81 – 90%	Average	Noted as 3.0 on student's transcript
C	71 – 80%	Below Graduate Standards	Noted as 2.0 on student's transcript
E or WE	0 – 70%	Failure	Noted as 0.0 on student's transcript

Please note – a student who receives a grade of C or lower in any course, results in the student being placed on probation; the course must be retaken for application towards a Master of Arts degree.

Incomplete Grade - Noted as an "I" on student's transcript, an Incomplete is a temporary grade which the instructor may give to a student for extenuating circumstances such as illness, death in the family, or other reasons beyond the student's control, with advisor's approval and required documentation. **Beyond extenuating circumstances, the graduate student must have completed 80% of the coursework, as detailed in the course syllabus, at a "B-" or better average, by the date an incomplete is requested.** The unfinished course work must be completed independently by the conclusion of the following session, or a shorter period of time as designated by the instructor. If the work is not completed at the end of the following session, the incomplete grade will automatically be converted to an "E" resulting in immediate suspension. If the student selected the grading system of CR or NC at the beginning of the sub-session or session, then a grade of "NC" will be entered for the student. The student will then need to register for the course again and complete the course as a "repeat" to receive credit. If a student has two (2) or more incomplete grades, the student will not be allowed to register for further coursework until at least one is completed.

Official Withdrawal – Noted as a "W" on student's transcript has no effect on the graduate student's grade point average. The course will count as an attempted course.

CR – credit equal to a letter grade of "A" or "B" but is not used in the calculation of the graduate student's grade point average. No more than six (6) credit hours of a "CR" option may be applied toward the Master of Arts degree.

NC – no credit equal to a letter grade of "C" or below and is not used in the calculation of the grade point average. An "NC" is not acceptable toward the Master of Arts degree.

AU – Audit; no credit earned; no grade points awarded. An "AU" is utilized when course requirements extend beyond the session of initial registration.

Class Attendance

Attendance, in and of itself, is not to be regarded as a requirement for the successful completion of any course. However, students must follow the standards established by each instructor. At the beginning of each sub-session or session, each instructor will announce the requirements concerning class attendance within the respective syllabus. It is the student's responsibility to note these requirements and follow them. Class attendance is expected. Students who are frequently absent can expect to have grades adversely affected by those absences. Faculty members are strongly encouraged to specify their attendance policies (including penalties) in their syllabus.

Academic Progress

Satisfactory academic progress includes the maintenance of at least a 3.0 cumulative grade point average (GPA). A graduate student whose cumulative GPA falls below 3.0 or who receives a grade of "C" in any course is placed on academic probation for the next six (6) credit-hours. In addition, a graduate student whose GPA falls below 3.0 more than one session, or receives more than one (1) grade of "C" in any course, is automatically suspended from the program and is therefore ineligible for graduation. A graduate student who receives an "E" is immediately suspended from the program.

Satisfactory Academic Progress (Good standing academically)

In order to maintain satisfactory academic progress (to be in good standing academically), a student must do two (2) things:

1. Maintain a 3.0 cumulative GPA; and
2. Successfully complete (i.e., pass) 2/3 of the credit-hours attempted

Responsibility for determining grades rest with the instructor and reflects the student's achievement of the academic goals set for each course. Grades are recorded at the close of each sub-session (8-week) or session (16-week).

A plus (+) and/or minus (-) attached to a grade earned at Siena Heights University does not alter the effect of the letter grade on the calculation of the grade point average. Grade point averages are calculated by dividing total quality points by quality hours. Hours for courses for which grades of CR, NC, or W, are excluded from the hours attempted to obtain quality hours.

Hours "successfully completed" include all credit-hours attached to course grades of A, B, and CR. Hours "attempted" include those successfully completed as well as those attached to courses in which grades of C, E, I, IP, W, WE, and NC were assigned.

Please note: failure to achieve satisfactory academic progress will result in probation or suspension and will affect eligibility for financial aid.

Probation Based on Academic Progress

When a student earns a letter grade of "C" in any course, the result is probation. The academic progress of a graduate student on probation will be monitored by student's academic advisor for no less than the next six (6) credit-hours. While on academic probation, a student may be required to take GRS598, which is intended to strengthen academic skills. Once the student's GPA has risen to at least a 3.0 by repeating courses until a grade of a "B-" or better is earned in each course, the student's status may be upgraded to regular academic status.

Suspension

A graduate student who is placed on academic suspension is informed in a letter from the Dean, of deadlines and procedures for an appeal of the suspension. All suspensions last at least one (1) academic session (i.e., fall, winter, or summer). During suspension, the student must submit a written appeal to the Dean for reinstatement. Written appeals must be received within one (1) month of the onset of the suspension. Upon the timely receipt of a request for reinstatement, the Dean will ask the Academic Suspension Subcommittee, of the student's respective program, to review the appeal letter and relevant evidence, and make a recommendation to the Graduate Council. The Graduate Council reviews the request and makes a decision regarding reinstatement within a reasonable time frame so the entire appeal process does not exceed one full 16-week session after the notification of suspension. The Graduate Council may vote to dismiss a student, may reinstate the student, or may delineate conditions for reinstatement. A student who is suspended a second time will be dismissed from the University permanently with no opportunity for appeal.

International students should recognize that suspension may have serious consequences in relation to their immigration visa status. International students facing suspension should immediately contact both the International Office and their Graduate College advisor.

Graduate Assistants in Athletics should be advised that a suspension may affect the status of their assistantship. Students should work closely with the Dean of Students if they experience a suspension.

Grade Appeal

A graduate student may appeal a grade (final grade or other) if the student has verifiable evidence that the grade received is not indicative of the level of achievement in accordance with the requirements and grading criteria established by the course instructor. The written appeal process must be initiated no later than two-weeks immediately following the grade posting. Other third parties (lawyers, friends, parents, significant others) are not permitted to participate in any meetings regarding grade appeals unless this is mutually agreeable to the student and whichever faculty/administration are involved in the process.

1. The student writes an appeal to the course instructor who issued the grade to discuss the level of achievement as compared to the established criteria. The faculty member writes a response, either supporting or denying the appeal. If the appeal to the faculty member is denied, the next step in the process may be taken.

2. The student writes a detailed appeal, with supporting evidence, to the Dean of the Graduate College. The Dean of the Graduate College informs the instructor and respective program director that the appeal is continuing. The Dean considers the appeal and writes a recommendation to the course instructor of record. ***However, only the course instructor of record may change the grade***.

Grade Changes

Faculty may change student grades only when there has been a calculation or recording error, or as a result of a grade appeal process. Faculty may not change grades simply because a student modified assignments and/or completed additional assignments once the grades have been submitted to the Registrar. All grade changes need to be approved by the faculty member and the program director.

***A suspension appeal and a grade appeal may occur concurrently and the suspension continues until the grade appeal is resolved.**

Graduation and Commencement

A graduate student may complete degree requirements for graduation at three (3) times during the academic year; May (end of winter session); August (end of summer session); and December (end of fall session). However, the university holds only one commencement ceremony in May (think of this as a celebration for what you have completed and achieved in your academic endeavors), at the conclusion of the winter session. Graduate students who have completed the degree requirements at the end of the previous summer and fall sessions, during the winter session, or anticipate completion during the upcoming summer session (with only one (1) to six (6) credit-hours to complete during the summer session), are eligible to participate in the commencement ceremony. Diplomas are issued after the program director, the Dean of the Graduate College, and the Board of Trustees of the university approve the candidates for graduation based on completed degree requirements.

The process of applying for graduation occurs only at the student's initiation. Whether or not you intend to participate in the Commencement Ceremony, graduate students must apply for graduation. A $100 application fee is due at the time of application. Applications must be submitted by the deadlines established by the Office of the Registrar and provided on the Siena Heights University website.

Deadlines for applying for graduation are as follows: December graduation is September 15; May graduation January 15; and August graduation is June 15**.** The student who applies for graduation but does not complete the requirements as anticipated ***must submit a new graduation application for the term when the degree actually is to be awarded***. Please note:

- Students graduating in August and December of the previous year (i.e., 2015), and May or August of the year of the Commencement (i.e., 2016) may participate in the May Commencement (celebration), provided that they submit an application for graduation no later than January 15. Please watch for Commencement updates on MySiena's home page, or on SHU's main page.

To be approved for graduation (NOT COMMENCEMENT), the student must:

- Successfully complete all courses required in the degree program
- Have a cumulative grade point average of 3.0 in all graduate work to be applied toward the degree
- Apply for graduation by the appropriate deadlines listed above

Academic Integrity Policy

Student Responsibility

Students should familiarize themselves with the Siena Heights University Academic Integrity Policy, which can be obtained from the instructors. Students are not excused from adherence to the policy even if they have not read it (instructors should include this policy in their syllabus).

Definition

Academic dishonesty is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, unapproved collaboration, plagiarizing (deliberately or unintentionally), submitting the same or essentially the same papers for more than one (1) course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy. Graduate students must also follow the ethical and legal guidelines established for copyrighted materials. The faculty is encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are relevant to their classes.

Plagiarism is the failure to give credit for the use of any material from outside sources, including the Internet. It includes, but is not limited to: verbatim use of a quote without quotation marks and adequate documentation; submission of a paper, prepared by another person, as one's own work; using the ideas, facts, words, photographs, pictures, graphics, or data of someone else and claiming them as your own; or not documenting ideas, facts, words or data gathered during research. Graduate College faculty and students will utilize source verification software (such as Turnitin) in order to identify source origin(s) of students' written assignments.

Siena Heights University expects its students to use resources with consideration for ethical concerns and legal restrictions. The principles of truth and honesty are recognized qualities of a scholar and of a competent, purposeful, and ethical individual. Siena Heights University expects its students to honor these principles. Academic and professional integrity refers to the representation of one's self and one's work honestly, while demonstrating respect for the accomplishments and contributions of others.

Graduate students are also expected to be familiar with the policies and practices governing the use of resources and references as set forth by the American Psychological Association in its *Publication Manual*. Graduate students are expected to purchase the latest edition of the *Publication Manual* prior to their first course and use it throughout their program.

The course instructor who has documentation of academic dishonesty by a graduate student is required to assign a failing grade for the assignment in question. All such incidences must be reported to the program director. In consultation with the program director, the course instructor may also decide to assign a failing grade for the course, which will result in automatic suspension of the student from the Graduate College. When this occurs, the Dean of the Graduate College is notified in writing.

The Dean of the Graduate College, in collaboration with the faculty, will review all such reports. In extreme cases, or when multiple offenses of academic dishonesty (i.e., plagiarism) by the student have been documented, the Dean is authorized to dismiss the student from the University.

Confidentiality

Several graduate courses, especially those in the Clinical Mental Health Counseling Program, incorporate components of skill development through the integration of personal and other potentially confidential information. Students must respect the ethical considerations of the process and demonstrate the respect for confidentiality. Students who are suspected of breaching confidentiality are interviewed by the respective program director, who is responsible for determining the nature of the suspected offense and reporting it to the Dean of the Graduate College. The Dean determines the penalty for the offense, if documentation substantiates the accusation. Possible penalties include suspension or permanent dismissal.

Cancellation Policies

Course Cancellation Because of Low Enrollment and Closed Classes

If enrollment is insufficient to hold a class, Siena Heights University reserves the right to cancel any course. Siena Heights also reserves the right to cap enrollment in classes.

Bad Weather Class Cancellation Policy

Decisions to cancel evening classes because of bad weather are usually made by 2:00 PM. Decisions to cancel weekend classes are made by 6:00 AM. The Adrian campus and the off-campus centers make independent decisions to cancel classes. Due to variation in local weather conditions, it is not uncommon for one site to close while the others remain open. Students should consult their local campus for radio and TV stations that will be broadcasting cancellations. **It is highly encouraged and recommended that students sign up to receive *free electronic alerts from Siena Heights University (SHU Alerts)*,** about potential, developing, or existing emergencies at the following website. Information on receiving text alerts can be found by going to MySiena, click on the tab "Departments and Offices" and click on "Campus Safety" on the lower left-hand side. Once you get to that page, click on the link for "SHU Alerts" on the left-hand side. The link is also listed here:

http://www.sienaheights.edu/CampusSafety/SHUAlertsSignUp.aspx

Tuition, Fees, and Financial Aid

Tuition

Current tuition rates, fees, and payment policies are listed on the Siena Heights University website, www.sienaheights.edu/TuitionAndFees.aspx .

Financial Aid

To be eligible for federal and state sources of financial aid, students must be officially accepted to a graduate program with a regular or probationary admission status, be a degree-seeking student, and must file the Free Application for Federal Student Aid (FAFSA) by the necessary deadlines. *Please note: financial aid begins with the summer session. Even though the academic calendar runs fall through summer, the financial aid calendar runs summer through winter.* Students must be enrolled in at least 4.5 credit hours per session to be eligible for federal aid. Financial aid is processed through the Financial Aid Office at the Adrian campus and all questions or concerns are to be directed to that office. See: http://www.sienaheights.edu/FinancialAid.aspx . By Federal Guidelines, the academic year is considered summer through winter.

Refund Policy

Financial obligations for a course may be adjusted or terminated with the processing of an add/drop form. The effective date of withdrawal is the date that the withdrawal form, signed by the instructor and advisor, is received in the Graduate College office. Even with a drop from a class or the withdrawal from the university, the payment agreement made at the time of registration remains in effect. If full payment has not been made, any unpaid balance on the full amount owed shall be due at the time of the drop/withdrawal. Siena Heights University complies with the United States Department of Education Federal Guidelines.

The percentage of tuition refund is determined by dividing the number of remaining full weeks in the session or class periods by the total number of weeks or class periods. The resulting percentage is rounded down to the nearest whole percentage. After 60% of the enrollment period has passed, no refunds are available. For example, a *pro rata* student withdraws during the second week of a sub-session or session. The remaining weeks would be 14. The percentage of refund is 14-weeks divided by 16-weeks. Since 14/16 is 87.5%, the percentage is rounded down to 80%.

The portion of financial aid that cannot be retained by the school is returned in the following order: Unsubsidized Stafford Loans, other Title IV aid, other federal sources, state, private, and institutional aid, and student payments.

Graduate Assistantships

To qualify for a graduate assistantship, the student must be fully admitted as a degree-seeking student in an SHU Graduate College program at the time of appointment.

Veterans' Benefits

The State Approving Agency (SAA) has imposed the following requirements of Siena Heights University in order for students to receive veterans' benefits.

- *Satisfactory Grade (cumulative GPA and probation)* All graduate students receiving veterans' benefits must maintain a cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Failure to maintain a 3.0 GPA will result in the student being placed on probation or being suspended. A student who is placed on probation may not continue on probation more than one session in order to raise the cumulative GPA to that required for graduation and come off probation. If the student fails to come off probation, the U.S. Department of Veterans Affairs (USDVA) is notified in writing.

- *Failing Grade and Last Date of Attendance* A student receiving veterans' benefits who receives one or more failing or non-punitive grades (a non-punitive grade is an "I" or a "No Credit") must inform the Siena Heights University Veterans Certification Office in writing of the last date of attendance in that class or classes. Veterans Certification is prepared in the Office of the Registrar.

University Policies and Procedures

Americans with Disabilities Policy

Siena Heights University welcomes students with disabilities who meet academic admission requirements, and will work toward meeting their needs by providing reasonable and appropriate accommodations to those students with documented disabilities. These disabilities may include, but are not limited to: impaired vision, hearing, mobility, learning disabilities, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD).

Students with documented learning disabilities must contact the Office for Students with Disabilities to discuss the Siena Heights University Policy.

An individual with a disability is a person who:

1. Has a physical or mental impairment which substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks;

2. Has a documented record of having an impairment; or

3. Is regarded as having such an impairment.

To ensure the provision of reasonable and appropriate accommodations within a timely manner, students who request accommodations from the university must provide current (within three (3) years) written documentation of their disability (students are strongly urged to provide documentation at the time of registration so that accommodations can be in place at the start of the session). This documentation should be signed by a licensed physician, psychologist, or other mental health professional with experience in diagnosing the disability for which the student is requesting accommodations. A complete Individualized Education Plan (IEP) signed by the student's school psychologist may also be considered documentation of a disability.

Professional documentation of learning disabilities, ADD, and ADHD should be done in accordance with the criteria outlined in the current Diagnostic and Statistical Manual published by the American Psychiatric Association. The documentation provided by the student's physician, psychologist, or school psychologist should include information regarding the onset, longevity and severity of symptoms, as well as the specifics describing how it has interfered with educational achievement.

Students with disabilities that are eligible for assistance and/or services from a social service agency such as Michigan Rehabilitation and the Michigan Commission for the Blind are encouraged to apply for those services.

Accommodations

To request accommodations, it is the student's responsibility to provide the Office for Students with Disabilities with the following:

1. Written documentation as outlined above;

2. A completed "Accommodations Request Form" listing the specific accommodations requested for each class;

3. A signed "Information Release Form" authorizing the Office for Students with Disabilities to discuss the student's accommodations and academic progress with their parents/guardians, advisor, and instructors.

The following accommodations are available to Siena students with documented needs:

1. Special testing conditions such as extended time for exams, distraction-free exam locations, oral exams, a scribe or someone to write answers;

2. Permission to tape-record lectures and discussions;

3. Permission to use a calculator on math tests;

4. Permission to use a personal laptop computer for tests;

5. Note takers;

6. Readers;

7. Peer tutoring;

8. Study skills classes and workshops;

9. Class substitution for degree completion, as long as the substitution does not substantially alter the requirements of the student's degree program, as determined by the program coordinator.

Letters of Verification, describing accommodations that are to be provided for each class, may be picked up by the student from the Office of Students with Disabilities within two (2) weeks after the Office for Students with Disabilities receives proper documentation and a completed Accommodations Request Form signed by the student. It is the student's responsibility to deliver the Letters of Verification to each instructor of a class for which accommodations have been requested.

Drug Policy

Siena Heights University does not condone the use of any illicit drug. Therefore, the possession, consumption, sharing, or sale of marijuana, narcotics, or other illegal drugs is prohibited.

There are reasons other than legal implications that warrant the university's concern about drugs. The availability of drugs, in any large group setting, subjects members to potentially serious security risks. The potential for drug use will continue to attract to the campus people who are not members of the university community and are interested in drugs for reasons of personal profit. Student involvement in such matters is of concern to the university, whether it occurs on or off the campus and irrespective of any action of civil authorities. Involvement may subject the student to disciplinary action. Siena Heights reserves the right to confiscate illegal drugs or drug paraphernalia that are on open display in public areas of the campus. If drugs or drug paraphernalia are found, the incident will be documented. All documented incidents of illegal drug use or possession will be processed internally through the Siena Heights University judicial system.

E-Communications Policy

Electronic Communications (e-communications) including the Internet, e-mail, newsgroups, social networking sites, and computer facilities of Siena Heights University combine to form an online extension of Siena Heights. As such, the purpose of e-communication is to support and promote the university as an institution that assists people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

The following procedures and guidelines are designed to help faculty, staff, and students adhere to Siena's moral and ethical standards and mission while using e-communications.

Rules and Regulations

Everyone who uses e-communication (electronic communication transmitted through the Siena Heights University computing infrastructure including, but not limited to: e-mail, the Internet, social networking, and newsgroups) through Siena Heights, becomes an online representative of Siena Heights and is expected to act in accordance with the mission of the university. The university reserves the right to monitor electronic communications and equipment to ensure compliance with this policy.

The use of e-communication is a privilege, not a right, and may be revoked by the university, for non-compliance with this policy. Electronic communications equipment, including but not limited to: computers and computer equipment; routers; switches; printers; scanners; telephones and fax machines are the property of the university. The university reserves the right to access all aspects of this equipment for maintenance, repair, or other purposes determined by university officials. Access may be with or without prior notice to the employee or student to which the equipment is assigned.

Individually or university owned computers whose primary or secondary usage is to act as a "server", are not permitted on the Siena Heights University network without the express written permission of the Chief Information Officer.

Internet Responsibility

Members of the Siena Heights University community are responsible for their use of the university computer facilities, the content of their websites and e-mail messages, and the authorized or unauthorized use of their Siena Heights University login account(s), password(s), and computer privileges by others (passwords should be changed often to avoid misuse by other users).

Guidelines

Individuals found to be in violation of this policy will be subject to sanctions, which may include denial of access to university computer resources, restitution, suspension or expulsion from the institution, and/or termination of employment. Cases which result from any violation of this policy may be forwarded to the appropriate Dean, the Dean of Students, or others for deliberation and action. In addition, criminal charges may also be applied in cases where violations of local, state, or federal law are found to exist.

Acceptable Use Policy

This Policy is a guide to the acceptable use of Siena Heights University Network facilities and services (Services). Any Partner or Vendor organization or individual connected to Siena Heights University's network in order to use it directly, or to connect to any other network(s), must comply with this policy and the stated purposes and Acceptable Use policies of any other network(s) or host(s) used.

Each Partner or Vendor organization is responsible for the activity of its users (including guests and other temporary users) and for ensuring that its users are familiar with this policy or an equivalent policy. In addition, each Partner or Vendor organization is encouraged to maintain and enforce its own Acceptable Use policies. The provisions of this policy govern all use of the Services, including any unsupervised anonymous network access offered by Partner or Vendor organizations.

The following guidelines will be applied to determine whether or not a particular use of the Services is appropriate:

1. Users must respect the privacy of others. Users shall not intentionally seek information on, or represent themselves as another user, unless explicitly authorized to do so by that user. Nor shall Users obtain copies of, or modify files, other data, or passwords belonging to others.

2. Users must respect the legal protection applied to programs, data, photographs, music, written documents, and other material as provided by copyright, trademark, patent, licensure, and other proprietary rights mechanisms.

3. Users must respect the integrity of other public or private computing and network systems. Users shall not intentionally develop or use programs that harass other users or infiltrate any other computer, computing system or network and/or damage or alter the software components or file systems of a computer, computing system or network.

4. Use should be consistent with guiding ethical statements and accepted community standards. Use of the Services for malicious, fraudulent, or misrepresentative purposes is not acceptable.

5. The Services may not be used in ways that violate applicable laws or regulations.

6. The Services may not be used in a manner that precludes or significantly hampers network access by others. Nor may the Services be used in a manner that significantly impairs access to other networks connected to Siena Heights University.

7. Connections, which create routing patterns that are inconsistent with the effective and shared use of the Services, may not be established.

8. Unsolicited advertising is not acceptable. Advertising is permitted on some Web pages, mailing lists, news groups and similar environments, if advertising is explicitly allowed in that environment.

9. Repeated, unsolicited and/or unwanted communication of an intrusive nature is strictly prohibited. Continuing to send e-mail messages or other communications to an individual or organization after being asked to stop is not acceptable.

The intent of this policy is to identify certain types of uses that are not appropriate, but this policy does not necessarily enumerate all possible inappropriate uses. Using the guidelines given above, Siena Heights University may at any time make a determination that a particular use is not appropriate.

Siena Heights University will not monitor or judge the content of information transmitted via the Services, but will investigate complaints of possible inappropriate use. In the course of investigating complaints, Siena Heights University staff will safeguard the privacy of all parties, and will themselves follow the guidelines given in this policy and in Siena Heights University's Privacy Policy. Siena Heights University will only release sensitive, confidential or personally identifiable information to third parties when required by law, or when in Siena Heights University's judgment, release is required to prevent serious injury or harm that could result from violation of this policy.

Remedial Action

When Siena Heights University learns of possible inappropriate use, university staff will notify the Individual or Partner or Vendor responsible, who must take immediate remedial action and inform Siena Heights University of its action. The university will assist the Individual or Partner or Vendor in identifying the nature and source of the inappropriate use and in implementing remedial action if requested. Provided the Individual or Partner or Vendor implements remedial action promptly, Siena Heights University will take no further action. If the university is unable to contact the Individual or Partner or Vendor, or if the Individual or Partner or Vendor is unable to implement remedial action, the university reserves the right to pursue remedial action independently. Wherever possible, Siena Heights University will pursue remedial action with the least impact to the overall service for the Individual or Partner or Vendor.

Should the situation be considered an emergency, and Siena Heights University deems it necessary to prevent further inappropriate activity, Siena Heights University may temporarily disconnect an Individual or Partner or Vendor from the network. An emergency is defined as: "Serious security incidents that require immediate attention to prevent harm to an individual, to protect information from loss or damage that would be difficult or impossible to correct or to deal with serious on-going denial of service attacks."

If temporary disconnection is deemed necessary by Siena Heights University staff, every effort will be made to inform the Individual or Partner or Vendor prior to disconnection, and every effort will be made to re-establish the connection as soon as it is mutually deemed safe.

Any determination of inappropriate use serious enough to require disconnection shall be promptly communicated to the appropriate member of the Executive Committee of the Administration through an established means of publication.

Freedom of Expression

The University assures its student body that the student's viewpoint, presented through proper channels, will be listened to and given full consideration on all matters affecting the lives and welfare of students. The university respects and upholds the rights of students to criticize, object, dissent, protest, and demonstrate.

Such a policy may well invite differences of opinions and conflicts of ideas, which, in extreme cases, could result in actions that prove to be disruptive to the university or the civic community. To guard against the possibility of such disruptive activity, the university may restrict the time, the location, and the manner of the activity. The university insists that student dissent, in whatever form it takes, must always show respect for:

- Other people, university, and public and private property.
- The rights and freedoms of others, both individual and group.
- The orderly functions of the university.
- The moral and religious concepts on which the university is based.

The university will exercise its full range of student conduct sanctions and/or Adrian Police resources against demonstrators who:

- Perform willful acts of violence against persons or property.
- Abrogate or abridge the rights and freedoms of others.
- Disrupt the orderly functioning of the university.

- Act to subvert or undermine the moral or religious bases of human freedom.

Inclement Weather Policy

University policy is to conduct all classes in accordance with the published schedule of classes, except in the rare case of severe weather. If classes are officially canceled, notification will be via SHU alerts. Additionally, notifications will be posted on the university website through campus email.

Non-Discrimination Policy

Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities, or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities, women, disabled persons, and veterans. Siena Heights University's Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517.264.7194 or cbirdwel@sienaheights.edu. She can also be found in Ledwidge Hall on the Adrian campus. For 24/7 availability, please call 517.264.7799.

Sexual Harassment Policy and Procedures

Central to the mission of Siena Heights University is providing a healthy environment for all its members, which includes maintaining a climate conducive to learning for its students, as well as a positive work environment for its employees. Students and employees have a responsibility to treat each other with appropriate respect and deference to personal dignity. We are committed to take all reasonable steps to prevent sexual harassment and to discipline those who do harass.

The sexual harassment policy applies to all administrators, faculty, staff, agents and students at all times and places in any connection with the university. The policy applies for and to those who conduct business here. Compliance with this policy is a term and condition of employment with the university. The terms "employee" or "employment" include, but are not limited to faculty, staff, administrators, agents and contractors.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition for instruction, employment, or participation in other university activity;

2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual;

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's performance or creating an intimidating, hostile, or offensive university environment.

Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964, under Title IX of the Elementary/ Secondary Education Act of 1972 and the Michigan Elliott-Larsen Civil Rights Act. The Elliott-Larsen Civil Rights Act also prohibits discrimination based on sexual orientation.

Sexual harassment includes, and is not limited to:

- Requests for dates with a student by faculty when that student is in the faculty's class or is the faculty's advisee.
- Persistent, unwanted, or unwelcome requests for a date.
- Unwelcome requests for sexual favors or acts.
- Continued expression of sexual interest after being informed that the interest is unwelcome.
- Non-consensual or unwelcome physical contact.
- Nude or semi-nude posters, photos, cartoons, or graffiti in the workplace or public place that are demeaning or offensive.
- Unwelcome sexual contact, such as leering or staring at another person.
- Comments or statements that are demeaning, humiliating, suggestive, insulting, vulgar or lewd.
- Harassment by non-employees, such as visitors, vendors or contractors.
- Failure to provide assistance that is usual under same or similar circumstances.
- Retaliation, retribution, or reprisals in any form or manner for complaints about harassment or for requests that harassing conduct stop or for assisting a person with a complaint of harassment.
- Physical interference with job performance.
- Preferential treatment or promise of preferential treatment for submitting to sexual conduct.

This list is not intended to be nor should it be construed as all-inclusive of prohibited acts under this policy. Any of the prohibited conduct described here is sexual harassment of anyone at whom it is directed or who is otherwise subjected to it.

Sanctions

In the event of the determination of harassment, employee discipline may include, but is not limited to, any of the following:

- Oral reprimand.
- Written reprimand.
- Suspension, with or without pay.
- Termination or expulsion.

If the respondent is a student, discipline may involve any sanction from reprimand to dismissal from resident, co-curricular and/or academic participation at the university. The university further reserves the right to insist, as a condition of continued attendance or employment, that the respondent participate in other remedial measures such as counseling, professional therapy, or related educational or employment assistance.

The final discipline shall be determined exclusively by the employee's supervisor, based on the recommendation of the university's Associate VP of Human Resources. In the event of student to student harassment, the determination shall be made by the Dean of Students. A determination of sexual harassment under this policy shall be placed in the harasser's personnel file.

Complaint Process

Because of the sensitive nature of situations involving sexual harassment, and to assure speedy and confidential resolution of these issues, the university has established informal procedures and formal procedures for handling complaints. Individuals are encouraged to use the informal procedures, but are not required to do so prior to the formal procedures. Use of internal procedures does not foreclose subsequent legal action. If a complaint is directed against an individual who would otherwise play a role in responding to and attempting to resolve the complaint, the function assigned to that person by these procedures will be assigned to another person designated by the President. The university may utilize the services of an outside consultant or investigator if circumstances of the complaint so warrant.

Due to the private nature of sexual harassment incidents, and the emotional and moral complexities surrounding such issues, every effort will be made to resolve problems on an informal basis. All records of the informal proceedings will be maintained in the human resource office. The decision of the formal proceedings will be included in the respondent's personnel or student file.

The use of an electronic recording device is prohibited in any stage of the complaint procedure.

The confidentiality of the reporting party will be observed provided it does not interfere with the university's ability to investigate or take corrective action.

Individuals who believe that they have been victims of sexual harassment are encouraged to report the alleged incident as soon as possible and strongly encouraged to file a complaint no more than 180 days after the incident.

Informal Procedures

A student or an employee who believes that they have been the object of prohibited harassment is encouraged to report this conduct to appropriate individuals at Siena Heights University. Appropriate individuals include administrators, division/department heads, faculty ombudsman, supervisors and the Associate VP of Human Resources. The student or employee may be accompanied by a supportive student or employee from the Siena Heights community.

Individuals who are approached by a co-worker or student alleging sexual harassment, and who are not administrators or supervisors, are strongly urged to refer the concern to an appropriate administrator for investigation.

When administrators or supervisors receive a complaint of sexual harassment, they will:

- Listen to the complaint and assist the complainant in clarifying his/her experiences and feelings.
- Advise the complainant on their options: informal, formal and legal.
- At the request of the complainant, proceed with the informal procedures.
- Notify the Associate VP of Human Resources that they are involved in investigating a claim of sexual harassment.
- Receive from the complainant written consent to speak with the respondent.
- Talk to the respondent without revealing the identity of the complainant to the extent possible, in an attempt to work out a satisfactory solution, and convey to the complainant the results of that discussion.
- Receive from the complainant a written statement acknowledging satisfaction with the outcome of the informal mediation process or otherwise desires to discontinue the process.
- If the complainant is not satisfied with the outcome, the matter may continue through the formal procedures.

Formal Procedures

Formal procedures may be initiated by the complainant or a third party witness. A formal grievance relating to a complaint of sexual harassment may be initiated by any employee or student either in lieu of the informal process or where efforts at the informal process have not succeeded.

Specific Procedures

- The Associate VP of Human Resources will convene a hearing panel. The panel for the hearing shall consist of a member of the Executive Committee of Administration (ECA) and two (2) 09062016other employees. The purpose of the panel is to adjudicate complaints. No students will serve on this panel. Any individual who has participated in the particular case as a counselor, advisor, or witness may not participate as a member of the panel. All proceedings are closed.

- The respondent will be informed, in writing, of the reasons for the hearing with sufficient specificity, and in sufficient time, to insure opportunity to prepare for the hearing. The respondent's supervisor will also be informed.

- Individuals appearing before the hearing panel have the right to be supported by a student or employee of his/her choice from the Siena Heights community. These proceedings are not those of a court of law. The presence of legal counsel is prohibited.

- Each individual will be given the opportunity to present to the panel his/her view of the incident. While every effort will be made to allow the respondent to face his/her complainant, if, in the judgment of the panel, the complainant's safety or physical and/or emotional welfare could be jeopardized, the complainant and respondent may appear separately at the hearing. In no case will the panel consider statements against the respondent unless he/she has been advised of their content and the names of those who made them, and unless he/she has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn. Only the panel may ask questions of any individual appearing before them.

- The panel may adjourn for good cause.

- After the presentation of all relevant information, everyone, except the hearing panel, is dismissed.

- All matters upon which the panel's recommendation is based must be presented at the hearing.

- The panel will review all of the information presented and reach a recommendation.

- The respondent's supervisor will be notified of the allegation and the recommendation of the hearing panel. The supervisor will determine the appropriate discipline under the "Sanctions" described previously.

- The Associate VP of Human Resources will inform the complainant and the respondent, in writing, of the recommendation.

- All records will be maintained in the Office of Human Resources.

- Should complainants wish to appeal the outcome of a formal hearing, they should file a written request with the Associate VP of Human Resources within five (5) business days of receipt of the outcome. The complainant will receive a written response from the Associate VP of Human Resources within ten (10) business days of their appeal. To appeal the response of the Associate VP of Human Resources, they must file a written appeal with the President of the University within five (5) business days of receipt of response from the Associate VP of Human Resources. The complainant will receive a written response from the President within ten (10) business days. The decision of the President is final.

- The respondent may be immediately removed from the Siena Heights community if, in the opinion of the Associate VP of Human Resources, or the appropriate ECA member, the safety of the university, the students, the faculty, or other employees is jeopardized by the respondent's continued presence. In the case of employees or faculty members, this may result in a suspension with or without pay at the university's discretion. Respondents who are the subject of corresponding criminal charges may likewise be suspended pending a resolution of those charges by the court.

Use of the university's internal complaint procedure, while highly recommended, does not preclude the filing of complaints with outside agencies for resolution. Depending on the nature of the complaint, complainants have the right to approach local law enforcement agencies, the Michigan Office of Civil Rights, the United States Equal Employment Opportunity Commission, or state and federal courts.

Retaliation

This policy seeks to encourage students, staff, and faculty to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, discrimination, coercion or harassment--overtly or covertly--against a student or an employee for using this policy and its procedures interferes with free expression and openness. Accordingly, such acts violate this policy and will result in appropriate and prompt disciplinary action. Encouraging others to retaliate also violates this policy.

Any individual who has used this policy and feels retaliation has occurred should seek assistance from the Associate VP of Human Resources. The Associate VP of Human Resources will discuss the alleged retaliation with the complainant. At the request of the complainant, the Director of Human Resources will proceed with the informal procedures or will guide and assist the complainant who chooses to bring the alleged retaliation to the attention of the ECA member who made the decision in the particular case. The ECA member will address the alleged retaliation in order to resolve the situation.

Frivolous Charges

This policy shall not be used to bring frivolous charges against students or employees. Any person who files a complaint, whether informal or formal, which is found to be frivolous, malicious or made in bad faith shall be subject to the same discipline as outlined in the Sanction section above.

Recordkeeping, Training, and Responsibilities

The existence of a policy and procedures addressing sexual harassment is not the sole response to this issue. Careful recordkeeping, awareness of the university's intolerance for sexual harassment and training are also necessary. It is the responsibility of the Associate VP of Human Resources to maintain accurate records, monitor policy compliance, and provide adequate and timely training for those affected by this policy. It is the responsibility of supervisors to monitor their workplaces for behaviors that may be contrary to this policy and address them effectively. It is the responsibility of everyone on campus to be committed to a positive work environment for employees and a climate conducive to learning for its students.

Smoking and Tobacco Policy

Siena Heights University recognizes the negative risks associated with the use of tobacco and other smoking related products and will provide as close to a smoke-free environment as practicable for its community. The rights of non-smokers to maintain a healthy teaching and learning environment will take precedence over the choice of some to use tobacco and other smoking related products on campus. The smoking and tobacco policy applies to all areas on campus including buildings on the Adrian Campus of Siena Heights University, and student housing. The policy all applies to all faculty, staff, students, and guests on the Adrian Campus.

Social Security Privacy Act

Siena Heights University follows the regulations of the "Social Security Privacy Act" passed on March 1, 2005 by the State of Michigan.

Social Security numbers are confidential information and they must be protected from public access. University administration, staff, and faculty are responsible for all documents that contain Social Security numbers. Any document that contains a social security number must be stored in secure locations and shredded when no longer needed.

Social Security numbers will not be:

- Used as the primary account number for any individual.
- Printed on any piece of identification, membership cards, permits, or licenses.
- Included in internet or computer systems without a secure or encrypted connection.
- Used to gain access to an internet website or computer system network unless the connection is secure, encrypted, or a password or other authentication device is required.
- Printed on any third party documents without the permission of the individual involved.

Statement of Ethics and Responsibilities in the Use of Computer Resources

In keeping with the mission statement of Siena Heights University, all users of computer resources, including students, faculty, staff, and guests, in their quest to become more purposeful, competent, and ethical are expected to use such resources with strong ethical considerations as well as within all legal restrictions. The following policies outline basic ethical and legal use of all computer resources within the university's jurisdiction. Computer resources include, but are not limited to, the central computer, networks, microcomputers, software, data, and all associated documentation and equipment.

Siena Heights University specifically prohibits the following:

- Any and all infringements of copyrights;
- Unauthorized use, copying, alteration, destruction or disclosure of computer resources;
- Unauthorized access or attempts to gain unauthorized access to any computer resource;
- Any use which inhibits or attempts to inhibit the normal and efficient operation of any computer resource.

Student Conduct

Siena Heights University is dedicated to academic excellence and personal development. We encourage and promote the uniqueness of each person. However, we also recognize the interdependence of all members of the Siena Heights community.

For the university to accomplish its goals, it is most important that we maintain an environment in which all members of the community, at this Michigan small college, have the opportunity to develop spiritually, intellectually, socially, emotionally, and physically. To meet this obligation, the university seeks to provide an environment conducive to academic endeavors, social growth, and individual self-discipline for each student. To ensure that this environment is maintained, a conduct system has been established. This systems is viewed by the university as the part of the educational experience, which occurs when a student's conduct interferes with the university's responsibility for ensuring that all members of the university can attain their personal and professional goals.

The primary goal of the conduct system is to determine responsibility, and if applicable, facilitate change. Growth occurs when the individual who made a mistake realizes this mistake and accepts responsibility for the actions. Members of the university must be concerned with protecting their own dignity and respecting that of all individuals within our community.

All persons taking courses at Siena Heights University, full-time and part-time, pursuing undergraduate, graduate, distance learning, or non-degree programs on any campus are held accountable by the Code of Student found here: http://www.sienaheights.edu/Portals/0/2015-2016_CodeOfStuConduct3.pdf.

University Liability

The university assumes no liability or responsibility for the personal property of students. This includes damage or loss due to fire, theft, flooding, vandalism, etc.

Website Privacy and Security Policy

Siena Heights University is committed to ensuring the privacy and accuracy of your confidential information. We do not actively share personal information gathered from our Web servers. However, some information collected from our Web site, including the summary server log information, e-mails sent to the Web site, and information collected from Web-based forms, may be subject to the review to meet Federal and State reporting requirements. This means that while we do not actively share information, in some cases we may be compelled by law to release information gathered from our Web servers.

As part of our commitment to maintain the privacy of general public who utilize our Web sites, Siena Heights University has developed this privacy statement. The statement has two purposes:

- To educate the general public about privacy issues;
- To inform the general public about specific privacy policies and guidelines employed at Siena Heights University Siena Heights University.

Siena Heights University Web consists of several Web servers. Some servers hosted by the university may adopt more restrictive privacy statements as their specific needs require. If another Siena Heights University Web server has a privacy statement that is different from this statement, that policy must be approved by the Web Oversight Committee and then must be posted on that Web site. However, those sites cannot adopt a privacy statement that in any way supersedes federal or state regulations.

University Web sites contain links to hundreds of external Web sites. The university is not responsible for the privacy practices or the content of external Web sites we link to.

Siena Heights University complies with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of most education records without student permission. Siena Heights University also complies with state and federal regulations protecting personal health information of patients, employees and general Web site visitors.

Information We Gather

Our Web servers generate logs that contain the following information:

- Internet address of computer being used;
- Web pages requested;
- Referring Web page;

- Browser used;
- Date and time;
- Unique person identifier

The data is used in aggregate by system administrators and Web content coordinators to tune the Web site for its efficiency and is not ordinarily associated with specific individuals. Summary reports produced from the logs help Web publishers determine what Web browsers and pages are most popular.

Cookies

Cookies are small pieces of data stored by the Web browser. Cookies are often used to remember information about preferences and pages you have visited. For example, when you visit some sites on the Web you might see a "Welcome Back" message. The first time you visited the site a cookie was probably set on your computer; when you return, the cookie is read again. You can refuse to accept cookies, can disable cookies, and remove cookies from your hard drive. Siena Heights University Web servers may use cookies in the centralized authentication system. These cookies are used so you will not have to repeatedly enter user names and passwords when you go to different parts of the Web site. You are normally required to authenticate against the LDAP when you request data about yourself or to ensure that you are a member of the university community. This login process normally uses Secure Sockets Layer (SSL) so the user name and password are encrypted between the Web browser and our Web server. Some Web servers within Siena Heights University may also use cookies to retain user preference information. It is against university policy to share this information with external third parties.

Security and Accuracy of Confidential Information

The university does its best to ensure that the personal information we have about you is accurate. Although no computer system is 100% secure, Siena Heights University has deployed security measures to protect against the loss, misuse, or alteration of the information under our control.

E-commerce

Some sites within Siena Heights University may enable you to pay for products or services online with a credit card. Unless otherwise noted, these transactions are encrypted. It is university policy that confidential information you enter in the transaction is used only for the purposes described in that transaction, unless an additional use is specifically stated on that site. Personal web sites may not sell products or services online with the option to pay online.

Sharing of Information

Siena Heights University does, upon explicit request of users, share information with other parties and gather information from other private data providers. For example, the university receives test scores from testing agencies and will send transcripts to other schools. This is done only at the request of users (persons to whom the information applies). Unless specifically required under public information requests or compelled under other legal processes, it is against university policy to release confidential information gathered through the Web, such as pages visited, or personalized preferences.

Consistent with FERPA, we do not release personal student information, other than public directory information, to other parties unless we receive explicit written authorization to do so. Enrolled students can restrict release of their directory information by contacting the Office of the Registrar.

Public Forums

Siena Heights University may make some public chat rooms, forums, message boards, and news groups available to its users. The university does not ordinarily log data transactions during usage of these systems, however, any information that is disclosed in these areas becomes public information and you should therefore exercise caution when deciding to disclose your confidential information in such places.

Academic chat sessions and discussion forums, such as those using student course management software, may be logged. At the same time, these educational records may be protected from disclosure by FERPA or other statutes.

Online Surveys

At any time there are numerous online surveys being conducted on the university's Web site. It is university policy that confidential information gathered in these online surveys is used only for the research purposes indicated in the survey. Unless otherwise noted on the specified survey, your answers are confidential and individual responses will not be shared with other parties unless required by federal or state law. Aggregate data from surveys may be shared with external third parties.

Open Records Requests

All information collected from the Siena Heights University Web site, including the summary server log information, e-mails sent to the Web site, and information collected from Web-based forms, may be subject to Michigan statutes governing the confidentiality and release of information.

FERPA gives students the right to be informed about the information that Siena Heights University collects about them, the right to request a copy of that information and to have the university correct any information that is wrong.

All requests for public information should be forwarded to the university's Web master (webmaster@sienaheights.edu). Further information can be found on the IT Departments website.

Adrian Campus Facilities and Services

All of the facilities and services on the Adrian campus are available to graduate students from all of the university's locations. These facilities include: the library, computing resources (including the internet and e-mail), the counseling center, the career planning and placement center, the campus store, campus ministry, campus security, the health clinic, the residence halls, the McLaughlin Center and the Fieldhouse.

Campus Ministry *(Taken from the Campus Ministry webpage)*
Not everyone at Siena Heights is involved in Campus Ministry, but Campus Ministry is involved with everyone at Siena Heights University. They are here to awaken in all – students, faculty, and staff – a deep desire for truth, for faith, for justice, and for love.

A student's faith life – weak or strong, struggling or satisfying, anonymous, Protestant, Catholic, or Muslim – is a rich sacred growing gift. Campus Ministry is here both to serve the student and to engage the student in serving others.

Calling to mind Our Christian Mission to love, students are invited to take advantage of the many opportunities to live that call at one of the Michigan Colleges – Siena Heights, a Catholic institution in the Dominican tradition.

There is Mass at 6:30pm each Sunday in St Dominic Chapel during the academic year, as well as daily during the week at various times. All are welcome to attend.

Career Services
The primary mission of Career Services is to aid students in developing, evaluating, and effectively initiating and implementing their own career plans. Career Services assist students with engaging in self-assessments, obtaining occupational information, and exploring career fields that are relevant to each student's plan. Career Services also maintains an online job board for all Siena Heights University students and alumni.

Alumni
With the increasing availability of the internet and ever-evolving technology, many alumni prefer to rely on the internet as the basis of their job search.

The difference Career Services can provide is that of career development. We strive to teach alumni skills that will assist them in their life-long career journey. Utilizing the internet is just one source. Siena Heights University's Career Services helps to get you on the path to developing your career by utilizing the following resources:

- Career Counseling – Career Counseling services are available to help alumni explore, identify, and define career goals. Individual appointments are recommended to discuss a variety of career related topics including:
  - Career changes
  - Career choices within a major
  - Resumes
  - Cover letters
  - Job search tips
  - Graduate and Professional School opportunities
  - Career fairs
  - Interview techniques

- Career Assessments – Siena Heights University subscribes to Open Options Career Planning Software. Several career assessments are found within this web site. Recommended assessments include The O-NET Profiler and Holland Inventory. Assessments are tools to assist in the selection process.

- Resumes, Cover Letters, and Job Search Documents – The Career Center resources include reference books, guide sheets, and sample documents to assist with the creation of professional job search documents.

- Job Postings – Career Services receives postings for both full-time and part-time employment opportunities. Job postings are found on the Open Options home page. Select Open Options from the Career Services home page and then open the Job Listings or Internships to view current positions. In some cases, a user ID or password may be required. Please contact Career Services for this information if prompt shows on screen. Alumni should also check corporate and organizational web sites directly for open positions.

- Career Resources – The Career Center is open during regular business hours. Visitors may use reference materials in the Career Library, peruse guide sheets, and other materials.

Counseling Center *(Taken from the Counseling Center webpage)*
The Siena Heights University Counseling Center promotes and fosters the academic, personal, and interpersonal development of Siena Heights University students by providing short-term individual, group, and relationship counseling, crisis intervention, consultation for faculty, staff, parents, and students, and educational programs for the campus community. This is one of the reasons Siena Heights University is one of the top Michigan universities.

Counseling services are offered at no charge to University students. The staff of the Counseling Center is highly trained and committed to enhancing the academic mission of the University through a variety of activities.

All registered students are eligible to receive a free assessment and referral information. Students are also eligible for ongoing counseling, depending on the nature of the problem and the staff availability.

The Counseling Center is also a source of a wealth of self-help information, in the form of brochures, books, and other resources. A number of these self-help resources are available online from a variety of sites.

Health Services at SHU *(Taken from Health Services webpage)*
SHU Health Services is committed to taking special care of students by providing quality, accessible, and comprehensive medical care; also offering collaborative health services that enhance and minister to the physical, emotional, and psychological well-being of our students. By providing these services, the health clinic helps students maintain their health so they can achieve their educational goals.

Sister Sharon Spanbauer, OP, is the director of Health Services at Siena Heights University – one of the top colleges in Michigan. She is a Nurse Practitioner.

The health clinic is available to all students and offers primary medical care to include "sick" or acute visits, preventive care, immunizations (influenza), routine visits, health counseling, and referrals to outside providers. Clinic visits, as well as most treatment options, are free of charge for students.

Identification Cards
Students are required to have a Siena Heights University Identification Card if they wish to use the Adrian campus library or the computer center. ID cards can be obtained in the Office of Residence Life at no charge for the original card. There is a fee for a replacement. The office hours are 8:00am – 5:00pm, Monday – Friday.

McLaughlin University Center
New in August 2013, the McLaughlin University Center (UC) is a multi-purpose facility providing a central place for students, staff, and faculty to gather. The first floor of the UC houses the SHU Shop, Barnes & Noble Bookstore, dining center, living room, and commuter lounge. The second floor contains the board room, community meeting room, student cardio room, multipurpose room, and The Hub. The Hub houses Campus Ministry, Diversity & Inclusion, Restorative Justice and Conflict Resolution, Student Engagement, as well as student run offices like Student Government, the Student Programming Association, and Residence Hall Coalition (SPARHC). The UC functions as the heart of campus and many of the opportunities for student involvement begin here.

Parking – Adrian campus
General provisions:

- The Department of Public Safety is responsible for the enforcement of the Siena Heights University parking rules and regulations.

- Siena Heights University may exclude or remove from the campus any vehicle that is used as an instrument in a crime, mechanically unfit, a threat to the safety of the public, being operated by a person under the influence of intoxicants or drugs, suspected of being stolen or abandoned, has no authorized permit properly displayed, is persistently in violation of University Parking and/or traffic regulations, or is deemed necessary by Siena Heights University Public Safety in order to maintain the law and order on the campus.

- For vehicles removed at the discretion of Siena Heights University Public Safety, the owner will be responsible for any charges associated with the removal and retrieval. The university is not liable for any damages that may occur while vehicles are towed or removed from campus.

- Redemption of revoked parking privileges is subject to a review by the Director of Public Safety, or designee, prior to reissuance.

- Nonpayment of parking violation fees will result in additional violations and fees assessed, up to loss of parking privileges and/or removal of vehicle.

- Siena Heights University parking rules and regulations are subject to change without notification at the discretion of the University.

Parking Guidelines

- Parking on the Siena Heights University Adrian campus is a privilege, not a right, and is available to persons driving and parking on campus solely under the rules and regulation of the University Parking Policies.

- Students, faculty, and staff members are expected to be familiar with and abide by University parking and traffic regulations. It is also the responsibility of the campus member to inform their guests and visitors of the rules and regulations.

- Students, faculty, and staff members who park vehicles on the Adrian campus must properly display the appropriate approved parking permit.

- Violators of the parking regulations are subject to warnings, penalties, and appropriate disciplinary and/or administrative action. Violators may be subject to fines, tows and related charges, wheel locks, and/or loss of parking privileges.

- Siena Heights University assumes no responsibility for the care and/or protection of any vehicle, or its contents at any time it is operated or parked on campus. The university does not have any liability for damage or theft that may occur while parked on university property.

- The Director of Public Safety reserves the right to waive certain parking rules and regulations for specific events or emergencies on campus.

- Parking is on a first come basis, the University does not guarantee parking availability.

Parking Permits
Perking permit applications are available online at www.sienaheights.edu/parking or at the Welcome Center located in the lobby of Ledwidge Hall.

Residence Life *(Ledwidge, 1st floor, 517.264.7170)*
The Office of Residence Life has a strong commitment to creating an environment in the residence halls that will assist students in their growth and development. Effort is made to create an environment that encourages academic excellence, social competence, independence, and an appreciation of community living. The Residence Life Staff will provide programming, guidance, and support to their residents. When these activities are combined with the active participation of the residents, the halls become more than just places to sleep; they become living and learning environments.

Resident students live in Archangelus Hall, Ledwidge Hall, Campus Village, and St Catherine Hall. The residence halls are staffed by Resident Assistants (RA's) and the apartments are staffed by Community Living Assistants (CLA's) who are supervised by the Director of Residence Life and a Residence Hall Director who resides on campus. The Saints Guide and Student Code of Conduct outline each resident's responsibility to the living community and the university. A variety of room types are available. These rooms are secured through the housing selection process for returning students and on a space-available basis for freshmen students. Upon acceptance to the university and the application to reside on campus, students must pay a housing deposit. Contact the Office of Residence Life at 517.264.7170 or reslife@siehaneights.edu for additional details on housing deposits and assignments.

Restorative Justice and Conflict Resolution *(University Center, The Hub, 517.264.7196)*
The Center for Restorative Justice and Conflict Resolution provides services and resources for everyone in the Siena Heights University community to help them to resolve conflicts and address harms, needs, and obligations in ways that repair and strengthen relationships and the University community. Whether it is a conflict resolution or restorative justice issue, the goals are to provide participants with a safe, structured opportunity with a trained facilitator to improve the situation at hand. Referrals to the Center for resources and services come from Student Conduct, Counseling Center, Campus Ministry, Residence Life, University Athletics, Public Safety, administrators, faculty, staff, students, students' organizations, and self-referrals.

Student Engagement *(University Center, The Hub, 517.264.7607)*
The main objective of the Office of Student Engagement is to help students find their role on campus. This is accomplished by providing opportunities for entertainment and recreation, leadership opportunities, and service learning. The goal of Student Engagement is to complement academic excellence with valuable learning experiences outside of the classroom. The Office of Student Engagement has current information regarding all student activities and involvement opportunities, as well as policies and procedures that govern student clubs, organizations, and Greek Life. If an organization does not exist, which meets your needs or interests, the staff will provide information and encouragement to start a new organization.

University Wellness Team

The services offered by the University Wellness Team provide students, faculty, and staff members of Siena Heights University with education and opportunities for participation and involvement in programs that can lead to personal well-being. The team focuses on educating individuals to choose lifestyles that facilitate health and well-being. For more information on Wellness initiatives, please contact the Dean for Students, or the Director of Health Services.

University Athletics

Fieldhouse 517.264.7870
Spencer Athletic Building 517.264.7825
Siena Heights is a member of the National Association of Intercollegiate Athletics (NAIA) and the Wolverine Hoosier Athletic Conference (WHAC). Intercollegiate competition offered for men and women include basketball, baseball, bowling, cheer and dance, cross-country, football, golf, lacrosse, soccer, softball, indoor and outdoor track, and volleyball. During the 2000-2001 academic year, the University implemented the NAIA "Champions of Character" Initiative, which is designed to create an atmosphere of respect, integrity, responsibility, servant leadership, and sportsmanship in athletics.

Housed within Athletics, the Athletic Trainers (Field Training Room 517.264.7820; Spencer Training Room 517.264.7877) addresses the physical and preventative aspects of an individual's well-being. Students and employees seeking to develop and maintain healthy lifestyles may consult the Athletic Trainer center for assistance with exercise program prescriptions, nutrition counseling, and orthopedic injury assessment.

All Siena students are invited and encouraged to participate in intramural activities. In the past, competitions included dodgeball, volleyball, bowling, bass fishing, basketball, and flag football have been offered for students. Intramurals encourage students to be physically fit and to practice sportsmanship at all times.

The Writing Center

The Writing enter is a free resource on the Adrian campus. Staffed by talented undergraduate students, the Writing Center offers help at all stages in the writing process. Students are encouraged to visit the Writing Center for a drop-in session or to schedule an appointment. More information can be found at www.writingcenter.sienaheights.edu.

The aim of the Writing Center is to help students become better, more confident writers. Therefore, no practices will be followed that involve completing the work for students. The staff does not write on student papers, suggest specific details to add or delete, correct papers, suggest grades, comment on grades that have already been given, or work with students who admit plagiarizing.

The Writing Center offers a variety of hours to accommodate class schedules, and students are encouraged to stop by or make an appointment.

The Graduate College also offers the use of a Graduate Writing Assistant. Each course syllabus has information about the assistant, and information on how to contact the GA for help. If an instructor is not able to assist the student, please contact the Graduate College office at 517.264.7665.

Clinical Mental Health Counseling Program

Adrian ✦ Lansing ✦ Metropolitan Detroit

Clinical Mental Health Counseling (CMHC) Program

Siena Heights University offers the Master of Arts degree in Clinical Mental Health Counseling (CMHC). The Clinical Mental Health Counseling program is comprised of 60 credit-hours, including a practicum of 100 clock hours (with 40 contact hours) and an internship of 600 clock hours (with 240 contact hours).

Students completing the Clinical Mental Health Counseling program are eligible for the Michigan Limited Licensed Professional Counselor (L.L.P.C.) credential immediately upon receiving the Master of Arts degree and completing the application process with the Board of Counseling. The Michigan Licensed Professional Counselor (L.P.C.) credential can be obtained after achieving a passing score on the National Counselor Examination and gaining 3000 hours of professional counseling experience under the supervision of an L.P.C. Supervision must be completed in no less than two (2) years and in no greater than ten (10) years.

Requirements for Clinical Mental Health Counseling credentials vary among the states. Students intending to seek counseling credentials in states other than Michigan, should consult with their adviser early in the program so that appropriate planning may occur.

Accreditation Statement

The CMHC program is accredited by the Higher Learning Commission as part of Siena Heights University's accreditation and is an approved counselor education program in Michigan. The program plans to apply to become accredited by the Council on Accrediting Counseling-Related Educational Programs (CACREP). A formal self-study, a necessary step in the application process, is underway. Application does not guarantee accreditation.

Professional Roles and Responsibilities of Counselors

Clinical Mental Health Counselors

Clinical mental health counselors are employed by a variety of agencies and organizations to deliver counseling and consultative services. Graduates of Siena Heights University's Clinical Mental Health Counseling program have positions with public and private community mental health agencies, hospices, hospitals, specialized clinics (such as eating disorders), substance abuse centers, churches and parishes, state and local governments agencies, rehabilitation services, detention facilities, nursing homes, residential youth facilities, employee assistance programs, community colleges, and universities. Many graduates also enter private practice.

Managed health care benefits and changes in federal law (i.e., the Affordable Care Act) in the medical and mental health care industries are changing the employment possibilities for Clinical Mental Health Counseling graduates. Students and potential students are encouraged to participate in a variety of counseling settings and to engage in dialogue with counselors active in the profession. These interactions will assist the student in setting realistic graduate school and career goals. Many insurance companies recognize licensed professional counselors for third-party payment for counseling treatment.

Expectations of Students

Counseling is a profession. It demands specialized education and training, and continual learning. Its professional association, the American Counseling Association, has established legal and ethical standards expected of persons practicing in the field. These standards are to be followed by all Clinical Mental Health Counseling students at Siena Heights University. Counseling students need to be especially aware of ethics concerning confidentiality and roles and relationships.

The Clinical Mental Health Counseling faculty, with the approval of the Graduate Council, have established general personal and professional expectations of the students in the Clinical Mental Health Counseling Program. Additional expectations are set for specific courses and experiences throughout the program.

Students must maintain the required grade point average for continuation in the Clinical Mental Health Counseling program. Students earning a "C" grade in any course must repeat the course and earn a "B" grade or better. Graduate students, who receive a grade of "C" in any course, are placed on academic probation for the next six (6) credit-hours. The grade transcripts of Clinical Mental Health Counseling students are reviewed by the Clinical Mental Health Counseling Program Director at the completion of each term.

In addition to course grades, in each course, students are assessed on three (3) domains: academic achievement, clinical skill, and professionalism via a program assessment tool titled the Student Progress Feedback Form (SPFF). Faculty review SPFF data at the end of each session. A formal progress review covering all SPFF data is done at the end of each academic year. Students, whose SPFF scores do not meet standards, are required to meet with their advisors to create a personal development plan

(PDP) to address areas of concern. Failure to improve in noted areas of concern results in the core counseling faculty developing a formal remediation plan with students. When remediation goals and objectives are not met, students are suspended from the Clinical Mental Health Counseling program. As per this catalog, students may appeal suspensions to the Graduate Council. The Council can decide to reinstate students, to reinstate them with conditions, or to dismiss them from the Clinical Mental Health Counseling program and Siena Heights University Graduate College.

Students are required to meet all deadlines associated with successful progress through the Clinical Mental Health Counseling Program.

Students are expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Clinical Mental Health Counseling Program and the awarding of the Master of Arts degree.

Students are required to hold student membership in the American Counseling Association. Student membership in the professional state-level counseling association is also strongly encouraged. The student files evidence of membership (i.e., photocopy of membership card) with the Clinical Mental Health Counseling Program Director no later than the second sub-session or session of study in the Clinical Mental Health Counseling Program.

Students are required to obtain professional liability insurance prior to beginning their field experiences, Practicum and Internship. Students file evidence of the insurance with the Clinical Mental Health Counseling Program Director at the same time as the application forms for Practicum and Internship are filed.

Students are required to develop an electronic portfolio to illustrate professional development as a counseling student. Evidence and reflection of the knowledge, skills, attitudes, and values associated with the counseling profession are to be included in the portfolio.

Students are expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/conventions, use of technology as a learning resource, and sharing of professional information with colleagues.

Failure to adhere to all of these expectations may lead to suspension from the Clinical Mental Health Counseling Program.

Admission

Persons interested in making application for admission to the Clinical Mental Health Counseling Program must file an on-line application, with application fee, to the Graduate College by the due date, as specified on the Graduate College website.

Before any admissions consideration, each applicant's file must contain the completed on-line application form, the application fee, the application essay, three professional reference forms pertinent to the applicant's desire and ability to perform graduate-level work and to meet the expectations of the counseling profession, a current resume, a completed Conviction Disclosure Form (CDF), and official transcripts from each post-high school educational institution the applicant has attended. Qualified applicants will be invited for an admissions interview with the Program Director.

Prerequisites

Although applicants for the Clinical Mental Health Counseling Program do not need to have specific undergraduate majors or minors, certain courses are considered advantageous for success and progress in the program. Undergraduate courses in the areas of psychology, sociology, research, education, and oral and written communication are beneficial in gaining acceptance to the program and also for success in the program.

Life and work experience are of benefit to professional counselors and therefore to students in the Clinical Mental Health Counseling programs. All applicants to the Clinical Mental Health Counseling Program are expected to demonstrate a minimum of two (2) years of experience, paid or volunteer, in working with people.

The Capstone Portfolio

The capstone portfolio is developed throughout the course of the program: it provides evidence of students' reflections on their accomplishments and progress related to the established Clinical Mental Health Counseling Program Learning Outcomes. As part of the portfolio, students provide evidence and thoughtful evaluation of their achievement and progress at various points in the program. The portfolio is created in a web-based electronic format for ease of portability, revision, and dissemination. The organization of the portfolio is according to the ten (10) broad categories of the Clinical Mental Health Counseling Program Learning Outcomes.

As part of graduation requirements, students are required to present their finished exit portfolio to program faculty and other students. This presentation is usually done during the Internship 2 (CMH684) seminar. Exit portfolios are developmental, with information relevant to potential employers or doctoral program faculty should the student wish to continue his or her graduate education. By continuing the portfolio process after graduation from Siena, counselors have a means of substantiating effectiveness, professional development, professional identity, and goal attainment. Portfolios also provide a method of self-assessment for the purpose of developing and implementing a continuous improvement plan.

Students begin development of the portfolio in CMH620 – Foundations of Clinical Mental Health Counseling, by producing the basic organization of the portfolio as well as introductory documents. Ideas and examples of portfolios are discussed with students enrolled in CMH620. Evidence and

reflections from every course in the Clinical Mental Health Counseling Program are added to the portfolio as the student progresses through the curriculum.

During Practicum (CMH680), the portfolio is examined and the contents evaluated by the course instructor. Students are provided written feedback concerning the progress of the portfolio. At this stage of the program, the portfolio assists the program faculty in determining student preparedness for Internship. Each portfolio is individualized to reflect the uniqueness of the counseling student. Although every student engages in similar course work and experiences, the internalization of the learning and its meaning is unique to the individual.

The Graduate College retains access to the electronic document(s) of the students' portfolios for the purpose of accreditation review by the Higher Learning Commission (HLC) and other accrediting bodies.

Clinical Mental Health Counseling Learning Outcomes

The Clinical Mental Health Counseling Program emphasizes three (3) areas: academic scholarship, clinical skill development and professional development. While the counseling student should possess the qualities of empathy, openness, tolerance, acceptance of self and others, genuineness, and self-growth, the entry-level counselor is also expected to demonstrate a core of professional competencies and skills based on theory and practice.

The Clinical Mental Health Counseling faculty have developed learning outcomes deemed critical for graduates to demonstrate prior to program completion and the receipt of the Master of Arts degree. These learning outcomes are the focus for the development of each course and experience in the Clinical Mental Health Counseling Program. There are two (2) sets of "cores" in the Clinical Mental Health Counseling degree plan: the professional counseling core and the clinical mental health core.

The professional core sequence for the Clinical Mental Health Counseling major is:

Professional Core Sequence

Course Number	***Description***
CMH602	Research and Professional Writing in Counseling
CMH620	Foundations of Clinical Mental Health Counseling
CMH623	Psychology Over the Lifespan
CMH626	Relationship Skill-Building in Counseling
CMH629	Counseling Theories and Procedures
CMH632	Ethics and Legal Issues in Counseling
CMH635	Group Procedures in Counseling
CMH638	Counseling Diverse Populations
CMH641	Career Development
CMH644	Analysis and Appraisal in Counseling
CMH665	Consulting Theory and Practice

Counseling Core Sequence

Course Number	***Description***
CMH647	Psychopathology and Resilience
CMH651	Diagnosis for Counselors
CMH652	Psychopharmacology for Counselors
CMH653	Prevention and Intervention with Adults
CMH656	Prevention and Intervention with Children
CMH659	Neuroscience, Hope, and the Spirit

Students must earn a grade of "B-" or better in each of these core courses.

The Clinical Mental Health Counseling faculty have developed learning outcomes deemed critical for the graduate of Siena's Clinical Mental Health Counseling Program to demonstrate prior to program completion and the receipt of the Master of Arts degree. These learning outcomes are the focus for the development of each course and experience in the Clinical Mental Health Counseling Program. The following ten (10) outcomes were adopted in 2014, with minor revisions in 2015.

By graduation, the student:

Outcome 1: *Knows and demonstrates values consistent with Siena Heights University's mission and Dominican Heritage.*

a. Demonstrates personal and professional resilience and promotes resilience in others, including individuals, cultures, families, and communities
b. Engages in self-reflection, accepts feedback, and seeks mentoring to develop personal potential, optimal competency, and purposefulness
c. Creates and sustains trusting, supportive, and compassionate relationships in cohort, community, and, especially, in the therapeutic context
d. Advocates for social justice and employs strategies for eliminating biases, prejudices, and processes of intentional and unintentional discrimination
e. Seeks accountability and transformation in self, others, and the world

Outcome 2: *Knows, applies, and communicates professional counseling standards of practice.*

a. Practices ethical and legal behaviors in accordance with ACA and AMCHA codes and state regulations, including those related to licensing and credentialing, and stays current on changes that occur within the codes
b. Understands counselor's roles, functions, and relationships with other human service providers, including in emergency management situations
c. Joins the American Counseling Association and continues personal and professional growth by participating in meetings, workshops, and seminars
d. Systematically evaluates counseling performance; seeks supervision or consultation when appropriate and understands supervision processes
e. Demonstrates professional behavior, including appropriate self-care skills
f. Advocates for the counseling profession on public policy issues

Outcome 3: *Understands the client and the context,*

a. Demonstrates openness and sensitivity to diverse clientele, ideas, and values
b. Understands children, adolescents, adults, couples and family systems from a normative framework of human growth and development
c. Understands how various physical, social, cultural and environmental factors, including traumatic experiences, impact clients
d. Understands the biological, neurobiological and genetic aspects of the human experience that are relevant to mental health
e. Understands the etiology, course and treatment of psychopathology
f. Responds appropriately to high risk clients and those in crisis

Outcome 4: *Engages in a variety of consulting tasks*

a. Collaborates with family members, other professionals and community organizations on behalf of the client/student
b. Develops, plans and implements change programs to meet the needs of individuals, organizations, and systems
c. Participates in case conferences and service planning meetings
d. When appropriate, makes referrals so that students/clients are linked to needed services

Outcome 5: *Knows and applies strategies of career development and life planning*

a. Employs current and relevant educational, occupational, and labor market information and resources
b. Implements and evaluates career development programs
c. Understands interrelationships of work, family, and cultural roles, relationships and values
d. Utilizes technology-based career development assessments, applications and strategies

Outcome 6: *Demonstrates entry level counseling and interviewing skills*

a. Develops therapeutic relationships through the use of core counseling skills, values and attitudes
b. Utilizes theoretical models to conceptualize client/student presentation and selects appropriate counseling interventions
c. Assists students/clients in developing and implementing change strategies to achieve goals
d. Manages counseling procedures effectively

Outcome 7: *Demonstrates entry level group leadership skills*

a. Designs and implements small groups for counseling purposes
b. Knowledgeable of group dynamics, processes and developmental stages
c. Demonstrates effective group leadership and facilitation
d. Demonstrates competency at managing conflict and emotions in group settings

Outcome 8: *Works effectively within the clinical mental health delivery system*

a. Understands continuum of care service delivery options for prevention, crisis management and intervention with children, adolescents and adults
b. Demonstrates competency in the treatment process, including clinical intake, evaluation, assessment, history-taking, case conceptualization and treatment planning
c. Demonstrates proficiency and ethics in documentation
d. Understands diagnostic principles, uses diagnostic tools and demonstrates proficiency in diagnosing
e. Provides evidence-based treatments for mental and emotional disorders, including substance use and addictive disorders
f. Knowledgeable of psychopharmacological treatments and processes

Outcome 9: *Utilizes a variety of assessment and evaluation approaches*

a. Selects, administers and interprets appropriate standardized instruments for groups and individuals, consistent with ethical guidelines
b. Utilizes behavioral observation, testing and interview skills to formulate diagnostic statements
c. Considers culture, age, language and other relevant factors in the process of assessment
d. Explains evaluation results to clients and families in understandable terminology

Outcome 10: *Utilizes research and evaluation in practice*

a. Reads and evaluates current research to stay informed of best practices in clinical mental health counseling
b. Finds and utilizes research to improve counseling effectiveness
c. Designs and implements action research, needs assessments and program evaluations
d. Is knowledgeable about current issues and trends in counseling

Field Experiences

Two specific field experiences are included in the Master of Arts degree program. The first is the Counseling Field Practicum, CMH680, offered in fall of the third year of study. The second is Internship which is comprised of CMH683, Internship 1, and CMH684, Internship 2, offered in winter and summer of the third year of study. The practicum is comprised of 100 clock hours (40 contact hours) of supervised experience in a counseling setting, while the internship is an intense experience comprised of 600 clock hours (240 contact hours) of supervised experience in a counseling setting. Practicum must be completed at one (1) site, and internship at no more than two (2) sites. The student may or may not do the practicum and internship at the same counseling site.

The Clinical Mental Health Counseling student is supervised at the site by a qualified counselor (preferably with the licensed professional counselor credential) familiar with the roles and responsibilities of counselors at the site and with the dynamics of counseling supervision.

The practicum and internship require the student to file the appropriate application forms and proof of liability insurance. Failure to comply with documentation requirements result in postponing the registration for the participation in the practicum and/or internship. Clinical Mental Health Counseling faculty determine the student's readiness for the practicum and internship experiences. The student, who does not satisfy the expectations for beginning the practicum, meets with an assigned faculty member to design and implement a professional development plan, which includes a timeline. When the professional development plan has been fulfilled, the student may again reapply. **The student is not guaranteed permission to register for and participate in the practicum and/or the internship.** Additional information about field experiences can be found in the Clinical Mental Health Counseling Field Placement Manual.

Clinical Mental Health Counseling

Degree Requirements

CMHC Courses:

Course ID	Description	Credit-Hours
CMH602	Research and Professional Writing in Counseling	3
CMH620	Foundations of Clinical Mental Health Counseling	3
CMH623	Psychology Over the Lifespan	3
CMH626	Relationship-building Skills in Counseling	3
CMH629	Counseling Theories and Procedures	3
CMH632	Ethics and Legal Issues in Counseling	3
CMH635	Group Procedures in Counseling	3
CMH638	Counseling Diverse Populations	3
CMH641	Career Development	3
CMH644	Analysis and Appraisal	3
CMH647	Psychopathology and Resilience	3
CMH651	Diagnosis for Counselors	2
CMH652	Psychopharmacology for Counselors	2
CMH653	Prevention and Intervention with Adults	3
CMH656	Prevention and Intervention with Children	3
CMH659	Neuroscience, Hope, and the Spirit	3
CMH665	Consulting Theory and Practice	3
Counseling Field Experiences		
CMH680	Counseling Field Practicum	3
CMH683	Counseling Internship 1 (Case Conceptualization)	3
CMH684	Counseling Internship 2 (NCE Preparation/Portfolio)	3
CMH685	Internship Extender Seminar (if needed)	1
Counseling Electives (students may take 2 hours)		
CMH670	Addictions Counseling	2
CMH676	Group Leadership Laboratory	2
CMH677	Crisis and Trauma Counseling	2
CMH678	Sexuality Counseling	2
CMH698	Special Topics: Global Setting	3
CMH699	Special Topics	3
GRS598	Foundations of Professional Writing and Research	3

58 required credits + 2 elective credits = 60 credit-hours for CMHC degree

All courses require a grade of "B-" or better to continue in program

Clinical Mental Health Counseling

Course Offerings & Descriptions

CMH602 Research and Professional Writing in Counseling ..... 3 credit-hours
Required of all counseling students, except in situations when a previous research course, at the graduate level, is accepted for transfer from another University. Examines the role of research in developing the counseling profession, including how to critique research to substantiate best practice in clinical mental health counseling. Overviews basic statistical methods utilized in research and examines quantitative, qualitative, and mixed-method designs. Discusses design and analysis of needs assessment, program evaluation, and counseling outcome measures. Reviews ethical standards related to research in counseling. Explores culturally-sensitive strategies for designing, implementing, interpreting, and reporting the results of research, program evaluation, and counseling outcome measurement.

CMH620 Foundations of Clinical Mental Health Counseling ..... 3 credit-hours
A survey course designed to present the history, philosophy, core values and trends in the counseling profession and, specifically, in clinical mental health counseling. Explores counselor roles, functions and relationships with other human service providers, including those related to advocacy, social justice, outreach and emergency response. Discusses differences between prevention and intervention. Examines mental health delivery and managed care systems. Overviews credentialing, licensure and professional organizations pertinent to counseling specialties, including mental health counseling. Explores the expanding role of technology, including social networking, in counseling.

CMH623 Psychology Over the Lifespan ..... 3 credit-hours
Explores a variety of perspectives on individual and family development including: cognitive, psychodynamic, existential, systems and neurobiological. Surveys personality theory. Explores situational and environmental factors that affect development, including transitional crises and trauma. Explores theories for facilitating optimal development and resilience across the lifespan. Explores the impact of exceptionality and disability on human development.

CMH626 Relationship-building Skills in Counseling ..... 3 credit-hours
This competency-based laboratory course, focuses on acquiring and developing counseling skills fundamental to the relationship-building and exploratory phases of the counseling process. Students explore the impact of counselor characteristics and behaviors on the counseling process. Students engage in reflective activities designed to strengthen counselor resilience, to heighten awareness of personal values and to enhance appreciation of client strengths and potentials. Prerequisites include CMH620 and 623.

CMH629 Counseling Theories and Procedures ..... 3 credit-hours
A survey of major counseling theories: historical, contemporary and emergent. This course is designed to help students appreciate the theoretical grounding and research behind various counseling techniques and procedures and to help them begin to develop an integrated personal theory of counseling. Discusses the use of research to inform evidence-based practice.

CMH632 Ethics and Legal Issues in Counseling ..... 3 credit-hours
This course addresses the wide array of ethical and legal issues faced by contemporary counselors. Students will become familiar with the codes of ethics of the American Counseling Association and the Association of Clinical Mental Health Counselors. They will learn frameworks for making ethical decisions and will apply an understanding of ethical and legal issues to case scenarios. Students will become familiar with both HIPPA and FERPA, as well as with legislation and case law related to counseling in Michigan. They will explore the developing body of work on ethics for counselors in the digital age. Prerequisites: CMH620 and 626.

CMH635 Group Procedures in Counseling ..... 3 credit-hours
An applied approach to counseling with groups, in this course experiential and laboratory methods are utilized to develop group skills. Participants learn about group theories, group processes and dynamics, and about facilitation styles. Methods of evaluating group effectiveness are covered.

CMH638 Counseling Diverse Populations ..... 3 credit-hours
Designed to explore theories, models and research related to identity development in a diverse world and to multicultural counseling. Incorporate experiential activities to foster understanding of self and culturally diverse clients. Explores the counselor's role in social justice and advocacy for diverse populations. Explores counselor's role in eliminating bias, prejudice, oppression and discrimination. A grade of "B" or better required to continue in program.

CMH641 Career Development ..... 3 credit-hours
This course addresses: 1) the history and future of career counseling in a diverse, global economy, 2) career development theories, 3) measurement instruments and processes for work-related preferences, abilities, and special needs, 4) career information databases related to job market and labor trends, 5) skills related to career decision making and planning across the lifespan, 6) contemporary work-life balance issues, 7) career counseling processes and 8) the development and administration of career guidance programs. Prerequisites: CMH620, 623, 626, 661, and 632, or permission of course instructor.

CMH644 Analysis and Appraisal ..... 3 credit-hours
A survey of formal and informal methods of individual analysis and appraisal available to the counselor in the clinical decision-making process. Explores methods of data-gathering including the clinical interview and symptom/strength checklists. Emphasis is placed on developing introductory skills in the use of standardized tests; specifically test selection, administration, interpretation, and reporting of results. Students learn the use of basic intelligence, ability, and personality measurements. Includes a brief overview of basic relevant statistical methods and concepts. Students explore the ethics of assessment. Prerequisites: CMH620, 623, 626, 629, 632, or permission of instructor.

CMH647 Psychopathology and Resilience ..... 3 credit-hours
Explores definitions of and continuum between mental health and mental illness. Explores manifestations of abnormal behavior, including organic conditions and personality problems in childhood, adolescence, adulthood, and old age. Considers data from commonly utilized personality measurements. Explores models, both traditional and strengths-based, for promoting wellness and resilience across the continuum of mental health and mental illness among individuals, families, and communities. Prerequisites include: CMH620 and 623.

CMH651 Diagnosis for Counselors ..... 2 credit-hours
Utilizing theoretical and case study approaches, this course studies the evolution and application of the DSM and ICD in clinical practice, with a particular emphasis on the shifting understanding of diagnosis represented in the DSM-5. Explores the benefits of and limitations to utilizing the DMS-5. Develops a framework for recognizing and identifying symptoms and dynamics of mental and emotional disorders. Explores the differences between diagnosable disorders and developmentally appropriate reactions during crises, disasters, and events perceived as traumatic. Examines the multicultural implications of using common diagnostic tools. Prerequisites include: CMH620, 623, 629, and 647, or permission of program director.

CMH652 Psychopharmacology for Counselors ..... 2 credit-hours
Examines the biological mechanisms of psychopharmacological interventions for the treatment of mental and emotional disorders. Explores the history of psychopharmacological interventions. Overviews basic classifications, indications, and contraindications of commonly-prescribed medications for specific disorders. Discusses common side-effects and drug-drug interactions for psychopharmacological agents. Explores the role of the counselor in referring for medication evaluations and in collaborating with prescribing providers.

CMH653 Prevention/Intervention with Adults ..... 3 credit-hours
Students will study prevention strategies for supporting optimal mental and emotional functioning in adults. Students will study common, empirically-supported intervention strategies in the treatment of adults in area such as: depression, anxiety, crisis, suicide, bereavement, sexuality, ADHD, trauma, addiction, and co-occurring disorders. Using case studies, students will develop treatment plans, consider progress reporting, referral processes, and outcome measurements. Prerequisites include: CMH620, 623, 626, 629, 632, 641, 644, and 647, or permission of the course instructor.

CMH656 Prevention/Intervention with Children ..... 3 credit-hours
Students will study prevention strategies for supporting optimal mental and emotional functioning in children, adolescents, and families. Students will explore common, empirically-supported intervention strategies in the treatment of childhood and adolescent depression, behavioral disorders, ADHD, anxiety, crisis, suicide, bereavement, sexuality, trauma, addiction, and co-occurring disorders. Using case studies, students will develop treatment plans, consider progress reporting, referral processes, and outcome measurements. Prerequisites include: CMH620, 623, 626, 629, 632, 641, 644, and 647, or permission of course instructor.

CMH659 Neuroscience, Hope and the Human Spirit ..... 3 credit-hours
Students will explore the contributions of both neuroscience and spirituality to understanding the human experience within the context of the counseling relationship and process. In this course, students will learn brain structure and function. They will explore recent advances in understanding the psychological ramifications of neuroplasticity. Students will consider the implications of the placebo effect, the power of imagery and imagination, energy-based approaches to counseling, mindfulness and other holistic, transpersonal approaches to counseling that integrate mind, body, and spirit. Prerequisites include: CMH620, 623, 626, 629, 632, and 647, or permission of the course instructor.

CMH665 Consulting Theory and Practice ..... 3 credit-hours
An examination of the theories and procedures of consulting and the change process. Introduces consultation as a concept used to inspire conceptual thinking for helping individuals, groups, and organizations function more effectively and efficiently. Explores effective program evaluation and needs assessment strategies.

Field Experiences (6 hours)

CMH680 Counseling Field Practicum ..... 3 credit-hours
The refinement and practice of basic counseling skills in a professional setting (school or community) under supervision. Enhancement of individual and group counseling skills and integration of theory and practice. Requires 100 clock hours, with 40 hours of direct client contact accompanied by a weekly campus seminar focusing on case discussion and on refining documentation skills, exploring the principles, models and methods of supervision, and on helper wellness/resilience. Prerequisites: A grade of "B" or better in CMH620, 623, 626, 629, 632, 635, 641, and approval of Counselor Education Program Director. Application required. Portfolio will be presented for the first time during Practicum Seminar.

CMH683 Counseling Internship 1 ..... 3 credit-hours
The Counseling Internship is an individualized, on-the-job, intensive counseling experience requiring 600 clock hours with 240 hours of direct client contact under professional supervision. The Internship provides the counselor trainee an opportunity to perform all activities expected of a regularly employed counselor in a clinical or school setting. The Internship experience (Seminars 1 and 2) spans two (2) semesters (approximately 33-34 weeks), allowing the counselor trainee sufficient time to develop entry level practitioner skills.

Internship 1 is a regularly scheduled campus seminar focusing on processing the internship experience. The didactic segment of Internship 1 will assist students with conceptualizing client cases, developing service plans, providing treatment, and assessing outcomes. Attendance is mandatory. Prerequisites include: a grade of "B" or better in CMH680 and approval of Counselor Education Program Director. Application required. Final presentation of portfolio required. A grade of "B" or better required to continue in program.

CMH684 Counseling Internship 2 ..... **3 credit-hours**
During the Internship 2 seminar, students continue to accrue hours in fulfillment of the required 600 clock hours with 240 direct hours of direct client contact under professional supervision. Students will continue to process client cases and their internship experience. The didactic segment of Internship 2 will focus on preparing students to take and pass the National Counseling Examination. Final presentation of portfolio required. A grade of "B" or better required to complete program.

CMH685 Internship Extender Seminar ..... **1 credit-hour**
Intended only for students who do not complete field hours during Counseling Internship 1 and 2, the Extender Seminar provides independent, but regular, contact with faculty until all internship requirements are completed. Faculty continue to provide liaison with field placement site personnel. Course may be repeated two times.

Electives: 2 – 3 credit-hours

CMH670 Addiction Counseling ..... **2 credit-hours**
This course is designed to provide students with foundational knowledge related to addiction and addiction treatment. Overviews the stages, processes, effects, and psychological dynamics of addiction and substance abuse. Examines theories of addiction. Introduces basic psychopharmacological principles of addiction and overviews major classes of psychoactive drugs of abuse/addiction. Explores assessment, prevention, intervention, and treatment in addictions. Examines the complexities of co-occurring disorders. Prerequisites include: CMH620, 623, 626, 629, 638, 647, and 651, or permission of program director.

CMH676 Trauma/Crisis Intervention for Counselors ..... **2 credit-hours**
This course examines the impact of crises, disasters, and other trauma-causing events on people of all ages. Students will explore the differences between diagnosable disorders and developmentally appropriate reactions during crises, disasters, and events perceived as traumatic. Students will develop an understanding of crisis intervention and suicide prevention models, including the use of community-based strategies such as Psychological First Aid. Examines the ethical and legal considerations in crisis intervention and trauma counseling as well as counselor resilience and self-care strategies. Prerequisites include: CMH620, 623, 626, 629, 638, and 647, or permission of program director.

CMH678 Relationship and Sexuality Counseling ..... **2 credit-hours**
Overviews contemporary theories and practices related to counseling relationships, including ethnicity and gender issues in assessment and treatment. Surveys common sexuality concerns and disorders encountered when treating couples. The course is designed to increase trainees' comfort level in assessing and treating relationship issues, including sexuality. Students uncomfortable with explicit discussion of sexual issues, attitudes, behaviors and practices should consider whether participation in this course is appropriate for them.

CMH699 Special Topics ..... **2 credit-hours**
Periodically, the Clinical Mental Health Counseling program offers electives exploring special topics, such as family counseling, counseling women, counseling men, counseling in corrections, etc. Such courses are listed as CMH699, with their names reflecting the focus of the course. Prerequisites include: CMH620, 623, 626, 629, and 638. Other prerequisites may be specified by the program director.

Possible required course:

GRS598 Foundations of Professional Writing and Research ..... **3 credit-hours**
This online course, Foundations of Professional Writing and Research, will help students develop a well-structured, coherent academic writing style by reading, discussing, and producing authentic text materials on a variety of topics. Emphasis will be on the synthesis and integration of scholarly sources with original writing following standard rules of grammar.

Possible elective course outside of course/degree requirements:

GRS694 Thesis Seminar ..... **3 credit-hours**
This course is focused on the completion of a research project proposal developed by the student in a 602, Research and Professional Writing (in Counseling, Education, or Leadership). Students participating in this seminar refine, implement, and evaluate a research-based project. The process of completing an original research product should fulfill, if not fully challenge, the student's mastery of their specific program learning objectives. Meetings between faculty and individual students facilitate completion of the research-based project. Prerequisites include: a final grade of "B-" or better in GRS 602 and an approved project proposal.

Master of Arts in Leadership

with concentrations in

Health Care
Higher Education
Organizational

Adrian ✦ Battle Creek (cohort specific) ✦ Metropolitan Detroit ✦ Online

Master of Arts in Leadership

The Master of Arts degree in Leadership (MAL) program at Siena Heights University is designed to help adult professionals more effectively utilize critical thinking skills by integrating theory into practice. The core curriculum provides students an in-depth analysis of past and current leadership theory, ethical reasoning, research methodologies, cultural awareness, organizational culture, quantitative factors, and strategic planning. Each course is designed to provide multiple opportunities for practical application of knowledge and competency in students' personal and professional lives. In addition, students complete a Capstone summary course (in Organizational Leadership), and an electronic graduate portfolio (in all concentrations) which highlights the competencies and skill sets learned during the Master of Arts in Leadership program.

The Master of Arts in Leadership program has been developed for the student who is a working professional with a unique set of skills built upon knowledge and concepts obtained from education and experience. It is a 36-credit-hour program consisting of five (5) common required courses (15 credit-hours) for all concentrations and seven (7) courses (21 credit-hours) specific to each concentration. With an awareness of the busy lifestyles so many lead today, courses are offered in a blended 5/3 or 4/4 format (five (5) classes online and three (3) in the classroom or four (4) classes online and four (4) in the classroom), as well as totally online. The classroom meetings are usually held from 6:00pm to 9:30pm on weekday evenings or from 9:00am – 4:00pm on the weekends. This format allows students to complete four (4) courses during each session of the academic year (i.e. two in fall 1, two in fall 2, two in winter 1, etc), if they wish; alternatively, students may choose to take just two (2) courses per session (i.e., one in fall 1, one in fall 2, one in winter 1, etc).

Organizational Leadership Program – Capstone Experience

The Master of Arts in the Organizational Leadership program Capstone Experience entails:

- A "Capstone Course" which provides review and reflection of program core courses along with a "360° Assessment" survey.
- An electronic graduate portfolio (e-portfolio).

The electronic portfolio contains artifacts demonstrating the student's professional competencies, and is based on the leadership program learning outcomes (see below). Such a portfolio is required of students in order to graduate from any of our MA programs. Leadership students usually begin to assemble their portfolio during the LDR601 Leadership course. Students are required to have the following documents in their graduate portfolio:

1. Table of contents
2. Current professional resume
3. Transcripts
4. Training certificates
5. Specialized awards or certificates
6. List of competencies

7. Three competency documents developed during the “first year of study”
8. Relevant projects from LDR courses such as final projects, research papers, or presentations
9. Prior learning credit awards (if applicable)

Concentration Learning Outcomes

***Health Care Leadership* Program Outcomes**

Upon successful completion of the graduate program in Health Care Leadership at Siena Heights University, student will realize improved competency in the following core knowledge areas as identified by the American College of Healthcare Executives (2014):

1. *Business*: This area includes knowledge that pertains to specific areas/concepts of the organization (e.g. marketing, business planning, strategic planning).
2. *Finance*: This area covers the planning, development, establishment, analysis, and assessment of financial management processes for an organization's capital, budget, accounting, and related reporting systems.
3. *Governance and Organizational Structure*: This area deals with the development and analysis of the organizational structure and with delineating responsibility, authority, and accountability at all levels of the organization. Functions include the development and implementation of policies and procedures for the governance process.
4. *Healthcare*: This area focuses on a broad range of organizations and professions involved in the delivery of healthcare. Included are managed core models, healthcare trends and ancillary services provided.
5. *Healthcare Technology and Information Management*: This area covers management information and clinical information systems such as finding computer-based support for management, assessing how current technologies and major innovations are changing the way healthcare executives manage, using information systems for short- and long-range planning, using clinical information systems and acquiring information systems.
6. *Human Resources*: This area deals with assessing the need for and the supply of professional staff and other personnel. Functions include recruitment, selection, training, compensation, and evaluation of such personnel and how to examine ways of evaluating productivity and monitory accountability for results.
7. *Laws and Regulations*: This area covers identifying and interpreting the impact of government regulations and law on the organization: identifying the need for and working with others to develop new regulations and laws; investigating, monitoring, documenting, and enforcing existing statutes; and maintaining communication and cooperation with both public and private organization.
8. *Management*: This area covers general management principles (planning, organizing, directing, and controlling) to address overall organizational objectives.
9. *Professionalism and Ethics*: This area focuses on the development, monitoring, and maintenance of procedures to ensure the needs of professional staff are met. Ethics includes identifying, monitoring, and disseminating codes of professional conduct; understanding the implications of ethical decisions; providing procedures to monitor standards of behavior within the organization; and determining, maintaining, and monitoring accountability procedures.
10. *Quality and Performance Improvement*: This area concentrates on the development, implementation, and evaluation of organizational accountability, including quality improvement

theories and frameworks programs, quality assessment and assurance philosophies, policies, programs, and procedures.

As part of the graduate program in Higher Education Leadership at Siena Heights University, students will:

1. *Explain* how economic, political, and social content has framed higher education developments over time.
2. *Recognize* changes in American higher education that have occurred during the past four centuries that have transformed institutional awareness, their mission, scope, populations, financing, and governance.
3. *Explore* how participation in higher education has been impacted by issues of class, culture, ethnicity, gender, race, religious affiliation, and sexual orientation.
4. *Assess* the historical dynamics that have nurtured the academic values of teaching, research, and service in changing the American culture in regard to higher education.
5. *Describe* the key areas of higher education history, including: the colonial colleges, republican higher education, the Jacksonian era, higher education innovation in the mid-1800s, the rise of the university, the expansion of institutions and enrollment of the early 20th century, and higher education since World War II.

As part of the graduate program in Organizational Leadership at Siena Heights University, students will:

1. Analyze and evaluate a leader's contribution in dynamic decision making by utilizing teaming and entrepreneurial focus.
2. Analyze and evaluate various leadership theories, including servant leadership, while developing a personalized leadership development plan (a.k.a. "portfolio") that reflects their professional growth and development as a leader.
3. Analyze and evaluate analytical procedures and methods relevant to exploratory research through the utilization of professional and scholarly writing practices.
4. Analyze and evaluate quantitative decision making techniques that will provide leaders the best possible solutions to a problem involving limited resources.
5. Analyze and evaluate various theories of human behavior and recognize how they influence the workplace from an organizational leadership perspective.
6. Analyze and evaluate the ethical, social, legal cultural, and political issues as they relate to organizational leadership.
7. Analyze and evaluate the performance of their interactions with others so as to reflect human kindness.
8. Analyze and evaluate how they demonstrate and reflect their work in a competent, purposeful, and ethical manner.
9. Analyze and evaluate choices made in their professional contracts, which posits them to reflect human dignity in action.

10. Question and synthesize internal and external leadership behaviors, into a personal brand, consistent with their values and practices (Capstone).

Master of Arts in Leadership

Degree Requirements

Common Core Courses

The Master of Arts in Leadership program is offered in three concentrations: Health Care, Higher Education, and Organizational. These three concentrations share a common required core intended to ensure that participants will possess the fundamental elements of ethical leadership. During the first year of study, Leadership students are expected to complete the five basic core courses (15 credits total):

LDR601 Leadership Theory
LDR602 Research and Professional Writing
LDR630 Organizational Culture and Communication
LDR640 Finance + Quantitative Leadership
LDR660 Strategic Leadership

Then, students are expected to complete the remaining 21-credits in the program according to the required and elective courses specific to their chosen concentration area as detailed on the following pages.

Healthcare Leadership M.A.

Degree Requirements

(36 credit-hours; 12 required courses)

The **Healthcare Leadership** program is intended for individuals who have five (5) or more years of professional work experience, or approval from the Program Director. The focus of the program is the personal and professional development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

Course	Course Title
Common Core Course Titles (*to be taken first*)	
LDR601	Leadership Theory
LDR602	Research and Professional Writing
LDR629	Overview of the US Healthcare System (common only to HCL)
LDR630	Organizational Culture and Communication
LDR640	Finance + Quantitative Leadership
LDR660	Strategic Leadership
Healthcare Leadership Concentration	
LDR614	Contemporary Issues in Healthcare Administration
LDR678	Practicum
LDR609	Healthcare Systems Management
LDR620	Information Systems Management
LDR625	Human Resource Management in Healthcare
LDR650	Medical Law

Higher Education Leadership M.A.

Degree Requirements

(36 credit-hours; 12 required courses)

The **Higher Education Leadership** program is designed to provide high-quality professional education to students who are currently employed in, or pursuing a career in high education. The focus of the program is the personal and professional development of the individual as a leader/administrator in post-secondary institutions today. Specific emphasis is placed on student development, effective instruction and assessment, and using technology in higher education to support instructional and administrative tasks. Furthermore, policies and procedures will be examined, along with the planning and evaluation of programs, to ensure organizational and student success.

Course	Course Title
Common Core Course Titles (*to be taken first*)	
LDR601	Leadership Theory
LDR602	Research and Professional Writing
LDR645	History of Higher Education (common only to HEL)
LDR630	Organizational Culture and Communication
LDR640	Finance + Quantitative Leadership
LDR660	Strategic Leadership
Higher Education Leadership Concentration	
LDR622	Student Development Theory
LDR624	Organization and Administration in Higher Education
LDR623	Teaching and Technology in Higher Education
LDR635	Program Planning and Evaluation
LDR612	Higher Education Law
LDR604	Ethics and Social Justice

Organizational Leadership M.A.

Degree Requirements

(36 credit-hours; 12 required courses)

The **Organizational Leadership** program is intended for individuals who have five (5) or more years of professional work experience. The focus of the program is the personal and professional development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

Course	Course Title
Common Core Course Titles (*to be taken first*)	
LDR601	Leadership Theory
LDR602	Research and Professional Writing
LDR604	Ethics and Social Justice (common only to OL)
LDR630	Organizational Culture and Communication
LDR640	Finance + Quantitative Leadership
LDR660	Strategic Leadership
Organizational Leadership Concentration	
LDR621	Organizational Behavior and Psychology
LDR655	Negotiations as a Process
LDR610	Career Development and Mentoring
LDR636	Teaming and Decision Making
LDR606	Entrepreneurship
LDR695	Capstone

Leadership

Course Offerings & Descriptions

LDR601 Leadership Theory ..... **3 credit-hours**
An interdisciplinary overview of program topics including relevant concepts from business, psychology, education, ethics, and career development. Reviews historical approaches to organizational leadership as well as recent innovations in managing the change process.

LDR602 Research and Professional Writing ..... **3 credit-hours**
An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation.

LDR604 Ethics and Social Justice ..... **3 credit-hours**
This course is reflective of the Dominican tradition: "Specifically, these are the values of the reflective life, the free exploration of ultimate questions, the imperative to witness one's values to the world, the concern for justice in human relationships, and participation in communal celebration" (SHU catalog, pg 5). Scholarly work will be linked to real world examples, focusing on how human interaction and leadership behaviors are best woven into organizational leadership. Assignments and discussions will equip participants with the tools and practice needed to create ethical and socially just organizations.

LDR606 Entrepreneurship ..... **3 credit-hours**
Entrepreneurship emphasizes entrepreneurial skills and issues in business creation, innovation, and design. Focus will include the entrepreneur's challenge of building People, Process, and Product capabilities within a start-up or existing organization. Discussion will include small and global organizational models.

LDR609 Health Care Systems Management ..... **3 credit-hours**
A critical analysis and evaluation of health service delivery in various settings. This course explores the history, organization, roles and relationships of consumers and providers, as well as the various health service delivery systems functioning today. Students discuss current trends, issues and market dynamics which impact health service systems and integrate them into their leadership and management mental models.

LDR610 Career Development and Mentoring ..... **3 credit-hours**
An examination of factors affecting the selection and development of professional roles. Explores career development methods. Each student develops an individualized career action plan and learns techniques to assist individuals and organizations with career development programs.

LDR612 Higher Education Law ..... **3 credit-hours**
Important legal and ethical issues facing higher education institutions are explored during this course. Includes review of policy issues related to student rights, academic freedom, and intellectual property. In addition, the role of federal, state, and local governments in public education is explored. Using a case study approach, students are to develop an understanding of administrative law pertaining to students, faculty, administrators, and boards of trustees at institutions of higher education.

LDR614 Contemporary Issues in Health Care ..... **3 credit-hours**
This course will expose students to the trends and contemporary issues of the health care delivery system. It will examine the issues pertaining to the organization, roles, and relationships of consumers and providers of health care services, as well as the various types of facilities and organizations, and current issues which impact the health care system.

LDR620 Information Systems Management ..... **3 credit-hours**
An introduction to the strategic management of information technology in the health service industry. Students examine in-depth the issues faced by managers of information systems. Areas of focus include clinical and financial information systems, community health information systems networks, and analysis of need, systems acquisition, operational challenges, and information systems planning and system/network integration strategies.

LDR621 Organizational Behavior and Psychology ..... **3 credit-hours**
Topics of current interest in Organizational Psychology from an individual, group or systems perspective are covered. Understanding the workplace in today's global market requires administrative, managerial and leadership insight and awareness from multiple dimensions. Focus areas will include Job Analysis, Performance Appraisal, Training, Motivation, Job Attitudes, Antecedents and Consequences, and Stress and Worker Well-Being among others.

LDR622 Student Development Theory ..... **3 credit-hours**
Using a comprehensive overview of college student development theory, this course focuses on the historical and contemporary approaches to college student growth and development to promote positive outcomes. This course examines the fundamental theories regarding the diversity and culture of the adult student, as well as effective teaching principles and practices for adult students.

LDR623 Teaching and Technology in Higher Education ..... **3 credit-hours**
An overview of current trends in higher education that impact teaching and learning, such as instructional methodologies, evaluation methods, and classroom culture. Developing an understanding of how contemporary technology can enhance the adult learning experience is vital to student success. Strategies, software, and other educational technology tools are explored and used during this course. Instructors model a best practices approach to teaching, learning and technology.

LDR624 Organization and Administration in Higher Education ..... **3 credit-hours**
An exploration of administrative roles, governance, and management functions of postsecondary institutions. Students are to develop an understanding of academic and student service policies and procedures, and to review and analyze organizational theory related to institutions of higher education.

LDR625 Human Resource Management in Health Care ..... **3 credit-hours**
The student will see how today's world shapes both human resource management issues and needs. The course will also examine the roles that individuals, team members, managers, staff generalists and specialists play in human resource management (HRM). Our focus is on HRM functions as they relate to one another and to organizational performance strategy. The student will experience and evaluate a variety of training and development techniques as well.

LDR629 Overview of US Healthcare System ..... **3 credit-hours**
This course provides a wide-ranging overview of America's health care system, combining a historical perspective with an analysis of current trends in the industry. While considering the evolution of the modern American health care system, the course will provide a complete examination and delivery while offering critical insight into the issues that the US health system faces today. The courser will review the complex structures, relationships, and processes of this rapidly growing industry, including information on the progress and impact of the Affordable Care Act (ACA).

LDR630 Organizational Culture and Communication ..... **3 credit-hours**
An in-depth study of the impact communication has on organizational culture, and how culture influences individual and organizational behavior. Students will examine communication and the impact it has on individual performance, organizational structure and cultural environment. This course will also examine different theories and methods of communication linked to a variety of leadership models and the development of technical competencies. Students are required to demonstrate basic computer-based competencies.

LDR635 Program Planning and Evaluation ..... **3 credit-hours**
An introduction to the concepts of curriculum, program planning, outcomes and instructional improvement strategies in higher education. Institutional assessment in higher education, as required by national, regional, or local accrediting agencies is explored. Evaluation and assessment are emphasized as providing guidance for making informed decisions regarding academic programs and student services. A variety of evaluation tools related to student achievement and organizational performance are explored.

LDR636 Teaming and Decision Making ..... **3 credit-hours**
An introduction to team building processes, characteristics of high performance teams, group decision-making techniques, methods to enhance team effectiveness, and individual assessment of team style. Students develop a team-based organization, which is organized around their individual competencies.

LDR640 Finance + Quantitative Leadership ..... **3 credit-hours**
Organized around the understanding and application of maximizing the value of the firm for its shareholders. The areas of financial engineering, institutional characteristics and valuation models, time value of money concepts, cash flow analysis, options in capital investments, and the use of new financial instruments and strategies are explored.

LDR645 History of Higher Education ..... **3 credit-hours**
This course provides an introduction to the historical development of American higher education from colonial times to the 21st century. Emphasis is given to societal changes and laws that affected the major historical events that contributed to the diversity of higher education.

LDR650 Medical Law ..... **3 credit-hours**
An introduction to the legal relationships and dynamics among health service providers, health care organizations, regulatory agencies, and society. Selective dimensions of the legal and regulatory systems and their impact on the delivery of health services are reviewed. Students develop an understanding of the legal dynamics affecting governmental institutions at every level and the regulatory process impacting the delivery of health services.

LDR655 Negotiations as a Process ..... **3 credit-hours**
An analysis of the negotiation process as well as the behavior and actions of individuals and groups within an organization involved in them. A focus on various strategies to conduct successful negotiations and build relationships in an organizational setting.

LDR660 Strategic Leadership ..... **3 credit-hours**
An in-depth examination of strategic planning, organizational development, and change management from a continuous improvement perspective. Students understand the connection between strategic planning and change management process. Additionally, examination will demonstrate how this connection affects organizational alignment, cultural transformation, and financial viability. Students develop planning and implementation strategies with emphasis on methods to best develop individuals, enterprises and community.

LDR678 Practicum ..... **3 credit-hours**
Students are expected to engage in an individually approved, application-based project to apply theories explored throughout the leadership program/concentration area. Students may complete this practicum requirement in a new or their own work setting under the direct supervision of a pre-approved facilitator. [200 hours are required.] At the culmination of this experience, students are expected to submit a comprehensive product, which documents the outcome of this practicum requirement.

LDR695 Capstone ..... **3 credit-hours**
The Organizational Leadership Capstone is a culminating experience designed to provide students with an opportunity to demonstrate mastery in the field of organizational leadership. The Capstone course will be based on program coursework, research, application to career, and reflect the synthesis of theory and practice. Practiced leadership behavior will be viewed via a valid and reliable survey 360º instrument.

Master of Arts in Education

with concentrations in

Education
Early Childhood Education
Early Childhood Education: Montessori
Reading Specialist K-12
Special Education (K-12 Learning Disabilities)
Special Education (K-12 Cognitive Impairment)

✦ Adrian Campus ✦

Education Program

Philosophy of the Graduate Program

The Graduate Education Program at Siena Heights University offers opportunities to satisfy varying levels and kinds of needs regarding teacher certification and graduate-level education. The advisors work with students to develop programs that allow for additional endorsements and the Master of Arts degree in teaching.

The Graduate Education Program requires students to examine the teaching-learning environment. This environment is one in which the teacher is also a learner. The focus of each concentration, comprised of both specific and general courses, is the development of a positive and non-threatening climate in which teachers and students may interact for mutual understanding and the appreciation of others. In this kind of climate, learning occurs. The Graduate Education Program also requires students to integrate their learning throughout the program and to reflect on their own learning in the practice of being educators.

The goals of the Graduate Education Program are to:

1. Provide opportunities for educators to explore the research-base of the qualities associated with excellence in teaching and administration;

2. Encourage self-directed professional development;

3. Enhance reflective teaching processes for self-assessment and self-improvement; and

4. Encourage the educator to become a change agent and leader in the profession.

The graduate courses incorporate pedagogy, curriculum, assessment, technology tools, classroom management, developmental psychology, and reflection and metacognition. Successful students in the Graduate Education Program are individuals who have accepted the concept of teaching as a continuous process of learning and are prepared to commit their energies to support this belief.

The Master of Arts degree majors for certified teachers, if seeking additional certification, in the Graduate Education Program are:

Early Childhood Education (General and Montessori-based*)
Reading Specialist K-12
Special Education (Learning Disabilities and Cognitive Impairment)

**Degrees can be offered without certification*

The Purposes of Graduate Education at Siena Heights University

For current educators:

1. To provide programs designed to focus practicing educators on the improvement and enhancement of the learning/teaching environment in areas of interpersonal skills and communication, teaching effectiveness, logistical functions, and professionalism. **Goal: Educators will impact the education lives of their P-16 students in positive ways.**

2. To provide guidance and programming suitable and authorized by the Michigan Department of Education and the Council for the Accreditation of Education Preparation (CAEP/TEAC) for the addition of endorsements to valid teacher certificates. **Goal: Educators will retain the recognized credentials for their positions and responsibilities.**

3. To provide professional development opportunities for P-16 educators. **Goal: Educators will satisfy state, national-mandated and locally-preferred professional development requirements while building and strengthening a repertoire of current "best" practices.**

Definitions

To maintain the integrity and reputation for quality of the Graduate Education Program at Siena Heights University, policies and practices reflect rigorous standards, particularly relating to the kinds of offerings acceptable for graduate-level credit. The Graduate Education Program adheres to the guidelines and standards established and evaluated by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Michigan Department of Education, and the Council for Accreditation of Educator Preparation (CAEP/TEAC). The Graduate Education Program uses specific definitions for some common terms in the education field to illustrate its commitment to high quality education.

In-service

In-service education and training is considered to be a short-term, one-time-only instruction pertinent to expectations of the school or school district. In-service opportunities usually have little, if any, follow up. They serve to disseminate information necessary for the operations of the school or district, or to satisfy requirements placed upon the school or district by the Michigan Department of Education and other accrediting bodies. In-service education and training are not provided for graduate-level credit through Siena Heights University.

Professional Development

Professional development is designed as continuous study and practice of a particular area related to the profession of teaching or the field of education. Generally, the individual educator is considered the best source for the development, implementation, and evaluation of a professional development plan that satisfies individual needs and interests. Professional development activities may or may not be related or dependent on each other. Learning from professional development activities is expected to be implemented in the classroom or educational setting in the short-term. In addition, CAEP/TEAC

defines professional development as “opportunities for educators in Educator Preparation Institutes (EPI’s) to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.”

Graduate-level Education

According to the Higher Learning Commission of the North Central Association, "a graduate program characteristically consists of a coherent and intensive course of study designed by the institution to prepare students in a specialized area . . . graduate credit is granted only for demonstrated learning at a level substantially beyond the baccalaureate level."

At Siena Heights University, graduate-level education is focused in content and purpose. Graduate-level education is expected to be intellectually engaging and challenging. Scholarship, research, and practice are components of graduate-level education. Siena strives for a high degree of student-faculty interaction through intellectual discussion.

Graduate-level education at Siena Heights University is considered a program of related courses which delve into the area of specialization selected by the student.

Graduate Education Program

At Siena Heights University, individuals who apply for admission to the Graduate Education Program can apply for a certification or a degree only pathway. Individuals seeking certification must be certified teachers, seeking an additional endorsement. If an individual is seeking a degree-only path, this is obtained without certification.

Admission

Prospective students must apply for admission to Siena Heights University as a graduate student and consult with the Director of the Graduate Education Program. All applicants seeking to earn an additional teaching endorsement must hold a Michigan teacher certificate, a copy of which must be submitted with the student's application for admission. All Siena admission and residency requirements must be fulfilled for the university to serve as the authorizing institution for endorsements.

Transfer Credit

Occasionally, Graduate credit earned at an institution other than Siena Heights University since the issuance of the teacher certificate, but before the program has been designed, may be applied toward the endorsements. For the credit to be considered, the student must supply the original transcript, the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Credit earned at institutions other than Siena Heights University, after the student has designed the program for the endorsement, must be approved by the Director of Graduate Education prior to the student's enrollment in the course. The student is responsible for providing the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Residency Requirement

A student must fulfill the minimum residency requirement of nine (9) post-baccalaureate credit hours at Siena Heights University and be a graduate student in good standing for Siena Heights University to serve as the authorizing institution for the endorsements.

A student may not request an independent study or a directed study until the minimum residency requirement of nine (9) credit hours has been satisfied. Also, a student may not register for TED 678/690 Reflective Teaching Practicum and Seminar until the residency requirement has been satisfied.

Adrian Dominican Montessori Teacher Education Institute (ADMTEI) and Other Transfer Credit

Graduate credit from the Adrian Dominican Montessori Teacher Education Institute (ADMTEI) is converted to credit hours and transferred to the Siena Heights University transcript only after the student satisfies the minimum residency requirement of nine (9) credit hours of graduate credit at Siena Heights University. Requests to transfer graduate-level credit from any institution cannot be processed until the minimum residency requirement of nine (9) credit hours of graduate credit at Siena Heights University is satisfied.

Expectations of Students

Teaching is a profession. It demands specialized education and training, and continual learning. The Graduate Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Graduate Education Program. Additional expectations are set for specific courses and experiences throughout the program.

The Graduate Education student is expected to maintain the required grade point average for continuation in the Graduate Education Program. If a student earns a "C" grade in any of the professional core or specialization courses, the student must repeat the course and earn a "B-" grade or better. A graduate student who receives a grade of "C" in any course, is placed on academic probation for the next six (6) credit hours. The grade transcript of each student is reviewed by the Graduate College at the completion of each term.

The student is expected to meet the deadlines associated with successful progress through the Graduate Education Program.

The student is expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Graduate Education Program and the awarding of the Master of Arts degree.

The Graduate Education student is expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/conventions, use of technology as a learning resource, and the sharing of professional information with colleagues.

No later than two-weeks before the end of the term in which the Graduate Education student intends to graduate, the student is expected to present for review, by the Graduate Education faculty, a reflective, professional teacher portfolio developed using the eight (8) learning outcomes of the Graduate Education Program; or, if a Special Education major, the nine (9) special education program outcomes.

Organization of the Reflective Professional Portfolio of Continuous Progress

One requirement for graduation from the Graduate Education Program is completion and presentation of a "Reflective Professional Portfolio of Continuous Progress" documenting how the graduate student is highly qualified to teach a given subject area and/or grade level. In general, the portfolio is completed in electronic format for ease of portability, revision, and dissemination. It is evaluated based on the Graduate Education Program Learning Outcomes, or the Special Education program outcomes.

Learning Outcomes

Graduate Education Program

The Education Program Learning Outcomes reflect the desired knowledge, understandings, skills, and dispositions of students who complete the education program at Siena Heights University. Consistent with a view of teaching as an art and science, the program highlights the following outcomes with the realization that valuable, but unanticipated, outcomes will also emerge. These are overall outcomes; no single course necessarily addresses every outcome. Students at the graduate and undergraduate levels demonstrate these outcomes in ways consistent with their varied levels of academic coursework, teacher candidate/certification status, and work experiences.

The education student demonstrates:

- **Mission**
  - Qualities consistent with the mission of the university to assist students in becoming more competent, purposeful, and ethical
  - The qualities of a reflective practitioner and a commitment to lifelong learning

- **Theory into Practice**
  - The ability to analyze situations in classrooms and other educational settings, in light of current educational research
  - The ability to apply principles of best practice and use technology in pre-K-12 classrooms

- **Politics, Ethics, and Professionalism**
  - An understanding of the political nature of educational institutions
  - An understanding of the demands that are placed on educators
  - The personal integrity, professionalism, and ethical behavior essential to the role of a teacher

- **External Social Forces**
  - An understanding of the influence of major social forces on the lives of pre-K – 12 students
  - Partnership with families, specialists, and the larger community
  - Preparation and willingness to address and accommodate the education needs of students
  - An awareness of the social and emotional aspects of teaching and learning

- **Diversity, Culture, and Climate**
  - An understanding of the diverse social and cultural factors that influence, challenge, and provide opportunities for enriching the teaching/learning process
  - The ability to identify characteristics of the educational community and how these characteristics impact the teaching/learning climate

- **Teaching/Learning Styles**
  - An understanding of the impact of multiple intelligences and teaching/learning styles on the teaching/learning process
  - The ability to identify personal strengths and limitations
  - The ability to incorporate alternatives to preferred teaching/learning style in curriculum and instruction

- **Developmentally Appropriate Curriculum and Design**
  - An understanding of the intellectual, social, physical, and emotional stages of development of pre-K – 12 students
  - The ability to plan, select, and design developmentally appropriate learning activities, materials, and assessments
  - An understanding of the content and methodology in various disciplines
  - The ability to identify meaningful learning outcomes consistent with national and state standards

- **Leadership**
  - The ability to initiate change in the classroom or other educational setting for the improvement of learning and teaching
  - The ability to work collaboratively with other educators to develop communities of learning

Special Education Program

- **Philosophical, Historical, and Legal Foundations** – the candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards

- **Causes and Characteristics** – the candidate will demonstrate knowledge of research-based causes and characteristics of individuals with learning disabilities and cognitive impairments (mild to severe)

- **Assessment and Evaluation** – the candidate will be able to select, design, use, and interpret appropriate assessment, diagnosis, and evaluation techniques that are consistent with research-based information

- **Instructional Content and Practices** – the candidate will be able use instructional content and practices to include assistive technology that are based on research and "Best Practices." Areas include, but are not limited to: reading skills, language arts skills, math skills, study skills, problem-solving skills, transition, pre-vocational skills, employability, social skills, daily living, and leisure/ recreation

- **Design, Implement, and Manage Learning Environments** – the candidate will be able to design, implement, and manage teaching and learning environments inclusive of early childhood through adulthood that stimulate learning in all areas including academic, social, daily living, and prevocational/vocational

- **Data Collection** – the candidate will be able to collect, organize, analyze, and transmit data using appropriate management and ethical skills

- **Collaboration** – the candidate will develop a sound understanding and application of appropriate communication and collaboration using a number of models in the IFSP/RTI/IEP/ITP/504 process, parent interactions, collaboration, and consultation in school and community settings and situations

- **Ethics and Professionalism** – the candidate will consistently demonstrate professionalism and ethical practices in classes and in field setting, recognizing the critical importance of how equity and diversity play in a productive professional setting

- **Social Interactions** – the candidate will demonstrate the ability to manage and teach appropriate social behavior and social interaction skills to students with learning disabilities and cognitive impairments

Information for Teachers Certified by the Michigan Department of Education

Teacher Certificate Endorsements and Degrees

As of February 8, 2011, an individual teacher applies directly to the Michigan Department of Education for all certificate renewals, upgrades, and endorsements through the MOECS online system: (http://www.michigan.gov/moecs). Information can also be obtained at: http://www.michigan.gov/mde/0,4615,7-140-6530_5683_14795---,00.html

Endorsements

Endorsements are teaching areas and/or grade levels added to the elementary or secondary teacher certificate. Some graduate courses and majors lead to endorsements on an existing teacher certificate in the State of Michigan. Endorsements for K-12 reading, early childhood education, and special education (learning disabilities and cognitive impairment) are available through the Graduate Education program at Siena Heights University. The student applies for admission to the university as a graduate student and consults with the Director of Graduate Education.

All endorsements are dependent on the successful passage of the pertinent subject area components of the Michigan Test for Teacher Certification, or MTTC (required by Public Act 282), and the meeting of requirements related to the Criminal Conviction Disclosure Form (required by Public Act 138 of 2005). See http://www.mttc.nesinc.com/ for details about registration for the MTTC. All admission and residency requirements must be fulfilled for Siena Heights University to serve as the authorizing institution for the endorsement.

Master of Arts in Early Childhood Education

Degree Requirements (36 credit-hours)

Course	Course Title	Credit Hours
Prerequisites for Master of Arts Degree Only		
CDV115	Child Growth and Development (or equivalent course)	3
TED522	Methods and Materials of Early Childhood Education (or equivalent course)	3

Course	Course Title	Credit Hours
Prerequisites for those seeking Early Childhood endorsements (ZS)		
	Elementary Teacher Certificate	
CDV115	Child Growth and Development (or equivalent course)	3
TED522	Methods and Materials of Early Childhood Education (or equivalent course)	3

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours)		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Professional Core Courses (6 credit-hours)		
TED617	Perspectives on Diversity	3
TED601	Professional Reading and Writing in Teacher Education	3
Specialization Courses (18 credit-hours)		
TED610	Foundations of Early Childhood Education	3
TED612	Exploration of the Special Needs of Exceptional Children and Youth (early childhood)	3
TED620	Individualizing Early Math Curriculum	1
TED621	Individualizing Language Curriculum in Early Childhood	1
TED622	Individualizing Early Science and Cultural Studies Curriculum	1
TED623	Observation, Analysis, and Affective Learning Experiences for Young Children	3
TED625	Administration and Supervision in the Early Childhood Setting	3
SED544	Early Childhood Special Education	3
Integrative Experience (3 credit-hours)		
TED690	Reflective Teaching Practicum and Seminar (Early Childhood)	3
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Early Childhood)	3

Note: Completion of 24 credit-hours of courses from the specialization and TED690 (27 credit-hours in the box above) plus successful completion of the MTTC leads to the Early Childhood (ZS) Endorsement on an existing elementary teacher certificate in the State of Michigan.

Master of Arts in Early Childhood Education/Montessori-Based

Degree Requirements (36 credit-hours)

(Pre-K – primary)

*Students who have an undergraduate major in Montessori education **are not eligible** to pursue this major*

Course	Course Title	Credit Hours
Prerequisites		
CDV115	Child Growth and Development (or equivalent course)	3
EDU322 or TED522	Methods and Materials of Early Childhood Education (or equivalent course)	3

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours) to be taken first		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Professional Core Courses (6 credit-hours)		
TED601	Professional Reading and Writing in Teacher Education	3
TED617	Perspectives on Diversity	3
Specialization Courses (15 credit-hours)		
TED623	Observation, Analysis, and Affective Learning Experiences for Young Children	3
TED625	Administration and Supervision in the Early Childhood Setting	3
***REQUIRED** Select one course from the following*		
SED544	Early Childhood Special Education	3
TED612	Exploration of the Special Needs of Exceptional Children and Youth (early childhood)	3
***REQUIRED** Adrian Dominican Montessori Teacher Education Institute Credit by Transfer*		
	Educational Philosophy and History	1
	Early Childhood Development	1
	Everyday Living Curriculum	1
	Sensorial Curriculum	1
TED620	Individualizing Early Math Curriculum	1
TED621	Individualizing Language Curriculum in Early Childhood	1
Integrative Experience (6 credit-hours)		
Adrian Dominican Montessori Teacher Education Institute Credit by Transfer		
	Montessori Student Teaching	6
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Early Childhood)	3

NOTE: Completion of this program *DOES NOT* lead to the Early Childhood (ZS) Endorsement on a teacher certificate in the State of Michigan.

Master of Arts in Education

Degree Requirements (36 credit-hours)

Course	Course Title	Credit Hours
Prerequisites		
	None	

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours) to be taken first		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Professional Core Courses (27 credit-hours)		
TED601	Professional Reading and Writing in Teacher Education	3
TED572	Secondary Methods	3
TED571	Elementary Methods	4
SED545	Collaboration in Special Education	3
TED612	Exploration of the Special Needs of Exceptional Children and Youth	3
TED617	Perspectives on Diversity	3
TED635	Advanced Diagnosis and Remediation of Reading Difficulties	3
TED693	Special Topics in Education	1
TED690	Reflective Teaching Practicum and Seminar	3
TED693	Special Topics in Education	1
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Early Childhood)	3

NOTE: Completion of this program does not lead to a teaching certificate or additional and endorsement in the State of Michigan.

Master of Arts in Reading Specialist K-12

Degree Requirements (36 credit-hours)

Course	Course Title	Credit Hours
Prerequisites		
LAN330 or TED530	Developmental Reading (or equivalent course)	3
LAN334 or TED534	Strategies for Teaching Reading in Elementary School	3
ENG225 or ENG226	Children's Literature or Adolescent Literature	3

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours) to be taken first		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Professional Core Courses (6 credit-hours)		
TED617	Perspectives on Diversity (required)	3
TED651	Legal and Ethical Issues for Educators ***OR***	3
TED551	Advanced Educational Psychology	3
Specialization Courses (18 credit-hours)		
TED535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
TED601	Professional Reading and Writing in Teacher Education	3
TED635	Advanced Diagnosis and Remediation of Reading Difficulties	3
TED636	Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School	3
TED644	Integrated Language Arts and Reading Curriculum in the Middle Level	3
REQUIRED		
TED612***	Exploration of the Special Needs of Exceptional Children and Youth	3
Integrative Experience (3 credit-hours)		
TED678	Reading Practicum and Seminar	3
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Early Childhood)	3

****TED612 – this course is not an option for the student who has previously completed, as an undergraduate at Siena Heights University, EDU312 – Exceptional Children and Youth in the Regular Classroom (or equivalent course at any post-secondary institution). An additional course will be added to fulfil the requirements for a Master's degree.**

Note: Completion of 18 credit-hours of courses from the specialization and TED678 (21 credit-hours in the box above) plus successful completion of the MTTC leads to the Reading Specialist (BR) Endorsement on an existing elementary teacher certificate in the State of Michigan.

Master of Arts in Special Education (Learning Disabilities, K-12)

Degree Requirements (43 – 44 credit-hours)

Course	Course Title	Credit Hours
Prerequisites		
TED612	Exploration of the Special Needs of Exceptional Children and Youth (or equivalent course)	3

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours)		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Special Education Core Courses (14 – 15 credit-hours)		
SED521	Educational and Assistive Technology for Students with Disabilities	1
SED541	Procedures in Special Education	2
SED542	Parent-School Partnership: Special Education	2
SED543	Assessment and Evaluation of Students with Disabilities	3
SED549	Special Education in an Urban Setting	1
SED551	Behavior Management in Special Education	2
TED571	Elementary Core Methods ***OR****	4
TED572	Secondary Methods	3
Specialization Courses (Learning Disabilities (15 credit-hours)		
SED545	Collaboration in Special Education	4
SED561	Introduction to Learning Disabilities	3
SED562	Methods and Strategies for Teaching Children with Learning Disabilities	4
SED534	Strategies for Teaching Reading to Students with Learning Disabilities	1
TED534	Strategies for Teaching Reading in Elementary School ***OR****	3
TED535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3
Integrative Experience (5 credit-hours)		
SED 580	Directed Teaching	4
SED 595	Directed Teaching Seminar	1
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Special Education)	3

****This depends on your certification area. You will take the course in your non-certified area.****

Note: Completion of 34 – 35 credit-hours of courses in the specialization and special education core, plus successful completion of the MTTC, leads to the Learning Disabilities (SM) K – 12 Endorsement on an existing general education teacher certificate in the State of Michigan. Completion of 20 credit-hours in the specialization leads to the Learning Disabilities (SM) K – 12 endorsement on an existing special education teacher certificate in the State of Michigan.

Master of Arts in Special Education (Cognitive Impairment, K-12)

Degree Requirements (44 – 45 credit-hours)

Course	Course Title	Credit Hours
Prerequisites		
EDU312 or TED512	Exceptional Children and Youth in the Regular Classroom	3

Course	Course Title	Credit Hours
Common Core Courses (6 credit-hours)		
TED604	History and Philosophy of Ideas	3
TED602	Research and Professional Writing in Education	3
Special Education Core Courses (14 – 15 credit-hours)		
SED521	Educational and Assistive Technology for Students with Disabilities	1
SED541	Procedures in Special Education	2
SED542	Parent-School Partnership: Special Education	2
SED543	Assessment and Evaluation of Students with Disabilities	3
SED549	Culture & Diversity in Special Education	1
SED551	Behavior Management in Special Education	2
TED571	Elementary Core Methods ***OR****	4
TED572	Secondary Methods	3
Specialization Courses (Learning Disabilities (16 credit-hours)		
SED545	Collaboration in Special Education	4
SED581	Nature and Need of Individuals with Cognitive Impairment	3
SED582	Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment	2
SED583	Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment	2
SED584	Transition and Career Education for Individuals with Cognitive Impairment	3
SED585	Strategies for Fundamental Reading and Functional Reading	2
Integrative Experience (5 credit-hours)		
SED680	Directed Teaching (secondary special education classroom)	4
SED695	Directed Teaching Seminar	1
Summative Experience (3 credit-hours)		
GRS694	Thesis/Project Seminar (Special Education)	3

****This depends on your certification area. You will take the course in your non-certified area.****

Note: Completion of 35 – 36 credit-hours of courses in the specialization and special education core, plus successful completion of the MTTC, leads to the Cognitive Impairment (SA) K – 12 Endorsement on an existing special education teacher certificate in the State of Michigan.

Teacher Education

Course Offerings & Descriptions

GRS694 Thesis/Project Seminar ..... **3 credit-hours**
Definition and development of a thesis growing out of the personal and professional experiences in the individual's graduate program. Requires a formal presentation of the completed research study to a pertinent audience. The seminar facilitates completion of thesis/research.

TED602 Research and Professional Writing in Education ..... **3 credit-hours**
This course is an introduction to the effective selection, analysis, and use of practical research for professional purposes. The intent is to produce practical research that can be implemented in the P – 12 setting, relevant to the practitioner. This course requires demonstration of computer competencies and library/informational resource competencies, writing skills, APA, and the application of research. This course is in relation to the thesis/project. The goal of the course is to develop the review of literature as part of the final thesis/project.

TED604 History and Philosophy of Ideas ..... **3 credit-hours**
An introduction to the nature of ideas and their consequences for the quality of life; particular attention given to the analysis and synthesis of ideas in daily life. Students attend to theoretical considerations through several in-depth writing assignments and apply the course content by taking action on ideas that would change their professional and personal worlds.

SED521 Educational Technology and Assistive Technology for Students with Disabilities ..... **1 credit-hour**
This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Graduate students are involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the graduate students develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP's.

SED534 Strategies for Teaching Reading to Students with Learning Disabilities ..... **1 credit-hour**
This is a course designed to help graduate students acquire the necessary skills in reading instruction for teaching reading to students with learning disabilities. Three models for reading are emphasized: developmental, remedial, and specific problems. Activities span the age range from early childhood to young adult. In addition, the graduate students develop skills in adapting standard curricula and materials to meet individual needs. Ten (10) hours of field experience in a K-12 setting is required. *Co-requisite: SED562*

SED541 Procedures in Special Education ..... **2 credit-hours**
The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Graduate students rehearse leading and participating in program development (IEP, 504, RTI/SAT, transition) meetings. The skills

needed to be an effective team member, transmit information, and manage data in a professional, ethical, and efficient manner are focal points of this course. *Prerequisite: TED512 or equivalent.*

SED542 Parent-School Partnership: Special Education ..... 2 credit-hours
This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child with disabilities on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values, and family expectations are discussed. Attention is given to family systems, family functions, and family life cycles. Graduate students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Graduate students locate and assess local services for parents of children with disabilities. Ten (10) hours of field experience with parents or guardians of children with disabilities are required. *Prerequisite: SED612 or equivalent.*

SED543 Assessment and Evaluation of Students with Disabilities ..... 3 credit-hours
This course is designed to introduce graduate students to the role assessment plays in the field of special education. The focus is on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and special education teachers. The Michigan assessment programs are discussed and reviewed for the implications for special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten (10) hours of face-to-face administration of assessment instruments are required. *Prerequisite: SED612 or equivalent.*

SED544 Early Childhood and Special Education ..... 3 credit-hours
Typical and atypical development of young children (ages 0-8) is examined. Family centered and developmentally appropriate early intervention strategies in home, school, and specialized environments, as well as inclusion programs serving children with developmental delays and disabilities, are addressed. Curriculum models that facilitate the cognitive/language, social, emotional, physical, and self-help skills of children with disabilities in preschools and early elementary school are examined. Twenty (20) hours of field experience in a special needs or inclusion program are required. *Prerequisite: TED612 or equivalent.*

SED545 Collaboration in Special Education ..... 4 credit-hours
This course equips graduate students with the skills of collaboration with professionals, parents, students, and friends. A variety of models of collaboration are examined for usage and matching to the appropriate situation. Competencies in collaboration are developed, implemented, and evaluated. Candidates have the opportunity to rehearse models of collaboration. In addition, the graduate students are required to instruct others in appropriate collaboration. Co-*requisite: SED580/680 or SED595/695*

SED549 Culture and Diversity in Special Education ..... **1 credit-hour**
This course is designed to provide an experience of working with students with disabilities in an urban setting. The candidates are introduced to the impact of an urban setting on disabilities. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in an urban setting are examined and analyzed. Forty (40) clock hours of field experience in an urban setting are required. Activities such as journal writing and interviewing school personnel are required. *Prerequisite: TED512 or equivalent.*

SED551 Behavior Management in Special Education ..... **2 credit-hours**
This course is designed to provide the graduate student with a foundation in the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development of students. In addition, potential behavioral expressions are examined. Graduate students learn techniques and strategies for managing behavior, for pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students self-management. Ten (10) hours of field experience are required.

SED561 Introduction to Learning Disabilities ..... **3 credit-hours**
This course provides theories and strategies in the area of learning disabilities, with attention being given to the history and legal aspects of this field. A variety of research-based models are discussed in relation to the development of educational programs. The impact of a learning disability on the social and emotional development of a student is explored in detail. Aspects of receiving services, including the continuum of services, as well as community services, are discussed. Thirty (30) clock hours in a setting with children with learning disabilities are required. *Prerequisite: SED512 or equivalent.*

SED562 Methods & Strategies for Teaching Children with Learning Disabilities ..... **4 credit-hours**
In this course, graduate students examine research-based learning programs and identify matches between student needs and program strengths. Modifications and accommodations to the basic skill areas in standard curricula in K-12 settings are studied. In addition, the graduate student develops skills at designing, implementing, and evaluating remedial programs, adaptation techniques, and activities for students with learning disabilities. Norm-referenced, criterion-referenced, and curriculum-based assessments are explored. The construction of age-appropriate environments that facilitate growth and learning are discussed. The candidate explores various factors related to the IEP, RTI, and 504 processes, learns how the teacher as researcher functions in a classroom, and applies this knowledge during the field experience. Thirty (30) clock hours in a setting with children with learning disabilities are required. *Prerequisite: SED561 or equivalent.*

SED580/680 Directed Teaching (Special Education) ..... **4 credit-hours**
Supervised observation, participation, and teaching in local public and private K-12 schools are experienced. This is an eight (8) week, full-time placement. Depending on the candidate's prior certification and teaching experience, the field placements are divided between elementary, middle, and secondary settings. All candidates must complete directed teaching in two (2) different school-level settings. University supervisors observe and evaluate candidates at least three (3) times during this semester. There are two (2) evaluations in each setting and one (1) culminating evaluation. Evaluation criteria are based upon the Michigan Department of Education Professional Standards for

Teachers and special education standards. Credit/No Credit grading only. *Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director. Co-requisites: SED595/695, SED545.*

SED581 Nature and Need for Students with Cognitive Impairment.....3 credit-hours
This course provides an introduction in the area of cognitive impairment with attention being given to the nature and needs aspects of this field. Research based models are discussed in relation to the development of educational programs. The impacts of a cognitive impairment on the social/emotional development and daily living skills of a student are explored in detail. All aspects of receiving services are included in the continuum of services. There is a focus on community services as well as post school services. Thirty (30) clock hours in a setting with children with cognitive impairments are required. P*rerequisites: SED612, or equivalent.*

SED582 Educational Methods and Strategies for Working with Persons with a Mild Cognitive Impairment.....2 credit-hours
During this course, the student will examine research-based instructional learning programs appropriate for students with mild cognitive impairment, K-adult. In addition, students will design, implement, and evaluate age-appropriate individual and small group interventions for students with mild cognitive impairments based on best practices and research. These interventions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Modifications to standard curricula for students with mild cognitive impairments in K-12 settings will be studied and practiced. Communication of these to other professionals will be studied and practiced. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments (school, work, living, recreation) that facilitate growth and learning. Students will explore all factors related to the IEP, RTI, ITP and 504 processes. Twenty (20) clock hours in a setting with children with mild cognitive impairment are required. *Prerequisites: SED581.*

SED583 Educational Methods and Strategies for Working with Persons with Moderate and Severe Cognitive Impairment.....2 credit-hours
During this course, the candidate will examine research-based instructional learning programs for students with moderate and severe cognitive impairment. Health and medical issues will be examined and the candidate will design and implement a study of age appropriate individual interventions for students with moderate and severe cognitive impairment based on best practices and research. Age-appropriate modifications to standard curricula for students with cognitive impairments in K-12 settings will be studied and practiced. The candidate will communicate these to other professionals. In addition, the candidate will, based on research models, develop skills at designing, implementing, and evaluating programs and adaptation techniques and activities for students with moderate and severe cognitive disabilities. These programs will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning. Students will learn how the teacher as researcher functions in a classroom. Students will explore all factors related to the IEP, ITP and 504

processes. Thirty (30) clock hours in a setting with children with moderate and severe cognitive impairment are required. *Prerequisites: SED581*

SED584 Transition and Career Education for Students with Cognitive Disabilities ... 3 credit-hours
The purpose of this course is to provide the pre-service teacher the information and requirements that focus on transition and career development of individuals with cognitive disabilities. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, work skills, and work experience in both the school environment and the community environment. The student will learn how to create work environments. Students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels. *Prerequisites: SED581*

SED585 Strategies for Fundamental Reading and Functional Reading ..... 2 credit-hours
During this course, the candidate will examine research-based instruction in fundamental and functional reading. Functional and fundamental reading in all domains is covered and practiced. Age appropriate modifications will be implemented. The candidate will communicate these to other professionals. In addition, the candidate will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities related to fundamental and functional reading for students with moderate and severe cognitive disabilities. These reading instructions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments (norm-referenced, criterion-referenced, and curriculum-based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning in reading. Students will explore all factors related to the IEP, ITP and 504 processes related to reading. Fifteen (15) clock hours in a setting with children with moderate and severe cognitive impairment are required. *Prerequisites: SED581*

SED595/695 Directed Teaching Seminar (Special Education) ..... 1 credit-hour
Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Graduate Teacher Education Program Learning Outcomes. *Prerequisite: Completion of all other additional endorsement program requirements. Co-requisite: SED 580/680.*

TED 522 Methods and Materials of Early Childhood Education ..... 3 credit-hours
Examines current theory regarding the education of young children (pre-kindergarten and kindergarten), with emphasis on the importance of early-enriched environment and critical periods for learning. Includes observation of children in a Montessori environment, as well as pre-schools and day care settings.

TED530 Developmental Reading ..... 3 credit-hours
Students will gain an understanding of the reading process and how it differs across the content areas. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the intermediate grades. Attention will be given to designing lessons which meet the needs of learners with diverse reading abilities. Students will demonstrate knowledge of integrating technology with instruction. Twenty (20) clock hours of field experience tutoring a third, fourth, or fifth grade general education delayed reader is required. *Prerequisite: TED534.*

TED534 Strategies for Teaching Reading ..... 3 credit-hours
The purpose of this course is for students to gain an understanding of the reading process. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the primary grades. Lessons will be designed to meet the needs of all learners. Students will demonstrate knowledge of the components essential to a child's learning to read as evidenced by research: oral language, phonemic awareness, word study (phonics and vocabulary), fluency, comprehension, and writing about reading. Ideas for ongoing communication and collaboration with parents will also be incorporated. Twenty (20) clock hours tutoring a Kindergarten, First, or Second Grade general education delayed reader is required. Course is offered: Fall Every Year

TED535 Strategies for Teaching Reading through the Content Areas in the Secondary School ..... 3 credit-hours
This course deals with secondary content area reading instruction. Emphasis is placed on reading to learn with a goal of assisting secondary students in becoming more independent learners. Students will define the reading process and articulate a personal philosophy of reading to learn. There will be an emphasis on literacy across the curriculum as students create, modify, and adapt lessons to address the needs of various learning styles and explore assessment strategies for use in the content area classroom. Integration of technology will also be explored. Twenty (20) clock hours of field experience working with content area reading are required.

TED551 Advanced Educational Psychology ..... 3 credit-hours
Study of theories of learning as they developed historically and their practical application to contemporary elementary, middle level, and high school classrooms. Includes consideration of motivation, individual differences, classroom management, assessment and evaluation, multicultural issues, developmentally appropriate curriculum, and exceptional students. Field experience required.

TED571 Elementary Core Education Methods ..... 4 credit-hours
Analysis and application of basic teacher competencies: question-asking skills, assessing and evaluating creativity, human interaction skills, developing performance objectives, evaluation skills, sequencing instruction, and assessing cognitive development. Considers major subject areas taught in elementary school and middle level as well as multicultural issues, the needs of exceptional students, and the needs of special needs students.

TED572 Secondary Education Methods ..... **3 credit-hours**
Identification and illustration of effective teaching techniques at the secondary (middle and high school) level through microteaching on television, planning lessons and instructional units, and writing behavioral objectives. Also considers classroom management, motivation, evaluation, textbook analysis, multicultural issues, and the needs of exceptional and special needs students.

TED599 Special Topics ..... **1 – 3 credit-hours**
Workshops and seminars dealing with current topics.

TED610 Foundations of Early Childhood Education ..... **3 credit-hours**
Examination of historical trends in early childhood education and care with a focus on key theorists and their influence on current early childhood methodology. Readings highlight original works of theorists and their contributions to our understanding of how young children learn, grow, and develop. Considers a variety of approaches including developmental, constructivist, behavioral, and socio-cultural theories. Includes application of theories to current teaching and learning practices and development of a personal philosophy.

TED612 Exploration of Special Needs of Exceptional Children and Youth ..... **3 credit-hours**
Focus on the individual and unique cognitive, social, emotional, behavioral, and physical health, and sensory characteristics representing the diversity of students identified as "exceptional". An examination of assessment, instruction, and placement options through the review of legislation and research. Also considers research, theory, and practice related to the development, the implementation, and the evaluation of multidisciplinary/interdisciplinary approaches supportive of the teaching and learning environment.

TED615 Improving School and Classroom Discipline ..... **3 credit-hours**
Assumes that teachers and administrators can reduce the number and severity of discipline problems by modifying the nature of their classrooms and schools. Identifies characteristics and strategies that assist in improving classroom and school discipline.

TED617 Perspectives on Diversity ..... **3 credit-hours**
An examination of the complexity of what constitutes "diversity" in today's classrooms. While exploring specific aspects of diversity, focuses on using students' and teachers' diverse experiences and characteristics to expand and enhance the teaching-learning environment, including the climate, curriculum, and methodology necessary for global understanding and appreciation.

TED620 Individualizing Early Math Curriculum ..... **1 credit-hour**
Workshop format with a hands-on approach to learn the rationale behind the development and use of Montessori math materials from the concrete to the abstract. Presentation of concepts in a very concrete fashion with materials. Students are helped to design materials to support their math programs.

TED621 Individualizing Language Curriculum in Early Childhood ..... 1 credit-hour
Workshop format with a hands-on approach to learn to develop, equip, and manage a logical, step-by-step language curriculum for the pre-primary child as well as the primary student that ensures the child's success in reading, writing, and self-expression. Whole language as well as phonics explored.

TED622 Individualizing Early Science and Cultural Studies Curriculum ..... 1 credit hour
Workshop format with a hands-on approach to learn how to set up interesting activities to encourage children to explore concepts in science and cultural studies. Samples of workable curriculum in science and cultural studies are presented with an opportunity to explore many activities.

TED623 Observation, Analysis, and Affective Learning Experiences for Young Children ..... 3 credit hours
This course focuses on the developmental abilities of young children from birth to eight (8) years of age. Skills are developed in observational techniques, recording developmental skills and abilities, and related analysis and interpretation. Based on these skills, students will explore a variety of ways to support self-concept development, create wholesome and integrated learning experiences, and apply theory and research in the classroom to assist young learners in the curious, positive, creative pursuit of lifelong learning.

TED625 Administration and Supervision in the Early Childhood Setting ..... 3 credit-hours
A review of the basic principles of administration, organization, evaluation, and operation of early childhood programs. Examines supervision strategies, principles of management, and the importance of collaboration and professionalism. The course prepares students for organizing and operating a quality pre-primary program, school-age program, or childcare center. It offers theory on developing good interpersonal communication skills and relationships, parent/community involvement, program promotion and management, licensing regulations, child advocacy, accreditation, and finances. The course links the theory to ways that can be useful for the student in elementary education as well as the field of early childhood education and childcare. Independent center observations and interviews facilitate an understanding of various methods of environmental and programmatic consideration and policies. Attendance at one outside professional conference is required. Students are responsible for conference fees and class related transportation. Five (5) hours of field experience required.

TED635 Advanced Diagnosis and Remediation of Reading Difficulties ..... 3 credit-hours
This advanced course provides an in-depth study in the domains addressed in diagnostic assessment and the principles and practices of diagnosis and remediation of reading disabilities and differentiated instruction. In consultation and collaboration with a reading specialist, special education teacher, school psychologist, literacy coach, or related personnel who have the responsibility for providing literacy support, students examine and/or administer and compile a variety of formal and informal diagnostic tools used with individuals with reading difficulties. These must be suitable to their certification levels and endorsements and include the following: interest inventories, English language learning screening tools, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling, and writing assessment tools. Students analyze diagnostic profiles of struggling readers and examine various research-based reading intervention programs designed to match varied degrees of reading difficulty. Instructional intensity and programming are addressed. Students are required to complete 30 hours of field

experiences in a classroom setting and in collaboration with parents. They are involved in implementing a reading intervention focused on instructional strategies that help students develop learning strategies.

TED636 Imaginative Reading and Writing through Trade Books and in Content Areas in the Elementary School ..... **3 credit-hours**
Consideration is given to the language development of the child and adolescent and to expanding awareness of the multiple intelligences through reading across the curriculum. This course will also explore the curriculum in terms of incorporating a literature based curriculum, implementation, solutions, management, assessment, and evaluation using trade books. Prerequisite: EDU330 or TED530.

TED644 Integrated Language Arts and Reading Curriculum in the Middle Level ..... **3 credit-hours**
Focuses on the transitional phase of middle level students from the development of skills and appreciation of reading and language arts at the primary/elementary levels to the reading required in content areas of the secondary classroom. Uses a holistic view of the language arts and reading curriculum to enhance the ability of middle level students to integrate the aspects of the curriculum specifically and the environment in general.

TED651 Legal and Ethical Issues for Educators ..... **3 credit-hours**
An overview of the legislation and regulations governing education, including those related to NCLB, IDEA, and special education services. Examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. Discusses the roles of the educational leaders, including school board members, in school governance.

TED678 Reading Practicum and Seminar ..... **3 credit-hours**
A supervised experience in tutoring reading disabled students at the elementary, middle, or secondary level. Requires completion of a case study and/or action research project that may include administration of a variety of assessments, interpretations of the results, and development and implementation of appropriate programs. Prerequisites: TED635 or permission of the instructor.

TED690 Reflective Teaching Practicum and Seminar ..... **3 credit-hours**
Designed to enable and encourage currently practicing teachers to reflect, in an organized and insightful way, on the ordinary and extraordinary aspects of the teaching-learning environment. Requires completion of reflective and analytical projects such as case studies, action research, professional development activity analysis, classroom observation and analysis, and a Professional Portfolio. Prerequisite: Completion of a minimum of 15 semester hours in the Graduate Teacher Education Program.

Adrian Dominican Montessori Teacher Education Institute (ADMTEI)

Credit by transfer

Educational Philosophy and History ..... **1 credit-hour**
A thorough examination of Maria Montessori's philosophy and methodology with an emphasis on the Montessori learning environment. Examines the popular principles and techniques of education in current society and the educators and philosophers of the past and their impact on education.

Early Childhood Development ..... **1 credit-hour**
An in-depth study of the child's development from conception to the early elementary years. Examines the significance of the learning environment, parent/child and teacher/child interactions, the integration of children with special needs into the regular classroom environment, and the association between theories and data of early child development and early childhood educational methods.

Everyday Living Curriculum ..... **1 credit-hour**
The introduction to the most basic of the curriculum areas in the Montessori environment. Presents theory and practice of the intricacies of the lesson plan for the prepared environment as well as methods and materials.

Sensorial Curriculum ..... **1 credit-hour**
An exploration of the sensorial (visual, tactile, auditory, olfactory, and gustatory) curriculum as a developmental means by which the child integrates experiences for the development of abstract thinking. Provides opportunities to design and make activities and materials that are "strategies for observation" by the child.

Math Curriculum ..... **1 credit-hour**
The development of activities, strategies, and materials which provide the framework for implementing the mathematics curriculum sequence. Includes the examination of the developmentally appropriate curriculum for numeration, the decimal system, linear counting, static operations, dynamic operations, and fractions.

Language Curriculum ..... **1 credit hour**
A holistic approach to language development, including listening, talking, reading, writing, and thinking. Presents the development of language from the child's early days through young childhood as a precursor to reading and writing.

Montessori Student Teaching ..... **6 credit-hours**
A yearlong experience in a Montessori classroom/setting working in the capacity of a supervised teacher. Requires a minimum of 725 contact hours, accompanied by seminars.

1247 E. Siena Heights Drive
Adrian, Michigan 49221

www.sienaheights.edu