

**LAKELAND**  
COLLEGE





# **LAKELAND COLLEGE 2010–2011 CATALOG**

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# PREFACE

As the official academic catalog of Lakeland College, this publication lists all courses and programs in the undergraduate curriculum, graduation requirements, and academic and financial policies in effect as of the beginning of the fall term, 2010.

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

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

*This catalog is supplemented by the following official publications of the College:*

**The Day Program Schedule of Courses booklet**, issued prior to the opening of each term, contains all current information about class scheduling and a listing of all courses to be offered in that term.

**The Student Handbook**, revised each summer and available to day program students each fall, contains additional information about campus life, including activities, services, policies and regulations, and the various offices through which they are administered.

**The William R. Kellett School Academic Catalog**, published and revised as needed, contains all policies and practices that are unique to the academic programs offered through the William R. Kellett School.

**The William R. Kellett School Graduate Programs Schedule of Courses**, published prior to the beginning of each term, contains current information about course offerings in each program for the upcoming term.

**The William R. Kellett School Undergraduate Programs Schedule of Courses**, published prior to the beginning of each term, contains current information about course offerings in each program for the upcoming term.

**International Program Catalog Supplements**, published and revised as needed, contain policies and practices that are unique to the Lakeland programs intended primarily for international students.

**Lakeland College Japan Academic Information Booklet**, published and revised as needed, contains policies and practices that are unique to Lakeland College's program in Japan. It is printed in English and in Japanese.



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

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# ACADEMIC CALENDAR 2010–2011

## FALL TERM 2010

Faculty Workshop.....	Tuesday, August 24–Wednesday, August 25
New International Student Orientation .....	Wednesday, August 25–Saturday, August 28
New and Returning Student Move-in Day .....	Friday, August 27
New Student Welcome Ceremony .....	Saturday, August 28
Welcome Week .....	Monday, August 30–Saturday, September 4
<b>First Day of Classes.....</b>	<b>Monday, August 30</b>
Opening Convocation.....	Thursday, September 2
<b>Last Day to Add/Drop Classes.....</b>	<b>Friday, September 3</b>
Labor Day—NO CLASSES.....	Monday, September 6
Classes Resume.....	Tuesday, September 7
HOMECOMING .....	Saturday, October 9
Mid-Term.....	Monday, October 11–Tuesday, October 12
Fall Break.....	Thursday, October 21–Sunday, October 24
Classes Resume .....	Monday, October 25
Registration for Spring 2011 .....	Thursday, November 4–Friday, November 12
<b>Last Day to Withdraw from a Class or change to Audit Status.....</b>	<b>Friday, November 12</b>
Thanksgiving Recess.....	Wednesday, November 24–Sunday, November 28
Classes Resume .....	Monday, November 29
Last Regular Class Day.....	Thursday, December 9
Reading Day (NO CLASSES).....	Friday, December 10
Final Exams .....	Monday, December 13–Friday, December 17
Christmas Break .....	Saturday, December 18–Sunday, January 9, 2011

## SPRING TERM 2011

New International Student Orientation .....	Monday, January 10–Tuesday, January 11
<b>First Day of Classes .....</b>	<b>Wednesday, January 12</b>
<b>Last Day to Add/Drop Classes .....</b>	<b>Tuesday, January 18</b>
Mid-Term.....	Wednesday, February 23–Thursday, February 24
Registration for Fall Term 2011 .....	Thursday, March 3–Friday, March 11
<b>Last Day to Withdraw from a Class or Change to Audit Status .....</b>	<b>Friday, March 11</b>
Spring Break.....	Saturday, March 12–Sunday, March 20
Classes Resume.....	Monday, March 21
Easter Break .....	Friday, April 22–Monday, April 25
Classes Resume.....	Tuesday, April 26
Last Regular Class Day.....	Thursday, April 28
Reading Day—NO CLASSES.....	Friday, April 29
Final Exams.....	Monday, May 2–Friday, May 6
<b>Baccalaureate and Commencement.....</b>	<b>Sunday, May 8</b>

## MAY TERM 2011

First Day of Classes.....	Tuesday, May 10
Last Day of May Term.....	Friday, May 27

## SUMMER TERM 2011

First Day of Classes.....	Tuesday, May 31
Independence Day—NO CLASSES .....	Monday, July 4
Last Day of Summer Term .....	Monday, August 22



# LAKELAND COLLEGE STATEMENT OF MISSION, VALUES, AND EXPECTATIONS

## **Mission**

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

## **Values**

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

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

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

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

## **Expectations**

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

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

# ABOUT LAKELAND COLLEGE

## HISTORY OF LAKELAND COLLEGE

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

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

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

Today Lakeland is an independent, private, liberal arts college affiliated with the United Church of Christ. Both the College's undergraduate and graduate programs are fully accredited by the North Central Association of Colleges and Universities. Lakeland's teacher education program is accredited by the Teacher Education Accreditation Council (TEAC).

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

## THE JOHN ESCH LIBRARY

Lakeland's library is located at the center of campus in a building first built in 1940, expanded in 1981 and remodeled in 1996. Computer stations and study carrels are available for student use from early in the morning to late at night. The library's collection includes more than 68,000 books. The College also subscribes to over 300 academic journals, newspapers, and magazines. As a member of Eastern Shores Information Catalog (EASICAT), the College has additional local access to 1,000,000 items. Lakeland students also have access to the following academic databases: Badgerlink, ProQuest, JSTOR, PsycINFO, NetLibrary, LexisNexis, the Oxford English Dictionary, and the American Chemical Society.

## GRADUATE PROGRAMS

### **MASTER OF BUSINESS ADMINISTRATION (M.B.A.)**

The Lakeland Master of Business Administration (M.B.A.) degree program, especially designed for working adults, provides a broad-based professional education consisting of post-graduate coursework which integrates research, case studies, computer technology, and other instructional processes. The objectives of the program include an understanding of business and economic problems and the development and refinement of managerial skills to address these problems in the context of the global workplace. For students interested in furthering their professional goals in accounting, finance, healthcare management, and project management, the program allows for emphases in these areas.

### **MASTER OF EDUCATION (M.Ed.)**

The Lakeland Master of Education degree in Teaching and Professional Development (M.Ed.) is designed for classroom teachers and department heads who are seeking opportunities for intellectual and professional growth within the context of a liberal arts education.

### **MASTER OF ARTS (M.A.) IN COUNSELING**

The Lakeland Master of Arts (M.A.) in Counseling degree is designed to provide a broad-based education in counseling for professionals in the field and for interested educators. Students accepted into this program can pursue an emphasis in one of three areas: Early Childhood through Adolescence School Counseling, Community Counseling, or Higher Education Counseling.

### **MASTER OF ARTS (M.A.) IN THEOLOGY**

Lakeland College offers a graduate program in theology leading to the degree of Master of Arts (M.A.) in Theology. The program is designed to provide a basis of continuing education towards a Master of Divinity (M.Div.) or Doctor of Philosophy (Ph.D.) or to become the theological core of a comprehensive training program leading to various forms of “associate ministry.”

For a detailed listing of the course requirements for Lakeland’s master’s programs, please refer to the William R. Kellett School Catalog.

## UNDERGRADUATE PROGRAMS

### **BACHELOR OF ARTS (B.A.) Lakeland’s Main Campus**

The Lakeland Bachelor of Arts degree requires the completion of 120 semester hours with a minimum grade-point-average of 2.0 on a 4.0 scale. Over 35 majors are available at Lakeland’s 240-acre main campus, which is located 12 miles northwest of Sheboygan in rural, eastern Wisconsin. The College is 60 miles north of Milwaukee, 120 miles northeast of Madison, and 60 miles south of Green Bay. The campus is in close proximity to Lake Michigan and the picturesque Kettle Moraine State Forest.

### **The William R. Kellett School of Adult Education**

In addition to its on-campus programs, Lakeland offers working adults and other non-traditional students the opportunity to complete their bachelor’s degrees in business-related majors through The William R. Kellett School. Each Kellett School class meets

once per week on campus in the evening or on Saturdays and at several off-campus centers: Chippewa Valley, Fox Cities, Green Bay, Madison, Marshfield, Milwaukee, Sheboygan, Wisconsin Rapids, Kohler Co., and at other corporate locations throughout the state. The Kellett School also offers online courses, which have been developed as a logical extension of the College's programs for working adults. Such online courses link faculty and students from many different locations into interactive learning groups via academic software and computer modems. Online courses require all students to have access to an outside Internet provider, which is required for research, class projects and connection to download/upload class notes.

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

### **ASSOCIATE OF ARTS (A.A.)**

The Associate of Arts degree is available only at Lakeland College's branch campus in Japan. This program requires a minimum of 60 semester hours of liberal arts coursework with a minimum grade-point-average of 2.0. The specific course requirements include those listed as the General Studies course requirements of the College at the Freshman and Sophomore levels (100- and 200-level courses).

## **SPECIAL ACADEMIC PROGRAMS**

### **English Language Institute (ELI)**

The ELI is a continuing, full-time program of the College which offers international students and other non-native speakers of English the opportunity to develop the English proficiencies required to be admitted to, and succeed in, the American college or university of their choice.

### **Pre-Engineering**

Since the 1990–1991 academic year, a dual degree program, leading to a baccalaureate degree in engineering sciences from Lakeland College and a baccalaureate degree in one branch of engineering at the University of Wisconsin-Madison, has been available to qualified Lakeland students. This dual degree program requires approximately two years of study at Lakeland, depending on one's preparation, followed by three years at the University of Wisconsin-Madison campus.

Graduates of this program will be eligible to participate in commencement ceremonies at both the University of Wisconsin-Madison and Lakeland College.

### **Pre-Nursing**

Lakeland College, in partnership with Bellin College of Nursing, offers students a unique opportunity in nursing education. Students spend the first two years at Lakeland's main campus completing their science and general education requirements. The final five semesters are then spent at Bellin College in Green Bay where students receive instruction in specific nursing study and complete their clinical experience. Graduates of the Lakeland/Bellin Partnership program earn a Bachelor of Science in Nursing (B.S.N.) only from Bellin College of Nursing. No degree is conferred by Lakeland College.

### **Nursing as a Second Degree**

Lakeland College, in association with the University of Wisconsin-Oshkosh College of Nursing, offers students an opportunity to earn a Bachelor of Arts degree from Lakeland and a Bachelor of Science degree in Nursing from UW-Oshkosh in five and one-half years. Students first obtain a bachelor's degree at Lakeland's main campus. Included in the first degree are the science and general education requirements necessary for application to UW-Oshkosh's Accelerated Online Bachelor's to BSN Program. During their senior year at Lakeland students apply for admission to UW-Oshkosh's program. Upon admission, students will begin the Nursing Program either in May or October, completing the BSN in twelve months. Additional information is available through Lakeland's Natural Science Division Chair.

### **Malawi Teacher Education Program**

In 1999, Lakeland College, the United States Agency for International Development (USAID), and the government of the African country of Malawi began an exciting partnership to train teachers for that developing nation.

Each year, five scholarship students from Malawi arrive on campus to begin an intensive, three-year program of study leading to a Bachelor of Arts degree in general education. After graduation, these young people are expected to assume positions of leadership and responsibility in Malawi's national education system. Many will become teachers of teachers or educational administrators, using their Lakeland degree to help develop their country and raise the quality of life of other Malawians.

Malawi, a small country by African standards, occupies an area the size of Pennsylvania and is wedged in the southeast corner of the sub-Saharan continent between Mozambique and Zambia. The World Bank lists Malawi as one of the ten poorest countries in the world. Of its ten million people, half are under 16 years old, and even though nearly 90% of Malawi's youngest children now attend primary school, fewer than 20% go on to secondary school.

Malawi Teacher Education Program students satisfy all College Bachelor of Arts Degree requirements including all General Studies requirements and the following core education courses: GEN 111, SOC 210, EDUP 230, CPS 100, EDUP 330, EDU 373, EDUP 432, and EDU 480. These students must also complete an academic minor or the following selected elementary education professional sequence courses: MAT 210, EDU 331, EDU 332, EDU 342, EDU 369, and EDU 382. Students in the Malawi Teacher Education Program must also complete a teaching practicum in Malawi following their coursework in Wisconsin.

## **PROGRAMS ABROAD**

Pursuant to the College's mission to prepare students for life in a diverse, global society, and to its intent to make the campus both a port of entry to the world for American students and a port of entry to American higher education for other students from around the world, Lakeland offers a variety of short and long term study abroad opportunities, and encourages students to participate in one of these exciting opportunities. Financial aid packages available to Lakeland College students continue during participation in these programs. For more information on any of these programs, please contact the Study Abroad Office.

In addition to the Lakeland study abroad programs listed below, other programs are available on a case-by-case basis. Students may also participate in a wide array of programs around the world, available through Lakeland's membership in the Wisconsin Association of Colleges and Universities (WAICU).

### **Lakeland College Japan (LCJ)**

Lakeland maintains an accredited branch campus in Tokyo, Japan. The Tokyo branch campus offers Japanese students an intensive English language program and an accredited Associate of Arts (A.A.) degree program. All classes at Lakeland College Japan are conducted in English.

American students from Lakeland College and from other accredited colleges and universities in the United States may also study at Lakeland College Japan as part of their undergraduate program. For American students, the Tokyo branch campus offers the option of homestay or international residence hall accommodations. The Study Abroad at LCJ program provides the opportunity to study Japanese language and culture while continuing a student's undergraduate education. No prior Japanese language proficiency is required.

### **Foreign Study Semester in Germany**

The College maintains an exchange program in Germany. All students with knowledge of German, regardless of major, are eligible for the foreign study semester at Hessen Universitaet in Kassel, Germany.

### **London Theatre Trip**

The College offers on a regular basis a thirteen-day study tour in England where students see and analyze six productions performed by some of the most prestigious theatrical companies in the West. Past groups have seen *Taming of the Shrew*, *Cats*, *Miss Saigon*, *Volpone*, *Phantom of the Opera*, *Tales from Ovid*, *Winter's Tale*, and a variety of others. Also included in the trip is a tour of London, Bath, and Stonehenge, and an afternoon tea or medieval banquet. Students have also gone on walking tours to Anne Hathaway's cottage, locales around London frequented by the Beatles, and the British Museum.

### **Summer Program in Ansan, Korea**

Lakeland offers an escorted short term Resort Management study / internship program each summer at its sister school in Ansan, Korea. Students participating in this program complete a Resort Management course conducted at Ansan College, taught by the accompanying Lakeland College faculty member. Students then participate in a credit-bearing internship at a five-star international quality hotel. Students' expenses are minimized by paid stipends when possible. An additional component of the internship is the required participation as English language conversation partners with Ansan College students. No prior Korean language proficiency is required.

### **Spanish Language Programs**

Lakeland College has a sister school relationship with the Universidad Reformada in Barranquilla, Colombia. Opportunities during May Term and summer term for Spanish language study are also available in Spain and Latin America. These programs are coordinated by the Spanish department in cooperation with other Lakeland College departments and/or outside agencies.

### **May Term Introduction to Chinese Language and Culture**

This escorted course is conducted at Lakeland's sister school, Shanghai Finance University (SFU) in Pudong, metropolitan Shanghai. Costs are minimized through Lakeland's collaborative arrangement with SFU. No prior Chinese language proficiency is required.

### **Tropical Biology Program**

The Lakeland College Biology Program offers an intensive two-week study abroad program in Belize during May Term of even years. This program is designed for junior and senior biology majors and explores tropical terrestrial and aquatic ecology as well as exposing students to past and present Central American cultures.

## **PROGRAM FOR ALUMNI CAREER ENHANCEMENT (PACE)**

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

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

For more information on these programs, please refer to the "Academic Rules and Procedures" and "Curriculum" sections of this catalog.



# **ACADEMIC RULES & POLICIES**

**Admission**

**Transferring to Lakeland**

**Academic Policies**

**Bachelor of Arts Degree Requirements**

**Student Classifications**

**Registration**

**Grading**

**Course Policies/Guidelines**

**Academic Standing**

**Graduation Policy**

**Student Rights and Records**

**Veterans Benefits/Mobilization**

**Students with Disabilities**

**The Clery Act**





# ADMISSION

## Criteria for Admission

While no single factor determines an applicant's successful admission to Lakeland, the College seeks high school graduates with a cumulative grade-point-average (GPA) of 2.0 or better. This GPA, standardized test scores (either ACT or SAT), a personal statement, and a school counselor recommendation are all considered when admission decisions are made. The College also accepts transfer students who have earned at least a 2.0 cumulative GPA and are in good standing at other accredited institutions of higher learning. Exceptions to the above admission criteria may be justified by personal recommendations or other documented evidence of probable academic success at Lakeland. Decisions on such exceptions are made by the Vice President for Academic Affairs, the Vice President for Student Development, the Director of Admissions, and the Director of the Hayssen Academic Resource Center.

## Policy on Non-Discrimination

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

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

## Application for Admission

When applying for admission to the College, students are asked to submit the following credentials to the Office of Admissions:

1. An Application for Admission along with a \$20.00 non-refundable application fee. (**Note:** An Application for Admission may be submitted at any time after the successful completion of the junior year of secondary school.)
2. An official high school transcript.
3. Official transcripts from all post-secondary colleges or universities, if any.
4. American College Test (ACT) scores or Scholastic Aptitude Test (SAT) scores.

Decisions are made on applications once they are complete. Applicants are notified promptly by mail. Following acceptance, students intending to enroll are required to submit a \$100.00 non-refundable commitment fee which is applied to the tuition cost for the first term of class enrollment.

International students are required to follow steps 1 through 3. Submission of ACT or SAT scores is not required. International students applying for admission must also:

- a. Submit, if their native or first language is not English, Test of English as a Foreign Language (TOEFL) scores. The minimum TOEFL score for undergraduate admission is 500 (173, for the computer-based test; 61, for the internet-based test). Under certain circumstances international students who complete the language preparation of the College's own English Language Institute may be admitted with scores less than 500.

- b. Provide financial documentation (certification of finances) that shows the student's ability to pay for college and living expenses while studying and residing in the United States.

**Note:** Upon receipt of the commitment fee and completed housing and health forms, international students will be sent the Certificate of Eligibility (I-20) form required to obtain a student "F-1" visa.

Exceptions to the above admission criteria may be justified by personal recommendations or other documented evidence of probable academic success at Lakeland. Decisions on such exceptions are made by the Vice President for Academic Affairs, and those students accepted will be considered as conditionally accepted and will have probationary status for their first semester (see policy on Academic Probation and Suspension). Probationary Status will include conditions set by the Director of the Hayssen Academic Resource Center.

## TRANSFERRING TO LAKELAND

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

### Transfer Application Process

Students who wish to transfer to Lakeland College must submit the following to the Office of Admissions:

1. An Application for Admission along with a \$20.00 non-refundable application fee.
2. Official transcripts from all previous colleges. Such transcripts must either be sent directly to Lakeland College from the transfer institution or brought to Lakeland in a sealed envelope.
3. ACT or SAT scores and high school transcripts for those applicants majoring in Education and/or for those applicants who have completed less than one year of college-level work.

### Transfer Eligibility

Individuals who have earned a cumulative college GPA of 2.0 or higher will be considered for admission to Lakeland College. Students who have earned a cumulative college GPA of less than 2.0 may also be considered for admission if they have completed 30 or fewer semester hours of college work and would have been qualified for admission to Lakeland on the basis of their high school records. If final, official records are not on file at least one week prior to the start of Lakeland classes, new transfer stu-

dents will be asked to obtain and submit unofficial copies of records and/or grade slips before being allowed to register. Registration for subsequent terms will not be allowed until the application file is complete.

### **Transferring from Two-Year Schools**

The college-level work of students transferring from accredited two-year colleges or technical schools will be evaluated on a course-by-course basis. Lakeland College accepts up to 60 semester hours of transferred credits from any combination of accredited two-year schools. Students majoring in Early Childhood through Middle Childhood Education will be allowed to exceed the 60-semester-hour limitation on transfer credit from two-year institutions provided such credit is completed after their initial entry into Lakeland College and is part of their Early Childhood Education requirements.

### **Transferring as an Associate Degree Graduate**

Associate degree graduates from approved two-year college or technical school programs will receive approximately two years of college credit when transferring to Lakeland. Lakeland College accepts up to 60 semester hours of transferred credits from any combination of approved two-year programs.

### **Transferring from Four-Year Schools**

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

### **Transferring with a Completed Bachelor's Degree**

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

### **Adult Student Admission**

Students who do not immediately attend college after graduating from high school are termed "adult." Adult applicants who have graduated from high school within the past three years must submit ACT or SAT test scores and high school transcripts with their application. Adult applicants who have been out of high school three years or more, and whose grade-point-average was 2.0 or greater are not required to submit ACT or SAT test scores. The applications of adult applicants whose grade-point-averages are less than 2.0 will be reviewed by an Admissions Committee, and additional materials may be requested.

### **Transferring from a Closing College**

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

### **Taking Courses at Other Colleges**

Lakeland students who wish to take a course at another college while enrolled at Lakeland must receive written permission prior to taking the coursework if the credits are to be applied to a Lakeland degree. Forms for obtaining such advance written permission are available from the Office of the Registrar. If a student is taking coursework at another college concurrently with his or her enrollment in Lakeland courses, the total course load may not exceed 18 semester hours in any term. Registration for more than 18 credits may be permitted by the Vice President for Academic Affairs, if the student has a 3.0 GPA and if other conditions make the overload advisable. Only grades of “C” or better will transfer. Coursework taken through other colleges will not be included in the Lakeland GPA.

### **Credit and Advanced Placement by Examination**

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

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

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

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

#### **Composition and Literature**

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

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

#### **Foreign Language**

*Level 1—55 or above—4 semester hours and exemption from Cross-Cultural Studies requirement.*

*Level 2—55 or above—8 semester hours and exemption from Cross-Cultural Studies requirement.*

## **Social Science and History**

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*American Government—55 or above—3 semester hours and exemption from American Studies requirement.*

*History of the United States I—55 or above—3 semester hours and exemption from American Studies requirement.*

*History of the United States II—55 or above—3 semester hours and exemption from American Studies requirement.*

*Introduction to Educational Psychology—55 or above—3 semester hours and exemption from Societal Studies requirement.*

*Principles of Macroeconomics—55 or above—3 semester hours and exemption from Societal Studies requirement.*

*Introduction to Psychology—55 or above—3 semester hours and exemption from Societal Studies requirement.*

*Introduction to Sociology—55 or above—3 semester hours and exemption from Societal Studies requirement.*

*Western Civilization I—55 or above—3 semester hours and exemption from Cross-Cultural Studies requirement.*

*Western Civilization II—55 or above—3 semester hours and exemption from Cross-Cultural Studies requirement.*

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

### **Retroactive Credit for Foreign Language Study**

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Students who complete a Lakeland College foreign language course above the first-semester level with a grade of “B” or better will also receive credit for all foreign language courses that are prerequisite to that course. Retroactive credit is awarded to only those students who are studying a language that is not their native language. A maximum of 14 semester hours, not including the completed course, may be awarded. The course taken to earn retroactive credit must be the student’s first college course in the language.

## **ACADEMIC POLICIES**

The following policies guide the matriculation, withdrawal, and graduation of Lakeland students, as well as establish the normal rules by which classes are conducted and credit is granted.

Contingent upon continuous enrollment, students will be allowed to complete any degree program offered by Lakeland College on the date of their first enrollment in the College, providing no substantive curricular changes have been made.

Lakeland’s academic policies all assume that the basic credit unit is the semester hour. One Lakeland semester hour is equivalent to 1.5-quarter hours. Unless designated otherwise, all Lakeland courses carry three semester hours of credit and the normal, full-time load for a student enrolled in a year of Lakeland classes is 24–36 semester hours (12–18 fall and 12–18 spring). In addition, a student may take one one-semester-hour to four-semester-hour course during the May Term.

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

### **BACHELOR OF ARTS (B.A.) DEGREE REQUIREMENTS**

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

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

1. Complete the General Studies requirement by:
  - a) Demonstrating college-level proficiency in each of the required Basic Studies areas: reading, writing, and mathematics.
  - b) Completing Distributional Studies requirements in Rhetorical Development, Quantitative Analysis, American Studies, Cross-Cultural Studies, Societal Studies, Religious Studies, the Artistic Experience and the Scientific Experience.
  - c) Completing Interdisciplinary Studies requirements: Core I, Core II, Core III; or the Honors Program Sequence.  
*(For the specific requirements of each General Studies area, please refer to the “Curriculum” section of this catalog.)*
2. Complete an academic major.  
*(For the specific requirements of each major see the “Curriculum” section of this catalog.)*

3. Complete at least 120 semester hours of college credit, of which no more than 6 semester hours may be from GEN 095 Foundations of English, GEN 100 College Writing Workshop, GEN 101 Reading Workshop, GEN 102 Mathematics Workshop, and GEN 105 Learning Skills Development, or their equivalents.
4. Earn a minimum of 30 semester hours of college credit through Lakeland College. Of the last 30 semester hours credited toward the degree, 24 must be earned through Lakeland College.
5. Maintain a cumulative grade-point-average of at least 2.0 in the Lakeland major and minor areas, and at least 2.0 in all coursework taken through Lakeland College. (Education majors are required to maintain a GPA of at least 3.0 in all the coursework applied to the major, minor, professional sequence, and General Studies requirements.)
6. Complete at least 1/3 of the coursework required for the Lakeland major(s) and minor(s) through Lakeland College.
7. Attend a total of 24 College-sponsored fine arts and lecture series events. For those entering as transfer students, the number of required events is determined according to class standing at the time of enrollment at Lakeland as follows:

*If entering as:*

- A freshman (0–14 semester hours)—attendance at 24 events
- A second-semester freshman (15–29 semester hours)—21 events
- A sophomore (30–45 semester hours)—18 events
- A second-semester sophomore (46–59 semester hours)—15 events
- A junior (60–74 semester hours)—12 events
- A second-semester junior (75–89 semester hours)—9 events
- A senior (90 semester hours)—6 events
- A second-degree candidate—exempt

## **SECOND DEGREE CANDIDATES**

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

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

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

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

## **STUDENT CLASSIFICATIONS**

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

### **Class Year Classification**

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

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

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

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

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

### **Full-Time and Part-Time Classification**

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Students must be enrolled for at least 12 semester hours of coursework in a term to be considered full-time students. Students must be enrolled in at least 6 semester hours to be considered half-time students. All students who are enrolled in fewer than 12 semester hours of coursework in any term other than May Term will be classified as part-time students. Students participating in intercollegiate athletics must be enrolled full-time in the College's traditional day program to maintain their eligibility to participate.

### **Special Registration Classifications**

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In addition to the normal full-time and part-time classifications for enrolled students, there are five other categories at Lakeland in which enrolling students are guided by unique registration policies. Those five categories are high school advanced placement, Kellett School, PACE, senior citizen, and special student registrations. In several cases, different classifications imply differences in tuition costs. For specific details regarding tuition costs, refer to the 2010–2011 Schedule of Tuition and Fees available in the Admissions Office.

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

Where approved by appropriate high school administrators and Lakeland's Vice President for Academic Affairs, Lakeland College will award college credit for courses taught by high school instructors who have been granted Lakeland Adjunct Faculty status. The details for such offerings will normally be available to the public at least four months before the beginning of the high school term in which the course is to be offered. This program is referred to as the Concurrent Academic Progress Program (CAPP).

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



2. The William R. Kellett School programs require that students register for classes through the William R. Kellett School Office. Traditional program students enrolling in Kellett School classes retain their traditional student program classification.
3. The PACE classification includes students who have previously graduated from Lakeland College and are currently enrolled in on-campus traditional classes in order to strengthen an existing major or minor or to add a new major or minor, develop a new area of interest, or complete requirements for a new profession.

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

4. Senior citizens, age 60 or older, are accorded the same preferential treatment as Lakeland College alumni and may enroll in courses for academic credit under the PACE tuition plan (described above).

If interested in auditing a course, rather than taking it for academic credit, a senior citizen may do so under the following conditions:

- up to two courses, excluding applied music courses, may be audited per semester at a \$25.00 tuition charge per course,
- the cost of books and/or supplies is borne by the auditor,
- the audited course(s) must be taken at the main campus pending space availability and instructor approval.

5. Special student registrations are those students not covered by the above classifications who have registered in a Lakeland course. Students in this category may be enrolled under a reduced tuition plan.

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

Students in the PACE, senior citizen, and special student categories are subject to the following unique policies:

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

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

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

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Students who have not reached senior standing may change from one program to another by filling out a Change of Program Request Form, which is available in the Office of the Registrar. Graduation requirements will be adjusted in accord with the student's

new program. Students at senior standing must complete the requirements of his/her current program. Students may at any time enroll in courses through any undergraduate program. The student's advisor must approve all registrations for any Lakeland College program.

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

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

## **REGISTRATION**

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Students must be officially registered for all courses for which they intend to earn credit. Registration dates are included on the Academic Calendar. First-time students will receive registration materials from the Office of Admissions after they are accepted for admission; returning students, at their home address or through on-campus mail and at my.lakeland.edu. In general, registration for each term involves these essential steps, though not necessarily in this order:

1. Application for financial aid is made during spring term, for the following academic year, through the Financial Aid Office.
2. Financial obligations are settled and parking permits are obtained through the Business Office.
3. Identification pictures for Campus Cards are taken at the Campus Card Office. The Campus Card is activated through the Business Office or the Student Financial Counselor.
4. Academic progress is reviewed and course selections are made with the assistance of academic advisors.
5. A schedule card is filled out, signed by the student's academic advisor, and brought to the Office of the Registrar.
6. Residence hall arrangements are made with the Housing Director.

The Schedule of Classes is available upon request from the Office of the Registrar.

## **Academic Calendar**

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Lakeland's academic calendar consists of traditional fall and spring terms, with optional May and summer terms. Each of the four-month fall and spring terms includes fourteen weeks of class sessions and a one-week exam period. Fall term begins in late August/early September and concludes before Christmas. Spring term starts at the beginning of January and continues through the beginning of May. The optional May term is a three-week term during the month of May. Summer courses are offered through the William R. Kellett School over a term of twelve weeks, beginning the last week of May or the first week in June.

## **Fall and Spring Term Policies**

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While enrollment in five courses (15 semester hours) is the normal full-time student workload during the fall or spring term, Lakeland's full-time tuition is applied to any enrollment from 12 to 18 semester hours during those terms. Students who have maintained a grade-point-average (GPA) above 3.0 or who have written approval from the

Vice President for Academic Affairs may enroll in up to 21 semester hours during a term with payment of an “overload” tuition charge for the 18.5th, 19th, 20th, and 21st semester hours. Part-time and Kellett School students pay on a course-by-course basis.

### **May Term Policies**

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The purpose of May Term is to provide opportunities for teaching and learning that do not fit the structure of regular fourteen to fifteen-week terms. These opportunities may include internships, domestic or foreign travel, field experiences, innovative or experimental learning environments, visiting lecturers, major courses, or interdisciplinary study.

Traditional program students enrolled full-time in the fall or spring term may enroll for one course (one to four semester hours) during May Term at no additional tuition charge. Students who wish to live on campus during the May Term, including students who work on campus or participate in extracurricular activities, must be enrolled in a May Term class.

### **Summer Term Policies**

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The William R. Kellett School of Graduate and Continuing Education offers a selection of summer term courses at its centers, in once-a-week or BlendEd class sessions spread over a term of twelve weeks, beginning the last week of May. Summer courses are also available through Lakeland’s Online program. Registration for summer courses is conducted through the Kellett School centers.

Students may transfer up to twelve semester hours of coursework from summer classes taken at another college in any one year. Anyone who plans to transfer work from another college during the summer must notify the Office of the Registrar of that intent and complete all forms and arrangements before the end of the spring term. Grades earned in transferred courses are not included in the official Lakeland College GPA (grade-point-average).

### **GRADING**

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

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

**AB** = 3.5 quality points per semester hour. Intermediate grade.

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

**BC** = 2.5 quality points per semester hour. Intermediate grade.

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

**CD** = 1.5 quality points per semester hour. Intermediate grade.

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

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

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

**I** = Incomplete: Indicates that the student has the prior consent of the instructor to complete required coursework after the end of the regular term. An “Incomplete” grade will not be entered in the student’s record without a signed contract between the student and the instructor. This contract must be submitted on or before the last day of final exams for the relevant term. This form is available in the Office of the Registrar. Incomplete

grades, if not resolved, are changed to the grade recorded on the incomplete contract in accord with the following rules:

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

Spring term or May Term “Incomplete” must be completed by the end of the following summer term. Summer term “Incomplete” must be completed by the end of the following fall term.

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

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

**W** = Withdraw: Indicates that the student has formally withdrawn from a course. Formal withdrawal must be completed before the end of the tenth week of classes in the fall, spring, or summer terms and by the end of the sixth day of classes in the May Term.

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

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

## **Grade Reports**

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Midterm and final grade reports are available at [my.lakeland.edu](http://my.lakeland.edu) at the end of each grading period. Printer-friendly versions are also available at this website. Even though parents may provide a major portion of the financial support for a student’s education, they will not automatically receive College grade reports. Legally an adult, the student must authorize the release of grade report information to parents by signing a special waiver form. Waiver forms are included in the orientation packet for each new, entering student and are also available in the Office of the Registrar. Parents of dependent students who wish to receive grade reports should make sure that a completed waiver form is in the student’s academic file.

## **Grade Changes**

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

## **COURSE POLICIES/GUIDELINES—COURSE NUMBERING**

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### **Lower-Level Courses—100’s**

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

**Lower-Level Courses—200's**

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

**Intermediate-Level Courses—300's**

These courses are generally taken during the sophomore or junior years and are usually the first within a professional/pre-professional sequence. These courses explore particular problems, topics, or techniques within the field and emphasize the application of basic skills to explore these topics and problems. "Student-as-Practitioner" strategies are used within the classroom, including research and the exploration of research methods. Also included are the following: an examination of problems and debates within the professional field; engagement in those debates and in that study; initial participation within the field of scholars/professionals; and/or instruction based on modeling, case studies, and mentoring.

**Upper-Level Courses—400's**

These courses are normally expected to be taken during the junior and senior years, providing the undergraduate "Capstone" experience within the major. These courses intensely explore specialized content (e.g., reading-intensive courses) and require students to create or synthesize knowledge using previously learned skills. These courses also provide authentic "Student as Practitioner" experiences; specialized, independent thinking within the field; vocational training (internships); and/or independent research.

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**Academic Advising**

The core of academic life at Lakeland is the relationship between its faculty and its students. While rules and policies are necessary, they are never an effective substitute for the personal interaction between an inquisitive learner and a willing teacher. At Lakeland everything possible is done to encourage positive and productive relationships between students and faculty, both in and out of the classroom.

For their first year at Lakeland, freshmen are advised by their Core I instructors, faculty who help the students adjust to college life and master basic rules and procedures. As students gain confidence and a sense of direction, they will be advised by an upper-class advisor from among the faculty who teach courses in their academic major. Such matching makes it easier for students to get to know their classroom instructors and encourages an educational relationship that continues beyond the walls of the classroom.

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

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**Class Attendance**

Students are expected to be present and punctual in their attendance at all class sessions. Individual course instructors are responsible for clearly notifying students of their unique and specific class attendance policies.

### **Final Exam Policy**

All courses must meet during final exam week at their scheduled periods. Instructors may use the final exam period for giving final exams, discussing final papers, or conducting other instructional activities. Students are required to attend during final exam week and participate in their instructors' scheduled activities.

### **Adding or Dropping Courses**

Students may drop and add courses until the end of the first week of classes in the summer, fall, and spring terms or until the second day of the May Term. Add/Drop cards for this purpose may be obtained in the Office of the Registrar. Add/Drop cards require the signature of the student's faculty advisor.

Students assume all responsibility for adding and/or dropping courses, including the accurate completion of Add/Drop cards and the submission of those cards to the Office of the Registrar before the stated deadlines.

### **Withdrawing from a Course**

A student who wishes to withdraw from any course may do so until the end of the tenth week of a summer, fall, or spring term or the tenth day of the May Term. Official withdrawal from a course requires that the student secure approval from both the course instructor and the academic advisor. Course withdrawal forms, for the purpose of recording that approval, may be obtained in the Office of the Registrar. Students assume all responsibility for withdrawal from courses including the full completion and submission of course withdrawal forms. Class absence without official withdrawal will result in a failing grade for the course.

### **Medical Withdrawal**

Please refer to the section on Medical Withdrawal and Family Leave for details.

### **Repeating a Course**

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

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

### **Independent Study Courses**

Approval for courses taught on an independent study basis is contingent upon the consent of an appropriate, sponsoring instructor; the division chair for the course; and the Vice President for Academic Affairs. Instructors are not obligated to sponsor independent studies. Regularly scheduled courses will be approved as independent studies only when they have been unavailable to students due to scheduling conflicts. Students in the Honors Program will be approved for independent studies in Directed Readings (HON 400) and the Senior Honors Project (HON 480) per program requirements.

Outside of these exceptions, students may take up to two courses, on an independent study basis, in any one subject area.

If students wish to propose a course for independent study, it is the student's responsibility to initiate independent study approval by providing a written course proposal to the instructor. When the proposal is for the independent completion of a regularly scheduled course, the student must provide a rationale for why he or she was unable to complete the course during the regularly scheduled time. If instructors have permission from their division chairs and the Vice President for Academic Affairs to offer a course on an independent study basis, the student who wishes to obtain course credit for an independent study course must submit a completed independent study form to the Office of the Registrar when registering for the course. Signatures of the supervising instructor, the chair of the academic division related to the subject area of the course, and the Vice President for Academic Affairs (in that order) are required on these forms. Independent study forms are available in the Office of the Registrar. The independent study form must be turned in to the Office of the Registrar no later than the last day to Add/Drop a course each term.

### **Auditing a Course**

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

Additional tuition will be charged if the audited course is taken on a part-time basis (part of a courseload of fewer than 12 semester hours) or as an overload (part of a courseload of more than 18 semester hours). Audit tuition is approximately 2/3 of the regular per-course tuition charge. There is no audit tuition reduction for a student who has enrolled under the PACE tuition plan, in a graduate program course, or under other special tuition rates.

### **Course Tutoring—Hayssen Academic Resource Center**

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Lakeland College provides a comprehensive academic resource center for students, faculty, and staff. Among the services provided by the Hayssen Academic Resource Center (HARC) are individual and group tutoring, supplemental instruction, and skill-building workshops on a variety of topics including time management, study skills, note taking, research techniques, and learning styles.

Students experiencing academic difficulty or having concerns about their ability to succeed in a particular course are encouraged to contact the Director of the Hayssen Academic Resource Center as soon as possible.

The Hayssen Academic Resource Center is located on the third floor of Old Main Hall.

## Internship and Externship Courses

By their very nature, these courses do not always fit easily within disciplinary designations and are coordinated at Lakeland through the Career Development office.

There are several types of external study courses, all of which require a minimum GPA in Lakeland classroom work. All external study courses require junior or senior standing. There will be dual supervision of all such courses by both an on-site supervisor and a Lakeland College faculty member. Where academic credit is given by the sponsoring agency and grades are assigned by on-site supervisors, the external study program is called an externship. Where academic credit is given by Lakeland College and where Lakeland faculty assign final grades, the experience is called an internship.

Arrangements for an internship or externship must be made according to the following schedule. Failure to file the appropriate paperwork in accord with these deadlines will eliminate the possibility for an internship or externship for the specified term.

<b>Contact Career Development by:</b>		<b>Registration Deadline:</b>
For fall 2010:	July 9, 2010	September 4, 2010
For spring 2011:	November 12, 2010	January 15, 2011
For May Term 2011:	March 11, 2011	May 14, 2011
For summer 2011:	March 11, 2011	May 14, 2011

Any exceptions to the policies stated here will be reviewed on a case-by-case basis and must have the written sponsorship of a member of the Lakeland College faculty and the signed approval of the Vice President for Academic Affairs.

## Eligibility Requirements for Internship/Externship Courses

Any Lakeland student who completes the course prerequisites and meets the eligibility requirements listed below may take up to 15 semester hours of course credit from Lakeland College in the form of full-semester internship or externship experiences. The following policy is intended to address all such programs where course credit is awarded through Lakeland College, whether credit-bearing activities are coordinated and evaluated by Lakeland College staff or by the staff of other institutions.

In some exceptional cases, up to 30 semester hours of credit may be awarded for year-long externships, which are required for the completion of an academic major. Where they are part of the standard program offerings of the College, the exceptions to the 15-hour limit on external study will be clearly noted in this course catalog.

### **1. Grade-Point-Average Requirement**

Except where other specific GPA requirements are indicated, the student must have an overall Lakeland GPA of at least 2.50 to be eligible for full-semester internship or externship credit.

### **2. Enrollment Requirement**

To be eligible for full-semester internship or externship experience credit from Lakeland College, the student must have completed two full-time semesters or their equivalent (30 semester hours) at Lakeland and must be registered through Lakeland College for that term.

### **3. Contact Hour Requirement**

To qualify as an acceptable full-semester internship or externship experience, the out-of-classroom coursework must involve a minimum of 50 contact hours of educational activity for each semester hour of credit to be awarded.



#### **4. Location Approval Requirement**

To qualify as an approved internship or externship experience site, the institution or location at which the out-of-classroom coursework is to be completed must have the signed approval of Lakeland's internship coordinator, a sponsoring member of the Lakeland faculty, and the Vice President for Academic Affairs.

#### **5. Financial Aid Eligibility**

To be eligible for full financial aid support during the semester in which the internship or externship experience is to occur, the student must be registered as a full-time student through Lakeland College. Students who are registered on a part-time basis may be eligible for partial aid support, but eligibility will vary on a case-by-case basis. In all cases, the Director of Financial Aid will determine financial aid eligibility and level of support.

### **Regular Internship and Externship Opportunities**

The following descriptions cover Lakeland's on-going special internship and externship programs:

#### **1. Education Internships**

These teaching-experience internships are required of all education majors who are seeking teaching certification. Prerequisites are determined and arrangements are made within the Education Division, and all inquiries should be directed to the chair of that division.

#### **2. Semester Internships**

Such internships may be taken for 3 to 15 semester hours of credit in any one semester and are available to all eligible students through application to the internship coordinator in the Career Development office. An overall GPA of 2.5 or better and junior or senior standing are prerequisites.

#### **3. May Term Internship**

One of the advantages of a May Term is that it allows Lakeland to offer one- to three-semester-hour internships in a variety of subject areas. Application for such internships must be made to the internship coordinator in the Career Development office early in the spring term. An overall Lakeland GPA of 2.5 or better is a prerequisite for these internship experiences.

### **ACADEMIC STANDING**

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

### **Graduation Honors**

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To be eligible for graduation honors, a student must complete a minimum of one-half of the coursework (60 semester hours) required for graduation through Lakeland College. Only those grades earned in Lakeland courses will be used when calculating Lakeland grade-point-averages. Lakeland graduation honors are based on the following cumulative GPA criteria:

Summa Cum Laude = 3.80–4.00

Magna Cum Laude = 3.60–3.79

Cum Laude = 3.50–3.59

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

### **Outstanding Student Awards**

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Superior students are recognized through the award of academic program scholarships and subject area outstanding student honors which are presented at the College honors banquet each spring.

### **The Dean’s List**

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

### **Standards for Academic Good Standing**

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Students must maintain a minimal grade-point-average (GPA) during each of their terms at Lakeland. These term GPA standards are as follows: freshmen–1.60; sophomores–1.80; juniors–2.00; seniors–2.00. In addition, students at junior status or higher must maintain a minimum cumulative GPA of 2.0. Students who fail to meet these minimal term and/or cumulative GPA standards face academic probation, suspension, or dismissal from the College.

In addition, with the exception of first-time freshmen, all students must successfully complete a minimum of nine (9) semester hours of coursework during each of their terms at Lakeland College. Freshmen must pass a minimum of six (6) semester hours in their first semester. Students who fail to pass the required number of semester hours also face academic probation, suspension, or dismissal from Lakeland College.

## Summary of Standards for Academic Good Standing

### Minimum Requirements for Each Class

Class Standing	Required Minimum Term GPA	Required Minimum Cumulative GPA	Required Minimum Number of Credits Successfully Completed First Term as a First-time Freshman	Required Minimum Number of Credits Successfully Completed Each Term After First Term
First-time, first-semester freshman	1.6	1.6	6 credits	9 credits
Freshman in second or subsequent term	1.6	1.8	N/A	9 credits
Sophomore	1.8	2.0	N/A	9 credits
Junior	2.0	2.0	N/A	9 credits
Senior	2.0	2.0	N/A	9 credits

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

The Vice President of Academic Affairs, in collaboration with the Registrar, the Director of the Hayssen Academic Resource Center, the Dean of Students, the Director of Academic Advising, and the Director of Financial Aid, will review each student's term GPA at the end of regular semesters. Summer Term is considered a semester only if the student has taken at least nine (9) semester hours. Based on the findings of this review, the Vice President of Academic Affairs will implement the following policies.

### Academic Probation, Suspension, and Dismissal

**Probation.** Students whose term GPA falls below the minimal standard or who fail to pass the required number of semester hours will be placed on academic probation for the following semester. In addition, juniors or seniors whose cumulative GPA falls below 2.0 will be placed on academic probation for the following semester. Students placed on academic probation may take no more than 14 semester hours of credit during the following term. These students must also meet with the Director of the Hayssen Academic Resource Center to establish the terms of their probation. Students who fulfill the terms of their probation and meet the appropriate term GPA standard may continue at Lakeland as full-time students in good standing.

**Suspension.** Students who fail to fulfill the terms of their academic probation or who fail all of their courses in a single term will be suspended for one semester. After a suspended student has been away from Lakeland College for one semester, he or she may

apply for readmission. A student who has been readmitted to the College after a period of academic suspension will return on academic probation.

Appeals to the above policy decisions may be made to the Vice President for Academic Affairs.

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

### **Summary of Academic Probation, Suspension, and Dismissal Rules**

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#### **Probation**

Freshman (1st semester)	If term GPA falls below 1.6 or fewer than 6 semester hours are successfully completed
Freshman (after 1st semester)	If term GPA falls below 1.6, cumulative falls below 1.8, or fewer than 9 semester hours are successfully completed
Sophomore	If term GPA falls below 1.8, cumulative falls below 2.0, or fewer than 9 semester hours are successfully completed
Junior	If term <u>or cumulative</u> GPA falls below 2.0 or fewer than 9 semester hours are successfully completed
Senior	If term <u>or cumulative</u> GPA falls below 2.0 or fewer than 9 semester hours are successfully completed

#### **Suspension**

All classes	Failure to meet the terms of probation
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#### **Dismissal**

All classes	After readmission following suspension, failure to meet the appropriate term GPA standard
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### **Athletic Eligibility**

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Lakeland College is a member of the National Collegiate Athletic Association (NCAA) and must adhere to the policies and procedures as stated in the NCAA manual. In order to participate in athletics, full-time students (students enrolled in 12 semester hours or more) must maintain minimum academic progress toward completion of the college degree by earning at least a 2.0 GPA overall and by having earned a minimum of 24 semester hours during their last two full-time terms of attendance. Credit earned during part-time terms which occur between the student's last 2 full-time terms of attendance or immediately following the student's last full-time term of attendance may be counted toward this 24-semester-hour rule. Also, summer and May Term courses qualify as hours earned during the previous spring term.

All students who have completed fewer than 19 semester hours and who have been enrolled at Lakeland College for only one fall or spring academic term will be allowed to remain academically eligible with an overall GPA of 1.75 or above.

A student-athlete may be on probation for a term, due to a low term GPA, but for athletic eligibility purposes is still regarded in good academic standing providing his/her overall GPA is at least 2.0 or better.

Developmental courses, GEN 095 Foundations of English, GEN 105 Learning Skills Development, GEN 100 Writing Workshop, GEN 101 Reading Workshop, and GEN

102 Mathematics Workshop do count toward the 12 semester hours of enrollment necessary to participate in a sport. However, only 6 semester hours earned from the completion of developmental coursework may be counted in the student's overall GPA and applied toward degree completion.

Students will not receive additional credit for a repeated course in which they previously received a passing grade. For example, a grade of "D" is earned in the spring 2010 term. The course is retaken in the fall of 2010 and a grade of "C" is earned. The improved grade helps the student's overall GPA, but does not count toward the number of "new" semester hours earned in the fall 2010 term for eligibility purposes. Therefore, it is important for student-athletes to be enrolled in and complete at least 12 new semester hours every spring and fall term.

If a student-athlete has withdrawn from a full term of attendance, that term will be counted for eligibility purposes. For example, a student completes the fall 2010 term and earns 16 semester hours, but withdraws from all of his/her classes (12 semester hours) during the spring 2011 term. The fall 2010 and spring 2011 terms demonstrate the student's last 2 full-time terms of attendance. Since student-athletes must earn 24 semester hours during their last 2 terms of full-time attendance, this student is short 8 semester hours for eligibility purposes. The student must earn another 8 semester hours during the May Term and/or summer term. **Note:** If there are extenuating circumstances which caused the complete withdrawal from a term, the individual's circumstance may be taken to the Athletic Appeal Committee for review.

**Transfer Students.** Upon entry to Lakeland College, a transfer student-athlete must be in good academic standing at the transferring institution, and confirmed as eligible to participate by that institution in order to participate immediately at Lakeland. Confirmation of athletic eligibility must be verified by the Northern Athletics Conference tracer report. The transfer student must have earned a 2.0 overall GPA and 24 semester hours within the last 2 terms of full-time attendance. Upon completion of one full-time term of attendance (enrollment in at least 12 semester hours), the student's grade-point-averages from Lakeland and the transfer institutions are combined to determine if the student has an overall GPA of 2.0 or better. The semester hours from the last full-time term of attendance at the transfer institution will be combined with the number of semester hours earned during the student's first full-time term of attendance at Lakeland to determine if the student meets the 24-semester-hour rule. After 2 full-time terms of attendance at Lakeland, the transfer credit and GPA will not be included in the determination of athletic eligibility; however, the transfer terms will be counted to determine if the student is within his/her first 10 semesters of full-time enrollment.

Student participation in athletics is limited to 10 terms of full-time enrollment, and/or 4 seasons of participation, whichever occurs first.

Students who are in their last term before graduation may be enrolled in fewer than 12 semester hours as long as they are enrolled in the courses which will enable them to graduate at the end of that term.

### **Mid-term Suspension or Dismissal**

Where judged appropriate by the Vice President for Academic Affairs, students who have earned unsatisfactory grades in all courses (D/F/W) on the mid-term grade report may be immediately suspended or dismissed from the College. Students who earn unsatisfactory grades in all courses and who are not suspended or dismissed will be monitored throughout the remainder of the term and may be suspended or dismissed from the College before the end of the term.

### **Behavioral Suspension or Dismissal**

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

### **Plagiarism and Cheating**

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

### **Withdrawal from the College**

Students who wish to withdraw from Lakeland in the middle of the term or who expect to leave Lakeland after completing their current coursework must contact the Vice President for Student Development and/or the Dean of Students at least 24 hours before leaving the campus if they wish to withdraw in good standing. It is important to make this contact early because the official withdrawal process includes a series of important actions, including, but not limited to, completing a Withdrawal from the College form; filling out a Course Withdrawal form; returning equipment, books, and/or keys; clearing one's financial accounts; and participating in a brief exit interview.

Students who are receiving financial assistance are strongly encouraged to consult with a representative from Financial Aid to identify and understand the financial assistance/monetary implications of processing this withdrawal transaction. *(Please refer to the "Financial Information" section of this catalog for the refund policy.)*

International students with F1/J1 visas must consult with the International Student Office to discuss the serious immigration consequences that may result from withdrawing from Lakeland.

### **Medical Withdrawal and Family Leave**

A request for medical withdrawal or family leave may be made in extraordinary cases in which serious physical or mental illness or injury or another significant personal situation prevents a student from continuing his or her classes, and incompletes or other

arrangements with the instructors are not possible. All applications for withdrawal require the completion of a Withdrawal from the College form available through the offices of the Vice President for Student Development, the Dean of Students, and the Registrar; thorough and credible documentation of the intervening circumstances; and the approval of the Vice President for Academic Affairs. **Note:** Requests for medical withdrawal or family leave from a single course in a term when several courses are taken are not granted.

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

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

See also the section above on "Withdrawal from the College."

### **Readmission to the College**

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Students who have withdrawn or who have been suspended from the College must make written application for readmission to the Office of Admissions in order to be re-enrolled in Lakeland classes. Application for readmission should be made at least two months prior to the date on which the student wishes to begin coursework. Successful readmission requires the complete payment of all prior balances due to the College, the approval of the Dean of Students, and the approval of the Vice President for Academic Affairs. Students who were suspended or who were not in good academic standing at the time they left the College will be asked to submit grades from any college-level coursework they may have completed and/or letters of recommendation from any employers or supervisors who observed their work during the time they were absent from Lakeland. Such students will be readmitted on academic probation status.

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

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

### **Readmission Following Suspension**

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Students who have been suspended may apply for readmission after one academic semester has elapsed. Successful readmission requires the complete payment of all prior balances due to the College, the approval of the Dean of Students, and the approval of the Vice President for Academic Affairs. If readmitted, students who were previously suspended will be placed on probation status until their coursework merits

a return to good academic standing. Students who have been readmitted following a suspension must improve their overall GPA each term until they have earned a return to good academic standing. Failure to earn a return to good standing will result in dismissal from the College.

### **Readmission Following Withdrawal**

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

### **GRADUATION POLICY**

There are six official graduation dates each year, which are used on transcripts and diplomas to indicate the day on which graduation requirements have been completed. These dates are August 31, December 31, January 31 (for fall term student teachers), the date of the graduation ceremony in May, May 31, and June 15 (for spring term student teachers).

### **Application for Graduation**

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate by filling out and submitting an Application for Graduation no more than one year prior to the student's intended graduation date. The application should be made only if the student has completed a minimum of 75 semester hours. Application forms are available in the Office of the Registrar.

Once the form is received in the Office of Registrar, the student will be informed, in writing, of all remaining degree requirements. Should graduation plans change, the student must inform the Registrar immediately. Students who reach graduation eligibility without having submitted an Application for Graduation may risk not being included in the graduation ceremony. Such a student will also be responsible for any fees incurred if adjustments must be made to the information on his/her diploma, i.e., a change in graduation date or a revision in the representation of his/her name.

### **General Graduation Policies**

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

Graduation honors will be based on all coursework completed by the Tuesday before the graduation ceremony and will be announced at the ceremony. Honor citations recorded on the permanent record, however, will be based on all coursework completed at Lakeland College. *(Please refer to the Academic Standing section of this catalog for further information regarding honors.)*

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

Diplomas will be issued to all graduates once each year at, or immediately following, the May graduation ceremony. Transcripts, noting the completion of degrees and hon-



ors, will be available within one month after all coursework has been completed. All appeals for exceptions should be made to the Office of the Registrar.

### **Mid-Year Graduation**

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Graduation eligibility for the August, December, January, May or June dates is contingent upon completion of all graduation requirements with passing grades by August 31, December 31, January 31, May 31, or June 15, respectively.

### **May Commencement**

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The 2010–2011 Commencement ceremony is scheduled for May 8, 2011. Students who have completed all degree requirements by August 31, 2010; December 31, 2010; January 31, 2011; May 8, 2011; June 15, 2011; or who are registered for a 2011 May Term course that will complete their degree requirements may participate in the May 2011 ceremony. To be eligible to participate in the May ceremony, students must have completed or be currently enrolled in all courses required for the completion of the degree. Students who are enrolled in Lakeland spring term courses which will complete all graduation requirements are eligible to participate in the May ceremony, even if those courses are not concluded until after the date of the ceremony. Therefore, students enrolled in spring term internships or externships will be eligible for participation in the May ceremony if the conclusion of the intern or extern program will mark the completion of all degree requirements.

### **STUDENTS' RIGHTS AND RECORDS**

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

The student's academic file, kept in the Office of the Registrar, contains a permanent record which lists courses, credits, and grades achieved at Lakeland; courses and credits accepted in transfer from other colleges which contributed to the Lakeland degree; date and type of degree awarded; major field(s) of study; minor field(s) of study; and honors awarded at graduation. The academic file also contains application forms, evaluations, transcripts from other colleges or high schools, and ACT/SAT scores.

The student's credential file, kept in the Career Development Office, contains resume information and personal recommendations as well as any transcripts and test results that the student wishes to include in that file.

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

A college transcript is a record of the student's academic progress including courses, credits, grades, major(s), minor(s), and honors earned at Lakeland College and credits accepted in transfer from other schools. In accord with the Rights and Privacy Act, tran-

scripts are considered confidential and will not be released to a third party, other than authorized College personnel, without the written permission of the student. Requests for transcripts should be presented, in writing, to the Office of the Registrar, giving notice of at least one week. All transcript requests must include the student's signature, social security number, and name when attending Lakeland College. The cost of each transcript is \$5.00. An additional \$5.00 will be assessed for short notice of two days or less. The charge for faxed transcripts is \$10.00. Upon written request, each Lakeland College graduate will be provided with one transcript at no charge. Please note that all financial obligations to the College, including the full payment of all fines, must be arranged to the satisfaction of the Manager of Student Accounts before transcripts will be released or sent.

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

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

## **VETERANS BENEFITS**

All veterans who wish to receive educational benefits under the Veterans Administration Program should contact their local V.A. Office for details regarding eligibility. Once admitted to Lakeland College, and each semester thereafter, the veteran should notify Lakeland's Veterans Coordinator of his/her course enrollment.

## **MILITARY STUDENT MOBILIZATION POLICY**

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

### **Mobilization On or Prior to the Last Day to Withdraw**

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

### **Mobilization Following the Last Day to Withdraw**

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

1. With the full consent and cooperation of the instructor, receive an "I" (Incomplete) as the temporary course grade; and within 90 days of deactivation from mobilization, complete the course requirements, and receive a per-

manent course grade. Failure to complete the work within the prescribed time will result in the student receiving an “F” as the permanent course grade.

2. Receive a “W” as the course grade and a full tuition credit to enroll in a Lakeland course within one year of deactivation from mobilization.

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

## **STUDENTS WITH DISABILITIES**

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

## **THE CLERY ACT**

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

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

The Vice President for Student Development oversees the campus security office and is responsible for the implementation of the above-listed tasks.

# FINANCIAL INFORMATION

**Tuition, Fees, Room and Board**

**Payment Options**

**Refunds**

**Scholarships**

**Financial Aid**



# FINANCIAL INFORMATION

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

## GENERAL STUDENT EXPENSES

General student expenses fall into five broad categories: tuition and fees, room and board, books and supplies, miscellaneous expenses, and transportation expenses. Resident students, those living in College residence halls, pay room and board living costs as well as tuition and fees to the College. Commuter students, those living in off-campus housing, pay only tuition and fees to the College. All five of the expense categories are included in the student's annual expense budget, for all students applying for financial aid, regardless of where the student may live.

## Tuition and Fees

The payment of College tuition helps to cover the costs for facilities, salaries, equipment, and other services associated with our educational and extra-curricular programs.

Full-time students taking all of their courses on campus are identified as "traditional program" students and pay the full-time, traditional program tuition rate. This amount is set each year and covers a registration of 12–18 semester hours of credit per term for fall and spring. Tuition for students who are enrolled full-time in the traditional program and who register for 18.5–21 hours of credit in a term pay an "overload" cost for each semester hour over the maximum of 18. Full-time, traditional program tuition also applies to those students who are concurrently enrolled in six (6) or more semester hours of traditional program classes and any number of Kellett School courses. Overload charges also apply in these situations to the semester hours taken in excess of 18.

Kellett School students who enroll in traditional program courses that are offered at night, when space is available, are eligible to receive financial aid in the form of grants to offset the cost of the increased traditional program tuition rates.

Internships are only charged at the traditional program tuition rates because they are only offered through the traditional program. Independent studies are charged at the traditional program rate, except in cases where they are offered to students in the Kellett School for the College's convenience. In such cases, they are charged at the Kellett School tuition rate.

Students enrolled in fewer than six (6) semester hours of traditional program courses and any combination of Kellett School courses pay tuition on a course-by-course basis, except as indicated below.

Students will also be classified as traditional program students and pay the full traditional program tuition rates if any of the following applies. The student desires to:

- live in a residence hall;
- participate in on-campus extracurricular activities, including athletics;
- make use of the on-campus academic and non-academic support services of the College (e.g., on-campus faculty advising, personal counseling services, the Academic Resource Center, career counseling services);
- be considered for the full array of financial aid resources available to traditional students.

Specific tuition and financial aid details are outlined in the Day Program Financial Aid Guide. Each financial aid applicant receives this Guide with his/her financial aid award letter. Additional copies of the Guide are available in the Office of Financial Aid.

There are two broad types of student fees: (1) application and commitment fees which cover the administrative costs of applying to the College and ensure the student's commitment to enroll; and (2) general and activity fees which support the cost of special facilities, activities, or services for full-time, on-campus students.

Application to be admitted into Lakeland College's traditional program requires a one-time, non-refundable \$20.00 administrative fee. Upon acceptance into the College, students enrolled in the on-campus day program must pay a \$100.00 commitment deposit which is non-refundable, but which will be credited against the tuition cost for the first term of class enrollment. This "commitment" fee is a "good faith" deposit by the student, which serves to hold a place in classes for the coming term.

After initial enrollment in the College, there are two fees included in Lakeland's on-campus, full-time student expenses each term: (1) the general fee which covers roadways, parking, student government, student newspaper, student activities, health services, counseling, and student entertainment expenses; and (2) the Campus Center fee which covers program expenses associated with programs coordinated and offered in the Lakeland College Younger Family Campus Center facility. For 2010–2011, the College's general fee will be \$305.00 per term and the Campus Center fee will be \$115.00 per term.

### **Room and Board**

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Because students have many options for room and board, the amount used for the financial aid budget is an average cost based on the most common room and board options used by the students at Lakeland College. The actual room and board costs for students will vary based on the choices they make. The standard room charge covers double occupancy (two in a room) in the College's traditional halls (not including the apartments or pods) with in-room telephone/cable/internet service and residential laundry access. The standard board option includes 150 meals in the College's dining hall (Bossard Hall) for the full 30-week academic year.

### **Books and Supplies**

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As part of the cost of full participation in the educational experience of the college classroom, full-time students should expect to pay approximately \$900.00 per year for essential textbooks and supplies. The Lakeland Campus Shop offers the sale of books and supplies as well as textbook rental (for some courses) and textbook resale services.

### **Miscellaneous Expenses**

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Personal supplies, clothing, snacks, travel to and from home, and entertainment are all expense items that are a normal part of college life. Resident students should plan for at least \$820.00 per semester of personal expense costs.

### **Transportation Expenses**

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In accordance with financial aid budget estimates, students may encounter up to \$975.00 per semester in transportation expenses (e.g., cost of fuel, car maintenance expenses, airfare). Those who live more than 60 miles from Lakeland College should plan accordingly for their additional costs.

## **MAY TERM TUITION, ROOM AND BOARD**

As a short, three-week term during the month of May, the May Term has unique policies and expense features that are limited to on-campus, full-time students. Full-time, on-campus enrollment in the fall or the spring term entitles the student to enrollment, at no additional tuition charge, in one course (1–4 semester hours) during the May Term. Likewise, any student who was an on-campus resident and paid the full room and board cost for the fall or the spring term will receive room and board, at no additional cost, for the full duration of the May Term. On the other hand, no refunds of fall or spring tuition or room and board expenses are made for non-enrollment in the May Term. Special students who are enrolling only for the May Term will be charged at a per-course rate for tuition and at a per-week rate for room and board.

Students who paid Lakeland board costs for the fall or spring terms and who are required to live off-campus at a site where meals are not provided during the May Term, as part of their coursework (travel or externship experiences), are eligible for a refund of board costs for the May Term. As student rooms cannot be used by other occupants for the May Term, there will be no refund of room costs. Students who are eligible for such refunds should contact the Manager of Student Accounts.

## **PAYMENT OPTIONS**

### **Payment, Financial Aid and Credit Policies**

The cost of tuition, fees, room, and/or board is due and payable to the College on the first day of classes for the term in which the student is enrolling. Students who pay their College costs in advance may be eligible for a tuition discount, while students who defer payment of College costs beyond the first day of the term will be expected to commit in writing to a deferred payment plan with a specific schedule of payment amounts and dates. Regardless of which type of payment method students choose, they must sign a Lakeland College Disclosure Agreement.

Balances owed to the College must be paid in full by the end of the academic term. Students with unpaid balances will not be allowed to enroll in the following academic term.

Lakeland College financial aid will be credited to the student account and shown on their billing statements. Students must apply for institutional, state, and federal financial aid. These aid amounts will be credited to their accounts only after all application papers and any applicable loan promissory notes have been completed. Students are responsible to the College for all balances due, including those created by the late or incomplete submission of financial aid application forms. Finance charges will be incurred if these procedures are not completed on time.

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

### **Tuition, Fees, Room and Board Payment Options**

Account balances must be paid in full before the start of a subsequent semester. The following options are available for payment of tuition, fees, and room and board charges due to the College:

- a. Payment in Full—A date is established each semester for an early payment discount.
- b. Interest Free Tuition Payment Plan—For a small annual fee, this convenient option allows a student to spread all or part of his/her annual educational expenses over eight to ten monthly payments without any interest charges. Information on this plan is available from Tuition Management Service (TMS) at 888-713-7234 or at [www.afford.com](http://www.afford.com).
- c. Lakeland College Payment Plan—This installment plan provides the opportunity for 3 payments due each term as follows: Fall term—September 15, October 15, November 15; Spring term—January 15, February 15, March 15. A finance charge of 1<sup>1</sup>/<sub>2</sub>% per month will be applied after the first payment each term.
- d. PLUS Loan (Parent Loan for Undergraduate Students)—This federally sponsored loan program allows parents to borrow money for their child's educational costs. Information is available in the Office of Financial Aid and through Lakeland College's website.
- e. Alternative Loans/Bank Sponsored Loans—The student borrower most often needs a co-signer. Information is available in the Office of Financial Aid or through Lakeland College's website.

### **Book Charges**

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Credit memos charged to a student's Lakeland College account for purchase or rental of college textbooks at the Lakeland Campus Shop will be issued only with the specific, written approval of the Manager of Student Accounts, and such approval will be given only if there is a credit balance in the student's account.

### **Miscellaneous Charges and Balances**

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Fines and other miscellaneous charges must be paid within 30 days and any balance on fines or other fees must be paid prior to registration for the following semester. All miscellaneous account balances must be paid in full before students will be eligible to enroll in classes in the following term.

### **Emergency Loans**

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A student may obtain an emergency loan (\$50) by submitting a form, signed by the student financial counselor, to the Business Office. Students are limited to no more than two such loans per academic year (one per semester). Loan money is limited and is dependent upon repayment of the loan by previous borrowers. Therefore, these loans should be repaid as promptly as possible.

### **Health Insurance Policy**

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Most families have health insurance plans that provide coverage for students while they are in college; however, some plans do not cover students after the age of nineteen or while they are under the care of physicians located outside of the home community. Consequently, in-college medical bills not covered by family insurance plans can impose a financial hardship. For students seeking supplementary health insurance that will address medical costs while at college, Lakeland College offers coverage on an optional basis. Students who want more information on optional health insurance plans are encouraged to contact the Office of the Dean of Students.



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

**Note:** All students participating in intercollegiate athletics are required to have effective health insurance coverage before their first day of Lakeland athletic practice.

## **REFUNDS**

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Students who withdraw from the College may receive a refund of their tuition, fees, and board costs, in accord with the following schedule:

- a) Full refund for withdrawal before the sixth day of classes (the second day of May Term for those students required to pay tuition for May Term),
- b) 75% refund for withdrawal before the eleventh day of classes (the fourth day of May Term for those students required to pay for May Term),
- c) 50% refund for withdrawal before the sixteenth day of classes (the sixth day of May Term for those students required to pay for May Term),
- d) 25% refund for withdrawal before the twenty-first day of classes (the eighth day of May Term for those students required to pay for May Term),
- e) No refund for withdrawal after the twenty-first day of classes (the eighth day of May Term for those students required to pay for May Term).

The refund schedule is based strictly on scheduled meeting days of classes. (Each day in which any Lakeland College day program classes are scheduled to meet counts as a "day of classes" for this purpose.) The number of classes a student actually attends is not considered in the calculation of refunds. A student who has not prepaid his/her tuition in full at the beginning of the semester and then subsequently withdraws may have a balance due, not a refund. The College does not make exceptions to this policy.

Eligibility for a refund is contingent upon official notification, in writing, directed to the Office of the Registrar or the Student Financial Counselor. For purposes of withdrawal and refund, telephone or verbal notice of withdrawal is not adequate and the official date of withdrawal will be established only by the receipt of formal written notice or a completed student withdrawal form, which may be obtained from the Office of the Registrar or the Dean of Students.

College housing contracts are written for the entire term. Therefore, no refunds for room rent will be granted for students who withdraw after the end of the first week of classes or after the first class session in the May Term. For the spring, summer, and fall terms, one week of housing expense will be deducted from the refund for those who withdraw before the beginning of the sixth day of classes.

Withdrawal refunds will be made 30 days after the official date of withdrawal from the College, and then only after all forms and procedures for aid application and official withdrawal have been completed and signed. Students who are suspended or who are asked to withdraw for disciplinary reasons are not eligible for refunds, regardless of the date of withdrawal.

## **SCHOLARSHIPS AND FINANCIAL AID**

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

In addition to federal and state aids, the College sponsors a number of its own programs, which are coordinated with and are used to supplement the federal and state programs. Financial aid and scholarship programs sponsored by the College include:

1. Academic scholarships (e.g., trustee's, president's, dean's, faculty's) designed to recognize students with excellent academic ability and to encourage superior academic work in college,
2. Denominational grants (e.g., United Church of Christ) which recognize the regular contributions of denominational churches to the academic and scholarship programs of the College,
3. Need-based grants for students who are not eligible for state or federal grants or who need more grant assistance than state or federal programs provide,
4. Student fellowships for students with special talents who are willing to commit those talents on a weekly or daily basis to the support of college academic or co-curricular programs.

Information about application procedures for financial aid is included with admission information for prospective students and is made available to current students in January of each year.

The Office of Financial Aid assists students in working out financial assistance programs to cover college costs. Those who apply for need-based financial aid receive an award letter indicating the aid for which they are eligible, including grants, scholarships, loans, fellowships, and income from student employment. Students should determine before the beginning of the term how they will meet their costs and, if intending to carry a full academic load, should plan to work no more than 10 hours per week. The Office of Financial Aid also has access to information about outside scholarships and grants that may be available and encourages students to come to the office and seek out grants for which they may be eligible.

Most scholarship and financial aid programs require that students enroll full-time (at least 12 semester hours per term) and complete at least 24 semester hours of graduation requirements in each academic year. Financial aid federal regulations require that students maintain academic good standing and satisfactory progress to be eligible for financial aid for future terms. (See the Financial Aid Academic Good Standing and Satisfactory Progress Policy below.) The award of College financial aid funds is contingent upon completion of all application and financial status forms by the required submission dates. If completed forms are not filed, particularly those relating to state and federal aid programs, students may be denied enrollment for the following term and will be denied Lakeland financial assistance. All financial aid questions and requests for forms and/or assistance should be addressed to the Office of Financial Aid.

Students withdrawing from Lakeland College may be required to repay some of the federal, state, and Lakeland grants and/or loans. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of a Pell Grant, a Supplemental Educational Opportunity Grant (SEOG), an Academic

Competitive Grant (ACG), a National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), a Teacher Education Assistance for College and Higher Education Grant (TEACH Grant), a Talent Incentive Program Grant (TIP Grant), a Parent Loan for Undergraduate Students (PLUS Loan), or a Federal Stafford Student Loan and withdrew on or before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

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

### **FINANCIAL AID ACADEMIC GOOD STANDING AND SATISFACTORY PROGRESS POLICY**

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All students who receive financial aid assistance are required to meet the standards of the Financial Aid Academic Good Standing and Satisfactory Progress Policy based on federal regulations. Failure to meet the minimum requirements of this policy can result in a student becoming ineligible for financial aid. The academic standing and satisfactory progress of each student is reviewed at the conclusion of each term during the academic year.

Financial Aid Academic Good Standing and Satisfactory Progress are measured in three ways:

- 1.) Cumulative Grade-Point-Average (GPA)—A student must maintain a minimum overall (cumulative) GPA of 1.6 as a first-semester freshman, 1.8 as a second-semester freshman, and 2.0 thereafter. The highest grade of all repeated courses is used in the cumulative GPA calculation.
- 2.) Total number of credits attempted (registered)—Students must satisfactorily complete, with a grade of ‘D’ or higher, at least 67% of the credits for which they have registered. This does not include courses dropped within the first week of classes. All withdrawals, incompletes and audits are considered unsatisfactory and must be included in the calculation. If a grade of Incomplete is changed, it is the student’s responsibility to notify the Office of Financial Aid. Repeated withdrawals, therefore, can lead to loss of financial aid eligibility even for a student who meets the required minimum GPA.
- 3.) Total academic credit and terms enrolled—Students may not exceed more than 150% of the academic credits required for their degree completion or attend more than 150% of the terms necessary for graduation and still be eligible for aid.

The first occurrence a student does not meet the Financial Aid Academic Good Standing and Satisfactory Progress Policy will result in a financial aid warning. If requirements are not met after the next term, all financial aid will be terminated. A student may appeal the financial aid termination per the process indicated with the financial aid suspension notification. A successful appeal will allow the student to receive one additional term of financial aid with conditions for receiving aid for future terms. This is a summary of the policy. The entire policy is available on the Lakeland College’s website on the financial aid page.

# CURRICULUM

## General Studies

## Majors, Minors

## Programs, Courses

## Course Descriptions



Please refer to pages 20–21 for specific details pertaining to the Bachelor of Arts degree requirements.

	Major	Minor	Courses Only	Teacher Certification
Accounting	Yes	No		No
Art—Studio Emphasis	Yes	Yes		No
Art—Graphic Arts Emphasis	Yes	Yes		No
Biochemistry	Yes	No		No
Biology	Yes	Yes		Yes
Broad Field Science	Yes	No		Yes
Broad Field Social Studies—History	Yes	No		Yes
Broad Field Social Studies—Sociology	Yes	No		Yes
Business Education	Yes	No		Yes
Business Management	Yes	Yes	<i>(Administration)</i>	No
Chemistry	Yes	Yes		Yes
Chinese	No	No	Yes	No
Communications	No	Yes		No
Computer Science	Yes	Yes		No
Criminal Justice	Yes	Yes		No
Economics	No	Yes		No
Education—Early Childhood	Yes	<i>Includes a Minor</i>		Yes
Education—Middle Childhood –Early Adolescence	Yes	<i>No—requires a minor</i>		Yes
Education—Early Adolescence –Adolescence	Yes*	No		Yes
Education—Early Childhood –Adolescence	Yes*	No		Yes
Engineering (Pre)	Yes**	No		No
English	Yes	Yes		Yes
English as a Second Language	No	Yes		Yes
Ethnic and Gender Studies	No	Yes		No
Exercise Science and Sport Studies	Yes	No		No
French	No	No	Yes	No

	Major	Minor	Courses Only	Teacher Certification
German	Yes	Yes		Yes
History	Yes	Yes		Yes
International Business	Yes	Yes		No
Japanese	No	No	Yes	No
Marketing	Yes	No		No
Mathematics	Yes	Yes		Yes
Music—Church	No	Yes		No
Music—Instrumental, Piano, Voice Performance Emphases	Yes	Yes		No
Music—Music Education Emphasis General, Instrumental, or Choral	Yes	No		Yes
Nonprofit Organization Management	Yes	Yes		No
Nursing (Pre)	No <sup>#</sup>	No		No
Philosophy	No	No	Yes	No
Physics	No	No	Yes	No
Political Science	No	Yes		Yes
Psychology	Yes	Yes		Yes <sup>###</sup>
Religion	Yes	Yes		No
Resort Management	Yes	Yes		No
Science—Life and Environmental	No	Yes		Yes
Sociology	Yes	Yes		Yes <sup>##</sup>
Spanish	Yes	Yes		Yes
Specialized Administration	Yes	No		No
Sport Management	No	Yes		No
Theatre	No	No	Yes	No
Writing	Yes	Yes		No

\* Requires a major in an approved subject area.  
\*\* Requires study at UW-Madison.  
# Requires transfer to Bellin Hospital.  
### Early Adolescence through Adolescence (grades 6–12) only as a minor.

### **Academic Assessment at Lakeland College**

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

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

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

## **Writing-Intensive (WI) Courses**

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

### **Designated Writing-Intensive (WI) Courses for Majors**

*All courses are three semester hours, unless indicated otherwise.*

<b>Course Number and Title</b>	<b>Major(s)</b>
ART 339 Portfolio Preparation	Art
BIO 475 Scientific Analysis and Writing I (2 semester hours)	Biology
BIO 476 Scientific Analysis and Writing II (2 semester hours)	Biology
BUS 300 Business and Professional Rhetoric	Accounting, Business Education, Business Management, International Business, Marketing, Resort Management, Specialized Administration
CHM 390 Senior Project Design (2 semester hours)	Biochemistry, Broad Field Science, Chemistry
CHM 495 Senior Project	Biochemistry, Broad Field Science, Chemistry
CPS 445 Systems Analysis and Design	Computer Science
CRJ 492 Contemporary Issues in Crime and Justice	Criminal Justice
EDU 449 Education Capstone Course	Education (PK-6, 1-8, 6-12, and K-12)
ENG 323 Nineteenth-Century American Literature	English
ENG 324 Twentieth-Century American Literature	English
ENG 335 British Literature: The Victorian Period	English
ENG 340 Twentieth-Century British Literature	English
ESS 342 Physiology of Exercise	Exercise Science and Sport Studies (Exercise Science Emphasis)
ESS 410 Organization and Admin. of Sport Programs	Exercise Science and Sport Studies (Sport Studies Emphasis)
GER 300 Conversation and Composition	German
HIS 381 East Asia Since 1800	History
HISP 362 United States Women's History	History
HISP 372 United States Ethnic History	History
HON 410 Developing an Original Project (1 semester hour)	Honors Program
HON 480 Senior Honors Project	Honors Program
MAT 322 College Geometry	Mathematics
MUS 312 Music History and Literature II	Music
NPO 465 Grant Writing and Planned Giving	Nonprofit Organization Management
NPO 473 Strategic Planning for Nonprofits	Nonprofit Organization Management
PSY 362 Cognition and Learning	Psychology
PSY 463 History and Systems of Psychology	Psychology
REL 362 Biblical Interpretation, Inspiration, and Canon	Religion
SOC 460 Contemporary Social Theory	Sociology
SPA 410 Spanish (Peninsular) Literature	Spanish
SPA 430 Spanish-American Literature	Spanish
WRT 300 Advanced Composition	Writing, English

# GENERAL STUDIES, MAJORS, MINORS, PROGRAMS AND COURSES

The following pages include majors, minors, programs, and courses offered in the College's curriculum. They are organized as follows:

General Studies . . . . .	54	History . . . . .	95
Accounting . . . . .	62	International Business . . . . .	97
Art . . . . .	63	Japanese . . . . .	98
Biochemistry . . . . .	65	Marketing . . . . .	98
Biology . . . . .	66	Mathematics . . . . .	99
Broad Field Science . . . . .	68	Modern Languages . . . . .	101
Broad Field Social Studies . . . . .	69	Music . . . . .	102
Business Education . . . . .	70	Nonprofit Organization Management .	107
Business Management . . . . .	71	Nursing (Pre) . . . . .	109
Chemistry . . . . .	72	Philosophy . . . . .	111
Chinese . . . . .	74	Physics . . . . .	111
Communications . . . . .	74	Political Science . . . . .	112
Computer Science . . . . .	75	Pre-Professional Programs . . . . .	112
Criminal Justice . . . . .	76	Psychology . . . . .	113
Economics . . . . .	78	Religion . . . . .	115
Education . . . . .	78	Resort Management . . . . .	116
Engineering (Pre) . . . . .	85	Science—Life and Environmental . . .	118
English . . . . .	86	Sociology . . . . .	118
English as a Second Language . . . . .	88	Spanish . . . . .	120
English Language Institute . . . . .	89	Specialized Administration . . . . .	123
Ethnic and Gender Studies . . . . .	89	Sport Management . . . . .	123
Exercise Science and Sport Studies . . .	90	Theatre . . . . .	124
French . . . . .	92	Writing . . . . .	124
German . . . . .	92		

The unit of credit is the semester hour. It is defined as one class hour per week (or its equivalent) for one semester. Laboratory, studio, and internship classes require additional time.

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

# GENERAL STUDIES

*Assistant Professors: Pamela Engebretson, Signe Jorgenson, and Paul White*  
*Instructors: Joshua Kutney and Jennifer Siebert*

The General Studies Division administers those parts of the Lakeland curriculum that are required of all graduates. These common courses and requirements reflect the liberal arts mission and expectations of the institution, and as such, build the foundation of every Lakeland student's education. Together, these requirements produce graduates who are able to communicate clearly, reason intelligently, and respond knowingly to issues and questions within and outside of their disciplines.

To accomplish its goals, the General Studies Division offers two types of coursework:

**Skill-building / Practitioner courses:** Lakeland is committed to a philosophy of education that puts students' knowledge into practice through courses and experiential opportunities that build upon students' academic, interpersonal, and problem-solving skills. Courses in this cluster require students to become practitioners in writing, reading, mathematics, science, and aesthetic production.

**Knowledge-building / Awareness courses:** Lakeland produces graduates who are informed citizens. Courses in this cluster are designed to develop knowledge and improve awareness of American culture, global concerns, ethical citizenship, human behavior, and spirituality through disciplinary and interdisciplinary thinking.

*In selecting courses to fulfill their General Studies requirements, students may not take more than one course under any departmental designation. Courses carrying a dual designation, i.e., PSYS (Psychology/Sociology), will count for both departmental designations. Students seeking teacher certification will note that there are requirements in many sections which are unique to education majors.*

## I. SKILLS / PRACTITIONER COURSES:

**A. Basic Skills (0–6 semester hours):** The Basic Skills curriculum ensures that all Lakeland graduates have college-level proficiency in writing, reading, and mathematics and develops base-level skills that will be required of all students in subsequent coursework. The criteria for demonstrating proficiency in each of the Basic Skills areas are specified below. (**Note:** No more than six semester hours of developmental Basic Skills courses—GEN 095 Foundations of English, GEN 100 College Writing Workshop, GEN 101 Reading Workshop, GEN 102 Mathematics Workshop, and GEN 105 Learning Skills Development—may be applied toward the completion of a Lakeland degree. All courses, however, may be applied to classification for full- or part-time student status.)

**1. Writing:** Proficiency in basic writing must be demonstrated by passing GEN 100 College Writing Workshop, by earning an ACT English score of at least 17, or by placement on the Lakeland Writing Placement Exam.

GEN 100 College Writing Workshop

**2. Reading:** Placement in GEN 101 Reading Workshop for new students will be determined by their grade-level scores on the Nelson-Denny Reading Test administered during Lakeland's Special Early Enrollment Days (SEED).

GEN 101 Reading Workshop



- 3. Mathematics:** Proficiency in basic mathematics must be demonstrated by scoring higher than the 40th percentile on the mathematics portion of either the ACT or SAT college entrance exams, or by passing the Lakeland math skills course (GEN 102 Mathematics Workshop), or by passing the Lakeland Math Skills Equivalency Exam administered during Lakeland's Special Early Enrollment Days (SEED).

GEN 102 Mathematics Workshop

**B. Rhetorical Development:** Written communication is playing an increasingly important role in contemporary culture. Whether in the form of emails, business reports, or professional publications, college graduates are expected to have the skills necessary to communicate clearly, coherently, and concisely in written form. Lakeland is committed to producing graduates with quality communication skills and requires the following courses in order to foster general, as well as disciplinary-specific, proficiency in writing.

- 1. College Writing Courses (0–6 semester hours):** Lakeland students must take two courses designed to develop college-level writing skills. Proficiency in writing must be demonstrated by passing GEN 112 Persuasive Writing.

GEN 110 Expository Writing

GEN 112 Persuasive Writing

- 2. Writing-Intensive Courses (6–9 semester hours):** Students must also take two Writing-Intensive courses. Such courses are designed to build on the skills developed in the College Writing Courses by asking students to learn discipline-specific writing skills that are relevant to their major or field of study. At least one of these courses must be designated by the student's major.

Writing-Intensive course in the major

Completion of one of the following groups:

a. Core III Course

b. HON 410 Developing an Original Project

HON 480 Senior Honors Project

**C. Quantitative Analysis (3 semester hours):** Lakeland expects its students to demonstrate advanced competency in mathematics or quantitative problem-solving. Courses fulfilling the Quantitative Analysis requirement focus on the symbolic representation of mathematics and logic.

*One of the following:*

CPS 200 Introduction to Computer Programming

MAT 150 Statistics for Everyday Life

MAT 162 Pre-Calculus

MAT 210 Math for Middle Childhood through Early Adolescence Teachers

MAT 220 Probability and Statistics

MAT 230 Business Calculus

MAT 231 Calculus I

MAT 250 Discrete Mathematics

PHI 110 Logic

*Early Childhood through Middle Childhood Education majors and Middle Childhood through Early Adolescence Education majors should select MAT 210.*

*Early Adolescence through Adolescence Education majors must select MAT 150, MAT 162, MAT 220, MAT 230, MAT 231, or MAT 250.*

*—continued on the following page*

*Students who demonstrate college-level mathematics proficiency through CLEP testing, advanced placement coursework, appropriate ACT scores, or standardized Advanced Placement testing will be exempted from the Quantitative Analysis requirement.*

**D. Scientific Experience (4 semester hours):** Lakeland expects its graduates to have an understanding of our physical and biological environments and to have explored these environments by means of the scientific method. Courses satisfying the Scientific Experience requirement place students in the laboratory to learn about the world through scientific techniques. All courses have an attached 1-semester-hour laboratory component.

*One of the following:*

**Biological Sciences**

- BIO 100 Introduction to Biology
- BIO 101 Environmental Science
- BIO 110 Life Sciences for Health Careers
- BIO 111 Life Sciences I

**Physical Sciences**

- CHM 100 Everyday Chemistry
- CHM 131 Principles of Chemistry I
- CHM 200 Earth Systems
- PHY 100 The Physical World Around Us
- PHY 200 Celestial Systems
- PHY 251 Physics I

*Education majors must select two courses, one from each category.*

**E. Artistic Experience (3 semester hours):** Lakeland expects its students to develop an appreciation and understanding of the ways that art, literature, theatre, and music enrich life and foster self-expression. Courses that fulfill the Artistic Experience requirement introduce students to artistic expression through performance and/or production in visual, written, instrumental, or vocal modes.

*One of the following, or a combination of several, to reach a minimum of three semester hours:*

- ART 101 Drawing I
- ART 151 Two-Dimensional Design
- ART 152 Three-Dimensional Design
- ART 222 Ceramic Arts I
- ART 242 Color Theory
- ART 263 Art History I
- ART 264 Art History II
- ART 388 Black and White Film Photography
- ARTE 312 Art Teaching Techniques (2 semester hours)
- MUS 120 Music History and Appreciation
- MUS 225 Wind Ensemble (.5 semester hour)
- MUS 226 Symphony Orchestra (.5 semester hour)
- MUS 235 Concert Choir (.5 semester hour)
- MUS 236 Frauenchor (.5 semester hour)
- MUSE 317 Music Teaching Techniques (2 semester hours)
- THE 117 Oral Interpretation of Literature
- THE 119 Acting
- WRT 215 Fiction Writing
- WRT 220 Poetry Writing
- 3 semester hours of music lessons

## II. AWARENESS / EMPHASIS COURSES:

**A. American Studies (3 semester hours):** Lakeland expects its students to graduate with a heightened awareness of the issues and concepts that define and describe American culture. Courses fulfilling the American Studies requirement focus on the societal and cultural dynamics of the United States, whether in literary, sociological, political, or historical form.

*One of the following:*

- CRJ 140 Introduction to Criminal Justice
- ENG 220 Introduction to American Literature
- ENG 225 Multicultural American Literature
- HIS 201 United States History I
- HIS 202 United States History II
- HIS 260 U.S. History of the 1960's
- POL 221 American Government I
- POL 231 American Government II
- SOC 210 Majority-Minority Relations

*Education majors must select two courses: HIS 201 or HIS 202 and POL 221 or POL 231.*

**B. Cross-Cultural Studies (3 semester hours):** As articulated in the campus compact, Lakeland is a global community, and the curriculum develops international knowledge and intercultural sensitivity through the Cross-Cultural Studies requirement. Courses satisfying this requirement focus on non-U.S. cultures and languages with substantial attention to current topics.

This requirement is waived for international students with a TOEFL score of at least 500 on the paper-based test (61 on the Internet-based test, 173 on the computer-based test) or who have successfully completed Lakeland College's English Language Institute.

*One of the following:*

One departmentally-designated study abroad course (SA)

One college-level foreign language course:

CHI 101, FRE 101, GER 101, JPS 101, SPA 101, or other

ANT 110 Introduction to Anthropology

BUS 284 Principles of International Business

ENG 123 London Theatre Trip (SA)

ENG 200 World Literature

HIS 101 World History I

HIS 102 World History II

HIS 211 History of Asia

HIS 221 History of Europe

HIS 232 History of Africa

HIS 247 History of Latin American Culture and Civilizations II

PSYS227 Cross-Cultural Psychology

*Early Childhood Education majors and Middle Childhood through Early Adolescence Education majors should take HIS 101 or HIS 102. Early Adolescence through Adolescence Education majors should choose HIS 101, HIS 102, HIS 211, HIS 232, or HIS 247.*

**C. Societal Studies (3 semester hours):** Lakeland seeks to produce graduates who are aware of the dynamics that shape the interactions between individuals and societies. Courses fulfilling the Societal Studies requirement cover theories of individual and social human behavior and/or methods of social observation and analysis.

*One of the following:*

ANT 223 Cultural Anthropology  
ECN 220 Principles of Macroeconomics  
EDUP 230 Educational Psychology  
PHI 221 Introduction to Philosophy  
PHI 232 Ethics  
POL 350 Political Theory  
PSY 200 General Psychology  
SOC 100 Introduction to Sociology

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

**D. Religious Studies (3 semester hours):** As a covenantal community, Lakeland is committed to providing an environment in which students study the role of spirituality in human life. Courses satisfying the Religious Studies requirement focus on the human understanding of God and the relationship between the divine and the human.

*One of the following:*

REL 111 Old Testament Theology  
REL 122 New Testament Theology  
REL 132 Religion in America  
REL 220 Introduction to Christianity  
REL 230 Christian Faith and Contemporary Culture  
REL 232 Eastern Religious Traditions  
REL 233 Western Religious Traditions  
RELP 491 Idea of God

**E. Interdisciplinary Studies (9 semester hours):** The Lakeland Core sequence is a series of three General Studies courses designed to:

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

Core courses are small, seminar-style, discussion courses that are built around a common issue and/or class theme. Unlike courses housed within academic departments, which explore an issue from a specific disciplinary or methodological approach, Core courses are interdisciplinary, including readings and discussions that are informed by the natural sciences, the social sciences, and the humanities. Throughout the Core courses, students hone their critical thinking skills through oral and written communication skills, while also developing an understanding of the ways current events reflect and have been shaped by timeless questions.

All students entering as freshmen must take the Core I course, a Core II course, and a Core III course. Students transferring to Lakeland are required to fulfill Core requirements according to the following guidelines:

- Students entering with 1–29 semester hours in transfer must complete the Core I course, a Core II course, and a Core III course;

- Students entering with 30–89 semester hours in transfer must complete a Core II course and a Core III course;
- Students entering with 90 semester hours in transfer must complete a Core III course.

### **1. Core I: Knowing the Self (3 semester hours, lower level)**

The first level of the General Studies Core uses the theme of self-discovery to integrate the course's critical-thinking and skill-building goals. The course will encourage students to wrestle with questions of identity, frame of reference, and life goals. Students will be introduced to the academic disciplines through readings, discussions, and activities that pertain to the development of a self-concept. They also begin working on the skills they will need to develop in their college careers as a means to the larger goal of developing a sense of personhood and identity. Emphasis will be placed on developing analytical skills in written and oral form, in both informal and formal formats. By the end of the course, students should be able to:

- Read/listen for point of view and summarize the perspective of another
- Summarize and describe a personal point of view, in both oral and written form
- Demonstrate tolerance and respect for the ideas and perspectives of others
- Articulate and defend a point of view in classroom discussion
- Use analysis of frame of reference to develop reaction and reflection papers

Open to students of freshman standing.

GEN 130 Core I: Knowing the Self

### **2. Core II: Exploring the Human Condition (3 semester hours, intermediate level)**

Courses at this level examine the central questions of the human condition, using classic and contemporary texts to compare answers to these questions across time periods and cultures. Using the insight about the self gained from Core I, students in Core II begin to see themselves as part of the larger drama of humanity, noting how contemporary questions have been addressed and readdressed throughout time and place and discussing how their individual frames of reference shape their own answers to these questions. Students develop understanding of how such issues have been handled by the different disciplines and will begin to conduct more sophisticated comparisons of points-of-view through formal presentations, analyses, oral debate, and participation. By the end of the course, students should be able to:

- Analyze and synthesize main ideas of readings and discussions
- Compare and contrast points-of-view, both orally and in writing
- Differentiate between fact and interpretation
- Understand and articulate an idea from more than one disciplinary perspective
- Use written and oral communication skills to reach conclusions based on evidence

Open to students of at least sophomore standing. *One of the following:*

GEN 310 Core II: Exploring Vocation

GEN 311 Core II: Ideas of Human Nature

GEN 312 Core II: Gender Studies

GEN 345 Core II: Visions of the Afterlife

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

GEN 365 Core II: Prejudice and Discrimination

### **3. Core III: Shaping the Future (3 semester hours, upper level)**

The final level of the Core asks students to apply their understanding of individuals and the human condition to a contemporary societal problem. If Core I looks at the present and Core II builds on resources from the past, then Core III looks to the future, helping the student discover the utility of individual civic action. Emphasizing cross-disciplinary perspectives and cross-cultural analysis, Core III uses current events as a springboard for discussion on

the future costs and benefits of particular policies, decisions, and choices. Given the writing-intensive designation of this course, the main assessment and critical thinking tool will be a fully researched written proposal or plan of action, but formal presentations and classroom discussion will further hone students' oral skills as well. Students will also be asked to gain some hands-on experience in the area of discussion by participating in and reporting on a service learning experience in the community. This fits with the "Student-as-Practitioner" focus and incorporates earlier ideas about individual actions within one's immediate community. By the end of the course, students should be able to:

- Demonstrate mastery of Core I and II skills
- Deliver formal group and individual presentations with classmate(s)
- Engage with a topical issue through service in the local community
- Identify and distinguish between various ethical strategies for addressing the issue
- Use research to analyze and evaluate multiple solutions to a contemporary societal problem.

Open to students of at least junior standing. *One of the following:*

GEN 425 Core III: Excellence and Innovation (*Writing Intensive*)

GEN 426 Core III: The Digital Divide (*Writing Intensive*)

GEN 442 Core III: Global Health Issues (*Writing Intensive*)

GEN 443 Core III: Environment and Consumption (*Writing Intensive*)

GEN 445 Core III: Global Conflict and Cooperation (*Writing Intensive*)

**Education majors must also complete the following:**

Two courses, one from each group:

**Group A.**

ENG 200 World Literature

ENG 211 Introduction to British Literature I

ENG 212 Introduction to British Literature II

ENG 220 Introduction to American Literature

ENG 225 Multicultural American Literature

**Group B.**

GEN 134 Humanities I

GEN 135 Humanities II



## THE HONORS PROGRAM

The Honors Program at Lakeland College is designed for intellectually curious students who desire to pursue academic activity in the company of other committed undergraduates. It emphasizes original and critical thinking in both its students and its teachers, asking that they participate fully in conversations that cross disciplinary boundaries. By means of small classes, challenging topics, and access to cultural events, it calls students to take more responsibility for their education, developing and pursuing their own intellectual inquiries both inside and outside the classroom. Emphasizing clarity in oral and written communication and logic in thought, the Honors Program helps its students advance in their capacity to arrive at, have confidence in, and clearly support their own conclusions and views. It cultivates a sense of community, presenting academic work as a group process and a conversation among peers. Finally, it broadens the cultural horizons of its students, providing access to events and materials that may have otherwise been unavailable.

Graduates of the Honors Program will be able to:

- Exhibit creative / original thinking
- Converse across disciplines
- Argue persuasively, fluently, and clearly, in speech and in writing
- Demonstrate mastery of and passion for an area of scholarly inquiry
- Think critically

With these qualities in place, graduates should have the capacity to become innovators, on campus and in their future lives.

### The Honors Admissions Process

Potential Honors students will be invited to complete a program application and participate in an interview with Honors Committee members. Entering freshmen will initially be identified by their high school GPA and test scores, but students may also apply during their first year of coursework at Lakeland. Thus, the requisite criteria for entry are as follows:

- Completion of program application and successful interview
- If applying upon entry to Lakeland, 3.25 GPA or better in high school or from transfer institutions; or 24 or higher for composite ACT
- If applying after first semester of Lakeland coursework, 3.25 GPA, and written recommendation of Lakeland faculty

**Note:** The Honors Committee reserves the right to remove a student from the program for inadequate academic performance.

### Honors Program Requirements

HON 190 Introduction to Honors (6 semester hours)

HON 290 Revolutions in Thought (3 semester hours)

HON 370 Honors Seminars, a minimum of two  
(3 semester hours + 3 semester hours)

HON 400 Directed Readings, a minimum of two  
(1 semester hour + 1 semester hour)

HON 410 Developing an Original Project (1 semester hour) (*Writing Intensive*)

HON 480 Senior Honors Project (3 semester hours) (*Writing Intensive*)

*One of the following:*

GEN 111 Fundamentals of Public Speaking (3 semester hours)

THE 117 Oral Interpretation of Literature (3 semester hours)

THE 119 Acting (3 semester hours)

# ACCOUNTING

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

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

Students who major in Accounting will be able to:

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

*Professors: J. Garland Schilcutt and Abdul Qastin*

*Associate Professors: Richard Gaumer and James Kudek*

*Assistant Professor: Joseph D. Botana II*

## **Accounting Major**

**(73 semester hours)**

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ACC 210 Accounting Principles  
ACC 220 Managerial Accounting Principles  
ACC 350 Federal Income Tax I  
ACC 355 Federal Income Tax II (4 semester hours)  
ACC 395 Intermediate Accounting I  
ACC 396 Intermediate Accounting II (4 semester hours)  
ACC 401 Internship in Accounting I (6 semester hours)  
ACC 420 Cost Accounting (4 semester hours)  
ACC 465 Accounting Information Systems  
ACC 471 Advanced Accounting I  
ACC 472 Auditing Theory and Practice (4 semester hours)  
ACC 474 Advanced Accounting II (4 semester hours)  
BUS 200 Business and Professional Protocol (2 semester hours)  
BUS 280 Business Information Processing  
BUS 300 Business and Professional Rhetoric (*Writing Intensive*)  
BUS 330 Management Principles  
BUS 340 Principles of Business Finance  
BUS 350 Marketing Principles  
BUS 410 Business Law I  
BUS 490 Leadership, Ethics and Decision Making  
ECN 220 Principles of Macroeconomics  
ECN 230 Principles of Microeconomics



## **Accounting Cognate Emphases**

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

### **Forensic/Fraud Emphasis:**

- ACC 491 Readings and Research in Accounting
- CRJ 140 Introduction to Criminal Justice
- POL 221 American Government I
- CRJS 231 Criminology and Deviance

### **Taxation Emphasis:**

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

### **Treasury/Controllership Emphasis:**

- ACC 430 Managerial Planning and Control
- ACC 491 Readings and Research in Accounting
- BUS 412 Business Law II
- ECN 360 Money, Banking and National Income

*Generally, Lakeland will accept accounting credits earned for coursework taken at accredited two-year, post-secondary institutions to meet requirements for the accounting major. However, ACC 355 Federal Income Tax II, ACC 396 Intermediate Accounting II, ACC 471 Advanced Accounting I, ACC 472 Auditing Theory and Practice, and ACC 474 Advanced Accounting II must be taken and passed at Lakeland to meet requirements of the accounting major. Taking these courses at Lakeland will not cause the loss of credits for courses of the same or similar titles transferred from two-year institutions; nor will taking any two of the following courses: ACC 395 Intermediate Accounting I, ACC 420 Cost Accounting, ACC 450 Federal Income Tax I, or ACC 465 Accounting Information Systems, jeopardize the transfer of credits for courses of the same or similar title taken at a two-year institution.*

## **ART**

Human beings are an intensely creative species. As such, they have always found expression—have always conceived of themselves and their world—through art. Art majors at Lakeland both study and contribute to this history of human creativity.

Art majors at Lakeland College develop their creative potential through the process of building a portfolio for either a marketable career in art, placement in a graduate program, or enriching their lives with a rewarding means of visual expression. In addition to hands-on coursework in a wide variety of disciplines, art majors also gain practical experience through internships in the field and exhibiting their art in the Bradley Art Gallery in the Annual Student Art Exhibition and in their capstone Senior Exhibit.

An art major at Lakeland College may choose to follow one or two directions of study: the Graphic Arts Emphasis and/or the Studio Emphasis. Both emphases are under the instruction of a diverse faculty who are all practicing artists in the fields they teach.

Art courses are designed to develop one's perceptual skills through:

- the use of a broad range of media and tools in a variety of art disciplines;
- examination of the visual elements of line, shape, value, texture, and color;
- the development of original visual ideas as they produce works of art;
- discussion about works of art through the critique process;
- the presentation of their artwork, both professionally and competitively.

*Associate Professors: Denise Presnell-Weidner and William R. Weidner*

**Art Major**

**(47–49 semester hours)**

*Complete the following core courses:*

- ART 101 Drawing I
- ART 103 Digital Page Layout/InDesign
- ART 151 Two-Dimensional Design
- ART 152 Three-Dimensional Design
- ART 201 Drawing II
- ART 242 Color Theory
- ART 263 Art History I
- ART 264 Art History II
- ART 339 Portfolio Preparation (*Writing Intensive*)
- ART 400 Internship in Art (1–3 semester hours)
- ART 401 Senior Exhibit (1 semester hour)

*And one of the following emphases:*

**Studio Emphasis**

- ART 222 Ceramic Arts I
- ART 246 Painting I
- ART 267 Watercolor I
- ART 351 Printmaking

*Two additional courses from the following  
(At least one course must be from group A.):*

**Group A:**

- ART 323 Ceramic Arts II
- ART 346 Painting II
- ART 367 Watercolor II

**Group B:**

- ART 203 Image Editing/Photoshop
- ART 204 Digital Illustration/Illustrator
- ART 355 Pastels
- ART 375 Illustration
- ART 388 Black and White Film Photography
- ART 446 Painting III
- ART 467 Watercolor III

**Graphic Arts Emphasis**

- ART 203 Image Editing/Photoshop
- ART 204 Digital Illustration/Illustrator
- ART 302 Communication Graphics
- ART 315 Typography
- ART 375 Illustration

*—continued on the following page*

*One additional course from the following:*

ART 222 Ceramic Arts I  
ART 246 Painting I  
ART 267 Watercolor I  
ART 351 Printmaking  
ART 355 Pastels  
ART 388 Black and White Film Photography

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**Art Minor**

**(24 semester hours)**

ART 101 Drawing I  
ART 151 Two-Dimensional Design  
ART 152 Three-Dimensional Design  
ART 201 Drawing II  
ART 242 Color Theory  
ART 263 Art History I  
ART 264 Art History II

*One additional course from the following:*

ART 103 Digital Page Layout/InDesign  
ART 222 Ceramic Arts I  
ART 246 Painting I  
ART 267 Watercolor I  
ART 351 Printmaking  
ART 355 Pastels  
ART 388 Black and White Film Photography

## BIOCHEMISTRY

Biochemists study the chemistry of life—the ways that life operates at its most fundamental levels. They explore and seek to understand the structure and function of all living things at the molecular level. As even a casual glance at the news indicates, though, the exploration of the smallest pieces of life opens up huge employment opportunities. The field of biochemistry is central to current groundbreaking work in genetics, bioengineering, and health care.

Biochemistry is the most specialized of Lakeland's natural science majors and asks its students to apply their knowledge from different fields to highly complex problems. Majoring in biochemistry allows one access to future graduate and professional study, as well as jobs in, among other areas, the pharmaceutical industry, biotechnology, forensic science, agricultural research, and food science.

Students who major in Biochemistry will be able to:

- identify, explain, and apply the fundamental principles of chemistry;
- identify, explain, and apply the fundamental principles of genetics, cellular biology, and molecular biology;
- demonstrate the ability to use technology as a biochemical research tool;
- apply the scientific method to design experiments, analyze experimental data, and understand the limits of the experimental approach; and
- demonstrate the ability to present their experimental work via oral, written, and visual communications effectively; and
- demonstrate the desire to engage the subject beyond the course or program requirements.

*Professor: Kathleen Rath Marr*

*Associate Professors: Brian Frink, Jeffery Schwehm, and Gregory R. Smith*

*Assistant Professor: Paul C. Pickhardt*

**Biochemistry Major****(62 semester hours)**

BIO 111 Life Sciences I (4 semester hours)  
BIO 262 Genetics (4 semester hours)  
BIOC 353 Biochemistry of the Cell  
BIOC 354 Metabolism  
BIOC 357 Bioinformatics  
CHM 131 Principles of Chemistry I (4 semester hours)  
CHM 132 Principles of Chemistry II (4 semester hours)  
CHM 203 Organic Chemistry: Short Course  
CHM 204 Organic Purification Techniques (1 semester hour)  
CHM 301 Instrumental Analysis  
CHM 322 Thermodynamics and Kinetics  
CHM 390 Senior Project Design (2 semester hours) (*Writing Intensive*)  
CHM 495 Senior Project (*Writing Intensive*)  
MAT 231 Calculus I (4 semester hours)  
MAT 242 Calculus II (4 semester hours)  
PHY 251 Physics I (4 semester hours)  
PHY 252 Physics II (4 semester hours)  
Six additional biology (BIO), biochemistry (BIOC), and/or chemistry (CHM) semester hours numbered at the 300 level or above

**Note:** A major in Biochemistry may not be combined with majors or minors in either Biology or Chemistry.

## BIOLOGY

Biology is a diverse field because life is a diverse subject of study. Biologists explore all aspects of our living planet, from the intricacies of biochemicals to the interrelations of ecosystems, from anatomical systems to the genetic and evolutionary mechanisms that make such systems possible.

Lakeland's biology curriculum is dedicated to providing its students with a solid background in the life sciences, while keeping abreast of the latest developments throughout the natural sciences. As a truly multidisciplinary field, biology embodies the College's liberal-arts tradition and encourages students to integrate various types of knowledge and to approach problems from multiple perspectives.

Biology majors and minors don't just study science; they do it. They are scientists both in training and in practice, preparing for careers in teaching, laboratory work, medicine, industry, and environmental science.

Students who major in Biology will be able to:

- identify, explain, and apply the principles of cell biology;
- identify, explain, and apply the principles of molecular biology;
- identify variations of life forms and explain their relationships by applying the principles of evolution;
- identify, explain, and apply the principles of genetics;
- identify, explain, and apply the principles of ecology;
- apply the scientific method to analyze and evaluate scientific information in written form; and
- demonstrate the desire to engage the subject beyond the course or program requirements.

Professor: Kathleen Rath Marr

Associate Professors: Jeffery Schwehm and Gregory R. Smith

Assistant Professor: Paul C. Pickhardt

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**Biology Major** (54–55 semester hours)

**for Education and Non-education Majors**

BIO 111 Life Sciences I (4 semester hours)

BIO 112 Life Sciences II (4 semester hours)

BIO 262 Genetics (4 semester hours)

BIO 350 General Ecology (4 semester hours)

BIO 475 Scientific Analysis and Writing I (2 semester hours) (*Writing Intensive*)

BIO 476 Scientific Analysis and Writing II (2 semester hours) (*Writing Intensive*)

CHM 131 Principles of Chemistry I (4 semester hours)

CHM 132 Principles of Chemistry II (4 semester hours)

*One of the following:*

MAT 220 Probability and Statistics (3 semester hours)

MAT 231 Calculus I (4 semester hours)

*Two courses from one of the following lettered groups:*

A. PHY 211 General Physics I (4 semester hours)

PHY 222 General Physics II (4 semester hours)

B. PHY 251 Physics I (4 semester hours)

PHY 252 Physics II (4 semester hours)

15 additional biology (BIO) and/or biochemistry (BIOC) semester hours, at the 200 level or higher, with at least 10 semester hours at the 300 level or higher.

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

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**Biology Minor** (27 semester hours)

**for Education and Non-education Majors**

BIO 111 Life Sciences I (4 semester hours)

BIO 112 Life Sciences II (4 semester hours)

BIO 262 Genetics (4 semester hours)

BIO 350 General Ecology (4 semester hours)

Eleven (11) additional semester hours of Biology (BIO) and/or Biochemistry (BIOC) coursework, seven (7) semester hours of which must be at the 200 level or above.

*To qualify for teaching certification at the Middle Childhood through Early Adolescence level (grades 1–8), a student must complete the Middle Childhood through Early Adolescence Education Major/Professional Sequence in addition to completing the courses listed above.*

*To qualify for teaching certification at the Early Adolescence through Adolescence level (grades 6–12), a student must complete a major in Chemistry and the Early Adolescence through Adolescence Professional Sequence in addition to completing the courses listed above.*

*Both teaching certification areas require completion of the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

# BROAD FIELD SCIENCE

The broad field science major is designed with future middle-school and high-school science teachers in mind. This interdepartmental and interdisciplinary degree gives aspiring science teachers a strong background in all the major scientific fields—from physics to biology, chemistry to geology. With its breadth of study, the major enhances the versatility of its students, preparing them to succeed in any type of science classroom.

*Professor: Kathleen Rath Marr*

*Associate Professors: Brian Frink, Jeffery Schwehm, and Gregory R. Smith*

*Assistant Professor: Paul C. Pickhardt*

## **Broad Field Science Major (69 semester hours)**

### **for Early Adolescence through Adolescence Education Certification (grades 6–12)**

BIO 111 Life Sciences I (4 semester hours)

BIO 112 Life Sciences II (4 semester hours)

BIO 262 Genetics (4 semester hours)

BIO 350 General Ecology (4 semester hours)

BIOC 353 Biochemistry of the Cell

A minimum of three (3) additional semester hours of biology (BIO) or biochemistry (BIOC) at the 200 level or higher

CHM 131 Principles of Chemistry I (4 semester hours)

CHM 132 Principles of Chemistry II (4 semester hours)

CHM 200 Earth Systems (4 semester hours)

CHM 203 Organic Chemistry: Short Course

CHM 204 Organic Purification Techniques (1 semester hour)

CHM 301 Instrumental Analysis

CHM 320 Intensive Organic Chemistry (4 semester hours)

CHM 322 Thermodynamics and Kinetics

MAT 231 Calculus I (4 semester hours)

PHY 200 Celestial Systems (4 semester hours)

*One of the following:*

BIO 475 Scientific Analysis and Writing I (2 semester hours) (*Writing Intensive*)

CHM 390 Senior Project Design (2 semester hours) (*Writing Intensive*)

A minimum of three (3) additional semester hours of mathematics (MAT) at the 200 level or higher

*Two courses from one of the following lettered groups:*

A. PHY 211 General Physics I (4 semester hours)

PHY 222 General Physics II (4 semester hours)

B. PHY 251 Physics I (4 semester hours)

PHY 252 Physics II (4 semester hours)

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

# BROAD FIELD SOCIAL STUDIES

Schools ask a great deal from their social studies teachers, especially at the secondary level. Often, these instructors need to be experts in psychology and sociology, history and government. Lakeland's broad field social studies program prepares future teachers to succeed in a wide variety of classroom settings. Designed to be versatile and marketable, the broad field social studies program allows students to concentrate in either history or sociology, yet provides a diverse set of experiences from all areas of the social sciences.

## **Option I: Broad Field Social Studies—History Major (54 semester hours)** **for Early Adolescence through Adolescence Education Certification (grades 6–12)**

- HIS 102 World History II
- HIS 190 Introduction to the Skills of Historical Practice
- HIS 201 United States History I
- HIS 202 United States History II

*Two of the following:*

- HIS 101 World History I or HIS 311 The Ancient World
- HIS 211 History of Asia
- HIS 221 History of Europe
- HIS 232 History of Africa
- HIS 246 History of Latin American Culture and Civilizations I or  
HIS 247 History of Latin American Culture and Civilizations II

- HIS 461 Historiography and Historical Methods
- SOC 210 Majority-Minority Relations

*One of the following:*

- POL 221 American Government I
- POL 231 American Government II

Three additional history (HIS) or history/political science (HISP) courses numbered at the 300 level or above

One additional history (HIS) course numbered at the 400 level

Five electives from at least two other social science disciplines—2 of which must be numbered at the 300 level or above: anthropology (ANT), economics (ECN), political science (POL), psychology (PSY), and sociology (SOC), excluding cross-listed education/psychology courses.

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

## **Option II: Broad Field Social Studies—Sociology Concentration Major (46 semester hours)** **for Early Adolescence through Adolescence Education Certification (grades 6–12)**

- HIS 102 World History II
- MAT 220 Probability and Statistics
- SOC 100 Introduction to Sociology
- SOC 210 Majority-Minority Relations
- SOCP 220 Social Psychology
- SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

*One of the following:*

- POL 221 American Government I
- POL 231 American Government II

*—continued on the following page*

*One of the following:*

HIS 101 World History I

HIS 201 United States History I

HIS 202 United States History II

Two additional sociology (SOC) courses (SOC 351 Sociology of the Family is strongly recommended).

Five electives from the social science disciplines: Economics (ECN), History (HIS), Political Science (POL) and Psychology (PSY)

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

## BUSINESS EDUCATION

We live in a world mediated by money and the marketplace—a world that demands business and economic literacy. We need to teach this knowledge at all levels of education, and we need teachers who have been well trained in order to accomplish that. Lakeland's business education program strives to create just such teachers.

In conjunction with the professional sequence of the Education Division, this major introduces its students to the most important concepts and practices of business and economics and provides a strong foundation in writing and business communication. With its internship or field experience requirement, the business education program allows aspiring educators to know their subject by putting it into practice.

### **Business Education Major (40 semester hours)** **for Early Childhood through Adolescence Education Certification (grades K–12)**

ACC 210 Accounting Principles

BUS 200 Business and Professional Protocol (2 semester hours)

BUS 280 Business Information Processing

BUS 284 Principles of International Business

BUS 300 Business and Professional Rhetoric (*Writing Intensive*)

BUS 330 Management Principles

BUS 350 Marketing Principles

BUS 365 Personal Financial Management

BUS 410 Business Law I

BUS 490 Leadership, Ethics and Decision Making

ECN 220 Principles of Macroeconomics

ECN 230 Principles of Microeconomics

LAK 202 Career Choices: Strategies (2 semester hours)

One additional elective from the Business Administration Division

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*



# BUSINESS MANAGEMENT

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

The business management major, the central program of Lakeland’s Business Division, produces graduates with this wide range of skills and expertise. Its core set of classes introduces students to the major fields within business and economics, while offering an opportunity to “focus” on a particular area of business without heavily committing to it.

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

Students who major in Business Management will be able to:

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

*Professors: J. Garland Schilcutt, Abdul Qastin, and Charles Stockman*

*Associate Professors: Richard Gaumer, James Kudek, M. Scott Niederjohn, and Adina Schwartz*

*Assistant Professor: Joseph Botana II*

*Instructor: Thomas Padron*

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## **Business Management Major**

**(62 semester hours)**

ACC 210 Accounting Principles  
BUS 200 Business and Professional Protocol (2 semester hours)  
BUS 280 Business Information Processing  
BUS 300 Business and Professional Rhetoric (*Writing Intensive*)  
BUS 330 Management Principles  
BUS 340 Principles of Business Finance  
BUS 350 Marketing Principles  
BUS 365 Personal Financial Management  
BUS 404 Business Internship in Management  
BUS 410 Business Law I  
BUS 425 Retail Management  
BUS 445 Logistics and Supply Chain Management  
BUS 455 Entrepreneurial Management  
BUS 465 Human Resources Management  
BUS 490 Leadership, Ethics and Decision Making  
ECN 220 Principles of Macroeconomics  
ECN 230 Principles of Microeconomics

*—continued on the following page*

ECN 360 Money, Banking and National Income

Nine (9) semester hours of divisionally approved electives

*Courses selected to meet this requirement may not be used to meet requirements of another business major or minor. Courses selected from divisions other than the Business Administration Division may be used to satisfy this requirement. Contact the chair of the Business Administration Division or the Registrar for approval.*

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**Business Administration Minor**

**(21 semester hours)**

**(Not Available to Business Division Majors)**

ACC 210 Accounting Principles

BUS 150 Pathways to Success: An Introduction to Business

BUS 330 Management Principles

BUS 350 Marketing Principles

ECN 220 Principles of Macroeconomics

ECN 230 Principles of Microeconomics

One course (3 semester hours) of divisionally-approved elective:

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

## CHEMISTRY

In its most basic sense, chemistry is the science of taking things apart and putting things together at the atomic and molecular levels. But this rather short definition encompasses a huge field of study. Chemists explore the structure and properties of the atoms and molecules that make up our physical world. They also study the reactions that produce compounds and think up new and useful ways of producing such compounds. Whether creating stronger fibers or more effective medicines, they help to bring useful, new things into existence.

Chemistry courses at Lakeland provide a comprehensive knowledge of chemistry and chemical processes. As a natural science offering, chemistry teaches students ways of knowing about the world through detailed observation, testable hypotheses, and controlled experiments. As a liberal-arts program, it develops analytical and critical-thinking skills, as well as the ability to communicate clearly and directly.

Lakeland's chemistry program provides students with hands-on training in the laboratory and in the field, preparing students for careers ranging from laboratory researcher to classroom instructor, product developer to regulatory official, pharmaceutical representative to forensic scientist.

Students who major in Chemistry will be able to:

- identify, explain, and apply the fundamental principles of chemistry and physics (as related to chemistry);
- demonstrate the ability to use technology as a chemical research tool;
- apply the scientific method to design experiments, analyze experimental data, and understand the limits of the experimental approach; and
- demonstrate the ability to present their experimental work via oral, written, and visual communications effectively; and
- demonstrate the desire to engage the subject beyond the course or program requirements.

*Associate Professors: Brian Frink and Jeffery Schwehm*

**Chemistry Major****(49 semester hours)****for Education\* and Non-education Majors**

- CHM 131 Principles of Chemistry I (4 semester hours)
- CHM 132 Principles of Chemistry II (4 semester hours)
- CHM 203 Organic Chemistry: Short Course
- CHM 204 Organic Purification Techniques (1 semester hour)
- CHM 301 Instrumental Analysis
- CHM 320 Intensive Organic Chemistry (4 semester hours)
- CHM 322 Thermodynamics and Kinetics
- CHM 390 Senior Project Design (2 semester hours) (*Writing Intensive*)
- CHM 411 Quantum Chemistry
- CHM 495 Senior Project (*Writing Intensive*)
- MAT 231 Calculus I (4 semester hours)
- MAT 242 Calculus II (4 semester hours)
- PHY 251 Physics I (4 semester hours)
- PHY 252 Physics II (4 semester hours)

An additional Chemistry (CHM) or Biochemistry (BIOC) course of at least 3 semester hours numbered at or above 300.

*\*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**Chemistry Minor****(38 semester hours)****for Education\* and Non-education Minors**

- CHM 131 Principles of Chemistry I (4 semester hours)
  - CHM 132 Principles of Chemistry II (4 semester hours)
  - CHM 203 Organic Chemistry: Short Course
  - CHM 204 Organic Purification Techniques (1 semester hour)
  - CHM 301 Instrumental Analysis
  - CHM 320 Intensive Organic Chemistry (4 semester hours)
  - CHM 322 Thermodynamics and Kinetics
  - CHM 390 Senior Project Design (2 semester hours) (*Writing Intensive*)
  - MAT 231 Calculus I (4 semester hours)
  - PHY 251 Physics I (4 semester hours)
- Six (6) additional semester hours of chemistry (CHM) or biochemistry (BIOC) designated courses numbered at or above 300

*\*To qualify for teaching certification at the Middle Childhood through Early Adolescence level (grades 1–8), a student must complete the Middle Childhood through Early Adolescence Education Major/Professional Sequence in addition to completing the courses listed above.*

*To qualify for teaching certification at the Early Adolescence through Adolescence level (grades 6–12), a student must complete a major in Biology and the Early Adolescence through Adolescence Professional Sequence in addition to completing the courses listed above.*

*Both teaching certification areas require completion of the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

# CHINESE COURSES

The curriculum in Chinese, offered by the Humanities Division, is designed to help students acquire basic communication skills in speaking, writing, and reading the Chinese language and to develop an understanding of the Chinese culture. Students with no background in the language may begin in the introductory course, while those with some prior training may start at the intermediate level.

*Instructor: David Lynch*

## Elective Courses in Chinese

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- CHI 101 Elementary Chinese I with lab (4 semester hours)
- CHI 102 Elementary Chinese II with lab (4 semester hours)
- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II

# COMMUNICATIONS MINOR

When you ask employers what they wish they saw more of in new employees, their responses are nearly unanimous. They want them to be able to communicate well—to write coherently, to present information clearly, and to speak confidently. The needs of employers in any field make communications one of Lakeland's most marketable minors because it perfectly complements almost any major.

Students minoring in communications can focus on the media and types of writing that best suit their professional goals, while still developing a broad range of communicative skills. These students learn to work creatively, even as they adapt their writing to the expectations of various audiences.

## Communications Minor (24 semester hours)

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- GEN 111 Fundamentals of Public Speaking
- WRT 100 Introduction to Mass Media
- WRT 300 Advanced Composition (*Writing Intensive*)
- WRT 400 Internship in Writing
- Three semester hours in one or a combination from the following:*
  - WRT 110 Spectrum Practicum (*1 semester hour per term*)
  - WRT 210 Mirror Practicum (*1 semester hour per term*)
- Two of the following:*
  - BUS 300 Business and Professional Rhetoric
  - WRT 201 News Writing
  - WRT 330 Advertising and Public Relations Writing
- One of the following:*
  - ART 203 Image Editing/Photoshop
  - ART 204 Digital Illustration/Illustrator
  - ART 388 Black and White Film Photography
  - WRT 150 Computer Design/Adobe InDesign for the PC

**Note:** Students may minor in either communications or writing, but not both.

# COMPUTER SCIENCE

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

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

Students who major in Computer Science will be able to:

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

*Professor: Ronald Kirk Haas*

*Assistant Professors: Chia-Chin (Cristi) Chang and Cynthia Lindstrom*

## **Computer Science Major**

**(45 semester hours)**

CPS 100 Introduction to Computers

CPS 200 Introduction to Computer Programming

CPS 210 Database Basics

CPS 211 C++ Programming

CPS 362 Introduction to Data Structures

CPS 440 Database Management

CPS 445 Systems Analysis and Design (*Writing Intensive*)

MAT 250 Discrete Mathematics

*Seven (7) additional courses from the following, one of which must be CPS 312*

*Advanced C++, CPS 315 Java Programming, or CPS 340 Visual Basic:*

BUS 280 Business Information Processing

CPS 221 COBOL Programming I

CPS 222 COBOL Programming II

CPS 280 Special Topics in Computer Science

CPS 312 Advanced C++ Programming

CPS 315 Java Programming

CPS 316 Java Web Development

CPS 320 Computer Hardware

CPS 325 Networking and Telecommunications

CPS 340 Visual Basic

CPS 400 Internship in Computer Science

CPS 420 Operating Systems

CPS 432 Computer Organization

CPS 480 Special Topics in Computer Science

CPS 490 Independent Study in Computer Science

MAT 370 Numerical Analysis

- CPS 100 Introduction to Computers
- CPS 200 Introduction to Computer Programming
- CPS 210 Database Basics
- CPS 211 C++ Programming
- CPS 440 Database Management
- CPS 445 Systems Analysis and Design (*Writing Intensive*)
- MAT 250 Discrete Mathematics
- Two (2) additional courses from the following:*
  - BUS 280 Business Information Processing
  - CPS 221 COBOL Programming I
  - CPS 222 COBOL Programming II
  - CPS 280 Special Topics in Computer Science
  - CPS 312 Advanced C++ Programming
  - CPS 315 Java Programming
  - CPS 316 Java Web Development
  - CPS 320 Computer Hardware
  - CPS 325 Networking and Telecommunications
  - CPS 340 Visual Basic
  - CPS 362 Introduction to Data Structures
  - CPS 400 Internship in Computer Science
  - CPS 420 Operating Systems
  - CPS 432 Computer Organization
  - CPS 480 Special Topics in Computer Science
  - CPS 490 Independent Study in Computer Science
  - MAT 370 Numerical Analysis

## CRIMINAL JUSTICE

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

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

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

Students who major in Criminal Justice will be able to:

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

Professor: Alan Mock  
Assistant Professor: Katherine Culotta  
Instructor: Hilary Estes

**Criminal Justice Major** **(50 semester hours)**

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*One of the following:*

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

*Two of the following:*

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

**Criminal Justice Minor** **(27 semester hours)**

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*One of the following:*

- PSY 200 General Psychology
- SOC 100 Introduction to Sociology
- CRJ 140 Introduction to Criminal Justice
- CRJS231 Criminology and Deviance
- CRJ 240 Criminal Justice Research and Report Writing
- CRJ 342 Juvenile Delinquency and Juvenile Justice
- SOCP 220 Social Psychology

*Two of the following:*

- CRJ 344 Policing in America
- CRJ 345 Criminal Law
- CRJ 348 Corrections in America

*One of the following:*

- CRJ 347 Criminal Investigations
- CRJ 355 Offender Assessment and Rehabilitation
- CRJ 370 Ethics and Justice
- CRJ 450 Race, Ethnicity, and Crime
- CRJ 451 Effective Policing Practices

*—continued on the following page*

CRJ 452 Effective Correctional Practices  
CRJ 480 Special Topics in Criminal Justice  
CRJ 490 Independent Study in Criminal Justice  
CRJS 341 Sociology of Law

## ECONOMICS MINOR

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

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

*Associate Professors: James Kudek, M. Scott Niederjohn, and Adina Schwartz*  
*Assistant Professor: Joseph D. Botana II*

### **Economics Minor**

**(21 semester hours)**

ACC 210 Accounting Principles  
ECN 220 Principles of Macroeconomics  
ECN 230 Principles of Microeconomics  
ECN 360 Money, Banking and National Income  
ECN 361 Intermediate Macroeconomics  
ECN 362 Intermediate Microeconomics

*One from the following:*

BUS 340 Principles of Business Finance  
BUS 360 Business/Economics Statistics  
ECN 301 The Economics of Sports  
ECN 365 International Economics

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

## EDUCATION

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

Lakeland’s education program strives to meet the professional, practical, and personal needs of future teachers. First, our students receive all the coursework, knowledge, and assistance they will need to exceed Wisconsin’s requirements for teaching certification. Second, they receive the ped-



agogical tools and practical experiences that starting teachers need in order to succeed in their own classrooms. Finally and most importantly, our education majors are encouraged to develop their own voice and teaching style through continual hands-on engagement with the teaching process.

Lakeland's program in teacher education is approved by the Wisconsin department of Public Instruction (DPI) and is accredited by the Teacher Education Accreditation Council (TEAC). All education programs are subject to alterations due to changes in state and/or accrediting agency mandates.

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

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

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

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

—continued on the following page

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

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

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

- EDU 331 Science Teaching Techniques
- EDU 332 Mathematics Teaching Techniques
- EDU 341 Children's and Early Adolescent Literature
- EDU 342 Language Arts and Social Science Teaching Techniques
- EDU 361 Reading in the Content Area—Early Adolescence through Adolescence Level
- EDU 369 Early Childhood Teaching Techniques
- EDU 371 Teaching Techniques in the Early Adolescence through Adolescence Level
- EDU 373 Field Experience in Education
- EDUP 375 Field Experience in Psychology for Education Majors
- EDU 382 Reading Teaching Techniques
- EDU 449 Education Capstone Course (*Writing Intensive*)
- MUSE 435 Choral Teaching Methods
- MUSE 436 Instrumental Teaching Methods
- MUSE 441 General Music Teaching Methods and Materials I
- MUSE 442 General Music Teaching Methods and Materials II

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

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

To be admitted to student teaching, education students must:

1. Be admitted to a teacher certification program at least two years prior to the student teaching semester;
2. Successfully complete all applicable state content knowledge requirements, including passing scores on standardized subject area exam(s) of the Praxis II series. To be eligible for a fall term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the second Monday of April of the spring term previous to student teaching. To be eligible for

a spring term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the fourth Monday of September of the same year;

3. Submit a course plan demonstrating that all required coursework will be completed prior to student teaching, including the submission of all transfer coursework;
4. Earn a minimum GPA of 3.0 on a 4.0 scale in all college coursework applied to the general studies requirements, the major, the minor, and the professional sequence; and
5. Complete and submit a student teaching application form at least one year prior to the student teaching semester.

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

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

#### **ADDITIONAL TEACHING CERTIFICATION**

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

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

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

1. **Early Childhood through Middle Childhood (EC–MC)**—approximate ages birth through 11, grades PK–6.  
Major in Elementary Education including an Early Childhood minor. The minor is completed via a diploma program or an associate degree program through the Wisconsin Technical College System.
2. **Middle Childhood through Early Adolescence (MC–EA)**—approximate ages 6 through 12 or 13, grades 1–8.  
Major in Elementary/Middle Education with an approved teaching minor in biology, chemistry, English, English as a Second Language, German, history, mathematics, political science, or Spanish. A minor in science is available pending approval by State of Wisconsin Department of Public Instruction.
3. **Early Adolescence through Adolescence (EA–A)**—approximate ages 10 through 21, grades 6–12.  
Completion of Middle/Secondary Education Professional Sequence and an approved major in biology, broad field science, broad field social studies (history or sociology), chemistry, English, history, mathematics. German and/or Spanish may be added as a minor for EA–A licensure.
4. **Early Childhood through Adolescence (EC–A)**—a wide range of all ages in public schools, grades K–12.  
Completion of Middle/Secondary Education Professional Sequence and an approved major in business education, German, Spanish, or music.

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

*Professor: Mehraban Khodavandi*

*Associate Professors: Wayne Homstad and John Yang*

*Assistant Professor: Barbara Sands*

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

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

- Completion of Wisconsin Technical College's Early Childhood Education Associate Degree or Diploma program including the Administrative Course (WTCS 307–198)
- GEN 111 Fundamentals of Public Speaking (through WTCS 801–198)
- MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers
- SOC 210 Majority-Minority Relations (through WTCS 809–172)
- EDU 100 Introduction to Education (through WTCS 307–148)#
- EDU 140 Introduction to Educational Technology
- EDUP 230 Educational Psychology
- EDU 302 Physical Education and Health Teaching Techniques (through WTCS 307–167)#
- EDU 312 Art Teaching Techniques (through WTCS 307–178)#
- EDU 317 Music Teaching Techniques (through WTCS 307–178)#
- EDUP 330 Human Growth and Development (through WTCS 307–151, 307–179)

- EDU 331 Science Teaching Techniques\*
- EDU 332 Mathematics Teaching Techniques\*
- EDU 341 Children's and Early Adolescent Literature\*
- EDU 342 Language Arts and Social Studies Teaching Techniques\*
- EDU 369 Early Childhood Teaching Techniques (2 semester hours)
- EDU 373 Field Experience in Education (through WTCS 307-174, 307-192, 307-197)#
- EDU 382 Reading Techniques for Teachers\*
- EDUP 432 Survey of the Exceptional Person (through WTCS 307-187)
- EDU 449 Education Capstone\* (*Writing Intensive*)
- EDU 450 Observation and Student Teaching, Early Childhood-Middle Childhood\*  
(12 semester hours)
- EDU 470 Seminar, Observation and Student Teaching\* (2 semester hours)

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

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

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

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

- EDU 100 Introduction to Education
- EDU 140 Introduction to Educational Technology
- EDUP 230 Educational Psychology
- EDU 302 Physical Education and Health Teaching Techniques
- ARTE 312 Art Teaching Techniques (2 semester hours)
- MUSE 317 Music Teaching Techniques (2 semester hours)
- EDUP 330 Human Growth and Development
- EDU 331 Science Teaching Techniques\*
- EDU 332 Mathematics Teaching Techniques\*
- EDU 341 Children's and Early Adolescent Literature\*
- EDU 342 Language Arts and Social Studies Teaching Techniques\*
- EDU 373 Field Experience in Education\*
- EDU 382 Reading Teaching Techniques\*
- EDUP 432 Survey of the Exceptional Person
- EDU 449 Education Capstone Course (*Writing Intensive*)\*
- EDU 450 Observation and Student Teaching for Middle Childhood through Early  
Adolescence Level (12 semester hours)\*
- EDU 470 Seminar, Observation and Student Teaching (2 semester hours)\*,  
Must be taken concurrently with EDU 450.
- GEN 111 Fundamentals of Public Speaking
- MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers
- SOC 210 Majority-Minority Relations

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

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

**Early Adolescence through Adolescence Education (Middle/Secondary Education)  
Professional Sequence—approximate ages 10 through 21, grades 6–12  
and/or**

**Early Childhood through Adolescence Education (Elementary/Middle/Secondary)  
Professional Sequence—a wide range of ages in public schools, grades K–12**

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In addition to the General Studies coursework required of all Lakeland College graduates, students seeking certification to teach at the Early Adolescence through Adolescence certification level and/or the Early Childhood through Adolescence certification level must complete an approved major and the following professional sequence:

- EDU 100 Introduction to Education or MUSE 150 Introduction to Music Education
- EDU 140 Introduction to Educational Technology
- EDUP 230 Educational Psychology
- EDUP 330 Human Growth and Development
- EDU 361 Reading in the Content Area (Early Adolescence through Adolescence)\*
- EDU 371 Teaching Techniques for the Early Adolescence through Adolescence Level\*  
**Note:** Music majors are required to complete specific teaching techniques courses in place of EDU 371. These are included within each music concentration. Please refer to the music major(s) for details.
- EDU 373 Field Experience in Education\* or MUSE 373 Field Experience in Music Education\*
- EDUP 432 Survey of the Exceptional Person
- EDU 449 Education Capstone Course (*Writing Intensive*)\*
- One Mathematics (MAT) course numbered 130 or above with the exception of MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers
- EDU 460 Observation and Student Teaching for Early Adolescence Through Adolescence Level (12 semester hours)\* or  
MUSE 455 Observation and Student Teaching in Music Education (12 semester hours)\*
- EDU 470 Seminar, Observation and Student Teaching (2 semester hours)\*,  
Must be taken concurrently with EDU 460
- GEN 111 Fundamentals of Public Speaking
- SOC 210 Majority-Minority Relations

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

*Students seeking certification at the Early Adolescence through Adolescence certification level must also complete a certifiable major in biology, broad field science, broad field social studies (history or sociology), chemistry, English, history, or mathematics. With a major in any of the aforementioned subjects, a minor in English as a Second Language, German, psychology, sociology or Spanish may be added. Depending upon the major, other minors are also possible. Please see specific subject areas for details.*

*Students seeking certification at the Early Childhood through Adolescence certification level must complete a major in business education, German, music (choral, general, or instrumental), or Spanish.*

# ENGINEERING (PRE) PROGRAM

## in partnership with the University of Wisconsin-Madison

Lakeland College, in partnership with the University of Wisconsin-Madison, offers students the opportunity to earn a dual degree—a baccalaureate degree in engineering sciences from Lakeland and a baccalaureate degree in one of twelve areas of engineering from the University. This program requires approximately two years of study at Lakeland, followed by three years at the University.

Lakeland students who express interest in the dual degree program will be selected for entrance into the University of Wisconsin-Madison portion of the program based on a minimum “B” (3.00) average in all Lakeland coursework; a minimum “B” (3.00) average in the chemistry, computer science, mathematics, and physics coursework required by the program; and the positive recommendation of the Lakeland physical science and mathematics faculty. Qualified Lakeland applicants are assured admission to the College of Engineering at Madison.

In the first two years of college coursework taken through Lakeland, students must complete a minimum of 62 semester hours. Of these courses, a minimum number must be successfully completed in each of the following areas: 4 in mathematics (calculus through differential equations), 2 in physics (calculus-based courses), 3 in chemistry (through quantitative analysis), one in computer science, GEN 130 Core I: Knowing the Self, and one each from each of the following areas: history, humanities or religion, and social sciences. Students in this program must also complete all Lakeland College Basic Skills and College writing requirements. Credit, but not grades, for all the aforementioned courses, passed with a grade of “C” or better, will be transferred to the University of Wisconsin-Madison transcript as credit for equivalent Madison courses, even though they may not be required by the Madison engineering curriculum selected by the student.

During the years at the University of Wisconsin-Madison, students will complete the requirements specified in the University of Wisconsin-Madison, College of Engineering bulletin at the time of admission to their engineering degree programs. Coursework taken at the University of Wisconsin-Madison will also be transferred to Lakeland College to complete the requirements for the Lakeland College baccalaureate degree in engineering sciences.

Students must apply to the appropriate financial aid office (Lakeland for the first years and Madison at the time of transfer) when seeking financial assistance. The Lakeland financial aid office will assist students through the transition by forwarding full financial transcripts and other relevant documents to Madison.

When transferring to the University of Wisconsin-Madison from Lakeland College, the student will be expected to submit applications for admission, housing, and financial aid on standard forms in accord with the deadlines established in the then current University of Wisconsin-Madison documents.

Graduates of this program will be eligible to participate in commencement ceremonies at both Lakeland College and the University of Wisconsin-Madison.

### **Pre-Engineering Program**

**(61 semester hours)**

- CHM 131 Principles of Chemistry I (4 semester hours)
- CHM 132 Principles of Chemistry II (4 semester hours)
- CHM301 Instrumental Analysis
- CPS 200 Introduction to Computer Programming
- GEN 110 Expository Writing
- GEN 112 Persuasive Writing
- GEN 130 Core I: Knowing the Self

*—continued on the following page*

*One of the following:*

HIS 101 World History I

HIS 102 World History II

MAT 231 Calculus I (4 semester hours)

MAT 242 Calculus II (4 semester hours)

MAT 331 Calculus III (4 semester hours)

MAT 352 Differential Equations

PHY 251 Physics I (4 semester hours)

PHY 252 Physics II (4 semester hours)

One elective from the social sciences discipline: Economics (ECN), History (HIS), Political Science (POL), Psychology (PSY), and Sociology (SOC)

One additional elective from the humanities discipline: Art (ART), English (ENG), General Studies (GEN), Music (MUS), Philosophy (PHI), and Theatre (THE); or from the religion discipline: Religion (REL)

Two additional electives from any discipline

## ENGLISH

The English faculty at Lakeland know that reading can and should be an intense experience—an experience that combines a commitment to language, an eye for beauty and detail, an openness to new experience, and an analytically sharp mind. English majors develop all these skills and dispositions by testing them against some of the best writing and thinking in American, British, and world literature. In the process, our students not only become practicing literary critics in the classroom, but also emerge better able to find and analyze meaning in all parts of our textual world.

The English program prepares many of its students for careers in education, giving them an extensive knowledge of major writers and movements, and critical terms and techniques in the field. More extensively, though, the English major prepares anyone for a job in the information age by teaching them to think critically, read closely, and write precisely. These abilities are fundamental to careers in publishing, communications, journalism, advertising, law, and business—any field that asks one to handle and use language with skill.

Students who major in English will be able to:

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

*Professor: Linda Tolman*

*Associate Professors: Meg Albrinck, Lucretia Crawford, and Peter Sattler*

### **English Major**

**(36 semester hours)**

ENG 211 Introduction to British Literature I

ENG 212 Introduction to British Literature II

ENG 220 Introduction to American Literature

ENG 370 Shakespeare

ENG 499 Literature and Theory

Two additional English (ENG) courses numbered at the 200 level



Five additional English (ENG) courses numbered at the 300 level or above  
(one of which must be a WI-designated course and one of which  
must be at the 400 level)

*WRT 300 Advanced Composition may be used in place of one of the  
above-listed required 300-level courses.*

**English Major** (37 semester hours)  
**for Early Adolescence through Adolescence Education Certification (grades 6–12)**

ENG 211 Introduction to British Literature I  
ENG 212 Introduction to British Literature II  
ENG 220 Introduction to American Literature  
ENG 350 Young Adult Literature (1 semester hour)  
ENG 370 Shakespeare  
ENG 499 Literature and Theory

WRT 300 Advanced Composition (*Writing Intensive*)

Two additional English (ENG) courses numbered at the 200 level

Four additional English (ENG) courses numbered at the 300 level or above  
(one of which must be a WI-designated course and one of which  
must be at the 400 level). One of the courses must have an emphasis in  
American literature.

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**English Minor** (24 semester hours)

ENG 211 Introduction to British Literature I  
ENG 212 Introduction to British Literature II  
ENG 220 Introduction to American Literature  
ENG 370 Shakespeare

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

Three additional English (ENG) courses numbered at the 300 level or above  
(one of which must be at the 400 level)

**English Minor** (24 semester hours)

**for Middle Childhood through Early Adolescence Education Certification (grades 1–8) or  
Early Adolescence through Adolescence Education Certification (grades 6–12) in combination  
with a certifiable major**

ENG 211 Introduction to British Literature I  
ENG 212 Introduction to British Literature II  
ENG 220 Introduction to American Literature  
ENG 370 Shakespeare

WRT 300 Advanced Composition (*Writing Intensive*)

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

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

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*To qualify for either Middle Childhood through Early Adolescence (grades 1-8) or Early Adolescence through Adolescence (grades 6-12) teaching certification in English, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence or the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

## **ENGLISH AS A SECOND LANGUAGE MINOR**

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

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

*Instructor: Timothy Fojtik*

**ESL (English as a Second Language) Minor (23 semester hours)**  
**for Early Childhood through Middle Childhood Education Certification (grades PK–6), Middle Childhood through Early Adolescence Education Certification (grades 1–8), or Early Adolescence through Adolescence Education Certification (grades 6–12) in combination with a certifiable major**

ENG 380/780 The English Language\*

ESL 321/721 English Grammar\*

*One of the following:*

HIS 202 United States History II

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

ESL 322/722 Second Language Acquisition and Applied Linguistics\*

ESLE 324/724 Teaching Methods in ESL\*

One year of a foreign language (8 semester hours)

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

*To qualify for Early Adolescence through Adolescence (grades 6-12) teaching certification or Early Childhood through Adolescence (grades K-12) teaching certification in English as a Second Language, a student must complete the Early Adolescence through Adolescence Professional Sequence along with a certifiable major or the Early Childhood through Adolescence Professional Sequence along with a certifiable major and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

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

# ENGLISH LANGUAGE INSTITUTE

For non-native speakers of English who have not yet acquired the required language proficiency to gain admission to the academic programs of Lakeland College or other American institutions of higher education, Lakeland College offers a special program of English instruction through its English Language Institute (ELI). Three levels of English language instruction are provided: Elementary, Intermediate, and Advanced. Before classes begin each term, students of the ELI are tested and placed in the instructional level appropriate to their skills. Study in the ELI concludes when the advanced level is successfully completed or when individual students reach their desired level of proficiency.

*Instructors: Timothy Fojtik and Jennifer Siebert*

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**Elementary Level** **(4 semester hours)**

ELI 201 Elementary Integrated Skills

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**Intermediate Level** **(4 semester hours)**

ELI 301 Intermediate Integrated Skills

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**Advanced Level** **(4 semester hours)**

ELI 401 Advanced Integrated Skills

## ETHNIC AND GENDER STUDIES MINOR

The ethnic and gender studies program addresses problems and issues that are as old as human culture. This multidisciplinary minor explores how societies throughout history have thought about and reacted to differences in race and ethnicity, gender and sexuality. These courses attend to the roles and experiences of women and minorities in American culture and abroad. More fundamentally, though, they ask us to reflect upon and rethink our own current understanding of these powerful and political categories.

Overall, the ethnic and gender studies minor aims at developing sensitivity to differences among people, while maintaining common values and acknowledging the need to work collectively. The perspectives encouraged by this program, along with the analytical skills it develops, help to prepare students for post-graduate study in law, the social sciences, and literature, as well as careers in business and education.

*Professors: Don Francis and Alan Mock*

*Associate Professors: Richard Christensen, Karl Kuhn, Peter Sattler, and Elizabeth Stroot*

*Assistant Professors: Rick Dodgson and Krista Feinberg*

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**Ethnic and Gender Studies Minor** **(18 semester hours)**

SOC 100 Introduction to Sociology

*Two of the following:*

ANT 223 Cultural Anthropology

ENG 220 Introduction to American Literature

ENG 225 Multicultural American Literature

REL 232 Eastern Religious Traditions

REL 233 Western Religious Traditions

SOC 210 Majority-Minority Relations

SOCP 220 Social Psychology

*—continued on the following page*

*Three of the following:*

- HISP 362 United States Women's History (*Writing Intensive*)
- HISP 372 United States Ethnic History (*Writing Intensive*)
- HISP 392 Modern Southern Africa
- SOC 312 Sociology of Gender
- EGS 470 Senior Project in Ethnic and Gender Studies
- EGS 480 Special Topics in Ethnic and Gender Studies
- EGS 490 Independent Study in Ethnic and Gender Studies

## EXERCISE SCIENCE AND SPORT STUDIES

The exercise science and sport studies program is a diverse major providing students with a wide range of vocational opportunities. Students in the exercise science emphasis will examine the science of human movement. Graduates will receive a sound science background, communication skills, and writing skills for preparation in a variety of health science and fitness careers including personal training, corporate fitness, and strength and conditioning. Graduates may also use this program to prepare for advanced health professional degrees such as physical therapy, occupational therapy, chiropractic, and physician assistant training. Students in the sport studies emphasis will receive training in leadership, business principles, communication skills, and writing skills as they apply to the sport industry. Students will tailor their program in preparation for various career areas including sport marketing, administration of athletic programs, coaching, sport sales, and sport/wellness facility management.

*Assistant Professors: April Arvan and Kelly Quick*

### **Exercise Science and Sport Studies Major—Exercise Science Emphasis (61 semester hours)**

*One of the following:*

- BIO 110 Life Sciences for Health Careers (4 semester hours)\*\*
- BIO 111 Life Sciences I (4 semester hours)\*
- BIO 211 Human Anatomy and Physiology I (4 semester hours)
- BIO 212 Human Anatomy and Physiology II (4 semester hours)
- ESS 111 First Aid and Emergency Care (2 semester hours)
- ESS 143 Introduction to Exercise Science
- ESS 201 Nutrition for Sport and Exercise
- ESS 220 Fundamental Aspects of Sport and Exercise Psychology
- ESS 341 Kinesiology and Biomechanics
- ESS 342 Physiology of Exercise (*Writing Intensive*)
- ESS 343 Laboratory Techniques in Exercise Science
- ESS 400 Internship in Exercise Science and Sport Studies
- ESS 425 Exercise Prescription I
- SOC 210 Majority-Minority Relations

*Twenty (20) semester hours from the following:*

- BIO 351 Comparative Vertebrate Anatomy (4 semester hours)\*
- BIO 441 Neurobiology (4 semester hours)\*
- CHM 131 Principles of Chemistry I (4 semester hours)\*
- CHM 132 Principles of Chemistry II (4 semester hours)\*
- ESS 112 Strength and Conditioning Techniques\*\* (2 semester hours)
- ESS 202 Care and Prevention of Athletic Injuries\*\*
- ESS 324 Programming of Athletic Facilities and Events\*\*
- ESS 344 Anaerobic Conditioning\*\*
- ESS 426 Exercise Prescription II\*\*

MAT 162 Pre-Calculus\*  
 MAT 220 Probability and Statistics\*  
 PHY 211 General Physics I (4 semester hours)\*  
 PSY 200 General Psychology\*\*  
 PSY 305 Health Psychology\*\*

\*Courses suggested for students wishing to pursue pre-professional health/rehabilitative studies.

\*\*Courses suggested for students wishing to pursue training-related professions in exercise science.

**Exercise Science and Sport Studies Major—Sport Studies Emphasis (54 semester hours)**

BIO 110 Life Sciences for Health Careers (4 semester hours)  
 BIO 211 Human Anatomy and Physiology I (4 semester hours)  
 ESS 111 First Aid and Emergency Care (2 semester hours)  
 ESS 144 Introduction to Sport Studies  
 ESS 201 Nutrition for Sport and Exercise  
 ESS 220 Fundamental Aspects of Sport and Exercise Psychology  
 ESS 253 Contemporary Issues in Sport  
 ESS 264 Youth and Adolescence in Sport  
 ESS 315 Sports Marketing and Promotion  
 ESS 320 Gender and Racial Issues: Diversity in Sport  
 ESS 324 Programming of Athletic Facilities and Events  
 ESS 400 Internship in Exercise Science and Sport Studies  
 ESS 410 Organization and Management of Sport Programs (*Writing Intensive*)  
 ESS 450 Essentials of Ethics and Law in Sport

*One of the following:*

ECN 301 The Economics of Sport  
 SOC 321 Sociology of Sport

*Eight (8) semester hours (with no more than 6 semester hours in Coaching [CHG] courses) from the following:*

BUS 330 Management Principles  
 CHG 222 Principles and Organization of Athletic Coaching (2 semester hours)  
 CHG 231 Theory and Techniques of Coaching Football (2 semester hours)  
 CHG 232 Theory and Techniques of Coaching Wrestling (2 semester hours)  
 CHG 240 Theory and Techniques of Coaching Softball (2 semester hours)  
 CHG 241 Theory and Techniques of Coaching Basketball (2 semester hours)  
 CHG 242 Theory and Techniques of Coaching Baseball (2 semester hours)  
 CHG 251 Theory and Techniques of Coaching Volleyball (2 semester hours)  
 CHG 252 Theory and Techniques of Coaching Tennis (2 semester hours)  
 CHG 261 Theory and Techniques of Coaching Soccer (2 semester hours)  
 CHG 262 Theory and Techniques of Coaching Track and Field (2 semester hours)  
 ESS 112 Strength and Conditioning Techniques (2 semester hours)  
 ESS 202 Care and Prevention of Athletic Injuries  
 ESS 400 Internship in Exercise Science and Sport Studies (Additional)  
 ESS 480 Special Topics in Exercise Science and Sport Studies  
 NPO 365 Fundraising

# FRENCH COURSES

The curriculum in French, offered occasionally by the Humanities Division, is designed to help students acquire basic communication skills in speaking, writing, and reading the French language and to develop an understanding of the culture. Students with no background in the language may begin in the introductory course, while those students with some prior training may start at the intermediate level.

## Elective Courses in French

- FRE 101 Elementary French I and lab (4 semester hours)
- FRE 102 Elementary French II and lab (4 semester hours)
- FRE 201 Intermediate French I
- FRE 202 Intermediate French II

# GERMAN

The Humanities Division offers a German curriculum designed to help students master the German language and develop a historical understanding of German literature and culture. Students with no background in the language can begin in the introductory courses, while those with previous experience can begin in one of the more advanced classes. The German program prepares students for high school teaching, for graduate study or, if combined with another major (such as Business Management or Education), for a professional career where knowledge of a foreign language is an asset.

Students are advised to speak with the German professor or the chair of the Humanities Division for information regarding qualifying for advanced standing placement.

All students with knowledge of German, regardless of major, are eligible for the foreign study semester at Kassel University in Germany. Consult the German professor for details.

Students who major in German will be able to:

- know the most important events and intellectual periods in the history of German literature and culture;
- develop an interdisciplinary understanding of the most important styles and periods in German culture, as well as a working knowledge of the most important authors and genres in German literature;
- understand how the intellectual history of Germany shapes the German character and culture of today;
- develop skill in literary analysis sufficient to read literature for meaning;
- develop an appreciation for and a proficiency in the unique expressiveness of the German language, including the use of idioms, and expressions; and
- develop a basic understanding of how the most important regional dialects shape the character of the German language and the German people.

*Associate Professor: Martin Ulrich*

## German Major

**(32 semester hours)**

- GER 101 Elementary German I with lab (4 semester hours)
- GER 102 Elementary German II with lab (4 semester hours)
- GER 201 Intermediate German I
- GER 202 Intermediate German II
- GER 300 Conversation and Composition (*Writing Intensive*)

GER 325 Introduction to German Literature and Culture

GER 430 Contemporary German Literature and Culture

*Three additional 400-level German (GER) courses from the following:*

GER 410 Classicism

GER 420 Romanticism

GER 470 Directed Readings in German

GER 480 Special Topics in German

GER 490 Independent Study in German

*One of the following Foreign Study Programs:*

GER 499 Guest semester at Kassel University, Germany

**Note:** Courses successfully completed in the Guest semester may also fulfill as many as 4 course requirements listed above.

Hessen University Summer Semester

**Note:** The successful completion of one 1-month program at Hessen University campus, either in Frankfurt, Marburg, Giessen, or Fulda, may also fulfill a requirement for a course numbered GER 300 or lower.

### **German Major**

**(38 semester hours)**

#### **for Early Childhood through Adolescence Education Certification (grades K–12)**

GER 101 Elementary German I with lab (4 semester hours)

GER 102 Elementary German II with lab (4 semester hours)

GER 201 Intermediate German I

GER 202 Intermediate German II

GER 300 Conversation and Composition (*Writing Intensive*)

GER 325 Introduction to German Literature and Culture

GER 430 Contemporary German Literature and Culture

EDU 370 Foreign Language Teaching Methods

ESL 322 Second Language Acquisition and Applied Linguistics

*Three additional 400-level German (GER) courses from the following:*

GER 410 Classicism

GER 420 Romanticism

GER 470 Directed Readings in German

GER 480 Special Topics in German

GER 490 Independent Study in German

*One of the following Foreign Study Programs (to meet the DPI foreign language immersion requirement):*

GER 499 Guest semester at Kassel University, Germany

**Note:** Courses successfully completed in the Guest semester may also fulfill as many as 4 course requirements listed above.

Hessen University Summer Semester

**Note:** The successful completion of one 1-month program at Hessen University campus, either in Frankfurt, Marburg, Giessen, or Fulda, may also fulfill a requirement for a course numbered GER 300 or lower.

Placement in the “Intermediate High” category on the American Council for Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction’s (DPI) statutory requirements.*

**German Minor****(23 semester hours)**

GER 101 Elementary German I with lab (4 semester hours)

GER 102 Elementary German II with lab (4 semester hours)

GER 201 Intermediate German I

GER 202 Intermediate German II

*Three additional German (GER) courses from the following:*GER 300 Conversation and Composition (*Writing Intensive*)

GER 325 Introduction to German Literature and Culture

GER 410 Classicism

GER 420 Romanticism

GER 430 Contemporary German Literature and Culture

GER 470 Directed Readings in German

GER 480 Special Topics in German

GER 490 Independent Study in German

*One of the following Foreign Study Programs:*

GER 499 Guest semester at Kassel University, Germany

**Note:** Courses successfully completed in the Guest semester may also fulfill as many as 4 course requirements listed above.

Hessen University Summer Semester

**Note:** The successful completion of one 1-month program at Hessen University campus, either in Frankfurt, Marburg, Giessen, or Fulda, may also fulfill a requirement for a course numbered GER 300 or lower.**German Minor****(29 semester hours)****for Middle Childhood through Adolescence Education Certification (grades 1–8), or Early Adolescence through Adolescence Education Certification (grades 6–12) in combination with a certifiable major**

GER 101 Elementary German I with lab (4 semester hours)

GER 102 Elementary German II with lab (4 semester hours)

GER 201 Intermediate German I

GER 202 Intermediate German II

GER 300 Conversation and Composition (*Writing Intensive*)

GER 430 Contemporary German Literature and Culture

EDU 370 Foreign Language Teaching Methods

ESL 322 Second Language Acquisition and Applied Linguistics

*One additional German (GER) course from the following:*

GER 325 Introduction to German Literature and Culture

GER 410 Classicism

GER 420 Romanticism

GER 470 Directed Readings in German

GER 480 Special Topics in German

GER 490 Independent Study in German

*One of the following Foreign Study Programs:*

GER 499 Guest semester at Kassel University, Germany

**Note:** Courses successfully completed in the Guest semester may also fulfill as many as 4 course requirements listed above.

Hessen University Summer Semester

**Note:** The successful completion of one 1-month program at Hessen University campus, either in Frankfurt, Marburg, Giessen, or Fulda, may also fulfill a requirement for a course numbered GER 300 or lower.*—continued on the following page*



Placement in the “Intermediate High” category on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

*To qualify for either Middle Childhood through Early Adolescence (grades 1-8) or Early Adolescence through Adolescence (grades 6-12) teaching certification in German, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence or the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction’s (DPI) statutory requirements.*

**\*ACTFL**

*The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview is a standardized procedure for the assessment of functional speaking ability. It is a face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The test is used to determine how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels. Lakeland College requires candidates for State of Wisconsin foreign language teaching certification to be proficient at the Intermediate High level.*

*Information regarding the ACTFL examination is available in the Office of the Registrar.*

## HISTORY

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

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

Students who major in History will be able to:

- understand the central events, cultures, themes, and personalities of world and regional histories from a global perspective;
- formulate and engage historical questions and answer those questions through the appropriate use of primary, secondary, and tertiary historical sources;
- appreciate the varieties of historical interpretation and develop a working knowledge of historiography and the methods of historical scholarship; and
- communicate historical arguments and narratives clearly and effectively in both written and oral form and in a variety of contexts.

*Associate Professor: Richard Wixon*

*Assistant Professors: Krista Feinberg and Rick Dodgson*

**History Major****(39 semester hours)****for Education\* and Non-education Majors**

- HIS 101 World History I
- HIS 102 World History II
- HIS 190 Introduction to the Skills of Historical Practice
- HIS 201 United States History I
- HIS 202 United States History II
- HIS 461 Historiography and Historical Methods
- Two additional history (HIS) or history/political science (HISP) courses numbered at the 200 level or above
- Four additional history (HIS) or history/political science (HISP) courses numbered at the 300 level or above

*One of the courses listed below may be used in partial fulfillment of this requirement.*

- ENG 380 The English Language
- MUS 311 Music History and Literature I
- MUS 312 Music History and Literature II (*Writing Intensive*)
- PSY 463 History and Systems of Psychology (*Writing Intensive*)
- REL 361 History of Christian Thought
- SPA 320 Spanish Civilization
- SPA 330 Spanish-American Civilization

One additional history (HIS) course numbered at the 400 level (no substitutions)

*\*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification in history, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**History Minor****(24 semester hours)****for Education\* and Non-education Minors**

- HIS 102 World History II
- HIS 190 Introduction to the Skills of Historical Practice
- HIS 201 United States History I
- HIS 202 United States History II

*One of the following:*

- HIS 101 World History I<sup>#</sup>
- HIS 211 History of Asia
- HIS 221 History of Europe
- HIS 232 History of Africa
- HIS 246 History of Latin American Culture and Civilizations I
- HIS 247 History of Latin American Culture and Civilizations II
- HIS 311 The Ancient World<sup>#</sup>

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

HIS 461 Historiography and Historical Methods  
Two additional history (HIS) courses numbered at the 300-level or above

*\*To qualify for either Middle Childhood through Early Adolescence (grades 1-8) or Early Adolescence through Adolescence (grades 6-12) teaching certification in history, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence or the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

# INTERNATIONAL BUSINESS

In a world of increasingly open borders and expanding markets, where capital and commodities encircle the globe, all business eventually becomes international. Even “local” operations find themselves importing and exporting, navigating tangles of multinational trade regulations, and searching overseas for customers and suppliers. Today, more than ever, to thrive in the business world, one must cultivate a global perspective.

Lakeland’s international business major is designed for students preparing for employment in companies that do business in, or with, more than one country. It provides not simply a strong foundation in economics, finance, and marketing, but also the ability to serve the needs of clients from different cultural and linguistic backgrounds. Many of Lakeland’s international students who are interested in business find this major particularly appealing.

Students who major in International Business will be able to:

- understand the central theories of business, management, and economics and apply those theories within the world of international commerce;
- research, analyze, and make reasoned conclusions about complex and multifaceted international business problems;
- appreciate the specific social and linguistic skills that one needs when serving clients with multicultural and multi-lingual backgrounds;
- communicate business and economic information to stakeholders from various backgrounds in a clear and professional manner; and
- comprehend and abide by the ethical and legal rules by which business, national, and international entities relate to one another and to society.

*Professor: Abdul Qastin*

*Associate Professor: James Kudek*

*Assistant Professor: Joseph D. Botana II*

## **International Business Major (65 semester hours and foreign language competency)**

ACC 210 Accounting Principles  
BUS 200 Business and Professional Protocol (2 semester hours)  
BUS 280 Business Information Processing  
BUS 284 Principles of International Business  
BUS 300 Business and Professional Rhetoric (*Writing Intensive*)  
BUS 330 Management Principles  
BUS 340 Principles of Business Finance  
BUS 350 Marketing Principles  
BUS 360 Business/Economics Statistics  
BUS 366 Global Financial Markets  
BUS 390 Comparative Government and Economic Systems  
BUS 410 Business Law I  
BUS 469 Global Marketing and Management Strategies  
BUS 474 International Laws and Regulations  
BUS 490 Leadership, Ethics and Decision Making  
ECN 220 Principles of Macroeconomics  
ECN 230 Principles of Microeconomics  
ECN 365 International Economics  
MAT 220 Probability and Statistics

*—continued on the following page*

Three courses (9 semester hours) of divisionally approved electives

*Courses selected to meet this requirement may not be used to meet requirements of another business major or minor. Courses selected from divisions other than the Business Administration Division may be used to satisfy this requirement. Contact the chair of the Business Administration Division or the Registrar for approval.*

Conversational competency in a foreign language, typically evidenced as two years of foreign language study (14–16 semester hours).

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**International Business Minor****(18 semester hours)**

*One of the following:*

ECN 220 Principles of Macroeconomics

ECN 230 Principles of Microeconomics

BUS 284 Principles of International Business

BUS 366 Global Financial Markets

BUS 390 Comparative Government and Economic Systems

BUS 469 Global Marketing and Management Strategies

ECN 365 International Economics

## JAPANESE COURSES

The curriculum in Japanese, offered by the Humanities Division, is designed to help students communicate with Japanese-speaking people in culturally and functionally appropriate ways. Students will gain the ability to interact within Japanese culture and society using acquired speaking, reading, and writing skills. Students are advised to speak with the Japanese instructor or the chair of the Humanities Division for information regarding qualifying for advanced standing placement.

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**Elective Courses in Japanese**

JPS 101 Elementary Japanese I with lab (4 semester hours)

JPS 102 Elementary Japanese II with lab (4 semester hours)

JPS 201 Intermediate Japanese I

JPS 202 Intermediate Japanese II

## MARKETING

People who work in marketing have two interrelated jobs—to sell to clients what they are looking to buy, and to educate clients as to what is available for sale. The real art of marketing comes in the various ways that marketers meet these two goals. Marketing is involved in all phases of production, from conception to packaging, pricing to promotion. Someone has to do that research, come up with those ideas, and pick that product name.

A Lakeland degree in marketing allows the graduate to enter this dynamic field with a solid foundation in economic theory, management, and consumer behavior.

Students who major in Marketing will be able to:

- understand and use the central principles, theories, and rules of marketing as both a field of study and a practical skill;
- comprehend the ways in which economic institutions and behavior at various levels—personal, business, and social-influence and, indeed, determine the practice of marketing;

- appreciate the role of marketing in the larger context of business organizations;
- communicate business and economic information to stakeholders in a clear and professional manner; and
- respect and abide by the ethical and legal rules by which business entities relate to one another and to society.

*Professor: Abdul Qastin*

*Associate Professors: James Kudek and M. Scott Niederjohn*

### **Marketing Major**

**(65 semester hours)**

- ACC 210 Accounting Principles
- ECN 220 Principles of Macroeconomics
- ECN 230 Principles of Microeconomics
- BUS 200 Business and Professional Protocol (2 semester hours)
- BUS 280 Business Information Processing
- BUS 300 Business and Professional Rhetoric (*Writing Intensive*)
- BUS 330 Management Principles
- BUS 340 Principles of Business Finance
- BUS 350 Marketing Principles
- BUS 360 Business/Economic Statistics
- BUS 384 New Product Management
- BUS 388 Integrated Marketing Communications
- BUS 389 Pricing and Financial Management
- BUS 405 Business Internship in Marketing
- BUS 410 Business Law I
- BUS 425 Retail Management
- BUS 445 Logistics and Supply Chain Management
- BUS 485 Marketing Management
- BUS 490 Leadership, Ethics and Decision Making
- MAT 220 Probability and Statistics
- Two courses (6 semester hours) of divisionally-approved electives

*Courses selected to meet this requirement may not be used to meet requirements of another business major or minor. Courses selected from divisions other than the Business Administration Division may be used to satisfy this requirement. Contact the chair of the Business Administration Division or the Registrar for approval.*

## **MATHEMATICS**

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

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

Students who major in Mathematics will be able to:

- understand and use the basics concepts of algebra, analysis, and geometry;
- develop and deploy high-level skills in problem solving, inductive reasoning, logical thought, formal mathematical definitions and proofs, and computations, including the use of computer software;

- communicate their findings effectively by formulating precise definitions, stating clear theorems, and constructing formal proofs; and
- apply mathematical ideas and tools, including computer technology, to real-world problems.

*Professor: Ronald Kirk Haas*

*Assistant Professors: Chia-Chin (Cristi) Chang*

**Mathematics Major (42 semester hours)**

MAT 220 Probability and Statistics  
 MAT 231 Calculus I (4 semester hours)  
 MAT 242 Calculus II (4 semester hours)  
 MAT 250 Discrete Mathematics  
 MAT 322 College Geometry (*Writing Intensive*)  
 MAT 330 Mathematical Statistics  
 MAT 331 Calculus III (4 semester hours)  
 MAT 352 Differential Equations  
 MAT 362 Linear Algebra  
 MAT 430 Foundations of Mathematics  
 Three additional mathematics (MAT) courses numbered above 230

**Mathematics Major (42 semester hours)**

**for Early Adolescence through Adolescence Education Certification (grades 6–12)**

CPS 100 Introduction to Computers  
 MAT 220 Probability and Statistics  
 MAT 231 Calculus I (4 semester hours)  
 MAT 242 Calculus II (4 semester hours)  
 MAT 250 Discrete Mathematics  
 MAT 322 College Geometry (*Writing Intensive*)  
 MAT 330 Mathematical Statistics  
 MAT 331 Calculus III (4 semester hours)  
 MAT 352 Differential Equations  
 MAT 362 Linear Algebra  
 MAT 430 Foundations of Mathematics  
 Two additional mathematics (MAT) courses numbered above 230

*To qualify for Early Adolescence through Adolescence (grades 6–12) teaching certification, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**Mathematics Minor (21 semester hours)**

MAT 231 Calculus I (4 semester hours)  
 MAT 242 Calculus II (4 semester hours)  
 MAT 250 Discrete Mathematics  
 MAT 331 Calculus III (4 semester hours)  
 MAT 430 Foundations of Mathematics  
 One additional mathematics (MAT) course numbered above 230

## Mathematics Minor

(26 semester hours)

for Middle Childhood through Early Adolescence Education Certification (grades 1–8), or Early Adolescence through Adolescence Education Certification (grades 6–12) in combination with a certifiable major

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

*To qualify for either Middle Childhood through Early Adolescence (grades 1-8) or Early Adolescence through Adolescence (grades 6-12) teaching certification in mathematics, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence or the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

## MODERN LANGUAGES

In a world of global markets, global culture, and global travel, the practical benefits of learning a foreign language are obvious and powerful. Fluency in a foreign language enhances your employment opportunities, positioning you as a valuable asset to any business that depends upon international commerce. More personally, your knowledge of another language opens your mind to the experiences and cultures of people around the globe and often in your own neighborhood. In fact, one cannot learn a new language without also learning new ways of thinking, learning, and living.

Aside from the countless practical benefits, Lakeland's foreign language programs and courses stand near the center of the College's educational philosophy. They "liberalize" one's outlook, encourage critical reflection, sharpen the memory and the intellect, and allow one to think of oneself as a citizen of communities larger than the immediate environment. Foreign-language study even makes one a better and more thoughtful user of English—a gift that pays for itself, both in and out of any job market.

Students who major in modern language (German or Spanish) will be able to:

- demonstrate their mastery of the target language, including its vocabulary, its structure, its grammar, and the ways that the language is used in various conversational contexts;
- communicate proficiently in the target language through speaking, listening, writing, and reading skills;
- understand the cultures that have used and given shape to that language, including their literature, history, customs, and social perspectives; and
- appreciate the ways in which other languages and cultures differ from their own, as well as the ways that they are similar.

*Please refer to the appropriate pages for the following majors:*

- German located on page 92
- Spanish located on page 120

*—continued on the following page*

*Although not available as majors or minors, courses in the following foreign languages may be found on the pages indicated:*

Chinese *located on page 74*

French *located on page 92*

Japanese *located on page 98*

## MUSIC

In the words of one noted critic, “All art constantly aspires towards the condition of music.” And it is this “condition” of music—its purity of form, its expressive power, and the immediacy of its emotional impact—that has made it so central to every culture. Music is not an educational luxury; rather, it lies at the core of what it means to be human.

The music faculty offer all Lakeland students the opportunity to participate in the performing life of the campus community through vocal and instrumental ensembles. For music majors, the faculty provide an opportunity to turn music into a vocation, with specialized tracks designed for vocal, instrumental, and piano training.

Students wishing to major in music may choose between or combine the education and performance tracks by selecting one or more from the following six emphases: (1) Music Education—Choral Music Certification, (2) Music Education—Instrumental Music Certification, (3) Music Education—General Music Certification, (4) Voice Performance and Pedagogy, (5) Instrumental Performance, and (6) Piano Performance and Pedagogy. Those choosing Music Education—General Music Certification will choose a concentration from among Instrumental, Vocal, and Piano.

In addition to aspiring to excellence in their teaching and performance areas, students develop strong broad-based music skills through the music core classes. Thus, students develop clear and effecting conducting skills, proficient piano skills, and functional aural skills. Students also develop functional understandings of the musical language and of music history and literature. Summarily, Lakeland’s music program strives to cultivate professional discipline and aesthetic appreciation in its students.

Students who major in Music will be able to:

- perform to an “advanced developing” or a “semi-professional” level of mastery, either in voice or their chosen instrument;
- lead an ensemble with technical clarity and expressive effectiveness;
- play the piano well enough to use it as a professional tool and a means of artistic expression;
- demonstrate a functional understanding of music history and literature, including the tradition’s seminal cultural periods, composers, and genres;
- master the language of music, both in analysis and aural skill; and
- display professional discipline and aesthetic appreciation.

*Professor: Janet L. Herrick-Stuczynski*

*Associate Professors: Arthur T. Johnson and Martin Ulrich*

*Instructor: Russell Pettitt*

### **Music Major—Voice Performance and Pedagogy Emphasis (56 semester hours)**

MUS 111 Music Theory I and lab (4 semester hours)

MUS 112 Music Theory II and lab (4 semester hours)

MUS 149/159/249/259 Class Piano I–IV

(2 semester hours each for a total of 8 semester hours)

MUS 211 Music Theory III and lab (4 semester hours)



MUS 212 Music Theory IV and lab (4 semester hours)  
 MUS 235/236 Performance Ensembles—Concert Choir or Frauenchor  
 (.5 semester hour each for a total of 4 semester hours)  
 MUS 245/445 Applied Voice (a minimum of 12 semester hours)  
 MUS 261 Sophomore Voice Recital (2 semester hours)  
 MUS 311 Music History and Literature I  
 MUS 312 Music History and Literature II (*Writing Intensive*)  
 MUS 351 Conducting (1.5 semester hours)  
 MUS 361 Junior Voice Recital (2 semester hours)  
 MUS 461 Senior Voice Recital  
 MUS 465 Vocal Pedagogy and Literature (1.5 semester hours)  
 Successful completion of piano proficiency examination

**Music Major—Instrumental Performance Emphasis (61 semester hours)**

MUS 111 Music Theory I and lab (4 semester hours)  
 MUS 112 Music Theory II and lab (4 semester hours)  
 MUS 149/159/249/259 Class Piano I–IV  
 (2 semester hours each for a total of 8 semester hours)  
 MUS 211 Music Theory III and lab (4 semester hours)  
 MUS 212 Music Theory IV and lab (4 semester hours)  
 MUS 225/226 Performance Ensembles—Concert Band or Sheboygan Symphony  
 (.5 semester hour each for 8 semesters for a total of 4 semester hours of credit)  
 MUS 244/444 Applied Instrument (a minimum of 12 semester hours)  
 MUS 260 Sophomore Instrumental Recital (2 semester hours)  
 MUS 285 Woodwind Techniques (1 semester hour)  
 MUS 295 Brass Techniques (1 semester hour)  
 MUS 305 Percussion Techniques (1 semester hour)  
 MUS 311 Music History and Literature I  
 MUS 312 Music History and Literature II (*Writing Intensive*)  
 MUS 351 Conducting (1.5 semester hours)  
 MUS 360 Junior Instrumental Recital (2 semester hours)  
 MUS 382 Orchestration and Arranging (1.5 semester hours)  
 MUS 436 Instrumental Teaching Methods (2 semester hours)  
 MUS 460 Senior Instrumental Recital  
 Successful completion of piano proficiency exam

**Music Major—Piano Performance and Pedagogy Emphasis (59.5 semester hours)**

MUS 111 Music Theory I with lab (4 semester hours)  
 MUS 112 Music Theory II with lab (4 semester hours)  
 MUS 145 Applied Voice (1 semester hour)  
 MUS 147 Applied Organ (1 semester hour each for a total of 2 semesters)  
 MUS 211 Music Theory III with lab (4 semester hours)  
 MUS 212 Music Theory IV with lab (4 semester hours)  
 MUS 218 Accompanying (2 semester hours)  
 MUS 225/226/235/236 Performance Ensembles—Concert Band or Sheboygan  
 Symphony or Concert Choir or Frauenchor  
 (.5 semester hour each for a total of 4 semester hours)  
 MUS 246 Applied Piano (2 semester hours each for a total of 8 semester hours)  
 MUS 262 Sophomore Piano Recital (2 semester hours)  
 MUS 311 Music History and Literature I

—continued on the following page

MUS 312 Music History and Literature II (*Writing Intensive*)  
 MUS 351 Conducting (1.5 semester hours)  
 MUS 362 Junior Piano Recital (2 semester hours)  
 MUS 367 Piano Pedagogy and Literature I (2 semester hours)  
 MUS 368 Piano Pedagogy and Literature II (2 semester hours)  
 MUS 446 Applied Piano (2 semester hours each for a total of 8 semester hours)  
 MUS 462 Senior Piano Recital  
 Successful completion of piano proficiency exam

**Instrumental Music Education Major (63.5 semester hours)**

**Early Childhood through Adolescence Education Certification (K–12)**

MUS 111 Music Theory I and lab (4 semester hours)  
 MUS 112 Music Theory II and lab (4 semester hours)  
 MUS 145 Applied Voice (1 semester hour for 2 terms)  
 MUS 149/159/249/259 Class Piano I–IV  
 (2 semester hours each for a total of 8 semester hours)  
 MUS 211 Music Theory III and lab (4 semester hours)  
 MUS 212 Music Theory IV and lab (4 semester hours)  
 MUS 225/226 Concert Band or Sheboygan Symphony  
 (.5 semester hour each for at least 8 semesters for a minimum total  
 of 4 semester hours of credit)  
 MUS 244/444 Applied Instrument (1 or 2 semester hours each for a minimum  
 of 10 semester hours of credit)  
 MUS 275 String Techniques (1 semester hour)  
 MUS 285 Woodwind Techniques (1 semester hour)  
 MUS 295 Brass Techniques (1 semester hour)  
 MUS 305 Percussion Techniques (1 semester hour)  
 MUS 311 Music History and Literature I  
 MUS 312 Music History and Literature II (*Writing Intensive*)  
 MUS 351 Conducting (1.5 semester hours)  
 MUS 353 Advanced Instrumental Conducting (1.5 semester hours)  
 MUS 360 Junior Instrumental Recital (2 semester hours)  
 MUS 382 Orchestration and Arranging (1.5 semester hours)  
 MUSE 436 Instrumental Teaching Methods (2 semester hours)  
 MUSE 442 General Music Teaching Methods and Materials II  
 (2 semester hours)  
 MUS 460 Senior Instrumental Recital  
 Successful completion of piano proficiency examination

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**Choral Music Education (60 semester hours)**

**Early Childhood through Adolescence Education Certification (K–12)**

MUS 111 Music Theory I and lab (4 semester hours)  
 MUS 112 Music Theory II and lab (4 semester hours)  
 MUS 149/159/249/259 Class Piano I–IV (2 semester hours each for a total  
 of 8 semester hours)  
 MUS 211 Music Theory III and lab (4 semester hours)  
 MUS 212 Music Theory IV and lab (4 semester hours)

MUS 235/236 Concert Choir or Frauenchor (.5 semester hour each  
for 8 semesters for a total of 4 semester hours of credit)  
MUS 245/445 Applied Voice (1–2 semester hours for a minimum total  
of 10 semester hours)  
MUS 275/285/295/305 One Instrumental Techniques course (1 semester hour)  
MUS 311 Music History and Literature I  
MUS 312 Music History and Literature II (*Writing Intensive*)  
MUS 351 Conducting (1.5 semester hours)  
MUS 361 Junior Voice Recital (2 semester hours)  
MUS 363 Advanced Choral Conducting (1.5 semester hours)  
MUS 383 Choral Writing and Arranging (1.5 semester hours)  
MUSE 435 Secondary School Choral Teaching Methods (2 semester hours)  
MUSE 442 General Music Teaching Methods and Materials II (2 semester hours)  
MUS 461 Senior Voice Recital  
MUS 465 Vocal Pedagogy and Literature (1.5 semester hours)  
Successful Completion of Piano Proficiency Examination

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**General Music Education–Instrumental Concentration (57.5 semester hours)**

**Early Childhood through Adolescence Education Certification (K–12)**

MUS 111 Music Theory I and lab (4 semester hours)  
MUS 112 Music Theory II and lab (4 semester hours)  
MUS 149/159/249/259 Class Piano I–IV (2 semester hours each for a total  
of 8 semester hours)  
MUS 211 Music Theory III and lab (4 semester hours)  
MUS 212 Music Theory IV and lab (4 semester hours)  
MUS 225/226/235/236 Concert Band or Sheboygan Symphony or  
Concert Choir or Frauenchor (.5 semester hour each for a total of 8 semesters)  
MUS 244/444 Applied Instrument (a minimum of 10 semester hours)  
MUS 311 Music History and Literature I  
MUS 312 Music History and Literature II (*Writing Intensive*)  
MUSE 320 Classroom Instruments for General Music Teachers  
(1 semester hour)  
MUS 360 Junior Instrumental Recital (2 semester hours)  
MUS 382 Orchestration and Arranging (1.5 semester hours)  
MUS 420 Pre-adolescent Choral Techniques (2 semester hours)  
MUS 441 General Music Teaching Methods and Materials I  
(2 semester hours)  
MUS 442 General Music Teaching Methods and Materials II  
(2 semester hours)  
MUS 460 Senior Instrumental Recital  
Successful completion of piano proficiency exam

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**General Music Education–Piano Concentration (59.5 semester hours)**

**Early Childhood through Adolescence Education Certification (K–12)**

- MUS 111 Music Theory I and lab (4 semester hours)
- MUS 112 Music Theory II and lab (4 semester hours)
- MUS 149/159/249/259 Class Piano I–IV (2 semester hours each for a total of 8 semester hours)
- MUS 211 Music Theory III and lab (4 semester hours)
- MUS 212 Music Theory IV and lab (4 semester hours)
- MUS 225/226/235/236 Concert Band or Sheboygan Symphony or Concert Choir or Frauenchor (.5 semester hours each for a total of 8 semesters)
- MUS 245/445 Applied Voice (2 semester hours)
- MUS 246/446 Applied Piano (a minimum of 10 semester hours)
- MUS 311 Music History and Literature I
- MUS 312 Music History and Literature II (*Writing Intensive*)
- MUSE 320 Classroom Instruments for General Music Teachers (1 semester hour)
- MUS 362 Junior Piano Recital (2 semester hours)

*One of the following:*

- MUS 382 Orchestration (1.5 semester hours)
  - MUS 383 Choral Writing and Arranging (1.5 semester hours)
  - MUS 420 Pre-adolescent Choral Techniques (2 semester hours)
  - MUS 441 General Music Teaching Methods and Materials I (2 semester hours)
  - MUS 442 General Music Teaching Methods and Materials II (2 semester hours)
  - MUS 462 Senior Piano Recital
- Successful completion of piano proficiency exam

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**General Music Education–Vocal Concentration (57.5 semester hours)**

**Early Childhood through Adolescence Education Certification (K–12)**

- MUS 111 Music Theory I and lab (4 semester hours)
- MUS 112 Music Theory II and lab (4 semester hours)
- MUS 149/159/249/259 Class Piano I–IV (2 semester hours each for a total of 8 semester hours)
- MUS 211 Music Theory III and lab (4 semester hours)
- MUS 212 Music Theory IV and lab (4 semester hours)
- MUS 225/226/235/236 Concert Band or Sheboygan Symphony or Concert Choir or Frauenchor (.5 semester hour each for 8 semesters)
- MUS 245/445 Applied Voice (a minimum of 10 semester hours)
- MUS 311 Music History and Literature I
- MUS 312 Music History and Literature II (*Writing Intensive*)
- MUSE 320 Classroom Instruments for General Music Teachers (1 semester hour)
- MUS 361 Junior Voice Recital (2 semester hours)
- MUS 383 Choral Writing and Arranging (1.5 semester hours)
- MUS 420 Pre-adolescent Choral Techniques (2 semester hours)
- MUS 441 General Music Teaching Methods and Materials I (2 semester hours)
- MUS 442 General Music Teaching Methods and Materials II (2 semester hours)
- MUS 461 Senior Voice Recital

*—continued on the following page*

Successful completion of piano proficiency exam

*To qualify for Early Childhood through Adolescence (grades K–12) teaching certification, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

**Music Minor** **(20–21 semester hours)**

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MUS 111 Music Theory I with lab (4 semester hours)

MUS 112 Music Theory II with lab (4 semester hours)

MUS 120 Music History and Appreciation

MUS 211 Music Theory III with lab (4 semester hours)

*A minimum of 3 semester hours from the following:*

MUS 212 Music Theory IV with lab (4 semester hours)

MUS 351 Conducting (1.5 semester hours)

MUS 382 Orchestration and Arranging (1.5 semester hours)

MUS 383 Choral Writing and Arranging (1.5 semester hours)

*Two semester hours from the following:*

MUS 244/444 Applied Instrument (1 semester hour)

MUS 245/445 Applied Voice (1 semester hour)

MUS 246/446 Applied Piano (1 semester hour)

**Church Music Minor** **(24 semester hours)**

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MUS 111 Music Theory I with lab (4 semester hours)

MUS 112 Music Theory II with lab (4 semester hours)

MUS 147 or 247 Applied Organ (1 semester hour)

MUS 220 History and Practice of Church Music

MUS 227 Handbell Ensemble (.5 semester hour for a total of 2 semester hours)

MUS 351 Conducting (1.5 semester hours)

MUS 383 Choral Writing and Arranging (1.5 semester hours)

REL 122 New Testament Theology

REL 342 Seminar on Christian Worship

*One semester hour of the following:*

MUS 147 or 247 Applied Organ (1 semester hour)

MUS 146 or 246 Applied Piano (1 semester hour)

## NONPROFIT ORGANIZATION MANAGEMENT

Running a nonprofit organization requires many of the same challenges and responsibilities as any for-profit business or government agency: leadership skills, strategic planning, and a keen eye on the annual budget. However, the differences between the sectors are both subtle and profound. The nonprofit organization management major will point out that the differences lie beyond the bottom line and speak to a greater sense of community awareness, social responsibility, and the desire to serve others.

Lakeland's nonprofit organization management curriculum teaches its students the most important management, financial, and marketing principles and theories that help any organization to thrive. But its courses primarily focus on the practical and motivational uniqueness of our country's growing nonprofit sector—a sector that serves our youth, our families, and our society. Students majoring in this field who satisfy certain requirements also receive the nationally recognized American Humanics Certificate in Nonprofit Leadership.

Students who major in Nonprofit Organization Management will be able to:

- meet the professional development competency standards for the nationally recognized American Humanics certification;
- conduct marketing and evaluation research appropriate to nonprofit organizations, including statistical evaluation of the findings from quantitative measures;
- analyze social theories relevant to the function of nonprofit organizations; and
- make both ethically and economically sound decisions based on an understanding of the role of nonprofit organizations within the community.

*Professors: Don Francis and Alan Mock*

*Assistant Professors: Joseph D. Botana II and Christopher D. Moore*

**Nonprofit Organization Management Major** **(43 semester hours)**

NPO 140 Introduction to Nonprofit Organizations

*One of the following:*

PSY 200 General Psychology

SOC 100 Introduction to Sociology

MAT 220 Probability and Statistics

SOCP 220 Social Psychology

SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

NPO 330 Managing Nonprofit Organizations

NPO 350 Community Relations for Nonprofits

NPO 360 Fiscal Management and Budgeting for Nonprofits

NPO 365 Fundraising

NPO 410 Internship in Nonprofit Management

NPO 460 Senior Internship in Nonprofit Management

NPO 473 Strategic Planning for Nonprofits (*Writing Intensive*)

*One of the following:*

BUS 300 Business and Professional Rhetoric (*Writing Intensive*)

GEN 111 Fundamentals of Public Speaking

*One of the following:*

NPO 440 Nonprofit Law

NPO 450 International Non-Governmental Organizations

NPO 465 Grant Writing and Planned Giving (*Writing Intensive*)

NPO 480 Special Topics in Nonprofit Management

NPO 490 Independent Study in Nonprofit Management

**Nonprofit Organization Management Minor** **(27 semester hours)**

NPO 140 Introduction to Nonprofit Organizations

*One of the following:*

PSY 200 General Psychology

SOC 100 Introduction to Sociology

NPO 330 Managing Nonprofit Organizations

NPO 350 Community Relations for Nonprofits

NPO 360 Fiscal Management and Budgeting for Nonprofits

NPO 365 Fundraising

NPO 410 Internship in Nonprofit Management

NPO 473 Strategic Planning for Nonprofits (*Writing Intensive*)

SOCP 220 Social Psychology

### **American Humanics Certificate in Nonprofit Leadership**

Through curricular and co-curricular programs in nonprofit management offered at Lakeland College, students planning careers in the nonprofit sector, particularly in family and youth service organizations, will benefit by completing requirements for the nationally recognized American Humanics Certificate in Nonprofit Leadership. Among the nonprofit partners recognizing the certificate are American Red Cross, Big Brothers and Big Sisters of America, Boys and Girls Clubs of America, Boy Scouts of America, Campfire USA, Catholic Charities USA, Easter Seals, Girl Scouts of the USA, Habitat for Humanity International, Junior Achievement, United Way of America, Urban League, YMCA of the USA, and YWCA of the USA. Students seeking certification must complete the following courses:

- NPO 140 Introduction to Nonprofit Organizations
- NPO 330 Managing Nonprofit Organizations
- NPO 350 Community Relations for Nonprofits
- NPO 360 Fiscal Management and Budgeting for Nonprofits
- NPO 365 Fundraising
- NPO 410 Internship in Nonprofit Management (4 semester hours)
- NPO 460 Senior Internship in Nonprofit Management (4 semester hours)
- NPO 473 Strategic Planning for Nonprofits
- GEN 111 Fundamentals of Public Speaking

Students must also be active participants in the American Humanics Student Association (AHSA) and attend a national American Humanics Management Institute for certification.

For certificate or course information or to apply, contact Don R. Francis, Professor of Sociology and Nonprofit Organization Management and Campus Director of American Humanics.

## **NURSING (PRE) PROGRAM**

### **in cooperation with Bellin College of Nursing**

The nursing education program offered by Lakeland College and Bellin College of Nursing provides a combination of practical and theoretical study. Students experience an interdisciplinary, liberal arts-based curriculum at Lakeland and a rigorous, clinical-based nursing course of study at Bellin.

The program requires a time investment of 4-1/2 years, the first two at Lakeland's main campus and the final five semesters at Bellin in Green Bay.

In order to proceed with nursing studies at Bellin, students must achieve a 2.7 cumulative grade-point-average in all Lakeland coursework, with at least a "C" in all science courses.

Application for admission to the Lakeland/Bellin program requires the filing of applications at Lakeland and at Bellin. This may be accomplished concurrently or sequentially. While each institution utilizes its own application form, the process may begin with either institution. In order to assure a smooth transition from Lakeland to Bellin, however, it is advisable to have applied and been accepted into both schools before beginning Lakeland coursework.

Applicants to the joint program will typically rank in the top one-third of their high school class and have an ACT composite score of 21 or above. Graduates of this program earn a Bachelor of Science degree in Nursing (B.S.N.) from Bellin College of Nursing.

**Pre-Nursing Program**

**(61 semester hours)**

***The following list represents coursework to be completed at Lakeland College. The final five semesters of the Nursing Program are to be completed at Bellin College of Nursing in Green Bay, Wisconsin.***

- GEN 110 Expository Writing
- GEN 111 Fundamentals of Public Speaking
- GEN 112 Persuasive Writing
- One of the following:*
  - GEN 130 Core I: Knowing the Self
  - GEN 134 Humanities I
  - GEN 135 Humanities II
- BIO 111 Life Sciences I (4 semester hours)
- BIO 112 Life Sciences II (4 semester hours)
- BIO 211 Human Anatomy and Physiology I (4 semester hours)
- BIO 212 Human Anatomy and Physiology II (4 semester hours)
- BIO 330 Microbiology (4 semester hours)
- CHM 131 Principles of Chemistry I (4 semester hours)
- CHM 132 Principles of Chemistry II (4 semester hours)
- One of the following:*
  - PSY 200 General Psychology
  - SOCP 220 Social Psychology
- EDUP 330 Human Growth and Development
- One of the following:*
  - SOC 100 Introduction to Sociology
  - ANT 223 Cultural Anthropology
- MAT 220 Probability and Statistics
- One of the following:*
  - HIS 211 History of Asia
  - HIS 232 History of Africa
  - HIS 242 History of Latin America
  - HISP 361 The Modern Middle East
  - HISP 372 United States Ethnic History (*Writing Intensive*)
  - HIS 381 East Asia Since 1800 (*Writing Intensive*)
  - HIS 392 Modern Southern Africa
  - REL 232 Eastern Religious Traditions
  - SOC 210 Majority-Minority Relations
  - SOC 312 Sociology of Gender
- One of the following:*
  - BUS 280 Business Information Processing
  - ECN 220 Principles of Macroeconomics
  - ECN 230 Principles of Microeconomics
- One of the following:*
  - PHI 110 Logic
  - PHI 221 Introduction to Philosophy
  - PHI 232 Ethics



# PHILOSOPHY COURSES

Who am I? What can I know? How should I live?

These are the central questions of philosophy—a field whose very name means “the love of wisdom.” Through philosophy courses, Lakeland students encounter some of the world’s most profound thinkers, whose writings address these basic questions of meaning and human understanding. Philosophy students are asked to engage these questions themselves and examine their own ideas and assumptions about the world.

Philosophy is, therefore, more a set of skills than simply a collection of facts or great ideas. It is a field of study that fosters the ability to pose problems and test answers, to think carefully and reason clearly, and to explore one’s most basic beliefs and opinions.

*Associate Professor: Richard Christensen*

## **Elective Courses in Philosophy**

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- PHI 110 Logic
- PHI 221 Introduction to Philosophy
- PHI 232 Ethics
- PHI 280 Special Topics in Philosophy
- PHI 490 Independent Study in Philosophy
- RELP 491 Idea of God

# PHYSICS COURSES

Physics is an eminently practical field. It has been called the science of pushing things around. Physics is also the most speculative and theoretical of the natural sciences, asking questions about the world at its most fundamental levels—those of motion, force, energy, and matter.

Lakeland’s physics courses are centrally important for any student majoring in the natural sciences. More broadly, though, they sharpen any student’s analytical and problem-solving abilities. Physics teaches us why the world looks and acts the way it does, but it also allows us to exercise our imagination as we explore, with scientific precision, the origins of the universe and the very nature of reality.

## **Elective Courses in Physics**

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- PHY 100 The Physical World Around Us (4 semester hours)
- PHY 200 Celestial Systems (4 semester hours)
- PHY 211 General Physics I (4 semester hours)
- PHY 222 General Physics II (4 semester hours)
- PHY 251 Physics I (4 semester hours)
- PHY 252 Physics II (4 semester hours)
- PHY 480 Special Topics in Physics
- PHY 490 Independent Study in Physics

**Note:** While listed as electives, these courses are included in certain majors and minors as required coursework.

# POLITICAL SCIENCE MINOR

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

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

*Associate Professor: Richard Wixon*

*Assistant Professors: Krista Feinberg and Rick Dodgson*

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## Political Science Minor

**(18 semester hours)**

### for Education\* and Non-Education Minors

POL 221 American Government I

POL 231 American Government II

POL 350 Political Theory

*Two of the following:*

HISP 322 Twentieth Century Europe

HISP 341 United States Economic History

HISP 352 United States Intellectual History

HISP 361 The Modern Middle East

HISP 362 United States Women's History (*Writing Intensive*)

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

SOC 472 Social Service Policy

*One of the following:*

POL 400 Internship in Political Science

POL 480 Special Topics in Political Science

POL 490 Independent Study in Political Science

*\*To qualify for either Middle Childhood through Early Adolescence (grades 1–8) or Early Adolescence through Adolescence (grades 6–12) teaching certification in political science, a student must complete the courses listed above, a Middle Childhood Through Early Adolescence major or the Early Adolescence through Adolescence professional sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

# PRE-PROFESSIONAL PROGRAMS

The alumni of Lakeland College have experienced success in a broad range of professions, including law, medicine, dentistry, social work, business management, teaching, health care administration, and the ministry. Leaders in these fields consistently emphasize the advantages of liberal arts training in preparation for such professions. Consequently, Lakeland makes every possible effort through its career counseling and academic advising to provide adequate information about professional options for Lakeland students.

While many of the pre-professional courses of study are identified as specific majors or programs within the Lakeland curriculum, some are not as clearly identified. Students with professional

career interests are asked to direct their inquiries about professional preparation to Lakeland faculty in the appropriate major areas and/or to the Career Development Office.

It is important to note that requirements for admission vary among graduate schools and only those students with better-than-average college achievement are admitted to professional graduate schools. Therefore, initiative in discovering graduate entrance requirements, aggressiveness in seeking faculty counsel, and diligence in achieving excellence in all coursework at the undergraduate level should be considered minimal prerequisites for professional graduate training.

### **Pre-Dentistry**

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A major in biology or chemistry is advised with at least a minor in both. One year of physics and one year of calculus are strongly recommended.

### **Pre-Law**

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Majors in English, history, psychology, or sociology all provide good backgrounds for the study of law. The fundamental requirement is broad preparation in the liberal arts with strong concentrations in the humanities and social sciences and well-developed communication skills. An economics and/or accounting background is useful. Students should consult with Career Development about the career options available within this program.

### **Pre-Medicine**

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A major in biology or chemistry with a minor in either is advised. One year of physics and one year of calculus are required for success in the Medical College Admissions Test (MCAT) and medical school admissions.

### **Pre-Ministry**

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A major in religion with a strong liberal-arts background is recommended. All pre-theological students should be advised by the campus minister and the other members of the philosophy and religion programs who will be able to direct interested students into specific courses and special opportunities for pre-theological students.

## **PSYCHOLOGY**

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

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

Students who major in Psychology will be able to:

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

Professor: Mehraban Khodavandi  
Associate Professor: Elizabeth Stroot  
Assistant Professors: Alicia Helion and Christopher D. Moore

**Psychology Major** **(40 semester hours)**

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

*Two of the following:*

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

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

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

**Psychology Minor** **(25 semester hours)**

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

*One of the following:*

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

*Two of the following:*

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

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

PSY 305 Health Psychology  
PSY 381 Counseling: Methods and Ethics  
PSY 405 Psychopathology of Childhood  
PSY 410 Group Therapy  
PSY 480 Special Topics in Psychology

*—continued on the following page*

PSYS 221 Sexuality: Psychosocial Perspectives  
PSYS 227 Cross-Cultural Psychology  
PSYS 361 Aging: Bio-psychosocial Perspectives

**Psychology Minor** (29 semester hours)

**for Early Adolescence through Adolescence Education Certification (grades 6–12) in combination with a certifiable major**

PSY 200 General Psychology  
PSY 321 Personality  
PSY 362 Cognition and Learning (*Writing Intensive*)  
PSY 372 Abnormal Psychology  
EDUP 330 Human Growth and Development  
EDUP 375 Field Experience in Psychology for Education Majors (1 semester hour)  
EDUP 432 Survey of the Exceptional Person  
MAT 220 Probability and Statistics  
SOCP 220 Social Psychology  
SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)

*To qualify for teaching certification at the Early Adolescence through Adolescence level (grades 6–12), a student must complete a certifiable Early Adolescence through Adolescence major, the Early Adolescence through Adolescence Professional Sequence, the courses listed above, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.*

## RELIGION

Religion has been a persistent and central part of every human culture. It has taken countless forms and served various functions, and it emerges whenever people raise questions about the meaning of existence, the purpose of life, and the source of ultimate value. The answers to these questions are powerfully embodied in the world's religions—in their histories and traditions, their symbols and rituals, their ethical systems, and statements of faith.

The religion major and minor focus on the contributions of the Judeo-Christian tradition and its central place in the development of Western civilization. The program introduces students to the literature of the Bible, the major theological expressions of Christianity, and spiritual institutions and practices outside the Western tradition.

Students who major in Religion will be able to:

- understand the theology of the Christian biblical canon and engage in the critical study of the biblical texts;
- think critically and reflectively about how Christian ideals and principles relate to contemporary values and issues;
- comprehend and appreciate the theoretical foundations and global expressions of religions other than Christianity; and
- explore their goals as religious professionals by both reflecting on their vocational interests and engaging in activities that introduce them to vocational settings.

*Associate Professors: Richard Christensen and Karl Kuhn*

*Instructor: Kelly Stone*

**Religion Major****(39 semester hours)**

REL 111 Old Testament Theology

REL 122 New Testament Theology

REL 230 Christian Faith and Contemporary Culture

*One of the following:*

PHI 221 Introduction to Philosophy

PHI 232 Ethics

*One of the following:*

REL 232 Eastern Religious Traditions

REL 233 Western Religious Traditions

REL 351 Contemporary Theology

REL 361 History of Christian Thought

REL 362 Biblical Interpretation, Inspiration and Canon (*Writing Intensive*)

REL 401 Vocational Practice: Senior Practicum

REL 450 Religious Thought, Faith and Vocation

Three additional Religion (REL) courses, one of which must be at or above the 300 level

**Religion Minor****(21 semester hours)**

REL 111 Old Testament Theology

REL 122 New Testament Theology

*One of the following:*

REL 232 Eastern Religious Traditions

REL 233 Western Religious Traditions

*One of the following:*

REL 351 Contemporary Theology

REL 361 History of Christian Thought

REL 362 Biblical Interpretation, Inspiration and Canon (*Writing Intensive*)

Three additional Religion (REL) courses, two of which are at or above the 300 level

## RESORT MANAGEMENT

Whenever people travel, they need a temporary place to call home. And the more people travel—across the country or around the globe—the more homes away from home they will need. This shows why resort management is such an attractive program of study for students who seek a potentially lucrative career in the resort industry.

Sheboygan County, the immediate vicinity around Lakeland College, has become a national destination for tourists, offering premier hotel accommodations, world-class golf courses, and natural scenic beauty. Lakeland's resort management program makes good use of these local assets in the training of its students.

Our resort management curriculum is one of the few dedicated programs of its type in the region. Whether one is focusing on the lodging, food service, or golf and tourism industries, resort management stands as one of Lakeland's most immediately practical majors.

Students who major in Resort Management will be able to:

- understand and apply business and economic concepts and theories to resort industry contexts;
- appreciate the scope, magnitude, and nature of employment within the resort industry;
- demonstrate their skills in, knowledge of, commitment to, and talent for the resort industry;

- comprehend the ways in which economic institutions and behaviors at various levels influence business decisions and practices; and
- communicate business and economic information to stakeholders in a clear and professional manner.

*Professor: Charles Stockman*

*Instructor: Thomas Padron*

**Resort Management Major (62 semester hours plus foreign language requirement)**

- ACC 210 Accounting Principles
- ECN 220 Principles of Macroeconomics
- ECN 230 Principles of Microeconomics
- BUS 200 Business and Professional Protocol (2 semester hours)
- BUS 211 Introduction to Hospitality Management
- BUS 280 Business Information Processing
- BUS 300 Business and Professional Rhetoric (*Writing Intensive*)
- BUS 306 Internship in Resort Management I
- BUS 312 Facilities Planning and Management
- BUS 313 Hospitality Human Resource Management
- BUS 314 Hospitality Sales and Marketing
- BUS 315 Food and Beverage Management
- BUS 316 Accommodations Management
- BUS 317 Hospitality Industry Law
- BUS 318 Food, Beverage and Labor Cost Controls
- BUS 319 Resort Operations and Management
- BUS 320 Convention Planning and Service
- BUS 321 Resort Management Seminar
- BUS 330 Management Principles
- BUS 350 Marketing Principles
- BUS 490 Leadership, Ethics and Decision Making
- One year of college-level coursework in a foreign language (8 semester hours)

**Resort Management Minor (38 semester hours)**

- ACC 210 Accounting Principles
- ECN 230 Principles of Microeconomics
- BUS 200 Business and Professional Protocol (2 semester hours)
- BUS 211 Introduction to Hospitality Management
- BUS 280 Business Information Processing
- BUS 300 Business and Professional Rhetoric (*Writing Intensive*)
- BUS 312 Facilities Planning and Management
- BUS 319 Resort Operations and Management
- One of the following:*
  - BUS 313 Hospitality Human Resource Management
  - BUS 317 Hospitality Industry Law
- One of the following:*
  - BUS 315 Food and Beverage Management
  - BUS 318 Food, Beverage and Labor Cost Controls
- One of the following:*
  - BUS 316 Accommodations Management
  - BUS 320 Convention Planning and Service
- BUS 350 Marketing Principles
- BUS 490 Leadership, Ethics and Decision Making

## SCIENCE—LIFE AND ENVIRONMENTAL EMPHASIS MINOR

This minor is especially designed for students majoring in Middle Childhood through Early Adolescence Education who have an interest in and an aptitude for the natural sciences. It provides a broad background in the sciences, without the depth of focus required of a minor in one specific discipline.

*Professor: Kathleen Rath Marr*

*Associate Professors: Brian Frink, Jeffery Schwehm, and Gregory R. Smith*

*Assistant Professor: Paul C. Pickhardt*

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### Science Minor (31 semester hours)

#### Life and Environmental Science Emphasis for Education Certification (grades 1–8)

BIO 101 Environmental Science (4 semester hours)

BIO 111 Life Sciences I (4 semester hours)

BIO 112 Life Sciences II (4 semester hours)

CHM 131 Principles of Chemistry I (4 semester hours)

CHM 132 Principles of Chemistry II (4 semester hours)

CHM 200 Earth Systems (4 semester hours)

PHY 200 Celestial Systems (4 semester hours)

One additional Biology (BIO) or Biochemistry (BIOC) course (minimum 3 semester hours) at the 300-level or above

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

**Note:** This minor is not available to students majoring in Biology, Chemistry, or Biochemistry.

## SOCIOLOGY

Combining scientific and humanistic perspectives, Lakeland's sociology program explores the various ways that human beings live and work together in groups. Whether looking at families or mobs, governments or religions, the student of sociology examines the social and structural factors that influence human behavior and group dynamics.

The sociology major and minor familiarize students with the dynamic operations of social systems. They introduce students to a unique way of thinking about and researching human behavior, by examining the underlying social roots of thought and action. The study of sociology promotes a student's ability and desire to think critically about the problems, benefits, and values of social systems. While opening one's mind to new ideas and new ways to see the world, these thinking and research skills also open doors to careers in law, public policy administration, human development, criminal justice, marketing, business, and journalism.

Students who major in Sociology will be able to:

- use the central concepts of the discipline to understand the structures, functions, and institutions of human societies;
- conduct social research appropriate to the field of sociology, including statistical evaluation of the findings from quantitative measures;



- analyze social theories relevant to the practice of sociology and apply those theories critically and reflectively to our contemporary world; and
- make ethically sound social decisions based on a full understanding of the dynamics of and influences upon various groups.

*Professors: Don Francis and Alan Mock*

*Assistant Professor: Christopher D. Moore*

**Sociology Major** **(43 semester hours)**

SOC 100 Introduction to Sociology  
 SOC 260 Classical Social Theory  
 MAT 220 Probability and Statistics  
 SOCP 220 Social Psychology  
 SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)  
 SOC 460 Contemporary Social Theory (*Writing Intensive*)

*One of the following courses:*

ANT 110 Introduction to Anthropology  
 ANT 223 Cultural Anthropology  
 PSYS 227 Cross-Cultural Psychology

*Two of the following, of which only one may be a PSYS course:*

CRJS 231 Criminology and Deviance  
 SOC 210 Majority-Minority Relations  
 SOC 312 Sociology of Gender  
 SOC 322 Social Stratification  
 PSYS 221 Sexuality: Psychosocial Perspectives  
 PSYS 361 Aging: Biopsychosocial Implications

*Three of the following:*

CRJS 341 Sociology of Law  
 SOC 225 Sociology of Media and Mass Communication  
 SOC 321 Sociology of Sport  
 SOC 342 Sociology of Religion  
 SOC 351 Sociology of Family

*One of the following:*

Any sociology (CRJS, PSYS, SOC, SOCP) course numbered 300 or above  
 CRJ 342 Juvenile Delinquency and Juvenile Justice  
 CRJ 344 Policing in America  
 CRJ 348 Corrections in America  
 NPO 330 Managing Nonprofit Organizations  
 NPO 350 Community Relations for Nonprofits

*One of the following:*

SOC 400 Internship in Sociology  
 SOC 490 Independent Study in Sociology

**Sociology Minor** **(25 semester hours)**

**for Education (Early Adolescence through Adolescence, grades 6–12)\* and Non-Education Minors**

MAT 220 Probability and Statistics  
 SOC 100 Introduction to Sociology  
 SOC 260 Classical Social Theory  
 SOC 322 Social Stratification  
 SOCP 220 Social Psychology

*—continued on the following page*

SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)  
Two additional sociology (CRJS, PSYS, SOC, SOCP) courses,  
at least one numbered 300 or above, and one must be a SOC course#

#It is recommended that education students select SOC 351 Sociology of Family.

\*To qualify for Early Adolescence through Adolescence (grades 6-12) teaching certification in sociology, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

## SPANISH

The curriculum in Spanish is designed to help students acquire basic communication skills in the Spanish language and develop an understanding of the cultural contributions of both Spain and Latin America. Students with no background in the language begin in the introductory courses, while those with sufficient prior training may start at the intermediate level. Students who complete the intermediate level Spanish courses will have a thorough exposure to the fundamentals of the language as well as some acquaintance with Spanish and Latin American culture. Lakeland's Spanish program offers students an opportunity to combine a language minor with another area of study where knowledge of a foreign language is an asset or to use their coursework as an integral part of a liberal arts education.

Students are advised to speak with a member of the Spanish faculty or the chair of the Humanities Division for information regarding qualifying for advanced standing placement.

Students who major in Spanish will be able to:

- demonstrate both competence speaking Spanish and a listening comprehension of spoken Spanish, including conversational skills in the language;
- demonstrate appropriate skills in reading and writing Spanish, including a mastery of the language's grammar and vocabulary;
- understand and illustrate Spanish history and culture, including daily living patterns, societal structures, institutions, value systems, and traditions; and
- read and analyze works of literature in Spanish, assisted by an understanding of the most important styles and periods of Spanish literary culture.

*Assistant Professor: José Ignacio Álvarez-García*

*Instructor: Elizabeth Shumway*

### **Spanish Major**

**(35 semester hours)**

SPA 101 Elementary Spanish I with lab (4 semester hours)  
SPA 102 Elementary Spanish II with lab (4 semester hours)  
SPA 201 Intermediate Spanish I  
SPA 202 Intermediate Spanish II  
SPA 310 Composition and Conversation  
SPA 320 Spanish Civilization  
SPA 330 Spanish-American Civilization

*One of the following courses:*

SPA 360 Introduction to Spanish (Peninsular) Literature  
SPA 370 Introduction to Spanish-American Literature

*One of the following courses:*

SPA 345 Advanced Oral Communication Skills

SPA 350 Advanced Grammar

*Two of the following 400-level Spanish (SPA) courses, one of which must be a writing intensive course:*

SPA 410 Spanish (Peninsular) Literature (*Writing Intensive*)

SPA 420 Mexican Literature

SPA 430 Spanish-American Literature (*Writing Intensive*)

SPA 480 Special Topics in Spanish

SPA 490 Independent Study in Spanish

**Spanish Major (41 semester hours and the appropriate education requirements)**

**for Early Childhood through Adolescence Education Certification (grades K–12)**

SPA 101 Elementary Spanish I with lab (4 semester hours)

SPA 102 Elementary Spanish II with lab (4 semester hours)

SPA 201 Intermediate Spanish I

SPA 202 Intermediate Spanish II

SPA 310 Composition and Conversation

SPA 320 Spanish Civilization

SPA 330 Spanish-American Civilization

EDU 370 Foreign Language Teaching Methods

ESL 322 Second Language Acquisition and Applied Linguistics

*One of the following courses:*

SPA 360 Introduction to Spanish (Peninsular) Literature

SPA 370 Introduction to Spanish-American Literature

*One of the following courses:*

SPA 345 Advanced Oral Communication Skills

SPA 350 Advanced Grammar

*Two of the following 400-level Spanish (SPA) courses, one of which must be a writing intensive course:*

SPA 410 Spanish (Peninsular) Literature (*Writing Intensive*)

SPA 420 Mexican Literature

SPA 430 Spanish-American Literature (*Writing Intensive*)

SPA 480 Special Topics in Spanish

SPA 490 Independent Study in Spanish

Participation in a DPI-approved foreign language immersion program abroad (one month).

Placement in the “Intermediate High” category on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

*To qualify for Early Childhood through Adolescence (grades K-12) teaching certification in Spanish, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence, and the Wisconsin Department of Public Instruction’s (DPI) statutory requirements.*

**Spanish Minor**

**(26 semester hours)**

SPA 101 Elementary Spanish I with lab (4 semester hours)

SPA 102 Elementary Spanish II with lab (4 semester hours)

SPA 201 Intermediate Spanish I

SPA 202 Intermediate Spanish II

SPA 310 Composition and Conversation

*—continued on the following page*

- SPA 320 Spanish Civilization
- SPA 330 Spanish-American Civilization
- One of the following courses:*
  - SPA 360 Introduction to Spanish (Peninsular) Literature
  - SPA 370 Introduction to Spanish-American Literature

**Spanish Minor (29 semester hours)**  
**for Middle Childhood through Early Adolescence Education Certification (grades 1–8), or**  
**Early Adolescence through Adolescence Education Certification (grades 6–12) in combina-**  
**tion with a certifiable major**

- SPA 101 Elementary Spanish I with lab (4 semester hours)
- SPA 102 Elementary Spanish II with lab (4 semester hours)
- SPA 201 Intermediate Spanish I
- SPA 202 Intermediate Spanish II
- SPA 310 Composition and Conversation
- SPA 320 Spanish Civilization
- SPA 330 Spanish-American Civilization
- ESL 322 Second Language Acquisition and Applied Linguistics

*One of the following courses:*

- SPA 360 Introduction to Spanish (Peninsular) Literature
- SPA 370 Introduction to Spanish-American Literature

Participation in a DPI-approved foreign language immersion program (one month).  
 Placement in the “Intermediate High” category on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

*It is strongly recommended that students enroll in EDU 370 Foreign Language Teaching Methods.*

*To qualify for either Middle Childhood through Early Adolescence (grades 1-8) or Early Adolescence through Adolescence (grades 6-12) teaching certification in Spanish, a student must complete the courses listed above, the Middle Childhood through Early Adolescence Education Major/Professional Sequence or the Early Adolescence through Adolescence Education Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction’s (DPI) statutory requirements.*

**\*ACTFL**

*The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview is a standardized procedure for the assessment of functional speaking ability. It is a face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The test is used to determine how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels. Lakeland College requires candidates for State of Wisconsin foreign language teaching certification to be proficient at the Intermediate High level.*

*Information regarding the ACTFL examination is available in the Office of the Registrar.*

# SPECIALIZED ADMINISTRATION

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

Students who major in Specialized Administration will be able to:

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

## **Specialized Administration Major (35 semester hours plus approved A.A. degree)**

An approved Associate of Arts degree (A.A.) plus the following courses:

- ACC 210 Accounting Principles
- BUS 200 Business and Professional Protocol (2 semester hours)
- BUS 280 Business Information Processing
- BUS 300 Business and Professional Rhetoric (*Writing Intensive*)
- BUS 330 Management Principles
- BUS 350 Marketing Principles
- BUS 410 Business Law I
- BUS 490 Leadership, Ethics and Decision Making
- ECN 220 Principles of Macroeconomics
- ECN 230 Principles of Microeconomics
- Six (6) semester hours of divisionally approved electives

*Courses selected to meet this requirement may not be used to meet requirements of another business major or minor. Courses selected from divisions other than the Business Administration Division may be used to satisfy this requirement. Contact the chair of the Business Administration Division or the Registrar for approval.*

# SPORT MANAGEMENT MINOR

The sport management minor in combination with an exercise science and sport studies major can lead to careers in management and administration of sport programs in colleges, recreation centers, YMCAs, YWCAs, sports sales and marketing, public relations and marketing for sports organizations.

## **Sport Management Minor (37 semester hours)**

- ACC 210 Accounting Principles
- BUS 200 Business and Professional Protocol (2 semester hours)

*—continued on the following page*

BUS 280 Business Information Processing  
BUS 300 Business and Professional Rhetoric (*Writing Intensive*)  
BUS 312 Facilities Planning and Management  
BUS 319 Resort Operations and Management  
BUS 350 Marketing Principles  
BUS 490 Leadership, Ethics, and Decision Making  
CHG 222 Principles and Organization of Athletic Coaching (2 semester hours)  
ECN 230 Principles of Microeconomics  
ESS 144 Introduction to Sport Studies  
ESS 410 Organization and Management of Sport Programs (*Writing Intensive*)  
SOC 321 Sociology of Sport

## THEATRE COURSES

Theatre courses and participation in Lakeland's theatrical productions allow students to expand their imagination and cultivate a new range of self-expression and improvisation. The most social of the arts, theatre teaches students how to work collaboratively, how to solve problems as a group, and how to interact with others creatively.

*Assistant Professor: Charles Krebs*

### **Elective Courses in Theatre**

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THE 117 Oral Interpretation of Literature  
THE 119 Acting  
THE 120 Stagecraft  
THE 240 Pre-modern Theatre and Drama  
THE 250 Modern Theatre and Drama  
THE 321 Design I: Scenery and Lighting  
THE 322 Design II: Costume and Make-up

## WRITING

The writing program offers imaginative and creative students a unique opportunity to develop their talents and prepare themselves for challenging careers in a variety of fields.

Students majoring or minoring in writing are given a solid background in literary study, exposure to the theory and practice of writing at a professional level, and a workshop environment that provides immediate feedback from peers and professors in order to assist students individually in their growth as writers.

Typical areas of student interest include poetry, fiction, screenwriting, journalism, and public relations. Professors in the writing program are themselves professional writers actively engaged in their craft. In addition, students often enroll in film classes and experimental courses created with the writing student in mind. Some writing students choose to join the staff of *The Mirror*, Lakeland's student newspaper, and *The Spectrum*, the electronic year disc. Some also gain practical experience as interns for local newspapers, radio stations, and non-profit organizations and corporations. The international literary magazine *Seems* is published at Lakeland College, and outstanding writing students are often invited to serve as assistant editors for an issue.

Graduates of Lakeland's writing program are presently employed in advertising, book store management, business, college teaching, communications, counseling, information technology,

editing, education administration, international business, journalism, law, retail management, mental health, public relations, radio, sales, and travel. The program has also served as outstanding preparation for graduate school.

Students who major in Writing will be able to:

- understand the key terms, histories, forms, and structures of several significant genres of writing;
- present their work clearly and professionally when writing within different genres;
- use language and literary devices in creative and unique ways;
- work both independently and within a community of writers; and
- appreciate and engage the rigors necessary for successful careers within the writing profession.

*Professors: Karl Elder and Jeff Elzinga*

*Assistant Professor: Nathan Lowe*

*Instructor: Martha Schott*

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**Writing Major** **(37 semester hours)**

Four semester hours in one or a combination of the following:

WRT 110 *The Spectrum* Practicum (1 semester hour per term)

WRT 210 *The Mirror* Practicum (1 semester hour per term)

WRT 400 Internship in Writing

WRT 150 Computer Design/Adobe InDesign for the PC

WRT 215 Fiction Writing

WRT 220 Poetry Writing

WRT 300 Advanced Composition (*Writing Intensive*)

WRT 470 Senior Project in Writing

Four additional writing (WRT) courses, of which at least two are 300-level or above

Two English (ENG) courses, of which at least one is 300-level or above

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**Writing Minor** **(23 semester hours)**

Two semester hours in one or a combination of the following:

WRT 110 *The Spectrum* Practicum (1 semester hour per term)

WRT 210 *The Mirror* Practicum (1 semester hour per term)

WRT 400 Internship in Writing

WRT 150 Computer Design/Adobe InDesign for the PC

*One of the following:*

WRT 215 Fiction Writing

WRT 220 Poetry Writing

WRT 490 Independent Study in Writing

Three additional writing (WRT) courses, at least two of which are numbered 300 or above.

One English (ENG) course

**Note:** Students may minor in either writing or communications, but not both.

# COURSE DESCRIPTIONS

The following pages list the courses in the College's curriculum. They are organized alphabetically according to subject headings. Descriptions of the general studies, major, and minor programs begin on page 53.

<b>Subject Headings</b>	<b>Subject Codes</b>	
Accounting .....	.ACC	General Studies .....
Anthropology .....	.ANT	German .....
Art .....	.ART	History .....
Art/Education .....	.ARTE	History/Political Science .....
Biochemistry .....	.BIOC	Honors Program .....
Biology .....	.BIO	Japanese .....
Business Administration .....	.BUS	Lakeland courses .....
Chemistry .....	.CHM	Mathematics .....
Chinese .....	.CHI	Music .....
Coaching .....	.CHG	Music/Education .....
Computer Science .....	.CPS	Nonprofit Organization .....
Criminal Justice .....	.CRJ	Management
Criminal Justice/Sociology .....	.CRJS	Philosophy .....
Economics .....	.ECN	Physics .....
Education .....	.EDU	Political Science .....
Education/Psychology .....	.EDUP	Psychology .....
English .....	.ENG	Psychology/Sociology .....
English as a Second Language .....	.ESL	Religion .....
English as a Second Language/ Education .....	.ESLE	Religion/Philosophy .....
English Language Institute .....	.ELI	Sociology .....
Ethnic and Gender Studies .....	.EGS	Sociology/Psychology .....
Exercise Science and Sport Studies .....	.ESS	Spanish .....
French .....	.FRE	Theatre .....
		Writing .....





*A course schedule is available in the Office of the Registrar and online at [www.lakeland.edu](http://www.lakeland.edu) at least six weeks prior to the beginning of each new term. The College reserves the right to add, remove, and modify the courses in its curriculum.*

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

*Courses marked (WI) are Writing Intensive courses. See page 52 for description.*

*Courses marked (SA) are Study Abroad courses.*

## **ACCOUNTING (ACC)**

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### **ACC 210 Accounting Principles**

Emphasizes basic procedures and concepts of financial accounting, and introductory aspects of managerial accounting. Includes technical aspects of accounting and micro-computer applications. Prerequisite: none. Offered fall and spring.

### **ACC 220 Managerial Accounting Principles**

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

### **ACC 350 Federal Income Tax I**

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

### **ACC 355 Federal Income Tax II (4 semester hours)**

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

### **ACC 395 Intermediate Accounting I**

The conceptual framework of financial accounting. Communication of financial information on the income and retained earnings statements, the cash flow state-

ment, and the balance sheet. Accounting concepts relating to current and operational assets of the firm. Prerequisite: ACC 220 Managerial Accounting Principles. Offered fall.

### **ACC 396 Intermediate Accounting II (4 semester hours)**

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

### **ACC 401 Internship in Accounting I (6 semester hours)**

Required of all accounting majors. It provides the student an opportunity to apply theories and concepts to actual work experiences in the field of accounting under the supervision of an external business supervisor and the division chair. The purpose of the course is to develop student technical accounting skills as well as provide a means by which the student learns about managerial and leadership aspects of real world accounting careers. In addition to the supervised work experience, the student will demonstrate professional writing and oral presentation skills by completing a post-internship project report. Credit awarded depends on the hours per week and the length of the actual work experience. Prerequisite: senior standing or consent of the division chair.

### **ACC 402 Internship in Accounting II (6 semester hours)**

A continuation of the kind of experiences afforded in ACC 401 Internship in Accounting I. The requirements and conditions are the same, but should be performed in a context different from the previous experience. Prerequisite: senior standing or consent of the division chair.

### **ACC 420 Cost Accounting (4 semester hours)**

Product costing and control as related to job order, process, and standard cost systems.

Covers cost-volume-profit relationships, operational budgeting, and responsibility accounting. Prerequisite: ACC 220 Managerial Accounting Principles. Offered fall.

### **ACC 430 Managerial Planning and Control**

Further development of product costing and control procedures. Includes variable costing, capital budgeting, distribution costs, investment and profit centers, transfer pricing, inventory planning decision models, and mix and yield variances. Prerequisite: ACC 420 Cost Accounting. Offered spring.

### **ACC 458 Taxation III**

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

### **ACC 459 International Taxation**

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

### **ACC 465 Accounting Information Systems**

A study of the design of information systems used by accounting professionals in gathering, processing, and reporting financial and operating information in business organizations. Applications in basic financial systems with an emphasis on informa-

tion requirements for business decision making and internal control over data processing are studied. Packaged software applications are used to enhance the student's ability to obtain a hands-on perspective to accounting information systems. Prerequisite: ACC 396 Intermediate Accounting II or consent. Offered fall.

### **ACC 471 Advanced Accounting I**

An advanced course for students who wish to qualify for admission to the accounting profession. It covers accounting theory and practice as they relate to business combinations and affiliated companies, consolidated financial statements, and reporting for multinational operations. Students are exposed to the theoretical constructs of accounting and current pronouncements of the FASB and authoritative bodies. Students will complete a variety of classroom practicum exercises which will prepare them for external application of these concepts. Prerequisite: ACC 396 Intermediate Accounting II. Offered fall.

### **ACC 472 Auditing Theory and Practice (4 semester hours)**

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

**ACC 474 Advanced Accounting II  
(4 semester hours)**

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

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

Special course affording advanced accounting majors the opportunity to propose and effect independent and/or collaborative study projects of their own design within the field of accounting. Prerequisites: senior standing and approval of project proposal by the chair of Business Administration Division; limited to Accounting majors. Offered fall and spring.

**ANTHROPOLOGY (ANT)**

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**ANT 110 Introduction to Anthropology**

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

**ANT 223 Cultural Anthropology**

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

**ART (ART)**

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**ART 101 Drawing I**

Isolates and explores the drawing component of line as a means of creating a visual sense of spatial depth, volumetric form, and weight. Emphasis is placed on correct seeing and accurate drawing through various exercises, techniques and subject matter. Various mediums are explored. Prerequisite: none. Offered fall.

**ART 103 Digital Page Layout/InDesign**

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

**ART 151 Two-Dimensional Design**

An investigation of the elements of art: line, shape, value, texture and space. Emphasis on creativity and craftsmanship. Various mediums are explored. Prerequisite: none. Offered fall.

**ART 152 Three-Dimensional Design**

Introduction to the tools, techniques and materials used to explore plastic form. Emphasis on creativity and craftsmanship. Various three-dimensional mediums are explored. Prerequisite: none. Offered spring.

**ART 201 Drawing II**

An advanced study of drawing which focuses on the use of value as a means of describing light, form, and space. Emphasis on composition and extended studies. Prerequisite: ART 101 Drawing I. Offered spring.

**ART 203 Image Editing/Photoshop**

Students will learn to use Adobe Photoshop to create sophisticated graphics for print and the web. Discussions and demonstrations will center on the procedures for producing color files and documents of professional quality. Students will become familiar with layers, channels, paths, masks, and other techniques that are used to create high quality graphic elements for electronic digital documents. Prerequisite: none. Offered spring.

**ART 204 Digital Illustration/Illustrator**

This course will apply the fundamental design elements of line, shape, value, texture, color, space and composition to the process of digital illustration using the Adobe Illustrator software on the Macintosh format. Students will learn to create, rework, repurpose, and reproduce imagery for digital art. They will explore printing, web design, and planning in relation to studio art. Prerequisite: none. Offered fall.

**ART 222 Ceramic Arts I**

Traditional ceramic experiences of hand building and wheel throwing, firing, casting, glazing as well as contemporary approaches. Prerequisite: none. Offered May Term.

**ART 242 Color Theory**

The focus of this course is on the effective use of color to suggest space, light, form, temperature and emotion on a flat, two-dimensional surface. Exercises in hue, value, and intensity will be explored through the medium of acrylic paint on paper. Prerequisite: none. Offered spring.

**ART 246 Painting I**

An introductory course in the application of the oil painting medium to techniques involving color theories, value studies, master copies, limited palette exercises and culminating with a full palette final assignment. Prerequisites: ART 101 Drawing I and ART 242 Color Theory or consent of the instructor. Offered spring.

**ART 263 Art History I**

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

**ART 264 Art History II**

This course examines historical developments of a variety of artistic styles, eras and artworks by artists from around the world, dating from the European Renaissance to contemporary developments around the world. Prerequisite: none. Offered spring.

**ART 267 Watercolor I**

An introductory course in the application of the watercolor medium to techniques involving color theories, value studies, master copies, limited palette exercises and culminating with a full palette final assignment. Prerequisites: ART101 Drawing I and ART 242 Color Theory or consent of the instructor. Offered fall.

**ART 302 Communication Graphics**

An introductory course for developing the basic skills required in preparing artwork for printing. Students will learn to conceptualize, develop creative ideas, render layouts, specify type, and produce camera ready art for fields including advertising/marketing, public relations and journalism. Prerequisite: ART 103 Digital Page Layout/InDesign, ART 203 Image Editing/Photoshop, and ART 204 Digital Illustration/Illustrator. Offered fall.

**ART 315 Typography**

Type is one of the most often used elements in the area of graphic design. Balancing the psychological and aesthetic power of the letter with its functional requirement to build words in graphic design is a vital skill a graphic artist must have. To gain this awareness, students will be guided through a series of assignments and projects to train their aesthetic eye as it relates to the letter form in graphic design. Prerequisites: ART 101 Drawing I, ART 103 Digital Page Layout/InDesign, and ART 151 Two-Dimensional Design. Offered spring.

### **ART 323 Ceramic Arts II**

A comprehensive course that builds on the forming, glazing and firing techniques learned in ART 222 Ceramic Arts I. Ceramic Arts II includes instruction in complex wheel throwing techniques, glaze theory and formulation, clay body and surface treatment research, kiln construction and multi-firing technology. Prerequisite: ART 222 Ceramic Arts I. Offered occasionally in May Term.

### **ART 339 Portfolio Preparation (WI)**

This course gives practical experience in preparing a portfolio for a career in art and for the continued study of art on the graduate level. Course work includes matting and framing artwork, photographing artwork, preparing slides and résumés, writing artist's statements, approaching potential employers, applying to graduate programs, approaching galleries, acquiring letters of recommendation, entering competitive exhibitions, etc. Prerequisites: ART 103 Digital Page Layout/InDesign, and GEN 112 Persuasive Writing, limited to Art majors and minors of at least junior standing. Offered fall.

### **ART 346 Painting II**

An intermediate course in the study of the oil painting medium applying techniques learned in ART 246 Painting I to more complicated subject matter, further investigation into painting styles and painting techniques not covered in ART 246 Painting I. Prerequisite: ART 246 Painting I. Offered spring.

### **ART 351 Printmaking**

An introduction to a variety of traditional printmaking techniques such as dry point, engraving, etching, silkscreen and/or linoleum block printing. Students will be required to draw from life for some assignments but will be allowed to use their original digital photographs for specified techniques. Prerequisite: ART 101 Drawing I. Offered occasionally in May Term.

### **ART 355 Pastels**

This course focuses on the development of color, composition and draftsmanship skills through the use of soft pastels on paper. Color knowledge is applied to creating the illusion of three-dimensional forms in space on a flat picture plane. Subject matter may include still life, interior space, portraiture, the figure, and landscape. Prerequisites: ART 101 Drawing I and ART 242 Color Theory or consent of the instructor. Offered spring.

### **ART 367 Watercolor II**

An intermediate course in the study of the watercolor medium applying techniques learned in ART 267 Watercolor I to more complicated subject matter, further investigation into painting styles and painting techniques not covered in ART 267 Watercolor I. Prerequisite: ART 267 Watercolor I. Offered fall.

### **ART 375 Illustration**

This course exposes students to both commercial illustration and fine art techniques. Emphasis is placed on the disciplines of project management, concept development, design application and finished illustrations for multiple applications. Prerequisites: ART 101 Drawing I, ART 151 Two-Dimensional Design, ART 203 Image Editing/Photoshop, ART 242 Color Theory. Offered spring.

### **ART 388 Black and White Film Photography**

An introduction to the techniques and aesthetics of black and white photography. Composition, shooting techniques, lighting, film processing and print developing as they relate to the artistic use of photography. Explores work of important photographers. Students must have a 35mm camera with manual aperture, shutter speed, and focus. The camera should be equipped with a 50mm lens. Prerequisite: none. Offered spring.

**ART 400 Internship in Art**  
(1–3 semester hours)

Arranged in advance by the student through consultation with a faculty sponsor and the Career Development office. Prerequisites: junior standing and consent. Offered fall, spring or May Term.

**ART 401 Senior Exhibit**  
(1 semester hour)

This is the capstone experience for students majoring in Art. Students are required to prepare their best works of art produced as art students at Lakeland College, hang and arrange the exhibit in the Bradley Gallery, provide materials for publicity of the exhibit, produce an original poster for the show and present a gallery talk at the artist reception/convocation. Prerequisite: senior standing; limited to Art majors. Offered spring.

**ART 446 Painting III**

This course is for advanced painting students wanting to further explore the medium of oil painting applied to personal content at an advanced level. The student is required to independently develop a focus of study, which must be approved by the instructor. Prerequisite: ART 346 Painting II. Offered spring.

**ART 467 Watercolor III**

This course is for advanced watercolor students wanting to further explore the medium of watercolor applied to personal content at an advanced level. The student is required to independently develop a focus of study, which must be approved by the instructor. Prerequisite: ART 367 Watercolor II. Offered fall.

**ART 480 Special Topics in Art**

In-depth seminar studies of topics of special interest or importance.

**ART 490 Independent Study in Art**

For advanced art students who have completed all of the art courses currently offered and want to explore an area further. Prerequisite: Requires permission of supervising instructor, who will also determine when the class can be scheduled.

**ART/EDUCATION (ARTE)**

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

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

**BIOCHEMISTRY (BIOC)**

**BIOC 353 Biochemistry of the Cell**

Topics covered in this course will include the structure and function of biological macromolecules (proteins, nucleic acids, carbohydrates, and lipids), the biochemical foundation of cellular function including organelle ultra-structure, genetic synthesis, genetic replication, genetic expression, protein synthesis, protein modification, and cell signaling pathways. Prerequisites: CHM 132 Principles of Chemistry II and BIO 262 Genetics. Offered spring.

### **BIOC 354 Metabolism**

This course will focus on the bioenergetics and metabolism of biological systems. Topics covered in this course will include glycolysis, gluconeogenesis, pentose phosphate pathway, citric acid cycle, electron transport chain, ATP synthesis, and the urea cycle. Students will also be required to understand the biochemical basis for various metabolic diseases as well as be able to understand and explain the biochemical basis for popular diet trends. Prerequisites: CHM 203 Organic Short Course and BIO 111 Life Sciences I or BIO 110 Life Sciences for Health Careers. Offered spring.

### **BIOC 357 Bioinformatics**

This course explores the use of computer applications in the manipulation and analysis of DNA, RNA and protein sequences. Specific topics will include genomic evolution, gene structure and regulation, RNA splicing and stability, post-translational processing, intracellular protein targeting, expression pattern analysis, identification of domains and motifs in proteins, and the connection of mutations to disease/mutant phenotypes. Prerequisites: CHM 132 Principles of Chemistry II and BIO 262 Genetics. Offered fall.

## **BIOLOGY (BIO)**

### **BIO 100 Introduction to Biology (4 semester hours)**

An introduction to the key principles and concepts of human biology for non-biology majors. This course includes a laboratory. Prerequisite: none. Offered fall and spring.

### **BIO 101 Environmental Science (4 semester hours)**

An introductory course in environmental education with specific emphasis on current environmental problems, their causes, and their possible solutions. Examples include global warming, biodiversity, endangered species, pollution, and energy alternatives. Covered are basic ecological concepts,

biotic and abiotic cycles, natural resources, and conservation. This course includes a laboratory. Prerequisite: none. Offered fall and spring.

### **BIO 110 Life Sciences for Health Careers (4 semester hours)**

An introduction to life science that includes cell biology, biochemistry, cellular processes (cellular respiration, diffusion, osmosis and membrane signaling), introductory genetics and biotechnology. An introduction to infectious disease and pandemics will also be included. Prerequisite: none. Offered spring.

### **BIO 111 Life Sciences I (4 semester hours)**

An introductory course that presents the basic biological concepts of the chemistry of life, cell structure, cell function, the genetic basis of life, and the mechanisms of evolution. This course includes a laboratory. Prerequisite: none, but recommended for science majors only. Offered fall.

### **BIO 112 Life Sciences II (4 semester hours)**

A continuation of BIO 111 Life Sciences I. Centers on the diversity of life forms and their interdependence on each other. This course includes a laboratory. Prerequisite: BIO 111 Life Sciences I. Offered spring.

### **BIO 211 Human Anatomy and Physiology I (4 semester hours)**

A systematic study of human structure and function. Histological, anatomical, and physiological analysis of human organ systems. Emphasis on applications to health, medicine, and practical maintenance of homeostatic processes. The laboratory includes limited dissection and experimental models of the human body. Topics covered include diagnostic methods, the integumentary system, the skeletal system, the muscular system, and the peripheral nervous system. Prerequisite: BIO 110 Life Sciences for Health Careers or BIO 111 Life Sciences I. Offered fall.



**BIO 212 Human Anatomy and Physiology II**  
(4 semester hours)

A continuation of BIO 211 Human Anatomy and Physiology I. Topics covered include central nervous, endocrine, digestive, cardiovascular, immune, respiratory, excretory and reproductive systems. Prerequisite: BIO 211 Human Anatomy and Physiology I. Offered spring.

**BIO 242 Botany (4 semester hours)**

A laboratory course that emphasizes the diversity of structure within the plant kingdom. Evolutionary and structural aspects of diversity. The physiology of plants through studies of osmolarity, photosynthesis, differentiation and growth, genetics and reproduction. Specific agricultural aspects are emphasized with respect to humans. Prerequisite: BIO 112 Life Sciences II. Offered occasionally.

**BIO 252 Wildlife and the Human Factor (Wildlife 911)**  
(4 semester hours)

A multi-dimensional and interdisciplinary approach to wildlife management and rehabilitation. This class is designed to apply a systems theory approach in relation to integrating curriculum and associated activities applicable to wildlife and human impact. Students will learn the natural history of wildlife in Wisconsin, with live educational birds, mammals, and reptiles as part of the classroom experience. A hands-on wildlife lab(s) is also included. National and global species will be addressed as well. Biodiversity of wildlife species will be examined in relation to human impact. Prerequisites: BIO 100 Introduction to Biology, BIO 101 Environmental Science, or BIO 111 Life Sciences I. Offered occasionally.

**BIO 262 Genetics (4 semester hours)**

A study of the genetic basis for life and the laws that govern heredity. Topics will include Mendelian and non-Mendelian inheritance, chromosome theory and organization, DNA replication, transcription, translation, mutation, chromosome

rearrangements, gene regulation, and the cell cycle as it relates to cancer. Prerequisites: BIO 111 Life Sciences I or consent, and MAT 220 Probability and Statistics or equivalent. Offered spring.

**BIO 275 Comparative Forestry**  
(4 semester hours)

This course seeks to study forestry from a comparative point of view. Lakeland's Grether Woods is the initial focus of this course with comparisons to state, national and local forests. The course consists of limited lecture and video presentations for background and utilizes field lecturers, naturalists, and Native American philosophy to provide brevity and an interdisciplinary approach. Extensive fieldwork and hikes provide hands-on, experiential learning. Students perform sampling for biotic and abiotic forest factors as well as analysis of species diversity, density, and interactions. Forest management practices, the lumber industry, and the paper industries are also studied. Prerequisite: BIO 112 Life Sciences II or consent. Offered occasionally during May Term.

**BIO 293 Hematology**

An introduction to hematology. Emphasizes a lecture-laboratory approach allowing the student to become familiar with normal and abnormal blood cells, blood counts, sedimentation, hematocrit, and coagulation. Study of the various anemias, leukemias, and hemorrhagic diseases. Prerequisites: BIO 262 Genetics and CHM 132 Principles of Chemistry II. Offered occasionally.

**BIO 330 Microbiology  
(4 semester hours)**

An in-depth study of bacteria, viruses, and closely-related micro-organisms, both non-pathogenic and pathogenic. Topics include history, morphology, metabolism, growth, genetics, and control of these organisms. A study of applied microbiology is also included. Laboratory work consists of learning correct sterile procedures in handling cultures, staining techniques, water and soil analysis, and the identification of unknowns. Prerequisites: BIO 112 Life Sciences II and CHM 132 Principles of Chemistry II or consent. Offered spring, even years.

**BIO 331 Fundamentals of  
Immunology**

A study of the immune system of the vertebrate body. A detailed look at the various aspects of innate and acquired immunity. The lymphoid organs, immunogens, antigens, antibody structure, biological properties of immunoglobulins, genetic control, antigen-antibody interactions, the Complement System, B-cells, T-cells, immunological disorders, hypersensitivity, autoimmunity, transfusions, transplantations, and tumor immunology. Prerequisites: BIO 262 Genetics and CHM 132 Principles of Chemistry II. Offered occasionally.

**BIO 342 Invertebrate Zoology and  
Parasitology (4 semester  
hours)**

An advanced study of the invertebrates, including those organisms both parasitic and nonparasitic. Morphology, life cycles, epidemiology, pathology, and symptomology. The main emphasis is invertebrate ecology, and, in particular, its relationship to humans. A laboratory is included. Prerequisite: BIO 112 Life Sciences II. Offered occasionally.

**BIO 350 General Ecology  
(4 semester hours)**

An introduction to the concepts and applications of general ecology. This course is designed to explore the fundamental princi-

ples of ecology as a quantitative, experimental science. The laboratory component utilizes plant and animal populations in local terrestrial and aquatic ecosystems to test hypotheses, collect and interpret ecological data, and write laboratory reports. Prerequisites: BIO 112 Life Sciences II and MAT 220 Probability and Statistics or equivalent. Offered fall.

**BIO 351 Comparative Vertebrate  
Anatomy (4 semester hours)**

A comparison of the anatomies and functions thereof from representative chordates. Embryological history, evolutionary principles, dissection, and experimental approaches to vertebrate diversity. Emphasis is placed on the laboratory. Prerequisite: BIO 112 Life Sciences II. Offered occasionally.

**BIO 400 Field Experience in  
Biology**

A first experience in research project field work. The student will undertake a research project under the direction of a member of the biology faculty. Prerequisites: four biology (BIO) courses and junior standing or consent. Offered fall or spring as needed.

**BIO 420 Evolution**

A lecture/seminar course designed to provide an overview of the major processes of biological evolution. The major concepts and misconceptions of evolution will be presented from historical and modern perspectives with readings from Darwin, Dawkins, Gould, Flannery, and their contemporaries. Students will be expected to contribute to intelligent and informed discussions on evolution's role in biodiversity, mass extinctions, modern diseases, and other modern life sciences. Prerequisite: BIO 262 Genetics or consent. Offered occasionally.

**BIO 441 Neurobiology  
(4 semester hours)**

An in-depth study of the nervous system, primarily human with animals as experimental models. Biochemical, pharmacological cellular systematic activity of the NS,

sensory, motor and autonomic systems. Neurophysiology and neuroendocrinology. A laboratory is included. Prerequisites: BIO 212 Human Anatomy and Physiology II and junior standing or consent. Offered occasionally.

**BIO 475 Scientific Analysis and Writing I (2 semester hours) (WI)**

A directed investigation of selected topics in biology focusing on the comprehension and analysis of primary literature. Students will learn how to break down and critically evaluate scientific research articles on topics selected by the instructor. Class discussion and debate will be used to highlight how data can be interpreted in multiple ways, how statistics can be misleading, and the importance of the peer review process. Prerequisites: BIO 262 Genetics, BIO 350 General Ecology, and GEN 112 Persuasive Writing. Offered fall.

**BIO 476 Scientific Analysis and Writing II (2 semester hours) (WI)**

An independent study of a topic selected by the student. Using the skills learned in BIO 475 Scientific Analysis and Writing I, each student will choose a topic to investigate. Based on the current primary literature in the field, they will write a literature review and propose future directions for research. Each student will meet with the instructor multiple times throughout the semester to make progress reports. The final written documents will undergo extensive editing and revisions. Prerequisites: BIO 475 Scientific Analysis and Writing I, and GEN 112 Persuasive Writing. Offered spring.

**BIO 480 Biological Science Seminar**

A seminar course designed to acquaint the student with present literature and experimentation taking place in the field of biology, to discuss current problems in biology and the health fields, and to hear off-campus speakers in these areas. Prerequisites: five biology (BIO) courses or consent. Offered fall or spring as needed.

**BIO 490 Independent Study and Research in Biology**

A special program of advanced research in which the student will be engaged in an independent research study. The student must submit an abstract of an independently chosen project four weeks before the start of the semester in which the work will be done. The results of this project will be presented to the greater scientific community either on campus or at a scientific conference. Prerequisites: consent of the instructor and the division chair. Offered as needed.

**BUSINESS ADMINISTRATION (BUS)**

**BUS 150 Pathways to Success: An Introduction to Business**

This course is designed to provide students contemplating careers in business with an overview of the business-economics workplace and an appreciation for the work, people, and personal skills essential for success in it. Through classroom and directed "Student-As-Practitioner" activities, the student will become acquainted with the economic environment in which business operates, the organizational structures, functional areas, career options, terminology, ethics, and protocols of business. The students in this course will also begin the process of résumé generation and portfolio development. Prerequisite: Not open to students at junior standing or above or to students who have taken BUS 330 Management Principles or its equivalent. Consent may be given in special situations only by the chair of the Business Administration Division. Offered fall and spring.

**BUS 200 Business and Professional Protocol (2 semester hours)**

This course is designed to help prepare business students to meet, eat and function professionally in a business environment. Through course-related classroom and other activities the focus will be on the basics of business etiquette, manners and dress, dining and entertainment do's and don'ts, and international protocol. The student will learn to operate in various professional environments and handle etiquette and protocol issues in a practical and responsible manner. Prerequisite: none. Offered fall and spring.

**BUS 211 Introduction to Hospitality Management**

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

**BUS 280 Business Information Processing**

A second-level laboratory-based micro-computer course specifically focused on the use and application of spreadsheet programs in accounting, management science, finance, and economics. Study of and direct experience with advanced features of Microsoft Excel, including its links to other applications, allow students to become proficient in solving problems and communicating financial and other information to business and other stakeholders. Prerequisite: none. Offered fall and spring.

**BUS 284 Principles of International Business**

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

**BUS 285 Special Topics in Business**

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

**BUS 300 Business and Professional Rhetoric (WI)**

This course is designed to prepare students to communicate effectively in the workplace. The basic premise is that successful writing and speaking depend on how well a situation is identified, assessed and responded to. Extensive practice in the following activities will be provided: brief writings (letters, memos, etc.); longer writings (business plans, RFPs, etc.); and oral reports and comprehensive presentations. Writing in this course will focus on style and tone, brevity and completeness; business plans and reports entailing teamwork and collaborative efforts will be fostered. An intended objective in this "writing intensive" course is to set its students on the path to becoming professionals who effectively communicate desired messages to appropriate audiences. Prerequisite: GEN 112 Persuasive Writing. Offered fall and spring.

**BUS 306 Internship in Resort Management I**

Recommended to be taken during the summer term after the sophomore year. Requires a minimum of 480 clock hours of authorized work experience during the term. Not available during May Terms. Prerequisite: junior standing or consent. Offered fall, spring, and summer.

**BUS 312 Facilities Planning and Management**

A quantitative approach to planning, developing, and operating a hospitality facility. Maintenance requirements of facilities from preventive, routine, and emergency perspectives. Prerequisite: junior standing or consent; limited to Resort Management majors and minors. Offered fall and spring.

**BUS 313 Hospitality Human Resource Management**

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

**BUS 314 Hospitality Sales and Marketing**

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

**BUS 315 Food and Beverage Management**

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

**BUS 316 Accommodations Management**

Front office procedures and practices, including guest accommodations, financial accounting, report preparation, and auditing. Relevant housekeeping issues and procedures are explored. Includes student practicum. Prerequisite: junior standing or consent; limited to Resort Management majors and minors. Offered spring.

**BUS 317 Hospitality Industry Law**

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

**BUS 318 Food, Beverage and Labor Cost Controls**

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

**BUS 319 Resort Operations and Management**

The study of resort, motel, and hotel lodging operations with the application of management functions to the hospitality industry. Club operations are analyzed including golf operations, membership and guest relations, including the design of amenities such as golf courses. Prerequisite: junior standing or consent. Offered fall and spring.

**BUS 320 Convention Planning and Service**

The roles and responsibilities of professional hospitality meeting planners and hotel convention sales/service managers are examined. The purpose of the course is to introduce students to the functions of planning and hosting major conventions and corporate and other special group events. Prerequisite: junior standing or consent; limited to Resort Management majors and minors. Offered fall and spring, odd years.

**BUS 321 Resort Management Seminar**

This seminar is meant to bring new information and current topics not included in other courses and texts. Field trips and other relevant outside experiences will be utilized. Special fee required. Prerequisite: BUS 211 Introduction to Hospitality Management; limited to Resort Management majors. Offered fall.

**BUS 325 The Insurance Industry**

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

**BUS 330 Management Principles**

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

**BUS 340 Principles of Business Finance**

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

**BUS 350 Marketing Principles**

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

**BUS 360 Business/Economics Statistics**

The fundamental principles and concepts of probabilities and of differential and inferential statistics as specifically applied in business and economic contexts. Includes a survey of operations research and production management methods. Prerequisite: MAT 220 Probability and Statistics. Offered spring.

**BUS 365 Personal Financial Management**

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

**BUS 366 Global Financial Markets**

Application of financial theory to the operations of multinational firms; survey of the international financial environment; determinants of international portfolio and direct investment capital flows; management of foreign exchange positions and hedging

strategies; evaluation of foreign investment projects (multinational capital budgeting); international financial structure decisions; multinational credit institutions and capital markets; taxation of international business. Prerequisite: BUS 340 Principles of Business Finance. Offered occasionally.

**BUS 370 Intercultural Communications  
(2 semester hours)**

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

**BUS 384 New Product Management**

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

**BUS 388 Integrated Marketing Communications**

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

**BUS 389 Pricing and Financial Management**

Designed to cover pricing strategies and budgeting techniques that support the marketing mix initiative over the product life cycle. Prerequisites: BUS 330 Management Principles and BUS 350 Marketing Principles. Offered spring.

**BUS 390 Comparative Government and Economic Systems**

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

**BUS 400 Business Internships**

Meaningful and relevant access to business professionals and real-life philosophies and functioning of a vital enterprise in contemporary society. In consultation with Business Administration faculty and the Career Development Office, students devise a program with a participating organization through which they can acquire a log of real-life experiences related to classroom theory. Prerequisites: junior standing or above and consent of the chair of the Business Administration Division. Offered fall, spring and summer.

**BUS 402 Internship in Finance (1-4 semester hours)**

**BUS 403 Internship in International Business (1-4 semester hours)**

**BUS 404 Internship in Management (1-4 semester hours)**

**BUS 405 Internship in Marketing (1-4 semester hours)**

**BUS 406 Internship in Resort Management II**

Recommended to be taken during the summer term after the junior year. Requires a minimum of 480 clock hours of authorized work experience during the term. Not available during May Terms. Prerequisite: senior standing or consent of the chair of the Business Administration Division. Offered fall, spring, and summer.

**BUS 410 Business Law I**

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

**BUS 412 Business Law II**

A continuation of BUS 410 Business Law I. Subjects include sales, credit, commercial paper, agency, partnerships, corporate law, regulations, and ethics. Prerequisite: BUS 410 Business Law I. Offered occasionally.

**BUS 425 Retail Management**

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

**BUS 445 Logistics and Supply Chain Management**

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

**BUS 455 Entrepreneurial Management**

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

### **BUS 465 Human Resources Management**

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

### **BUS 469 Global Marketing and Management Strategies**

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

### **BUS 474 International Laws and Regulations**

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

### **BUS 477 Principles of Selling**

An introductory course in the fundamentals of sales and personal selling concepts. The basics of consultative and strategic selling, partnering, value-added selling and the implementation of the marketing message

are developed for both goods and services. Emphasis is placed on product benefit and feature strategies, presentation formatting, execution, overcoming objections, relationship selling, customer behavior and inter-company management skills. Tangible and intangible products will be explored with a medium level of role playing. Prerequisite: BUS 350 Marketing Principles. Offered occasionally.

### **BUS 480 Special Topics in Business**

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

### **BUS 485 Marketing Management**

The study and integration of the marketing concept, strategic planning, marketing research, and information systems. Consumer and organizational buying behavior, sales forecasting, market segmentation and positioning, organizing, evaluating, and control of marketing are among the several other topics treated in this capstone course of the marketing program. Prerequisites: BUS 350 Marketing Principles, BUS 425 Retail Management, and BUS 445 Logistics and Supply Chain Management. Offered spring.

### **BUS 487 Sales Management**

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



assignments. Prerequisites: BUS 350 Marketing Principles and BUS 477 Principles of Selling. Offered occasionally.

**BUS 490 Leadership, Ethics and Decision Making**

This course integrates knowledge obtained from previous courses and draws upon concepts and theories from the entire business curriculum. It uses case studies to bring to the classroom real life business situations. These case studies are analyzed and studied from the perspective of the leader. The role of the effective leader is an important focus along with an understanding of the various leadership styles available for each situation and decision that has to be made. The importance of integrity, ethics, values and beliefs are stressed to gain the necessary credibility and following that a leader needs. Oral and written presentations are essential elements of this capstone course. Prerequisite: senior standing. Offered fall and spring.

**BUS 496 Readings and Research in Business (1-4 semester hours)**

Special course affording students of any discipline opportunities to propose and effect independent and/or collaborative study projects of their own design within a field of business. Prerequisites: senior standing and approval of project proposal by the chair of the Business Administration Division. Offered fall, spring, and occasionally in May Term.

## **CHEMISTRY (CHM)**

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**CHM 100 Everyday Chemistry (4 semester hours)**

A chemistry course for non-science majors. Topics include nuclear chemistry, energy, environment, pollution, food, drugs and consumer products. A laboratory session will be used to introduce and reinforce chemical principles. Prerequisite: GEN 102 Mathematics Workshop or equivalent. Offered occasionally.

**CHM 131 Principles of Chemistry I (4 semester hours)**

Fundamental principles of chemistry, including modern atomic theory, states of matter, chemical stoichiometry, thermodynamics, and descriptive inorganic chemistry. This course includes a laboratory. Prerequisites: MAT 130 Intermediate Algebra or equivalent. Offered fall.

**CHM 132 Principles of Chemistry II (4 semester hours)**

A continuation of CHM 131 Principles of Chemistry I with an emphasis on chemical kinetics and equilibria, acids and bases, oxidation-reduction reactions, thermodynamics, electrochemistry and an introduction into organic chemistry. This course includes a laboratory. Prerequisite: CHM 131 Principles of Chemistry I or equivalent. Co-requisite or prerequisite: MAT 162 Pre-Calculus or equivalent. Offered spring.

**CHM 200 Earth Systems (4 semester hours)**

This course emphasizes the dynamic systems of the Earth (e.g., plate tectonics, hydrological cycle). The material will extend to the physical forces and chemical properties that lead to the Earth's systems. The laboratory component will investigate the physical and chemical underpinnings of lecture material. Prerequisite: none. Offered occasionally.

**CHM 203 Organic Chemistry: Short Course**

A survey of the reactions, functional groups and regio- and stereo-chemical properties crucial to Organic Chemistry. Furthermore, this course will adequately prepare students to study Biochemistry and Cell and Molecular Biology. Prerequisite: CHM 132 Principles of Chemistry II. Offered fall.

### **CHM 204 Organic Purification Techniques (1 semester hour)**

A laboratory course that teaches the techniques used in the purification of organic chemicals. Furthermore, the student will learn how to determine which technique to choose. Co- or prerequisite: CHM 203 Organic Chemistry: Short Course. Prerequisite: CHM 132 Principles of Chemistry II. Offered fall.

### **CHM 301 Instrumental Analysis**

This lab intensive course will teach students how to use the instrumentation available at Lakeland College. Students will be working on a single overarching thematic project that will have specific tasks designed around individual instruments, which will teach the students how and when to use the instruments. Students will also learn how to interpret data and will learn basic statistics associated with this topic. All students enrolling in the course will be using the HPLC, the UV-Vis, and the FTIR. Additionally, the students, depending on the specific projects on which they are working, will learn to use the DNA Sequencer, the Western Blot Imager, the GCMS, and Chemistry software (ChemDraw and Gaussian 03W) used for drawing and predicting chemical behavior. Finally, all students will have the opportunity to use other traditional lab techniques (e.g., gel electrophoresis, titrations) as dictated by the projects. Prerequisites: BIO 111 Life Sciences I and CHM 132 Principles of Chemistry II. Offered May Term.

### **CHM 320 Intensive Organic Chemistry (4 semester hours)**

A lecture and laboratory course focusing on mechanisms and synthesis. The course is run in the style of a group meeting that would be found in industry or graduate school. In the laboratory, the students will undertake a synthesis project from conception to completion. Prerequisites: CHM 203 Organic Chemistry: Short Course and CHM 204 Organic Purification Techniques. Offered spring.

### **CHM 322 Thermodynamics and Kinetics**

This course will cover the fundamentals of thermodynamics and chemical kinetics using both chemical and biochemical examples. Topics covered in this course will include Work, Heat, Gibb's Free Energy, Chemical Equilibrium, Ideal and Real Gases, Ideal and Real Solutions, Chemical Kinetics, and Enzyme Kinetics in Biological Systems. Prerequisites: CHM 203 Organic Chemistry Short Course and MAT 231 Calculus I. Offered spring, even years.

### **CHM 380 Special Topics in Chemistry (3-4 semester hours)**

Topics for the course are varied and are chosen by the faculty member with input from interested students. Prerequisite: junior standing and consent. Offered fall, spring, or occasionally in May Term.

### **CHM 390 Senior Project Design (2 semester hours) (WI)**

Students will meet with a faculty member to brainstorm and develop strategies for designing a senior project in Chemistry or Biochemistry. The students will write a professional proposal for their project and will have to defend that proposal before the Chemistry and Biochemistry faculty. Prerequisite: CHM 301 Instrumental Analysis. Offered fall.

### **CHM 400 Internship in Chemistry**

Prerequisites: Four chemistry (CHM) courses and junior standing. Offered fall, spring, or summer.

### **CHM 411 Quantum Chemistry**

The development and continued study of quantum mechanics. Topics discussed include blackbody radiation, photoexcitation, orbitals, bonding and hybridization. Prerequisite: CHM 132 Principles of Chemistry II, MAT 242 Calculus II and PHY 252 Physics II. Offered fall, even years.

### **CHM 490 Senior Research in Chemistry**

Original laboratory research based on a thorough knowledge of chemical literature. In consultation with the chemistry faculty, students may choose a research project. Students may also opt for special study of a topic of interest. Prerequisite: Four chemistry courses, junior standing, and consent. Offered occasionally.

### **CHM 495 Senior Project (WI)**

Students will perform the project that they designed in CHM 390 under the direction of the Chemistry or Biochemistry faculty. They will perform the laboratory experiments throughout the semester, interpret the data, keep a laboratory notebook, write a professional paper on their research results and present their results publically. Prerequisite: CHM 390 Senior Project Design (WI). Offered spring.

## **CHINESE (CHI)**

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### **CHI 101 Elementary Chinese I (4 semester hours)**

An intensive introduction to the Chinese language with special emphasis on the acquisition of speaking skills. Students will begin analyzing the fundamental similarities and differences between Chinese speaking countries and the United States. Students will have a rudimentary grasp of the geography of Chinese speaking countries. Students are required to participate in a language laboratory each week. Prerequisite: none.

### **CHI 102 Elementary Chinese II (4 semester hours)**

This course is a continuation of CHI 101. Students are required to participate in a language laboratory each week. Prerequisite: CHI 101 Elementary Chinese I.

### **CHI 201 Intermediate Chinese I**

An in-depth study of the language with increased emphasis on vocabulary, writing, and reading. Cultural similarities and differences between China and the United States will be examined in greater depth. Prerequisite: CHI 102 Elementary Chinese II.

### **CHI 202 Intermediate Chinese II**

This course is a continuation of CHI 201. Prerequisite: CHI 201 Intermediate Chinese I.

## **COACHING (CHG)**

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### **CHG 222 Principles and Organization of Athletic Coaching (2 semester hours)**

An investigation of the differences and similarities of various coaching styles and their effective match with the personality characteristics of athletes. An exploration of unique situations of coaching individual sport versus team sport, professional versus amateur sport, and recreational sport versus interscholastic sport. Special emphasis will be placed upon the following: motivational techniques, organization of athletic programs, ethics of coaching, interpersonal relationships, discipline, and other related student problems, including principles of communication, and sportsmanship. Prerequisite: none.

### **CHG 231–262 Theory and Techniques of Coaching Courses (2 semester hours)**

These courses are designed to give the novice athletic coach a knowledge of the psychology, theory, and fundamental coaching strategies of a specific sport. Typically, several styles of coaching the sport will be presented with specific emphasis on tactics and strategies that are unique to that sport. Prerequisite: none.

- CHG 231 Theory and Techniques of Coaching Football (2 semester hours)**
- CHG 232 Theory and Techniques of Coaching Wrestling (2 semester hours)**
- CHG 240 Theory and Techniques of Coaching Softball (2 semester hours)**
- CHG 241 Theory and Techniques of Coaching Basketball (2 semester hours)**
- CHG 242 Theory and Techniques of Coaching Baseball (2 semester hours)**
- CHG 251 Theory and Techniques of Coaching Volleyball (2 semester hours)**
- CHG 252 Theory and Techniques of Coaching Tennis (2 semester hours)**
- CHG 261 Theory and Techniques of Coaching Soccer (2 semester hours)**
- CHG 262 Theory and Techniques of Coaching Track and Field (2 semester hours)**
- CHG 400 Field Experience in Coaching (2 semester hours)**

A supervised coaching experience with a minimum of 100 student contact hours. To be arranged by the student with approval by the program coordinator. Prerequisites: junior standing and consent of the program coordinator.

**CHG 480 Special Topics in Coaching**

Individual or seminar style courses where topical issues and subjects may be studied by coaching minor students. May be offered in cooperation with another department. Prerequisites: junior standing and consent.

**CHG 490 Independent Study in Coaching (1–4 semester hours)**

Independent research in a special topic area of interest. The student must have the sponsorship of a member of the coaching teaching staff. Prerequisites: junior standing and consent.

## **COMPUTER SCIENCE (CPS)**

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**CPS 100 Introduction to Computers**

A survey course of modern computer concepts and applications. The course relates computer concepts to the elements of an information system. Generalized overview of computing hardware, software, data management, computing systems and procedures, critical thinking about and application of online resources, and using computing technology to effectively participate and achieve in college. Hands-on usage of word processing, database, spreadsheet, graphics, desktop publishing, operating systems, online course technologies, and the internet. Prerequisite: none. Offered fall and spring.

**CPS 200 Introduction to Computer Programming**

An introduction to computer programming. Emphasis on problem solving techniques, structured programming, and top-down program design. Control structures, functions, arrays, and data files. Prerequisites: CPS 100 Introduction to Computers and MAT 130 Intermediate Algebra or equivalent. Offered fall and spring.

**CPS 210 Database Basics**

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

**CPS 211 C++ Programming**

An introduction to data management and object oriented programming within the C++ programming language. Topics include data types, functions, file structures, arrays, pointers, strings, and classes. Prerequisites: MAT 250 Discrete Mathematics and CPS 200 Introduction to Computer Programming. Offered fall.

### **CPS 221 COBOL Programming I**

An introduction to programming in COBOL. Structured programming techniques are emphasized throughout the course. Students write several programs involving input, output, assignment, selection and iteration structures. Data validation, control-break reporting, table handling and file processing concepts are studied and utilized. Prerequisite: CPS 211 C++ Programming. Offered occasionally.

### **CPS 222 COBOL Programming II**

A continuation of CPS 221 COBOL Programming I. Focuses on designing and coding file maintenance programs. Students are expected to follow program documentation and structure guidelines. Some specific topics are sequential and indexed file maintenance, character manipulation statements and on-line processing. Prerequisite: CPS 221 COBOL Programming I. Offered occasionally.

### **CPS 280 Special Topics in Computer Science**

This introductory-level course will cover current and evolving industry trends. Prerequisite: CPS 200 Introduction to Computer Programming or consent.

### **CPS 312 Advanced C++ Programming**

A continuation of CPS 211 C++ Programming. Exclusively using Object-Oriented Programming (OOP), the student will develop applications with and for the windows environment. Prerequisite: CPS 211 C++ Programming. Offered spring, odd years.

### **CPS 315 Java Programming**

This course is an introduction to programming in Java. It is intended for students with significant programming experience in at least one other language. Prerequisites: CPS 211 C++ Programming and junior standing. Offered occasionally.

### **CPS 316 Java Web Development**

This course is an introduction to web server development using Java, HTTP, XML, and Java Server Pages. It covers Java Web Server, Java Database Connectivity (JDBC)

to automated servlet programming, and three-tiered solutions using HTTP tunneling. XML and JSP are used to create dynamic Web content. Prerequisite: CPS 315 Java Programming. Offered occasionally.

### **CPS 320 Computer Hardware**

An overview of computer hardware. Includes hardware components, hardware installation, computer troubleshooting, and user support. Topics include an in-depth analysis of human factors relating to computing, help desk, IT support, and IT management. Prerequisite: CPS 211 C++ Programming. Offered fall, odd years.

### **CPS 325 Networking and Telecommunications**

Networking hardware and software. The course will cover the installation and maintenance of networks, network management, telephony and security. Students will learn to manage at least two different network server operating systems. Prerequisite: CPS 211 C++ Programming. Offered fall, even years.

### **CPS 340 Visual Basic**

An introduction to the Visual Basic integrated development environment (IDE) and the process of creating Windows applications. Essential components of the Visual Basic language to be covered include variables, data types, procedures, control structures, objects (OOP), and programming using the Active X technology. Students will work with forms and controls and their associated properties, methods, and events to create the graphical user interfaces (GUI) for their applications. Prerequisite: CPS 211 C++ Programming. Offered occasionally.

### **CPS 362 Introduction to Data Structures**

A study of data structures, including lists, arrays, and linkages. Topics include stacks, queues, deques, trees, dynamic storage allocation, garbage collection for disks systems and recursive programs. Prerequisite: CPS 211 C++ Programming. Offered spring, even years.

### **CPS 400 Internship in Computer Science**

Prerequisites: Junior standing and instructor's consent. Offered fall, spring and summer as needed.

### **CPS 420 Operating Systems**

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

### **CPS 432 Computer Organization**

An in-depth look at computer organization starting with the design of logical gates and ending at the assembly language level. Multilevel and virtual machines, computer systems organization, digital logic, basic circuit design, microprocessor design, microprogramming, 3D physical world interfaces and interactivity. Prerequisites: junior standing and completion of at least two 300-level Computer Science (CPS) courses. Offered occasionally.

### **CPS 440 Database Management**

This course utilizes combination of 4th generation software development packages and standardized application design methods and processes to develop a large scale Database Management solution. Using database programming techniques, students will create projects that will be immediately applicable to the College, a local business, or other organization. Prerequisites: Completion of six (6) Computer Science (CPS) courses, including CPS 210 Database Basics, and junior standing. Offered fall.

### **CPS 445 Systems Analysis and Design (WI)**

This Computer Science capstone course applies several computer science and business concepts in the development and maintenance of a management information system. CASE tools are utilized in developing

and analyzing the implementation of team projects. These projects will address real-world needs and attempt to solve a real problem for a client. Prerequisites: GEN 112 Persuasive Writing and CPS 440 Database Management. Offered spring.

### **CPS 480 Special Topics in Computer Science**

These rigorous advanced level special topics courses are designed to expand and enhance the students' growing understanding of computer science by providing instruction in an evolving field within the discipline. Prerequisites: junior standing and completion of at least two Computer Science (CPS) courses at the 300-level or above.

### **CPS 490 Independent Study in Computer Science**

Prerequisites: junior standing and consent. Offered fall or spring.

## **CRIMINAL JUSTICE (CRJ)**

### **CRJ 140 Introduction to Criminal Justice**

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

### **CRJ 240 Criminal Justice Research and Report Writing**

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

**CRJ 342 Juvenile Delinquency and Juvenile Justice**

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

**CRJ 344 Policing in America**

An overview of policing, including its history, practices, and evolving function. Roles, responsibilities, issues, and trends pertinent to contemporary policing will be examined including community policing philosophies, applications, issues, and contemporary research. Other topics include investigation tactics, administrative functions, and their use within contemporary policing mandates. Prerequisite: CRJ 140 Introduction to Criminal Justice or consent. Offered spring.

**CRJ 345 Criminal Law**

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

**CRJ 347 Criminal Investigations**

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

**CRJ 348 Corrections in America**

An examination of the historical context, philosophical concepts and major develop-

ments which have shaped corrections in the United States. Various sentencing options, correctional programs and the role of corrections in the larger justice system are examined. Prerequisites: CRJ 140 Introduction to Criminal Justice, CRJS 231 Criminology and Deviance, or consent. Offered spring.

**CRJ 355 Offender Assessment and Rehabilitation**

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

### **CRJ 370 Ethics and Justice**

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

### **CRJ 400 Internship in Criminal Justice**

A field internship in a criminal justice or legal organization arranged in advance by the student in consultation with the faculty sponsor and the Career Development office. Students are expected to participate extensively in the work and activities of a criminal justice or legal organization. Prerequisite: senior standing. Offered as needed.

### **CRJ 450 Race, Ethnicity, and Crime**

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

### **CRJ 451 Effective Policing Practices**

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

### **CRJ 452 Effective Correctional Practices**

This course will examine historical and contemporary correctional practices, including those offered in institutional settings, the utility of institutional sanctions, diversion programs, specialty courts, and other community-based programs. The student will examine and evaluate correctional interventions from multiple theoretical perspectives using classic and current empirical research literature on correctional practices. Prerequisites: CRJ 348 Corrections in America, SOCP 335 Research Methods for the Behavioral Sciences, and junior or senior standing, or consent.

### **CRJ 480 Special Topics in Criminal Justice**

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

### **CRJ 490 Independent Study in Criminal Justice**

Independent study projects are selected and initiated by student interest. These projects involve either original research or extensive



reading in primary or secondary sources, coupled with regular consultation with the instructor, culminating in a research paper. Prerequisites: senior standing and consent; limited to Criminal Justice majors or minors. Offered occasionally.

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

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

**CRIMINAL JUSTICE/  
SOCIOLOGY (CRJS)**

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**CRJS 231 Criminology and Deviance**

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

**CRJS 341 Sociology of Law**

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

**ECONOMICS (ECN)**

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**ECN 220 Principles of Macroeconomics**

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

**ECN 230 Principles of Microeconomics**

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

**ECN 301 The Economics of Sports**

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

**ECN 360 Money, Banking and National Income**

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

**ECN 361 Intermediate****Macroeconomics**

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

**ECN 362 Intermediate****Microeconomics**

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

**ECN 365 International Economics**

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

**ECN 402 Internship in Economics  
(1–4 semester hours)**

In consultation with economics faculty and the Career Development office, students arrange a practicum experience in a relevant field setting. Prerequisites: junior or senior standing and consent of the chair of the Business Administration Division. Offered as needed.

**ECN 492 Readings and Research in  
Economics (1–4 semester  
hours)**

Special course affording advanced economics students the opportunity to propose and effect independent or collaborative study projects of their own design within the field of economics. Prerequisites: junior or senior standing and approval of a project proposal by the chair of the Business Administration Division prior to enrollment. Offered occasionally.

**EDUCATION (EDU)**

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**EDU 100 Introduction to Education**

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

**EDU 140 Introduction to Educational  
Technology**

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

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

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

**EDU 331 Science Teaching  
Techniques for Middle  
Childhood through Early  
Adolescence**

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

**EDU 332 Mathematics Teaching Techniques for Middle Childhood through Early Adolescence**

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

**EDU 341 Children's and Early Adolescent Literature**

A practical study of the literature available for children and early adolescents and the most effective approaches in using that literature. Includes information on selecting, evaluating, and using a wide variety of published materials in a classroom setting. Picture books, traditional literature, modern fantasy, realistic fiction, historical fiction, multicultural literature, nonfiction, and human relations materials are used. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered fall.

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

The content and methods for teaching verbal and written expression including grammar, listening skills, spelling, writing, integrated thematic unit planning, and authentic assessment. The inter-relationships among these areas are shown from kindergarten to middle school levels. The content and teaching methods for the social sciences including current affairs, economics, government, geography, history, social concerns, political science, sociology, global perspectives, and multi-ethnic education. Instructional material, research, curriculum development, practice and evaluation, classroom management, discipline, and

professionalism will be covered in both sections of the course. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered spring.

**EDU 361 Reading in the Content Area (Early Adolescence through Adolescence)**

A focused study of research, theory, and practice of reading in the content area. Topics include curriculum development; diagnosis of reading problems; comprehension strategies; encouraging critical reading and thinking skills; and accommodating the needs of individual learners. A clinical experience in teaching reading will be required as well as a tutoring experience of at least five (5) hours in an elementary or middle school reading program. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered spring.

**EDU 369 Early Childhood Teaching Techniques (2 semester hours)**

Content, methodology, and research related to early childhood and kindergarten education. Curriculum development, implementation, and evaluation in all subject areas will be covered. Other topics include classroom organization and management, current issues, multicultural teaching, understanding individual differences, and professionalism. There is a field experience component in this course. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered fall.

**EDU 370 Foreign Language Teaching Methods**

Focus on theories of foreign language learning. Students will master the skill of teaching languages and will also develop an understanding of how to foster the dispositions necessary for an effective learning environment. Prerequisite: admission to the Education Division.

**EDU 371 Teaching Techniques for the Early Adolescence through Adolescence Level**

Through careful consideration of the role of the teacher in relation to the principles and practices of the secondary and middle schools, this course emphasizes the organization of the secondary and middle schools, including its programs, objectives, and planning as well as the selection and organization of learning experiences, and assessments, working with school personnel, promoting family and community involvement in the schools, career preparation and preparation of pupils for work. Classroom organization, management, and discipline will also be covered. Students will focus on the secondary/middle school methods in their major and minor subject areas. Prerequisites: EDUP 330 Human and Growth Development and admission to the Education Division. Offered fall.

**EDU 373 Field Experience in Education**

For field experience in education, students are individually placed in area elementary, middle, and high school classrooms. Each student spends every day during the May Term, more than 125 hours, in a local school classroom as a teacher's assistant, under the direct supervision of full-time teachers as well as Lakeland faculty. A clinical reading experience is a major component of this course. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered May Term.

**EDU 382 Reading Teaching Techniques**

The interactive nature of reading and reading instruction, developmental stages of reading, reading strategies, and effective instructional techniques, including phonics are covered. Students learn to design, implement, and evaluate effective reading programs to meet a wide range of student needs for early childhood, elementary, and middle school students. Participants are expected to apply theory and research to classroom practice through a clinical experience

in reading with a one-on-one tutoring experience of at least five (5) hours. Prerequisites: EDU 100 Introduction to Education and admission to the Education Division. Offered fall.

**EDU 449 Education Capstone Course (WI)**

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

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

Students have an opportunity to teach classes under the supervision of both College faculty and a cooperating teacher from an area elementary/middle school. Student teaching is a full-day, full-semester experience which follows the semester calendar of the cooperating school. The classroom teaching experience is supplemented by required seminar sessions addressing the development of the professional portfolio. Prerequisites: Two semesters prior to registering for student teaching, a student must have a cumulative overall GPA of 3.0, have been accepted into the Education Division, and have received consent of the Education Division chair. Completion of the Early Childhood/Middle Childhood/ Early Adolescence Professional Sequence, completion of academic major and minor areas, a passing score on the relevant Praxis II content test(s), and completion of the application process for student teaching must be accomplished prior to the student teaching semester. Must be taken concurrently with EDU 470. Offered fall and spring.

**EDU 460 Observation and Student Teaching for Early Adolescence through Adolescence Teachers (12 semester hours)**

An opportunity for students to teach classes under the observation and supervision of a College faculty supervisor and cooperating teacher from an area school. Students must teach in both major and minor areas or in both double-major areas to qualify for a teaching license in all areas where they have completed Lakeland curriculum requirements. Student teaching is a full-day, full-semester experience which follows the semester calendar of the cooperating school. The classroom teaching experience is supplemented by required seminar sessions addressing the development of the professional portfolio. Prerequisites: Two semesters prior to registering for student teaching, a student must have a cumulative overall GPA of 3.0, have been accepted into the Education Division, and have received consent of the division chair. Completion of EDU 371 Teaching Techniques for the Early Adolescence through Adolescence Level, completion of the Early Adolescence through Adolescence level Professional Sequence, completion of academic major and minor areas, a passing score on the relevant Praxis II content test(s), and completion of the application process for student teaching must be accomplished prior to the student teacher semester. Must be taken concurrently with EDU 470. Offered fall and spring.

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

A required two (2) hour student teaching seminar held on a bi-weekly basis throughout the full semester of student teaching for a total of nine (9) sessions. Must be taken concurrently with EDU 450, MUSE 455, or EDU 460. Offered fall and spring.

**EDU 480 Special Topics in Education (1–4 semester hours)**

Prerequisites: junior standing and admission to the Education Division. Offered occasionally.

**EDU 490 Independent Study in Education**

Prerequisites: junior standing and admission to the Education Division. Offered as needed.

**ART/EDUCATION, See ARTE  
ENGLISH AS A SECOND  
LANGUAGE/EDUCATION,  
See ESLE  
MUSIC/EDUCATION,  
See MUSE**

**EDUCATION/  
PSYCHOLOGY (EDUP)**

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**EDUP 230 Educational Psychology**

Educational and psychological theories and their application in the classroom, including various aspects of classroom management and organization, teaching methods and strategies, motivation, moral and personality development, special education and exceptional children, and measurement and evaluation. Special emphasis on relating the theoretical concepts of education and psychology to practical problems of education. Prerequisite: none. Offered fall.

### **EDUP 330 Human Growth and Development**

The nature of human development from conception through adulthood. A comprehensive overview of human development research methodology. Special emphasis on key concepts in major developmental theories including biosocial, cognitive, psychological, emotional, and social development and their application to the maturing individual. First-hand knowledge of contemporary issues and controversies in the study of infants, children, adolescents, and adults. Prerequisites: PSY 200 General Psychology or EDUP 230 Educational Psychology or SOCP 220 Social Psychology and sophomore standing. Offered spring.

### **EDUP 375 Field Experience in Psychology for Education Majors (1 semester hour)**

A practicum in which students work in a school district setting under the supervision of a school psychologist. The student will spend 35 hours observing and working in such areas as M-team and building consultation team meetings, child find screening, work with exceptional education students, testing, kindergarten screening, meetings with psychologists, and other duties that accompany the responsibilities of a school psychologist. Prerequisites: junior standing or above, completion of a minor in psychology and admission to the Educational Division. Offered as needed.

### **EDUP 432 Survey of the Exceptional Person**

A survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Emphasis on acquiring the knowledge and skills necessary to identify and evaluate children and youth with exceptional educational and psychological needs and talents while gaining familiarity with methods of assessing the biosocial, cognitive, psychological, emotional, and social process. Relates educational and psychological methods and approaches in special education to the most effective educational

practices at the preschool, elementary, and secondary levels. Prerequisites: EDUP 330 Human Growth and Development and junior standing. Offered fall and spring.

## **ENGLISH (ENG)**

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### **ENG 123 London Theater Trip (SA)**

A focused study of live theater in Great Britain. This travel course concentrates on productions in Stratford-upon-Avon and London. In addition, readings, lectures, and travel to important historical locales of England, including Bath and Stonehenge, are included. Prerequisite: none. Offered occasionally.

### **ENG 200 World Literature**

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

### **ENG 211 Introduction to British Literature I**

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

### **ENG 212 Introduction to British Literature II**

Examines writers and movements from Romanticism through the present. Prerequisite: none. Offered spring, odd years.

### **ENG 220 Introduction to American Literature**

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

**ENG 225 Multicultural American Literature**

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

**ENG 250 Introduction to Women’s Literature**

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

**ENG 280 Special Topics in Literature**

Exploration of a single topic, author, or theme in literature. Possible topics include war literature, dramatic comedies, comics and graphic narratives, Native American women’s autobiographies, or Irish literature. Designed as an introductory course. May be taken more than once with different topics. Prerequisite: none. Offered occasionally in May Term.

**ENG 310 British Literature: Renaissance and Restoration**

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

**ENG 315 British Literature: The Ages of Reason and Romanticism**

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

**ENG 323 Nineteenth-Century American Literature (WI)**

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

**ENG 324 Twentieth-Century American Literature (WI)**

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

**ENG 335 British Literature: Victorian Period (WI)**

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

**ENG 340 Twentieth-Century British Literature (WI)**

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

**ENG 350 Young Adult Literature (1 semester hour)**

Young adult literature from various genres, focusing on the selection, analysis, and evaluation of young adult books. Current issues and teaching strategies. Prerequisite: admission to the Education Division; limited to English majors and minors. Offered occasionally.

**ENG 370 Shakespeare**

Shakespearean drama—representative comedies, histories, tragedies, and romances—within the cultural context of the 1590s and early 1600s. In addition to addressing literary questions—such as genre, characterization, and theme—the instructor will approach the plays as scripts for performance. Films and attendance at a theatrical performance supplement the in-class discussion. Prerequisites: one 200-level English (ENG) course, junior standing, or consent. Offered fall, odd years.

**ENG 380/780 The English Language**

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

**ENG 420 Major Author Seminar**

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

**ENG 430 Chaucer**

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

**ENG 470 Directed Readings in Literature**

For highly motivated students with interests that go beyond the normal course offerings. The course is taught tutorially with students meeting the instructor on a regular basis. Prerequisites: one 200-level ENG course, junior standing, or consent. Offered occasionally.

**ENG 480 Special Topics in English**

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



### **ENG 490 Independent Study in English**

Significant research project on a literary subject of the student's choice, pending instructor's approval. Unlike the Directed Readings offering, the Independent Study project is designed primarily by the student with occasional direction provided by the instructor. Prerequisites: junior standing and consent. Offered fall or spring.

### **ENG 495 English Honors Thesis**

Students interested should contact a professor in the program and present their ideas for a project, including focus and rationale. After working through appropriate readings together, the student must work closely with the advisor to develop an extensive argument-driven thesis that is supported by external research and textual analysis. Weekly meetings are required. At the end of the term, the thesis is reviewed by a panel of professors for honors in English. Prerequisites: limited to English majors; senior standing and consent.

### **ENG 499 Literature and Theory (Capstone Course)**

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

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

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### **ESL 321/721 English Grammar**

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

### **ESL 322/722 Second Language Acquisition and Applied Linguistics**

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

## **ENGLISH AS A SECOND LANGUAGE/EDUCATION (ESLE)**

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### **ESLE 324/724 Teaching Methods in ESL**

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

## **ENGLISH LANGUAGE INSTITUTE (ELI)**

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### **ELI 201 Elementary Integrated Skills (4 semester hours)**

Students in this level use elementary materials to improve their academic reading, writing, listening, speaking, grammar, and vocabulary skills. They also study pronunciation, American culture, and TOEFL skills.

**ELI 301 Intermediate Integrated Skills (4 semester hours)**

Students in this level use intermediate materials to improve their academic reading, writing, listening, speaking, grammar, and vocabulary skills. They also study pronunciation, American culture, and TOEFL skills.

**ELI 401 Advanced Integrated Skills (4 semester hours)**

Students in this level use advanced materials to improve their academic reading, writing, listening, speaking, grammar, and vocabulary skills. They also study pronunciation, American culture, and TOEFL skills. Students earn credit for this advanced level only after they have exited the ELI. Advanced students who bridge between the ELI and academic study will take one or more of the following classes:

**ELI 411 Reading**

**ELI 412 Writing**

**ELI 413 Listening/Speaking**

**ELI 414 Grammar**

The content of these courses will vary based on the needs of students in the classes. Prerequisite: placement.

**ETHNIC AND GENDER STUDIES (EGS)**

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**EGS 470 Senior Project in Ethnic and Gender Studies**

A supervised independent study utilizing primary and secondary source reading, culminating in a research paper. The research paper will explore group interdependence and commonality in the face of increasing diversity, while drawing on and synthesizing material from the various disciplines within the program. The project will involve regular consultation with a faculty member of the Ethnic and Gender Studies program. Prerequisites: limited to Ethnic and Gender Studies minors; senior standing, and consent.

**EGS 480 Special Topics in Ethnic and Gender Studies**

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

**EGS 490 Independent Study in Ethnic and Gender Studies**

An opportunity to complete an in-depth, supervised, independent study of a topic of special interest to the student in an area not covered by established courses. Prerequisites: limited to Ethnic and Gender Studies minors; senior standing, and consent.

**EXERCISE SCIENCE AND SPORT STUDIES (ESS)**

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**ESS 111 First Aid and Emergency Care (2 semester hours)**

The objective of this course is to provide awareness and understanding of common safety principles and the predisposing factors and causes of common accidents and illness. It will also provide instruction in methods of first aid and measures necessary to sustain life, relieve suffering, and obtain medical assistance for victims of injury or illness. Principles of basic first aid will also be taught. Individuals completing the course will receive American Red Cross Certification in First Aid and CPR. Prerequisite: none.

**ESS 112 Strength and Conditioning Techniques (2 semester hours)**

This course will study the organization, design and supervision of strength training programs. Prerequisite: none.

**ESS 143 Introduction to Exercise Science**

An introduction to the discipline of exercise science and the understanding of the knowledge, skills, and abilities expected of professionals in this field. Students will explore various exercise science profes-

sions and will have opportunities to assess personal career interests, skills and goals. Prerequisite: none.

#### **ESS 144 Introduction to Sport Studies**

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

#### **ESS 201 Nutrition for Sport and Exercise**

Study of nutrition and its effects on the health, development and physical performance of the individual. Students have opportunities to analyze and evaluate food intake, a variety of nutritional literature and research, popular weight-loss or gain programs, nutritional supplements, and other nutrition-related issues as they pertain to athletes and recreationally active individuals. Prerequisite: none.

#### **ESS 202 Care and Prevention of Athletic Injuries**

An introductory course centered on the pathology, prevention, and care of athletic related injuries and illnesses. Students will receive instruction on a variety of sports medicine skills such as bandaging, wound care, taping and the application of protective devices. Prerequisite: none.

#### **ESS 220 Fundamental Aspects of Sport and Exercise Science Psychology**

The foundation and evolution of sport psychology, preparation for the field of sport psychology and how psychological principles are applied to the field of sport and exercise. Emphasis will be given to personality, attention, anxiety and arousal, arousal adjustment strategies, causal attribution, motivation. Introductory techniques of how to improve performance and enjoyment of exercise and sport activities. Prerequisite: PSY 200 General Psychology or SOC 100 Introduction to Sociology or consent. Offered spring.

#### **ESS 253 Contemporary Issues in Sport**

This course will examine issues facing sport and the people who manage or participate in it. Some issues dealt with include ethics, drugs and sport, nationalism, extreme sports and youth culture, politics and the Olympics and big business and sporting practices. Prerequisite: none. Offered fall.

#### **ESS 264 Youth and Adolescence in Sport**

This course will study the scope of youth and adolescence issues related to sport participation. The philosophy and purpose of youth development programs will be examined and developed. Prerequisite: sophomore standing. Offered fall.

#### **ESS 280 Special Topics in Exercise Science and Sport Studies**

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

#### **ESS 315 Sports Marketing and Promotion**

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

#### **ESS 320 Gender and Racial Issues: Diversity in Sport**

This course will study the role that gender has played and continues to play in the social institution of sport. Variables such as race, sex, social class, and sexual orientation will also be examined. Prerequisite: ESS 220 Fundamental Aspects of Sport and Exercise Science Psychology or consent. Offered spring.

**ESS 324 Programming of Athletic Facilities and Events**

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

**ESS 341 Kinesiology and Biomechanics**

The study of human motion based on anatomical and mechanical principles. Special emphasis on the application of these principles to the analysis of fundamental movement and sport skills. An appreciation of the complexity of human movement within performance and recreational sport activities will be developed. Prerequisite: BIO 211 Human Anatomy and Physiology I.

**ESS 342 Physiology of Exercise (WI)**

A review of the physiologic response to vigorous physical activity and training. An understanding of the systemic and metabolic benefits to a lifestyle of physical activity as well as training for vigorous sport activity will be developed. Physiological adaptations brought on by specificity of training for anaerobic and aerobic performance will also be addressed. This course emphasizes the investigation of the physiological components of human movement. Concepts relating to neuromuscular, metabolic, circulatory, and respiratory physiology are discussed in lecture, including theoretical and practical applications of exercise and training principles. Prerequisites: GEN 112 Persuasive Writing and BIO 211 Human Anatomy and Physiology I.

**ESS 343 Laboratory Techniques in Exercise Science**

This course is devoted to teaching students proper exercise science assessment techniques that apply to multiple areas of the discipline (exercise prescription and anaer-

obic training). Students will also learn the rationale for test administration as well as contraindications to testing. Time will be divided between classroom instruction and laboratory time. Prerequisite: ESS 342 Physiology of Exercise. Offered as needed.

**ESS 344 Anaerobic Conditioning**

This course focuses on the various forms of anaerobic training. Students will study the physiological adaptations to anaerobic training and techniques for increasing anaerobic performance, including strength, power, and speed. Knowledge, skills, and abilities acquired in this class form the basis for a successful career in the strength and conditioning profession. Prerequisites: ESS 341 Kinesiology and Biomechanics and ESS 342 Physiology of Exercise. Offered as needed.

**ESS 400 Internship in Exercise Science and Sport Studies**

This course will provide the prospective fitness leader with practical training and experience. The student and advisor will jointly select a site and plan the internship. Possible sites include health clubs, recreational departments, physical therapy clinics, YMCAs, and industrial fitness centers. Prerequisite: junior standing.

**ESS 410 Organization and Management of Sport Programs (WI)**

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

**ESS 425 Exercise Prescription I**

This course will examine the components necessary for the creation of safe and effective exercise prescriptions for apparently healthy adult populations. Students will learn to design exercise programs of appropriate mode, intensity, duration, frequency and progression as well as behavioral and leadership skills necessary for exercise leaders. Prerequisite: ESS 343 Laboratory Techniques in Exercise Science or consent.

**ESS 426 Exercise Prescription II**

This course will examine the components necessary for the creation of safe and effective exercise prescriptions for special, non-healthy populations. Students will learn to design exercise programs of appropriate mode, intensity, duration, frequency and progression as well as behavioral and leadership skills necessary for exercise leaders. Prerequisite: ESS 425 Exercise Prescription I or consent.

**ESS 450 Essentials of Ethics and Law in Sport**

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

**ESS 480 Special Topics in Exercise Science and Sport Studies**

Seminar style course where topical issues may be covered with a small group of advanced-level students. Prerequisites: junior standing or above and consent.

**ESS 490 Independent Study in Exercise Science and Sport Studies**

The student must submit justification for studying an exercise science-related topic for approval to the instructor of record and the division chair. Topics should reflect a tangible connection to the student's vocational interest. Topics already covered by catalog courses are exempt.

**FRENCH (FRE)**

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**FRE 101 Elementary French I  
(4 semester hours)**

An intensive introduction to the French language with special emphasis on the acquisition of reading, writing, and speaking skills. Students will begin analyzing the fundamental similarities and differences between French-speaking countries and the United States. Students will have a rudimentary grasp of the geography of French-speaking cultures. Students are required to participate in a language laboratory each week. Prerequisite: none.

**FRE 102 Elementary French II  
(4 semester hours)**

This course is a continuation of FRE 101. Students are required to participate in a language laboratory each week. Prerequisite: FRE 101 Elementary French I.

**FRE 201 Intermediate French I**

An in-depth study of the language with increased emphasis on vocabulary, writing, and reading. Cultural similarities and differences between France and the United States will be examined. Prerequisite: FRE 102 Elementary French II.

**FRE 202 Intermediate French II**

This course is a continuation of FRE 201. Prerequisite: FRE 201 Intermediate French I.

**GENERAL STUDIES (GEN)**

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**GEN 095 Foundations of English**

Designed to help correct the fundamental difficulties some students have with English grammar and usage as they enter college, particularly non-native speakers of English, this course is limited to those students who are specifically advised into the class by their academic advisors. Prerequisite: none. Offered fall and spring.

### **GEN 100 College Writing Workshop**

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

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

Prerequisite: none. Offered fall and spring.

### **GEN 101 Reading Workshop**

Students enrolled in this course learn to adjust their reading rate (words/ minute) to their purpose. Regardless of how well they read before the course, they can expect their rate to increase dramatically—100 w.p.m. on the average—while comprehension also increases. Vocabulary improvement is heavily stressed; daily quizzes encourage active participation outside of class. Class time is devoted to individualized programs which assist students to learn to skim and scan, to recognize main ideas, to understand general principles, to read critically, to perceive organizational patterns, and to study more efficiently.

The objectives of Reading Workshop are to

- 1) develop independence in identifying unfamiliar words;
- 2) increase reading speed and comprehension;
- 3) improve attitudes about reading;
- 4) develop improved understanding of vocabulary;
- 5) enhance recognition of the organizational patterns of readings;

- 6) improve the ability to evaluate the contents of materials; and
- 7) develop concentration, recall, and effective study procedures.

Prerequisite: none. Offered fall and spring.

### **GEN 102 Mathematics Workshop**

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

The objectives of Math Workshop are to:

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

Prerequisite: none. Offered fall and spring.

### **GEN 104 Transition to America (2 semester hours)**

This course supports incoming international students. Students study American academic and social culture, discuss expectations of students in American colleges, review the English language as needed, and learn skills necessary for successful class participation, assignment interpretation, and test taking. Prerequisite: 500 TOEFL score or admission to full-time academic study.

### **GEN 105 Learning Skills Development (2 semester hours)**

Basic learning skills, especially study techniques, note-taking, time management, and test-taking strategies. Students are helped to develop perceptions, attitudes, and self-concepts that lead to academic success.

Prerequisite: Admission to the College under freshman probationary status or placement on academic probation following regular admission.

### **GEN 108 Fundamentals of Oral Communication (2 semester hours)**

A study of the basic principles of oral interpersonal communication. Designed to help students both appreciate and develop skills and strategies for effective oral communication in a variety of situations. Prerequisite: none.

### **GEN 110 Expository Writing**

Through a series of six extended essays, this course teaches students to write clear, thoughtful, expository prose. Students successfully completing Expository Writing should be able to:

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

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

### **GEN 111 Fundamentals of Public Speaking**

As the study and application of the basic techniques of researching, constructing, and delivering a speech, this course helps stu-

dents develop these skills through classroom performances on a variety of speaking topics in various situations. Prerequisite: none. Offered fall and spring.

### **GEN 112 Persuasive Writing**

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

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

Prerequisites: ACT English score above 24 or SAT Verbal score 570 or above or completion of GEN 110 Expository Writing or comparable performance on Lakeland's writing test. Offered fall and spring.

### **GEN 134 Humanities I**

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

### **GEN 135 Humanities II**

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

## **GENERAL STUDIES/ INTERDISCIPLINARY STUDIES: CORE COURSES**

### **GEN 130 Core I: Knowing the Self**

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

### **GEN 310 Core II: Exploring Vocation**

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

### **GEN 311 Core II: Ideas of Human Nature**

No question is more human than this: "What does it mean to be human?" And few questions have received a wider variety of conflicting and competing answers. This course looks at the topic of human nature through the lenses of various traditions and academic disciplines—including philosophy, sociology, the arts, evolutionary biology, economics, computer science, and psychology. Students are required to test these

theories against contemporary issues, as well as their own knowledge and experience. In the process, they learn to question and to support claims about the central facts of the human condition. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

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

One of the central questions of the human condition is explored in this course: how does biological sex influence the performance and perception of gender and sexual identity? Students will analyze the biological and sociological debates about gender that have persisted throughout history and across cultures through a combination of class discussion, historical study, formal presentations, and written work. Texts are as diverse as the topic, covering formal gender theory, sociological research, biological and evolutionary arguments, personal narrative, art, literature, and film. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

### **GEN 345 Core II: Visions of the Afterlife**

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



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

“Science, Non-Science, and Pseudoscience” presents the questions and status of science itself as one of these central questions—a question at least as old as the modern era and the rise of empiricism, materialism, and the scientific method. Since that time, science has become an inescapable part of life on the planet. We use it to make our lives easier, but we also use science as a way to understand our world and ourselves. Science has become a primary player in a war of ideas about who we are, how we should live, and what our purpose in life is. Prerequisites: Core I, sophomore standing or above, and GEN 112 Persuasive Writing.

**GEN 365 Core II: Prejudice and  
Discrimination**

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

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

Students will study the potential of excellence and innovation to yield models of action which advance human endeavor. If excellence is understood as the set of values and goals which define what is beneficial for the individual and/or society and innovation is understood as the creative and

practical means by which excellence is achieved, this course explores how excellence and innovation create solutions resulting in the enhancement of cultures in which students live and work. Prerequisites: Core II, junior standing or above, and GEN 112 Persuasive Writing.

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

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

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

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

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

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

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

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

**GERMAN (GER)**

**GER 101 Elementary German I  
(4 semester hours)**

An intensive study of the German language, teaching basic communication skills. In addition to language acquisition, students will learn about German customs and culture, including music, art, architecture, history, and geography. Students are required to participate in a language laboratory each week. Prerequisite: none. Offered fall.

**GER 102 Elementary German II  
(4 semester hours)**

A continuation of GER 101 Elementary German I. In addition to language acquisition, students will learn about German customs and culture, including music, art, architecture, history, and geogra-

phy. Students are required to participate in a language laboratory each week. Prerequisite: GER 101 Elementary German I or consent. Offered spring.

**GER 201 Intermediate German I**

An intensive language course, designed for students with prior study of German. Reviews elementary grammar and develops advanced language skills. Readings are selected from modern German poetry and short stories. Classes are conducted primarily in German. Prerequisite: Two years of high school German, GER 102 Elementary German II, or consent. Offered fall.

**GER 202 Intermediate German II**

A continuation of GER 201 Intermediate German I. Prerequisite: GER 201 Intermediate German I or consent. Offered spring.

**GER 280 Special Topics in German**

An opportunity to study topics of special interest or importance. Prerequisite: consent.

**GER 300 Conversation and Composition (WI)**

Specifically designed to develop skills in writing and speaking German. Participation in class discussions and original compositions are required. Classes are conducted in German. Prerequisites: GEN 112 Persuasive Writing; GER 202 Intermediate German II or consent. Offered fall, odd years.

**GER 325 Introduction to German Literature and Culture**

Examines the history, major authors, and masterworks of German literature, culture, and history from its beginning to the present. Prerequisite: GER 202 Intermediate German II or consent. Offered fall, odd years.

**GER 410 Classicism**

Examines German literature and culture during the age of Schiller and Goethe from the time of their "Storm and Stress" beginnings through the new "Golden Age" of German Classicism. In addition to Goethe

and Schiller, other major writers of the period, such as Lessing, Klopstock, and Herder will be discussed. Classes are conducted in German. Prerequisite: GER 202 Intermediate German II or consent. Offered fall, even years.

#### **GER 420 Romanticism**

Investigates post-classical nineteenth century literature, particularly *die deutsche Romantik*. Other literary movements of the time, such as Biedermeier, Junges Deutschland, and Realismus will also be discussed. Classes are conducted in German. Prerequisite: GER 202 Intermediate German II or consent. Offered spring, odd years.

#### **GER 430 Contemporary German Literature and Culture**

The development and character of modern German culture, centering on authors and literary movements of the twentieth century. Classes are conducted in German. Prerequisite: GER 202 Intermediate German II or consent. Offered spring, even years.

#### **GER 470 Directed Readings in German**

For highly motivated students with interests that go beyond the normal course offerings. Students establish with the instructor a syllabus of readings and papers that correspond to those interests. The course is taught tutorially with students meeting the instructor on a regular basis. Prerequisite: consent. Offered occasionally.

#### **GER 480 Special Topics in German**

The opportunity for focused study of selected topics in German literature and culture. Prerequisites: four courses in German and consent. Offered fall or spring.

#### **GER 490 Independent Study in German**

An opportunity to conduct research on a literary subject of the student's own choice, pending instructor's approval. Unlike the Directed Readings offering, the Independent Study project is designed by the student with occasional direction by the

instructor. Prerequisites: junior standing and consent. Offered fall or spring.

#### **GER 499 Guest Semester in Germany (SA)**

Students may earn a full semester's credit for work done as guest students at Kassel University in Germany. Prerequisites: knowledge of German and consent. (Interested students must consult with the German professor.) Offered fall or spring.

## **HISTORY (HIS)**

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### **HIS 101 World History I**

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

### **HIS 102 World History II**

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

### **HIS 190 Introduction to the Skills of Historical Practice**

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

**HIS 201 United States History I**

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

**HIS 202 United States History II**

A continuation of HIS 201 United States History I, which surveys the geographic, social, cultural, ethnic, political, economic, intellectual, and creative history of the United States of America from the conclusion of the Civil War to the present. Prerequisite: none. Offered spring.

**HIS 211 History of Asia**

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

**HIS 221 History of Europe**

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

**HIS 232 History of Africa**

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

**HIS 246 History of Latin American Culture and Civilizations I**

This course will survey the history of the cultures and civilizations of Latin America from its first inhabitation to the independence period in the nineteenth century. Six major themes will be addressed: the development of the great Amerindian civilizations, the encounter between Europeans and

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

**HIS 247 History of Latin American Culture and Civilizations II**

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

**HIS 260 U.S. History of the 1960s**

This course will provide an overview of the history in the 1960s, focusing mostly on the United States. Course lectures, readings, and discussions will emphasize 3 major

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

### **HIS 311 The Ancient World**

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

### **HIS 381 East Asia Since 1800 (WI)**

Historical evolution of the region, focusing primarily on China and Japan but also including Korea and the transformation of the Pacific Rim from colonial property to global economic and political force. Prerequisites: GEN 112 Persuasive Writing; HIS 102 World History II or HIS 211 History of Asia; or consent. Offered occasionally.

### **HIS 400 Practicum in the Historical Professions**

This course provides an opportunity for students to gain experience in the historical profession, either by participating in the Lakeland Oral History Project or by interning at an organization dedicated to the field of history. Prerequisites: one 300-level History (HIS) course or History/Political Science (HISP) course completed with a grade of B or above and consent. Offered as needed.

### **HIS 420 Seminar in the Practice of Teaching History**

This course offers students seeking careers in education the opportunity to develop grade-appropriate curricular and pedagogical strategies for teaching history, under the joint supervision of education and history faculty members, while providing the opportunity to exchange such strategies with classmates in a shared seminar setting. Prerequisites: one 300-level History (HIS) course or History/Political Science (HISP)

course and admission to the Education Division or consent. Offered as needed.

### **HIS 461 Historiography and Historical Methods**

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

### **HIS 480 Special Topics in History**

A seminar focusing on various specific topics or areas of history. Students are expected to demonstrate an ability to read and critique a variety of sources, express their ideas orally in a seminar format, and write a research paper to be presented to the seminar. Previous topics include the History of the 1960s, the History of Slavery and the Civil War, and the History of Mexico. Prerequisite: HIS 190 Introduction to the Skills of Historical Practice and junior standing, or consent. Offered fall or spring.

### **HIS 490 Independent Study in History**

Independent study projects are selected and initiated by student interest, pending instructor's approval. These projects are primarily designed by the student with occasional direction provided by the instructor. Each project will involve original research, and extensive reading in primary and secondary sources. Prerequisite: HIS 461 Historiography and junior standing, or consent. Offered as needed.

## **HISTORY/POLITICAL SCIENCE (HISP)**

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### **HISP 322 Twentieth Century Europe**

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

### **HISP 341 United States Economic History**

The development of the economy of the United States from the colonial period to the present, including the political, industrial, transportation, and commercial dimensions of the United States. Prerequisite: HIS 102 World History II, or HIS 201 United States History I, or HIS 202 United States History II or consent. Offered spring, odd years.

### **HISP 352 United States Intellectual History**

The birth of an "American Intellect" and its development through the Colonial, Revolutionary, early national periods, the Civil War, imperial experimentation, progressivism, World War I, the Great Depression, World War II, and Cold War manifestations. The literary history and artistic creativity of the United States are also explored in considerable depth. Prerequisites: HIS 102 World History II, or HIS 201 United States History I, or HIS 202 United States History II or consent. Offered fall, even years.

### **HISP 361 The Modern Middle East**

The disintegration of the Ottoman Empire marked the beginning of modern, political Middle East. Topics covered include: interaction between Arab leaders and colonial powers, Jewish settlement and the birth of Israel, dynamics of the Cold War's influence on the region, Arab-Israeli conflicts, the making and remaking of religious/

ethnic identities, Arab nationalism, and the concept of Arab unity, Islamism, and the Iranian revolution. Prerequisite: HIS 102 World History II or consent. Offered occasionally.

### **HISP 362 United States Women's History (WI)**

Major developments in the varied experiences of women in the United States of America, including political rights, reproductive rights, gender roles in childhood, marriage and parenting, occupational choices, educational opportunities, wage discrimination, race and ethnicity, and feminism. Prerequisites: GEN 112 Persuasive Writing; and HIS 102 World History II, or HIS 201 United States History I, or HIS 202 United States History II or consent. Offered spring, even years.

### **HISP 372 United States Ethnic History (WI)**

The varied experiences and accomplishments of American ethnic groups from the pre-Colonial Period to the present. Through the study of each separate history, students will improve their understanding of the rich cultural mosaic that makes up the United States. The struggles for self empowerment of ethnic peoples in response to the following issues: extermination, domination, slavery, immigration, assimilation, integration, and multiculturalism. The chief focus groups are Native Americans, Hispanic Americans, Asian Americans, African Americans, and Southeastern European Americans. Prerequisites: GEN 112 Persuasive Writing; and HIS 102 World History II, or HIS 201 United States History I, or HIS 202 United States History II or consent. Offered spring, odd years.

### **HISP 392 Modern Southern Africa**

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

## **HONORS (HON)**

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### **HON 190 Introduction to Honors (6 semester hours)**

This team-taught course focuses on the theme of knowing the self, introducing students to different theories of the self that have arisen across disciplines and throughout history, as well as exploring issues of personal development and adaptation to college. In addition to class discussion, this course will emphasize the development of expository and persuasive writing skills by pairing composition instruction with the course theme. Prerequisite: Admission to Honors Program.

### **HON 290 Revolutions in Thought**

This course investigates three separate and disciplinarily distinct moments of intellectual “revolution,” with a focus on how “ways of thinking” work, change, and develop over time. This content focus is paired with exercises in critical thinking and problem-formation, moving students to questions of intellectual innovation and authority. By analyzing the works, habits, and milieus of great thinkers, students will investigate questions of creative thinking—whether in the sciences, the humanities, or the arts—and will work toward developing authority in an area of their own interest. Prerequisite: Admission to Honors Program. Offered spring.

### **HON 370 Honors Seminars**

Honors Seminars are interdisciplinary courses on challenging topics; they offer students and faculty the opportunity to explore more experimental subjects and/or learning environments. Specific Honors Seminars will require approval of the Honors Committee prior to availability. Honors seminars must meet the following criteria:

- Must focus on a challenging topic not offered in this manner elsewhere in the Lakeland curriculum

- Must use primary and secondary texts from the humanities, social sciences, and natural sciences to approach its central question
- Must be discussion-based
- Must require a course project that asks students to engage in course topic in creative or innovative way.

Prerequisites: Open to students in the Honors Program of at least sophomore standing. Also open to non-Honors students of at least sophomore standing with the consent of the instructor. Offered spring or May.

### **HON 400 Directed Reading (1 semester hour)**

Honors students are required to register for two semester hours of directed reading with two different faculty mentors of their choice. These two semester hours may be taken in the same semester or may be spread out over different semesters. These courses will allow students, through independent reading and conversation with a faculty member, to develop expertise in areas of interest that may help them in the development of their honors projects. Prerequisites: sophomore standing and consent of instructor; admission to Honors Program.

### **HON 410 Developing an Original Project (1 semester hour) (WI)**

In this course, Honors students of senior standing meet together under the direction of a faculty member to share resources, ideas, and strategies for designing their final projects. By the end of the course, students must present a proposal for an Honors Project to the Honors Committee for approval. Prerequisite: junior standing and at least one semester of HON 400 Directed Reading. Offered spring.

### **HON 480 Senior Honors Project (WI)**

In this capstone course, students design an original project that can be publicly presented. The shape of the project will be determined by the student in consult with a faculty mentor, but should exemplify the student's ability to think creatively and engage practically with topic of inquiry. Completed projects must be presented to a faculty panel selected by the student. Appropriate Honors Projects may be selected for presentation at the College's annual Humanities Fair. Prerequisite: Successful completion of HON 410 Developing an Original Project.

## **JAPANESE (JPS)**

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### **JPS 101 Elementary Japanese I (4 semester hours)**

An introduction to the Japanese language with special emphasis on speaking, listening and reading, as well as an introduction to Japanese writing systems. In addition to language acquisition, students explore social customs and other aspects of culture in Japan. Students are required to participate in a language laboratory each week. Prerequisite: none. Offered fall.

### **JPS 102 Elementary Japanese II (4 semester hours)**

A continuation of JPS 101 Elementary Japanese I. Emphasis is on expanding students' abilities in speaking, reading and writing skills with all three Japanese writing systems. Continued exploration of Japanese culture with an emphasis on current events and contemporary issues. Students are required to participate in a language laboratory each week. Prerequisite: JPS 101 Elementary Japanese I. Offered spring.

### **JPS 201 Intermediate Japanese I**

An in-depth study of the language with increased emphasis on speaking, reading, and writing skills in culturally and functionally appropriate ways. Prerequisite: JPS 102 Elementary Japanese II. Offered occasionally.

### **JPS 202 Intermediate Japanese II**

This course is a continuation of JPS 201 Intermediate Japanese I. Emphasis is on expanding students' abilities in speaking, reading, and writing skills with all three Japanese writing systems. Prerequisite: JPS 201 Intermediate Japanese I. Offered occasionally.

## **LAKELAND (LAK) CAREER CHOICES**

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### **LAK 101 Career Choices: Foundations (1 semester hour)**

Designed to increase the knowledge and personal skills necessary for making effective career choices. Students will gain assessment, research, and communications skills to aid in the exploration of course study and career alternatives. Prerequisite: none.

### **LAK 202 Career Choices: Strategies (2 semester hour)**

This course is designed to increase the knowledge and personal skills necessary for developing effective career search strategies. Students will gain marketing, research, and communication skills to aid in their post graduate endeavors. Prerequisite: none.

## **MATHEMATICS (MAT)**

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### **MAT 130 Intermediate Algebra**

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

### **MAT 150 Statistics for Everyday Life**

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



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

#### **MAT 162 Pre-Calculus**

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

#### **MAT 210 Mathematics for Middle Childhood through Early Adolescence Teachers**

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

#### **MAT 220 Probability and Statistics**

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

#### **MAT 230 Business Calculus**

For social science majors. Mathematics of finance, linear algebra, linear programming, and a non-theoretical treatment of calculus with applications. Prerequisite: MAT 162 Pre-Calculus or ACT score at or above 28. Offered occasionally.

#### **MAT 231 Calculus I (4 semester hours)**

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

#### **MAT 242 Calculus II (4 semester hours)**

Integral calculus, including techniques of integration, area, volume, arc length, and other applications of integrals. The course also covers sequences and series. Prerequisite: MAT 231 Calculus I. Offered spring.

#### **MAT 250 Discrete Mathematics**

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

#### **MAT 310 Real Analysis**

The algebraic and topological properties of real numbers. Convergence of sequences and series, completeness and compactness are applied to function spaces. Prerequisite: MAT 331 Calculus III or consent. Offered occasionally.

#### **MAT 322 College Geometry (WI)**

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

#### **MAT 330 Mathematical Statistics**

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

**MAT 331 Calculus III**  
**(4 semester hours)**

Multivariate calculus, including partial derivatives, multiple integrals, and the calculus of vector-valued functions. Prerequisite: MAT 242 Calculus II. Offered fall.

**MAT 350 Complex Analysis**

Covers complex numbers and functions. Some topics are properties of analytic functions, the maximum modulus principle, Cauchy's formula, Cauchy's Integral theorem, and series representations. Applications include the evaluation of integrals and the Fundamental Theorem of Algebra. Prerequisite: MAT 331 Calculus III. Offered occasionally.

**MAT 352 Differential Equations**

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

**MAT 362 Linear Algebra**

The study of vector spaces, matrices, linear mappings, determinants, and the decomposition of a vector space. Applications to the geometry of  $n$ -dimensional Euclidean spaces are presented. Prerequisite: MAT 242 Calculus II or consent. Offered fall, even years.

**MAT 370 Numerical Analysis**

A study of numerical techniques. Error analysis, solution of equations, summation techniques, series solutions, and numerical integration are covered. Prerequisite: MAT 242 Calculus II or consent. Offered occasionally.

**MAT 410 Topology**

A semi-rigorous axiomatic approach to elementary topology, including set theory, topological spaces, mappings, compactness, product spaces, and metric spaces. Prerequisite: MAT 242 Calculus II or consent. Offered occasionally.

**MAT 420 Abstract Algebra**

Algebraic structures including groups, rings, and fields. Some applications covered are the algebraic analysis of geometric constructions and the solvability of polynomials. Prerequisite: MAT 242 Calculus II or consent. Offered occasionally.

**MAT 430 Foundations of Mathematics**

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

**MAT 470 Seminar in Mathematics (1 semester hour)**

This course will concentrate on advanced topics not otherwise covered in the mathematics curriculum. This variable-topic seminar may be repeated for a maximum of four semester hours. Earning four semester hours in this course will count for one full mathematics (MAT) course toward satisfying the major or minor requirements. Prerequisite: consent; limited to Mathematics majors. Offered occasionally.

**MAT 480 Senior Seminar in Mathematics**

A seminar for juniors and seniors in mathematics. The course will concentrate on advanced topics not otherwise covered in the mathematics curriculum. Prerequisites: junior standing or above and consent. Offered occasionally.

**MAT 490 Independent Study in Mathematics**

Prerequisites: junior standing and consent. Offered fall or spring.

## **MUSIC (MUS)**

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### **MUS 100 Reading and Making Music: Piano, Voice, or Guitar (1 semester hour)**

This course, along with its corresponding lab, gives students with no music background access to music-making by learning to read and understand musical notation and by applying that knowledge to an instrument of their choice—piano, voice, or guitar. When the class meets as a whole, students learn to read music by studying elementary music theory and music notation. In the labs, the students learn to play their chosen instrument—piano, voice, or guitar, in effect translating what they learn in the classroom setting to musical expression through an instrument. Prerequisite: none. Co-requisite: MUS 100A Piano Lab, MUS 100B Voice Lab, or MUS 100C Guitar Lab.

### **MUS 100A Reading and Making Music: Piano Lab (1 semester hour)**

Students learn to play the piano by translating what they have learned in MUS 100 Reading and Making Music: Piano, Voice, or Guitar. Prerequisite: none. Co-requisite: MUS 100 Reading and Making Music: Piano, Voice, or Guitar.

### **MUS 100B Reading and Making Music: Voice Lab (1 semester hour)**

Students learn vocal production and musical expression by translating what they have learned in MUS 100 Reading and Making Music: Piano, Voice, or Guitar. Prerequisite: none. Co-requisite: MUS 100 Reading and Making Music: Piano, Voice, or Guitar.

### **MUS 100C Reading and Making Music: Guitar Lab (1 semester hour)**

Students learn to play the guitar by translating what they have learned in MUS 100 Reading and Making Music: Piano, Voice, or Guitar. Prerequisite: none. Co-requisite: MUS 100 Reading and Making Music: Piano, Voice, or Guitar.

### **MUS 111 Music Theory I**

Key signatures, meter signatures, scales, intervals, chords, and their usage within common practice music. Aural, vocal and keyboard skills. Original compositions, concert reviews, and other written projects are required. A diagnostic exam will be given before the course to determine placement. Offered fall, odd years.

### **MUS 111L Music Theory Lab I (1 semester hour)**

This course is a hands-on application of Music Theory I. The three major areas of study are ear-training, sight-singing, and keyboard harmonization. Prerequisite: Concurrent enrollment in MUS 111 Music Theory I.

### **MUS 112 Music Theory II**

Tonal harmony in four-part writing using diatonic triads and seventh chords in all inversions. Analysis of musical excerpts related to voice leading, chordal usage, and non-chord tones. Original compositions and other written projects are required. Prerequisite: MUS 111 Music Theory I or comparable performance on music theory entrance examination. Offered spring, even years.

### **MUS 112L Music Theory Lab II (1 semester hour)**

This course is a hands-on application of Music Theory II. The three major areas of study are ear-training, sight-singing, and keyboard harmonization. Prerequisite: Concurrent enrollment in MUS 112 Music Theory II.

### **MUS 120 Music History and Appreciation**

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

**MUS 144 Applied Instrument:  
Non-Majors  
(1 semester hour)**

This course is designed for non-music majors and music majors with emphasis in a performance area other than the applied instrument for which the student is enrolled. Students should be minimally at the intermediate level of proficiency on their instrument. Substantial practice time is required. Jury exams are required. Instructor consent is required. Prerequisite: audition or consent of the instructor. Offered fall and spring.

**MUS 145 Applied Voice: Non-voice  
majors (1 semester hour)**

This course is designed for non-music majors and music majors with emphasis in a performance area other than voice. The emphasis of this course is basic vocal production, care of the vocal apparatus and beginning standard repertoire. Substantial daily practice time is required. A final jury exam is required. Prerequisite: audition or consent of the instructor.

**MUS 146 Applied Piano: Non-piano  
majors (1 semester hour)**

This course is designed for non-music majors and music majors with emphasis in a performance area other than piano. Students should be minimally at the intermediate level of proficiency on the piano. Substantial daily practice time is required. A final jury exam is required. Prerequisite: audition or consent of the instructor.

**MUS 147 Applied Organ: Non-Majors  
(1 semester hour)**

This course is designed for non-music majors and music majors with emphasis in a performance area other than organ. Students should be minimally at the intermediate level of proficiency on the organ. Substantial practice time is required. Jury exams are required. Instructor consent is required. Prerequisite: audition or consent of the instructor. Offered fall and spring.

**MUS 149 Class Piano I  
(2 semester hours)**

Designed for non-music majors and music majors with an emphasis/concentration in an area other than piano. Topics include technique, score reading, and keyboard repertoire. Jury exams are required each semester. Offered fall, even years.

**MUS 159 Class Piano II  
(2 semester hours)**

Designed for non-music majors and music majors with an emphasis/concentration in an area other than piano. Topics include technique, score reading, and keyboard repertoire. Jury exams are required each semester. Prerequisite: MUS 149 Class Piano I. Offered spring, odd years.

**MUS 211 Music Theory III**

Tonal harmony in four-part writing using chromatically altered chords: secondary dominant and leading tone chords, mode mixture, augmented sixth, and Neapolitan chords. Techniques of modulation. Analysis of musical excerpts related to voice leading, chromatic chordal usage, and modulation. Original compositions, concert reviews, and other written projects are required. Prerequisite: MUS 112 Music Theory II. Offered fall, even years.

**MUS 211L Music Theory Lab III  
(1 semester hour)**

This course is a hands-on application of Music Theory III. The three major areas of study are ear-training, sight-singing, and keyboard harmonization. Prerequisite: Concurrent enrollment in MUS 211 Music Theory III.

**MUS 212 Music Theory IV**

Nineteenth and twentieth century compositional techniques and practice. Analysis of larger forms. Counterpoint and fugal techniques. Original compositions and other written projects are required. Prerequisite: MUS 211 Music Theory III. Offered spring, odd years.

**MUS 212L Music Theory Lab IV**  
**(1 semester hour)**

This course is a hands-on application of Music Theory IV. The three major areas of study are ear-training, sight-singing, and keyboard harmonization. Prerequisite: Concurrent enrollment in MUS 212 Music Theory IV.

**MUS 218 Accompanying**  
**(1 semester hour)**

This course is intended for the piano performance major and for the non-piano major desiring instruction in piano accompanying. The course is primarily a hands-on performance course. Students will be given studio accompaniment assignments in which they will be required to rehearse regularly, attend weekly lessons, and perform in the departmental recital, the jury exam, and, if needed, a degree recital. Student work will be overseen and evaluated throughout the semester.

**MUS 220 History and Practice of Church Music**

This course examines how music supports and recreates the symbolism of church liturgy, both historically and practically. The students study music's changing role in the history of Christian worship from chant to contemporary sacred music, as well as the changing role of musical symbolism in the various times of the church year. They compare various styles and interpretations of sacred music, and learn the practical tasks of developing and directing a church music program, and planning for liturgically correct and meaningful music. Prerequisite: none. Offered occasionally in May Term.

**MUS 225 Lakeland College Concert Band (.5 semester hour)**

Membership is open to all Lakeland students upon audition. The band, primarily a concert organization, performs a diverse and challenging repertoire. In addition to three annual concerts, the group may go on tour. MUS 225 Lakeland College Concert Band may be taken as often as desired for credit. Offered fall and spring.

**MUS 226 Sheboygan Symphony Orchestra (.5 semester hour)**

Membership in the Sheboygan Symphony Orchestra is open to all Lakeland College students who play violin, viola, cello, or double bass. The symphony performs challenging literature from all musical eras and provides accompaniment for several prominent guest artists each season. Prospective symphony members must complete a successful audition with the conductor. MUS 226 Sheboygan Symphony Orchestra may be taken as often as desired for credit. Offered fall and spring.

**MUS 227 Handbell Ensemble (.5 semester hour)**

The course is designed to provide basic and intermediate handbell instruction and music reading skills. Students will be able to demonstrate commonly used handbell techniques and will perform both traditional and non-traditional music written and/or arranged for handbells. Prerequisite: consent. Offered fall and spring.

**MUS 228 Jazz Ensemble (.5 semester hour)**

An investigation of the stylistic characteristics of jazz and popular music through the performance and study of literature for large and small jazz ensembles; basic improvisation techniques. Prerequisite: concurrent enrollment in MUS 225 Lakeland College Concert Band, placement audition, and consent of the instructor.

**MUS 235 Lakeland College Concert Choir (.5 semester hour)**

Membership in this ensemble is open to all Lakeland students upon audition. The choir tours annually, presents three concerts on campus, several concerts off-campus at churches and schools, and performs with the Sheboygan Symphony Orchestra. Choral literature from the Renaissance to the twentieth century is performed. MUS 235 Lakeland College Concert Choir may be taken as often as desired for credit. Offered fall and spring.

**MUS 236 Frauenchor (Women's Choir)**  
**(.5 semester hour)**

The Frauenchor is open to all Lakeland women upon audition. The choir presents three concerts on campus each year. Treble vocal literature from the Renaissance to the twentieth century is studied and performed. Music written especially for female voices will be emphasized. MUS 236 Frauenchor may be taken as often as desired for credit.

**MUS 244 Applied Instrument—**  
**Lower Division Level**  
**(1–2 semester hours)**

This course is designed for music majors with an emphasis in a wind or string instrument or percussion. Substantial practice time, participation in a student departmental recital, and a semester jury are required. Prerequisite: instructor consent. Offered fall and spring.

**MUS 245 Applied Voice—**  
**Lower Division Level**  
**(1–2 semester hours)**

This course is designed for music majors with voice emphasis. This course includes basic Italian, German, and French diction, standard art song and aria repertoire; vocal production, and vocal health. Substantial practice, departmental recitals and final jury exams are required. Offered fall and spring.

**MUS 246 Applied Piano—**  
**Lower Division Level**  
**(1–2 semester hours)**

This course is designed for music majors with piano emphasis and music minors. Minors must be minimally at the intermediate level of keyboard proficiency. Repertoire study, technique, score reading, and improvisation. Substantial practice time, participation in a student departmental recital, and a semester jury are required. Prerequisite: instructor consent. Offered fall and spring.

**MUS 247 Applied Organ—**  
**Lower Division Level**  
**(1–2 semester hours)**

This course is designed for music majors with an emphasis in organ and music minors. Substantial practice time, participation in a student departmental recital, and a semester jury are required. Prerequisite: two semester hours of MUS 246 Applied Piano (or equivalent) and instructor consent. Offered fall and spring.

**MUS 249 Class Piano III**  
**(2 semester hours)**

Designed for non-music majors and music majors with an emphasis/concentration in an area other than piano. Topics include technique, score reading, and keyboard repertoire. Jury exams are required each semester. Prerequisite: MUS 159 Class Piano II.

**MUS 252 Piano in Ensemble**  
**(1 semester hour)**

This course is primarily a hands-on performance course. Students will be given studio accompaniment assignments in which they will be required to rehearse regularly, attend weekly lessons, and perform in the departmental recital, the jury examination, and if needed, a degree recital. The course will address performance practice as well as related professional issues. The class may be taken as an applied lesson. This course can be tailored for the piano major or for the non-piano major desiring instruction in piano accompanying. Prerequisite: consent of instructor.

**MUS 259 Class Piano IV**  
**(2 semester hours)**

Designed for non-music majors and music majors with an emphasis/concentration in an area other than piano. Topics include technique, score reading, and keyboard repertoire. Jury exams are required each semester. Prerequisite: MUS 249 Class Piano III.

**MUS 260 Sophomore Instrumental Recital (2 semester hours)**

**MUS 261 Sophomore Voice Recital (2 semester hours)**

**MUS 262 Sophomore Piano Recital (2 semester hours)**

**MUS 275 String Techniques (1 semester hour)**

Pedagogy of the violin, viola, cello, and double bass. Prerequisite: consent. Offered fall, alternate years.

**MUS 285 Woodwind Techniques (1 semester hour)**

Pedagogy of the flute, oboe, clarinet, saxophone, and bassoon. Prerequisite: consent. Offered spring, alternate years.

**MUS 295 Brass Techniques (1 semester hour)**

Pedagogy of the trumpet, French horn, trombone, euphonium, and tuba. Prerequisite: consent. Offered fall, alternate years.

**MUS 305 Percussion Techniques (1 semester hour)**

Pedagogy of the instruments of the percussion family. Prerequisite: consent. Offered fall, alternate years.

**MUS 311 Music History and Literature I**

A study of the historical development of music in Western civilization from earliest times to the mid-eighteenth century. Emphasis is placed upon music's cultural implications, composers, styles and performance practices. Prerequisite: MUS 212 Music Theory IV.

**MUS 312 Music History and Literature II (WI)**

A study of the historical development of music in Western civilization from the mid-eighteenth century to the present. Continued emphasis on music's cultural implications, composers, styles and performance practices. Prerequisites: GEN 112 Persuasive Writing, MUS 311 Music History and Literature I. Offered spring.

**MUS 351 Conducting (1.5 semester hours)**

Fundamentals of choral and instrumental conducting, score reading, and terminology. Prerequisite: MUS 112 Music Theory II. Offered fall, even years.

**MUS 353 Advanced Instrumental Conducting (1.5 semester hours)**

Development of conducting techniques, score reading, and analysis of standard band and orchestra literature with experiences in conducting instrumental ensembles. Prerequisite: MUS 351 Conducting. Offered spring, odd years.

**MUS 360 Junior Instrumental Recital (2 semester hours)**

**MUS 361 Junior Voice Recital (2 semester hours)**

**MUS 362 Junior Piano Recital (2 semester hours)**

**MUS 363 Advanced Choral Conducting (1.5 semester hours)**

Development of choral conducting techniques, score reading, and analysis of specific choral literature with experience in conducting choral ensembles. Prerequisite: MUS 351 Conducting. Offered spring, even years.

**MUS 367 Piano Pedagogy and Literature I (2 semester hours)**

This course is designed for music majors with piano emphasis and other music majors and minors with consent. Students learn how to establish and run a successful piano studio. Piano teaching methods and materials are surveyed. Elementary level curriculum topics are explored in depth. Prerequisites: Successful completion of MUS 212 Music Theory IV, and Piano Proficiencies, or consent of instructor.

**MUS 368 Piano Pedagogy and Literature II**  
(2 semester hours)

This course is designed for music majors with piano emphasis and other music majors and minors with consent. The course is a continuation of MUS 367 Piano Pedagogy and Literature I. The course covers pedagogical principles and practices for successful private piano teaching. Intermediate level curriculum topics are explored in depth. Student teaching is observed and evaluated in class. Student observation is required. Prerequisite: Successful completion of MUS 367 Piano Pedagogy and Literature I.

**MUS 382 Orchestration and Arranging**  
(1.5 semester hours)

Basic principles of scoring, transcribing, and arranging music for orchestra and band are covered. Writing for individual instruments and ensembles, as well as scoring for concert band and jazz ensembles. Basic manuscript skills are also developed. Prerequisite: MUS 112 Music Theory II. Offered spring, odd years.

**MUS 383 Choral Writing and Arranging** (1.5 semester hours)

This course is designed to prepare students to arrange music for choirs of all ages and skill levels. Instruction in techniques for creating arrangements for treble choirs (both children's choirs and women's choirs), choirs of changing voices, high school choirs, and adult church choirs will be given. Students will learn the *Finale* music writing program and use it for all projects and assignments. Prerequisite: MUS 112 Music Theory II. Offered fall, odd years.

**MUS 420 Pre-Adolescent Choral Techniques** (2 semester hours)

Future conductors of children's choirs will learn to teach singing using a variety of techniques appropriate for the instruction of young, unchanged voices—both male and female. The course will include literature

appropriate for church, school and community choirs. Special emphasis will be placed on vocal health and the preservation of the young voice.

**MUS 444 Applied Instrument—**  
**Upper Division Level**  
(2 semester hours)

Music majors receive one full-hour lesson each week. Substantial practice time, participation in a student general recital, and a semester jury are required. Students entering with advanced standing will be placed in this class by audition. Students presenting a junior or senior recital must enroll in an upper-division applied music course the semester of the recital. Final jury exams are required except at the end of junior or senior recital semesters. Prerequisite: placement by proficiency audition. Offered fall and spring.

**MUS 445 Applied Voice—**  
**Upper-Division Level**  
(2 semester hours)

This course is designed for music majors with voice emphasis who are preparing for or presenting recitals. It is a continuation of MUS 245 and requires substantial practice and the organization and presentation of a 1/2 hour junior or 1 hour senior recital. Departmental recitals are required. Students presenting a junior or senior recital must enroll in an upper-division applied music course the semester of the recital. Final jury exams are required except at the end of junior or senior recital semesters. Prerequisite: Placement by proficiency audition. Offered fall and spring.

**MUS 446 Applied Piano—**  
**Upper-Division Level**  
(2 semester hours)

This course is designed for music majors with piano emphasis who are preparing for or presenting recitals. It is a continuation of MUS 246 and requires substantial practice and the organization and presentation of a half hour junior or one hour senior recital. Departmental recitals are required. Students presenting a junior or senior recital must enroll in an upper-division applied music



course the semester of the recital. Final jury exams are required except at the end of the junior and senior recital semesters. Prerequisite: Placement by proficiency audition.

**MUS 447 Applied Organ—  
Upper-Division Level  
(2 semester hours)**

Music majors receive one full-hour lesson each week. Substantial practice time, participation in a student general recital, and a semester jury are required. Students entering with advanced standing will be placed in this class by audition. Students presenting a junior or senior recital must enroll in an upper-division applied music course the semester of the recital. Prerequisite: placement by proficiency audition. Offered fall and spring.

**MUS 460 Senior Instrumental Recital  
(3 semester hours)**

**MUS 461 Senior Voice Recital  
(3 semester hours)**

**MUS 462 Senior Piano Recital  
(3 semester hours)**

**MUS 465 Vocal Pedagogy and  
Literature (2 semester hours)**

This course is offered to advanced students of vocal music. Students will study the physiological, psychological, practical, and artistic events that take place during the act of singing. The art of teaching singers from early adolescence to adults will be examined and discussed. Literature appropriate for both male and female voices will be examined. Prerequisite: consent.

**MUS 480 Special Topics in Music**

Offered on a seminar basis. The subject covered varies according to the needs and interest of students who may wish to enroll. The course is open to students in any major. Prerequisite: consent. Offered occasionally.

**MUS 490 Independent Study in Music**

Offered on an independent research basis. The subject covered varies according to the needs and interests of students who may wish to enroll. The course is open to stu-

dents in any major. Prerequisite: consent. Offered fall or spring.

## **MUSIC/EDUCATION (MUSE)**

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**MUSE 150 Introduction to Music  
Education**

Basic music education and the teaching profession. A consideration of relevant philosophies and practices; formulation of instructional objectives; establishing and evaluating learning experiences; and developing instructional techniques for class, small group and individual teaching. Prerequisite: none. Offered fall.

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

Basic introduction to the special methods and techniques necessary for the effective use of music in the elementary/middle school classroom. Educational research and practice related to the development, implementation, and evaluation of curricula in music. Preparation and presentation of music lessons for elementary/middle school children. This course is for teacher education program students who are not majoring in music. Prerequisite: EDU 100 Introduction to Education. Offered fall.

**MUSE 320 Classroom Instruments for  
General Music Teachers  
(1 semester hour)**

Students will learn to play instruments most commonly used in kindergarten through 6th grade music classrooms. Skills will be developed on the accompaniment instruments such as guitar and autoharp and melody instruments such as the recorder. Class will meet one hour each week and significant practice will be required between class meetings. This course is open to other education students upon consent of the instructor. Prerequisite: MUSE 150 Introduction to Music Education.

**MUSE 373 Field Experience in Music Education**

This course is designed to provide the student with a meaningful experience in the field of music education. The student should be able to assess his/her learned skills and potential for success in teaching. Prerequisite: MUSE 150 Introduction to Music Education and admission to the Education Division. Offered May Term.

**MUSE 435 Secondary School Choral Teaching Methods (2 semester hours)**

Emphasis on methods and materials for developing comprehensive musicianship through public school choral programs. Consideration of the changing voice, techniques for recruiting and organizing performing ensembles, budgeting and administering the program, preparation for public performance, and repertoire for choral ensembles or soloists. Prerequisite: MUSE 150 Introduction to Music Education and consent. Offered spring.

**MUSE 436 Instrumental Teaching Methods (2 semester hours)**

Emphasis on methods and materials for developing comprehensive musicianship through the public school instrumentation program. Budget and administration of instrumental programs; preparation for public performances; and repertoire for beginning or advanced organizations, ensembles, and soloists. Prerequisite: MUSE 150 Introduction to Music Education and consent. Offered spring.

**MUSE 441 General Music Teaching Methods and Materials I (2 semester hours)**

This course is designed to provide students with the skills to teach classroom (general) music in grades K–6. Students will learn relevant philosophies of music education, formulate instructional objectives, establish assessment techniques, and create unit and lesson plans. Students will develop beginning teaching skills in the classroom and in short teaching experiences in local schools.

State and national standards of music education will be incorporated into the coursework. Prerequisite: MUSE 150 Introduction to Music Education and MUSE 320 Classroom Instruments for General Music Teachers. Offered every other spring.

**MUSE 442 General Music Teaching Methods and Materials II (2 semester hours)**

Students will learn methods and techniques for teaching middle and high school classroom (general) music. Students will continue to develop their philosophy of music education, will plan and execute lessons, develop assessment strategies, observe local teachers, and have several hands-on classroom teaching experiences. State and national standards of music education will be incorporated into the coursework. Prerequisite: MUSE 150 Introduction to Music Education. Offered every other spring.

**MUSE 455 Observation and Student Teaching in Music Education (12 semester hours)**

Students have an opportunity to teach classes under the supervision of both College faculty and a cooperating teacher from an area school. Music Education majors will student teach in all areas of their certification. Students with multiple certification may elect to student teach for two semesters. Student teaching is a full-day, full-semester experience, which follows the semester calendar of the cooperating school. Prerequisites: The semester prior to student teaching, a student must have a cumulative GPA of 3.0 or above, have been accepted into the Education Division, and have received consent of the Education Division and Creative Arts Division chairs. Completion of the Education and Music Education Professional Sequence required for the certification area, completion of the application process for student teaching, a passing score on the relevant Praxis II content test(s), and successful completion of the piano proficiency exam must be accom-

plished prior to the student teaching semester. Must be taken concurrently with EDU 470. Offered fall and spring.

## **NONPROFIT ORGANIZATION MANAGEMENT (NPO)**

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### **NPO 140 Introduction to Nonprofit Organizations**

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

### **NPO 330 Managing Nonprofit Organizations**

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

### **NPO 350 Community Relations for Nonprofits**

Systematic relations with the community of stakeholders are essential for identifying, planning, developing, promoting, supporting and evaluating the programs and services of a nonprofit organization. This seminar covers the principles and practice of community relations and all aspects of program marketing in nonprofit organizations. In this hands-on course, students will learn some aspect of community relations both in class as well as outside of class with a staff member of an area organization. Prerequisite: NPO 140 Introduction to Nonprofit Organizations or consent of instructor. Offered spring.

### **NPO 360 Fiscal Management and Budgeting for Nonprofits**

A discussion, analysis and implementation of financing and budgeting theories and techniques applicable to planning, operating and developing nonprofit programs and services. This course provides students with the basic knowledge and practice to manage the fiscal and budgetary aspects of nonprofit and social programs. The emphasis in the course is on the development of managers who can understand and oversee the fiscal aspects of nonprofit organizations and work effectively with fiscal specialists, such as bookkeepers, accountants and auditors. Prerequisite: NPO 330 Managing Nonprofit Organizations or consent of instructor. Offered spring, odd years.

### **NPO 365 Fundraising**

Fundraising is an essential skill for nonprofit organization managers. This seminar covers the principles, strategies and practice of fundraising in nonprofit organizations. Through readings, discussion and experience students will learn to prepare the organization, design a strategy, and practice the key methods: the annual fund, direct requests, capital fundraising special events, grant writing and planned giving. In addition to classroom discussion of the principles, students will work outside the class with an area organization. Prerequisites: SOCP 220 Social Psychology, NPO 330 Managing Nonprofit Organizations or consent of instructor. Offered fall.

### **NPO 410 Internship in Nonprofit Management**

A contracted 160-hour internship with a nonprofit organization engages the student in at least three dimensions of nonprofit organization management.

### **NPO 440 Nonprofit Law**

American legal and regulatory policies and practices as they relate to nonprofit organizations. Subjects include incorporation, 501 (c) (3) status, accountability, taxation and employment issues, fundraising, and operating businesses. Prerequisites: NPO 330 Managing Nonprofit Organizations and senior standing, or consent of instructor. Offered occasionally.

### **NPO 450 International Non-Governmental Organizations**

The principles and practices of international non-governmental organizations (NGOs) as multinational agents of development and aid. Participants will cover set-up, registration, governance, funding, and reporting, and engage in practical research and problem solving for new or existing nonprofits. Prerequisites: NPO 330 Managing Nonprofit Organizations and senior standing, or consent of instructor. Offered occasionally.

### **NPO 460 Senior Internship/Seminar**

A second 160-hour internship that may be a continuation of NPO 410, with additional management experiences and a seminar covering issues on nonprofit management including risk management, law, and change.

### **NPO 465 Grant Writing and Planned Giving (WI)**

A seminar-laboratory course covering advanced fundraising methods, including the history and role of foundation and government funding, the importance of family legacy, the role and practice of grant writing and planned giving in an organization's fundraising plan. Prerequisites: GEN 112 Persuasive Writing, NPO 365 Fundraising and senior standing or consent of instructor. Offered occasionally.

### **NPO 473 Strategic Planning for Nonprofits (WI)**

In-depth coverage of approaches and methods used in strategic decision making and the effective leadership of boards, staff, volunteers and clients in the process. Members of this course will create a complete organizational plan for a new nonprofit organization

or launch a new program within an existing organization. Prerequisite: GEN 112 Persuasive Writing and NPO 330 Managing Nonprofit Organizations or consent. Offered spring, odd years.

### **NPO 480 Special Topics in Nonprofit Organization Management**

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

### **NPO 490 Independent Study in Nonprofit Organization Management**

An opportunity to complete an in-depth, supervised, independent study of a topic of special interest to the student in an area not covered by established courses. Prerequisite: limited to Nonprofit Organization Management majors and minors; senior standing, and consent.

## **PHILOSOPHY (PHI)**

### **PHI 110 Logic**

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

### **PHI 221 Introduction to Philosophy**

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

### **PHI 232 Ethics**

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

### **PHI 280 Special Topics in Philosophy**

A seminar on a specific topic or problem in philosophy selected on the basis of student and faculty interest. Offered occasionally.

**PHI 490 Independent Study in  
Philosophy**

Supervised independent study of a major philosopher or philosophical movement. Reading in primary and secondary sources and regular consultation with instructor, culminating in a research paper. Prerequisites: consent. Offered fall or spring.

**RELIGION/PHILOSOPHY,  
See RELP**

**PHYSICS (PHY)**

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**PHY 100 The Physical World Around  
Us (4 semester hours)**

Designed for the non-science major and cannot be used to satisfy the requirements of a Biology major or minor. Topics selected from the disciplines of geology, physics and astronomy. The laboratory includes experiments in mechanics, electricity, heat, magnetism and optics. Prerequisite: GEN 102 Mathematics Workshop. Offered occasionally.

**PHY 200 Celestial Systems  
(4 semester hours)**

This course will focus on the processes throughout the universe. The formation and cycles of planets, solar systems, galaxies, and stars will be discussed. The physical laws that govern the motions and interactions between celestial bodies will also be covered. The laws of Kepler's planetary motion, Newton's laws of motion, optics and the properties of waves will be covered in lab. Prerequisite: none. Offered occasionally.

**PHY 211 General Physics I  
(4 semester hours)**

The fundamental principles and phenomena of mechanics, heat, waves, motion and sound. The course includes a laboratory. Prerequisite: MAT 162 Pre-Calculus or equivalent. Offered fall, even years.

**PHY 222 General Physics II  
(4 semester hours)**

The basic laws and phenomena of electricity, magnetism, light, and modern physics. This course includes a laboratory. Prerequisite: PHY 211 General Physics I or equivalent. Offered spring, odd years.

**PHY 251 Physics I (4 semester hours)**

Investigates the fundamental concepts of motion, energy and waves. Special emphasis will be given to a theoretical approach and problem-solving in both lectures and labs. Prerequisite: MAT 231 Calculus I, or concurrent registration and consent. Offered fall, odd years.

**PHY 252 Physics II (4 semester hours)**

A continuation of PHY 251 Physics I. Thermodynamics, electricity, magnetism, and modern physics will be discussed in lecture and lab. Prerequisites: PHY 251 Physics I; and MAT 242 Calculus II, or concurrent registration and consent. Offered spring, odd years.

**PHY 480 Special Topics in Physics  
(3–4 semester hours)**

Directed study of a topic in physics of either comprehensive or specialized nature. With the consent of the instructor, the course is open to juniors and seniors in any major and is intended for both science majors seeking specialization in such topics as atomic, nuclear, solid state or mathematical physics; and for non-science majors seeking a broad view of contemporary or classical physics and astronomy. Prerequisite: consent. Offered occasionally.

**PHY 490 Independent Study in Physics  
(3–4 semester hours)**

A supervised independent study of a major topic of interest to both the student and the sponsoring instructor. Open to students in all disciplines. Extensive reading in primary and secondary sources and regular consultation with the instructor, culminating in a research paper. Prerequisite: junior standing and consent. Offered occasionally.

**HISTORY/POLITICAL SCIENCE,  
See HISP**

**POLITICAL  
SCIENCE (POL)**

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**POL 221 American Government I**

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

**POL 231 American Government II**

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

**POL 280 Special Topics in Political  
Science**

This course covers major issues or events in political science. Possible topics include particular elections or repetitive political/historical phenomena and trends. Active student involvement and group work are often integral components of the course. May be taken more than once with different topics. Prerequisite: none. Offered occasionally.

**POL 350 Political Theory**

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

Government I or POL 231 American Government II. Offered fall, odd years.

**POL 400 Internship in Political  
Science**

An opportunity for students to conduct political science research or work in settings that relate directly to careers in government service. Internships are arranged in advance by the student through consultation with a faculty sponsor and the Career Development Office. Prerequisites: POL 350 Political Theory or consent. Offered as needed.

**POL 480 Special Topics in Political  
Science**

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

**POL 490 Independent Study in  
Political Science**

An opportunity to complete an in-depth, supervised, independent study of a topic of special interest to the student in an area not covered by established courses. Prerequisites: limited to Political Science minors; senior standing, and consent.

**PSYCHOLOGY (PSY)**

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**PSY 200 General Psychology**

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

**PSY 305 Health Psychology**

Studies how health is influenced by personality, interpersonal relationships, behaviors, cognitions, and biological factors. Topics will include long-term illnesses such as cancer, AIDS, hypertension, and chronic pain as well as addictive behaviors, eating disorders, and short-term problems such as

the common “cold” and headaches. Research on the interactions between the patient and the health care system, influences of culture and gender on health, and the effectiveness of complementary medicine such as hypnosis and acupuncture will be examined. Students will leave this course with the knowledge and ability to explore interventions which enhance the trajectory of health and disease over the lifespan. Prerequisite: PSY 200 General Psychology. Offered spring.

### **PSY 321 Personality**

Four broad personality strategies (psychodynamic, dispositional, environmental, and representational) will be explored. The theoretical underpinnings, constructs, and applications of the theories will be examined and critiqued in historical, biopsychosocial, and scientific contexts. Prerequisite: PSY 200 General Psychology. Offered fall.

### **PSY 362 Cognition and Learning (WI)**

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

### **PSY 372 Abnormal Psychology**

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

### **PSY 381 Counseling: Methods and Ethics**

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

### **PSY 400 Internship in Psychology**

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

### **PSY 405 Psychopathology of Childhood**

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

### **PSY 410 Group Therapy**

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

### **PSY 411 Physiological Psychology**

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

**PSY 463 History and Systems of Psychology (WI)**

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

**PSY 480 Special Topics in Psychology**

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

**PSY 490 Independent Study in Psychology**

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

**PSY 495 Psychology Honors Thesis**

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

**PSYCHOLOGY/EDUCATION,  
See EDUP**

**PSYCHOLOGY/  
SOCIOLOGY (PSYS)**

**PSYS 221 Sexuality: Psychosocial Perspectives**

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

**PSYS 227 Cross-Cultural Psychology**

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

**PSYS 361 Aging: Bio-psychosocial Implications**

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



## **RELIGION (REL)**

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### **REL 111 Old Testament Theology**

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

### **REL 122 New Testament Theology**

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

### **REL 132 Religion in America**

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

### **REL 200 Field Experience in Religion**

An introduction to the various aspects of the ministry including worship, religious education, youth work, outreach, ministry to the sick, social concerns, and parish administration. The student will work under the supervision of a pastor or chaplain designated by the religion faculty. Up to eight hours of work on location per week is expected. Additional requirements include two book reports and a journal. Prerequisites: REL 122 New Testament Theology and consent. Offered fall or spring.

### **REL 220 Introduction to Christianity**

A general survey covering the origins and the development of the Christian faith. Biblical, theological, and academic perspectives from the beginnings of Christianity to the present. Stresses an ecumenical perspective and analyzes in detail the differing perspectives which inform and support the many denominational churches

which currently carry on the Christian tradition. Prerequisite: none. Offered occasionally.

### **REL 230 Christian Faith and Contemporary Culture**

The course will introduce students to the foundational Christian beliefs concerning God and the nature of reality and invite students to participate in a lively dialogue comparing the Christian worldview with contemporary perspectives and situations. This discussion will often focus on specific issues (i.e., environment, poverty, politics, faith and science, etc.) and incorporate modern literature, film, music, and other media as a means of engaging contemporary viewpoints. Prerequisite: none. Offered occasionally.

### **REL 232 Eastern Religious Traditions**

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

### **REL 233 Western Religious Traditions**

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

### **REL 342 Seminar on Christian Worship**

Seminar members explore the origins of Christian worship, trace its history, examine its present status, and do critical thinking about its future. Liturgical questions of definition, rationale, meaning, function, and importance. Christian liturgical seasons, architecture, sacramental understandings, and celebrative occasions. Lectures, readings, discussions, presentations of papers, and visits to local churches and synagogues. Prerequisite: REL 122 New Testament Theology. Offered occasionally.

**REL 351 Contemporary Theology**

Covers the contributions of Barth, Bultmann, Bonhoeffer, Tillich, Niebuhr, and current theologians. Feminist, process, and liberation theologies are also covered. Prerequisite: REL 122 New Testament Theology. Offered occasionally.

**REL 361 History of Christian Thought**

A study of major trends in Christian thought, from its early encounter with the Greco-Roman world through the nineteenth century. Traces the development of the theological dialogue between the Christian community and secular culture. Prerequisite: REL 122 New Testament Theology. Offered occasionally.

**REL 362 Biblical Interpretation, Inspiration and Canon (WI)**

This course will introduce students to the field of biblical study, granting them the opportunity to gain some proficiency in the basic skills of biblical interpretation and to explore the topics of biblical inspiration and authority. The course will also provide a survey of various contemporary approaches to biblical study, including historical, literary feminist, liberationist, and canonical approaches. Prerequisites: GEN 112 Persuasive Writing, REL 111 Old Testament Theology, or REL 122 New Testament Theology, or consent of the instructor.

**REL 401 Vocational Practice: Senior Practicum**

This course provides a field experience practicum designed to help students explore their vocational interests. Under the supervision of a professional designated by the religion faculty (e.g., pastor, chaplain, educator) and a member of the religion faculty, the student will be expected to engage in activities and exercise leadership in a field placement related to his or her field of interest. The student will also engage in oral and written reflection on how these experiences are shaping or further refining their vocational interests. Prerequisites: limited to

Religion majors; senior standing or consent of instructor. Offered as needed.

**REL 450 Religious Thought, Faith and Vocation**

This course will explore the connection in Christian tradition between religious faith and personal vocation as a means of helping students to reflect upon how their own faith informs their emerging sense of vocation. Moreover, this discernment will also include reflection on the student's experiences in REL 401 Vocational Practice. Prerequisite: Must be taken concurrently with or shortly after REL 401 Vocational Practice: Senior Practicum.

**REL 480 Special Topics in Religion**

A seminar on a specific topic or problem in religion selected on the basis of student and faculty interest. Possible topics include the study of specific religious movements, thinkers, or problems. Prerequisites: three religion (REL) courses. Offered occasionally.

**REL 490 Independent Study in Religion**

Supervised independent study of a major religious thinker, movement, or idea. Reading in primary and secondary sources and regular consultations with an instructor will culminate in a research paper. Prerequisites: limited to Religion majors or minors; junior standing or above. Offered as needed.

## **RELIGION/PHILOSOPHY (RELP)**

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**REL 491 Idea of God**

The development of philosophical concepts of God, with primary emphasis on modern and contemporary thinkers. Prerequisite: consent. Offered occasionally.

## **SOCIOLOGY (SOC)**

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### **SOC 100 Introduction to Sociology**

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

### **SOC 210 Majority-Minority Relations**

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

### **SOC 225 Sociology of Media and Mass Communication**

A lecture-discussion course exploring the role of mass media in life and society that emphasizes the development of skills for critically evaluating both conventional wisdom and one's own assumptions about the media process—the industry, its products, its consumers/audiences, technology, and the broader social world. This course provides accessible analyses that draw upon current media debates such as regulation of the Internet, concentration of media ownership, social stereotypes in the media, amateur media, and the growth of global media. Prerequisite: SOC 100 Introduction to Sociology or consent. Offered fall, even years.

### **SOC 250 U.S.-Japan Relations**

*Offered at Lakeland College  
Japan.*

This course introduces various issues in U.S.-Japan Relations which are currently important to students in both Japan and the

U.S., especially those who study overseas and form the future relations between these two cultures. We will look at how each of the following areas in current U.S.-Japan relations are rooted in cultural context and concrete history of political choices that affect daily life in each society: modernization and globalization, cross-cultural communication (personal, business, and political) political history, economic relations, media, news, and pop culture information flows. Prerequisite: none.

### **SOC 260 Classical Social Theory**

A historical and critical examination of the origin and development of the discipline of sociology and the related theories about the nature of society with a focus on the development of social thought and major sociological theorists of the nineteenth and early twentieth centuries. Prerequisites: SOC 100 Introduction to Sociology. Offered fall.

### **SOC 311 Social Service Methods**

Introduces methods of social work practice, especially the selection and development of interventions with the individual and family, thereby providing a basic framework for working with clients in a social service setting. Focuses on understanding the relationship between social workers' personal needs, beliefs, and values, and their ability to effectively intervene with individuals and families. Prerequisite: EDUP 330 Human Growth and Development. Offered occasionally.

### **SOC 312 Sociology of Gender**

A lecture-discussion course exploring the historical and cross-cultural variations in the social meanings of being female and male. The implications of these meanings for gender role socialization and gender stratification within family, employment and work, politics, and religion in the context of modern society. Prerequisite: SOCP 220 Social Psychology or consent. Offered spring, even years.

**SOC 321 Sociology of Sport**

The connection between sports and other spheres of life; how sports inform the way people think about gender, social class, race and ethnicity, and religion; what social interaction patterns exist within sport; social processes that occur in conjunction with sports; and cultural, structural, and situational factors affecting sport experiences. Prerequisite: SOC 100 Introduction to Sociology or CHG 222 Principles and Organization of Athletic Coaching or consent. Offered fall or spring.

**SOC 322 Social Stratification**

A lecture-discussion course utilizing an historical and cross-cultural investigation of social inequality and social mobility. Emphasis on theoretical explanations and empirical investigations, as well as a critical evaluation of the development and perpetuation of social inequality in the United States. Prerequisite: SOC 100 Introduction to Sociology or consent. Offered spring, odd years.

**SOC 342 Sociology of Religion**

A seminar analysis of religion as a social and cultural phenomenon. Emphasis on how religion throughout history has been shaped by, and has been a shaper of, other social institutions. Major attention on religion's changing role and shape in modern life. Prerequisite: SOC 100 Introduction to Sociology, REL 232 Eastern Religious Traditions, REL 233 Western Religious Traditions, or consent. Offered spring, odd years.

**SOC 351 Sociology of Family**

Using the critical lens of a sociological perspective, incorporates a broad historical, economic, and cross-cultural focus. Relevant topics include changing gender roles and family power, child rearing practices, family violence, divorce, and the viability of alternate family forms as they affect the physical and mental health of their members. Prerequisite: SOC 100 Introduction to Sociology or PSY 200 General Psychology. Offered fall, even years.

**SOC 400 Internship in Sociology**

Provides the student with a meaningful experience in an off-campus setting in one of three ways: through extensive involvement in an organization addressing a relevant social problem; through extensive involvement in a social research agency; or through the application of sociological theories or concepts in a participant-observation of a particular social or organizational setting. Internships are arranged in advance by the student through consultation with a faculty sponsor and the Career Development office. Prerequisites: SOCP 220 Social Psychology and junior standing. Offered fall, spring, or summer as needed.

**SOC 460 Contemporary Social Theory (WI)**

A seminar analysis of modern social thought, such as functionalism, conflict theory, symbolic interactionism, structuralism, ethnomethodology, feminist theory, and postmodernism. Emphasis on theory construction with students critically examining existing theories and learning how to extend and develop new theory. Prerequisites: GEN 112 Persuasive Writing, SOC 260 Classical Social Theory and junior standing. Offered spring.

**SOC 472 Social Service Policy**

A critical analysis of social welfare programs and delivery systems with particular attention given to historical, political, and legislative influences. The relationship of social work principles to the formulation and evaluation of policies and services. Prerequisites: senior standing and SOC 311 Social Service Methods. Offered occasionally.

**SOC 480 Special Topics in Sociology**

A seminar course in which the content is determined by student and faculty interests. Past topics have included social change, sociology of power, and sociology of death and dying. Prerequisites: SOCP 220 Social Psychology and junior standing or consent. Offered occasionally.

### **SOC 490 Independent Study in Sociology**

Independent study projects are selected and initiated by student interest. These projects involve either intensive original research or extensive reading in primary and secondary sources coupled with regular consultation with the instructor culminating in a research paper. Prerequisites: SOCP 335 Research Methods for the Behavioral Sciences, junior standing and consent. Offered occasionally.

**CRIMINAL JUSTICE/  
SOCIOLOGY, See CRJS**

**PSYCHOLOGY/SOCIOLOGY,  
See PSYS**

## **SOCIOLOGY/ PSYCHOLOGY (SOCP)**

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### **SOCP 220 Social Psychology**

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

### **SOCP 335 Research Methods for the Behavioral Sciences (4 semester hours)**

The procedures and techniques which social scientists use to describe, explain, and predict behavior. Develops a critical understanding of research conclusions and basic research skills for conducting social

science research. Prerequisites: MAT 220 Probability and Statistics completed with a grade of C or above and one 300-level or above social science course or consent. Offered fall and spring.

## **SPANISH (SPA)**

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### **SPA 101 Elementary Spanish I (4 semester hours)**

An introduction to the Spanish language and the first course in the two-semester sequence of first-year Spanish. Special emphasis will be placed on speaking, listening, reading, writing, and culture. In addition to language acquisition, students will explore social customs, and compare and contrast the linguistic and cultural aspects of various Spanish-speaking countries with those of the United States. Students are required to participate in a language laboratory each week. Prerequisite: none. Offered fall and spring.

### **SPA 102 Elementary Spanish II (4 semester hours)**

The second course in the two-semester sequence of first year Spanish. Special emphasis will be placed on speaking, listening, reading, writing, and culture. Students will continue to compare and contrast the linguistic and cultural aspects of various Spanish-speaking countries with those of the United States. Students are required to participate in a language laboratory each week. Prerequisite: SPA 101 Elementary Spanish I or consent. Offered fall and spring.

**SPA 201 Intermediate Spanish I**

A continuation of SPA 102 Elementary Spanish II and the first course in the two-semester sequence of second-year Spanish. Special emphasis will be placed on speaking, listening, reading, writing, and culture. In addition to language acquisition, students will explore social customs and other aspects of culture, including music, art, geography, and history. Students will continue to study the linguistic and cultural aspects of various Spanish-speaking countries, comparing and contrasting them with those of the United States. Prerequisite: SPA 102 Elementary Spanish II or consent. Offered fall.

**SPA 202 Intermediate Spanish II**

A continuation of SPA 201 Intermediate Spanish I with special emphasis on speaking, listening, reading, writing, and culture. In addition to language acquisition, students will explore social customs and analyze and research historical, cultural, and artistic expressions of the Spanish-speaking world. Emphasis is on comparing and contrasting the linguistic and cultural aspects of Spanish-speaking countries with those of the United States. Prerequisite: SPA 201 Intermediate Spanish I or consent. Offered spring.

**SPA 310 Composition and Conversation**

An intensive writing, speaking, and listening course based on cultural and literary themes, while at the same time placing a great emphasis on grammatical skills and structure. Prerequisites: SPA 202 Intermediate Spanish II or consent. Offered fall.

**SPA 320 Spanish Civilization**

This course examines some of the most important issues in the development of Spanish culture and civilization through selected readings, lectures, discussions, films, and representative samples of artistic, musical, and literary works. Students will study the political, social, economic, and cultural life in Spain from its earliest time

to the present. Prerequisite: SPA 310 Composition and Conversation or consent. Offered spring.

**SPA 330 Spanish-American Civilization**

An in-depth study of the historical, cultural, and social contributions of Spanish-American countries and the relationships they share with Spain and the United States. Prerequisite: SPA 310 Composition and Conversation or consent. Offered fall.

**SPA 345 Advanced Oral Communication Skills**

This course is designed to help students increase their oral proficiency and listening comprehension skills through a variety of speaking and conversational activities, including group interaction, speaking in extemporaneous contexts, correction of accent and grammatical structures, and vocabulary building. Prerequisite: SPA 310 Composition and Conversation or consent. Offered spring, even years.

**SPA 350 Advanced Grammar**

Study designed to develop skill in language analysis. Emphasis on advanced morphology and syntax. Prerequisite: SPA 310 Composition and Conversation or consent. Offered spring, odd years.

**SPA 360 Introduction to Spanish (Peninsular) Literature**

This course will provide an introduction on how to read, analyze, and interpret Spanish literature from its origin to the present. The course will be considered a survey literature course, where all genres, literary movements, and major authors will be recognized and examined. Prerequisite: SPA 310 Composition and Conversation or consent. Offered fall, even years.

**SPA 370 Introduction to Spanish-American Literature**

This course will provide an introduction on how to read, analyze, and interpret Spanish-American literature from its origin to the present. The course will be considered a survey literature course, where all genres, literary movements, and major authors will

be recognized and examined. Prerequisite: SPA 310 Composition and Conversation or consent. Offered fall, odd years.

#### **SPA 400 Internship in Spanish**

Select Spanish or Spanish Education majors may apply to become a teaching assistant for the language lab sections for SPA 101 Elementary Spanish I and SPA 102 Elementary Spanish II. Internship includes weekly lab sessions and frequent meetings with coordinating Spanish faculty, as well as additional responsibilities. Prerequisites: SPA 310 Composition and Conversation, application process, and consent.

#### **SPA 410 Spanish (Peninsular) Literature (WI)**

An in-depth study of selected literary works with emphasis on the historical and cultural context in which they were written. Prerequisite: GEN 112 Persuasive Writing; SPA 310 Composition and Conversation or consent. Offered occasionally.

#### **SPA 420 Mexican Literature**

An in-depth study of selected literary works with emphasis on the historical and cultural context in which they were written. Prerequisite: SPA 202 Intermediate Spanish II. Offered occasionally.

#### **SPA 430 Spanish-American Literature (WI)**

An in-depth study of selected literary works with emphasis on the historical and cultural context in which they were written. Prerequisites: GEN 112 Persuasive Writing; SPA 310 Composition and Conversation or consent. Offered occasionally.

#### **SPA 480 Special Topics in Spanish**

A seminar course that offers the opportunity for focused study of selected topics in literature, culture, or language. Prerequisite: SPA 310 Composition and Conversation or consent. Offered occasionally.

#### **SPA 490 Independent Study in Spanish**

An opportunity to conduct research on a selected topic, approved by the instructor.

Assumes a high level of self-motivation and self-direction on the part of the student with occasional consultation with the instructor. Prerequisite: SPA 310 Composition and Conversation or consent. Offered occasionally.

## **THEATRE (THE)**

#### **THE 112 Theatre Production Lab (1 semester hour)**

This course will teach students the fundamentals of theatre production through participation in Lakeland College Theatre productions. Forty hours of production work is required in one of the following areas: performance, design, crew work, or staff management. This includes: acting, scenery, costumes, lighting, props, audio, stage management, assistant directing, or other areas as determined by theatre director. Students will receive individualized instruction in one of the above areas by the theatre faculty. Students are expected to be involved all dress rehearsals and performances in one of the above capacities. Signing up for this course does not guarantee one a role in the production. If not cast, the student will take on a technical role. May be taken for credit up to three times. Prerequisite: none.

#### **THE 117 Oral Interpretation of Literature**

Study and practice in principles and skills of oral interpretation of literature: the art of re-creating an author's recorded experience in a work of literary art and of communicating this to an audience so as to arouse a meaningful response. The student learns to understand specific literary works and types (including poetry and non-poetry, prose and verse, from various periods representing diverse styles) and develop the ability to convey the author's intent effectively. Concludes with a Reader's Theatre production as a final performance project for all students. Prerequisite: none.

### **THE 119 Acting**

Exercises, projects, discussions and reading assignments that introduce the acting student to the fundamental theories of the art of acting. Students will develop their physical and vocal instruments, concentration, memory and other tools necessary for the translation of an intellectual understanding of a character to the visual and aural language of the stage. Monologues and scenes will be staged as final performance projects for all students. Prerequisite: none.

### **THE 120 Stagecraft**

The study and application of fundamental production practices in the areas of scenery construction, scene painting, lighting installation and control, sound, and sound effects. Practical laboratory experience is provided by work on campus theatre productions, during which students learn the techniques, as well as the proper and effective use of the various tools, by which the scenic artist accomplishes creative results. Prerequisite: none. Offered fall and spring.

### **THE 240 Pre-modern Theatre and Drama**

Reading and discussion of plays by dramatists representative of the following periods and styles: Ancient Greece, Roman, Middle Ages, Renaissance, Restoration, eighteenth- and nineteenth-century Europe. Students study the stages and production techniques typical of each period or style as well as the theories and critical principles applied to the theatre and drama of each period. Prerequisite: none.

### **THE 250 Modern Theatre and Drama**

Reading and discussion of plays by dramatists representative of the following European and American styles during the past one hundred years: realism, naturalism, romanticism, expressionism, symbolism, existentialism, theatre of the absurd, theatre of cruelty, epic theatre, socialist realism, selective realism, and others. Students study the stages and production techniques typical of each style as well as the theories

and critical principles applied to the theatre and drama of each style. Prerequisite: none.

### **THE 321 Design I: Scenery and Lighting**

Students study the theories and practice the arts of the scene designer and lighting designer as they progress through the process of design by completing designer's analysis of scenery, research sketches, floor plans, front and rear elevations, oblique and isometric working drawings, painter's analysis of lighting, light plots, lighting instrument schedules, and lighting cue sheets. Extra-classroom experience is provided through work on scenery and lighting for actual productions. Prerequisite: THE 120 Stagecraft.

### **THE 322 Design II: Costume and Make-up**

Students study the theories and practice the art of costume design as they complete designer's analyses of costumes, costume research sketches, costume plates, pattern drafting and cutting, structure and use of cloth/material, sewing techniques, fitting techniques, designer's analyses of make-up, make-up materials, and make-up application. Extra-classroom experience is provided through work on costumes and make-up for actual productions.

## **WRITING (WRT)**

### **WRT 100 Introduction to Mass Media**

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

### **WRT 110 *The Spectrum* Practicum (1 semester hour)**

One semester hour of credit is awarded for successful work as an editor, photographer, graphic artist, layout specialist, or business manager of the Lakeland College year disc, *The Spectrum*. May be taken up to four times. Prerequisite: none. Offered fall and spring.



### **WRT 150 Computer Design/Adobe InDesign for the PC**

The principles of good page design and practical experience in demonstrating these principles using Adobe InDesign (Windows version), word processing, image scanning, and paint/draw programs. Students have opportunities to experiment with design and layout by creating many different types of documents, including personal stationary, business cards, print advertisements, brochures, flyers, web pages, business presentations, and newsletter, newspaper, and yearbook pages. Students will complete camera ready art for a final project of their choice. The instructor and outside speakers discuss various applications of computer layout skills in the workplace. Students will not receive credit for both WRT 150 and ART 103. Prerequisite: none. Offered May Term.

### **WRT 201 News Writing**

A practical introduction to basic news story organization and reporting techniques. Prerequisite: GEN 100 Writing Workshop or consent. Offered fall, even years.

### **WRT 210 *The Mirror* Practicum (1 semester hour)**

One semester hour of credit is awarded for successful work as a newswriter, reporter, editor, photographer, computer layout manager, or business manager of the Lakeland College newspaper, *The Mirror*. May be taken up to four times. Prerequisite: none. Offered fall and spring.

### **WRT 215 Fiction Writing**

Through practice in writing short stories or other short fictions, students are introduced to contemporary aesthetic standards in a workshop format that provides critical feedback. Prerequisite: GEN 110 Expository Writing. Offered fall.

### **WRT 220 Poetry Writing**

Through various exercises and the writing of poems, students are introduced to contemporary aesthetic standards in a workshop format that provides critical feedback.

Prerequisite: GEN 110 Expository Writing. Offered spring.

### **WRT 280 Special Topics in Writing**

An opportunity to study topics of special interest or importance. Prerequisite: consent.

### **WRT 300 Advanced Composition (WI)**

Requires students to closely scrutinize models of non-academic writing (e.g., biographical profiles, reviews, newsletters, articles, epistles, and manifestos) and to employ the techniques associated with them, producing manuscripts exemplary of professional endeavor. Emphasis on development of the means of cogent expression. Prerequisite: GEN 112 Persuasive Writing. Offered spring.

### **WRT 330 Advertising and Public Relations Writing**

Designed to acquaint students with important avenues for their writing in the fields of public relations and advertising. Students read about, discuss, and write in various genres, including news and advertising copy for print media, radio, and television. Considers the research and evaluation process, which is essential to public relations and advertising strategy. Students develop a public relations or advertising writing project for a company or organization in the community. Prerequisite: GEN 112 Persuasive Writing. Offered spring, odd years.

### **WRT 340 Creative Nonfiction**

Requires students to closely scrutinize models of creative nonfiction (e.g., memoir, prose poetry, autobiography, biography, impressionistic and expressionistic essays, literary manifestos, and criticism of forms and/or specific works of art) and to employ the methods associated with them, producing manuscripts exemplary of professional endeavor. Emphasis on development of a personal mode of expression or style.

**WRT 400 Internship in Writing  
(1–4 semester hours)**

Through cooperative arrangements with area newspapers, museums, hospitals and businesses, students spend one to four months gaining valuable on-the-job writing experience. Internships can be taken for up to 4 semester hours of credit with any one external organization, and students may enroll in the course with external organizations only twice for credit toward fulfilling the major. Prerequisites: junior standing and consent. Offered as needed.

**WRT 410 Advanced Fiction Writing**

A continuation of WRT 215 Fiction Writing. Students are expected to develop and polish skills learned in the first course. Prerequisite: WRT 215 Fiction Writing. Offered spring.

**WRT 420 Advanced Poetry Writing**

A continuation of WRT 220 Poetry Writing. Students are expected to develop and polish skills learned in the first course. Prerequisite: WRT 220 Poetry Writing. Offered fall.

**WRT 470 Senior Project in Writing**

A requirement of all writing majors. Can be satisfied through an extended writing or research project designed in conjunction with a supervising instructor. Prerequisites: senior standing and consent. Offered as needed.

**WRT 480 Special Topics in Writing**

An opportunity for more specialized writing, such as screenwriting, playwriting, autobiographical writing, literary criticism, or literary journalism. Prerequisites: announced with topics. Offered occasionally.

**WRT 490 Independent Study in Writing**

Independent study projects are selected and initiated by student interest. Specific topics are chosen in consultation with a sponsoring faculty person in the subject area, who will agree to meet regularly with the student in order to discuss problems and progress on the chosen topic. Prerequisites: announced with topics. Offered as needed.

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Institute

**SUSAN A. GOULD**

Registrar/Teacher Certification  
Officer

**THOMAS MARCY**

Director of Academic Assessment

**ANN PENKE**

Director of College Libraries

**KELLY STONE**

College Chaplain

**PAUL WHITE**

Director of the Hayssen Academic  
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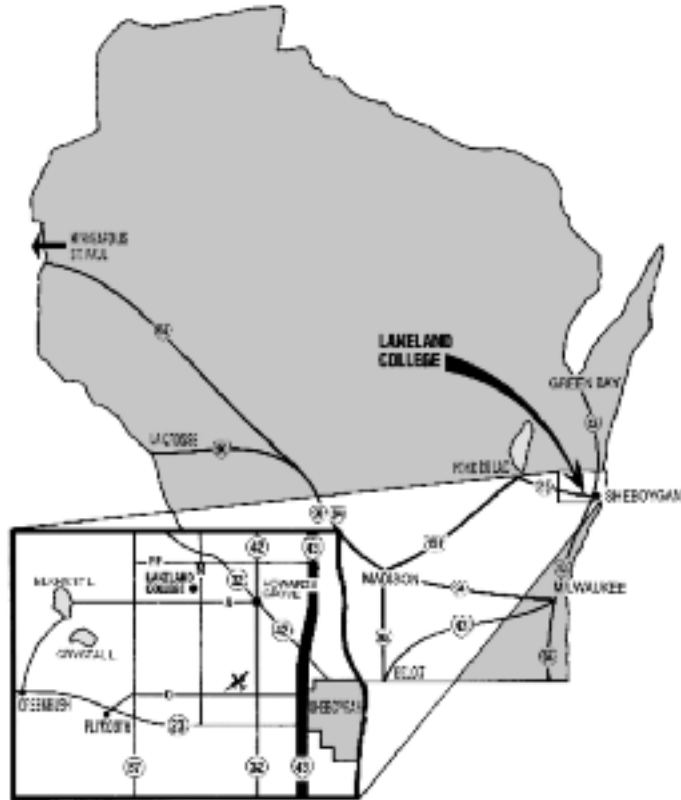
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# DIRECTIONS TO LAKELAND COLLEGE



## ■ ***FROM THE NORTH***

Take Highway 57 south from Green Bay to County Highway A; turn left on A, then left on County Highway M (follow signs to the campus). Or, take I-43 south from Green Bay to Highway 42, (Exit #128). Take 42 north to County Highway A, turn left on A, then right on County Highway M (follow signs to the campus).

## ■ ***FROM THE SOUTH***

Take I-94 north to downtown Milwaukee, where you will pick up I-43. Follow I-43 north to Sheboygan. Exit at Highway 42, (Exit #128). Take 42 north to County Highway A, turn left on A, then right on County Highway M (follow signs to the campus). **DO NOT TAKE I-894 AROUND MILWAUKEE!**

## ■ ***FROM THE WEST***

Take Highway 23, east from Fond du Lac to Highway 57, just east of Plymouth. Turn left on 57 and proceed north to County Highway A; turn right on A, then left on County Highway M (follow signs to the campus).

## ■ ***FROM SHEBOYGAN***

Take Highway 42 north from Sheboygan to County Highway A. Turn left on A, then right on County Highway M (follow signs to the campus).

# Lakeland College Campus

## Lakeland College Buildings by Name

### Buildings

- 1000 Park Ave. 2nd
- 1000 Park Ave. Building 222
- 1000 Park Ave. Building 223
- 1000 Park Ave. Building 224
- 1000 Park Ave. Building 225
- 1000 Park Ave. Building 226
- 1000 Park Ave. Building 227
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### Residence Halls

- 1000 Park Ave. 2nd
- 1000 Park Ave. 3rd
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### Places of Interest

- 1000 Park Ave. 2nd
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- 1000 Park Ave. 50th

## Lakeland College Buildings by Number

- 1. Office Building
- 2. Computer Lab
- 3. Physical Education
- 4. Student Center
- 5. Library
- 6. Music Building
- 7. Art Building
- 8. Science Building
- 9. Business Building
- 10. Health Services
- 11. Student Union
- 12. Maintenance Building
- 13. Recreation Center
- 14. Golf Course
- 15. Soccer Field
- 16. Baseball Field
- 17. Softball Field
- 18. Tennis Courts
- 19. Gymnasium
- 20. Parking Lot
- 21. Dining Commons
- 22. Student Center
- 23. Student Center
- 24. Student Center
- 25. Student Center
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