INSTITUTIONAL OVERVIEW AND MISSION STATEMENT

Institutional Overview

Founded in 1856, Lake Erie College is an independent, coeducational institution located thirty miles east of Cleveland, Ohio, offering instruction at the baccalaureate and master degree levels. Programs of study are founded in the liberal arts and are offered through the Schools of Arts, Humanities & Social Sciences; Natural Sciences; Business; Equine Studies; and Professional & Continuing Education. The College seeks to accommodate traditional and nontraditional age students on both a full-time and part-time basis.

The College is located in Painesville, the seat of Lake County, in the heart of the Western Reserve. The small-town setting and historic homes surrounding the campus provide a traditional academic environment, while the proximity to Cleveland offers the cultural advantages of a major metropolitan area.

The campus consists of 18 buildings of both traditional and contemporary styles. Five miles south of the campus is Morley Farm, whose eighty-six acres are home to the George M. Humphrey Equestrian Center and Victor Manor House, residence of the College President and site of a variety of College and community activities.

Mission Statement

In the context of a long liberal arts tradition, Lake Erie College provides distinctive undergraduate and graduate programs that prepare students to meet career and life challenges as educated and responsible citizens of local, national and international communities. (Approved by the Board of Directors April 19, 2007)

Lake Erie College attracts motivated students who expect a demanding and diversified course of study with opportunities that enhance a collegiate experience. Lake Erie students combine a solid foundation in the liberal arts along with a major program of study. This is the best preparation for any career, as one learns to think clearly, develop problem-solving abilities and become effective in the skills of communication.

Lake Erie College maintains a policy of rolling admission; specifically, once an applicant files all of the necessary documents, the total application file is read and a decision is made. Students are notified immediately until the class is filled. Students seeking financial aid should complete an application for admission as soon as possible since it is necessary to be admitted to the College in order to be awarded financial aid.

Accepted students who choose Lake Erie College must remit a non-refundable enrollment deposit which is credited to their first semester bill. The recommended deposit date is May 1. The admission requirements are listed below. The Office of Admissions will make a decision on enrollment and notify the student.

ADMISSION TO LAKE ERIE COLLEGE

Admission to the Freshman Class

Students are expected to be enrolled in a college preparatory course of study in secondary school in order to have a solid academic foundation to begin college-level coursework. This course of study should include four years of English, three years each of social studies and mathematics, three years of natural science with two courses of laboratory experience and two years of a foreign language. The cumulative grade point average in the core academic classes should be no lower than 2.5 on a 4.0 scale. Exceptions to this requirement are considered on an individual basis.

The prospective student must complete an Admissions application form, essay, two academic letters of recommendation and submit an official high school transcript. SAT or ACT scores are required for all first-time freshmen. Applicants may apply online at www.lec.edu or complete the common application at www.commonapp.org. Paper applications are available upon request.

Prospective students who are out of high school four or more years and have never attended college are encouraged to meet with an admissions counselor to discuss the application process and criteria for admission.

Lake Erie College Scholars Program

The Lake Erie College Scholars Program is an exciting option that focuses on an interdisciplinary core of courses designed to challenge and stimulate our brightest students. Students applying from high school need a grade point average of 3.5 and a minimum composite ACT score of 25 or composite SAT score of 1800. Students completing the program will have an honors designation on their diploma, additional scholarship money and special opportunities with research, internships and study abroad.
Admission as a Transfer Student

Students who have been enrolled at a college or university for the equivalent of one full semester or more are regarded as transfer students. Students who completed college coursework while in high school as part of a dual-enrollment program are exempt from this definition. In order to be considered for admission to Lake Erie College, students must be in good academic, social and financial standing at that college or university with the eligibility to re-enroll if they have not yet earned a degree. Transfer applicants are expected to have achieved a minimum cumulative academic average of 2.5 on a 4.0 scale for all college coursework attempted.

Students seeking to transfer to Lake Erie College must complete an online application at www.lec.edu/admissions or commonapp.org, submit an essay, two letters of recommendation and official transcripts from all colleges or universities attended. An official high school transcript must be submitted if the applicant does not currently hold an associate’s degree or higher from another accredited institution. SAT or ACT scores are required for all transfer students who enter with fewer than 15 semester credits. When the applicant’s file is complete, it is reviewed and a decision is made. Students are notified immediately of this decision.

Criteria for Acceptance of Transfer Credit

Lake Erie College will grant transfer credit according to the following criteria:

1. Official transcripts must be forwarded directly from the sending institution to the Office of Admissions of Lake Erie College. An official transcript presented by the student in a sealed envelope from the sending institution may be accepted in certain circumstances. Only official transcripts will be used in the evaluation process. A student may be required to provide copies of catalog descriptions or course syllabi to allow proper evaluation of transfer credit.

   Note: A registration block will be placed on a student’s account for the second semester if the official transcript is not received. An official transcript is required even if courses are not transferable.

2. A maximum of 96 semester hours or 144 quarter hours will be accepted from a regionally accredited institution. Credit will be accepted only from institutions that are accredited by one of the regional associations listed below:

   - North Central Association of Colleges and Schools
   - Middle States Association of Colleges and Schools
   - New England Association of Schools and Colleges
   - Northwest Association of Colleges and Schools
   - Southern Association of Colleges and Schools
   - Western Association of Schools and Colleges

3. Only non-remedial courses with a grade of “C” or higher will be accepted. A grade of “C” is considered to be a 2.0 on a 4.0 scale.

4. Courses with a grade of “C-, D+, D, D-” may be accepted in transfer if they are earned as part of an associate degree.

5. A course with a grade of “Pass” or “Satisfactory” will be accepted provided the grading policy of the sending institution considers a grade of “Pass” or “Satisfactory” to be a “C” or higher.

6. Quarter-hour credits are converted to two-thirds of semester-hour credits. For example, 15 quarter credits would transfer as 10 semester credits.

Lake Erie College has developed transfer agreements with several two-year institutions, such as Lakeland Community College and Cuyahoga Community College. These transfer guides list the course equivalencies for Lake Erie College’s general education requirements and for selected majors and are available from the Registrar’s Office.

International Students

Lake Erie College is authorized under federal law to enroll nonimmigrant students. Prospective students who are not citizens of the United States nor have “Permanent Resident” status are considered to be international students and are not eligible for federal financial aid. International students are eligible for College-based academic funding and may be eligible for some state funding depending on current visa or resident status.

The international applicant must submit a Certificate of Finances form officially demonstrating that the family or sponsor is able to provide sufficient financial support for the student. This support should cover transportation, maintenance and educational expenses for one year of study at Lake Erie College. Students looking to apply for need-based financial aid need to submit the International Student Financial Aid application.
Students whose first language is not English must achieve:

- **TOEFL**: For degree-seeking undergraduate students, a paper score of 550, a computer score of 213 or an internet score of 79 is required. Non-degree seeking students must produce scores of 500 on the paper test, 173 on the computer test or 63 on the internet test.
- **IELTS**: for degree-seeking undergraduates, we require a score of 6.0 or higher.
- **STEP**: We accept passing grades at the first and pre-first levels.

Students applying as freshmen will follow the application procedures outlined above for freshman admission; transfer applicants will follow the procedures listed in the transfer section. All documents, transcripts, letters of recommendation and essays must be accompanied by an official English language translation from WES (World Education Services, Inc.) www.wes.org, ECE (Education Credential Evaluators, Inc.) www.ece.org, or AACRAO International Education Services www.aacrao.org/international/foreignEdCred.cfm. Students seeking transfer credit from a foreign institution must also submit an official course-by-course evaluation by one of the aforementioned organizations.

**International Student Fees**

- Tuition Deposit: $150
- Housing Deposit if living on campus: $150
- International Application Processing Fee: $200
- Continuing International Student Fee: $150 per semester

**What is the International Student Fee?**

This fee is assessed to international students only. An “International Student” is a student who is in F-1 or J-1 visa status. The fee is $150 per semester. If you have questions about this fee or if you feel you may have been charged this fee in error, see the Office of International Studies located in College Hall, Jonathon Klein, Coordinator of International Studies. Phone 440-375-7178. E-mail: jklein@lec.edu

**Why do we have this fee?**

After September 11, 2001, the U.S. government changed many of the requirements for schools that enroll international students. The fee is necessary for the College to meet those new requirements and continue to provide services international students need to maintain their visa status and adjust to life in the U.S. and Painesville. This fee will enable Lake Erie College to meet government requirements and also enhance the services that are offered by the Office of International Studies.

**How is the money used?**

The revenue generated by this fee will be used directly toward the services provided to international students only. As an international student, your fee will be helping you. Because of the international student fee, you will see positive changes as follows:

- To help you understand the many regulations that affect international students, advisors in the Office of International Studies (OIS office) will be available to see you more often and provide you with more individual attention by phone, email and in person.
- There will be improved cultural immersion programming and a special orientation for international students.
- The OIS office will be able to offer you more workshops of interest to international students.
- The College will also be able to provide more assistance to help international students make the transition to living in the U.S. and studying at LEC.

Overall, the programs and enhancements that the fee funds will ensure that the College meets the unique needs of international students.

**Post-Baccalaureate Students**

A student who wishes to enroll for further undergraduate coursework after completing a bachelor’s degree fits into this category. The student will need to complete the application form for post-baccalaureate study. The applicant must also submit an official transcript from the college or university from which he/she was awarded the bachelor’s degree; if the student attended a graduate school or an additional baccalaureate institution after earning the baccalaureate degree, official transcripts from those institutions are also necessary.

**Teacher Licensure**

A student who has earned a bachelor’s degree and wishes to pursue teacher licensure may apply as a post-baccalaureate student. Coursework at the undergraduate or post baccalaureate level will be completed as required for teacher licensure. Students who receive financial aid must consult the Office of Financial Aid to determine the implications.
Readmission to Lake Erie College

A student who has attended Lake Erie College but has not taken classes for two or more semesters is considered inactive. If the student has not attended another college or university in the interim, the student should contact the Registrar at Lake Erie College who will begin the process of reactivation for that student based upon the student’s past record at the College.

A student who withdraws from Lake Erie to attend another institution must apply for admission as a transfer student. Contact the Office of Admissions for a new application form to begin the process. The complete details for transfer admission are stated above.

A student who has been accepted to Lake Erie College but does not attend after acceptance for more than one semester must reapply to the College.

Transient Students

A student enrolled at another institution who wishes to take a course or courses at Lake Erie College must submit a letter of authorization from the Registrar or other designated official at the student’s home institution. This authorization letter is submitted to the Registrar’s Office at Lake Erie College at the time of registration.

Advanced Placement

Lake Erie College participates in the Advanced Placement Program administered by the College Board. A student may receive a course waiver with a score of “3.” A course waiver and college credit will be given for scores of “4” and “5.” Official scores must be received to receive waivers and/or credit.

International Baccalaureate Program

Students who have earned an IB diploma will be granted 32 credit hours and fulfillment of the General Education Curriculum upon entrance to Lake Erie College. Students who earn IB Certificates or take single IB course units but who do not complete the entire diploma program can receive credit by earning the necessary scores on exams. Scores of “4” will earn a subject waiver, scores of “5” or higher will earn college credit.

Courses will be evaluated on an individual basis to determine which requirement a course fulfills. An individual course can only fulfill one general education requirement, but can fulfill both a major and general education requirement. In each case, credit hours for a single course will only be granted once.

Final High School Transcript

First-time freshmen must submit a final high school transcript that specifically demonstrates that the student graduated from high school prior to the beginning of their first semester. A registration block will be placed on a student’s account for the second semester if the final transcript is not received.

MILITARY VETERANS

Lake Erie College Veteran Education & Transition Support Program

Lake Erie College is approved by the Department of Veterans Affairs and the State of Ohio for Veterans training. All incoming veterans or eligible dependents should contact the V.E.T.S. (Veteran Education & Transition Support Program) Coordinator who will handle all the aspects of enrolling into Lake Erie College. Lake Erie College is proud to be a “Yellow Ribbon” college in agreement with the Department of Veterans Affairs. Veterans will process with the VETS Coordinator to determine what benefits the veteran will be eligible for including FASFA (Free application for Student Aid).

The mission of the V.E.T.S. Program at Lake Erie College is to facilitate the successful enrollment, retention, graduation and employment of all of our Military Veteran Students. We will do this by assisting them in transitioning from the military to the civilian world successfully. The V.E.T.S. Coordinator provides benefit and education counseling, program information, referral to various agencies and will assist eligible students to receive education benefits under various state and federal programs while maintaining a congenial working relationship with the Veterans Administrations and other agencies serving veterans.

V.E.T.S. Program Point of Contact:
Bob Mastronicola, Jr.
US Army Retired
V.E.T.S. Program Coordinator
Office Location: College Hall, Room 328 & 330
Office (440) 375-7007
Cell: (440) 413-4952
E-Mail: vets@lec.edu

Military Veterans Policy

This policy is designed to assist those students who, due to national, local, or state military duty, have received a written order to report for active-duty in the Armed Services of the United States. Included under this policy are current and former
members of the United States Armed Forces, Reserve Units, National Guard and other such military organizations.

Students who are called to active-duty during the semester must contact the Veteran Education & Transition Support (V.E.T.S.) Program Coordinator to discuss procedures related to their enrollment as soon as possible after their orders have been received. A copy of the order will be required for the official file. Each student’s circumstances will be evaluated individually by the V.E.T.S. Program Coordinator, who will then work with the Associate Registrar, Bursar and Financial Aid Office to determine the most beneficial action for the student.

Options include:

- Complete withdrawal, backdated to start of term, with 100% refund;
- Subject to the approval of the appropriate faculty member, continued enrollment with special grading options of Pass-Fail, Non-Credit, audit, or awarding of a grade of I (incomplete);
- Subject to the approval of the appropriate faculty member, continued enrollment through electronic participation, which may or may not require an adjustment of course assignments; and
- Any other action deemed appropriate.

Students who are called to active-duty and are away from Lake Erie College for more than four consecutive semesters will be grandfathered into the academic catalog in force on their academic record at the time of departure for duty. Students must resume classes within 12 months of their return from active-duty in order to qualify for this exception.

Lake Erie College limits academic residency to no more than twenty-five percent of the degree requirements for all degrees for active-duty service members (32 semester credits of the required 128 for degree completion). Academic residency can be completed at any time while active-duty service members are enrolled. All active-duty members of the Armed Services of the United States are covered under this policy.

Lake Erie College recognizes and uses the ACE Guide to evaluate educational experiences in the Armed Services for the purpose of determining the value of learning acquired during military service. Credit is awarded consistent with ACE Guide recommendations and/or those transcripted by the Community College of the Air Force, when applicable to a service member’s program. Official transcripts are required to receive credit.
housed in the Fine Arts Building, site of the B.K. Smith Gallery and the C.K. Rickel Theatre.

Lake Erie College Theatre

The theatre program boasts technical facilities that are among the best to be found in any small college in the country. State-of-the-art computerized lighting control, multichannel sound mixing and a fully-equipped scene shop support a program offering both traditional and experimental works. The theatre program produces a range of plays throughout the year, some of which have been premiere productions of the work of new playwrights.

Lake Erie College Music

The music program is based in the Morley Music Building, which seats seven hundred. The Paul S. Weaver Auditorium hosts many recitals, convocations and special events and contains a classic Skinner organ, which was recently renovated, so that it can provide a new generation with the opportunity to experience its’ amazing music.

Students have the opportunity to sing in the Lake Erie College Community Chorus, play in the Lake Erie College Flute Choir and participate in instrumental master classes and recitals.

Lake Erie College Dance

The dance program sponsors several formal events each year. Students may also participate in informal showings of their work, lecture demonstrations, workshops and master classes.

OFFICIAL INFORMATION

Campus Emergencies

In the event of a serious incident involving Lake Erie College students, personnel or property call 911 followed by Security (440.375.7575). Security will notify the appropriate College officials. Students, faculty and staff will receive the College’s response to disasters (tornadoes, fires, etc) at the beginning of the academic year. This information is also posted on the main website.

Cancellations

If the College is closed due to inclement weather or for other reasons, local radio and television stations will be notified through the Office of Public Relations and Marketing. Daily cancellation information is available on the home page of the website, www.lec.edu, or students may call the class cancellation line at 440.375.7260.

City of Painesville

Lake Erie College is located 30 miles east of Cleveland in the City of Painesville which is one of 23 municipalities in Lake County in Northeast Ohio. Covering 7.903 square miles, Painesville is approximately 2.5 miles south of Lake Erie.

Painesville is a college-friendly community that features a charming town square with access to restaurants and retail shops. Additionally, the 75-acre Kiwanis Recreation Park is within walking distance. The City’s Parks and Recreation Department sponsors an extensive year-round schedule of activities for individuals of every age.

With the City’s police and fire stations and Lake Hospital two blocks from campus, the College has forged close working relationships with those agencies. The Police and Fire Departments have even collaborated with the College to conduct emergency drills.

According to the 2000 Census, the City of Painesville is the fourth largest municipality in Lake County (17,503), following the cities of Mentor (50,278 residents), Willoughby (22,621) and Eastlake (20,255). It is also the seat of Lake County government. For more information about the City, visit www.painesville.com.

Logo Use

The Lake Erie College logo and all other College-owned logos (Stormy, College Seal, etc.) are the property of the College and may not be used on printed materials unless approved by the Office of Public Relations and Marketing. Student groups should not print these items on clothing, giveaway items, posters, etc. without prior approval.

Nondiscrimination, Equal Opportunity and Affirmative Action

Lake Erie College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age or national origin. As required by Title IX of the 1972 Educational Amendments, Lake Erie College does not discriminate on the basis of sex in its educational programs, activities or employment policies. The College provides equal opportunities to qualified persons with disabilities in accordance with the Americans with Disabilities Act.

Lake Erie College is an Equal Opportunity Employer and Educator and does not discriminate on the basis of race, color, religion,
ancestry, national origin, sex, sexual orientation, handicap, disability or veteran status.

Photography Statement

In the course of college life and participation in campus classes and activities, the College often has photographers taking photos of events, activities and daily life. These photos may be used for College promotion in advertising, printed collateral, website and other outlets. Students will not be compensated if their image is used for the promotion of the College. The Office of Public Relations and Marketing assumes permission for photography from all students unless instructed otherwise by an individual.

FINANCIAL AID

Financial Aid Office

The mission of the Office of Financial Aid at Lake Erie College is to facilitate access and affordability for students choosing to pursue a course of study at the College. The Office of Financial Aid adheres to the federal philosophy that students and their families have the primary responsibility to pay for their education. Our mission is met by:

- Providing information and services to prospective and continuing students and their families;
- Assisting students and families in the financial aid application process;
- Determining financial aid eligibility and making offers of financial assistance;
- Facilitating the timely delivery of financial aid funds;
- Delivering financial aid to all eligible applicants in a fair and equitable manner.

Financial assistance is available from a variety of sources; the amount and type are determined on the basis of financial need (Financial Need = Cost of Attendance - Expected Family Contribution). The Expected Family Contribution (EFC) is determined by using the Federal Methodology Formula approved by the U.S. Department of Education. To apply for financial aid, students must submit the Free Application for Federal Student Aid (FAFSA) to the Central Processing System of the U.S. Department of Education at www.fafsa.ed.gov.

FAFSA late may limit a student’s eligibility for those funds. Institutional aid is awarded on a rolling basis.

Once a student has been accepted to the College and the FAFSA is processed, a financial aid award letter will be mailed. When the award is received, a student may accept all or any part of the award without affecting any other funds offered. Upon notification that a student has received an award from an outside source, appropriate adjustments will be made to the financial aid previously offered in accordance with federal regulations. Changes to a student’s cost of attendance could also have an impact on a financial award.

In general, to receive financial aid a student must be enrolled at least half-time (six credit hours per semester for undergraduates and three credit hours for graduates). A significant number of institutional and state programs require full-time attendance.

Financial aid awards will be adjusted for any student who does not enroll for the number of credit hours upon which the award was based. If a student with financial aid withdraws from a course or courses during the refund period, aid will be adjusted accordingly. If an instructor withdraws a student from a course, financial aid will be adjusted according to the last date of attendance reported by the instructor, in accordance with federal regulations. Students considering a reduction in their coursework should consult the Office of Financial Aid prior to making changes to determine the impact upon their financial aid eligibility.

Satisfactory Academic Progress is also required to maintain eligibility for financial aid. To ensure that the application information used to determine financial aid eligibility is complete and accurate, student records (including applicable parent tax returns) may be selected for review in accordance with federal regulations. Students selected will be notified of the information and documentation required for continued processing. These documents should be submitted to the Office of Financial Aid upon request.

TUITION AND FEE PAYMENT INFORMATION

Methods of Payment

Three options are available for paying education expenses:

1. Pay each semester’s expenses in full. The amount, less financial aid and loans, is due on May 1–summer, August 1–fall, December 1–spring.
2. Apply for private student loans and/or parent PLUS loans, using the Lake Erie College Financial Aid website. Proof of loan funds approval and disbursement date information is due on the semester due dates as indicated in option one.

3. Enroll in the Time-Payment Plan, pay the enrollment fee and begin making the monthly payments prior to the semester due date as indicated in option one. This plan is interest free.

Note: All of the above options may be combined to make a financial plan that is suitable for budgeting needs, making sure they are in place on or before the semester due dates as indicated above.

Tuition Reimbursement

For a student who receives tuition reimbursement benefits through his/her workplace, 50% of the tuition and fees can be deferred until the end of the term, with payment due four weeks after classes end. The remaining 50% must be paid by the semester due dates, along with the deferred payment fee for the semester. Interest will not accrue on the unpaid balance.

Withdrawal Procedure

A student wanting to take a leave of absence or totally withdraw from all classes at Lake Erie College must notify the Registrar’s Office, either verbally or in writing. The office is located in Room 114 College Hall.

Veterans Benefits

Lake Erie College is approved by the State Approving Agency for Veterans’ Training. Veterans who are eligible for educational benefits should contact either the VETS Office or Office of Financial Aid at Lake Erie College. Veterans’ benefits received (as determined by the information reported on the Free Application for Student Aid) will be considered a resource in the determination of a student’s financial need in accordance with federal regulations governing the delivery of Title IV Student Financial Assistance. Veterans receive the educational benefits from the Veteran Administration (VA) and eligibility and amounts are determined by the VA.

FINANCIAL POLICIES

Tuition and Fee Policy

Fees may be calculated by referring to the tuition and fee schedule listed on the website for each semester. Financial refund schedules are published there as well. Be sure to reference this information when making decisions to add or drop classes after the semester begins.

Due to federal regulations, all international students entering the United States on an F-1 Visa are required to prepay their tuition for the entire year before registering for classes. International students are not eligible for time-payment plans. Canadian students are required to pay each semester prior to registering for classes and are not eligible for time-payment plans.

Students who do not meet financial obligations on a timely basis may be removed from their educational program. Re-entry into the program will require payment of a re-matriculation fee equal to the current late registration fee in addition to the regular tuition and fee charges assessed.

The College reserves the right to withdraw a student from his or her academic program, including academic programs abroad, to withhold grades and transcripts, to deny entry to the residence halls and to deny participation in graduation exercises if tuition and fees are not paid on a timely basis. The student may apply for re-admission to the program for following semesters; re-admission will be dependent on proof of financial stability.

Late fees will be charged on all accounts 30 days past due. Charges that remain unpaid will be sent to a third party collection service. At that time, the collection fees, interest charges and legal fees will be added to the balance on the student’s account and these accounts will also be reported to the credit bureau.

Refund Policy

If registration is canceled prior to the start of classes, a full refund will be made with the exception of the admissions deposit. The student’s account will be credited only after the proper withdrawal forms have been filed with the Registrar and the exit interview is completed. Students must contact the Registrar’s Office to officially withdraw from the school.

Refund dates are found on the website each semester. Refer to this information for the financial impact of dropping/withdrawing from classes. Students withdrawing and/or changing status between full-time and part-time should speak with both the Financial Aid and Bursar Offices to be sure they understand the full impact of their decision.

Students who discontinue class attendance without officially completing the withdrawal procedure will be responsible for the
full amount of applicable tuition and fees. A student receiving Title IV financial aid who does not officially complete the withdrawal procedure will be required to return 50% of the Title IV funds.

Refunds for withdrawals after the official dates will not be made in cases of inability to attend classes due to changes in business or personal affairs. If extraordinary circumstances require a student to withdraw from classes after the refund period, the student will need to file a Petition for Late Action. Forms are available in the Registrar’s Office.

Refunds due to overpayment of tuition and fees will be processed in accordance with Title IV guidelines.

**Satisfactory Academic Progress Policy (SAP)**

Federal regulations require that schools monitor academic progress of each applicant for federal financial assistance and that the school certify the applicant is making satisfactory academic progress (SAP) toward earning his or her degree. To be eligible to receive financial aid from federal, state and institutional sources at Lake Erie College, students must make satisfactory academic progress in their degree or certificate programs. The measure of SAP is threefold: GPA, maximum timeframe and completion rate. Students who fail to meet the SAP requirements become ineligible to receive financial aid until compliance with these requirements are met.

The Financial Aid Office evaluates SAP after the completion of each semester or term. All terms of enrollment, including summer, must be considered in the determination of SAP including periods in which the student did not receive federal student aid funds.

Students academically dismissed from their academic program will be recognized as failing to meet SAP standards.

The policy and terms described in this SAP policy is for financial aid purposes only and is separate from academic probation policies for academic standing with the college.

**SAP Terms**

**Grade Point Average: (Qualitative Standard)**
An undergraduate student must maintain a minimum cumulative GPA of 2.0.

**Maximum Timeframe: (Quantitative Standard)**
An undergraduate student cannot exceed 150% of the published length of time of the program measured in credit hours attempted. Most undergraduate programs require 128 credit hours for graduation. The maximum time frame for these students is 192 hours (128 x 1.5). Students are normally expected to complete an undergraduate degree by the end of 4 years of full time enrollment. To make this progress, a student would need to take 16 credit hours each semester.

The possibility exists for a student to receive financial aid up to the maximum time frame of 192 credit hours. However, if it is determined at any point that the student will not be able to complete the program within 192 credits, financial aid eligibility stops. The maximum time frame is not increased for dual-degree students or students with minors. Transfer credit hours accepted for the student’s academic program or degree are counted when measuring the maximum time frame to complete the degree or program and in hours attempted and earned.

**Completion Rate: Pace of Progression (Quantitative Standard)**
To ensure a student is making progress in progression toward their degree, a student must earn 67% of hours attempted. This is calculated by dividing cumulative hours earned by cumulative hours attempted.

**Attempted Credit Hours:**
Courses with grades and with marks of “W” withdrawn, “WF” withdrawal failure, “WP” withdrawal passing, “I” incomplete or “F” failure are counted as courses attempted. Course repetitions and remedial coursework count as credit hours attempted and count toward the maximum time frame.

**Earned Credit Hours:**
Credit hours recorded as earned on the student’s academic transcript at the end of each semester for which a student received a passing grade. An incomplete course or work in progress is not counted as earned credit hours.

Credits excluded from the credit completion calculation include audit credits, CLEP, prior learning credits.

Example: Joe Freshman was enrolled for 18 hours fall semester. He withdrew from a 4 credit hour course, receiving a “W” and failed another 4 credit hour course. At the end of the semester, his transcript showed he earned 10 credit hours. He has a 2.52 cumulative GPA. His percentage of credit hours earned based on his attempted is 55.5% (10/18). He did not make SAP for the fall semester based upon his earned hours. He must have had at least 67% earned hours from those attempted.
SAP Warning, SAP Probation and Financial Aid Suspension

SAP Warning

The first time a student does not meet the SAP requirement the student will receive a SAP Warning. The student will be eligible to receive financial aid for the next semester. No other action is required by the student.

SAP Probation and the Appeal Process

Two consecutive terms of failure to meet SAP will result in the student becoming ineligible for financial aid. The student must submit a letter of appeal to petition reconsideration for financial aid eligibility for the next term. The appeal must include a signed statement with:

1. The reason for failing to make SAP including any extenuating circumstances that caused failure to meet the SAP standards.
2. A description of how circumstances have changed to be in a better position to be academically successful.

An appeal must be based on significant extenuating circumstances that seriously impacted academic performance. Examples of extenuating circumstances include serious illness or injury, death of a family member or other extreme hardship. The appeal letter must be submitted to the Financial Aid Office within 14 days of receiving notification. Include supporting documentation if indicated.

An appeal will be approved if the Financial Aid Office can determine the student will be able to make SAP standards by the end of the next term. The student with an approved appeal will be on SAP Probation and regains eligibility for financial aid for the next term.

Academic Plan

If the Financial Aid office determines that SAP cannot be made during the next term, the student must include an academic plan of action required by the Academic Standards Committee or meet with their academic advisor to devise a plan to restore their SAP standards by a specific point in time. If the student submits and agrees to an academic plan, financial aid eligibility will be restored for the next term.

Financial Aid Suspension

Financial Aid Suspension occurs when any of the qualitative and quantitative standards cannot be met. The student will not be eligible for financial aid.

Return of Title IV Funds Policy

Any students receiving Title IV Funds at Lake Erie College will be subject to the following policy regarding return of those funds if they withdraw from all classes:

The amount of Title IV aid earned is the percentage of the semester completed. This percentage is calculated by dividing the number of days the student attended classes by the number of days in the semester. The semester is measured in calendar days including weekends and holidays, excluding breaks of more than five days.

Any student who withdraws on or before the 60% point in the semester will have to return or repay unearned Title IV funds. A student who withdraws after the 60% point of the semester is considered to have earned 100% of the aid received and will not have to return funds to the Title IV programs. A student’s withdrawal date is determined by Lake Erie College to be:

1. The date the student began the withdrawal process (as outlined in this catalog) or notified the school of the intent to withdraw.
2. The midpoint of the semester if the student fails to officially notify the College of the withdrawal.
3. The student’s last date of attendance at a documented academically-related activity.

Funds will be returned to the programs in the order specified by federal guidelines.

A repayment by the student to the Title IV programs may be required when cash has been disbursed to the student from financial aid funds in excess of the amount of aid earned during the term. If the student owes a repayment to the programs, loan funds are returned within the terms of the promissory note. Grant funds owed by the student will be returned at 50% of the amount owed.

If less aid for which the student was eligible was disbursed than was earned, the student may receive a post-withdrawal disbursement for the difference. The Office of Financial Aid will notify the student within 30 days of notification of withdrawal that these funds are available. The student must request these late disbursements in writing from the Office of Financial Aid.

Institutional and state aid refunds will be calculated according to the Lake Erie College refund policy as posted in the official schedule of classes each semester.
Co-Curricular Life

The co-curricular aspects of college life are an integral part of a liberal arts education. The experiences which occur outside of the formal classroom setting provide valuable opportunities for social, emotional and intellectual growth. Lake Erie College provides a broad range of co-curricular activities and services designed to appeal to a variety of academic and personal interests. These resources and services are available to all Lake Erie College students.

Clubs and Organizations

Lake Erie College students are involved in a number of student organizations. Through these organizations, students are able to enrich their college experience and develop useful skills while getting involved on campus. Joining a student organization is a great way to meet other students and pursue common interests outside of the classroom. To find out more about membership in Lake Erie College student organizations or to start a new club, contact the Coordinator of Student Activities and Cultural Programs in the Student Life Office.

Student Government

The Student Government Association (SGA) is the student governing body on campus. Through SGA, all other student clubs and organizations receive formal recognition and support. As one of the most active and dynamic groups on campus, SGA is responsible for monitoring the activities of its component groups as outlined in the SGA constitution. Elected representatives attend regular meetings. All students are members of SGA and are invited to attend SGA regular meetings. Meetings occur biweekly and the schedule is posted in the Student Life Office at the beginning of each semester. Business casual dress is suggested when attending meetings.

Activities Council

The Student Activities Council (SAC) is a student-run organization that plans activities on and off campus. SAC membership is open to all Lake Erie College students. Becoming involved with SAC is a great way to meet other students and plan fun and interesting activities. SAC provides weekly entertainment through game shows, casino nights, free movie tickets, karaoke, concerts, comedians, hypnotists and various other events.

Cleveland Culture

The cultural riches of Cleveland also include its museums. The Cleveland Museum of Art, the Cleveland Museum of Natural History, the Great Lakes Science Center, the Rock and Roll Hall of Fame and the Western Reserve Historical Society are all easily accessible to Lake Erie College students.

Religious Services

Lake Erie College is a nonsectarian liberal arts college and has no formal affiliation with any religious group or denomination. A number of religious groups are well represented in Painesville and the surrounding area. Many of the local churches are within walking distance from the campus. Other religious communities are represented in nearby communities and all welcome students.

Athletics

Facilities

The Jerome T. Osborne Family Athletic & Wellness Center (the "O"), originally opened as the Athletic & Wellness Center in August of 2004, is the central hub on campus for Lake Erie College athletics. The "O" houses the offices for the Department of Athletics and hosts varsity contests for basketball, volleyball and wrestling in its 750-seat arena. The building also houses a multi-purpose gymnasium which hosts various varsity practices, intramurals and recreation. A suspended indoor jogging track encircling the multi-purpose gym and a fully-equipped fitness center on the upper level complete the major components of the building. Outdoors, teams practice and sometimes compete on campus on Jack Slattery Field.

Downtown Painesville's Kiwanis Recreation Park hosts several teams. Jack Britt Memorial Stadium, with its recently installed ProGrass MonoTurf artificial surface, hosts Storm football and soccer in the fall and lacrosse in the spring. It also serves as the outdoor practice home of the track and field teams. The baseball team plays at Braggs Field and also plays a portion of its season at Classic Park, home of the minor league Lake County Captains, in Eastlake. The softball team also plays its home games in "Rec Park" on the recently refurbished Diamond 9.

Other sports, including swimming and diving, track and field, golf and tennis, utilize off-campus sites located within a short distance of campus.
CO-CURRICULAR LIFE

On the southwest end of campus, Ritchie Athletic Training Center houses the 4,700-square foot varsity weight room and staff offices for football and swimming. On the lower level, the Ritchie Pool serves as a practice and training site for the swim teams. The Garfield Center is home to Storm wrestling offices and practice room as well as offices for both men's and women's soccer programs.

**Varsity Teams**

Lake Erie offers 23 varsity sports for the 2012-13 athletic year, twelve for men and eleven for women. In the fall, there are football, men’s and women’s soccer, women’s volleyball, men’s and women’s cross country, men’s and women’s golf and women’s tennis. Men’s and women’s basketball and swimming and diving are offered in the winter, as well as wrestling and men’s and women’s indoor track. Baseball, softball, men’s and women’s lacrosse, men’s tennis and men’s and women’s outdoor track are the spring sports.

General admission to ticketed, regular season, on-campus events is free for current students. Tickets, when necessary, may be picked up with a valid student identification card. Lake Erie’s teams compete at the NCAA Division II level. The institution is a member of the Great Lakes Intercollegiate Athletic Conference (GLIAC) for all sports except men’s lacrosse (East Coast Athletic Conference Division II Lacrosse League). The College is also a member of the East Coast Athletic Conference (ECAC) and Lake Erie’s teams compete for berths in the various ECAC post-season tournaments.

**Nickname and Colors**

Lake Erie teams are called the Storm. The name was selected as the result of a contest, which took place when the institution became fully coeducational in the late 1980s. Previously, Lake Erie’s teams were known as the Unicorns. The official team colors for all Storm teams are green and white, with black as a trim/accent color. Branding, image and logo guidelines can be found on the department’s website (see below). Unauthorized use of logos and colors is prohibited.

**Athletic Website**

The home of Lake Erie Athletics online is www.LakeErieStorm.com. The site features news and information on all 23 teams, blogs, videos, live broadcasts and more. There is information for current and future student-athletes, parents, fans and visitors. In addition, fans and students can follow the Storm on a variety of social networking sites like Twitter (www.twitter.com/lecsports), Facebook (search Lake Erie College Athletics), You Tube (lakeeriestorm) and Ustream.

**Intramurals**

A variety of intramural sport offerings are posted throughout the academic year. Typically, competition is available in volleyball, basketball, dodgeball and indoor soccer, as well as other sports.

**Club Sports**

Though not operated directly by the Department of Athletics, sports participation at the club level has previously included sports such as fencing and rowing. When interest warrants, other sports may be added at the club level.

**Recreation**

Use of the athletic facilities for fitness and recreation is offered to current students, during posted days and hours, with a valid Lake Erie College ID. Lockers and locker room facilities are available on a daily-use basis. Users must supply their own towels and way to secure their belongings, if unattended. Personal items are not to be left in a locker room overnight, even if secured in a locker.

**Accommodations for Students with Disabilities**

Lake Erie College does not discriminate in its recruitment, admission or treatment of students. The College makes reasonable accommodations to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities. In particular, the College adheres to the provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Family Education Rights and Privacy Act of 1974.

It is the policy of the College to make services available to any student who, through a recent assessment, can provide documentation of a disability. Students, however, must meet all eligibility requirements to be admitted.

Students requesting accommodations must provide the College with official documentation of any disability, from a medical doctor, psychiatrist, psychologist or other qualified professional. For specific learning disabilities, this should include a copy of the multi-factored evaluation, and a copy of the student’s most recent individualized education plan (IEP).
The documentation must be no more than three years old, if the student was tested before age 21 and within a five year period in the case of adults tested after age 21. Documentation must contain the date of assessment and the diagnosis. It must list the assessment tools utilized describe the functional limitations of the disability and support the need for specific accommodations. The documentation must include relevant recommendations regarding the curriculum, as well as testing considerations. No accommodation will be assured until the appropriate documentation is on file. Lake Erie College reserves the right to require that a student provide more complete and/or updated documentation at any time. All records are confidential.

It is the responsibility of students with disabilities to seek available assistance at the College and to make their needs known to the Director of the Student Success Center. The students must meet with the Director upon admission to the College or when a disability becomes known to discuss any special needs. All assistance/accommodations are coordinated through the Director of the Student Success Center.

Accommodations are reviewed each semester by the Director, the student and a consultant in the area in which the disability occurs, if necessary. While Lake Erie College will provide reasonable accommodations, academic success is the student’s responsibility. Instructors will be expected to assist with the provision of accommodations when reasonable and necessary. Instructors are not expected to compromise essential elements of the course or evaluation standards. Some of the accommodations which may be available to students with documented disabilities include textbooks on CD, peer and professional tutoring, additional time for testing, testing in a distraction-free environment, small study groups, peer and professional editing, time-management and organization assistance, and personal coaching for success. For further information contact the Director of the Student Success Center at 440.375.7426.

Health and Wellness Resources

The Lake Erie College Student Success Center offers a wide range of opportunities to the campus community in the area of health and wellness. Health and wellness services available on campus include a licensed family physician available for appointments on campus each week, social and academic counseling, academic support and monitoring, as well as referrals for dental assistance and psychiatric services as needed.

In addition, assistance to students with disabilities and referrals to community mental health agencies is available upon request. The staff provides screenings for ADHD/ADD, depression, anxiety and post-traumatic stress disorder as well as referrals to outside agencies for drug and alcohol rehabilitation as needed. In addition, referrals for individual counseling and psychological services in many areas are available upon request, as well as support for student athletes in many areas of academic and social life.

Residential students are strongly encouraged to make the Student Success Center staff aware of all on-going health and wellness issues as well as any medications prescribed and taken regularly. The staff is happy to collaborate with your current healthcare and/or counseling provider to assist you in locating a local provider near the Lake Erie College campus. Confidentiality will be maintained at all times and students, while not required, will have the opportunity to sign release forms for collaboration with parents, personal healthcare and counseling providers to assure the highest level of the continuity of care while at Lake Erie College.

All residential students, student athletes and equestrian students are required to provide proof that they are covered by a health insurance plan.

The TriPoint Medical Center and University Hospitals of Cleveland are available to treat any student upon request. Students under the age of 18 must have an authorization on file in the Student Success Center should the need for emergency treatment arise.

Career Services and Internships

The Office of Career Services and Internships empowers students to build bridges to their future careers by providing resources, programs and services that enable students to translate their academic and co-curricular experiences to the world of work in a diverse global environment. Services include personalized career coaching as well as workshops touching on topics such as: resume writing, internships, interview and job search techniques, dressing for success, etiquette and preparing for graduate or professional school.

The Office of Career Services and Internships also coordinates the process for internship registration. Although not all majors are required to register for internships, all students are encouraged to register for internships to integrate academics with their career goals. To qualify for an internship, students must be of sophomore status, preferably junior/senior status and
be in good academic standing maintaining a minimum 2.0 GPA. Internships represent academic courses and students must be registered for academic credit for their internship at the same time they are performing the hours.

Lake Erie College utilizes the Storm Career Network powered by College Central, an online employment database where employers can post job and internship opportunities as well as register to search the resumes of students and alumni who have posted on the site. Students looking for employment possibilities can search through the jobs and internships that have been posted as well as apply for them online. More information on all of the services and programs available through Career Services can be found at www.lec.edu/career.

Residence Life

Life in the residence halls is a living learning experience. It is in this environment that students have the opportunity to form a sense of community, to meet people of varied backgrounds and to make lasting friendships. The residential community consists of four halls and a number of apartment complexes close to the campus. All students share some common facilities, including kitchen, laundry, bathrooms and lounge areas. In the halls, Residence Directors serve as advisors, counselors and administrators of the hall. Student Resident Assistants work with the Residence Directors to maintain a healthy living/learning environment.

Residence hall living requires each resident to assume certain group and individual responsibilities. Each student is expected to attend hall meetings, support activities, care for personal and College property, abide by College and hall policies and show respect for the rights and property of other residents.

Students who are under the age of 22 years, below 64 credits and whose established residence is outside a 50-mile radius of the College are required to reside on campus. Exceptions are made for those students who are married. Students wishing to petition for an exemption to the residency requirement who intend to reside with a close adult relative must provide a written request from their parent or guardian to the Student Life Office. Students reaching the age of 23 years by August 15 prior to the start of the fall semester can be granted residency status on a space-available basis after all students whose on-campus residence is required have been accommodated.

All resident students are required to participate in one of the College meal plans.

Orientation

In order to help new students familiarize themselves with life at Lake Erie College and to acquaint them with the campus, its facilities, services and staff, as well as the rigors of college life, the College conducts a mandatory New Student Orientation prior to the start of classes. The programs touch on every aspect of the College, both curricular and co-curricular, of interest and concern to new students and their families.

Student Vehicles & Parking on Campus

Vehicle Registration

All vehicles on campus and in College-leased apartment areas, are required to be registered with Security within the first week of the semester. A permit decal will be issued and must be displayed on the vehicle at all times. There is no charge for the first permit; however, there is a $5.00 charge for each additional or replacement permit. When registering a vehicle, the license plate number, make, model and color of the vehicle are needed. The College is not responsible for lost or stolen items or damage to vehicles parked on campus. Vehicle owners are required to have adequate insurance as required by State Law. Campus Security recommends every student to have an extra set of keys available in case keys are locked inside of the vehicle. Painesville police are not able to assist with vehicle lockouts. Students should refer to the Security tab of the Lake Erie College web page (www.lec.edu), or the bulletin board located outside of the Security Office for information concerning Rules and Regulations concerning parking on campus.

Citations and Towing

Parking on the grass, in a fire lane, on the sidewalk or in a reserved space will result in vehicles being towed at the owner’s expense. This includes College-leased apartment areas. Citations and fines are issued for violations; repeat violations result in the doubling of the previous fine. Fines are automatically billed to the student’s account and can be paid at the Accounting window in College Hall. Driveways in front of the residence halls are for loading and unloading. Students are permitted to park for a maximum of 15 minutes and must have flashers on at that time.

Guest Parking

Guests of residential students must register their vehicle with Security to obtain a temporary guest registration permit that is displayed. Applications for the guest registration tag are obtained from the student life office. Overnight guests will receive instructions from the security officer who issues the
SPECIAL ACADEMIC OPPORTUNITIES

temporary guest tag concerning where they must park their vehicle.

Transportation - Laketran

Laketran is the local bus service that provides transportation within Lake County and with connections outside of the local area. A Laketran stop is in front of the campus on Route 20, Mentor Avenue. Students needing more information about Laketran services are advised to call Laketran offices at 440.428.2460.

Safety and Security

Security of the Lake Erie College campus and all who live and work here is the responsibility of every member of the College community. A conscious effort must be made by each student, faculty and staff member to ensure the safety and well-being of persons and property. Anyone observing a suspicious person or act should report the situation immediately to Security at 440.375.7575; or the Painesville Police Department at 911 for emergencies or an administrator, staff or faculty member.

Security maintains a lost and found department, as well as providing an escort service to all members of the College community traveling between buildings or to the parking lots after sunset. Escort service is obtained by calling Security at 440.375.7575.

LEARNING COMMUNITIES

Objective

Learning Communities allow students to celebrate their academic interests and grow through experiential learning. Academic programming in the Learning Communities fosters student engagement and promotes collaborative ideas.

Students who actively participate in a Learning Community during their freshman year will be eligible to apply for student leadership positions, as well as programming scholarships which may be used toward special events or study tours during the sophomore and junior years.

Arts, Culture, and Humanities Learning Community

The Arts, Culture and Humanities Learning Community is designed for students who are passionate about exploring the essence of what it means to be human—to communicate through the power of the written and spoken word, to express creatively our deepest emotions and grandest aspirations, and to engage other cultures while considering how we uniquely relate to the global community.

Business and Entrepreneurship Learning Community

Students in the Business and Entrepreneurship Learning Community will discover the ins and outs of what it takes to lead, manage and grow an organization. Real-world learning will take place through some of the region’s most sought-after internships, apprenticeships and work-study programs; all under the guidance of accomplished faculty, awarded, recognized and respected in the fields of accounting, business management, finance, marketing, international studies, communication and the equine industry.

Science, Health, and the Environment Learning Community

Students in the Science, Health, and the Environment Learning Community are poised to explore the wonders of science. Within this community, students will begin their journey toward a career as a physician, nurse, pharmacist, veterinarian, biologist, chemist, environmental scientist, physical therapist or mathematician.

Service, Policy, and the Law Learning Community

The Service, Policy, and the Law Learning Community has a goal of providing students with a solid foundation of essential knowledge, experiences, and skills from which they may begin a professional career or continue on to pursue graduate studies in the social sciences, teaching or the legal field. Programming in this community is diverse and cross-disciplinary, and spans the range from courses focusing on topics such as equine-assisted psychotherapy to social justice internships within the area’s several court systems.

Learning Community Experience

Freshmen accepted into a Learning Community will enroll in a specialized seminar related to their particular area. These seminars allow students to interact with like-minded peers who, while sharing similar career aspirations, nonetheless bring their own unique perspectives to the table. Each seminar is led by a distinguished faculty member who will aid students in the exploration of a specialized topic within their discipline in a fun and interactive manner. Throughout the year, selected students will be invited to participate in a variety of programs including career development opportunities, guest lectures, workshops, and associated activities. During their second semester, students may participate in an e-portfolio development course. E-portfolios may be used to document experiences such as internships, performances and samples of exemplary work; the
course will also include intentional activities that assist students in identifying their own key learning objectives, a process highly valued by both employers and graduate schools.

During their sophomore and junior years, participating students will be expected to continue building upon the foundations already established through their previous experiential learning opportunities, which include the series of specialized programming and events. At this point, students will also have the chance to apply for a truly unique and enriched capstone experience where they may travel with their Learning Community peers in a study tour abroad. Lake Erie College Center for Entrepreneurship Lake Erie College has undertaken significant steps toward making entrepreneurship a common and accessible experience for all of our students. We have branded this vision as Put Your Passion to Work™. Many measures are used to demonstrate the progress, continuous improvement and success of the Center in six key areas - student engagement, faculty engagement, faculty development, experiential engagement, community involvement and value creation and commercialization. The development of the entrepreneurship curriculum has already capitalized on the initiative of faculty from all disciplines. The College has developed an entrepreneurial studies major and minor, an equine entrepreneurship degree program and several additional entrepreneurial courses. A Visiting Professor of Entrepreneurship has also been added. Lake Erie College’s Center for Entrepreneurship opened in College Hall in April 2007 as part of the Northeast Ohio Collegiate Entrepreneurship Program (NEOCEP) with funds provided by the Burton D. Morgan Foundation and the Ewing Marion Kauffman Foundation.

STUDY ABROAD

Academic Programs Abroad

In 1953, Lake Erie became the first college in the United States to institute a mandatory full term of courses to be taken abroad as a requirement for graduation. While this is no longer a requirement for our students, it is a legacy of which we are proud and an experience we still encourage all our students to take advantage of. Fast forward from the 1950s into the new century: Our world is becoming increasingly interconnected, with more and more of the most exciting and well-paying jobs requiring cultural awareness, fluency in foreign languages, and the ability to thrive in another culture. Responding to the quickly evolving demands of work skills needed in the modern world, Lake Erie College offers innovative programs designed to introduce students into the global marketplace and, for those who choose such a career path, provide continued opportunities for preparation and growth. Today, you can “go global” in practically any field. What is your passion? Whichever of our four learning communities you participate in, including Business and Entrepreneurship, Arts, Culture and the Humanities, Service, Policy and the Law, or Science, Health and the Environment, from your sophomore year onwards Lake Erie College stands ready to support a semester-long experience or short-term study abroad to help you on your way towards meeting fascinating new people who share your passion, and to further your educational and professional goals.

Semester and Year-Long Programs

Spending a semester abroad is an intercultural experience that integrates cross-cultural enrichment with academic learning and unique study opportunities not often available in the United States. It is, therefore, very much a part of today’s total liberal arts education. The Academic Program Abroad (APA) may be used to satisfy one of the general education requirements (cultures and values goal), in conjunction with the IS 300/301 course series. The APA is usually taken during the second half of the sophomore or first half of the junior year, but may be taken at any time from the start of the sophomore year on. The student selects a study center appropriate to individual interest and needs. Often, the choice will depend upon courses available at the host school and/or available facility in a second language; however, interest in a particular internship program, a living experience or a special area of study may also influence the choice of destination. The program includes a semester of preparation for living in another culture prior to departure. While abroad, students work in various subject areas with native faculty, explore aspects of the culture through independent study or a special area of study may also influence the choice of destination. The program includes a semester of preparation for living in another culture prior to departure. While abroad, students work in various subject areas with native faculty, explore aspects of the culture through independent study or an internship and keep a journal reflecting thoughts and experiences. Academic credit is awarded at the successful completion of all requirements.
students planning on studying in a country having a primary language other than English are STRONGLY encouraged to have at least 3 semesters of experience in the target language, or otherwise demonstrate similar fluency.

Short Term Programs

As part of the Go Global campaign, Lake Erie College offers short term study abroad programs of 10 days to approximately 4 weeks in length. These programs are taught and led by Lake Erie College faculty to various destinations, and are taken either during spring break or during the summer session immediately after spring graduation. These programs may consist of a semester of instruction on campus before or after the trip, intense accelerated classes while abroad, or a combination of both. These courses are offered to all full-time undergraduate students who meet the minimum requirements of a 2.5 cumulative GPA, are in good standing with the school, and who complete a study tour application for committee review and approval. Ideally they are structured around the learning communities so that in the course of a student’s time at Lake Erie, at least one trip in each area should take place. Credit for these trips usually ranges from 4-8 hours depending on the trip. Students applying to go on these tours may also apply for a one time subsidy to help pay for the cost of the trip. This is available beginning after the end of the fourth consecutive full-time semester attendance for students who start at Lake Erie College, or after one full year of attendance for students transferring to Lake Erie College. The amount of this subsidy varies depending on the cost of the trip and the number of enrollments in a given year. While students may participate in more than one trip, they may only receive one subsidy.

Although students are encouraged to take these trips as early as possible, graduating seniors who wish to participate in a trip taking place in the semester immediately following their graduation may do so IF the trip departs within 20 days of graduation and if they have successfully submitted an application and are otherwise eligible with regards to GPA and residency requirements. They may also still apply for the subsidy, assuming it has not been used previously. Credit earned in such cases will be post-baccalaureate in nature and will not count towards a degree.

Students must fulfill the appropriate on-campus course and/or meeting requirements in order to participate in the trip portion of the course, or must meet the required class schedule while overseas as the case may be, in order to earn credit for this trip. The trip portion of the experience itself is also academic in nature, and must be satisfactorily completed in order to earn a passing grade in the course(s). Students will be held to the standards of student codes of conduct while abroad. Anyone violating these codes will result in the student being sent home at their own cost. Students must also be in reasonably good health. Travel for any student with a pre-existing health condition must be approved by the student’s physician, and all participants are required to pass a physical.

Many short term programs also fulfill the Core Requirement Cultures and Values Goal - but not all. Students wishing to use a study tour for this requirement should verify that it satisfies the criteria before enrolling. For more information on requirements or to apply, please contact the Coordinator of International Programs at 440-375-7178.

ACADEMIC LEARNING CENTER (ALC)

Academic Learning Center: tutoring@lec.edu

The Lake Erie College Academic Learning Center serves as a focal point – within the College community – for the creation and promotion of an enriched learning environment where all students have the opportunity to fulfill their academic potential. The Academic Learning Center provides students with a range of services to enhance specific academic skills, and thereby increase their prospects for academic success. The Center is divided into three primary areas: the Writing Center, a Math Lab and Tutorial Services.

Writing Lab

The mission of the Lake Erie College Writing Center is to assist students in becoming stronger, more confident writers. The Writing Center is open to any student who wants to enrich his/her writing or develop presentations for class. The Writing Center is not limited by discipline – students from all classes and majors are welcome in the Writing Center.

Writing Assistants can provide help in all areas of the composition process. Whether students need help understanding the text, generating ideas, writing a paper draft, editing their work for clarity and conciseness, or working on sentence level grammar and structure concerns, the Writing Center is there. In addition to written communication, Writing Assistants can provide assistance in developing class presentations. Writing Assistants will not do the work for the student, but the Writing Center supplies a space where students can think through their ideas and talk with a trained peer about ideas, goals and plans for the assignment. Each Writing Assistant must first complete a
semester-long course in Composition and Writing Center Theory as part of their initial training.

Math Lab
The Math Lab is available on a walk-in basis for students to be able to get help with any mathematics courses in which they may be enrolled. Some math courses require students to attend the Lab on a weekly basis during which time they are encouraged to work in small groups on classroom assignments, review for upcoming exams, or ask questions about concepts with which they may be having difficulty. The purpose of these directed Math Lab sessions is to provide students with additional hands-on learning opportunities to effectively supplement the material covered in the classroom. Oversight of the Math Lab is maintained by the Math Lab Director and the Academic Learning Center Tutoring Specialist, both of whom are available, along with a number of peer tutors, to assist students during the hours of operation.

Tutors
Students may request assistance in any subject area not already covered by the Writing Center, Math Lab or Tutorial Services. Requests may be made directly through the Academic Learning Center section (under the Student tab) of Lake Erie Online (LEO), by email at tutoring@lec.edu, or by contacting any member of the Academic Learning Center staff.

To ensure a high level of competency, all peer tutors have secured the recommendation of a full-time faculty member, and have demonstrated a high level of proficiency in advanced coursework. All tutoring services are free to Lake Erie College students, and are offered throughout the week at convenient times in the morning, afternoon and evening. The hours of operation for all of the ALC services are posted on LEO, on posters that are visible across campus and also through regular email updates.

SPECIAL ACADEMIC OPPORTUNITIES

Independent Study/Individual Investigation
An Independent Study is a course offered regularly in the curriculum but which is necessary for the students to take on an individual basis.

An Individual Investigation is a focused-research or advanced performance project, not offered in the current undergraduate catalogue. An individual investigation course provides a student with the opportunity to explore a special topic of interest with a faculty member knowledgeable in the subject matter. Unlike a regular course taught in the classroom, an Individual Investigation involves a relatively unstructured format defined by the student and the instructor. Since the individual investigation is a method and not a subject, it is expected that a student will be registered for the actual subject of the study, described in a way that can be entered on the transcript under the number 160, 260 or 360 which indicates the elementary, intermediate or advanced level of the work to be performed.

Students will be limited to one Independent Study/Individual Investigation per academic year. An additional course fee may be assessed. To be eligible for independent coursework, the student must:

- Have attained junior or senior status
- Have a cumulative GPA of 3.0
- Have a 3.0 in the major, minor or concentration, if the course will satisfy a requirement
- Complete an Independent Study Individual Investigation Form

Credit for Post Secondary Enrollment Option Coursework
Students who have completed college coursework through a dual enrollment program while in high school must provide official transcripts from the college or university to receive credit at Lake Erie College. Transfer course policies as stated in the Criteria for Acceptance of Transfer Credit section of this catalog apply.

Credit for Prior Learning
For the bachelor’s degree (requiring 128 credits), Lake Erie College accepts no more than 96 credits in total through transfer or other assessment of prior learning. Some degree programs may have additional requirements regarding length of time since course was completed, or the number of credits required in the major which must be completed at Lake Erie College.

The Lake Erie College Scholars Program
The Lake Erie College Scholars Program is an exciting option that focuses on an interdisciplinary core of courses designed to challenge and stimulate our brightest students.

Requirements: A Lake Erie College Scholar must take honors sections courses in five of the six core area requirements, the Freshman Honors Seminar, and a Senior Honors Seminar, capped by a 20-30 page thesis written under the direction of a faculty member in her/his major. Unless AP credit or other means of waiving requirements are granted, honors program students
must fulfill all other basic proficiencies in the general education core, with the exception of EN 101. Students who apply as freshmen must complete 28 credits; to remain in the program, Lake Erie Scholars must maintain an overall grade point average of 3.5 or better. Students should consult the Scholars Handbook for additional details.

(Honors courses are distinguished by an H section designation)

Freshman Honors Seminar EN 102 (4 SH)

**Core Requirements:**
Students must complete five of these six courses:

- **Critical Thinking Skills**
  HU 125 H Critical Thinking Through Controversy (4 SH)

- **Analysis of Sophisticated Texts**
  PR 111 H Issues in Western Culture (4 SH)

- **Foundation of Cultures and Values**
  IS 200 H Peoples and Cultures in Contrast (4 SH)

- **Experiences with Aesthetic Forms**
  FA 101 H Arts and their Interrelations (4 SH)

- **Principles and Application of Scientific Inquiry**
  BI 101 H/BI 101L H (lecture and lab) Introductory Biology I (4 SH)

- **Analysis in Behavioral and Social Sciences**
  SO 112 H Contemporary Social Issues (4 SH)

- **Capstone Experience***
  Senior Research Project (4 SH)

*This is a requirement for all graduating seniors; topic and scope determined in conjunction with faculty director in major area. Students in the Scholars Program are required to make a presentation of their research projects to the campus community at the annual Lake Erie College Scholars Research Colloquium.

In addition to the honors designation on the diploma, other benefits include a $1,000 Merit Scholarship for every year in the Lake Erie Scholars program; priority registration for every term after the first semester; special research and social opportunities with faculty; special internship opportunities and special study abroad tours. Students who meet the program’s admission requirements will be sent a letter of invitation and an application from the director after they have applied to Lake Erie College. The application requests basic personal information and the composition of a 500-word essay on a selection of topics.

**ARTICULATION AGREEMENT**

**Critical Languages Consortium**

Lake Erie College participates as a charter member of the Critical Languages Consortium (CLC) of northeastern Ohio. The CLC consists of one public university (University of Akron) and six private colleges (Lake Erie College, Hiram College, John Carroll University, Notre Dame College of Ohio, Siegel College of Jewish Studies and Ursuline College) that collaborate to provide synchronous distance learning in modern languages that are federally defined as "critical." Contact the Office of Academic Affairs for further information.
SPECIAL ACADEMIC OPPORTUNITIES

Preferred Interview Status - NEOUCOP

Lake Erie College and the Northeastern Ohio Universities College of Pharmacy (NEOUCOP) have a Memorandum of Understanding whereby Lake Erie College students qualify automatically for an interview for admission to NEOUCOP, provided the student has completed at least 30 SH of instruction at Lake Erie College; has maintained a 3.50 GPA; and has scored in the 75 percentile or higher on the Pharmacy College Admission Test (PCAT). In recent years, NEOUCOP has offered personal interviews to only about one-half of all applicants. Students interested in this Preferred Interview Status are encouraged to contact the Office of Academic Affairs as early as possible during their undergraduate career.

Early Admission Agreement Between Lake Erie College and Duquesne University Law School

Lake Erie College (LEC) and Duquesne University Law School (DULS) have established a 3+3 Program in which a student completes three full years of study at LEC, followed by three years at DULS, culminating in a baccalaureate degree from LEC after the fourth full year of study and the J.D. degree from DULS after the sixth full year of postsecondary study. DULS will accept for regular admission all candidates from LEC who meet the following eligibility requirements:

- cumulative GPA of 3.50 or above for three years (97 cr.);
- completion of one undergraduate major program of study and all general education requirements;
- minimum LSAT score in the 60th percentile, taken by the end of the fall term of junior year;
- recommendation by a jointly administered Selection Committee;
- completion of DULS Office of Admissions protocols and application.

Please direct any questions concerning the Law School Early Admission Agreement to the Associate V.P. of Academic Affairs in the Office of Academic Affairs.

Lake Erie College Partnership with Rochester Institute of Technology for Accelerated MBA Program

Lake Erie College and the Rochester Institute of Technology E. Phillip Saunders College of Business have established an agreement which allows qualified students, who have earned a bachelor’s degree at Lake Erie, to accelerate their progress through the RIT College of Business MBA program.

Through the agreement, Lake Erie College graduates who are accepted to the RIT MBA program will have the opportunity to waive select MBA courses given that a student earns a “B” or better grade in the required undergraduate courses. A maximum of four MBA foundation courses may be waived for a period of up to five years from the time the undergraduate course was completed. This agreement offers Lake Erie College graduates an opportunity to complete the RIT MBA program in as few as five academic quarters.

Lake Erie College students must demonstrate an overall strong potential for success in graduate business study based on their GMAT scores and undergraduate academic performance before being admitted to the E. Phillip Saunders College of Business.

Founded in 1829, RIT is an internationally recognized leader in professional and career-oriented education and enrolls more than 15,000 students in eight colleges.

Lake Erie College Partnership with Mount Carmel College of Nursing for combined degree program

Lake Erie College and Mount Carmel College of Nursing have established an agreement that will enable students to receive a Bachelor of Science degree in biology from Lake Erie College after three and a half years of undergraduate work and a Bachelor of Science in nursing from Mount Carmel in three additional semesters through its Second Degree Accelerated Program. The degree path at Lake Erie will incorporate a highly focused program which allows students to take all prerequisites needed before entering the intense 13-month Second Degree Accelerated Program.

The agreement between Lake Erie and Mount Carmel offers 15 slots in Mount Carmel’s accelerated program to qualified Lake Erie College students. As an added benefit, the combined degree program also offers students the ability to immediately enroll in graduate-level courses at Mount Carmel with provisional admission to the master’s program, which offers a Master of Science degree with tracks in nursing administration, adult health and nursing education.

To advance to Mount Carmel, Lake Erie College students must maintain a minimum 3.0 grade point average and complete an interview. For more information, contact the Lake Erie College Office of Admissions at 800.916.0994 or visit www.lec.edu.

Lake Erie College Partnership with Auburn Career Center

Lake Erie College and Auburn Career Center in Concord Township, Ohio have established an agreement that enables students completing the Auburn Career Center Business Program...
to receive academic credit at Lake Erie College for ET 201 Fundamentals of the Enterprise (4 SH) upon enrollment at Lake Erie College as a degree-seeking student. Contact the Registrar’s Office for additional details.

REGISTRATION AND ACADEMIC CALENDAR

Academic Calendar and Course Scheduling

The calendar for the academic year is divided into two semesters, each fifteen weeks long. Courses normally meet in regularly scheduled sessions, two or three times per week throughout the semester. Exceptions occur when justified by educational objectives or special methods of instruction. Seminar, laboratory, studio and independent study courses are scheduled in order to provide the kind of experience called for by the nature of the work.

Registration Dates

Dates of registration are published in the Academic Calendar as established by the Registrar. Registration for currently enrolled students takes place during the preceding semester. Students are expected to have the approval of their faculty advisor. Transfer students entering Lake Erie College for the first time select courses in consultation with an assigned advisor. First time freshmen students work with the Office of Academic Advising, who will assist them in the selection of courses for their first semester. Students may register for courses following the registration calendar set by the Registrar and at any time after obtaining advisor approval.

Registration Changes

Changes in enrollment or registration after formal registration for classes will be permitted only through the Registrar’s Office. This applies to courses dropped or added. No courses may be added or dropped after the first calendar week of classes (weekday or weekend). The change or withdrawal process will not be considered complete until the Schedule Change Form is received in the Registrar’s Office.

Withdrawal from a Course

A student withdrawing from a course at any time after the full refund period and through the ninth week of classes will have a letter “W” recorded on the transcript. While a “W” is recorded on the student’s transcript, it is not considered in computing the grade point average.

No withdrawal will be permitted from a course after the end of the ninth week. Under certain circumstances an “Incomplete” grade may be appropriate. See information about this grade under Grading System. A student who withdraws from a course without following the formal procedures will automatically receive the grade of “F.”

Tuition fees paid by a student authorized to withdraw are returnable only as indicated under “Refunds” in the Tuition and Fees section of this catalog.

A student with extenuating circumstances may request a late withdrawal by completing a late action petition. Petition forms are available in the Registrar’s Office.

Student Course Loads

Twelve credit hours per semester is considered a full-time load. Thirty-two semester hours of credit during the year or sixteen credit hours per semester would be required to complete degree requirements in four years. Students who work full-time are advised to carry not more than two courses per term. A maximum of twenty-six credit hours may be taken during a single semester.

Enriched Courses

Courses with the section designator of “EN” are enriched versions of already existing catalog courses (Ex: HI238, Section EN). These courses typically include additional topics, accelerated learning and higher expectations of student performance than in regular class offerings. Generally, enriched courses are upper-division courses within a major. Permission of the instructor is required.

Catalog in Force

Requirements for graduation are based on the catalog in effect during the student’s first semester at Lake Erie College as a fully matriculated, degree-seeking student. A student may elect to complete general education and major requirements under a subsequent catalog but must use a single catalog and not a combination of catalogs. Exceptions may be necessary when changes in certification or licensure standards mandate changes in College programs. Course substitutions may be necessary when courses are deleted or changed which results in significant alteration of course content. Students who withdraw from Lake Erie College to attend another institution or have not taken courses for four consecutive semesters and subsequently return must complete the requirements of the catalog in force at the time of re-entry. Students who have attended another institution
after leaving Lake Erie College must also reapply for admission to
the College as a transfer student.

ACADEMIC ADVISING

Academic Advising: advising@lec.edu

Every student at Lake Erie College is assigned a faculty advisor
within his or her major area of study. Advisors will assist students
with formulating educational goals or career plans, explaining
College policies, and selecting courses each term. Each student is
required to meet with his or her advisor each term prior to
registering for classes online through LEO. Students who are still
exploring possible majors will either have a representative from
the Office of Academic Advising or a designated faculty member
assigned as their advisor.

LAKE ERIE ONLINE (LEO) is a secure online
registration/information system available to all Lake Erie College
students. Using this system, students can register for classes;
view their schedule, grades, or academic transcripts; review
financial aid information; make payment arrangements;
download course materials, and more.

GRADING

The Grading System

Grades are normally assigned and averages computed on the
following basis:

A = Excellent
B = Good
C = Satisfactory
D = Passing
F = Failure
I = Incomplete

Faculty members may award an "I" grade (Incomplete) only
when the examination or coursework has not been completed
because of illness or other circumstances beyond the student’s
ccontrol. Students requesting an Incomplete must initiate the
process with the instructor to create a written statement of the
work to be completed and the time limits for its completion. The
student must sign the form, obtain the instructor’s signature and
return the signed form to the Registrar’s Office. The Registrar
shall then enter an I grade and furnish the student with a copy.
The Registrar has the discretion to accept email documents to
replace signatures.

All work must be completed within the stated deadline or by the
fourteenth week of the following semester. An extension of this
deadline must be approved by the Academic Standards
Committee of the Faculty (ASC). The “I” grade will be removed
when the instructor submits a final letter grade within the
established deadline. No student shall graduate from the college
with an Incomplete unless permission is granted by the ASC. For
the purposes of determining Academic Standing, the “I” grade
will be treated as an “F” grade in calculating cumulative grade
point average. This calculation will not show on the student’s
official academic record.

Grade point averages are computed under the following point
system:

A = 4.0 points
A– = 3.7 points
B+ = 3.3 points
B = 3.0 points
B– = 2.7 points
C+ = 2.3 points
C = 2.0 points
C– = 1.7 points
D+ = 1.3 points
D = 1.0 points
D– = 0.7 points
F = 0.0 points

The grade point average (GPA) is determined in the following
manner:

1. The total number of points earned is calculated by first
   multiplying the point-value of each grade by the number
   of credit hours of that grade earned and then totaling
   the results of all grades.

2. The total number of points earned is then divided by the
   total number of local quality credit hours attempted. A
   2.00 cumulative grade point average is required for
   graduation.

   The following grades do not affect the GPA: W, WP, WF,
   P, FR, AU (Audit).

Audit Policy

Degree-seeking students may audit one course per semester and
must inform the Registrar’s Office of their intent at the time of
registration. The tuition and fees are the same for an audited
course as they are for a graded course. The course will show on
the student’s transcript as “AU”. Alumni may audit one course
per semester at the level of the degree they received from Lake
Erie College. The cost is the per credit hour College Fee. Senior
citizens may audit one course per semester for a nominal fee. Please contact the Bursar’s Office for the exact amount.

Pass/Fail Policy

In certain courses, performance is evaluated as Pass (P) or Fail (FR); grade point averages are not affected by such grades. A grade of Pass is equal to a grade of “C” or higher. Only elective courses may be taken Pass/Fail, with some exceptions; exceptions include internships and educational field experiences, at the discretion of the department. Elective courses specified within the major cannot be taken Pass/Fail.

The following conditions apply to the Pass/Fail option:

1. Students must be in good academic standing (2.0 cumulative GPA).
2. Freshmen may not choose the Pass/Fail option.
3. Students must choose the Pass/Fail option at the time of registration. Changes are not allowed after the second week of classes.
4. Students may choose no more than 12 semester hours on a Pass/Fail basis.
5. Faculty members will not be officially notified by the Registrar’s Office when a student has chosen the Pass/Fail option for their course.
6. Students taking a course on a Pass/Fail basis must complete the same course assignments as students on a traditional grading system and receive a grade of C (not C-) or better to be assigned a grade of Pass. The Registrar’s Office will convert the grade submitted to a “P” or “FR” as appropriate.

Grade Appeal

Under ordinary circumstances, faculty members reserve the right to give the final grade to a student. To change a final grade, there must be compelling and justifiable reasons to implement a grade appeal process.

1. Students must first contact the faculty member issuing the grade in an attempt to resolve the issue. Students must contact that faculty member immediately upon receiving the final grade for the course.
2. If the issue is not resolved to the student’s satisfaction, he or she must appeal to the Dean of the area.
3. If the issue is still not resolved to the student’s satisfaction, he or she must appeal in writing to the Academic Standards Committee (ASC) within one month of receiving the grade.
4. The student must present compelling specific reasons in writing in order for ASC to initiate further action. Some of the specific reasons include, but are not limited to: clerical error not acknowledged by the faculty member, harassment, change in grading standards during the term and gross incompetence.
5. ASC will contact the faculty member in question in order to provide a platform for him or her to present the rationale for the grade in question.
6. If ASC believes that the “probable cause” warrants further review, then a grade appeal process will follow. A Grade Appeal Committee will be formed.
7. The student must provide to ASC all relevant information for determining the final grade, including written assignments, attendance, papers, etc., in advance.
8. The Grade Appeal Committee will inform the VPAA of their recommendation. The VPAA will inform the Registrar, faculty member and student of any changes in a timely fashion.
9. The faculty member may make the grade change at any time in this process and must notify ASC of doing so.

The Grade Appeal Committee shall be composed of the following:

- A member of ASC
- A member of the faculty within that discipline or a similar discipline, appointed by ASC
- Faculty member outside of the discipline, appointed by ASC
- The president of the Student Government Association or a delegate selected by the President of SGA.

Repeat Course Policy

Any student receiving a grade of C- or lower in a course may retake that course one time. In the case of a repeated course, only the higher grade of the two attempts will be used to calculate the cumulative GPA. If the grade received is an F, the student may repeat the course until credit is earned. Only the first F is forgiven; every subsequent grade will be used to calculate the cumulative GPA. Grades from all course attempts will appear in the student’s academic record. A student may retake no more than two courses for which he or she earns a grade of C-, D+, D or D-. Credit hours for a repeated course, or its equivalent, will apply only once for the purposes of meeting degree requirements. Only credit hours earned from a first course attempt will count for Progress Toward Degree requirements.
ACADEMIC POLICIES

Academic Reports

Reports of final grades are available via the Lake Erie Online (LEO), secure portal at the end of each semester. Grades are no longer sent by mail.

ACADEMIC STANDING

Classification Status

Student classification is based on total credit earned and is updated at the beginning of each semester.

Freshman: 0 – 31 total semester credits
Sophomore: 32 – 63 total semester credits
Junior: 64 – 95 total semester credits
Senior: 96+ total semester credits

Academic Standing

Academic standing for any given term is assigned at the close of the semester. Changes in academic standing are effective the official date grades are due according to the published academic calendar. Grade changes, including posting of grades from incompletes, made after the first Friday of the proceeding semester WILL NOT change the academic standing assigned. Students who achieve a cumulative grade point average of 2.00 or higher are considered to be in "Good Academic Standing."

Academic Probation

The Academic Standards Committee of the Faculty (ASC) reviews the academic progress of all students at the end of each term. A student whose cumulative grade point average falls below the minimum 2.0 required for graduation will be placed on academic probation by the committee for the following semester. While on probation, students are limited to a maximum of 12 credit hours and are expected to attend all classes. Students must be in good academic standing to receive approval for transient work.

1. When a student performs inadequately academically by attaining a cumulative grade point average under 2.0, he/she will be placed on academic probation for the entire following semester through the process already determined by the Committee. A student placed on probation will be informed that he/she has one semester in which to raise his/her average to the 2.0 level. Any student earning a 0.0 grade point average, for the first semester at LEC, will be dismissed from the College.

2. While on probation, the student must meet regularly with the Academic Advising Office designee during the probationary semester. The student is limited to a maximum of 12 credit hours. The College reserves the right to alter the student’s schedule to accommodate the 12 credit hour maximum.

3. If the student has failed to obtain a cumulative GPA of 2.0 or greater at the end of the probation semester, the individual can be academically dismissed. An academic dismissal letter will be sent within fourteen (14) business days of the date grades are received by the Registrar.

4. If a student is placed on academic probation for three (3) non-consecutive semesters, the individual will be academically dismissed. The academic dismissal letter will be sent within fourteen (14) business days of the date grades are received by the Registrar at either the end of each academic term.

5. The student who is academically dismissed will receive a certified letter with return receipt requested. It is the student’s responsibility to be aware of his or her academic status.

6. The dismissal letter will state that the student has fourteen (14) business days from the date of the letter to appeal the dismissal, using the appeal form posted on LEO.

7. The Academic Standards Committee will meet within 14 business days from the appeal deadline date to make a final determination regarding the previous dismissal decision.

8. A letter notifying the appellant student of the decision of the ASC will be sent by the Registrar within fourteen (14) business days of the date of the appeal decision. In the event that a student is allowed to return, additional requirements may be placed on the student by order of the ASC.

9. Incomplete Courses and Academic Dismissal - When a student is dismissed from the College, all unfinished courses are awarded a W for academic withdrawal. No grades will be given for outstanding incompletes.
ACADEMIC CREDIT

Overview

The standard academic unit at Lake Erie College is the semester hour. Courses are assigned semester hour values to reflect the differing amounts of classroom contact, laboratory or studio activity and outside preparation they require.

Credit from Other Institutions

Students may register for courses at other institutions. If such courses are to become part of the program through which the student plans to meet the degree requirements of the College or requirements for certification for teaching, the student must file a transient student form with the Registrar’s Office in advance. Credit hours earned in such courses do not count towards residency hours. Grades earned in such courses are included in the student’s record but are not included in the computation of the grade point average. Such registration cannot be retroactive. Students must be in good academic standing to receive approval for transient work. International students may have additional restrictions applied.

Transfer Evaluation Appeal Procedure

A student who has transferred to Lake Erie College will receive a copy of his or her transfer credit evaluation soon after being officially admitted to the College. The student should review this evaluation immediately to be certain that all credits earned at other colleges and universities have been considered. It is the student’s responsibility to send to the Lake Erie College Registrar’s Office an updated copy of any transcript listing credits that were not completed at the time of the student’s original transcript evaluation. Credits will not be applied until an official transcript is received by the Registrar’s Office. A student who desires to challenge Lake Erie College’s award of transfer credit must follow the procedure below:

1. Contact the transfer evaluator to attempt to resolve the matter. The transfer evaluator will confer as necessary with the Registrar.
2. If the student and the evaluator cannot resolve the matter, the student may appeal to the Dean who oversees the subject matter involved.
3. If resolution does not occur at the Dean level, the student may make a formal written appeal to the ASC.

A student has six months from receipt of the transfer evaluation in which to appeal the award of transfer credit.

Cross-Registration

Full-time students can broaden the scope of their educational opportunities through a system of cross registration. Students in good academic standing may enroll in no more than one course per semester at any of the participating Northeast Ohio institutions providing the course is not currently offered at Lake Erie College. Participating students pay Lake Erie College tuition for the course and are responsible for transportation costs, laboratory fees or any special course fees required by the host institution. Cross-registration credit is considered resident work and is counted as Lake Erie College credit for purposes of the senior residency requirement. The cross-registration program does not apply to summer sessions and students will not be allowed to register for independent study or tutorial courses. For further information, students should contact the Registrar’s Office.

ACADEMIC HONESTY AND CLASSROOM EXPECTATIONS

Class Attendance

Regular attendance at all classes is important to the progress of the student. Classes are usually small in size which gives every student an opportunity to make a contribution in each class session. The exchange of ideas and the give-and-take of discussion are vital parts of the educational process. It is therefore important and necessary that students avail themselves of the opportunities afforded by the class sessions. Careful preparation for class is an important part of the total program. Instructors are usually willing to help a student with makeup work when the reason for class absence is reasonable and unavoidable. At the beginning of each semester, each instructor should inform students of all class requirements. Failure to attend the first class may cause a student to be dropped from the course at the discretion of the instructor. Freshmen are required to attend all classes. Students on academic probation must attend all classes by order of the Academic Standards Committee.

Missed Class Policy

The policy of Lake Erie College is that students are expected to attend all classes and complete all assignments and/or examinations during the posted times. Circumstances occasionally dictate that not all students are able to attend all classes. Absences therefore fall into three main categories: a) absences because of other class activities; b) absences because of official College functions; and c) absences due to
personal/medical reasons. Regardless of the reason for the absence, the responsibility is upon the student to contact his/her instructor before the absence so that a mutually agreeable solution can be reached regarding the work to be completed and how the course grade may be affected in light of the absence(s). If the student and instructor are not able to negotiate a mutually agreeable solution, the student has the option of appealing to the Dean of the area for a final verdict. In the event of absences due to personal/medical reasons in which prior notice was not possible, instructors may require students to provide documented proof of the emergency. Individual instructors may establish attendance standards in their course syllabi which become criteria for assessment and evaluation. Students accumulating absences in excess of these standards risk significantly lowering their grade, and may thereby jeopardize their academic standing as a result.

**Academic-Athletic Conflicts**

At the start of each semester, student-athletes must determine if any conflicts exist between their academic (classes, projects, trips, etc.) and athletic (competitions, away games, etc.) schedules. It is the student’s responsibility to discuss these conflicts with his/her instructors. No classes are to be missed for practices. Further, student-athletes must notify their instructors, and make the necessary arrangements to complete missed assignments, take exams or secure lecture notes, per the policy above. All student-athletes are required to return the Student-Athlete Missed Class Agreement to the Athletic Compliance Office within the first two weeks of each semester of in-season competition. This agreement identifies the specific dates when travel for the purposes of NCAA-sponsored competition will require the student to miss class and/or assignments, and thereby establishes a mutual understanding between the student-athlete and his or her instructors regarding how missed assignments will be handled in light of the absence(s). The agreement must be signed by each of the student-athlete’s instructors prior to being returned to the Athletic Compliance Office. Failure to return a signed copy of the agreement will result in the student-athlete waiving his or her rights to dispute the loss of credit or grade penalty resulting from the absence(s). Upon notification of any non-scheduled contest (make-up games, postseason tournaments, etc.), the student-athlete must notify his/her instructors whose classes are in conflict and make arrangements to talk face to face with them immediately.

**Statement of Academic Honesty**

Liberal education nurtures students in their pursuit of wisdom and truth as active members of our society. Lake Erie College provides a supportive environment to struggle with new ideas and new perspectives to reexamine fundamental values. Coursework introduces students to the beauty of classical thought and the joy of the arts, along with the depth and majesty of the sciences. Instructors engage students to think in ways that they have not thought before, to learn to speak the languages of other people, and to become better, more complete human beings. Students learn by engaging with class issues themselves and using their own voice to express their achievements.

Students who submit academic work that is not their own expression are betraying the academic mission of the College. This constitutes academic dishonesty and is treated as a serious matter at Lake Erie College. A student with three separate incidents of academic dishonesty faces expulsion from the College. Although individual faculty members determine what consequences students will face for academic dishonesty in their classes, the Office of Academic Affairs of the College is authorized to take additional action when warranted.

**Academic Dishonesty Procedure:**

1. A faculty member may submit a final grade to the Registrar’s Office at any time during the semester as a penalty for academic dishonesty. Submission of a final grade overrides the course withdrawal dates as published by the Academic Calendar.
2. After a faculty member has imposed a penalty for academic dishonesty in his/her class, the faculty member must forward the student’s name and supporting materials documenting the case to the Registrar’s Office for a confidential file. In order to protect privacy of students, other faculty members will not have access to the file or information of its contents. The Registrar’s Office will inform the Vice President for Academic Affairs (VPAA) who will then send a letter to the student reminding him/her of this policy.
3. In the case of a second offense, the Registrar will inform the VPAA of the student’s name and status. The VPAA will inform the student by email and by U.S. Mail that a second offense notice has been received and that a third offense will result in expulsion from the College. A copy of the letter will go to the Academic Standards Committee.
4. In the case of a third offense, the Registrar will inform the VPAA of the student’s name and status. The VPAA will then recommend to the Academic Standards Committee recommending that the student be expelled from the College through a formal letter to the Committee Chair. The VPAA will inform the student by
email and by U.S. Mail that the student has been recommended for expulsion for academic dishonesty. The Academic Standards Committee will meet to review the file and determine whether to implement the expulsion or take other appropriate action. The Academic Standards Committee will record the outcome of its decision in the student’s file with a copy to the VPAA and the Registrar. The Registrar will formally notify the student of the College’s decision and include a description of the appeals procedure.

Specific Offense Appeals Procedure:

1. The student must first contact the faculty member in an attempt to resolve the issue. Students must contact that faculty member immediately upon receiving notification of the imposed penalty for academic dishonesty.
2. If the issue is not resolved to the student’s satisfaction, he or she must appeal to the Dean of the area.
3. If the issue is still not resolved to the student’s satisfaction, he or she must appeal in writing to the Academic Standards Committee (ASC) within one month of receiving notification of the imposed penalty for academic dishonesty. The student must present compelling documentation in writing.

Expulsion Appeals Procedure:

1. A student who receives a letter notifying him/her of expulsion from Lake Erie College for academic dishonesty will have fourteen (14) business days from the date of the letter to submit an appeal to the VPAA. To file an appeal, the student must provide evidence demonstrating that he/she was not provided adequate process or that there was some serious injustice in the decision.
2. The VPAA will provide a copy of the student’s appeal to the Academic Standards Committee of the appeal. The Committee will provide a written rationale for the expulsion to the VPAA within fourteen (14) days.
3. The VPAA will then render a decision on the student’s appeal within fourteen (14) business days of receiving that information from the Academic Standards Committee. The VPAA’s decision regarding an expulsion is final.
4. Expulsion is effective immediately upon notification to the student by the Registrar, even when the student appeals. Thus, a student may not attend classes while his/her appeal is under consideration by the VPAA.

GRADUATION

Latin Honors

Graduation honors are given to students who have completed a minimum of 64 SH in residence with the following cumulative grade point averages:

- 3.80 - 4.00 Summa Cum Laude
- 3.60 - 3.79 Magna Cum Laude
- 3.50 - 3.59 Cum Laude

Latin honors are awarded at the time of degree completion. Latin honors are not recognized for students who choose to participate in the commencement ceremony prior to degree completion.

Senior Residence Requirement

Candidates for a degree must take 32 of their last 36 semester hours at Lake Erie College. Degrees are not granted in absentia unless a special petition to the faculty is approved.

Graduation Requirements

Lake Erie College awards the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Master of Education and Master of Business Administration. General education requirements are the same for all bachelor’s degrees; the degree awarded is determined by the student’s major field of study. It is the responsibility of the student to be sure that all degree and major requirements are fulfilled by graduation.

Candidates for all bachelor’s degrees must:

1. Complete 128 semester hours of credit with a grade point average of 2.0 or higher; 32 semester credits of the student’s last 36 semester credits must be taken at Lake Erie College.
2. Complete the general education requirements (basic proficiencies and core requirements) described in this section of the catalog.
3. Complete the requirements for the major field of study identified in the section of the catalog entitled Requirements for the Academic Major. A cumulative grade point average of 2.0 or higher in all major courses is required.

Candidates for graduation must apply by completing the required forms which are available in the Registrar’s Office. The deadlines are May 1 for August and December graduations, and December...
ACADEMIC POLICIES

1 for May graduation. Students who are eight semester credits from completing all of graduation requirements are permitted to participate in the commencement ceremony in May.

WITHDRAWAL FROM LAKE ERIE COLLEGE

Withdrawal from the College

Inasmuch as all students are held responsible for the observance of the College’s academic and social standards, the College reserves the right to request the withdrawal of any student whose standard of scholarship or social behavior is considered detrimental. Please refer to the Student Handbook for further information. Voluntary withdrawal becomes official only after receipt of a written statement from the student. The student’s record is then closed. Official transcripts will be made available, upon request, when the General Accounting Office verifies that financial obligations have been met. Students who are not registered for classes for two or more consecutive semesters are considered inactive. Reactivating students need to notify the Registrar’s Office. Students who have taken coursework at other institutions during the inactive period must reapply to the Office of Admissions.

Involuntary Medical Withdrawal

When, in the judgment of the College, an individual’s behavior is disruptive to the educational and living environment which the College seeks to maintain, that student may be required to undergo psychological evaluation or and/or an investigation by a College Medical Withdrawal Panel for mandatory withdrawal from the College. The Medical Withdrawal Panel will consist of the Director of the Student Success Center (or designee); Director of Academic Advising (or designee); and Dean of Students (or designee) who will chair the panel.

Mandatory psychological evaluation and withdrawal will be considered in cases where there is a threat of danger to self, others or property, or disruption of the educational process and mission of the College. If a student engages in suicidal behavior, the College will respond in accordance with the Suicide Gesture Response Policy described in the Student Handbook. The College will make every effort to work with the student involved, but reserves the right to contact the student’s parents/legal guardians or spouse.

The College may remove a student from the residence halls or from attending classes or from the campus on a temporary basis pending the outcome of an evaluation and/or hearing for a mandatory withdrawal if the student presents a risk to self, others or property. Locating an alternate place to stay, if removed from campus, is the responsibility of the student and/or their parent(s)/legal guardian(s) or spouse.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Directory Information

Lake Erie College may release directory information in accordance with the provisions of the law as defined in Title IX. Directory information is defined as the following relating to a student: name, address, telephone number, date and place of birth, academic major, dates of attendance, degree earned, honors, awards, scholarships, honor societies and Dean’s Lists, officially recognized activities or sports, and height and weight of members of athletic teams. Students have the right to request Lake Erie College to withhold any or all information designated as directory information. Written request to withhold specific information must be submitted to the Registrar within two weeks after the first day of class of the first semester as a student. Requests will be honored for one year. Authorization to withhold information for successive years must be filed annually with the Registrar.

Educational Records and FERPA

Educational records at Lake Erie College are those student records that are kept in the offices of the Registrar, Student Life, Admissions, Financial Aid, Advising, Dean of the College and in the offices housing records of individual academic programs and advisors.

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides access for students to their educational records; permits them to challenge the accuracy of information in those records and limits the release of such information without their explicit consent. Lake Erie College makes available to students those records that students are entitled to review. The College affirms the importance of the confidentiality of student educational records.

Without written consent from the student, no unauthorized persons will have access to nor will the College disclose information from any student’s educational records other than that, which is classified as directory information. The exception to this would be persons or organizations providing student financial aid, accrediting agencies carrying out their accreditation duties, governmental representatives, persons acting in compliance with a judicial order and persons in an emergency
acting to protect the health or safety of a student. The aforementioned exceptions are permitted under the law.

Within Lake Erie College, only College personnel acting in the students’ educational interest and within the limitation of their “need to know” are allowed access to students’ educational records.

Educational records do not include: records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; student health and personal counseling records; health records may be reviewed by physicians of the student’s choosing; student employment records and alumni records.

Students may not inspect financial information submitted by their parents or confidential letters and recommendations associated with admissions, employment or honors. The College will permit access only to that part of the record that pertains to the student requesting access. Lake Erie College does not permit access to confidential letters and recommendations placed in a student file prior to January 1, 1975. Consent to Release Education Records forms are available in the Registrar’s Office.

**Student Notification of Rights**

Educational records containing personally identifiable information are confidential and will not be released to third persons, except as authorized by law.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades or other private information — may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

Students and parents, if dependent for Internal Revenue purposes, have a right (with certain exceptions) to inspect educational records as defined by the applicable statute. Application to inspect educational records should be made to the Registrar. If students believe their educational records are inaccurate, they have a right to a hearing on the merits to correct these records. If the outcome of the hearing also denies the request, students have the right to file a letter of rebuttal that will be maintained as a permanent part of the educational record. Students have the right to file complaints concerning failure by Lake Erie College to comply with the Acts Office, U.S. Department of Health, Education and Welfare, 200 Independence Avenue, SW, Room 526-E, Washington, DC 20201. For further details concerning rights under the law, students should consult the Registrar.

**TRANSCRIPTS/DIPLOMAS/LEGAL DOCUMENTS**

**Transcripts of Academic Records**

Transcripts are furnished upon payment of a fee for each transcript issued. A request for the transcript must be made by the student, either on the regular form supplied at the Registrar’s Office or by written request to that office. The request should show the student’s full name and student ID number and dates of attendance. For pick-up or walk-in service, the request should be filed at the Registrar’s Office at least three days before the transcript is needed. No transcript will be supplied for coursework taken at other institutions. The Registrar’s Office will not release transcripts unless the student has met all financial
obligations to the College, returned all library materials and paid applicable fines. An additional fee for a rush request may apply.

Reissuance/Replacement of Diploma Policy

Upon receipt of the original diploma, Lake Erie College will reissue a diploma for a graduate whose name has been legally changed. The reissuance fee is $50 U.S. The reprinted diploma will carry the precise date the degree was originally awarded and the date of reissue. For practical purposes, the signatures of the officials will be of those currently in office.

To protect the institution and continuity of records, the new diploma will have the following printed on its face:

Original diploma awarded at Lake Erie College on (date).
Upon request of the awardee, this diploma was issued following a legal change of name.

Replacing a Lost or Destroyed Diploma Policy

To replace an original that has been lost or destroyed, the reprinted diploma will carry the precise date the degree was originally awarded and the date of reissue. The replacement fee is $50 U.S. For practical purposes, the signatures of the officials will be of those currently in office. To protect the institution and continuity of records, the new diploma will have the following printed on its face:

   Diploma awarded at Lake Erie College on (date).
Upon request of the awardee, this document was reissued on (date) to replace the original that was lost or destroyed.

Procedures for Obtaining an Apostille

Authentications are often called “legalizations” or “certifications.” An Apostille is a form of authentication appropriate to countries which have signed the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents. They are often needed in adoptions, extraditions, applications for jobs or graduate programs abroad and certain business transactions. The essence of these documents is an official statement that an office-holder held a particular office at a particular time.

A more comprehensive description of the Apostille is available at:

In order to be able to issue authentications, the Ohio Secretary of State keeps on file the qualification document for the particular official -- the swearing-in paper. Officials covered include notaries public, high level appointees such as Commissioners, members of boards and commissions, dedimus justices, legislators, Constitutional officers and certain local offices.

The proper heading for this authentication is:

APOSTILLE
(Convention de La Haye du 5 octobre 1961)

A student should write to the Registrar’s Office requesting the Apostille to be attached to a particular document, usually a transcript or statement of certification of graduation, and mention the country to which it is being sent. If a copy of a diploma is being sent, please ensure that it is as large and clear as possible and the official Latin diploma, not the English translation. Because of the labor and charges associated with the preparation of this statement, the processing fee is US $75. The student should send US $75 cash, traveler’s check or international money order for each Apostille requested, made payable to Lake Erie College. A personal check drawn on a US bank is also acceptable.

Lake Erie College prepares the document normally except that the signature and embossed seal over the signature are affixed in the presence of a notary public and the local Clerk of Courts. The notarized documents are then sent by Lake Erie College, along with a check for the charges, to the Ohio Secretary of State. The package also includes a cover letter explaining the request (including the name of the country in which the Apostille is expected to be used) and a stamped envelope addressed back to the College. When the Apostille and original document are received back from the Secretary of State, Lake Erie sends the entire package onto the US Department of State (as needed) and then onto the originally requested address. The process usually takes three to four weeks.

Name Change Policy

Current Students

All currently-enrolled students may change their names on institutional records upon the production of evidence showing that the student’s name has officially changed. The following documents will be accepted as proper evidence of an official name change:
• Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;
• Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

Former Students

Institutional records will only be changed if the former student produces evidence of an official name change. No name will be changed on transcripts or diplomas except where there has been a court-ordered change of name. The following documents will be accepted as proper evidence of an official name change:

• Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;
• Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

N.B.: For facilitation of records, all former names will remain in the official records system to be cross-referenced.

MAJORS AND MINORS

Overview

All candidates for an undergraduate degree at Lake Erie College select a specialized area of study known as an academic major. Majors may be disciplinary, interdisciplinary or individualized in nature. It is the responsibility of the student to be sure that all degree and major requirements are fulfilled by the end of the semester in which he or she plans to graduate. Students must fulfill all major course requirements and total major credit hour requirements. Any substitutions or exceptions to this policy must be sent by petition to the dean of the school in which the major or minor exists. Requirements for each of the academic majors and minors currently offered by the College are identified in the list of Academic Majors and Minors. Complete course descriptions for all courses can be found in the Course Description section of the catalog.

The Major Field of Study

The major field of study is a carefully structured sequence of courses in a single subject or a combination of closely related subjects. Basic or introductory courses are generally not included in the major. No more than 64 semester hours in a single subject designator may be counted towards graduation. A minimum of 20 semester hours of the major field must be completed at Lake Erie College. A minimum grade point average of 2.0 in the major is required for graduation. Degree options and requirements for individual majors are specified in the section of the catalog entitled Requirements for the Academic Major. Opportunities also exist for the design of an individualized major with the assistance and approval of a faculty advisor. Students are required to officially declare a major by the time they reach 64 semester credits earned. A registration hold may be placed by the Registrar’s office until a declaration is received.

Selecting an Academic Major

Students are required to declare a major before the start of their junior year. Students entering with an associate’s degree or with 64 or more semester hours of transfer credit are required to declare a major upon admission. A student who wishes to earn a double major must complete all the requirements of each major before graduation. A second major cannot be earned after a student has graduated. Earning a double major does not mean earning a second degree.

Second Major/Second Bachelor Degree

A student who wishes to earn a double major must complete all the requirements of each major before graduation. A second major cannot be earned after a student has graduated. Earning a double major does not mean earning a second degree. A student who has not yet graduated from Lake Erie College and wants to earn more than one degree must complete all the major requirements for each degree program and earn an additional 32 credit hours above the 128 (160 minimum) credits required for graduation. Students who have already earned a bachelor’s degree at Lake Erie College or any other accredited institution and desire to earn a second bachelor’s degree must complete a minimum of 32 semester credits and fulfill all the current General Education requirements as well as the requirements for the major. A degree cannot be awarded twice; that is, a student can receive only one bachelor of science, bachelor of arts or bachelor of fine arts degree. The major field of study determines the degree awarded.

The Minor Field of Study

Academic minor programs of study generally consist of a series of courses, totaling 16 to 20 credits, that provide a coherent body of knowledge in either a particular discipline or in an interdisciplinary cluster. Although by design not as extensive as an academic major, the pursuit of an academic minor—while not required—will provide content knowledge and a credential in a
secondary area of specialization which might well help the future graduate in terms of further postgraduate education and employment. A minimum grade point average of 2.0 and 50% of the requirements completed in residence in the minor is required for graduation.

GENERAL EDUCATION REQUIREMENTS

The Learning Environment

Lake Erie College recognizes that education occurs in a wide range of settings. The institution is supportive of a variety of teaching and learning styles. The College’s size allows for personal attention to the educational experience and the institution views itself as a community of learners where interaction of disciplines is encouraged. It seeks to provide students with an environment which promotes the development of personal values, individual responsibility for action and a recognition that learning continues throughout life.

The Educational Process

The College’s course of study is built upon basic proficiencies in written expression, speech, mathematical computation, computer applications and familiarity with a second language. These basic proficiency courses may be waived through the placement process.

Courses designated to fulfill the basic proficiencies are listed below:

**Basic Proficiencies:** (20 Semester Hours)

Goal: To enhance the basic academic skills necessary for success in college and beyond. To facilitate this goal, it is expected that all students will enroll in both the required English and mathematics courses during their first year of attendance and complete all basic proficiency requirements early in their educational career.

- EN 101 Principles of Composition and Research (4 SH)
- CI 101 Computers and Information Processing (2 SH)
- CM 105 Fundamentals of Public Speaking (2 SH)
- FR/GR/IT/SP 101 and 102: Beginning Language I and II (4, 4 SH)
- MT 107 Applied College Algebra (4 SH) OR MT 109 Pre-Calculus I (4 SH)

Beyond these proficiencies, the curriculum is focused on the acquisition of that information and those abilities and experiences which enable students to be successful in college and lead to a liberal arts education. The College seeks to equip students with the abilities necessary for careers, the flexibility to face change and the habits and values conducive to lifelong learning. Many of the courses in the general education core are interdisciplinary. Others may employ interdisciplinary components within the process of teaching, learning and research. Students are encouraged to think how each general education choice relates to other courses within the core curriculum and in their major. The core requirements are designed to meet a series of specific educational goals; these goals and the courses designated to fulfill them are listed below:

**Core Requirements:** (24 Semester Hours)

Goal: The ability to exercise skills in critical thinking through an interdisciplinary approach to the liberal arts. (4 SH)

*One of the following:*

- HU 120 Travels Through Time and Space (4 SH)
- HU 125 Critical Thinking through Controversy (4 SH)

Goal: The ability to carry out careful analysis of sophisticated texts. (4 SH) *One of the following:*

- EN 140 Principles of Critical Analysis (4 SH)
- PO 201 Introduction to Political Ideologies (4 SH)
- PR 111 Issues in Western Culture (4 SH)
- PR 101 Introduction to Philosophy (4 SH)

Goal: An awareness of the foundations of cultures and values, both of their own and those of other societies. (4 SH) *One of the following:*

- FR/GR/IT/SP 201 Intermediate Language (4 SH)
- FR/GR/IT/SP 220 Conversation (4 SH)
- HI 122 World History III: 1815 to Present (4 SH)
- IS 200 Peoples and Cultures in Contrast (4 SH)
- IS 300, 301 Intercultural Relationships (2, 2 SH)
- PR 238 World Religions (4 SH)

Note: The requirement for this goal may also be fulfilled by an approved overseas experience or study abroad tour of four semester credits.

Goal: Experiences with aesthetic forms both in theory and practice. (4 SH) *One of the following:*

- AT 104 Experiencing the Visual Arts (4 SH)
- DN 104 Dance in its Time (4 SH)
- FA 101 Arts and Their Interrelations (4 SH)
- MU 104 Introduction to the Art of Music (4 SH)
- TH 104 Introduction to Theater (4 SH)

Goal: Experiences with the principles and applications of scientific inquiry. (4-5 SH) *One of the following:*

- BI 100 Concepts of Biology (4 SH)
ACADEMIC POLICIES

BI 101/BI 101L Introductory Biology I (3, 1 SH)
BI 104 Introduction to Environmental Science (4 SH)
CH 100 Chemistry in Context (4 SH)
CH 103/CH 103L General Chemistry (3, 2 SH)
PC 106/PC 106L Physical Science (3, 1 SH)
PC 201/PC 201L General Physics I (3, 1 SH)

Goal: An understanding of the techniques and strategies appropriate to analysis within the behavioral or social sciences. (4 SH)

One of the following:
EC 200 Principles of Economics (4 SH)
PO 101 Introduction to Political Science (4 SH)
PS 101 General Psychology (4 SH)
SO 111 Introduction to Sociology (4 SH)
SO 112 Contemporary Social Issues (4 SH)
Accounting

Degree Awarded: Bachelor of Science

The accounting major prepares students to think critically, interpret financial information and plan for the future in a constantly changing business environment. Students interested in the CPA examination are required to earn 150 hours of college credit. Lake Erie College offers accounting majors two options to fulfill this requirement. First, students can elect to take 22 hours of additional undergraduate coursework approved by the individual’s academic advisor. Second, qualified students can apply for early admission to the Lake Erie College MBA program. If accepted, Master of Business Administration courses can be taken during the student’s senior year and the program can be completed in four additional semesters.

(Accounting - Forensic Accounting Concentration

Degree Awarded: Bachelor of Science

Forensic Accounting is the integration of accounting, auditing and investigative skills, providing an analysis of financial affairs suitable for a court to discuss, debate and ultimately resolve disputes. Fraud and Forensic Accounting is a growing area of specialization for professional accountants and other professionals in related fields such as law, criminology, sociology, psychology, intelligence, computer forensics and other forensic sciences. Public and private corporations, accounting firms, law enforcement agencies, government and not-for-profit entities all have experienced the need to develop programs to reduce inefficiencies, waste, abuse and fraud including the need to provide or utilize the expertise of fraud and forensic accounting specialists.

Accounting major required to declare concentration.

Requirements for the Concentration:
16 semester credits including:

- AC 210 Forensic Accounting (4 SH)
- AC 403 Auditing (4 SH)

and eight semester credits from the following:

- CJ 101 Introduction to Criminal Justice (4 SH)
- CJ 220 Criminal Law and Procedure (4 SH)
- CJ 230 Investigative Techniques (4 SH)

Advertising, Public Relations and Digital Media

Degree Awarded: Bachelor of Science

This major is an interdisciplinary program that equips students with the skills and knowledge to establish and build relationships between businesses/organizations and their target audiences. The program integrates visual, oral and written communication skills allowing graduates to create, promote and advance the strategic visions of organizations. Students choose from 3 concentration areas: Advertising, Public Relations or Digital Media.

Requirements for the Major:
62-64 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AT 225 Introduction to Graphic Communications I (4 SH)
- EC 200 Principles of Economics (4 SH)
- IM 207 Digital Photography and Imaging (4 SH)
- MK 203 Marketing Principles (4 SH)
- AC 322 Cost Accounting (4 SH)
- AC 406 Taxes & Culture Clinic II (2 SH)
- AC 416 Advanced Accounting (4 SH)
• MK 317 Marketing Management (4 SH)
• MK 394 Advertising and Public Relations (4 SH)
• MN 200 Introduction to Management (4 SH)

and four semester credits from the following:
• BA 201 Business Communication (4 SH)
• CM 202 Business Communication (4 SH)

and four semester credit from the following:
• MN 215 Business Statistics (4 SH)
• MT 207 Probability and Statistics (4 SH)

Plus a concentration area:

**Advertising Concentration**

22-24 semester credits including:

• CM 400 Senior Seminar in Communication (4 SH)

and 2-4 semester credits of an internship from the following:

• CM 250/350/450 Internship in Communication (1-5 SH)
• MK 250/350 Internship in Marketing (1-5 SH)

and 16 semester credits from the following:

• AT 226 Introduction to Graphic Communications II (4 SH)
• CM 215 Interpersonal Communication (4 SH)
• CM 241 Mass Media (4 SH)
• MK 334 Consumer Behavior (4 SH)
• MK 335 Marketing Research (4 SH)
• ET 221 Techniques of Persuading, Selling and Negotiating (4 SH)

**Digital Media Concentration**

22-24 semester credits including:

4 semester credits from the following:

• AT 404 Senior Project in Visual Art (4 SH)
• AT 405 Senior Project in Visual Art II (4 SH)
• FA 404 Fine Arts Senior Project (4 SH)
• FA 405 Fine Arts Senior Project II (4 SH)

and 2-4 semester credits of an internship from the following:

• AT 250/350 Internship in Visual Art (1-4 SH)
• FA 250/350 Internship in Fine Arts (1-5 SH)

and 16 semester credits from the following:

• AT 102 Design (4 SH)
• AT 103 Dimensional Design (4 SH)
• AT 230 Animation (4 SH)
• AT 231 Video Editing and Compositing (4 SH)
• AT 330 Web and Interactive Art (4 SH)

Recommended electives for those pursuing the Advertising or Public Relations tracks:

• LG 315 Business Law I (4 SH)
• FN 320 Corporation Finance (4 SH)
• PO 110 American National Government (4 SH)

**Public Relations Concentration**

22-24 semester credits including:

6-8 semester credits from the following:

• CM 250/350/450 Internship in Communication (1-5 SH)
• CM 400 Senior Seminar in Communication (4 SH)

and 16 semester credits from the following:

• CM 215 Interpersonal Communication (4 SH)
• CM 220 Small Group Communication (4 SH)
• CM 304 Advanced Public Speaking (4 SH)
• CM 320 Principles of Public Relations (4 SH)

**Arts Management**

**Degree Awarded: Bachelor of Arts**

The major in arts management is designed to give students both theoretical and practical experience in arts administration within the framework of a liberal arts education. Students receive the skills necessary to market their own artistic products as well as to manage successfully in not-for-profit fine arts organizations.

**Requirements for the Major:**

54 semester credits including:

• AC 101 Accounting Principles I (4 SH)
• AM 300 Principles of Fine Arts Management (4 SH)
• AT 225 Introduction to Graphic Communications I (4 SH)
• FN 315 Accounting and Finance for Not-For-Profit Organizations (4 SH)
ACADEMIC MAJORS

• LG 315 Business Law I (4 SH)
• MK 203 Marketing Principles (4 SH)
• MN 200 Introduction to Management (4 SH)

and 16 semester credits of approved studio or theoretical courses at or above the 200 level, with no more than eight credits from any one of the four fine arts areas of art, music, dance and theater

and a minimum of 10 credits from the following:

• AM 310 Fine Arts Management Practicum I (1-4 SH)
• AM 320 Fine Arts Management Practicum II (1-4 SH)
• AM 450 Fine Arts Management Internship (1-4 SH)

Students are advised to take EC 200 Principles of Economics and HU 125 Critical Thinking Through Controversy as core general education requirements.

Biology

Degree Awarded: Bachelor of Science

The major in biology prepares students for several different career options. Students may gain admittance to medical, dental or veterinary school, pursue graduate study or seek employment in research or industry. Those preparing to teach biology in secondary schools should complete courses in a biology concentration in conjunction with education licensure requirements within Lake Erie College’s education department. The courses in the biology major provide students with a broad background in biology and chemistry, opportunities for elective courses and a culminating independent research project during the senior year. Biology students should seek advice from the pre-professional advisors to insure that course selections will be appropriate for admission to the graduate or professional schools of their choice. Additional chemistry, mathematics and physics coursework may be required for admission to graduate or professional programs.

Requirements for the Major:
33 semester credits including:

• BI 101 Introductory Biology I (3 SH)
• BI 101L Introductory Biology I Lab (1 SH)
• BI 102 Introductory Biology II (3 SH)
• BI 102L Introductory Biology II Lab (1 SH)
• BI 201 Botany (3 SH)
• BI 201L Botany Lab (1 SH)
• BI 212 Zoology (3 SH)
• BI 212L Zoology Lab (1 SH)
• BI 330 Evolutionary Biology (3 SH)
• CH 103 General Chemistry I (3 SH)
• CH 103L General Chemistry I Lab (1 SH)
• CH 104 General Chemistry II (3 SH)
• CH 104L General Chemistry II Lab (1 SH)
• MT 207 Probability and Statistics (4 SH)
• BI 490 Biology Senior Capstone (2 SH)

Note: MT 207 registration requires completion of MT 109 with a grade of "C" or higher. Note: PC 201, PC 202, MT 210 and MT 211 are recommended for students anticipating applying to graduate programs in biology and/or environmental science.

and a required concentration from the following:

General Biology Concentration

21-24 semester credits including:

• BI 203 Cell and Molecular Biology (3 SH)
• BI 203L Cell and Molecular Biology Lab (1 SH)
• BI 205 Microbiology (4 SH)
• BI 205L Microbiology Lab (1 SH)
• BI 301 Genetics (3 SH)
• BI 301L Genetics Lab (1 SH)
• BI 319 Ecology & Conservation Biology (3 SH)
• BI 350 Internship in Biology (1-5 SH)

and one BI designation 200- or 300-level course (3-4 SH)

Environmental Science Concentration

25-28 semester credits including:

• BI 104 Introduction to Environmental Science (4 SH)
• BI 319 Ecology & Conservation Biology (3 SH)
• BI 225 Environmental Management (3 SH)
• BI 231 Introduction to Geographic Information Systems (3 SH)
• BI 241 Ecotoxicology (3 SH)
• BI 350 Internship in Biology (1-5 SH)
• PC 220 Physical Geology (3 SH)
• PC 220L Physical Geology Lab (1 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor. One BI designation 200 or 300 level course (3-4 SH)

Pre-Medicine Concentration (including pre-dentistry and pre-veterinary medicine)

53-54 semester credits including:

• BI 203 Cell and Molecular Biology (3 SH)
• BI 203L Cell and Molecular Biology Lab (1 SH)
• BI 205 Microbiology (4 SH)
• BI 205L Microbiology Lab (1 SH)
ACADEMIC MAJORS

• BI 220 Medical Terminology (2 SH)
• BI 238 Human Anatomy & Physiology I (3 SH)
• BI 238L Human Anatomy & Physiology I Lab (1 SH)
• BI 239 Human Anatomy & Physiology II (3 SH)
• BI 239L Human Anatomy & Physiology II Lab (1 SH)
• BI 301 Genetics (3 SH)
• BI 301L Genetics Lab (1 SH)
• CH 211 Organic Chemistry I (3 SH)
• CH 211L Organic Chemistry I Lab (1 SH)
• CH 211LL Organic Chemistry I Lab Lecture (1 SH)
• CH 212 Organic Chemistry II (3 SH)
• CH 212L Organic Chemistry II Lab (1 SH)
• CH 212LL Organic Chemistry II Lab Lecture (1 SH)
• MT 210 Calculus and Analytical Geometry I (5 SH)
• MT 211 Calculus and Analytical Geometry II (4 SH)
• PC 201 General Physics I (3 SH)
• PC 201L General Physics I Lab (1 SH)
• PC 202 General Physics II (3 SH)
• PC 202L General Physics II Lab (1 SH)

and one 200 or 300-level course with BI designation (3-4 SH)

Note: BI/CH 302 Biochemistry is recommended. These courses may be required for admission to some professional programs.

Pre-Nursing Concentration

44 semester credits including:

• BI 205 Microbiology (4 SH)
• BI 205L Microbiology Lab (1 SH)
• BI 238 Human Anatomy & Physiology I (3 SH)
• BI 238L Human Anatomy & Physiology I Lab (1 SH)
• BI 239 Human Anatomy & Physiology II (3 SH)
• BI 239L Human Anatomy & Physiology II Lab (1 SH)
• BI 220 Medical Terminology (2 SH)
• BI 320 Human Physiology (3 SH)
• BI 321 Exercise Physiology (3 SH)
• BI 450 Clinical Observation (1 SH)
• PC 201 General Physics I (3 SH)
• PC 201L General Physics I Lab (1 SH)
• PC 202 General Physics II (3 SH)
• PC 202L General Physics II Lab (1 SH)
• PS 101 General Psychology (4 SH)
• PS 220 Child Psychology (4 SH)
• PS 322 Adulthood and Aging (4 SH)
• SO 111 Introduction to Sociology (4 SH)

and one BI designation 200 or 300 level course (3-4 SH)

Pre-Occupational Therapy

37-38 semester credits including:

• BI 239L Human Anatomy & Physiology II Lab (1 SH)
• BI 220 Medical Terminology (2 SH)
• BI 320 Human Physiology (3 SH)
• BI 450 Clinical Observation (1 SH)
• PC 201 General Physics I (3 SH)
• PC 201L General Physics I Lab (1 SH)
• PS 101 General Psychology (4 SH)
• PS 329 Abnormal Psychology (4 SH)
• PS 220 Child Psychology (4 SH)
• SO 111 Introduction to Sociology (4 SH)

and one BI designation 200 or 300 level course (3-4 SH)

Note: Admissions requirements vary among graduate occupational therapy schools. Thus, while the Lake Erie College biology pre-occupational therapy degree meets most graduate occupational therapy program admissions requirements, it does not guarantee admission into a graduate OT program. Consultation with admissions representatives from the school or schools of choice early during your undergraduate tenure is highly recommended.

Pre-Physical Therapy Concentration

44-45 semester credits including:

• BI 203 Cell and Molecular Biology (3 SH)
• BI 203L Cell and Molecular Biology Lab (1 SH)
• BI 238 Human Anatomy & Physiology I (3 SH)
• BI 239 Human Anatomy & Physiology II (3 SH)
• BI 239L Human Anatomy & Physiology II Lab (1 SH)
• BI 220 Medical Terminology (2 SH)
• BI 320 Human Physiology (3 SH)
• BI 321 Exercise Physiology (3 SH)
• BI 450 Clinical Observation (1 SH)
• PC 201 General Physics I (3 SH)
• PC 201L General Physics I Lab (1 SH)
• PC 202 General Physics II (3 SH)
• PC 202L General Physics II Lab (1 SH)
• PS 101 General Psychology (4 SH)
• PS 329 Abnormal Psychology (4 SH)
• PS 220 Child Psychology (4 SH)

and one BI designation 200 or 300 level course (3-4 SH)

Note: Admission requirements vary among graduate physical therapy schools. Thus, while the Lake Erie College biology pre-physical therapy degree meets most graduate occupational therapy program admissions requirements, it does not guarantee admission into a graduate PT program. Consultation with admissions representatives from the school or schools of choice early during your undergraduate tenure is highly recommended.
Business Administration

Degree Awarded: Bachelor of Science

This major is based on the conviction that all students, regardless of their career goals, need a broad introduction to the field of business and knowledge of the methods of analysis used for business decisions.

(Program accredited by the International Assembly for Collegiate Business Education)

Requirements for the Major:
56 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- BA 324 International Business (4 SH)
- BA 400 Senior Seminar (4 SH)
- EC 200 Principles of Economics (4 SH)
- FN 320 Corporation Finance (4 SH)
- LG 315 Business Law I (4 SH)
- MK 203 Marketing Principles (4 SH)
- MK 317 Marketing Management (4 SH)
- MN 200 Introduction to Management (4 SH)
- MN 215 Business Statistics (4 SH)
- MN 216 Applied Decision Models (4 SH)
- MN 310 Operations Management (4 SH)
- MN 323 Organizational Behavior (4 SH)

All students majoring in business administration are encouraged to take electives in international business, accounting, marketing and mathematics. Internships are strongly encouraged.

Chemistry

Degree Awarded: Bachelor of Science

A major in chemistry reflecting the individual’s interest and proposed career should be planned in consultation with the chemistry faculty. Some careers require either post-baccalaureate training in professional schools or graduate study in chemistry or biochemistry. Students planning post-baccalaureate study should consult appropriate science faculty early in their college careers. This major prepares students for careers relating to the chemical professions such as laboratory work, teaching or chemical sales, as well as careers that require an advanced degree such as medicine, dentistry, veterinary medicine or Ph.D. level research.

Requirements for the Major:
52-56 semester credits including:

- CH 103 General Chemistry I (3 SH)
- CH 103L General Chemistry I Lab (1 SH)
- CH 104 General Chemistry II (3 SH)
- CH 104L General Chemistry II Lab (1 SH)
- CH 201 Quantitative Analysis (3 SH)
- CH 201L Quantitative Analysis Lab (1 SH)
- CH 211 Organic Chemistry I (3 SH)
- CH 211L Organic Chemistry I Lab (1 SH)
- CH 211LL Organic Chemistry I Lab Lecture (1 SH)
- CH 212 Organic Chemistry II (3 SH)
- CH 212L Organic Chemistry II Lab (1 SH)
- CH 212LL Organic Chemistry II Lab Lecture (1 SH)
- CH 219 Instrumental Analysis (4 SH)
- CH 219L Instrumental Analysis Lab (1 SH)
- CH 302 Biochemistry (3 SH)
- CH 302L Biochemistry Lab (1 SH)
- CH 333 Physical Chemistry (3 SH)
- CH 333L Physical Chemistry Lab (1 SH)
- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 211 Calculus and Analytical Geometry II (4 SH)
- PC 201 General Physics I (3 SH)
- PC 201L General Physics I Lab (1 SH)
- PC 202 General Physics II (3 SH)
- PC 202L General Physics II Lab (1 SH)

Communication

Degree Awarded: Bachelor of Science

This major provides students with courses both in writing processes and in the history and theory of different forms of communication. This double focus is based on the belief that the processes of oral and written communication must be grounded in substantive understanding of their theoretical and historical backgrounds.

Requirements for the Major:
52-56 semester credits including:

- CM 215 Interpersonal Communication (4 SH)
- CM 220 Small Group Communication (4 SH)
- CM 241 Mass Media (4 SH)
- CM 250/350/450 Internship in Communication (1-5 SH)
- CM 400 Senior Seminar in Communication (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

and eight semester credits from:

- CM 240 Language in America (4 SH)
- CM 304 Advanced Public Speaking (4 SH)
• CM 342 Criticism of Film & Television (4 SH)
• CM 170-79/270-79/370-79 Special Topics in Communication (2-4 SH)

and eight semester credits from:

• CM 200 Introduction to Management (4 SH)
• CM 202 Business Communication (4 SH)
• CM 303 Interviewing (4 SH)
• EN 310 Journalistic Essay (4 SH)
• EN 315 Creative Writing: Fiction (4 SH)
• EN 316 Creative Writing: Dramatic Forms (4 SH)
• EN 317 Creative Writing: Poetry (4 SH)
• CM 170-79/270-79/370-79 Special Topics in Communication (2-4 SH)

and a minor in an area of interest outside the discipline of communication (16-20 semester credits).

Criminal Justice

Degree Awarded: Bachelor of Science

The criminal justice major at Lake Erie College is an interdisciplinary major comprised of courses in criminal justice, legal studies, psychology and the social sciences. Students will therefore be exposed to a variety of different perspectives on law, justice and human behavior. Many of the faculty are experts in the field including practicing lawyers, forensic psychologists and other clinicians.

Requirements for the Major:
60 semester credits including:

• PS 101 General Psychology (4 SH)
• CJ 101 Introduction to Criminal Justice (4 SH)
• CJ 220 Criminal Law and Procedure (4 SH)
• CJ 230 Investigative Techniques (4 SH)
• PS 204 Statistics (4 SH)
• CJ 324 Constitutional Law (4 SH)
• SS 334 Methods of Field Research (4 SH)
• CJ 350 Internship in Criminal Justice (1-5 SH)
• CJ 400 Senior Practicum (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

and eight semester credits from the following:

• BI 211 Forensic Science (3 SH)
• BI 211L Forensic Science Lab (1 SH)
• PS 220 Child Psychology (4 SH)
• SO 225 Race, Ethnic and Minority Relations (4 SH)
• PS 232 Social Psychology (4 SH)
• MN 200 Introduction to Management (4 SH)

and eight semester credits from the following:

• PS 329 Abnormal Psychology (4 SH)
• CJ 327 Death Penalty in America (4 SH)
• CJ 311 Landmark Cases in Mental Health and the Law (4 SH)
• CJ 330 Juvenile Delinquency (4 SH)
• CJ 331 Judicial Process (4 SH)
• PS 345 Psychology and Law (4 SH)

(Students may substitute courses only with permission of the Director of the Criminal Justice Program.)

Education

Degree Awarded: Bachelor of Arts

Lake Erie College offers programs leading to licensure for early childhood education, middle childhood education, adolescent/young adult education and special education: intervention specialist - mild to moderate. Education programs at Lake Erie College are based on a conceptual framework which embodies professionalism, knowledge, collaboration, reflection and a commitment to diversity and the development of all students. Programs are performance based with a focus on field and clinical experiences that provide teacher candidates with opportunities that allow them to develop into professional practitioners.

The programs are designed around the seven standards approved by the Ohio Department of Education and adopted by the Lake Erie College Education Department as indicators of student success.

Teacher candidates are expected to display dispositional behaviors that demonstrate a commitment to helping children grow and develop a love for learning and an expansive curiosity. Through a liberal arts foundation, teacher candidates acquire a broad-based repertoire of knowledge, critical thinking skills and dispositions they need to help their students become lifelong learners.
The State of Ohio has reciprocity with many other states. Although the specifics of teacher licensure vary from state to state, there is sufficient similarity so that Ohio licensure may satisfy even those states where there is no reciprocity agreement. Candidates are responsible for checking the licensure requirements of other states in which they wish to obtain licensure and for fulfilling the requirements within each state's guidelines.

Lake Erie College teacher candidates complete tests required for licensure in the upper quartile of the state with pass rates of 93-100%. To be recommended for licensure by Lake Erie College, students must pass the PRAXIS II tests required by the State of Ohio before they begin their student teaching experience. All educational programs are subject to review by the Ohio Department of Education and may require periodic adjustments. The College reserves the right to make changes to the teacher licensure programs as recommended by the State of Ohio.

**Licensure for Degree Holders**

A person who already holds a bachelor’s degree may acquire a teaching license by completing the requirements for the desired license listed in the Teacher Education Handbook. Degree holders should provide transcripts of their college work to the Dean of the Education Department who will evaluate the transcripts against the license requirements and supply a written list of remaining coursework needed for licensure. In the event that the degree is more than seven years old or if the grade point average is lower than the Lake Erie College Education Department requirements, students may be asked to repeat some courses required for licensure. The professional courses are offered primarily in the daytime to provide opportunity for related field experiences. Therefore, it is necessary for license seekers to be available during the day. The length of time needed to complete licensure requirements will vary, depending upon the type of license desired and the number of courses remaining to be completed.

**General Requirements for Admission in Education Program**

Teacher candidates entering all education programs must have a 2.7 GPA in general education courses. Students are expected to earn a C or better in the following courses: College Algebra or Theory of Mathematics for Education I and II, General Psychology, Public Speaking and English. Complete details about the educational programs can be found in the Teacher Education Handbook which is given to new students in EDC 201 Foundations of Education. Admission to and retention in the education programs are selective and subject to criteria spelled out in the handbook. Transfer students must meet with the Associate Dean or an advisor to plan for admission to the program during their first semester on campus. All Education majors are required to maintain a 2.7 cumulative grade point average to graduate.

NOTE: Although student teaching is not a requirement for graduation, it is mandated for licensure in all areas. Because of the state requirements for licensure, Lake Erie College education students may sometimes complete more than the 128 minimum required credit hours.

**Education: Adolescent/Young Adult**

**Degree Awarded: Bachelor of Arts**

Teacher candidates who wish to teach in adolescent/young adult (AYA) will pursue a Bachelor of Arts degree with a major in adolescent/young adult education. AYA teacher candidates are required to earn one area of concentration. The four areas from which teacher candidates may select their concentrations are math, social studies, life science and reading/language arts. At Lake Erie College, each concentration is a minimum of 40 semester hours of coursework. Those teacher candidates successfully completing the program will receive a license to teach children in grades 7-12 or ages 12-18.

**Requirements for the Major:**

42 semester credits including:

**Education Core (14 SH)**

- EDC 201 Foundations of Education (3 SH)
- EDC 225 Voices of Diversity (2 SH)
- EDC 230 Educational Psychology (3 SH)
- EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
- EDC 340 Educational Media and Technology (3 SH)

**Teaching of Reading Core (3 SH)**

- EDP 316 Reading in the Content Area (3 SH)

**AYA Core (9 SH)**

- EDA 331 Planning for Instruction (3 SH)
- EDA 401 Content Specific Methods (3 SH)
- EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)

**Field Experience (4 SH)**

- EDA 312 Adolescent/Young Adult Field Experience I (2 SH)
- EDA 412 Adolescent/Young Adult Field Experience II (2 SH)
Student Teaching for Licensure (12 SH)

- EDA 440-42 Student Teaching: Adolescent/Young Adult (9 SH)
- EDA 443 Seminar and Project for Adolescent/Young Adult (3 SH)

Concentration (choose one):

**Integrated Language Arts**

50 semester credits including:

- CM 105 Fundamentals of Public Speaking (2 SH)
- CM 241 Mass Media (4 SH)
- EN 101 Principles of Composition and Research (4 SH)
- EN 140 Principles of Critical Analysis (4 SH)
- EN 201 Advanced College Writing (4 SH)
- EN 220 Major British Writers (4 SH)
- EN 221 Major American Writers (4 SH)
- EN 305 Composition Theory (4 SH)
- EN 306 Linguistics (4 SH)
- EN 310 Journalistic Essay (4 SH)
- EN 342 Studies in Shakespeare (4 SH)
- EN 343 Studies in World Literature (4 SH)

and one additional course at the 300-level or above in the English (EN) discipline

**Integrated Mathematics**

41 semester credits including:

- MT 207 Probability and Statistics (4 SH)
- MT 209 Discrete Mathematics (4 SH)
- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 211 Calculus and Analytical Geometry II (4 SH)
- MT 213 Calculus and Analytical Geometry III (4 SH)
- MT 300 Modern Geometry and Logic (4 SH)
- MT 303 The History of Mathematics (4 SH)
- MT 311 Intermediate Analysis I (4 SH)
- MT 323 Modern Linear Algebra (4 SH)
- MT 324 Modern Abstract Algebra (4 SH)

**Integrated Social Studies**

48 semester credits including:

- HI 106 American History II: 1877 to the Present (4 SH)
- PO 110 American National Government (4 SH)
- PO 205 State and Local Government (4 SH)
- PO 212 Comparative Politics (4 SH)
- SO 111 Introduction to Sociology (4 SH)

and eight semester credits from the following:

- HI 120 World History I: Antiquity to 1400 (4 SH)
- HI 121 World History II: 1400 to 1815 (4 SH)
- HI 122 World History III: 1815 to the Present (4 SH)

and four semester credits from the following:

- GE 101 Introduction to Geography (4 SH)
- GE 200 World Geography (4 SH)

and two courses at the 300-level or above in the following disciplines: Economics (EC), History (HI), Political Science (PO) or Psychology (PS)

**Life Science**

52 semester credits including:

- BI 101 Introductory Biology I (3 SH)
- BI 101L Introductory Biology I Lab (1 SH)
- BI 102 Introductory Biology II (3 SH)
- BI 102L Introductory Biology II Lab (1 SH)
- BI 201 Botany (3 SH)
- BI 201L Botany Lab (1 SH)
- BI 203 Cell and Molecular Biology (3 SH)
- BI 203L Cell and Molecular Biology Lab (1 SH)
- BI 212 Zoology (3 SH)
- BI 212L Zoology Lab (1 SH)
- BI 301 Genetics (3 SH)
- BI 301L Genetics Lab (1 SH)
- BI 319 Ecology & Conservation Biology (3 SH)
- BI 330 Evolutionary Biology (3 SH)
- BI 490 Biology Senior Capstone (2 SH)
- CH 103 General Chemistry I (3 SH)
- CH 103L General Chemistry I Lab (1 SH)
- MT 109 Pre-Calculus I (4 SH)
- MT 207 Probability and Statistics (4 SH)
- PC 201 General Physics I (3 SH)
- PC 201L General Physics I Lab (1 SH)
- PC 220 Physical Geology (3 SH)
- PC 220L Physical Geology Lab (1 SH)
Education: Early Childhood

Degree Awarded: Bachelor of Arts

Students who wish to teach in early childhood will pursue a Bachelor of Arts degree with a major in Early Childhood Education. Those students successfully completing the program will receive a license to teach children in grades P/K-3 or ages three to eight. Early childhood teachers must have completed 12 semester hours in the area of reading/language arts.

Requirements for the Major:
63 semester credits including:

Education Core (14 SH)

- EDC 201 Foundations of Education (3 SH)
- EDC 225 Voices of Diversity (2 SH)
- EDC 230 Educational Psychology (3 SH)
- EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
- EDC 340 Educational Media and Technology (3 SH)

Teaching of Reading Core (12 SH)

- EDC 321 Phonetic Approaches to Reading (3 SH)
- EDC 324 Diagnosis and Correction of Reading Problems (3 SH)
- EDE 323 Reading and Language Arts in Early Childhood (3 SH)
- EDE 410 Literature Based Reading (3 SH)

Early Childhood Core (21 SH)

- EDE 304 Child Development and Learning (3 SH)
- EDE 306 Curriculum Development and Implementation in Early Childhood Education (3 SH)
- EDE 307 Fine Arts in Early Childhood Education (3 SH)
- EDE 308 Family and Community Relations (3 SH)
- EDE 320 Mathematics in Early Childhood (3 SH)
- EDE 422 Social Studies in Early Childhood (3 SH)
- EDE 424 Science in Early Childhood (3 SH)

Field Experience (4 SH)

- EDE 312 Early Childhood Field Experience I (2 SH)
- EDE 412 Early Childhood Field Experience II (2 SH)

Student Teaching for Licensure (12 SH)

- EDE 440-42 Student Teaching: Early Childhood (9 SH)
- EDE 443 Seminar and Project for Early Childhood (3 SH)

Education: Early Childhood Development and Instruction

Degree Awarded: Bachelor of Arts

The Early Childhood Development and Instruction program prepares individuals to work with young children from birth through age 8 in a variety of settings including day care, preschool programs, and Head Start Programs among others. Students gain in-depth understanding of developmentally appropriate practices, child development and learning theories, integrated approaches and academic content areas. This program does not lead to an Ohio teaching license.

Requirements for the Major:
72 semester credits including:

- EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
- EDC 340 Educational Media and Technology (3 SH)
- EDE 304 Child Development and Learning (3 SH)
- EDE 306 Curriculum Development and Implementation in Early Childhood Education (3 SH)
- EDE 308 Family and Community Relations (3 SH)
- EDE 312 Early Childhood Field Experience I (2 SH)
- EDE 320 Mathematics in Early Childhood (3 SH)
- EDE 323 Reading and Language Arts in Early Childhood (3 SH)
- EDE 410 Literature Based Reading (3 SH)
- EDE 412 Early Childhood Field Experience II (2 SH)
- EDE 422 Social Studies in Early Childhood (3 SH)
- EDE 424 Science in Early Childhood (3 SH)
- EDI 200 Intro to Early Childhood Education (2 SH)
- EDI 201 Cultural Competency in Early Childhood Education (3 SH)
- EDI 202 Creative Experiences (3 SH)
- EDI 300 Emergent Literacy (3 SH)
- EDI 301 Infants and Toddlers (3 SH)
- EDI 302 The Preschool Child (3 SH)
- EDI 303 School Age Children (3 SH)
- EDI 304 Assessment of the Young Child (3 SH)
- EDI 320 Learning through Play (3 SH)
- EDI 321 Musical Experiences (3 SH)
- EDI 330 Administration of Early Childhood Programs (3 SH)
- EDI 331 Introduction to the Reggio Emilia Approach (3 SH)
- EDI 332 Guidance and Behavior (3 SH)
Education: Intervention Specialist - Mild to Moderate Needs

Degree Awarded: Bachelor of Arts

Students who wish to teach in special education will pursue a bachelor of arts degree with a major in Intervention Specialist Mild to Moderate. Those students successfully completing the program will receive a license to teach children in grades K-12. Intervention Specialist teacher candidates must have completed 12 semester hours in the area of teaching of reading/language arts.

Requirements for the Major:
63 semester credits including: Education Core (14 SH)

- EDC 201 Foundations of Education (3 SH)
- EDC 225 Voices of Diversity (2 SH)
- EDC 230 Educational Psychology (3 SH)
- EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
- EDC 340 Educational Media and Technology (3 SH)

Teaching of Reading Core (12 SH)

- EDC 321 Phonetic Approaches to Reading (3 SH)
- EDC 324 Diagnosis and Correction of Reading Problems (3 SH)
- EDE 323 Reading and Language Arts in Early Childhood (3 SH)
- EDP 316 Reading in the Content Area (3 SH)

Special Education Core (21 SH)

- EDS 300 Introduction to Individuals with Mild to Moderate Educational Needs (3 SH)
- EDS 302 Assessment and Intervention for Mild to Moderate Special Needs (3 SH)
- EDS 310 Behavior Management and Intervention (3 SH)
- EDS 320 Collaboration and Transition Planning (3 SH)
- EDS 330 Curriculum and Materials for Mild to Moderate Special Needs (3 SH)
- EDP 304 Integrated Curriculum, Methods and Assessment (3 SH)

and 3 semester credits from the following:

- EDE 304 Child Development and Learning (3 SH)
- EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)

Field Experience (4 SH)

- EDS 312 Mild Moderate Intervention Specialist Field Experience I (2 SH)
- EDS 412 Mild Moderate Intervention Specialist Field Experience II (2 SH)

Student Teaching for Licensure (12 SH)

- EDS 440-42 Student Teaching: Mild Moderate Intervention Specialist (9 SH)
- EDS 443 Seminar and Project for Mild Moderate Intervention Specialist (3 SH)

Education: Middle Childhood

Degree Awarded: Bachelor of Arts

Teacher candidates who wish to teach in middle childhood will pursue a Bachelor of Arts degree with a major in Middle Childhood Education. Middle childhood candidates are required to earn two areas of concentration from the following four areas: math, social studies, science and reading/language arts. At Lake Erie College, each concentration is a minimum of 24 semester hours of coursework. Those teacher candidates successfully completing the program will receive a license to teach children in grades 4-9 or ages 9-14. All middle childhood teacher candidates must complete 12 semester hours in the area of reading/language arts.

Requirements for the Major:
51 semester credits including:

Education Core (14 SH)

- EDC 201 Foundations of Education (3 SH)
- EDC 225 Voices of Diversity (2 SH)
- EDC 230 Educational Psychology (3 SH)
- EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
- EDC 340 Educational Media and Technology (3 SH)

Teaching of Reading Core (12 SH)

- EDC 321 Phonetic Approaches to Reading (3 SH)
- EDC 324 Diagnosis and Correction of Reading Problems (3 SH)
- EDP 316 Reading in the Content Area (3 SH)
- EDP 326 Middle Grade Language Arts Methods (3 SH)
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Middle Childhood Core (9 SH)

- EDP 304 Integrated Curriculum, Methods and Assessment (3 SH)
- EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)

and three semester credits from the following:

- EDP 420 Middle Grade Math Methods (3 SH)
- EDP 422 Middle Grade Social Studies Methods (3 SH)
- EDP 424 Middle Grade Science Methods (3 SH)

Field Experience (4 SH)

- EDP 312 Middle Childhood Field Experience I (2 SH)
- EDP 412 Middle Childhood Field Experience II (2 SH)

Student Teaching for Licensure (12 SH)

- EDP 440-42 Student Teaching: Middle Childhood (9 SH)
- EDP 443 Seminar and Project for Middle Childhood (3 SH)

Concentration (Content Area): choose two

**Language Arts/Reading**

26 semester credits including:

Reading and Literature Study (14 SH)

- EDP 316 Reading in the Content Area (3 SH)
- EDP 411 Pre-Adolescent/Adolescent Literature (3 SH)
- EN 220 Major British Writers (4 SH)
- EN 221 Major American Writers (4 SH)

Composition and Rhetoric (4 SH)

- EN 201 Advanced College Writing (4 SH)
- EN 305 Composition Theory (4 SH)

and four semester credits from the following:

- EN 401 Literary Theory and Criticism (4 SH)
- EN 310 Journalistic Essay (4 SH)
- EN 315 Creative Writing: Fiction (4 SH)
- EN 316 Creative Writing: Dramatic Forms (4 SH)
- EN 317 Creative Writing: Poetry (4 SH)

**Mathematics**

28 semester credits including:

- EDP 318 Survey of Mathematics Concepts (3 SH)
- MT 109 Pre-Calculus I (4 SH)
- MT 110 Pre-Calculus II (4 SH)
- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 300 Modern Geometry and Logic (4 SH)

and four semester credits from:

- MN 215 Business Statistics (4 SH)
- MT 207 Probability and Statistics (4 SH)
- PS 204 Statistics (4 SH)

and four semester credits from:

- MT 323 Modern Linear Algebra (4 SH)
- MT 324 Modern Abstract Algebra (4 SH)

**Science**

31-32 semester credits including:

- BI 101 Introductory Biology I (3 SH)
- BI 101L Introductory Biology I Lab (1 SH)
- BI 102 Introductory Biology II (3 SH)
- BI 102L Introductory Biology II Lab (1 SH)
- CH 103 General Chemistry I (3 SH)
- CH 103L General Chemistry I Lab (1 SH)
- BI 104 Introduction to Environmental Science (4 SH)
- PC 106 Introduction to Physical Science (4 SH)
- PC 220 Physical Geology (3 SH)
- PC 220L Physical Geology Lab (1 SH)

and 3-4 semester credits from:

- BI 201 Botany (3 SH)
- BI 201L Botany Lab (1 SH)
- BI 212 Zoology (3 SH)
- BI 212L Zoology Lab (1 SH)
- BI 319 Ecology & Conservation Biology (3 SH)

and four semester credits from:

- CH 104 General Chemistry II (3 SH)
- CH 104L General Chemistry II Lab (1 SH)
- PC 202 General Physics II (3 SH)
- PC 202L General Physics II Lab (1 SH)
**Social Studies**

24 semester credits including:

US History (4 SH)
- HI 105 American History I: Colonial Times to 1877 (4 SH)
- HI 106 American History II: 1877 to the Present (4 SH)

World History (4 SH)
- HI 120 World History I: Antiquity to 1400 (4 SH)
- HI 121 World History II: 1400 to 1815 (4 SH)
- HI 122 World History III: 1815 to the Present (4 SH)

Geography (4 SH)
- GE 101 Introduction to Geography (4 SH)
- GE 200 World Geography (4 SH)

Government/Civics (4 SH)
- PO 110 American National Government (4 SH)
- PO 205 State and Local Government (4 SH)

Economics (4 SH)
- EC 200 Principles of Economics (4 SH)

Sociology/Anthropology (4 SH)
- IS 200 Peoples and Cultures in Contrast (4 SH)
- PR 111 Issues in Western Culture (4 SH)
- SO 111 Introduction to Sociology (4 SH)

**Education: Endorsements**

**Reading Endorsement**

The reading endorsement at Lake Erie College includes twelve (12) semester credits of instruction and a three (3) semester credit clinical experience where candidates will have authentic experiences in helping students to learn to read and to appreciate literacy. Helping students learn to communicate - reading, writing, listening, speaking and visual literacy - is one of the greatest challenges facing teachers today, especially given the linguistic and cultural diversity of today's classrooms and the rapid changes in technological advancements. It is the intent of Lake Erie College's P-12 Reading Endorsement program to better support our candidates to accept and meet this contemporary challenge to create learning climates where literacy flourishes while empowering the diverse array of students to function competently as literate adults in the twenty-first century.

**Requirements for the Endorsement:**

15 semester credits including:
- EDC 430 Theory and Practice in Reading (3 SH)
- EDC 431 Reading Strategies and Curriculum (3 SH)
- EDC 432 Assessment in Reading Instruction (3 SH)
- EDC 433 Socio-Cultural Factor in Literacy (3 SH)
- EDC 434 Professional Development and Field Experiences (3 SH)

**Middle Childhood Generalist Endorsement**

For those students wishing to teach in a self-contained middle level classroom (grades 4-6), the following accommodations were approved by the Ohio Department of Education for both undergraduates and post-baccalaureate students. These courses are to be taken in the content areas in which the candidate/post baccalaureate teacher is not licensed to teach.

**Requirements for the Endorsement:**

14-16 semester credits (select courses from content areas where licensure is not currently held):

Reading/Language Arts (7 SH):
- EN 101 Principles of Composition and Research (4 SH)
- EDP 411 Pre-Adolescent/Adolescent Literature (3 SH)

Mathematics (7 SH):
- MT 109 Pre-Calculus I (4 SH)
- EDP 318 Survey of Mathematics Concepts (3 SH)

Science (8 SH):
- BI 104 Introduction to Environmental Science (4 SH)
- PC 220 Physical Geology (3 SH)
- PC 220L Physical Geology Lab (1 SH)

Social Studies (8 SH):
- HI 106 American History II: 1877 to the Present (4 SH)
- HI 121 World History II: 1400 to 1815 (4 SH)
English

Degree Awarded: Bachelor of Arts

The major in English is directed towards the student who seeks a background in British and American literature as the basis of study in the liberal arts or who wishes to pursue graduate studies in the field. Students may also wish to combine courses in English with a major in another field such as history or communication.

Requirements for the Major:
48 semester credits including:

- EN 140 Principles of Critical Analysis (4 SH)
- EN 220 Major British Writers (4 SH)
- EN 221 Major American Writers (4 SH)
- EN 342 Studies in Shakespeare (4 SH)
- EN 401 Literary Theory and Criticism (4 SH)
- EN 400 Senior Research Project (4 SH)

and 12 semester credits of British Literature from the following:

- EN 327 The Neoclassical Age (4 SH)
- EN 328 The Romantic Age (4 SH)
- EN 329 The Victorian Age (4 SH)
- EN 345 Old English and Medieval Literature (4 SH)
- EN 346 Tudor and Stuart Literature (4 SH)
- EN 347 British Modernism and Contemporary British Literature (4 SH)

and 8 semester credits of American Literature from the following:

- EN 336 Nineteenth-Century American Literature (4 SH)
- EN 337 Twentieth-Century American Literature (4 SH)
- EN 338 African-American Literature (4 SH)
- EN 339 Multi-Ethnic American Literature (4 SH)

and 4 semester credits from the following:

- EN 201 Advanced College Writing (4 SH)
- EN 305 Composition Theory (4 SH)
- EN 306 Linguistics (4 SH)
- EN 310 Journalistic Essay (4 SH)
- EN 315 Creative Writing: Fiction (4 SH)
- EN 316 Creative Writing: Dramatic Forms (4 SH)
- EN 317 Creative Writing: Poetry (4 SH)
- EN 343 Studies in World Literature (4 SH)
- EN 348 Women's Literature (4 SH)
- EN 250/350 Internship in English (1-5 SH)

Entrepreneurship

Degree Awarded: Bachelor of Science

The entrepreneurship major at Lake Erie College integrates a contemporary liberal arts education with a solid foundation of management tools from traditional business disciplines. Within this context, students are coached to recognize and assess opportunities, master their communication skills, participate and lead effectively within a team environment and develop comprehensive implementation plans. Whether market-based or within a not-for-profit environment, entrepreneurship majors are prepared to create new ventures; both as stand-alone entities and within existing organizational structures. Specific entrepreneurial experiences in both the classroom and the community provide students with relevant hands-on opportunities for participative learning applications as well as active mentoring by Lake Erie College Entrepreneurs-in-Residence and faculty with entrepreneurial experience.

Requirements for the Major:
64 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- EC 200 Principles of Economics (4 SH)
- LG 315 Business Law I (4 SH)
- MK 203 Marketing Principles (4 SH)
- MK 317 Marketing Management (4 SH)
- MN 200 Introduction to Management (4 SH)
- MN 215 Business Statistics (4 SH)
- MN 216 Applied Decision Models (4 SH)
- MN 315 Leadership (4 SH)
- MN 323 Organizational Behavior (4 SH)
- ET 211 New Venture Planning and Development (4 SH)
- ET 221 Techniques of Persuading, Selling and Negotiating (4 SH)
- ET 401 New Venture Practicum and Entrepreneurship Experience: Part 1 (4 SH)
- ET 402 New Venture Practicum and Entrepreneurship Experience: Part 2 (4 SH)

and 4 semester credits from the following:

- FN 315 Accounting and Finance for Not-For-Profit Organizations (4 SH)
- FN 320 Corporation Finance (4 SH)
Equestrian Facility Management

Degree Awarded: Bachelor of Science

This program is designed for the individual interested in providing top quality management of an equestrian facility (boarding barn, competition stable, training farm, sales facility, horse show complex, etc.). Equestrian facility management is an ideal major for the student interested in overseeing quality care of horses, while working with people in a business situation.

Requirements for the Major:
59-64 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- PE 110 First Aid and CPR Certification (2 SH)
- EQ 109 Introduction to the Equine Industry (3 SH)
- EQ 110 Horse Care Practicum (4 SH)
- EQ 202 Management of Equestrian Activities (3 SH)
- EQ 203 Management of Equestrian Facilities (3 SH)
- EQ 204 Equine Facilities II and Operations (3 SH)
- EQ 210 Equine Health (4 SH)
- EQ 220 Introduction to Teaching Riding (2 SH)
- EQ 250/350 Internship in Equine Studies (1-5 SH)
- EQ 312 Principles and Theory of Competition (2 SH)
- EQ 320 Equine Nutrition (4 SH)
- EQ 324 Pasture Management (3 SH)
- EQ 331 Equine Lameness and Conditioning (4 SH)
- EQ 401 Equine Venture Consulting (3 SH)
- EQ 402 New Venture Creation for the Equine Industry (3 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

and eight semester credits from the following:

- BI 238 Human Anatomy & Physiology I (3 SH)
- BI 238L Human Anatomy & Physiology I Lab (1 SH)
- BI 239 Human Anatomy & Physiology II (3 SH)
- BI 239L Human Anatomy & Physiology II Lab (1 SH)

or

- EQ 238 Equine Anatomy and Physiology I (4 SH)
- EQ 239 Equine Anatomy and Physiology II (4 SH)

and two riding courses EQ 102 Balance II or higher (2-4 SH)

Students who major in equestrian facility management must also enroll in BI 100 or BI 101 to satisfy the College’s General Education requirement for scientific inquiry.

Other recommended elective courses for facility management majors include:

- AC 102 Accounting Principles II (4 SH)
- EQ 170-79/270-79/370-79 Special Topics in Equine Studies (1-4 SH)
- EQ 181 Breeding Practicum (3 SH)
- EQ 230 Course Design (2 SH)
- EQ 316 Methods and Materials of Teaching Riding I (4 SH)
- EQ 340 Judging (2 SH)
- LG 315 Business Law I (4 SH)
- MN 312 Human Resource Management (4 SH)
- MN 323 Organizational Behavior (4 SH)
- PS 101 General Psychology (4 SH)

Equestrian Teacher/Trainer

Degree Awarded: Bachelor of Science

This program prepares dedicated, talented individuals to take positions of responsibility as riders, trainers and riding instructors. Students are also prepared to provide top-quality management of an equine facility. Practical application of knowledge and skills provides the student with the opportunity to gain the proficiency necessary to be successful in his or her chosen field.

Requirements for the Major:
66-69 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- PE 110 First Aid and CPR Certification (2 SH)
- EQ 109 Introduction to the Equine Industry (3 SH)
- EQ 110 Horse Care Practicum (4 SH)
- EQ 202 Management of Equestrian Activities (3 SH)
- EQ 203 Management of Equestrian Facilities (3 SH)
- EQ 210 Equine Health (4 SH)
- EQ 220 Introduction to Teaching Riding (2 SH)
- EQ 250/350 Internship in Equine Studies (1-5 SH)
- EQ 302 Training I (2 SH)
- EQ 303 Training II (2 SH)
- EQ 312 Principles and Theory of Competition (2 SH)
- EQ 316 Methods and Materials of Teaching Riding I (4 SH)
- EQ 317 Methods and Materials of Teaching Riding II (4 SH)
- EQ 320 Equine Nutrition (4 SH)
- EQ 331 Equine Lameness and Conditioning (4 SH)
- EQ 401 Equine Venture Consulting (3 SH)
- EQ 402 New Venture Creation for the Equine Industry (3 SH)
ACADEMIC MAJORS

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

and three of the following:

- EQ 113 Hunter I (1 SH)
- EQ 127 Dressage I (1 SH)
- EQ 132 Stadium Jumping I (1 SH)
- EQ 145 Eventing I (1 SH)

and eight semester credits from the following:

- BI 238 Human Anatomy & Physiology I (3 SH)
- BI 238L Human Anatomy & Physiology I Lab (1 SH)
- BI 239 Human Anatomy & Physiology II (3 SH)
- BI 239L Human Anatomy & Physiology II Lab (1 SH)

or

- EQ 238 Equine Anatomy and Physiology I (4 SH)
- EQ 239 Equine Anatomy and Physiology II (4 SH)

Students who major in equestrian teacher/trainer must also enroll in BI 100 or BI 101 to satisfy the College’s general education requirement for scientific inquiry.

Other recommended courses for teacher/trainer majors include:

- EQ 170-79/270-79/370-79 Special Topics in Equine Studies (1-4 SH)
- EQ 181 Breeding Practicum (3 SH)
- EQ 230 Course Design (2 SH)
- EQ 324 Pasture Management (3 SH)
- EQ 340 Judging (2 SH)
- LG 315 Business Law I (4 SH)
- MN 312 Human Resource Management (4 SH)
- MN 323 Organizational Behavior (4 SH)
- AC 102 Accounting Principles II (4 SH)
- PS 101 General Psychology (4 SH)

Equine Entrepreneurship

Degree Awarded: Bachelor of Science

According to the Department of Labor, about three in five animal trainers are self-employed, compared to one out of six in the late 90s. The equine entrepreneurship degree program is a multi-disciplinary approach focusing on the core business management and equine studies courses required to be a successful entrepreneur in the equine industry. Business acumen and a strong equine knowledge base are essential to the success of all equine businesses. The equine entrepreneurship program emphasizes financial and personnel management skills, marketing and business operations, principles involved in the equine nutrition and health and business management.

The coursework provides the following:

- An understanding of the scope of the equine industry and its economical value to society.
- Management skills necessary for a successful venture development in the equine industry.
- Knowledge and skills in effective equine health care and prevention.
- Consulting experience with equine business ventures.
- Experience in the development of a business plan for a start-up equine venture.

Restrictions and General Information

- A minimum overall 2.5 GPA for all coursework.
- Courses taken on a pass/fail basis may not be applied to the major.
- At least one-half of the courses are to be taken at Lake Erie College.

General Education Requirements specific to this major

- EN 140 Principles of Critical Analysis (4 SH)
- PS 101 General Psychology (4 SH)
- BI 100 Concepts of Biology (4 SH) OR BI 101/BI 101L Introductory Biology I and Lab (3/1 SH)

Requirements for the Major:

74 semester credits including: 44 semester credits of Management Course Requirements:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- MK 203 Marketing Principles (4 SH)
- MN 200 Introduction to Management (4 SH)
- MN 215 Business Statistics (4 SH)
- MN 323 Organizational Behavior (4 SH)
- LG 315 Business Law I (4 SH)
- ET 211 New Venture Planning and Development (4 SH)
- ET 221 Techniques of Persuading, Selling and Negotiating (4 SH)
- ET 401 New Venture Practicum and Entrepreneurship Experience: Part 1 (4 SH)
- ET 402 New Venture Practicum and Entrepreneurship Experience: Part 2 (4 SH)

30 semester credits of Equine Studies Course Requirements:

29 semester credits from the following:

- EQ 109 Introduction to the Equine Industry (3 SH)
- EQ 110 Horse Care Practicum (4 SH)
• EQ 202 Management of Equestrian Activities (3 SH)
• EQ 203 Management of Equestrian Facilities (3 SH)
• EQ 210 Equine Health (4 SH)
• EQ 320 Equine Nutrition (4 SH)

and eight semester credits from:

• EQ 238 Equine Anatomy and Physiology I (4 SH)
• EQ 239 Equine Anatomy and Physiology II (4 SH)

Or

• BI 238 Human Anatomy & Physiology I (3 SH)
• BI 238L Human Anatomy & Physiology I Lab (1 SH)
• BI 239 Human Anatomy & Physiology II (3 SH)
• BI 239L Human Anatomy & Physiology II Lab (1 SH)

and one semester credit from the following:

• EQ 100 Riding Skills I (1 SH)
• EQ 102 Balanced Seat Equitation II (1 SH)
• EQ 103 Riding Skills II (1 SH)
• EQ 104 Riding Skills III (1 SH)
• EQ 105 Balanced Seat Equitation III (1 SH)

Equine Studies Concentrations

Equine studies students may, but are not required, to undertake additional study in one of the two areas of concentration: stud farm management or therapeutic horsemanship.

Equine major required to declare concentration.

Requirements for the Concentrations:

Equine Stud Farm Management Concentration

The concentration in equine stud farm management prepares individuals for positions of responsibility in the equine breeding business. General science and physiology, along with the business courses in management, provide a sound educational background for the more specialized coursework in equine health, nutrition, genetics and reproduction. Internships, academic programs, independent study and laboratory work provide knowledge and expertise in farm management breeding, foaling and marketing. Exposure to a wide variety of farm management techniques provides a foundation of information for future stud farm managers. The stud farm management concentration provides a specialized foundation in equine science for students preparing for veterinary or graduate level programs at other institutions. Students who choose the stud farm management concentration are required to take the following courses in addition to the courses required for the facilities management or teacher/trainer majors:

• EQ 181 Breeding Practicum (3 SH)
• EQ 242 Stud Farm Management Practicum (3 SH)
• EQ 324 Pasture Management Practicum (3 SH)
• EQ 405 Equine Reproduction (4 SH)

Therapeutic Horsemanship Concentration

The concentration in therapeutic horsemanship gives students a theoretical knowledge of and practical experience with teaching horsemanship to people with disabilities. Successful students gain insight into the physical, psychosocial, cognitive and emotional effects of horses on human beings, particularly those people who have special needs or challenges. Upon completion of the program, students will be prepared and qualified to become key employees in organizations offering equine-assisted activities. This concentration is offered in partnership with Fieldstone Therapeutic Riding Center.

Students are also expected to demonstrate an intermediate level of riding proficiency showing a secure seat, following hand and steady, clear aids. A 150-hour teaching internship under the supervision of a Professional Association of Therapeutic Horsemanship International, (P.A.T.H. International) certified therapeutic riding instructor is required. The coursework provides the following:

1. An understanding of the scope of the therapeutic riding industry.
2. An understanding of the physiological principles involved in riding for people with disabilities.
3. An insight into animal behavior and man's ability to humanely partner with horses to positively impact the quality of life for individuals as well as community.
4. The ability to apply knowledge gained to solve problems and to integrate solutions to attain successful therapeutic goals.

Restrictions and General Information

This concentration is only available to students majoring in equine studies:

1. A concentration should be declared at the time a student accumulates 90 hours.
2. A student may not double count courses between the concentration and other requirements except where approved by the College.
3. A student must complete a minimum of 14 hours.
4. Courses taken on a pass/fail basis may not be applied to the concentration.

17 semester credits including:

• PS 101 General Psychology (4 SH)
• EQ 207 Introduction to Therapeutic Horsemanship (2 SH)
• EQ 307 Principles of Therapeutic Horsemanship (2 SH)
• EDE 304 Child Development and Learning (3 SH)
• EQ 250/350 Internship in Equine Studies (1-5 SH)

and three semester credits from one of the following:

• EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
• EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)
• FN 315 Accounting and Finance for Not-For-Profit Organizations (4 SH)

Finance

Degree Awarded: Bachelor of Science

The finance major is designed for students seeking a deeper understanding of the financial environment under which businesses operate. It will provide greater insight into the working of the financial system, different investment vehicles available to both individual and institutional investors, portfolio management and risk management in a global economy. Students completing this program should have a better understanding of the financial theory and practice so as to apply the knowledge successfully to solve a wide range of business and personal problems. The program builds on the foundation of the core business administration major with a focus on financial management of corporations and money management.

Requirements for the Major:
64-67 semester credits including:

• EC 200 Principles of Economics (4 SH)
• AC 101 Accounting Principles I (4 SH)
• AC 102 Accounting Principles II (4 SH)
• MN 200 Introduction to Management (4 SH)
• MN 215 Business Statistics (4 SH)
• MK 203 Marketing Principles (4 SH)
• FN 320 Corporation Finance (4 SH)
• LG 315 Business Law I (4 SH)
• BA 400 Senior Seminar (4 SH)

and 20-23 semester credits from the following:

• EC 301 Intermediate Economics (4 SH)
• FN 321 Intermediate Corporate Finance (4 SH)
• FN 326 International Financial Management (2 SH)
• FN 404 Financial Systems (4 SH)
• FN 405 Investments (4 SH)
• FN 250/350 Internship in Finance (1-5 SH)

and eight semester credits from the following:

• CI 341 Management Information Systems (4 SH)
• EC 420 Econometrics (4 SH)
• AC 101 Accounting Principles I (4 SH)
• FN 330 Real Estate Principles and Finance (4 SH)
• FN 345 Financial Planning (4 SH)
• MN 216 Applied Decision Models (4 SH)
• MN 310 Operations Management (4 SH)
• MN 323 Organizational Behavior (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Fine Arts (with Concentration)

Degree Awarded: Bachelor of Arts or Bachelor of Fine Arts

The B.A. is designed to provide a comprehensive liberal arts education to undergraduates in the fine arts. Students have the opportunity to complete a concentration in one of the following fine arts disciplines: dance, music, theatre, visual art or multi-disciplinary. Each fine arts major offers an in depth core curriculum unique to the individual discipline of study. Additionally, the major provides students with a background in all fine arts with experience in three other disciplines of the fine arts separate from their chosen concentration.

The B.F.A. is an option, for either the fine arts with concentration or fine arts multi-disciplinary majors, for the student who wishes to work as a professional artist or go on to graduate school. A student must demonstrate his/her candidacy for the B.F.A. degree through the quality of his/her work and approval by the fine arts faculty. The B.F.A. requires that the fine arts with concentration student complete a major work in one of the fine arts disciplines as a Senior Project (8 SH). The multi-disciplinary concentration student must complete a Senior Project that engages all the studied fine arts disciplines. The student will submit a proposal during the second semester of his/her sophomore year to the faculty in that discipline. Upon review, during the fall semester of the student's junior year and with approval from all fine arts faculty, the student may continue with the B.F.A. option.

Requirements for the Major:
Bachelor of Arts

56 semester credits including:
32 semester credits in the discipline of concentration
24 semester credits - eight credits in each of the three fine arts disciplines outside of the area of concentration.
Dance Concentration

The dance faculty is committed to the development of dance artists who are technically proficient, grounded in the history and aesthetic theory of their craft and skilled in the creation and production of original art work. Class sizes are typically small. As a result, attention can be given to the individual technical needs of the students. Creative process work is essential to the complete dance artist. Therefore, in addition to coursework in composition, all dancer concentrates are required to participate with faculty and guest choreographers in the development and production of creative works presented in various informal and formal concert venues throughout the academic year.

32 semester credits including:

- DN 202 Modern Dance Technique II (1 or 2 SH)
- DN 302 Modern Dance Technique and Theory III (1 or 2 SH)
- DN 402 Modern Dance Technique and Theory IV (1 or 2 SH)
- DN 201 Ballet Technique II (1 or 2 SH)
- DN 301 Ballet Technique III (1 or 2 SH)
- DN 401 Ballet Technique IV (1 or 2 SH)
- DN 213 Dance History (4 SH)
- DN 216 Anatomical Kinesiology (3 SH)
- DN 230 Beginning Composition (3 SH)
- DN 210 Repertory and Performance Technique I (2 SH)
- DN 310 Repertory and Performance II (2 SH)
- DN 410 Repertory and Performance Technique III (2 SH)
- DN 325 Methods of Teaching Dance (4 SH)

Music Concentration

The music component of the B.A. includes a core curriculum of courses that covers fundamental sub-disciplines from applied music to music history. Additional work and disciplines are drawn from other music course offerings chosen in consultation with an advisor, that best meet the interests and goals of the individual student.

32 semester credits including:

21 semester credits including:

- MU 140 Fundamentals of Music (4 SH)
- MU 220 Intermediate Theory and Aural Communication (4 SH)
- MU 112 Conducting (1 SH)

Four semesters of private instruction in one instrument (includes voice) (4 SH)

and two courses from the following:

- MU 304 History and Literature of Music I (4 SH)
- MU 305 History and Literature of Music II (4 SH)
- MU 306 History and Literature of Music III (4 SH)

and 11 semester credits from other music courses (MU designation)

Theatre Concentration

The theatre component of the B.A. includes a core curriculum of courses within the theatre's sub-divisions of performance and production experiences. Additional work in the theatre program is drawn from intermediate and advanced courses, chosen in consultation with advising theatre faculty, that best meet the interests and goals of the individual student.

32 semester credits including:

20 semester credits including:

- TH 106 Acting I (4 SH)
- TH 108 Performance Theory and Analysis (4 SH)
- TH 201 History of the Theatre I (4 SH)
- TH 207 Dramatic Literature I (4 SH)
- TH 100/200/300/400 Theatre Practicum I, II, III, IV (1 SH each)

and 12 semester credits from the following:

- TH 107 Introduction to Technical Theatre (4 SH)
- TH 202 History of the Theatre II (4 SH)
- TH 206 Acting II (4 SH)
- TH 208 Dramatic Literature II (4 SH)
- TH 210 Physical Training and Performance Techniques (4 SH)
- TH 211 Vocal Training and Performance Techniques (4 SH)
- TH 304 Scenic Design (4 SH)
- TH 308 Directing (4 SH)
- TH 315 Lighting Design (4 SH)
- TH 316 Playwriting (4 SH)
- TH 319 Costume Design (4 SH)
- TH 250/350 Internship in Theatre (1-5 SH)
- TH 170-79/270-79/370-79 Special Topics in Theatre (2-4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.
Visual Art Concentration

The visual art component of the B.A. includes a core curriculum of courses within the visual art sub-disciplines of two and three dimensional art practices. Additional work in the visual art program is drawn from the intermediate and advanced courses, chosen in consultation with advising visual art faculty, that best meet the interests and goals of the individual student.

32 semester credits including:

- 20 semester credits including:
  - AT 102 Design (4 SH)
  - AT 103 Dimensional Design (4 SH)
  - AT 110 Drawing I (4 SH)
  - AT 240 Art History I (4 SH)
  - AT 241 Art History II (4 SH)

- 12 semester credit hours from the following:
  - AT 210 Drawing II (4 SH)
  - AT 202 Painting I (4 SH)
  - AT 302 Painting II (4 SH)
  - AT 206 Photography I (4 SH)
  - AT 306 Photography II (4 SH)
  - AT 225 Introduction to Graphic Communications I (4 SH)
  - AT 226 Introduction to Graphic Communications II (4 SH)
  - AT 114 Sculpture I (4 SH)
  - AT 205 Ceramics I (4 SH)
  - AT 305 Ceramics II (4 SH)
  - AT 160/260/360 Individual Investigation in Studio Art (2-5 SH)
  - AT 170-79/270-79/370-79 Special Topics in Studio Art (2-5 SH)

Bachelor of Fine Arts

64 semester credits including:

- 56 semester credits as outlined in the Fine Arts major with concentration
- 8 semester credits from the following:
  - AT 404 Senior Project in Visual Art (4 SH)
  - AT 405 Senior Project in Visual Art II (4 SH)
  - DN 404 Senior Project in Dance (4 SH)
  - DN 405 Senior Project in Dance II (4 SH)
  - FA 404 Fine Arts Senior Project (4 SH)
  - FA 405 Fine Arts Senior Project II (4 SH)
  - MU 404 Senior Project in Music (4 SH)
  - MU 405 Senior Project in Music II (4 SH)
  - TH 404 Senior Project in Theatre (4 SH)
  - TH 405 Senior Project in Theatre (4 SH)

Multi-Disciplinary Concentration

This major is designed to provide a comprehensive liberal arts education to undergraduates in the fine arts. The multi-disciplinary concentration offers students the opportunity to study the arts and understand their interrelationships through artistic collaborations and creative explorations in all the arts. The major requires that students divide their interest among all four disciplines of the fine arts.

56 semester credits including:

- 14 semester credits from Dance (DN designation)
- 14 semester credits from Music (MU designation)
- 14 semester credits from Theatre (TH designation)
- 14 semester credits from Visual Arts (AT designation)

French Studies

Degree Awarded: Bachelor of Arts

French is spoken natively, or as a language of culture and administration, in 45 countries. French is thus a language that can put students and professionals in touch with an unusually diverse linguistic community found all over the world. Alongside English, French is the official language of such international organizations as the United Nations, the International Olympic Committee and the International Red Cross. Historically, France and the French language have had an important influence over American society. French thought continues to shape America today through various intellectual currents, for example post-structuralism and post-modernism. Recently, Lake Erie College students have planned and completed innovative study abroad and internship experiences in France. The courses in the major and minor help to develop not only communication skills, but a strong foundation in the cultural diversity called Francophonie. Students might want to consider a primary or secondary major or a minor in French to enhance their employment opportunities or to increase their chances of being accepted into fine graduate programs. Francophone countries have a rich cultural heritage; it is rewarding to be able to understand such thinkers, poets, musicians and scientists as Moliere, Czanne, Simone de Beauvoir, Descartes, Frantz Fanon, Jules Verne, C.F. Ramuz and Debussy in their native language.

Requirements for the Major:

40 semester credits including:

- FR 102 Beginning French II (4 SH)
- FR 201 Intermediate French (4 SH)
• FR 220 French Conversation (4 SH)
• FR 302 French Phonetics and Pronunciation (1 SH)
• FR 311 French Composition (3 SH)
• FR 320 Francophone Literatures and Cultures (3 SH)
• FR 490 Senior Research Project (4 SH)

and 17 semester credits from the following:

• FR 210 Studies in Francophone Contemporary Cultures (4 SH)
• FR 301 French for the Professional Environment (4 SH)
• FR 350 Internship in French (1-5 SH)
• FR 401 Translation Studies in French (3 SH)
• FR 402 Francophone Intellectual History (3 SH)
• FR 420 Francophone Visual Arts, Music, Architecture (3 SH)
• FR 421 Francophone Cinema (3 SH)
• FR 470/79 Special Topics in French (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

German Studies

Degree Awarded: Bachelor of Arts

Learning German can connect you to 120 million native speakers worldwide. It is also a popular second (and third or fourth) language throughout Europe, as well as in Japan and the U.S. Germany, with the third strongest economy in the world, is an important global business partner in publishing, research and development, innovative uses of the Internet, automobile design and manufacturing, etc. Germany has a rich cultural heritage; it is rewarding to be able to understand such thinkers, poets, musicians and scientists as Einstein, Bach, Schweitzer, Marx, Kafka and Freud in their native language. Many graduate programs recommend developing at least a reading knowledge of German to access significant theoretical works and research in books and professional journals. A number of interesting opportunities to study in Germany or Austria are available to students at Lake Erie College. The courses in the major and minor help to develop not only communication skills, but a strong foundation in the cultures present and past that have used German as their everyday language. Students may want to consider a primary or secondary major or a minor in German to enhance their employment opportunities, or to increase their chances of being accepted into fine graduate programs.

Requirements for the Major:

40 semester credits including:

• GR 102 Beginning German II (4 SH)
• GR 201 Intermediate German (4 SH)
• GR 220 German Conversation (4 SH)
• GR 302 German Phonetics and Pronunciation (1 SH)
• GR 311 German Composition (3 SH)
• GR 320 Germanophone Literatures and Cultures (3 SH)
• GR 490 Senior Research Project (4 SH)

and 17 semester credits from the following:

• GR 210 Studies in Germanophone Contemporary Cultures (4 SH)
• GR 301 German for the Professional Environment (4 SH)
• GR 350 Internship in German (1-5 SH)
• GR 401 Translation Studies in German (3 SH)
• GR 402 Germanophone Intellectual History (3 SH)
• GR 410 Germanophone Literatures in English Translation (3 SH)
• GR 411 Germanophone Women Writers and Filmakers (3 SH)
• GR 420 Germanophone Visual Arts, Music, Architecture (3 SH)
• GR 421 Germanophone Cinema (3 SH)
• GR 470/79 Special Topics in German (2-4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

History

Degree Awarded: Bachelor of Arts

The major in history prepares students for employment in many areas, including government, state and federal, in the fields of civil service and diplomacy, among others, in business for those companies with international markets and in museums, archival repositories, libraries, historical societies in media, as well as several other fields. Secondary education students planning to teach history and other social studies fields also benefit from a concentration in history as a content area. Students with a degree in history frequently go on to graduate school, whether for history, law, political science, international studies or multi-disciplinary studies.

Requirements for the Major:

48 semester credits including:

• HI 105 American History I: Colonial Times to 1877 (4 SH)
• HI 106 American History II: 1877 to the Present (4 SH)
• HI 400 Historical Research Methodology/Historiography (4 SH)
• HI 420 Senior Thesis in History (4 SH)

and eight semester credits from the following:

• HI 120 World History I: Antiquity to 1400 (4 SH)
• HI 121 World History II: 1400 to 1815 (4 SH)
• HI 122 World History III: 1815 to the Present (4 SH)
• HI 132 Western Civilization I: Beginnings to 1600 (4 SH)
• HI 138 Western Civilization II: 1600 to the Present (4 SH)

and twelve 200-level semester credits from any 200-level HI offerings

and twelve 300-level semester credits from any 300-level HI offerings

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Human Resource Management

Degree Awarded: Bachelor of Science

The human resource management major is designed to give students in-depth exposure to specific areas of human resource management and organizational behavior compared to the more broad-based business administration major. The program builds on a foundation of business courses with a set of courses focused on supervision, leadership and change management; human resource administration, labor relations and the dynamics of human behavior in organizations. The program also offers excellent preparation for admission to graduate school. Students are encouraged to take advantage of the internship program in order to obtain actual work experience prior to graduation.

Requirements for the Major:
64 semester credits including:

• AC 101 Accounting Principles I (4 SH)
• AC 102 Accounting Principles II (4 SH)
• EC 200 Principles of Economics (4 SH)
• MN 200 Introduction to Management (4 SH)
• MN 215 Business Statistics (4 SH)
• MN 312 Human Resource Management (4 SH)
• MN 315 Leadership (4 SH)
• MN 323 Organizational Behavior (4 SH)
• MK 203 Marketing Principles (4 SH)
• FN 320 Corporation Finance (4 SH)
• LG 315 Business Law I (4 SH)
• CI 341 Management Information Systems (4 SH)
• BA 400 Senior Seminar (4 SH)

and 12 semester credits from the following:

• BA 324 International Business (4 SH)
• CM 303 Interviewing (4 SH)
• MN 320 Organizational Development (4 SH)
• MN 325 Quality Management (4 SH)
• MN 410 Labor Relations (4 SH)
• MN 250/350 Internship in Management (1-5 SH)

Individualized Academic Major

Degree Awarded: Bachelor of Arts, Bachelor of Fine Arts, or Bachelor of Science

An individualized academic major is an option available to those students who wish to design a major of their own that is different from the other more traditional majors offered by Lake Erie but still capable of being supported by the resources which the College has at its disposal. Students who wish to pursue this option must obtain an application from the Registrar's Office and prepare a proposal, which includes clearly defined objectives, a rationale and a list of specific courses that are to be completed.

Requirements for the Major:
A minimum of 40 semester credits, 20 of which must be taken at Lake Erie College.

A minimum of 15 semester credits from 300- and 400-level courses, including a senior capstone course.

Approval by a faculty sponsor, the division Dean and the Vice President for Academic Affairs. Approval before reaching Junior standing (64 SH)

*In those cases where there is a choice between the Bachelor of Arts, the Bachelor of Fine Arts or the Bachelor of Science degree, the Bachelor of Science is awarded where there are at least three quantitative courses in the major. A quantitative course is defined as one that uses mathematics as its central symbol system.

Integrated Media, Digital Art and Technology

Degree Awarded: Bachelor of Arts or Bachelor of Fine Arts

Integrated Media, Digital Art and Technology (IMDAT) is an interdisciplinary studio art program in computer mediated art and design. Student courses include investigations into interactive and electronic objects and environments, multimedia, digital video, experimental 3D computer graphics, animation, game design, art & technology, digital imaging, rapid prototyping, internet/net art, installation, sound, emerging forms and new genres.
Students majoring in IMDAT will learn to discover individual aesthetics and artistic vision through conceptualization, theory and an awareness of contemporary art and media that use advanced science and technology. Students will bepushed to explore content and approaches that may not fit within traditional definitions of art or design. Interdisciplinary and crossdisciplinary experimentation that forges connections to other departments is encouraged. Students will be prepared to be an innovative force in the art and design world, or be ready to engage in the collaborative nature of today’s art and/or design graduate programs.

Requirements for the Major: Bachelor of Arts

56 semester credits including:
16 required semester credits in the AT foundation area including:

- AT 102 Design (4 SH)
- AT 110 Drawing I (4 SH)
- AT 240 Art History I (4 SH)

and four semester credits from the following:

- AT 103 Dimensional Design (4 SH)
- AT 225 Introduction to Graphic Communications I (4 SH)

and 28 semester credits from the following:

- IM 207 Digital Photography and Imaging (4 SH)
- IM 230 2D & 3D Animation (4 SH)
- IM 231 Video Editing and DVD Authoring (4 SH)
- IM 330 Web Design, Production and Interactive Art (4 SH)
- IM 301 New Media Art: Robotic Art (4 SH)
- IM 470 Special Topics in Digital Media (1-4 SH)

or
- IM 400 Multidisciplinary Art and Digital Performance (4 SH)

and 12 semester credits in the Fine Arts area from the following:

- DN 201 Ballet Technique II (1 or 2 SH)
- DN 202 Modern Dance Technique II (1 or 2 SH)
- DN 210 Repertory and Performance Technique I (2 SH)
- DN 213 Dance History (4 SH)
- DN 216 Anatomical Kinesiology (3 SH)
- DN 230 Beginning Composition (3 SH)
- FA 101 The Arts and Their Interrelations (4 SH)
- MU 140 Fundamentals of Music (4 SH)
- MU 322 Composition (4 SH)
- MU 105 Private Instruction in Piano (1 SH)
- MU 106 Private Instruction in Voice (1 SH)
- TH 106 Acting I (4 SH)
- TH 107 Introduction to Technical Theatre (4 SH)
- TH 108 Performance Theory and Analysis (4 SH)
- TH 304 Scenic Design (4 SH)
- TH 308 Directing (4 SH)
- TH 315 Lighting Design (4 SH)
- TH 316 Playwriting (4 SH)

Bachelor of Fine Arts

64 total semester credits are required including:
56 semester credits (as outlined in the IMDAT major) and eight semester credits including:

- IM 404 Senior Project in Integrated Media (4 SH)
- IM 405 Senior Project in Integrated Media II (4 SH)

International Business

Degree Awarded: Bachelor of Science

The major in international business is interdisciplinary and involves a concentration of business administration courses and demonstrated proficiency in at least one modern foreign language. The curriculum is designed to provide students with the necessary multidisciplinary skills to operate effectively in an international business environment. Students are encouraged to take advantage of the internship program in order to obtain actual work experience in the field prior to graduation.

(Program accredited by the International Assembly for Collegiate Business Education)

Requirements for the Major:
64-68 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- EC 200 Principles of Economics (4 SH)
- FN 320 Corporation Finance (4 SH)
- LG 315 Business Law I (4 SH)
- MK 203 Marketing Principles (4 SH)
- MN 200 Introduction to Management (4 SH)
- MN 215 Business Statistics (4 SH)
- MN 323 Organizational Behavior (4 SH)
- BA 324 International Business (4 SH)

and a required concentration: French, German, Italian or Spanish:
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French
24 semester credits including:

- FR 201 Intermediate French (4 SH)
- FR 210 Studies in Francophone Contemporary Cultures (4 SH)
- FR 220 French Conversation (4 SH)
- FR 301 French for the Professional Environment (4 SH)
- IS 305 Professional Culture (4 SH)

and four semester credits from the following:

- BA 450 International Internship (1-5 SH)
- FR 490 Senior Research Project (4 SH)

German
24 semester credits including:

- GR 201 Intermediate German (4 SH)
- GR 210 Studies in Germanophone Contemporary Cultures (4 SH)
- GR 220 German Conversation (4 SH)
- GR 301 German for the Professional Environment (4 SH)
- IS 305 Professional Culture (4 SH)

and four semester credits from the following:

- BA 450 International Internship (1-5 SH)
- GR 490 Senior Research Project (4 SH)

Italian
24 semester credits including:

- IT 201 Intermediate Italian (4 SH)
- IT 211 Introduction to Italian Culture & Civilization (4 SH)
- IT 220 Italian Conversation (4 SH)
- IT 301 Italian for the Professional Environment (4 SH)
- IS 305 Professional Culture (4 SH)

and four semester credits from the following:

- IT 102 Beginning Italian II (4 SH)
- IT 201 Intermediate Italian (4 SH)
- IT 220 Italian Conversation (4 SH)
- IT 211 Introduction to Italian Culture & Civilization (4 SH)
- IT 170-79/270-79/370-79 Special Topics in Italian (2-4 SH)
- IT 311 Advanced Italian (4 SH)

and and 16 semester credits from the following:

- IT 300 Italian Translation (2 or 4 SH)
- IT 301 Italian for the Professional Environment (4 SH)
- IT 338 Readings in Italian/Italophone Literatures & Cultures I (2 or 4 SH)

Italian Studies

Degree Awarded: Bachelor of Arts

Since the ancient Roman times, Italy has been exporting its civilization, literature and culture around the world (in particular in the western world), in the areas of Latin literature, "Romanitas," humanism, science, fine arts, history, political & moral thought, music, film, fashion, design, car industry and cuisine. Italy has produced some of the most remarkable cultural works of the western civilization (i.e. Michelangelo's frescos and sculptures, Leonardo da Vinci's and Galileo's genius, Dante's Divine Comedy, Verdi's and Puccini's operas, Fellini's Dolce Vita, etc.).

The major in Italian Studies allows you to understand, appreciate and analyze this treasury of human expression; allows you to broaden your cultural and intellectual horizons. It also allows you to interact with the Italian communities spread around the world, and can surely improve employment opportunities for graduates wishing to interact with a vibrant, multicultural and economically active global society.

The major and minor in Italian Studies is an interdisciplinary program focusing on the study of the Italian language, culture and literature and its manifestations in history and its usage in the present cultural and social context. For more information about the program and the possibility of studying in Italy or in Switzerland, please contact the foreign language department.

Requirements for the Major:
40 semester credits including:

- IT 102 Beginning Italian II (4 SH)
- IT 201 Intermediate Italian (4 SH)
- IT 220 Italian Conversation (4 SH)
- IT 211 Introduction to Italian Culture & Civilization (4 SH)
- IT 170-79/270-79/370-79 Special Topics in Italian (2-4 SH)
- IT 331 Advanced Italian (4 SH)

and 16 semester credits from the following:

- IT 300 Italian Translation (2 or 4 SH)
- IT 301 Italian for the Professional Environment (4 SH)
- IT 338 Readings in Italian/Italophone Literatures & Cultures I (2 or 4 SH)
• IT 339 Readings in Italian/Italophone Literatures & Cultures II (2 or 4 SH)
• IT 411 Introduction to Dante’s Divine Comedy (4 SH)
• IT 412 Studies in Contemporary Italian Literature and Culture (4 SH)
• IT 413 Introduction to Italian Renaissance (4 SH)
• IT 420 Introduction to Italian Fine Arts (2 or 4 SH)
• IT 422 Studies in Italian Cinema (2 or 4 SH)
• IT 490 Senior Research Project (2 or 4 SH)
• IT 250/350 Internship in Italian (1-4 SH)
• IT 170-79/270-79/370-79 Special Topics in Italian (2-4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Legal Studies

Degree Awarded: Bachelor of Science

This major provides students with the skills and knowledge required to carry out various types of legal assistant/administrator responsibilities such as legal research, writing and investigations. Legal assistants work for private law firms, government, banks, insurance companies and real estate agencies. Ohio prohibits the practice of law by non-attorneys. In addition to the College’s general transfer credit policy, any student transferring legal specialty credits must comply with the following policy:

The Legal Studies Program Director will review the course description and/or syllabus of any legal specialty course taken at another institution to ascertain if it is equivalent to a course at Lake Erie College and determine whether to allow credit. Twenty semester credits must be taken in the major in residence at Lake Erie College which must include the following:

• LG 410 Ethics (1 SH)
• LG 420 Senior Seminar (3 SH)
• LG 450 Internship (4 SH)

(Program approved by the American Bar Association)

Requirements for the Major:
46 semester credits including:

• LG 110 Introduction to Legal Assisting (2 SH)
• LG 210 Principles of Legal Research and Writing (4 SH)
• LG 220 Criminal Law and Procedure (4 SH)
• LG 222 Civil Litigation and Procedure (4 SH)
• LG 315 Business Law I (4 SH)
• LG 324 Constitutional Law (4 SH)
• LG 410 Ethics (1 SH)
• LG 420 Applied Senior Seminar (3 SH)
• LG 450 Legal Assistant Internship (1-5 SH)

and 16 semester credits from the following:

• LG 230 Investigative Techniques (4 SH)
• LG 303 Taxes & Culture Clinic I (2 or 4 SH)
• LG 311 Landmark Cases in Mental Health and the Law (4 SH)
• LG 312 Legal Issues in Sports (4 SH)
• LG 316 Business Law II (4 SH)
• LG 327 Death Penalty in America (4 SH)
• LG 332 International Business Law (2 SH)
• LG 345 Psychology and Law (4 SH)
• LG 170-79/270-79/370-79 Special Topics in Legal Studies (2-4 SH)
• PO 331 Judicial Process (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Students are encouraged to take additional coursework in related fields such as foreign languages, business administration, international business, accounting, communications, etc.

Management

Degree Awarded: Bachelor of Arts

The Bachelor of Arts in Management offers an interdisciplinary approach to the study of business and management to support professionals in the core functional areas of accounting, finance, policy, social issues and organizational behavior so that they will be able to effectively participate in and manage projects in any of these areas. The major emphasizes critical thinking, team and written communication skills and incorporates a Business Application Project that builds on the knowledge gained in each program class. Coursework is designed specifically to capitalize on the learning styles of adult students, through an accelerated cohort model. Graduates will be prepared to take on positions of increasing managerial responsibility as a result of formalizing and updating their knowledge of best business practices across industries and sectors.

Admission to the Adult Degree Completion Program Required.

See the Adult Degree Completion Learner handbook for additional details.

Requirements for the Major:
53 semester credits including:

• AC 101 Accounting Principles I (4 SH)
ACADEMIC MAJORS

- AC 102 Accounting Principles II (4 SH)
- ADM 201 The Adult Journey (3 SH)
- ADM 210 Management Principles (3 SH)
- ADM 215 Research Methods and Statistics (3 SH)
- ADM 301 Accounting for Managers (3 SH)
- ADM 302 Economics for Managers (3 SH)
- ADM 303 Finance for Managers (3 SH)
- ADM 304 Marketing for Managers (3 SH)
- ADM 320 Global Business (3 SH)
- ADM 321 Human Capital Management (3 SH)
- ADM 322 Strategic Management (3 SH)
- ADM 323 Business Ethics and Individual Values (3 SH)
- ADM 330 Organizational Systems (3 SH)
- ADM 331 Group and Team Dynamics (3 SH)
- ADM 332 Organizational Communications (3 SH)
- ADM 490 Capstone Project (3 SH)

Marketing

Degree Awarded: Bachelor of Science

The marketing major is designed to give students exposure to specific areas of marketing not addressed by the more broad based business administration major. The program builds on a foundation of business courses with a set of courses covering topics such as marketing research, advertising, public relations, consumer behavior and international marketing.

(Program accredited by the International Assembly for Collegiate Business Education)

Requirements for the Major:

60-63 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- BA 400 Senior Seminar (4 SH)
- CI 341 Management Information Systems (4 SH)
- EC 200 Principles of Economics (4 SH)
- FN 320 Corporation Finance (4 SH)
- LG 315 Business Law I (4 SH)
- MK 203 Marketing Principles (4 SH)
- MK 317 Marketing Management (4 SH)
- MK 328 International Marketing (2 SH)
- MK 334 Consumer Behavior (4 SH)
- MK 335 Marketing Research (4 SH)
- MK 394 Advertising and Public Relations (4 SH)
- MN 200 Introduction to Management (4 SH)
- MN 215 Business Statistics (4 SH)
- MK 250/350 Internship in Marketing (1-5 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Suggested electives:

- MK 170-79/270-79/370-79 Special Topics in Marketing (2-4 SH)
- MK 260/360 Individual Investigation in Marketing (1-5 SH)

Mathematics

Degree Awarded: Bachelor of Arts or Bachelor of Science

The department of mathematics provides advanced courses for students majoring in mathematics and offers instruction appropriate for students of other disciplines. A student who wishes to continue mathematics in graduate school or to seek employment on the basis of a strong mathematics background is advised to take special topics in mathematics including at least one course in computer information systems.

Requirements for the Major:

Bachelor of Science

55 semester credits including:

- MT 207 Probability and Statistics (4 SH)
- MT 209 Discrete Mathematics (4 SH)
- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 211 Calculus and Analytical Geometry II (4 SH)
- MT 213 Calculus and Analytical Geometry III (4 SH)
- MT 303 The History of Mathematics (4 SH)
- MT 309 Differential Equations (4 SH)
- MT 311 Intermediate Analysis I (4 SH)
- MT 323 Modern Linear Algebra (4 SH)
- MT 324 Modern Abstract Algebra (4 SH)
- MT 401 Senior Research (2 SH)

and 12 semester credits from the sciences (BI, CH, PC or CI)

Bachelor of Arts

43 semester credits including:

- MT 207 Probability and Statistics (4 SH)
- MT 209 Discrete Mathematics (4 SH)
- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 211 Calculus and Analytical Geometry II (4 SH)
- MT 213 Calculus and Analytical Geometry III (4 SH)
- MT 303 The History of Mathematics (4 SH)
- MT 311 Intermediate Analysis I (4 SH)
- MT 323 Modern Linear Algebra (4 SH)
- MT 324 Modern Abstract Algebra (4 SH)
- MT 401 Senior Research (2 SH)
and four semester credits from the following:
- MT 309 Differential Equations (4 SH)
- MT 300 Modern Geometry and Logic (4 SH)

Modern Foreign Languages: Applied Concentration

Degree Awarded: Bachelor of Arts

The major in modern foreign languages applied concentration prepares students for a career in today’s increasingly global economy. The program emphasizes an interactive approach to foreign language learning, the development of intercultural literacy and the acquisition of the professional skills necessary to compete in the job market. The major’s interdisciplinary structure allows students to concentrate on both foreign language learning and the pursuit of courses offered within any other major at Lake Erie College. Modern foreign language: applied concentration majors are strongly encouraged to spend a semester abroad.

The department of modern foreign languages provides individualized support in internship as well as in career placement.

Requirements for the Major:
44 semester credits including:

One from the following:
- FR 490 Senior Research Project (4 SH)
- GR 490 Senior Research Project (4 SH)
- IT 490 Senior Research Project (2 or 4 SH)
- SP 490 Senior Research Project (4 SH)

24 credits beyond the 100-level in one foreign language

and 16 additional credits beyond the 100-level in either another foreign language or any other major offered at Lake Erie College.

Lake Erie College offers language courses in French, German, Italian and Spanish.

Political Science

Degree Awarded: Bachelor of Arts

The major in political science provides students with an understanding of political institutions and processes at the local, national and international level. The curriculum exposes students to the major sub-fields of the discipline including American government, comparative politics, international relations and political philosophy. Students explore fundamental political concepts such as democracy, power, citizenship, governance and rights and they acquire research skills enabling them to understand and analyze political phenomena around the world.

The program places an emphasis on the development of the student’s research, writing and critical thinking skills. The program prepares students for careers in a variety of fields including government, politics, international affairs, law, business, journalism and education. Political science is an excellent undergraduate major for students interested in attending law school after graduation.

The major is designed to allow students significant flexibility in designing a course of study based upon their areas of interest. Internships and study abroad opportunities are available.

Requirements for the Major:
48 semester credits including:

A minimum of 20 upper-division semester credits in political science is required (300 or 400 level courses)
- PO 101 Introduction to Political Science (4 SH)
- PO 110 American National Government (4 SH)
- PS 204 Statistics (4 SH)
- SS 334 Methods of Field Research (4 SH)
- PO 490 Senior Seminar (4 SH)

and 28 semester credits from the following:
- PO 201 Introduction to Political Ideologies (4 SH)
- PO 202 Public Policy (4 SH)
- PO 205 State and Local Government (4 SH)
- PO 208 America as a World Power (4 SH)
- PO 212 Comparative Politics (4 SH)
- PO 214 International Relations (4 SH)
- PO 310 European Politics (4 SH)
- PO 311 Politics of Developing Countries (4 SH)
- PO 320 Constitutional Law (4 SH)
- PO 321 International Organization and Law (4 SH)
- PO 330 Legislative Process (4 SH)
- PO 331 Judicial Process (4 SH)
- PO 333 American Presidency (4 SH)
- PO 340 Political Parties and Interest Groups (4 SH)
- PO 341 Public Administration (4 SH)
- PO 250/350 Internship (1-5 SH)
- PO 160/260/360 Individual Investigation in Political Science (2-4 SH)
- PO 170-79/270-79/370-79 Special Topics in Political Science (2-4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.
Psychology

Degree Awarded: Bachelor of Arts

The psychology major is designed to increase personal understanding of animal and human behavior and mental processes and to provide basic preparation for entrance into graduate school or pursuit of a professional career in the field of psychology. Students should realize careers in the field of psychology typically require further training; many of our students pursue graduate studies in this field. It is strongly recommended that all psychology majors participate in an internship (PS 250/350). Internships introduce students to a variety of careers that require this training and provide valuable hands-on experience. Psychology students have worked with the Juvenile Court, shelters, psychiatric clinics and rehabilitation agencies. All eligible psychology majors are encouraged to participate in Psi Chi, The National Honor Society in Psychology and in the Psychology Club.

Requirements for the Major:
44 semester credits including:

- PS 101 General Psychology (4 SH)
- PS 204 Statistics (4 SH)
- PS 222 Psychology of Personality (4 SH)
- PS 324 Physiological Psychology (4 SH)
- PS 325 Research Methods (4 SH)
- PS 329 Abnormal Psychology (4 SH)
- PS 400 Psychology Research Seminar (4 SH)

General Psychology Concentration

Requirements for the Concentration:
16 additional credits from the following:

- PS 220 Child Psychology (4 SH)
- PS 232 Social Psychology (4 SH)
- PS 237 Human Sexuality (4 SH)
- PS 305 Psychology of Learning (4 SH)
- PS 318 Personality Assessment (4 SH)
- PS 322 Adulthood and Aging (4 SH)
- PS 330 Juvenile Delinquency (4 SH)
- PS 335 Introduction to Clinical Psychology (4 SH)
- PS 336 Cognitive Psychology (4 SH)
- PS 345 Psychology and Law (4 SH)
- PS 170-79/270-79/370-79 Special Topics in Psychology (2-4 SH)
- PS 250/350 Internship in Psychology (1-5 SH)
- PS 160/260/360 Individual Investigation in Psychology (2-4 SH)

Forensic Psychology Concentration

Forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system.

Requirements for the Concentration:
16 semester credits including:

- CJ 220 Criminal Law and Procedure (4 SH)
- CI 311 Landmark Cases in Mental Health and the Law (4 SH)
- CJ 324 Constitutional Law (4 SH)
- PS 345 Psychology and Law (4 SH)

Psychobiology Concentration

Students are introduced to the biological and physiological processes of living organisms from a biological perspective as a supplement to understanding behavior and mental processes from a psychological perspective.

Students will have to meet the same requirements as the Psychology major plus additional coursework.

Requirements for the Concentration:
15-16 semester credit including:

- BI 101 Introductory Biology I (3 SH)
- BI 101L Introductory Biology I Lab (1 SH)
- BI 102 Introductory Biology II (3 SH)
- BI 102L Introductory Biology II Lab (1 SH)
- BI 238 Human Anatomy & Physiology I (3 SH)
- BI 238L Human Anatomy & Physiology I Lab (1 SH)

and one course from the following:

- BI 330 Evolutionary Biology (3 SH)
- BI 333 Animal Behavior (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Substitutions for these requirements may be made only with the approval of a psychology faculty member. Requests must be accompanied by a written statement explaining the reason(s) for the substitution.

or an optional concentration from the following:
Social Sciences

**Degree Awarded: Bachelor of Arts**

The major in social sciences consists of several basic courses taken in common by all students majoring in this area, plus a concentration in history or sociology. The social science major is designed to give students breadth as well as depth and provides the background necessary for law school, graduate study in social work or graduate work in the social sciences.

**Requirements for the Major:**

52 semester credits including:

- PS 204 Statistics (4 SH)
- SS 334 Methods of Field Research (4 SH)

and 12 semester credits from the following:

- PO 110 American National Government (4 SH)
- PS 101 General Psychology (4 SH)

any 100-level History courses (4 SH)

any 100-level Sociology course (4 SH)

and 16 200-level credits (representing at least two of the following disciplines: economics, history, political science, psychology or sociology)

and 12 300-level credits (representing the following different disciplines: economics, history, political science, psychology or sociology)

and four additional 300 or 400-level credits in one of those areas of concentration.

Spanish Studies

**Degree Awarded: Bachelor of Arts**

Traditionally, people from the United States are not obligated to learn another language besides English. However, economic globalization has made communication among cultures and nations more important than ever. Spanish is spoken by almost 400 million people worldwide; moreover, about half the population of the Western Hemisphere speaks Spanish, making it the primary language for as many people as English in this part of the world. Even within the U.S. Spanish is the second most widely-spoken language. A major in Spanish Studies allows students to engage with a rich variety of history, literature, art and architecture -- the cultures of Cervantes, Goya, Picasso, Allende, Garcia Marquez and Borges, to name only a few -- that have had and will continue to have profound impact on the nation and the world in the 21st century.

**Requirements for the Major:**

40 semester credits including:

- SP 102 Beginning Spanish II (4 SH)
- SP 201 Intermediate Spanish I (4 SH)
- SP 202 Intermediate Spanish II (4 SH)
- SP 220 Spanish Conversation and Composition (4 SH)
- SP 225 Hispanic Culture and Civilization (4 SH)
- SP 490 Senior Research Project (4 SH)

and 16 semester credits from the following:

- SP 300 Spanish Translation (4 SH)
- SP 301 Spanish for the Professional Environment (4 SH)
- SP 320 Introduction to Spanish Literature (4 SH)
- SP 330 Spanish American Cinema (4 SH)
- SP 335 Spanish Art and Architecture (4 SH)
- SP 340 Language and Study Abroad (4 SH)
- SP 410 Spanish American Literature (4 SH)
- SP 411 Readings in Spanish Literature and Culture (4 SH)
- SP 250/350 Internship in Spanish (1-5 SH)
- SP 260/360 Independent Studies in Spanish (2-4 SH)
- SP 170-79/270-79/370-79 Special Topics in Spanish (2-4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

Sport Management

**Degree Awarded: Bachelor of Science**

The sport management major is designed to give students exposure to many facets of the growing sport management field. The program builds on a foundation of business courses with application-specific courses in the sports industry. Students are encouraged to take advantage of the internship program in order to obtain actual work experience in the sport management field prior to graduation.

**Requirements for the Major:**

68 semester credits including:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)
- EC 200 Principles of Economics (4 SH)
- MN 200 Introduction to Management (4 SH)
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- MN 215 Business Statistics (4 SH)
- MN 216 Applied Decision Models (4 SH)
- MN 323 Organizational Behavior (4 SH)
- FN 320 Corporation Finance (4 SH)
- SA 101 Introduction to Sport Management (4 SH)
- SA 205 Sports Facility Planning, Operations and Management (4 SH)
- SA 328 International Sport Administration (4 SH)
- SA 250/350 Internship in Sport Management (1-5 SH)
- BA 400 Senior Seminar (4 SH)

Note: There may be specific credit hour requirements for Internships. Students should review requirements with their academic advisor.

and four semester credits from the following:

- SA 203 Sport Marketing and Communications (4 SH)
- MK 203 Marketing Principles (4 SH)

and four semester credits from the following:

- SA 315 Legal Issues in Sports (4 SH)
- LG 315 Business Law I (4 SH)

and four semester credits from the following:

- CM 204 Sports Communication (4 SH)
- SA 204 Sports Communication (4 SH)
- SA 220 Sport Sociology (4 SH)
- SA 221 Sport Psychology (4 SH)
- SO 220 Sport Sociology (4 SH)
- PS 221 Sport Psychology (4 SH)

and four semester credits from the following:

- SA 311 Sports Events, Promotion and Sales Management (4 SH)
- SA 320 Leadership in Sports (4 SH)
- SA 321 Sports in Education (4 SH)
Academic minor programs of study generally consist of a series of courses, totaling 16 to 20 semester credits, that provide a coherent body of knowledge in either a particular discipline or in an interdisciplinary cluster. Although by design not as extensive as an academic major, the pursuit of an academic minor while not required will provide content knowledge and a credential in a secondary area of specialization which might well help the future graduate in terms of further postgraduate education and employment. One half (50%) of the minor must be taken at Lake Erie College.

### Accounting

**Requirements for the Minor:**

16 semester credits including: Eight semester credits from the following:

- AC 101 Accounting Principles I (4 SH)
- AC 102 Accounting Principles II (4 SH)

and eight semester credits from the following:

- AC 301 Intermediate Accounting I (4 SH)
- AC 302 Intermediate Accounting II (4 SH)
- AC 303 Taxes & Culture Clinic I (2 or 4 SH)
- AC 308 Federal Income Taxes I (4 SH)
- AC 309 Federal Income Taxes II (4 SH)
- AC 322 Cost Accounting (4 SH)
- AC 403 Auditing (4 SH)
- AC 416 Advanced Accounting (4 SH)

### Art

**Requirements for the Minor:**

20 semester credits including: 16 semester credits from the following:

- AT 102 Design (4 SH)
- AT 103 Dimensional Design (4 SH)
- AT 240 Art History I (4 SH)
- AT 241 Art History II (4 SH)

and four semester credits from the following:

- AT 110 Drawing I (4 SH)
- AT 114 Sculpture I (4 SH)
- AT 202 Painting I (4 SH)
- AT 205 Ceramics I (4 SH)
- AT 206 Photography I (4 SH)

### Biology

**Requirements for the Minor:**

A minimum of 16 semester credits in the biology field (BI designation).

### Business Administration

**Requirements for the Minor:**

20 semester credits including: 16 semester credits from the following:

- AC 101 Accounting Principles I (4 SH)
- FN 320 Corporation Finance (4 SH)
- MK 203 Marketing Principles (4 SH)
- MN 200 Introduction to Management (4 SH)

and four semester credits from the following:

- AC 102 Accounting Principles II (4 SH)
- BA 324 International Business (4 SH)
- LG 315 Business Law I (4 SH)
- MK 317 Marketing Management (4 SH)
- MK 334 Consumer Behavior (4 SH)
- MK 394 Advertising and Public Relations (4 SH)
- MN 323 Organizational Behavior (4 SH)
- MN 215 Business Statistics (4 SH)
- MN 312 Human Resource Management (4 SH)
- MN 410 Labor Relations (4 SH)

### Chemistry

**Requirements for the Minor:**

A minimum of 16 semester credits in the chemistry field (CH designation).
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Communication

Requirements for the Minor:

16 semester credits including the following:

- CM 220 Small Group Communication (4 SH)
- EN 310 Journalistic Essay (4 SH)

and eight additional semester credits in communication (excluding CM 105 Fundamentals of Public Speaking).

Criminal Justice

Requirements for the Minor:

A minimum of 16 semester credits in the criminal justice field (CJ designation).

Dance

Requirements for the Minor:

20 semester credits including: 18 semester credits from the following:

- DN 201 Ballet Technique II (1 or 2 SH)
- DN 301 Ballet Technique III (1 or 2 SH)
- DN 401 Ballet Technique IV (1 or 2 SH)
- DN 202 Modern Dance Technique II (1 or 2 SH)
- DN 302 Modern Dance Technique and Theory III (1 or 2 SH)
- DN 402 Modern Dance Technique and Theory IV (1 or 2 SH)
- DN 213 Dance History (4 SH)
- DN 216 Anatomical Kinesiology (3 SH)
- DN 230 Beginning Composition (3 SH)

and two semester credits from the following:

- DN 200 Body Wellness (2 SH)
- DN 210 Repertory and Performance Technique I (2 SH)
- DN 310 Repertory and Performance II (2 SH)
- DN 410 Repertory and Performance Technique III (2 SH)
- DN 325 Methods of Teaching Dance (4 SH)

**With the approval of the dance faculty, students may also elect to take special topics courses to complete the final 2 SH of the dance minor.

English

Requirements for the Minor:

20 semester credits including:

- EN 140 Principles of Critical Analysis (4 SH)
- EN 220 Major British Writers (4 SH)
- EN 221 Major American Writers (4 SH)

and four semester credits from the following:

- EN 327 The Neoclassical Age (4 SH)
- EN 328 The Romantic Age (4 SH)
- EN 329 The Victorian Age (4 SH)
- EN 345 Old English and Medieval Literature (4 SH)
- EN 346 Tudor and Stuart Literature (4 SH)
- EN 347 British Modernism and Contemporary British Literature (4 SH)

and four semester credits from the following:

- EN 336 Nineteenth-Century American Literature (4 SH)
- EN 337 Twentieth-Century American Literature (4 SH)
- EN 338 African-American Literature (4 SH)
- EN 339 Multi-Ethnic American Literature (4 SH)

Entrepreneurship Studies

Requirements for the Minor:

The minor in entrepreneurial studies will provide the opportunity for students from any major to develop the skills and experiences that will facilitate the student's efforts in transforming ideas into enterprises that create value. A specific set of knowledge and experiences in the areas of planning, risk-taking, market analysis, problem-solving and creativity are included in the minor.

16 semester credits including:

- ET 201 Fundamentals of the Enterprise (4 SH)
- ET 211 New Venture Planning and Development (4 SH)
- ET 221 Techniques of Persuading, Selling and Negotiating (4 SH)

and four semester credits from the following:

- MN 200 Introduction to Management (4 SH)
- MK 203 Marketing Principles (4 SH)
- CM 304 Advanced Public Speaking (4 SH)
- FN 315 Accounting and Finance for Not-For-Profit Organizations (4 SH)
Environmental Science

Requirements for the Minor:

16 semester credits from the following:

- BI 104 Introduction to Environmental Science (4 SH)
- BI 225 Environmental Management (3 SH)
- BI 231 Introduction to Geographic Information Systems (3 SH)
- BI 241 Ecotoxicology (3 SH)
- BI 350 Internship in Biology (1-5 SH)
- BI 170/270/370 Special Topics in Biology (1-4 SH)

Note: Must receive approval from the Dean of Natural Sciences to fulfill requirement with a Special Topics course.

Equine Studies

The equine studies minor is intended for students from various backgrounds who wish to supplement their academic major with studies in equine studies. This option, when combined with various majors such as business, biology, communication, education and pre-medicine, provides the student with the scientific and technical knowledge, as well as the hands-on practice of horsemanship. In addition, students interested in pursuing further study and/or careers in various equine fields will benefit from the addition of this minor to their curriculum. Students are exposed to the equine industry. Many graduates may work in the allied industries such as breed associations, feed companies, research laboratories and pharmaceutical companies. Others continue their education for a professional degree, such as veterinary medicine, or work toward a master’s or doctoral degree. The coursework provides the following:

1. An understanding of the scope of the industry and its economical value to society.
2. An understanding of the biological principles involved in the nutrition and production of animals.
3. An insight into animal behavior and man’s ability to humanely use it for his benefit as well as for the animals well being.
4. The ability to apply knowledge gained to solve problems and to integrate solutions to attain successful horse production and management.

Restrictions and General Information

1. This minor is not available to students majoring in equine studies.
2. A minimum overall 2.5 GPA for all coursework.
3. A minor should be declared at the time a student accumulates 90 hours.
Finance

Requirements for the Minor:

The finance minor is primarily designed for business, accounting, marketing, sports management, entrepreneur and human resource majors. Other majors are also welcome to take finance as a minor. It is designed for students seeking a deeper understanding of the financial environment under which businesses operate and money management.

18 semester credits including:

- FN 326 International Financial Management (2 SH)
- FN 404 Financial Systems (4 SH)
- FN 405 Investments (4 SH)

and four semester credits from the following:

- FN 321 Intermediate Corporate Finance (4 SH)
- FN 345 Financial Planning (4 SH)
- FN 330 Real Estate Principles and Finance (4 SH)

and four semester credits from the following:

- BA 324 International Business (4 SH)
- EC 301 Intermediate Economics (4 SH)
- EC 322 International Economics (4 SH)
- MN 216 Applied Decision Models (4 SH)
- MN 310 Operations Management (4 SH)
- CI 341 Management Information Systems (4 SH)
- MN 323 Organizational Behavior (4 SH)
- EC 420 Econometrics (4 SH)

French

Requirements for the Minor:

20 semester credits including:

- FR 102 Beginning French II (4 SH)
- FR 201 Intermediate French (4 SH)
- FR 210 Studies in Francophone Contemporary Cultures (4 SH)
- FR 220 French Conversation (4 SH)
- FR 302 French Phonetics and Pronunciation (1 SH)

and 3 semester credits at 300-level or above in French.

Note: If FR 102 is waived, then an additional 4 SH course in French above the 100-level must be substituted.

German

Requirements for the Minor:

20 semester credits including:

- GR 102 Beginning German II (4 SH)
- GR 201 Intermediate German (4 SH)
- GR 210 Studies in Germanophone Contemporary Cultures (4 SH)
- GR 220 German Conversation (4 SH)
- GR 302 German Phonetics and Pronunciation (1 SH)

and 3 semester credits at 300-level or above in German.

Note: If GR 102 is waived, then an additional 4 SH course in German above the 100-level must be substituted.

History

Requirements for the Minor:

16 semester credits in the history field (HI designation)

A minimum of 4 semester credits must be 200-level

A minimum of 4 semester credits must be 300-level

Integrated Media, Digital Art and Technology

Requirements for the Minor:

20 semester credits including:

- IM 207 Digital Photography and Imaging (4 SH)
- IM 231 Video Editing and DVD Authoring (4 SH)

4 semester credits from the following:

- AT 102 Design (4 SH)
- AT 110 Drawing I (4 SH)

8 semester credits from the following:

- AT 225 Introduction to Graphic Communications I (4 SH)
- IM 230 2D & 3D Animation (4 SH)
- IM 301 New Media Art: Robotic Art (4 SH)
- IM 310 Video Game Production (4 SH)
- IM 330 Web Design, Production and Interactive Art (4 SH)
- IM 400 Multidisciplinary Art and Digital Performance (4 SH)
Intervention Specialist - Mild to Moderate Needs

Requirements for the Minor:

Prerequisite: Education Major

Note: This minor does not lead to licensure.

18 semester credits including:

- EDS 300 Introduction to Individuals with Mild to Moderate Educational Needs (3 SH)
- EDS 302 Assessment and Intervention for Mild to Moderate Special Needs (3 SH)
- EDS 310 Behavior Management and Intervention (3 SH)
- EDS 320 Collaboration and Transition Planning (3 SH)
- EDS 330 Curriculum and Materials for Mild to Moderate Special Needs (3 SH)

and three semester credits from the following (the course selected must be one not already required for the major):

- EDC 321 Phonetic Approaches to Reading (3 SH)
- EDC 324 Diagnosis and Correction of Reading Problems (3 SH)
- EDE 304 Child Development and Learning (3 SH)
- EDE 323 Reading and Language Arts in Early Childhood (3 SH)
- EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)
- EDP 316 Reading in the Content Area (3 SH)

Italian

Requirements for the Minor:

20 semester credits including:

- IT 102 Beginning Italian II (4 SH)
- IT 201 Intermediate Italian (4 SH)
- IT 220 Italian Conversation (4 SH)

and eight semester credits from the following:

- IT 211 Introduction to Italian Culture & Civilization (4 SH)
- IT 331 Advanced Italian (4 SH)
- IT 250/350 Internship in Italian (1-4 SH)
- IT 170-79/270-79/370-79 Special Topics in Italian (2-4 SH)

Any 300-level IT course (4 SH)

Legal Studies

Requirements for the Minor:

20 semester credits including:

- LG 210 Principles of Legal Research and Writing (4 SH)
- LG 315 Business Law I (4 SH)
- LG 324 Constitutional Law (4 SH)

and 8 semester credits from the following:

- LG 220 Criminal Law and Procedure (4 SH)
- LG 222 Civil Litigation and Procedure (4 SH)
- LG 230 Investigative Techniques (4 SH)
- LG 303 Taxes & Culture Clinic I (2 or 4 SH)
- LG 311 Landmark Cases in Mental Health and the Law (4 SH)
- LG 312 Legal Issues in Sports (4 SH)
- LG 316 Business Law II (4 SH)
- LG 332 International Business Law (2 SH)
- LG 345 Psychology and Law (4 SH)
- LG 170-79/270-79/370-79 Special Topics in Legal Studies (2-4 SH)
- PO 331 Judicial Process (4 SH)

Marketing

Requirements for the Minor:

16 semester credits including:

- MK 203 Marketing Principles (4 SH)
- MK 317 Marketing Management (4 SH)
- MK 334 Consumer Behavior (4 SH)
- MK 394 Advertising and Public Relations (4 SH)

Mathematics

Requirements for the Minor:

17 semester credits including:

- MT 210 Calculus and Analytical Geometry I (5 SH)
- MT 211 Calculus and Analytical Geometry II (4 SH)

and eight semester credits from the following:

- MT 213 Calculus and Analytical Geometry III (4 SH)
- MT 300 Modern Geometry and Logic (4 SH)
- MT 309 Differential Equations (4 SH)
- MT 311 Intermediate Analysis I (4 SH)
ACADEMIC MINORS

- MT 323 Modern Linear Algebra (4 SH)
- MT 324 Modern Abstract Algebra (4 SH)

Political Science

Requirements for the Minor:

A minimum of 16 semester credits in the political science field (PO designation).

Psychology

Requirements for the Minor:

20 semester credits including:

- PS 101 General Psychology (4 SH)
- PS 222 Psychology of Personality (4 SH)
- PS 329 Abnormal Psychology (4 SH)

and two additional courses in psychology, PS designation (8 SH)

Social Sciences

Requirements for the Minor:

16 semester credits including:

- SO 112 Social Issues (4 SH)
- SS 334 Methods of Field Research (4 SH)
- CJ 324 Constitutional Law (4 SH)

and one 400-level criminal justice, psychology or sociology course (4 SH)

Spanish

Requirements for the Minor:

20 semester credits including:

- SP 102 Beginning Spanish II (4 SH)
- SP 201 Intermediate Spanish I (4 SH)
- SP 202 Intermediate Spanish II (4 SH)
- SP 220 Spanish Conversation and Composition (4 SH)
- SP 225 Hispanic Culture and Civilization (4 SH)

Theatre

Requirements for the Minor:

20 semester credits including:

- TH 104 Introduction to Theater (4 SH)
- TH 106 Acting I (4 SH)
- TH 107 Introduction to Technical Theatre (4 SH)
- TH 201 History of the Theatre I (4 SH)

and four semester credits from TH designated courses 200-level or above
ACCOUNTING (AC)

AC 101 Accounting Principles I (4 SH)
Semester Offered: Fall
An introduction to the language of business and its fundamentals as they relate to financial accounting. Topics include the accounting cycle leading to the preparation of financial statements and analysis of current, long-term and intangible assets as well as current and long-term liabilities.

AC 102 Accounting Principles II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): AC 101
A continuation of Accounting Principles I (AC101). Financial accounting topics include owners’ equity, the cash flow statement and financial statement analysis. Managerial accounting topics include job order costing, cost volume analysis and operational budgeting.

AC 170/270/370 Special Topics in Accounting (2-4 SH)
Courses in topics of special interest to faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar’s Office.

AC 203 International Accounting (2 SH)
Semester Offered: Fall Every Other Year
Pre-Requisite(s): AC 101
A broad-based course that provides an understanding of the international dimensions of accounting. The focus is on comparative accounting systems and the process of the harmonization of accounting standards. Topics include foreign currency translations and the accounting for multinational corporations.

AC 210 Forensic Accounting (4 SH)
Pre-Requisite(s): AC 102
This course is designed to prepare students to look beyond the numbers. The course will focus on how to identify, detect, investigate and prevent financial fraud. It outlines the nature of financial fraud and the different types of fraud. It will discuss the nature of fraud perpetrators, why they commit fraud and the warning signals that fraud may have occurred.

AC 250/350 Internship in Accounting (1-5 SH)
Internships are academic courses that take place in professional work settings and call for the application of concepts learned in the classroom. Students gain on-the-job experience under supervision by working directly with a manager in a business or nonprofit organization.

AC 301 Intermediate Accounting I (4 SH)
Semester Offered: Fall
Pre-Requisite(s): AC 102 or permission of instructor
Financial accounting that stresses the theory and practical application of accounting standards and concepts. The accounting assumptions, theories and facts that substantiate or refute these current accounting standards and concepts are challenged. The accountant’s professional and ethical role in both the development and interpretation of accounting information is examined. Topics include the various accounts contained on the asset side of the balance sheet.

AC 302 Intermediate Accounting II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): AC 301 or permission of instructor
A continuation of Intermediate Accounting I (AC 301). Emphasis is placed on converting accounting from an information generating profession to one that uses information to solve problems and carry out an organization’s vision. Topics covered include accounting for liabilities, shareholders’ equity, stock-based compensation, leases, pensions and deferred income taxes.

AC 303 Taxes & Culture Clinic I (2 or 4 SH)
Semester Offered: Spring
Pre-Requisite(s): Sophomore status or permission of instructor
An interdisciplinary course covering basic income tax and immigration law and the Hispanic culture. Students gain a fundamental understanding of federal, state and city income tax law for low-income taxpayers. Students gain a first hand knowledge of basic immigration law and how undocumented United States workers are handled through our system. It is a clinic course relying heavily on student participation. Cross-listed as LG 303.

AC 308 Federal Income Taxes I (4 SH)
Semester Offered: Fall
Pre-Requisite(s): AC 102 or permission of instructor.
Encompasses the study and research of the federal income tax laws. Focus is on the determination of taxable income of individuals. Topics include gross income, inclusions of taxable income and exclusions, deductions and losses, exemptions, credits and property transactions.

AC 309 Federal Income Taxes II (4 SH)
Semester Offered: Spring - Every Other Year
Pre-Requisite(s): AC 308 or permission of instructor.
Encompasses the study and research of the federal income tax laws. Focus is on the determination of taxable income of corporations, partnerships, trusts and estates.
AC 322 Cost Accounting (4 SH)
Semester Offered: Spring
Pre-Requisite(s): AC 102
This course emphasizes cost accounting methods used to determine product costs for internal decision-making and external financial reporting. Topics include variable, fixed and semi-variable costs, activity-based costing, job order costing, process costing, standard costing, break-even analysis, budgeting, quality control, inventory management, pricing special orders and transfer pricing.

AC 360 Individual Investigation in Accounting (2-5 SH)
Students study topics of interest not offered as regular courses.

AC 403 Auditing (4 SH)
Semester Offered: Fall
Pre-Requisite(s): AC 302, CI 101, MN 215 or permission of instructor
The principles, concepts, standards and procedures utilized by internal auditors and the independent public accountant. Topics include professional ethics, independence and legal responsibility, statistical sampling, auditing standards and procedures.

AC 406 Taxes & Culture Clinic II (2 SH)
Semester Offered: Spring
Pre-Requisite(s): AC 303
An interdisciplinary course covering basic income tax and immigration law and the Hispanic culture. Students gain a fundamental understanding of federal, state and city income tax law for low-income taxpayers. Students gain a first-hand knowledge of basic immigration law and how undocumented United States workers are handled through our system. It is a clinic course relying heavily on student participation. Cross-listed as LG 406.

AC 416 Advanced Accounting (4 SH)
Semester Offered: Spring
Pre-Requisite(s): AC 301 or permission of instructor
Combines sound theoretical advanced financial accounting concepts to practical applications. Topics include the accounting for business combinations, foreign currency transactions and translations, partnerships and governmental entities.

AC 490 Senior Seminar in Accounting (4 SH)
Pre-Requisite(s): Senior Standing
The capstone course is a senior level course designed to allow students to review, analyze and integrate knowledge and skills learned throughout the accounting/business curriculum. Student will analyze domestic and international accounting issues through case analysis and research. Students will prepare an approved academic project or paper that demonstrates mastery of their area of study and to assess their level of knowledge/skill of the stated outcomes of their degree.

ADULT DEGREE COMPLETION MANAGEMENT (ADM)

ADM 201 The Adult Journey (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This course is specifically designed as the first course in the Management degree completion program sequence. As such, it has a dual purpose. Academically, it presents both classic and contemporary adult development lifespan theory while linking these concepts to individual experience through assessment and reflection. From an instructional design standpoint, this course provides the foundations for cohort development and lifelong writing skills to be utilized throughout the degree completion program.

ADM 210 Management Principles (3 SH)
Pre-Requisite(s): Adult Degree Completion program Students Only
Learners will examine the foundations and traditional approaches of management principles: planning, organizing, leading and controlling. This incorporates the elements of delivering strategic value, building a dynamic organization, mobilizing people and learning and changing. Leadership and collaboration is integrated with direct applications to the individual and group functioning in today's business environment.

ADM 215 Research Methods and Statistics (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This course will provide an overview of the research process and research methods. Learners will use Microsoft Excel spreadsheets. Problem analysis and evaluation techniques are presented. Learners are shown methods for defining, researching, analyzing and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the module includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires.
ADM 301 Accounting for Managers (3 SH)
Pre-Requisite(s): Adult Degree Completion Programs Students Only
In this course, the learner will build on the fundamentals covered in earlier, introductory accounting courses. The learner will be introduced to a number of tools and reports that aid in the planning and control cycle. Cost allocation methods make it possible to provide information regarding business operations. Break-even analysis helps managers understand how profits are affected by selling prices, volume, unit variable costs and mixed costs. Budgeting provides the framework for organizations planning. The analysis of variance from the planned budget gives insight into the operations of the organization and provides a mechanism for controlling operations. Learners will be challenged to develop relevant accounting-related skills and to integrate accounting knowledge with broader management issues.

ADM 302 Economics for Managers (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This course focuses upon the principles of economics, both micro and macro, as they need to be understood and used by managers and supervisors in all fields. This survey of the field will allow managers at every level and in every type of organization, to understand and be able to use the principles of economics to aid in making sound decisions. Among the topics covered are the market forces of supply and demand; how economic factors affect business; consumer demand and behavior; market structures such as monopoly and oligopoly; key macroeconomic concepts such as GDP, inflation and balance of payments; the role of the federal reserve and development of monetary policy; and the application of economic theory to real world examples.

ADM 303 Finance for Managers (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
In this course, the learner will explore the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flows and financial resources and to evaluate future investment opportunities. Three primary topics in corporate finance will be developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis and the foundation of long term finance for defining the organization's cost of capital and optimal capital structure.

ADM 304 Marketing for Managers (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
Through assigned reading, case studies, internet research, class discussion, writing assignments and the team project, learners will be exposed to basic marketing theory and terminology, they will be given the opportunity to apply these principles and concepts to real world, domestic and international situations. This exploration provides learners with an appreciation of the role of marketing in organizational strategic planning: an awareness of how customer behavior and decision data are collected and analyzed in the marketing planning process; and the confidence to participate with other organizational members to "connect with customers" in a variety of effective and meaningful ways.

ADM 320 Global Business (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This course examines world trade and the processes that managers go through to establish or expand operations into international markets and introduces business involvement in foreign markets, combining theoretical, historical and current perspectives on international business and world trade. The terminology of international business and the influence of forces such as culture, economics, politics and geography on business and markets are presented. Significant international organizations including the World Bank, the International Development Association, the World Trade Organization and the International Monetary Fund are included as well.

ADM 321 Human Capital Management (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
Learners explore the values and perceptions of managing human capital through an analysis of policies and practices of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Employment Opportunity and Office of Safety and Health Administration Legislation through a series of case studies and simulations.

ADM 322 Strategic Management (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
The goal of this course is to integrate the concepts of strategic management, business strategy formulation and business policy. The course explores the concepts behind strategic management and strategy formulation. This includes exploring the issue of social responsibility, defining a company's mission statement, the use of internal analysis, external analysis and levels of strategy. The course also examines issues involved with strategy implementation. This includes structural, cultural and leadership implications. For evaluation, this course utilizes a combination of quizzes, essays, personal presentations and a final summary paper.

ADM 323 Business Ethics and Individual Values (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This is a course in which the learner formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace and classroom discussion.
ADM 330 Organizational Systems (3 SH)
Pre-Requisite(s): Adult Degree Completions Program Students
In today's business world, competition necessitates that any organization first establish and then sustain, a competitive advantage. This can only be accomplished by organizations that are functioning effectively across the many dimensions of organizational behavior. This course examines the three dimensions of individual behavior in organizations, groups and social processes and organizational processes.

ADM 331 Group and Team Dynamics (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This course explores the nature of groups and teams in the workplace. It looks at group and team theory and seeks to provide the learner a guide for practical application of that theory in the participation, leadership and management of groups and teams in the professional environment. Participants will develop a critical view of groups and teams, and be able to design, assess and critique effective group and team practice.

ADM 332 Organizational Communications (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
The business communications course addresses the multiple means through which effective communications take place in the business environment. The course explores different aspects of communications including verbal and non-verbal, conflict and conflict resolution and presents multiple theories addressing modern issues in communication in the workplace while equipping adult learners to identify and address issues impacting communications.

ADM 490 Capstone Project (3 SH)
Pre-Requisite(s): Adult Degree Completion Program Students Only
This integrative course provides a capstone to the entire degree-completion program. Learners will complete a significant project drawing upon learning outcomes from prior courses. The project will include how to identify and define a workplace problem, how to find information and literature sources related to it and how to evaluate and utilize identified sources leading to a viable action plan for resolution. In addition to the written analysis, students will present their project to their instructor and cohort.

ARTS MANAGEMENT (AM)

AM 300 Principles of Fine Arts Management (4 SH)
Pre-Requisite(s): Junior status or permission.
An analysis of the management of nonprofit arts organizations, such as museums, performing groups, service organizations and government agencies. Other faculty and arts professionals will be brought in to discuss particular areas of arts administration. Course will be taught in seminar format.

AM 310 Fine Arts Management Practicum I (1-4 SH)
Pre-Requisite(s): Junior status or permission
Students will participate in the design of and grant writing for a specific project, taking it from beginning stages of development, through project research into grant writing. Students must contract with appropriate faculty for 50 hours of application work per academic credit. A maximum of four credits possible over junior and senior years.

AM 320 Fine Arts Management Practicum II (1-4 SH)
Pre-Requisite(s): Junior status or permission
Students will participate in the preparation necessary to present artistic events on campus. Projects could include the organization, promotion and mounting of an exhibition, the booking and promotion of concerts, theater or dance events or other appropriate arts activities. Students must contract with appropriate faculty for 50 hours of application work per academic credit. A maximum of eight credits possible over junior and senior years.

AM 450 Fine Arts Management Internship (1-4 SH)
Pre-Requisite(s): Junior status or permission
Placement in area not-for-profit arts organizations. Students must contract with appropriate arts administrator for 50 hours of internship application per academic credit. A maximum of eight credits possible.

ART (AT)

AT 102 Design (4 SH)
A foundation course providing a working understanding of basic two-dimensional design principles in black and white and color, with emphasis on formal elements and principles of art.

AT 103 Dimensional Design (4 SH)
This course is a foundation class which provides a working understanding of three-dimensional design principles with an emphasis on formal elements and principles of three-dimensional art. Students are also introduced to materials and techniques of three-dimensional processes.

AT 104 Experiencing the Visual Arts (4 SH)
An introduction to the basic elements and forms of visual art in both theory and practice. Students will analyze a variety of forms representing both historical and contemporary periods. The course includes a studio element in which students will complete several projects.

AT 110 Drawing I (4 SH)
A course teaching and strengthening the many skills needed to make a drawing: observational skills, comparison skills, hand skills, conceptual and creative skills.

AT 114 Sculpture I (4 SH)
A study of the basic concepts and techniques of sculpture.

AT 160/260/360 Individual Investigation in Studio Art (2-5 SH)
Independent study of topics not offered as regular courses.
AT 170-79/270-79/370-79 Special Topics in Studio Art (2-5 SH)
Recently students have completed special topics in life drawing, watercolor and monotype printing.

AT 202 Painting I (4 SH)
Pre-Requisite(s): AT 110
The basic techniques of painting are emphasized: stretching and priming canvas, work with paints and media, color. Students will work on improving their drawing, compositional and conceptual skills.

AT 205 Ceramics I (4 SH)
A study of basic techniques, including hand building techniques, an introduction to the potter’s wheel, glazing and decoration.

AT 206 Photography I (4 SH)
A study of black and white photography, including the use of a 35mm camera, with emphasis on darkroom techniques and building compositional skills.

AT 207 Digital Photography and Imaging (4 SH)
The course serves as an introduction to the world of digital photography and computer graphics, and as a prerequisite for future photography and computer graphic classes in general. This software program used is the industry standard for all digital image manipulation and editing, and is an important tool that the students should be comfortable with both a photography or computer graphics related field. Cross-listed as IM 207.

AT 210 Drawing II (4 SH)
Pre-Requisite(s): AT 110
A continuation of AT 110, with review and practice of basic skills of drawing and their application to stronger, more complete drawings. New drawing techniques and media will be presented with emphasis on a thoughtful approach to drawing.

AT 225 Introduction to Graphic Communications I (4 SH)
Pre-Requisite(s): AT 102
This course is an introduction to the basics of drawing and design on the computer utilizing Adobe Photoshop. Emphasis will be placed on the conceptual and practical uses of the computer as a tool for studio technique.

AT 226 Introduction to Graphic Communications II (4 SH)
Pre-Requisite(s): AT 225
Emphasis will be placed upon building artistic communicative and stylistic skills beyond the introductory level. Course will explore advanced techniques in color manipulation, organization elements, spatial relationships and form analysis.

AT 230 Animation (4 SH)
This course will serve as an introduction to the world of 2D and 3D computer-generated graphics with a focus on drawing, modeling and animation. Form visualization principles practiced in the fields of design, drawing and sculpture will be covered including basic approaches to model surfacing, lighting and presentation. The course will then progress to the basic principles of timing and motion through the production of two and three dimensional computer-generated animation. The course will prepare you for work ranging from instructional animations to entertainment media. Cross listed as IM 230.

AT 231 Video Editing and Compositing (4 SH)
This course is an introduction to video editing and compositing using industry standard software. The entire workflow would be covered from planning a video shoot, filming the shoot and then editing the footage, including adding special effects. This course will prepare you for work in making commercials, web video, broadcast, entertainment films and/or art films. Cross listed as IM 231.

AT 240 Art History I (4 SH)
A survey combining a study of Western, Ancient and Medieval art history with the art history of non-western civilizations.

AT 241 Art History II (4 SH)
A survey of modern western art history from the Italian Renaissance to the Twentieth Century.

AT 250/350 Internship in Visual Art (1-4 SH)

AT 302 Painting II (4 SH)
Pre-Requisite(s): AT 202
A course for those with Painting I experience. Emphasis will be on the development of one’s personal expression in paint and putting acquired painting skills to use.

AT 305 Ceramics II (4 SH)
Pre-Requisite(s): AT 205
Continued development of skills learned in Ceramics I, with emphasis given to increased technical control of the materials and to work in areas of individual interest.

AT 306 Photography II (4 SH)
Pre-Requisite(s): AT 206
Advanced darkroom techniques in black and white photography, plus introduction to new techniques for creative imagery.

AT 330 Web and Interactive Art (4 SH)
This course will focus on web design and interactive art within the realm of the World Wide Web. The course will explore the Internet as a medium for art, as a space for advertisement and commercial applications and as a location to deliver information while utilizing the artistic possibilities of HTML, Dreamweaver, Photoshop and Flash. Cross listed as IM 330.

AT 400 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior Standing
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling
instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included, and we will work towards creating a performance/installation within this multidisciplinary course. Cross listed as DN400, FA400, IM400, MU400, TH406.

AT 404 Senior Project in Visual Art (4 SH)
An intense, year-long, primarily self-motivated period of studio work, monitored by the art faculty. These two courses will serve as the B.F.A. candidacy sequence, culminating in the B.F.A. exhibition. Both courses must be taken in order to receive credit.

AT 405 Senior Project in Visual Art II (4 SH)
An intense, year-long, primarily self-motivated period of studio work, monitored by the art faculty. These two courses will serve as the B.F.A. candidacy sequence, culminating in the B.F.A. exhibition. Both courses must be taken in order to receive credit.

BUSINESS ADMINISTRATION (BA)

BA 115 Financial Literacy for Life (2 SH)
The course teaches students how to become better spenders, savers and wise users of credit. It discusses the difference between assets and liabilities and how the wealthy invest in assets and either avoid liabilities or find ways of having others pay for their liabilities. Topics include the importance of personal budgeting, the dangers of debt accumulation and an introduction to different retirement savings/investment options.

BA 170-79/270-79/370-79 Special Topics in Business Administration (2-4 SH)
Courses in topics of special interest to faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar’s Office.

BA 201 Business Communication (4 SH)
Pre-Requisite(s): EN 101
This course provides students with the means to develop effective communication strategies and techniques and to apply them to the solution of management problems in the form of written reports, memoranda, letters and oral presentations. Cross-listed as CM 202.

BA 215 Investing in Your Future I (2 SH)
Pre-Requisite(s): Sophomore status
The course teaches students how to research, analyze and determine when it is the right time to purchase stocks and which stocks to purchase. The students in the course will be using real money. Since money is always a scare resource, students will have to decide which stocks provide the probability of earning the greatest return. This course will be taught so it is understandable to ordinary investors so that students from all disciplines/majors may participate.

BA 216 Investing in Your Future II (2 SH)
Pre-Requisite(s): BA 215
The course is a continuation of BA215. Students will be tracking the performance of their investments and making buy and/or sell recommendations.

BA 250/350 Internship in Business Administration (1-5 SH)
Internships are academic courses that take place in professional work settings and call for the application of concepts learned in the classroom. Students gain on-the-job experience under supervision by working directly with a professional manager in a business or nonprofit organization.

BA 324 International Business (4 SH)
Pre-Requisite(s): EC 200
This course is concerned with management, marketing and financial practices of organizations operating in the international environment. Comparisons are made of variations in these business practices between different countries and at different levels of national economic development. Emphasis is on rapidly emerging multinational corporations.

BA 360 Individual Investigation in Business (1-5 SH)
Students study topics of interest not offered as regular courses.

BA 400 Senior Seminar (4 SH)
Pre-Requisite(s): Senior status
This course applies knowledge and skills learned in all other courses required for the bachelor’s degree. Business strategies and policies are formulated from the perspective of a general manager. Case studies and group projects are used to further develop students’ skills in problem solving and decision making. Students use technology in constructing written reports and presentations.

BA 450 International Internship (1-5 SH)
Pre-Requisite(s): Completion of all other courses required for the international business major.
This internship is reserved exclusively for international business majors and serves as a capstone to the major. Students will be assigned to work with regional companies or trade organizations active in international business. Where similar opportunities exist abroad, candidates will be selected according to their fluency ratings in a foreign language.

BI 100 Concepts of Biology (4 SH)
Semester Offered: Fall and Spring
This course explores the breadth of modern biology and is intended to illuminate relevant science issues in society. The specific focus of this course will change from semester to semester and may include any or all of the following topics: human health concerns, genetics and reproduction, the role of biotechnology in medicine and food production, biodiversity loss and habitat degradation and global climate issues.
BI 101 Introductory Biology I (3 SH)
Semester Offered: Fall and Spring
Concurrent Requisite(s): BI 101L
The first of a two-course sequence for the Biology major, Introductory Biology I covers the scientific method, the chemical basis of life, energetics, cell structure and function, genetics and biotechnology, the origins of life and evolution. Note: If BI 101 is chosen to satisfy the "Scientific Inquiry" general education requirement at Lake Erie College, then both the lecture (BI 101) and laboratory (BI 101L) are required.

BI 101L Introductory Biology I Lab (1 SH)
Semester Offered: Fall and Spring
Concurrent Requisite(s): BI 101
Introductory Biology I Lab familiarizes students with the basic tools of a biology laboratory and uses descriptive and experimental approaches to illustrate basic concepts presented in BI 101.

Additional Lab Fee

BI 102 Introductory Biology II (3 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): BI 101, BI 101L
Concurrent Requisite(s): BI 102L
The second of a two-course sequence for the Biology major, Introductory Biology II surveys the kingdoms of life, taxonomy and biodiversity, basic mammalian anatomy, ecology and critical issues concerning the health of the planet.

BI 102L Introductory Biology II Lab (1 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): BI 101, BI 101L
Concurrent Requisite(s): BI 102
Introductory Biology II Lab provides hands-on experience for topics from BI 102 including study of preserved and living specimens of organisms and some animal dissection.

BI 104 Introduction to Environmental Science (4 SH)
Semester Offered: Fall and Spring
Concurrent Requisite(s): ES 104L
The environmental concerns of humans considered from a scientific perspective. Topics include basic ecological principles, world food, energy problems and threats to ecosystems. Open to all students.

BI 160/260/360/460 Individual Investigation in Biology (1-5 SH)
Supervised investigation of topics not offered as regular courses in the biology curriculum.

BI 170/270/370 Special Topics in Biology (1-4 SH)
Pre-Requisite(s): Varies with the nature of the topic and may include permission of the instructor
Biological topics of a specialized interdisciplinary nature not otherwise covered in the regular course offerings. Students may take several courses under this number. Among topics that have been taught are ornithology, evolutionary biology, forensic biology, marine ecology and rain forest ecology.

BI 201 Botany (3 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 201L
An introduction to the biology of the plant kingdom. Emphasis is placed on the structure, function, development and ecology of higher plants and the evolution of simple to more complex forms.

BI 201L Botany Lab (1 SH)
Concurrent Requisite(s): BI 201
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 201.

Additional Lab Fee

BI 203 Cell and Molecular Biology (3 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 203L
Lecture and laboratory exercises on metabolism, membrane transport, intercellular communication, genetic engineering and genetic control of cellular activities.

BI 203L Cell and Molecular Biology Lab (1 SH)
Concurrent Requisite(s): BI 203
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 203.

Additional Lab Fee

BI 205 Microbiology (4 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 205L
Basic principles of microbiology with emphasis on structure, physiology, pathogenicity, classification and cultivation. The laboratory puts the theory learned in the lecture into practice.

BI 205L Microbiology Lab (1 SH)
Semester Offered: Fall
Concurrent Requisite(s): BI 205
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 205.

Additional Lab Fee
BI 210 Field Biology (4 SH)
Semester Offered: Fall of Odd Years
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
A field course stressing techniques of habitat analysis, population estimation and identification of local flora and fauna. Designed especially for students with an interest in natural history and environmental education.

BI 211 Forensic Science (3 SH)
Semester Offered: Spring of Even Years
Pre-Requisite(s): BI 100 or BI 101/BI 101L
Concurrent Requisite(s): BI 211L
Forensic science covers principles and applications of the biological and physical sciences in the context of criminal investigation. Topics include DNA evidence, forensic anthropology and pathology, forensic entomology, firearms analysis and ballistics and trace and contact evidence.

BI 211L Forensic Science Lab (1 SH)
Semester Offered: Spring of Even Years
Concurrent Requisite(s): BI 211
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 211.

Additional Lab Fee of $55

BI 212 Zoology (3 SH)
Semester Offered: Spring
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 212L
A systematic study of animals emphasizing anatomical, physiological and behavioral adaptations; life cycles; ecology and evolutionary relationships. The laboratory emphasizes classification and anatomy of animal phyla and classes.

BI 212L Zoology Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): BI 212
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 212.

Additional Lab Fee

BI 220 Medical Terminology (2 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
This course is a study of the basic terms found in the medical field, including the rules for combining prefixes/suffixes with root words to form complete terms, accurate pronunciation and spelling and the relationship of medical terms to the human anatomy.

BI 221 Biomedical Ethics (3 SH)
Semester Offered: Fall of Even Years
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
This course will explore current and historical ethical and legal issues pertaining to the health care industry. Students will examine various topics including, but not limited to, euthanasia, abortion, behavioral modification, allocation and distribution of medical resources, in vitro fertilization, genetic screening and human experimentation.

BI 225 Environmental Management (3 SH)
Semester Offered: Spring of Even Years
Pre-Requisite(s): ES 104 or Permission of Instructor
This course investigates the theory and techniques used by those who are entrusted with the management of our natural resources, such as the techniques of wildlife management, land reclamation (mined lands, sanitary landfills), soil and water conservation methods and techniques of the forestry and fisheries industries.

BI 230 Human Nutrition (3 SH)
Semester Offered: Spring of Odd Years
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 230L
This course will explore the basic principles of biology involving interactions between nutrients (i.e., macronutrients, micronutrients and trace elements) and the various physiological processes that occur in the human body; the implications of these interactions on human health will be emphasized.

BI 231 Introduction to Geographic Information Systems (3 SH)
Semester Offered: Fall of Even Years
This course will provide an introduction to the fundamentals of Geographic Information Systems (GIS) technology and how it is applied in environmental planning, health care, natural resource management and formal ecological research. Students will learn the methods by which geographic information is collected, organized, analyzed and presented. A series of lab exercises will illustrate the typical steps necessary to complete a GIS project and will culminate with the students carrying out and evaluating both individual and group projects.

BI 238 Human Anatomy & Physiology I (3 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Concurrent Requisite(s): BI 238L
A detailed analysis of the structure and function of human skeletal, muscular, integumentary, nervous and endocrine systems. Examination of evolutionary history and adaptation of each system. Laboratory includes dissection, experimentation and computer simulations.
BI 238L Human Anatomy & Physiology I Lab (1 SH)
Semester Offered: Fall
Concurrent Requisite(s): BI 238
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 238.

Additional Lab Fee

BI 239 Human Anatomy & Physiology II (3 SH)
Semester Offered: Spring
Pre-Requisite(s): BI 238 or permission
Concurrent Requisite(s): BI 239L
A continuation of BI 238 covering cardiovascular, respiratory, digestive, excretory and reproductive systems, as well as metabolic homeostasis.

BI 239L Human Anatomy & Physiology II Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): BI 239
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 239.

Additional Lab Fee

BI 241 Ecotoxicology (3 SH)
Semester Offered: Fall of Odd years
Pre-Requisite(s): BI 104 or Permission of Instructor; CH103/103L recommended
The study of toxins or chemicals that adversely affect living organisms. Topics may include determination of toxicity and risk and the differences between carcinogenicity, mutagenicity, teratogenicity; comparisons of federal and state regulations for toxic substances; how toxins affect living organisms; ranges of effects of common toxins, acute and chronic; and factors affecting toxicity: dose and duration, synergistic responses, bioconcentration and biomagnification of toxins.

BI 301 Genetics (3 SH)
Semester Offered: Spring
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L, BI 203 or by permission of instructor
Concurrent Requisite(s): BI 301L
A study of the basic principles of inheritance and a brief coverage of evolution. The course examines Mendelian and molecular inheritance at the cellular, individual and population levels.

BI 301L Genetics Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): BI 301
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 301.

BI 302 Biochemistry (3 SH)
Semester Offered: Spring
Pre-Requisite(s): CH 211
Concurrent Requisite(s): BI 302L
A study of the chemistry of carbohydrates, proteins, enzymes, nucleic acids and lipids. No laboratory. Cross listed as CH 302.

BI 302L Biochemistry Lab (1 SH)
Concurrent Requisite(s): BI 302
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from BI 302.

Additional Lab Fee

BI 319 Ecology & Conservation Biology (3 SH)
Semester Offered: Fall of Even Years
Pre-Requisite(s): BI 101/101L and one 200 level BI course.
A study of the basic principles of ecosystem, community and population ecology. Field trips to local natural areas augment class discussion.

BI 320 Human Physiology (3 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 239
This course is a detailed study of the physiological processes of the human body, including the function, regulation and integration of the muscular, skeletal, circulatory, respiratory, digestive, urinary, immune, reproductive and endocrine systems.

BI 321 Exercise Physiology (3 SH)
Semester Offered: Spring
Pre-Requisite(s): BI 239
This course will cover the physiological response of the human body to musculoskeletal activity. In particular, the areas of bioenergetics, cardiac and respiratory function, thermoregulation, physical conditioning and risk assessment, fitness evaluation and exercise prescription will be covered.

BI 330 Evolutionary Biology (3 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 101/BI 101L, BI 102/BI 102L or by permission of instructor
Evolutionary biology explores the principles and mechanisms of organic evolution and the lines of evidence for evolution. Topics covered include genetics, selection, adaptation, speciation, coevolution, life history strategies and the fossil record. Emphasis will be on understanding the broad concepts critical to evolution as the unifying theme of modern biology. The structure of the course includes lectures, written assignments, comprehensive exams and class discussion.

BI 333 Animal Behavior (4 SH)
Semester Offered: Fall of Odd Years
Pre-Requisite(s): BI 101 and one 200 level course
A course designed to introduce the student to the basic concepts in the structure, development, ecology and evolution of behavior in a wide range of animals. Films and an observational study play a key role in the course. No laboratory.
BI 350 Internship in Biology (1-5 SH)
Opportunities for field studies under professional supervision during the academic year or summer. Junior or senior status is required.

BI 450 Clinical Observation (1 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): Declared biology/pre-occupational therapy or biology/pre-physical therapy major, junior standing and permission of the instructor
This course provides the students with an opportunity to actively observe a licensed therapist in a real-world situation where they will learn about the day-to-day activities of the practice and the variable needs and circumstances of the patients who seek treatment there. This is a variable credit course. Students will complete 50 hours of observation/volunteer work on-site for each hour of credit and be evaluated directly by the supervisory therapist, or therapists, if more than one site is observed.

BI 490 Biology Senior Capstone (2 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): Senior Status
This course will offer the opportunity for the student to participate in directed studies or research in the biological sciences in consultation with the biology faculty. The student will determine a research focus for the semester; gather published research; conduct original research, as appropriate; and prepare a comprehensive thesis describing the state of the science in their focus area. Participation in the annual Math & Science Research Symposium is required.

CH 100 Chemistry in Context (4 SH)
** Fulfills Scientific Inquiry Core Requirement starting with the 2012-2013 Academic Catalog.
Chemistry in Context is a study of chemical principles as they apply to social, political, economic and ethical issues. The purpose of this course is to allow students not majoring in a science field the opportunity to develop critical thinking skills, gain the chemical knowledge and competency to assess the risks and benefits of technology-based issues.

CH 103 General Chemistry I (3 SH)
Semester Offered: Fall
Concurrent Requisite(s): CH 103L
A study of the laws and theories of chemistry, including stoichiometry, atomic structure, bonding, ideal gas laws and thermochemistry. Open to all students.

CH 103L General Chemistry I Lab (1 SH)
Semester Offered: Fall
Concurrent Requisite(s): CH 103
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 103.

CH 104 General Chemistry II (3 SH)
Semester Offered: Spring
Pre-Requisite(s): CH 103
Concurrent Requisite(s): CH 104L
Continuation of General Chemistry I, including qualitative inorganic analysis.

CH 104L General Chemistry II Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): CH 104
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 104.

CH 160/260/360/460 Individual Investigation in Chemistry (1-5 SH)
Supervised investigation of topics not offered as regular courses in the chemistry curriculum.

CH 170-79/270-79/370-79 Special topics in Chemistry (2-5 SH)
Courses offered occasionally on a subject of interest to a faculty member and a group of students.

CH 201 Quantitative Analysis (3 SH)
Semester Offered: Fall of Even Years
Pre-Requisite(s): CH 104
An introduction into the principles of gravimetric and volumetric analysis and their applications in the laboratory.

CH 201L Quantitative Analysis Lab (1 SH)
Semester Offered: Fall of Even Years
Concurrent Requisite(s): CH 201
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 201.

CH 211 Organic Chemistry I (3 SH)
Semester Offered: Fall
Pre-Requisite(s): CH 104
Concurrent Requisite(s): CH 211L
The study of the structures, reactions and properties of alkanes, alkenes, alkynes and aromatic compounds. Stereochemistry, optical isomerism and spectroscopy are also covered.
CH 211L Organic Chemistry I Lab (1 SH)
Semester Offered: Fall
Concurrent Requisite(s): CH 211
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 211.

Additional Lab Fee

CH 211LL Organic Chemistry I Lab Lecture (1 SH)
Semester Offered: Fall
Concurrent Requisite(s): CH 211, CH 211L
This course will provide students with preparatory materials and discussion related to the activities that will take place in CH 211L.

CH 212 Organic Chemistry II (3 SH)
Semester Offered: Spring
Pre-Requisite(s): CH 211
Concurrent Requisite(s): CH 212L
Continuation of Organic Chemistry I, including the chemistry of organic functional groups.

CH 212L Organic Chemistry II Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): CH 212
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 212.

Additional Lab Fee

CH 212LL Organic Chemistry II Lab Lecture (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): CH 212, CH 212L
This course will provide students with preparatory materials and discussion related to activities that will take place in CH 212L.

CH 219 Instrumental Analysis (4 SH)
Semester Offered: Fall of Odd Years
Pre-Requisite(s): CH 201
An introduction to the instrumentation of a modern research laboratory, including infrared and NMR spectroscopy and high pressure liquid and gas chromatography.

CH 219L Instrumental Analysis Lab (1 SH)
Semester Offered: Fall of Odd Years
Concurrent Requisite(s): CH 219
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 219.

Additional Lab Fee

CH 250/350 Internship in Chemistry (1-5 SH)
Pre-Requisite(s): Junior or Senior Standing
Opportunities for field studies under faculty and professional supervision during the academic year or summer.

CH 302 Biochemistry (3 SH)
Semester Offered: Spring
Pre-Requisite(s): CH 211
Concurrent Requisite(s): CH 302L

CH 302L Biochemistry Lab (1 SH)
Semester Offered: Spring
Concurrent Requisite(s): CH 302
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 302. Cross-listed as BI 302L.

Additional Lab Fee

CH 333 Physical Chemistry (3 SH)
Semester Offered: Spring of Even Years
Pre-Requisite(s): CH 104, MT 210
Concurrent Requisite(s): CH 333L
A study of thermodynamics and thermochemistry.

CH 333L Physical Chemistry Lab (1 SH)
Semester Offered: Spring of Even Years
Concurrent Requisite(s): CH 333
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from CH 333.

Additional Lab Fee

CH 360 Independent Study in Chemistry (1-5 SH)
Independent study of topics not offered as regular courses.

COMPUTER INFORMATION SYSTEMS (CI)

CI 101 Computers and Information Processing (2 SH)
Semester Offered: Fall and Spring
Basic applications of computers and their role in modern society. Introduction to computer hardware and software for word processing, database management, spreadsheets, graphics and communications. Weekly laboratory exercises at the personal computer using an integrated software package.

CI 200 Business Computer Applications (2 SH)
Pre-Requisite(s): CI 101
Advanced study of Microsoft Excel and Microsoft Access application software. Emphasis will be on utilization of the software to solve a wide range of specific business problems and develop strategic and operational management solutions.
CI 346 E-business Technologies (4 SH)
Pre-Requisite(s): CI 200
An overview of relevant technologies related to e-business and the internet. Topics include the internet infrastructure, e-business and web applications, site hosting, site security, e-business infrastructure and applications integration. Computer lab time will be devoted to the fundamentals of web application software in preparation for a group project. A web application project is a required component of the course.

CI 348 Systems Analysis and Design (4 SH)
Pre-Requisite(s): CI 200
Covers the development of information systems. Topics include information systems development, the systems development life cycle, problem & requirements analysis, data and process modeling, systems design approaches, application architecture modeling, database design, prototyping and user interface design. An individual system development project is a part of the course.

CRIMINAL JUSTICE (CJ)

CJ 101 Introduction to Criminal Justice (4 SH)
This survey course of American criminal justice encompasses legal issues, sociological theories, policy and law enforcement, court and correctional practices. Its emphasis is on the study of contemporary criminal justice in America.

CJ 220 Criminal Law and Procedure (4 SH)
A course of study to familiarize the student with the classification and types of criminal offenses and all aspects of criminal procedures. Cross-listed as LG 220.

CJ 230 Investigative Techniques (4 SH)
A study of the skills necessary to carry out investigative fact-finding (i.e. insurance work, preparation for trial, on-site investigations, etc.). Includes public records research. Cross-listed as LG 230.

CJ 311 Landmark Cases in Mental Health and the Law (4 SH)
The purpose of Landmark Cases in Mental Health and the Law is to introduce students to the major Supreme Court cases that have decided issues in mental health and related fields. This course will be a seminar in which students will read relevant case law in areas such as: competency to stand trial, criminal responsibility, expert testimony, civil commitment, right to treatment, right to refuse treatment, capital punishment, workplace violence, etc. Additional readings will be assigned as new cases are published. Cross-listed as LG 311, PS 311.

CJ 324 Constitutional Law (4 SH)
A study of the scope of federal powers, separation of powers and the federal system, the Bill of Rights, due process and equal protection. Cross-listed as LG 324, PO 320.

CJ 327 Death Penalty in America (4 SH)
The Death Penalty in America is a course designed to introduce students to the legal, psychological and practical aspects of the death penalty. Emphasis will be placed on the landmark Supreme Court Cases and the role that mental health experts play in death penalty litigation. There will be ample opportunity for discussion and debate. Cross-listed as LG 327, PS 327.

CJ 330 Juvenile Delinquency (4 SH)
This course will objectively present diverse views and perspectives of juvenile delinquency and its interdisciplinary nature. This course offers an introduction to the field of juvenile delinquency and explores the concepts, theories, social, community and environmental influences and the justice system, as they relate to juvenile crime. Cross-listed as PS 330, SS 330.

CJ 331 Judicial Process (4 SH)
An examination of the development and functions of the judicial system in the United States and the role of courts in the policy process. Topics include theories of law and jurisprudence, the structure of the judiciary, civil and criminal procedures, judicial selection and decision-making and the impact of courts on the legislative and executive branches. Crosslisted with LG331/PO331.

CJ 345 Psychology and the Law (4 SH)
Pre-Requisite(s): PS 101
This course examines the relationship between psychology and law. The structure of the course will be lectures, discussion, case presentations, debate and direct observation. Both academic and practical experiences will cover juries, civil commitment, violence prediction, competency, the insanity defense, eyewitness testimony and the death penalty. Cross-listed as LG 345, PS 345.
COURSE DESCRIPTIONS

CJ 350 Internship in Criminal Justice (1-5 SH)
Internships are academic courses that take place in professional work settings and call for the application of concepts learned in the classroom. Students gain on-the-job experience under supervision by working directly with a professional in the field of criminal justice.

CJ 400 Senior Practicum (4 SH)

COMMUNICATIONS (CM)

CM 105 Fundamentals of Public Speaking (2 SH)
Semester Offered: Fall and Spring
An introduction to the preparation and presentation of oral communications in a group setting. Emphasis will be placed on organization, techniques of self-expression and the identification of skills appropriate to audience and purpose.

CM 160/260/360 Individual Investigation in Communication (1-5 SH)
Pre-Requisite(s): Permission of the instructor

CM 170-79/270-79/370-79 Special Topics in Communication (2-4 SH)
Pre-Requisite(s): Permission of the instructor

CM 200 Introduction to Management (4 SH)
This course introduces students to life in an organization. Organizational definitions, culture and relationships between government and society are covered. The focus of the course is on developing successful communication strategies within organizations. Verbal, written and team communications are stressed. The use of technology in aiding and enhancing communication is also covered. Cross-listed as MN 200.

CM 202 Business Communication (4 SH)
Pre-Requisite(s): EN 101
This course provides students with the means to develop effective communication strategies and techniques and to apply them to the solution of management problems in the form of written reports, memoranda, letters and oral presentations. Cross-listed as BA 201.

CM 204 Sports Communication (4 SH)
Pre-Requisite(s): MN 200, SA 101
Sport has been described as "one of the most pervasive social institutions in the United States" and its importance can easily be seen in terms of hourly news coverage, personal conversations, economic contributions, participant involvement, etc. This course focuses on how the communication of sports influences perceptions of social reality and individual and group identity. Our understanding of various communication concepts and research techniques will be built through the discussions and applications of the assigned reserved readings. Cross-listed as SA 204.

CM 215 Interpersonal Communication (4 SH)
Semester Offered: Fall
This course introduces the basic interpersonal theories and models examining and explaining the processes of interpersonal communication.

CM 220 Small Group Communication (4 SH)
Semester Offered: Spring
Small group communication is examined in terms of group evolution and patterns leadership, roles, decision making and participation. Small group skills are addressed through application.

CM 225 Tower News (2 SH)
The Tower News course is a hands-on course involving the writing, editing and production of the student newspaper. The newspaper is an opportunity for all majors to develop their professional skills by expressing their voices, practice their writing skills, engaging in interviews, developing their business skills and recording history. Note: CM 225 and CM 325 are repeatable up to a total of 12 semester credits towards graduation.

CM 240 Language in America (4 SH)
An examination of the nature and variety of the English language in the United States. Among the topics to be considered are the sound system, aspects of grammar and syntax, regional dialects and Black English and the social and psychological factors affecting the acquisition and use of language.

CM 241 Mass Media (4 SH)
A survey of the forms and uses of contemporary mass communications and an introduction to some of the economic, political and cultural issues that have arisen in response to the media.

CM 250/350/450 Internship in Communication (1-5 SH)

CM 303 Interviewing (4 SH)
This course is intended for students who wish to understand interviewing from a communication perspective. The focus is on reviewing and applying the theory and research related to the multifaceted process of interviewing and is designed to fulfill a number of objectives. The basic objective is to create an awareness of interviewing as a method of investigation; a method of acquiring information. The method may be as standardized as surveying or as flexible as ethnography. A second goal is to help the student in developing the analytic and communication skills required for effective interviewing. These goals may be achieved by applying the readings and discussions to role plays, projects and tests.

CM 304 Advanced Public Speaking (4 SH)
Advanced techniques in oral persuasion with emphasis on rhetorical organization, research techniques and effective presentation.
**CM 320 Principles of Public Relations (4 SH)**
This course offers an overview of basic public relations (PR) concepts and techniques used by business, government and nonprofit organizations. Students will read about and discuss various theories, strategies and techniques of public relations including, but not limited to, issues management, image management, employee communications, community relations, media relations and crisis communications. Students will also experiment with public relations and communication skills such as planning selectively targeted messages, learning various PR writing styles, working with reporters and staging special events.

**CM 335 Tower News II (4 SH)**
**Pre-Requisite(s):** CM 335 Tower News II (4 SH)
writing styles, working with reporters and staging special events. as planning selectively targeted messages, learning various PR experiment with public relations and communication skills such as planning selectively targeted messages, learning various PR theories, strategies and techniques of public relations including, but not limited to, issues management, image management, employee communications, community relations, media relations and crisis communications. Students will also experiment with public relations and communication skills such as planning selectively targeted messages, learning various PR writing styles, working with reporters and staging special events.

**CM 342 Criticism of Film & Television (4 SH)**
This course will encourage students to become more engaged consumers of visual culture. In an increasingly sophisticated visual environment, both TV and Film require sharp eyes and critical minds to observe, digest and critically process the incalculable amount of information we absorb visually. Even though TV and Film are two different forms of communication, this course will focus on establishing a foundation of heightened awareness that students can apply to various forms of visual communication beyond TV and Film.

**CM 344 The Language of Politics and Propaganda (4 SH)**
A study of the means of rhetorical persuasions specific to the political process with emphasis on the use of emotional and ethical appeal.

**CM 390 Project in Professional Writing (4 SH)**
Students electing the communication emphasis combined with another discipline will select a suitable topic from that discipline for research and presentation to an audience of specialists in the field. Individualized instruction will involve participation of faculty in communication and in the chosen discipline.

**CM 400 Senior Seminar in Communication (4 SH)**
This course is the capstone course for the communication major. The student is expected to develop a written proposal for a senior thesis which may take the form of an extended essay or a series of shorter articles. Once the proposal is accepted, the student is to prepare a manuscript ready for publication. The course also includes readings and written assignments on the ethics of journalism. Students also discuss problems in research methods and in the identification of audiences.

**DANCE (DN)**

**DN 101 Ballet Technique I (1 SH)**
Introduction to the vocabulary, techniques and theories of ballet. Emphasis placed on body alignment and efficient movement. May be taken twice for academic credit.

**DN 102 Modern Dance Technique and Theory I (1 SH)**
Study of the fundamental principles of modern dance. Emphasis on alignment, creativity, rhythm and the aesthetics of contemporary dance. May be taken twice for academic credit.

**DN 103 Jazz and Theater Dance I (1 SH)**
Exploration from among many of the styles and techniques of jazz dance. Emphasis on movement proficiency and diversity. May be taken twice for academic credit.

**DN 104 Dance in its Time (4 SH)**
Exploration of the relationship among a number of the most significant contemporary choreographers and the cultural, philosophical, scientific and artistic environments in which they are created.

**DN 160/260/360 Individual Investigation in Dance (1-4 SH)**
Provides the student with the opportunity to explore an area of particular interest.

**DN 170-79/270-79/370-79 Special Topics in Dance (1-4 SH)**
Coursework designed to address the special interests of dance faculty and students. Topics could include eurhythms, bartinieff fundamentals, laban movement analysis and lecture-demonstrations.

**DN 200 Body Wellness (2 SH)**
This course involves guided explorations in movement fundamentals, relaxation techniques, exercises to increase strength, flexibility, ease of motion and dynamic alignment. The class consists of discussions on wellness, such as nutrition and stress reduction. Students participate in warm-up, aerobic workout and cool down through stretching. No dance experience is required.

**DN 201 Ballet Technique II (1 or 2 SH)**
**Pre-Requisite(s):** Permission
Study of the vocabulary, techniques and theories of ballet at the intermediate level. Emphasis placed on body alignment and efficient movement. May be taken twice for academic credit.

**DN 202 Modern Dance Technique II (1 or 2 SH)**
**Pre-Requisite(s):** Permission
Study of the fundamental principles of modern dance at the intermediate level. Emphasis on alignment, creativity, rhythm and the aesthetics of contemporary dance. May be taken twice for academic credit.
DN 203 Jazz and Theater Dance II (1 SH)
Pre-Requisite(s): Permission
Exploration from among many of the styles and techniques of jazz dance continued at the intermediate level. Emphasis on movement efficiency and diversity. May be taken twice for academic credit.

DN 204 Hip Hop Dance (2 SH)
Study of the fundamentals of the Hip Hop dance style. Emphasis is on the development of skills, familiarity with rhythm, freestyle and musicality. May be taken twice for academic credit.

DN 210 Repertory and Performance Technique I (2 SH)
Concurrent Requisite(s): DN 201/301/401 or DN 202/302/402
Student prepares for and performs in dance concert. Choreography is created by faculty and guest artists.

DN 213 Dance History (4 SH)
This course examines significant ways in which dance has functioned within various cultures from around the world, making comparisons and contrasts from among those cultures.

DN 216 Anatomical Kinesiology (3 SH)
The exploration of the primary bones, joints and muscle groups that participate in vertical alignment and efficient movement. Explorations proceed with exercises designed to locate the positions and to experience the motions of these groups in the initiation of effective posture and efficient movement. Students in dance, athletics and riding may find this course of interest.

DN 220 Pilates I: Balance, Strength and Shape (2 SH)
This course introduces the student to Pilates, an exercise-based system that aims to develop the body’s center to create a stable core for efficient and effective movement. Students will be guided through a series of Pilates exercises intended to realign structure, improve balance and enhance motor skills. May be taken twice for academic credit. Cross listed as PE 220

DN 230 Beginning Composition (3 SH)
Pre-Requisite(s): DN 101, 102, 103 or permission
An exploration of the creative process and of the basic elements of choreography, arrived at through improvisation, imaginative response and the aesthetic shaping of movement ideas into solo studies. Emphasis placed on group discussion of studies.

DN 250/350 Internship in Dance (1-5 SH)
Opportunities for field work in dance.

DN 301 Ballet Technique III (1 or 2 SH)
Pre-Requisite(s): Permission
Study of the vocabulary, technique and theory of ballet at the intermediate/advanced level. Emphasis on body alignment and efficiency of movement. May be taken twice for academic credit.

DN 302 Modern Dance Technique and Theory III (1 or 2 SH)
Pre-Requisite(s): Permission
Study of the fundamental principles of modern dance at the intermediate/advanced level. Emphasis on alignment, creativity, rhythm and the aesthetics of contemporary dance. May be taken twice for academic credit.

DN 304 Hip Hop Dance II (2 SH)
A continuation of the study of the fundamentals of the Hip Hop dance style. Emphasis is on the development of skills, familiarity with rhythm, freestyle and musicality. May be taken twice for academic credit.

DN 310 Repertory and Performance II (2 SH)
Concurrent Requisite(s): DN 201/301/401 or DN 202/302/402
Student prepares for and performs in dance concert. Choreography created by faculty and guest artists.

DN 320 Pilates II: Balance, Strength and Shape (2 SH)
Pre-Requisite(s): DN 220 or PE 220
Study the fundamentals of Pilates mat work at the intermediate level. Emphasis is on strengthening the core muscles, increase body awareness and muscle tone, flexibility and coordination. May be taken twice for academic credit. Cross listed as PE 320.

DN 325 Methods of Teaching Dance (4 SH)
Pre-Requisite(s): DN 101, 102, 103 or permission
Exploration of the special awareness and skills necessary to create and teach dance classes. Emphasis placed on body mechanics, rhythmic analysis and the encouragement of creativity.

DN 330 Intermediate Composition (3 SH)
Pre-Requisite(s): DN 230
Continuation of the exploration of the creative process and of the principles of choreography. Emphasis placed on group composition and on performance preparation.

DN 400 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior Standing
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included, and we will work towards creating a performance/installation within this multidisciplinary course. Cross listed as AT 400, FA 400, IM 400, MU 400, TH 406

DN 401 Ballet Technique IV (1 or 2 SH)
Pre-Requisite(s): Permission
Study of the vocabulary, technique and theory of ballet at the advanced level. Emphasis placed on body alignment and efficiency of movement. May be taken twice for academic credit.
DN 402 Modern Dance Technique and Theory IV (1 or 2 SH)
Pre-Requisite(s): Permission
Study of the principles of modern dance at an advanced level. Emphasis on alignment, creativity, rhythm and the aesthetics of contemporary dance. May be taken twice for academic credit.

DN 404 Senior Project in Dance (4 SH)
Pre-Requisite(s): Permission
Concurrent Requisite(s): DN 401 or 402
Preparation and performance of a creative project in dance. Serves as partial fulfillment of the BFA degree.

DN 405 Senior Project in Dance II (4 SH)
Preparation and performance of a creative project in dance. Serves as partial fulfillment of the BFA degree.

DN 410 Repertory and Performance Technique III (2 SH)
Concurrent Requisite(s): DN 201/301/401 or DN 202/302/402
The student prepares for and performs in dance concert with choreography created by faculty and guest artists.

EC 200 Principles of Economics (4 SH)
Semester Offered: Fall and Spring
An introduction to microeconomics and macroeconomics: Analysis of the allocation of scarce resources under conditions of pure competition, oligopoly and monopoly. Aggregate economics, dealing with consumption, prices, money, taxation and proposals for economic progress. The question of objective and rational versus moral and ethical behavior is addressed.

EC 301 Intermediate Economics (4 SH)
Pre-Requisite(s): EC 200
This course offers an advanced treatment of the principles of microeconomics and macroeconomics and builds on the knowledge gained in Principles of Economics (EC 200). At the micro level, it provides an advanced analysis of consumer demand, theory of production and costs, market structures and factor incomes. At the macro level, the topics covered are an advanced analysis of changes in national income, employment, output, price level, money supply and economic growth.

EC 322 International Economics (4 SH)
Pre-Requisite(s): EC 200, MN 215
An application of basic economic principles to the international allocation of resources through trade and factor flows and an analysis of the institutional framework within which international economic policies operate. An application of basic economic principles to international trade and finance, including an analysis of world market equilibrium and the institutional framework within which international economic policies operate.

EC 420 Econometrics (4 SH)
Pre-Requisite(s): EC 301 or EC 200 and MN 215
An introduction to basic econometrics including theory and application of regression analysis to economic, financial and other social sciences data. It will cover typical problems of applied research including parameter estimation, hypothesis testing, model building and forecasting techniques.

ADOLESCENT / YOUNG ADULT EDUCATION (EDA)

EDA 312 Adolescent/Young Adult Field Experience I (2 SH)
Pre-Requisite(s): EDC 301
The initial clinical hours of this experience are exploratory. Students will observe in schools, tutor students and assist teachers or other school personnel. They will become aware of the sociological environment of the school, center or agency as it interrelates to communities and families. Students should attend school/community events and participate as permitted. The remaining hours of the experience are focused and students will demonstrate appropriate developmental instructional methods and strategies for teaching their content area. Students will integrate reading and writing in their lessons.

EDA 331 Planning for Instruction (3 SH)
This course will enable teacher education candidates to learn and practice instructional management strategies including classroom management, lesson planning, assessment for instructional planning, materials available for effective instruction, the use of textbooks and supplemental materials, unit planning and the implementation of the Ohio Content Standards for instructional planning.

EDA 401 Content Specific Methods (3 SH)
Students will work with a specialist who is a professional teacher in their content area and plan lessons, assessments, classroom organization materials, content standards and techniques for effective instruction and learning in each of the following separate areas: English/language arts, integrated social studies, mathematics and life sciences.

EDA 412 Adolescent/Young Adult Field Experience II (2 SH)
Pre-Requisite(s): A grade of B or better in EDA 312 and successful completion of all requirements in Gate A
This field is an intensive experience through which students will demonstrate their abilities to plan and execute lessons in their content area. They will demonstrate the use of technology in teaching and learning episodes. Students should be given the opportunity to practice in inclusive clinical settings that reflect culturally, linguistically and academically diverse systems.
EDA 440-42 Student Teaching: Adolescent/Young Adult (9 SH)
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Student teaching is the culminating professional semester for the program. It is a full semester with a full school day supervised experience in selected area schools. Students will work with master teachers who will assist in assessing candidates’ progress as they practice teaching in adolescent/young adult classrooms in their content area. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.

EDA 443 Seminar and Project for Adolescent/Young Adult (3 SH)
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Students will produce lesson plans and must successfully complete an impact on student learning project. Other topics will be addressed as needed. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.

EDC 201 Foundations of Education (3 SH)
This course deals with content and experiences in the sociological, philosophical and historical foundations of education. Students will examine current issues in education with respect to traditional education, foundations and current practices. This course is taught using a cooperative learning model of teaching and learning.

EDC 225 Voices of Diversity (2 SH)
Voices of Diversity coursework will support pre-service teachers in developing proficiencies to work with students from diverse backgrounds to ensure that all students have the opportunity to learn. This course will provide the opportunity to explore personal values and attitudes toward diversity. The theoretical component will examine the issues of diversity in the classroom. Field experience and examination of educational materials will enhance the students’ understanding of diversity.

EDC 230 Educational Psychology (3 SH)
This course is a study of psychological learning theories and their application to the classroom. Topics under study include cognitive and linguistic development, the development of self, social skills and morality, group differences, individual differences and special needs, learning and cognitive processes, knowledge construction, high-level thinking skills, behaviorist views of learning, social cognitive views of learning, motivation theory and instructional strategies.

EDC 300 Ohio History (4 SH)
A history of Ohio designed to explore famous Ohioans, their contribution to the United States, the Native American cultures that existed in Ohio, the current cultures, ethnic groups and races predominant in Ohio and the events that occurred in Ohio during major events impacting the direction and current status of the nation. Students will study geography, economics, government and citizenship as each relates to the State of Ohio.

EDC 321 Phonetic Approaches to Reading (3 SH)
Semester Offered: Fall
This course deals with letter-sound correspondences, segmenting processes, spelling, morphology and syllabication. Word pronunciation, vocabulary building and comprehension are highlighted. Effective application of phonetic strategies, understanding diacritical markings, English grammar, structural analysis and context are covered.

EDC 324 Diagnosis and Correction of Reading Problems (3 SH)
Semester Offered: Spring
This course involves the assessment of children’s reading problems. Standardized and informal reading assessment tools are demonstrated, discussed and applied in classroom and individual settings. Once reading difficulties are identified, the course builds on enhancing children’s reading ability through case-based instructional methods and strategies. A written project and portfolio requires the practical application of concepts learned in class.

EDC 325 Reading, Writing Workshop (3 SH)
In this course students will participate in the process of critically reading contemporary tradebooks, engaging in discourse and responding in literature journals. Writing activities will include topic generation, rough drafts, peer editing, portfolio development and publication.

EDC 330 Introduction to Students with Exceptional Learning Needs (3 SH)
This course will introduce teacher education candidates to the diverse needs of students with special needs. Candidates will learn the requirements, mandates of IDEA and Section 504 of the Rehabilitation Act of 1973. They will become familiar to the various exceptionalities of students populating regular education classrooms as well as in special programs. The course is commensurate with the dispositional requirement and the conceptual framework where professional teachers are committed that “all students can learn.”
EDC 340 Educational Media and Technology (3 SH)
Semester Offered: Fall
This course introduces the student to current educational technology and role that technology plays in supporting student achievement. Students learn to design and produce instructional material that incorporates technology. A hands-on project-based approach enables the learner to gain both knowledge and skills regarding recent technologies. Students explore a variety of software, hardware and internet options to integrate into today’s classroom in order to advance learning and support student growth.

EDC 430 Theory and Practice in Reading (3 SH)
This class focuses on the foundation of reading and writing the psychological, sociological and linguistic aspects of reading and writing. Candidates become familiar with reading research and the histories of reading. Emphasis is directed to language development, reading acquisition and the variations related to culture and linguistic diversity. Candidates learn how to integrate major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) to develop fluent readers.

EDC 431 Reading Strategies and Curriculum (3 SH)
Candidates learn and use a wide variety of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction. They use grouping options (individual, small group, whole-class and computer based) to enhance and instruct for various purposes. Instructional strategies, approaches, methods and curriculum materials are used to assist students at various developmental levels and with diverse cultural and linguistic backgrounds. Candidates learn to align instruction and curriculum with state and local standards.

EDC 432 Assessment in Reading Instruction (3 SH)
Candidates learn to use a wide range of assessment tools and practices that provide measurement data for individuals and groups. They become proficient in administering individual and group standardized tests, informal assessments and technology-based tools. Candidates learn to utilize assessment data to identify students’ proficiencies and deficiencies. They use assessment data to plan, evaluate and revise effective instruction that meets the needs of all students including those with different developmental levels and those from diverse cultural and linguistic backgrounds.

EDC 433 Socio-Cultural Factor in Literacy (3 SH)
Candidates learn to use student interests, reading abilities and backgrounds as motivational tools to encourage reading and writing. Candidates themselves become lifelong learners and enthusiastically reflect that disposition to their students. Candidates develop a repertoire of books, technology based information and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds to facilitate comprehension.

EDC 434 Professional Development and Field Experiences (3 SH)
Candidates participate in field experiences that are logical, sequential and planned at the PreK-3, middle and secondary levels. They display dispositions related to reading and the teaching of reading, model ethical professional behavior and work with colleagues to observe, evaluate, reflect and provide feedback on each other’s practice to improve instruction. These field experiences are under the supervision and evaluation of experienced and certified or licensed teachers. The field experiences hours will total a minimum of 100 hours.

EARLY CHILDHOOD EDUCATION (EDE)

EDE 304 Child Development and Learning (3 SH)
Semester Offered: Fall
This course prepares students who use the knowledge of how children develop from birth through early childhood in planning educational programs. Students learn to devise learning episodes that embrace a variety of learning styles, cultural differences and developmental levels of children. This course examines the role of the family in child development and considers the readiness factors relevant to preschool and kindergarten programs. Current trends and practices such as inclusive and diversity programs in early childhood education are investigated.

EDE 306 Curriculum Development and Implementation in Early Childhood Education (3 SH)
Semester Offered: Spring
This course addresses curriculum design appropriate for the affective, cognitive, physical and social stages of the preschool child through early primary grades. This course provides a knowledge core in developmental theory, content knowledge, inclusion and methods of presenting materials in an interdisciplinary program. Teacher candidates will plan, teach and assess lessons appropriate to early childhood audiences. The integral role of the parent as an educational partner is examined.

EDE 307 Fine Arts in Early Childhood Education (3 SH)
Semester Offered: Spring
Teacher candidates will demonstrate current knowledge of and the ability to develop and implement meaningful integrated experiences in the curriculum areas of the fine arts including art, music, drama and movement.
**Course Descriptions**

**EDE 308 Family and Community Relations (3 SH)**  
**Semester Offered:** Spring  
This course is designed to help teacher candidates understand the child in the context of family and community. Teacher candidates will become familiar with social and health services available for families in the community. The course will provide opportunities to demonstrate knowledge of basic health, safety and nutritional needs of young children. Students will acquire an understanding of the interrelationships among the child’s exposure to cultures, language and through the function of the home in language development. Students will experience working with interdisciplinary, interagency and intra-agency teams of professionals.

**EDE 312 Early Childhood Field Experience I (2 SH)**  
**Pre-Requisite(s):** EDC 301  
The initial clinical hours of this experience are exploratory. Students will observe in schools, tutor students and assist teachers or other school personnel. They will become aware of the sociological environment of the school, center or agency as it interrelates to communities and families. Students should attend school/community events and participate as permitted. The remaining hours of the experience are focused and students will demonstrate appropriate developmental instructional methods and strategies for teaching across the curriculum.

**EDE 320 Mathematics in Early Childhood (3 SH)**  
**Semester Offered:** Spring  
Students will become familiar with instructional strategies and appropriate use of technology in teaching mathematical concepts. An understanding of the spiraling nature of presenting those concepts will be developed. An emphasis on assessing the mathematical understanding of each child through the use of real life problems. While reviewing national and state standards, students will learn to teach mathematical concepts in a hands-on setting. Students will use the Ohio Academic Content Standards to frame mathematics instruction.

**EDE 323 Reading and Language Arts in Early Childhood (3 SH)**  
**Semester Offered:** Fall  
Teacher candidates for early childhood will be instructed in the methodology, strategies and techniques of teaching competencies in reading, writing, listening/visual literacy and oral communication. They will demonstrate proficiency in developing and implementing meaningful, integrated learning experiences to enhance reading and the language arts. Students will use the Ohio Academic Content Standards to frame reading and language arts instruction.

**EDE 410 Literature Based Reading (3 SH)**  
**Semester Offered:** Fall  
The literature-based reading course is designed to present reading instruction in a holistic framework. The pedagogical approach embodies a sociolinguistic as well as psycholinguistic perspective. Strands within the integrated curricula include literature-based reading, the reading/writing connection and thematic learning. Essential skills, strategies, story grammar and story schema are presented within context. Literature is selected from all genres and includes parallel cultures.

**EDE 412 Early Childhood Field Experience II (2 SH)**  
**Pre-Requisite(s):** A grade of B or better in EDE 312 and successful completion of all requirements in Gate A  
This field is an intensive experience through which students will demonstrate their abilities to plan and execute lessons in social studies, science, reading, language arts, mathematics, health and fine arts. They will demonstrate the use of technology in teaching and learning episodes. Students should be given the opportunity to practice in inclusive clinical settings that reflect culturally, linguistically and academically diverse systems.

**EDE 422 Social Studies in Early Childhood (3 SH)**  
**Semester Offered:** Fall  
Teaching social studies explores the interdisciplinary nature of history through an integrated curriculum. The development of historic literacy will be approached from a sociolinguistic perspective, incorporating critical thinking, language, reading, writing and the arts. Pedagogy will be presented in a conceptual framework applicable to the early childhood classroom using the Ohio Academic Content Standards.

**EDE 424 Science in Early Childhood (3 SH)**  
**Semester Offered:** Fall  
Study and application of science processes in an inquiry setting. The student will understand the interdisciplinary nature of concepts in earth science, environmental science, life and physical sciences and relate to contemporary events. Emphasis is on planning instruction based on knowledge of the young child’s needs, using a variety of instructional strategies and materials as well as electronic educational technology to enhance hands-on laboratory activities. Students will demonstrate the use of the Ohio Academic Content Standards to frame science instruction.

**EDE 431 Development in Late Childhood: Ages 9-11 (3 SH)**  
This course will enable teacher education candidates to explore issues in physical, cognitive, emotional and social development in later childhood - ages 9 through 11. Topics include:  
Growth/motor development, perception, cognition, brain development, memory capabilities and limitations, emotional intelligence, communication, language development, attentional changes, friendships, moral development, behavior, the role of play and the problem of bullying for this age group. General best practice in instruction for this age group relative to grades 4 and 5 will be identified.
**COURSE DESCRIPTIONS**

**EDE 432 Content Specific Methods: 4/5 Language Arts and Social Studies (3 SH)**
This course will be taught by a full-time faculty member with small group activities coordinated by 4th and 5th grade teachers. Candidates will review and survey the Academic Content Standards for Grades 4 and 5 in Language Arts and Social Studies, develop a lesson plan (long form) and then teach the lesson to the entire group. Candidates will develop a personal portfolio on instructional strategies and ideas for 4th and 5th grades, Program Assessment: Long-Form Lesson Plan
Lesson Assessment: Peer Review

**EDE 433 Content Specific Methods: 4/5 Math and Science (3 SH)**
This course will be taught by a full-time faculty member with small group activities coordinated by 4th and 5th grade teachers. Candidates will review and survey the Academic Content Standards for Grade 4 and 5 in Mathematics and Science, develop a lesson plan (long form) and then teach the lesson to the entire group. Candidates will develop a personal portfolio on instructional strategies and ideas for 4th and 5th grades.
Program Assessment: Long-Form Lesson Plan Assessment
Lesson Assessment: Peer Review

**EDE 440-42 Student Teaching: Early Childhood (9 SH)**
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Student teaching is the culminating professional semester for the program. It is a full semester with a full school day supervised experience in selected area schools. Students will work with master teachers who will assist in assessing candidates’ progress as they practice teaching in early childhood levels. Students will demonstrate their proficiency in teaching with students of varying abilities. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.

**EDE 443 Seminar and Project for Early Childhood (3 SH)**
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Students will produce lesson plans and must successfully complete an impact on student learning project. Other topics will be addressed as needed. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.

**EARLY CHILDHOOD DEVELOPMENT AND INSTRUCTION (EDI)**

**EDI 200 Intro to Early Childhood Education (2 SH)**
Candidates are introduced to the diverse opportunities within the early childhood profession. Candidates learn about the state and national standards for early learning and for early childhood professionals. Candidates discuss and reflect upon developmentally appropriate practice as defined by NAEYC.

**EDI 201 Cultural Competency in Early Childhood Education (3 SH)**
This course exposes candidates to the concept of cultural competence and the appropriate applications in an early childhood setting inherent in the anti-bias curriculum approach. Candidates will demonstrate understanding of the quality benchmarks for cultural competence. Candidates will gain knowledge and skills to help them acknowledge the strengths, values and uniqueness of children, families and communities.

**EDI 202 Creative Experiences (3 SH)**
Participants are introduced to the concept of creativity and the numerous approaches to implementation within an integrated curriculum. Candidates will engage in hands-on experiences with a variety of media as well as planning and implementing developmentally appropriate learning experiences. An emphasis is placed on dramatic play, art media and storytelling.

**EDI 300 Emergent Literacy (3 SH)**
This course provides an in-depth focus on the characteristics of emergent literacy. Candidates learn the appropriate expectations for speech, reading, spelling and writing, including dual language learners. An emphasis is placed upon state and national standards and appropriate authentic assessment to guide daily practice.

**EDI 301 Infants and Toddlers (3 SH)**
This course focuses on the education and care of infants and toddlers from birth to age three. Students explore developmentally appropriate practices and materials that encourage optimal growth and development. In-depth exploration of how to establish bonds and trust, dispositions, language development, planning the learning environment and working with diverse families and the impact of these factors on brain development and future cognitive, social, emotional and physical development.

**EDI 302 The Preschool Child (3 SH)**
This course provides an in-depth focus on theories of behavioral, emotional, physical, cognitive and social characteristics of children between three and four years of age. Candidates will study developmentally appropriate practice, early learning standards and thoroughly review and discuss current research-based practices for planning, family involvement and preparing the environment.

**EDI 303 School Age Children (3 SH)**
This course examines school-age childcare programs with a focus on effective organizational structures, environments, curriculum activities, services and developmental and special needs of children 5-12 years of age.
EDI 304 Assessment of the Young Child (3 SH)
This course provides research-based approaches to assessing young children ages birth-8 years. Candidates will apply formal and informal assessments in a field setting, analyze assessments and plan curriculum according to outcomes. There is an in-depth focus on embedding authentic assessment and documentation. Emphasis is be placed on the guidelines for authentic assessment as defined by NAEYC’s developmentally appropriate practices.

EDI 320 Learning through Play (3 SH)
This course exposes candidates to the value of play in its many forms, such as, sensory, dramatic and construction. Candidates will learn what to expect during the different stages of play and will complete projects during fieldwork to demonstrate their understanding of the different levels. Emphasis will be placed on developmentally appropriate practices.

EDI 321 Musical Experiences (3 SH)
This course provides a theoretical knowledge base of the value of music in the early childhood classroom. Pre-service candidates will learn how music impacts children socially, emotionally and academically based upon developmentally appropriate practices. Learning will occur through hands-on experiences as a model for organization of circle time, gross-motor activities and musical experiences.

EDI 330 Administration of Early Childhood Programs (3 SH)
Candidates learn the importance of leadership in an early childhood program and the expectations for ethical conduct, understanding state regulations and professionalism. They learn how to plan, work with staff, meet licensing requirements and attend to daily administrative responsibilities. An emphasis will be placed on the role of public policy, advocacy, continued professional development and community outreach.

EDI 331 Introduction to the Reggio Emilia Approach (3 SH)
This is an introductory course of the Reggio Emilia Approach to teaching young children. Candidates will explore the underlying theories and practices, which include emergent curriculum; project exploration, representation and cultural influences. Candidates also gain knowledge documentation panels, roles of the teachers and administrators and the value of family involvement in the infant and toddler schools and the preschools.

EDI 332 Guidance and Behavior (3 SH)
This course provides candidates with the knowledge and strategies to encourage social competence in young children. Candidates will learn how personality, disposition and maturity impact behavior. In-depth discussion of classroom management, conflict resolution, stress reduction, prosocial behavior, antibullying strategies and creating an emotionally responsive curriculum and classroom environment.

MIDDLE CHILDHOOD EDUCATION (EDP)

EDP 304 Integrated Curriculum, Methods and Assessment (3 SH)
Semester Offered: Fall
An integrated methods course designed to focus on the strategies, methodologies and models of teaching students by integrating disciplines and using research findings to plan lessons, develop units of instruction appropriate for graded and non-graded environments. Curriculum models and assessment of student progress are also addressed.

EDP 310 The Pre-Adolescent/Adolescent Learner (3 SH)
Pre-Requisite(s): PS 101
This course is designed to provide the pre-service teacher with basic understanding of human development beginning in early childhood and focusing on the preadolescent and adolescent student. Teacher candidates will study the physical, social, emotional, intellectual, psychological and moral characteristics of the early adolescent within the framework of family and social context. Students will examine research findings on the psychological and social development of preadolescents/adolescents and the impact on their learning and performance in school and in society.

EDP 312 Middle Childhood Field Experience I (2 SH)
Pre-Requisite(s): EDC 301
The initial clinical hours of this experience are exploratory. Students will observe in schools, tutor students and assist teachers or other school personnel. They will become aware of the sociological environment of the school, center or agency as it interrelates to communities and families. Students should attend school/community events and participate as permitted. The remaining hours of the experience are focused and students will demonstrate appropriate developmental instructional methods and strategies for teaching one content area. Students will integrate reading and writing in their lessons.

EDP 316 Reading in the Content Area (3 SH)
This course covers practical reading and study skill techniques for subject area teachers. Teacher candidates learn ways to assist students to read for different purposes. Topics such as readability formulas, directed reading activity, grouping in the classroom, vocabulary building, comprehension levels, questioning, following directions, rate of reading and study guides are covered. A review of the various reading programs significant for the preadolescent, adolescent and young adult student are included.
EDP 318 Survey of Mathematics Concepts (3 SH)
Semester Offered: Fall
This course is designed for the education major and liberal arts major. It covers critical thinking with practical applications; approaches to problem solving, including inductive and deductive reasoning; various problem-solving strategies, the use of patterns, graphs, calculators and technologies; set theory, Venn diagram and subsets; logic and analyzing arguments; number theory (prime and composite, factoring); mathematical systems (groups, bases, modular systems, finite systems); the real number system with algorithmic methods and rules of operations; counting systems (permutations and combinations); sequences and series; basic concepts of geometry and its applications (spatial, symmetry, Pythagorean, measurement and graphs); introduction to topology; chaos and factual geometry; probability of events and statistics (frequency, normal distributions, standard deviation, regression and correlation analysis). The content of this course is designed to follow the NCTM standards and the Ohio Academic Content Standards for mathematics.

EDP 326 Middle Grade Language Arts Methods (3 SH)
Semester Offered: Spring
This course is designed to prepare middle grade school teachers (grades 4-9) with the skills necessary to teach reading, writing, listening/visual literacy and oral communication using structure, meaning, construction, application and multidisciplinary approaches to learning. Students will demonstrate the use of technology in teaching and learning episodes. Students should be given the opportunity to practice in inclusive clinical settings that reflect culturally, linguistically and academically diverse systems.

EDP 411 Pre-Adolescent/Adolescent Literature (3 SH)
This course considers the complex philosophical, biological and emotional changes occurring during pre-adolescence and adolescence as these changes relate to literature unique to the middle level student. Trade books across genres explore the controversial challenges facing pre-adolescence and adolescence in contemporary society. The students are expected to investigate current research on issues related to reading pedagogy in an effort to develop effective strategies to motivate pre-adolescent and adolescent students toward reading as a mode for personal growth.

EDP 412 Middle Childhood Field Experience II (2 SH )
Pre-Requisite(s): A grade of B or better in EDP 312 and successful completion of all requirements in Gate A
This field is an intensive experience through which students will demonstrate their abilities to plan and execute lessons in one content area. Note: If concentration is in more than one content area, students should not repeat the content area of EDP 312. They will demonstrate the use of technology in teaching and learning episodes. Students should be given the opportunity to practice in inclusive clinical settings that reflect culturally, linguistically and academically diverse systems.

EDP 420 Middle Grade Math Methods (3 SH)
Semester Offered: Spring
Teacher candidates will build a foundation in the middle grades mathematics methods by understanding the historical development in mathematics, including the contributions of underrepresented groups and diverse cultures. Students will become familiar with instructional strategies and appropriate use of technology for teaching mathematics. This course will emphasize assessing the mathematical understanding of each student through the use of real life problems. While reviewing national and state standards, teacher candidates will demonstrate the teaching of mathematical concepts in a hands-on setting. Students will demonstrate the use of Ohio Department of Education Academic Content Standards to frame math instruction.

EDP 422 Middle Grade Social Studies Methods (3 SH)
Semester Offered: Fall
The purpose of this course is to offer teacher candidates middle school social studies methods for teaching middle school social studies, techniques for assessing the learning of social studies and to introduce them to professional journals, associations and conferences in social studies education. Students will demonstrate the use of the Ohio Department of Education’s Academic Content Standards to frame social studies instruction.

EDP 424 Middle Grade Science Methods (3 SH)
Semester Offered: Fall
Study of the application of science processes in an inquiry setting. Teacher candidates will understand the interdisciplinary nature of concepts in earth science, environmental, life and physical sciences and relate to contemporary events. Emphasis is on planning instruction based on knowledge of preadolescent students' needs, using a variety of instructional strategies and materials as well as electronic educational technology to enhance hands-on laboratory activities. Students will demonstrate the use of the Ohio Department of Education’s Academic Content Standards to frame science instruction.

EDP 440-42 Student Teaching: Middle Childhood (9 SH)
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Student teaching is the culminating professional semester for the program. It is a full semester with a full school day supervised experience in selected area schools. Students will work with master teachers who will assist in assessing candidates’ progress as they practice teaching in middle childhood levels. Students will demonstrate proficiency in each cognate level. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.
EDP 443 Seminar and Project for Middle Childhood (3 SH)
Pre-Requisite(s): All professional education coursework and successful completion of all requirements in Gate B
Students will produce lesson plans and must successfully complete an impact on student learning project. Other topics will be addressed as needed. A grade of B or better must be attained in EDE 440-42 and EDE 443 in order to be recommended for licensure.

SPECIAL EDUCATION: INTERVENTION SPECIALIST - MILD TO MODERATE NEEDS (EDS)

EDS 300 Introduction to Individuals with Mild to Moderate Educational Needs (3 SH)
Pre-Requisite(s): EDC 200, EDC 330
This course is a study of historical and current definitions, characteristics and needs of students with mild/moderate exceptional learning needs and how they change through their lifespan. Focus is on academic, behavioral and social assessment and interventions based on current research and practices in various settings, including resource and inclusive, co-teaching models. Included will be activities in reviewing evaluation team reports and individual education plans.

EDS 301 Child and Adolescent Development and Learning (3 SH)
Pre-Requisite(s): EDC 200, EDC 330
Study of the physical, psychological, cognitive, moral and social development of the human person from conception through adulthood.

EDS 302 Assessment and Intervention for Mild to Moderate Special Needs (3 SH)
This course will focus on the administration and interpretation of formal and informal assessment instruments for students with mild/moderate exceptional learning needs. The course will emphasize the direct link between assessments and the design of appropriate interventions. It will address the relationship between assessment and the Individualized Education Plan as well as progress monitoring and Response to Intervention.

EDS 310 Behavior Management and Intervention (3 SH)
Pre-Requisite(s): EDC 200, EDC 330
This course emphasizes applied behavioral techniques to maximize learning, reduce behavioral problems and increase pupil-and-teacher rapport for students with mild/moderate educational needs. Course content and activities focus on the study of student needs and behaviors with identification of selected management methods. Management techniques are demonstrated and reviewed in class.

EDS 312 Mild Moderate Intervention Specialist Field Experience I (2 SH)
Pre-Requisite(s): EDC 200, EDC 301, EDC 330
The initial clinical hours of this experience are exploratory. Students will observe in schools, tutor students and assist teachers or other school personnel. They will become aware of the sociological environment of the school, center or agency as it interrelates to communities and families. Students should attend school/community events and participate as permitted. The remaining hours of the experience are focused and students will begin to practice appropriate developmental instructional methods and strategies that an intervention specialist is expected to provide.

EDS 320 Collaboration and Transition Planning (3 SH)
Pre-Requisite(s): EDC 200, EDC 330
This course focuses on research and productive strategies for establishing successful collaborative relationships with families, educators and other professionals. It fosters sensitivity to the needs of culturally and linguistically diverse families and cultures. Significance is placed on partnerships and networking with other professionals, paraprofessionals and families as team members designing, implementing and evaluating appropriate educational experiences.

EDS 330 Curriculum and Materials for Mild to Moderate Special Needs (3 SH)
Pre-Requisite(s): EDC 200, EDC 330
This course will review curriculum theory and development for programs for exceptional learners. It will address appropriate teaching strategies, curriculum sequences and materials selection, adaptation and evaluation most effective and efficient for classroom use.

EDS 412 Mild Moderate Intervention Specialist Field Experience II (2 SH)
Pre-Requisite(s): EDC 200, EDC 330, A grade of B or better in EDS 312 and successful completion of all requirements in Gate A
This field experience functions as a practicum with an opportunity for the student to work with experienced teachers and to practice the specific techniques they have learned in education core, assessment, curriculum, behavioral intervention and methods courses.

EDS 440-42 Student Teaching: Mild Moderate Intervention Specialist (9 SH)
Pre-Requisite(s): EDC 200, EDC 330, All professional education coursework and successful completion of all requirements in Gate B
Student teaching is the culminating professional semester for the program. It is a full semester with a full school day supervised experience in selected area schools. Students will work with master teachers who will assist in assessing candidates’ progress as they practice teaching and providing supplementary aids and services for students with disabilities in the classroom. A grade of B or better must be attained in EDS 440-42 and EDS 443 in order to be recommended for licensure.
EDS 443 Seminar and Project for Mild Moderate Intervention Specialist (3 SH)
Pre-Requisite(s): EDC 200, EDC 330, All professional education coursework and successful completion of all requirements in Gate B
Students will produce lesson plans and must successfully complete an impact on student learning project. Other topics will be addressed as needed. A grade of B or better must be attained in EDS 440-42 and EDS 443 in order to be recommended for licensure.

ENGLISH (EN)

EN 100 The Writing Process (4 SH)
English 100 introduces students to the conventions of college level/academic writing. Emphases include writing papers that develop an argument and are grammatically correct. Student work will be collected in a portfolio, which will be assessed by the English Department to determine readiness for EN 101. By placement only. Students must pass the course with a grade of C or better to take EN 101.

EN 101 Principles of Composition and Research (4 SH)
Semester Offered: Fall and Spring
Study and practice of traditional techniques of rhetoric. The course offers an introduction to the research process of identification, organization and presentation of source materials.

EN 102 Honors Freshman Seminar (4 SH)
This is an interdisciplinary course on a topic with an international focus. The topic and course materials will vary according to the instructor, but the course will include a number of significant written and oral assignments based on assigned readings. The course will culminate in a research project designed by the student with the direction and approval of the instructor and will include an introduction to the research process of identification, organization and presentation of research materials.

EN 140 Principles of Critical Analysis (4 SH)
An introduction to aims, methodology and terminology of literary criticism through the study of texts written in a variety of forms—fiction, non-fiction, prose and poetry—and drawn from a variety of cultural traditions.

EN 160/260/360 Individual Investigation in English (2-4 SH)
Pre-Requisite(s): Permission of the instructor

EN 170-79/270-79/370-79 Special Topics in English (2-4 SH)
Courses in creative writing are listed under CM.

EN 201 Advanced College Writing (4 SH)
Pre-Requisite(s): EN 101 or Placement
Advanced College Writing builds on the skills developed in EN 101. Students will learn how to craft extended arguments and incorporate multiple sources into their work. The course will culminate with a longer research project, a component of which will include a research presentation.

EN 220 Major British Writers (4 SH)
Semester Offered: Fall
Pre-Requisite(s): EN 101, EN 140
A study of British literature from the Anglo-Saxon period to modern times, intended to provide an overview of significant historical and literary movements - medievalism, Renaissance, Restoration, neoclassicism, Romanticism, realism. Modernism and postmodernism.

EN 221 Major American Writers (4 SH)
Semester Offered: Spring
Pre-Requisite(s): EN 101, EN 140
A study of American literature from the 17th century to modern times, intended to provide an overview of significant historical and literary movements - colonialism, federalism, romanticism, realism, modernism and postmodernism.

EN 250/350 Internship in English (1-5 SH)
An opportunity for field studies under professional supervision during the academic year or summer. Open to all students with permission.

EN 305 Composition Theory (4 SH)
Pre-Requisite(s): EN 101, EN 140
This course provides an introduction to the theories and issues that inform the discipline commonly known as rhetoric and composition, including writing-across-the-curriculum and professional communication. The course is intended to be a survey of movements and topics important to the discipline of composition. Many – but not all – of these relate to writing instruction. Course topics include history of rhetoric and composition; writers, writing and revisions; reading; genre theory; writing-across-the-curriculum; matters of identity and language. This course is appropriate for anyone who expects to teach writing and/or who is interested in the study of writing.

EN 306 Linguistics (4 SH)
The aim of this course is to provide background of several core areas of the study of human language: Phonetics and phonology (sound structure and patterns), morphology (word structure), syntax (sentence structure) and semantics (the meaning of words and expressions). Additional topics include child language acquisition, dialects, social aspects of language and language change.
EN 310 Journalistic Essay (4 SH)
**Pre-Requisite(s):** EN 101
A composition course with emphasis on news and feature writing and on the essay as a journalistic form. Identification of suitable subject matter, techniques of research and appropriate literary style are central to the course.

EN 315 Creative Writing: Fiction (4 SH)
**Pre-Requisite(s):** EN 101
An introduction to the elements of fiction with particular attention to problems of literary point-of-view, character development and narrative form. Weekly assignments will focus on the specific application of critical elements as they relate to the writing of short fiction.

EN 316 Creative Writing: Dramatic Forms (4 SH)
**Pre-Requisite(s):** EN 101
Study of the major elements of dramatic literature including plot, characterization and dialogue. Students will apply those elements in a series of weekly assignments directed chiefly towards the reader’s theater.

EN 317 Creative Writing: Poetry (4 SH)
A consideration of narrative and lyric forms with emphasis on experimentation with language and imagery. A series of short assignments will stress imagination, revision and the conventions of the genre. Assigned readings in British and/or American poetry will encourage mastery of critical skills and literary analysis.

EN 327 The Neoclassical Age (4 SH)
**Semester Offered:** Fall Odd Years
**Pre-Requisite(s):** EN 101, EN 140
The Neoclassical Age (1660-1798) includes the Restoration (1660-1700), in which Milton, Bunyan and Dryden were the dominant influences; the Augustan Age (1700-1750), in which Pope was the central poetic figure, while Defoe, Richardson, Fielding and Smollett were presiding over the sophistication of the novel; and the Age of Johnson (1750-1798).

EN 328 The Romantic Age (4 SH)
**Semester Offered:** Fall Odd Years
**Pre-Requisite(s):** EN 101, EN 140
A study of the Romantic period of British literature (1798-1830) in poetry, essays, novels and critical works by a number of influential writers. Political, economic, social, intellectual and religious issues and events that shaped and were shaped by Romantic literature will be considered.

EN 329 The Victorian Age (4 SH)
**Semester Offered:** Fall Even Years
**Pre-Requisite(s):** EN 101, EN 140
A study of the Victorian period of British literature (1837-1901) in prose, poetry and fiction, specifically on the novel, as it rapidly developed into a significant literary genre. The course also considers the political, economic, social, intellectual and religious issues and events that shaped and were shaped by this literature, including the roles or race, ethnicity, gender and class, as well as the issues of colonial expansion of the British Empire prior to and throughout Victoria’s reign.

EN 336 Nineteenth-Century American Literature (4 SH)
**Semester Offered:** Fall Even Years
**Pre-Requisite(s):** EN 101, EN 140
A study of American literary history with emphasis on well-known American literary figures. The class will explore how certain American writers addressed a variety of social and cultural issues to forge a specifically American cultural identity. This course also studies dominant narratives related to the Civil War and its aftermath, with attention to their persistence in the present.

EN 337 Twentieth-Century American Literature (4 SH)
**Semester Offered:** Spring Odd Years
**Pre-Requisite(s):** EN 101, EN 140
A study of poetry and fiction considered in the context of specific literary movements of the 20th century, as well as the context of economic, political and social change. Additionally, the course examines the unique set of cultural values that define these works of literature as "American."

EN 338 African-American Literature (4 SH)
**Semester Offered:** Fall Odd Years
**Pre-Requisite(s):** EN 101, EN 140
This course examines the formation of the African American literary tradition and the political, economic, social and cultural circumstances that shaped it and are shaped by it.

EN 339 Multi-Ethnic American Literature (4 SH)
**Semester Offered:** Spring Even Years
**Pre-Requisite(s):** EN 101, EN 140
A study of the formation of "American" identity in contemporary literature, considering how race, ethnicity, gender, and class shape and are shaped by literary texts.

EN 342 Studies in Shakespeare (4 SH)
**Pre-Requisite(s):** EN 101, EN 140
Analyses of selected works by Shakespeare as a means both of identifying his particular artistic achievement and of exploring the social and intellectual issues of Renaissance England.
EN 343 Studies in World Literature (4 SH)
Pre-Requisite(s): EN 101, EN 140
A focused and in-depth exploration of the major works, authors and traditions of a particular world literature. The specific focus of the course will vary from term to term, but may include Asian, African, Latin American, Middle Eastern and Pacific Rim literary traditions.

EN 344 Great Lakes Literature (4 SH)
Pre-Requisite(s): EN 101, EN 140
This course focuses on fiction and non-fiction written about the people, cultures, flora and fauna of the Great Lakes region, beginning with the earliest American Indian folk narratives and continuing through the past several centuries of literature written in English. The controlling question of the course will be whether there is a collective consciousness in the texts studied which constitutes a regional literature. Classroom studied may be combined with Great Lakes field trips and intellectual interaction with the Great Lakes Lecture Series.

EN 345 Old English and Medieval Literature (4 SH)
Semester Offered: Fall Even Years
Pre-Requisite(s): EN 101, EN 140
A study of the language of the Anglo-Saxons based mainly on texts in translation. Topics include Arthurian tradition, Dante, Malory, women and writing and other medieval themes and genres.

EN 346 Tudor and Stuart Literature (4 SH)
Semester Offered: Spring Odd Years
Pre-Requisite(s): EN 101, EN 140
A study of Renaissance literature of the sixteenth and seventeenth centuries, focusing on major authors, genres and themes as well as the significant artistic and political events of the period.

EN 347 British Modernism and Contemporary British Literature (4 SH)
Semester Offered: Fall Odd Years
Pre-Requisite(s): EN 101, EN 140
A study of the Modernist (1903-1945) and contemporary/postmodern (1945-present) periods of British literature, including poetry, short fiction and novels by a number of influential writers. The course also considers the political, economic, social, intellectual and religious issues and events that shaped and were shaped by Modernist and postmodernist literature.

EN 348 Women's Literature (4 SH)
Semester Offered: Fall Even Years
Pre-Requisite(s): EN 101, EN 140
An analytical study of the journey and works of women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works and biographical backgrounds of the authors.

EN 400 Senior Research Project (4 SH)
Students preparing a thesis take this course in their final semester of the year they are scheduled to graduate. The course will cover development of a written proposal in consultation with the faculty member of the student's choice, weekly meetings with the thesis advisor to assess progress, develop thesis focus and explore challenges and issues of research methods. Submission of the thesis to the advisor in the penultimate week of classes is required.

EN 401 Literary Theory and Criticism (4 SH)
Semester Offered: Fall
Pre-Requisite(s): EN 101, EN 140
This course will serve as the foundation for EN 400 Senior Research Project. Literary Theory introduces the major movements within literary and critical theory during the 20th and early 21st centuries. Through a combination of theoretical reading and practical application, students will grasp the history and methodology of a variety of critical movements.

EQUINE STUDIES (EQ)

EQ 100 Riding Skills 1 (1 SH)
Pre-Requisite(s): Permission
Emphasis is on development of basic skills on the flat and over fences. Students may take any level equitation course more than once and earn up to six credits.

EQ 102 Balanced Seat Equitation II (1 SH)
Pre-Requisite(s): Permission
Basic riding skills class to develop the strength, balance and foundation of the rider's position. Course may be repeated for six hours maximum credit. These courses do not include jumping.

EQ 103 Riding Skills II (1 SH)
Pre-Requisite(s): Permission
Emphasis is on development of basic skills on the flat and over fences. Students may take any level equitation course more than once and earn up to six credits.

EQ 104 Riding Skills III (1 SH)
Pre-Requisite(s): Permission
Emphasis is on development of basic skills on the flat and over fences. Students may take any level equitation course more than once and earn up to six credits.

EQ 105 Balanced Seat Equitation III (1 SH)
Pre-Requisite(s): Permission
Basic riding skills class to develop the strength, balance and foundation of the rider's position. Course may be repeated for six hours maximum credit. These courses do not include jumping.
Students will be required to make an equine industry-related commercial use and unique international equine industries. A balanced examination will be provided of various equine global, national and regional issues in the horse industry. This course introduces students to selected current physiology, identification, evaluation, husbandry and diseases of horses. This practicum course, designed for freshmen, provides the opportunity for hands-on practical experience. Students will be involved in the daily care of the school horses. Horse care management skills will be learned and practiced. Students may expect several weekend assignments throughout the semester.

EQ 110 Horse Care Practicum (4 SH)
Semester Offered: Fall and Spring
This practicum course, designed for freshmen, provides the opportunity for hands-on practical experience. Students will be involved in the daily care of the school horses. Horse care management skills will be learned and practiced. Students may expect several weekend assignments throughout the semester.

EQ 111 Introduction to Hunters and Theory (2 SH)
Pre-Requisite(s): Successful completion of EQ 104 with a grade of A required
Course offers the opportunity to learn how to ride a show hunter on the flat as well as how to execute a course of fences in a smooth, rhythmic style expected in the hunter show ring. This is the beginning of the series of hunter riding courses and is a prerequisite for EQ 113 Hunter I. Course may be repeated for six hours maximum credit.

EQ 113 Hunter I (1 SH)
Pre-Requisite(s): EQ 111 and permission
Building on and integrating skills gained in EQ 104 Riding Skills III and EQ 111 Introduction to Hunters, this class serves as an introduction to the advanced, training, riding and showing techniques required in today’s hunter arena.

EQ 125 Introduction to Dressage and Theory (2 SH)
Pre-Requisite(s): Successful completion of EQ 104 with a grade of A required
Introduction to the discipline of dressage and its usefulness for all equestrian disciplines. Emphasis placed on the development of the seat for the effective rider. Theory classes cover the history and development of modern dressage. Beginning of the series of dressage courses and a prerequisite for EQ 126 Intermediate Dressage and Theory. Course may be repeated for six hours maximum credit.

EQ 127 Dressage I (1 SH)
Pre-Requisite(s): EQ 125 and permission
Progressive training of the horse and rider to produce a harmonious partnership capable of performing successfully at first and second levels. Introduction to collection. Course may be repeated for six hours maximum credit.

EQ 130 Introduction to Stadium Jumpers and Theory (2 SH)
Pre-Requisite(s): Successful completion of EQ 104 with a grade of A required
Course offers the opportunity to learn how to ride the jumper over a course of colorful fences, with control of speed and direction. Beginning of the series of jumper courses and a prerequisite for EQ 132 Stadium Jumping I. Course may be repeated for six hours maximum credit.

EQ 132 Stadium Jumping I (1 SH)
Semester Offered: Spring
Pre-Requisite(s): Permission
More advanced courses over fences to develop skills necessary for successful competition in stadium jumping. Course may be repeated for six hours maximum credit.

EQ 144 Introduction to Eventing and Theory (2 SH)
Pre-Requisite(s): Successful completion of EQ 104 with a grade of A required
Introduction to the sport of eventing including USEA rules. Fundamentals of all phases of eventing: dressage, cross-country and stadium jumping as well as elements of conditioning, pace, rules and preparation for competition. Beginning of the series of eventing courses and a prerequisite for EQ 145 Eventing I. Course may be repeated for six hours maximum credit.

EQ 145 Eventing I (1 SH)
Pre-Requisite(s): Permission
Continuation of developing the fundamentals of all phases of eventing: dressage, cross country and stadium jumping as well as elements of conditioning, pace, rules and preparation for competition. Course may be repeated for six hours maximum credit.

EQ 170-79/270-79/370-79 Special Topics in Equine Studies (1-4 SH)
Special interest courses periodically offered include Farrier Science, Stock Seat Horsemanship, Equine Law, Introduction to Therapeutic Riding, etc.

EQ 181 Breeding Practicum (3 SH)
Semester Offered: Fall
Pre-Requisite(s): EQ 110
Concurrent Requisite(s): EQ 110
Correct techniques in the care, handling and breeding of horses are discussed and practiced in lecture and laboratory sessions. Field trips are included as time allows. This course may be repeated once for additional credit. Some evenings and weekends required. Enrollment limited to nine students.
EQ 202 Management of Equestrian Activities (3 SH)
Semester Offered: Spring
Pre-Requisite(s): sophomore status, EQ 109, EQ 110
This hands-on course provides students with an understanding of the all essential positions required to staff a hunter, jumper and dressage show; the USEF and Association regulations (USHJA/USDF) that govern the management of horse shows; the writing, printing and distribution of prize lists, including what information must be listed to meet association regulations and information necessary for the competitors; budgeting process; contractual requirements for service providers and officials at shows; and process of securing sponsors; correctly set courses for competition, including the measuring of lines, preparation of the arena, etc. Numerous labs outside of class time are required.

EQ 203 Management of Equestrian Facilities (3 SH)
Semester Offered: Fall
Pre-Requisite(s): sophomore status, EQ 109, EQ 110
This introductory course provides an overview of equestrian facility management including horse needs, safety, emergency evacuation procedures, stable layout, site planning, stable maintenance, barns and interiors, out buildings, equipment, fencing, feeding, hay, bedding, storage, delivery, pastures, paddocks and shelters. Recognize proper environmental control, manure management, feeding and bedding storage and delivery, fencing and utilities.

EQ 204 Equine Facilities II and Operations (3 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 203
This course will give students an in-depth look at operational aspects of equine facilities (i.e., boarding stables, stud farms and animal hospitals). This course will give students an in-depth examination in the following four specific areas: equine facilities design; client relations in the equine industry; vendor relations with exposure to equipment; hay and grain suppliers; and equine law (i.e., business records, taxes, contracts, managing liability, insurance and safety procedures).

EQ 207 Introduction to Therapeutic Horsemanship (2 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 109 and EQ 110
An introductory course exploring the history of equine-assisted activities, the typical models used to provide services for people with disabilities or challenges, the benefits of therapeutic riding and the standards and best practices that apply.

EQ 210 Equine Health (4 SH)
Semester Offered: Spring
Pre-Requisite(s): BI 238 or EQ 238 and EQ 109, 110. May be taken concurrently with BI 239 or EQ 239
A study of the immune response, disease signs, symptoms, etiology, treatment and prevention in the horse with special emphasis on the systems approach and practical care techniques. A study of parasites, their life cycles, prevention and treatment will be covered. Opportunity for practical application is offered. Students routinely participate in health care of school horses.

EQ 220 Introduction to Teaching Riding (2 SH)
Pre-Requisite(s): EQ 109, EQ 110, EQ 102 or higher. Participation may be waived upon demonstration of teaching knowledge and ability with instructor permission.
This course will introduce students to the methods, safe practices and terminology of teaching riding. Students will learn to recognize safe teaching, organize lessons, select safe lesson horses and teach basic riding skills.

EQ 230 Course Design (2 SH)
Semester Offered: Even Years
Pre-Requisite(s): EQ 104
Factors involved in designing interesting, challenging and safe courses for equestrian events will be analyzed. The desirable features and restrictions of courses for hunt seat equitation, working hunters, jumpers and combined training events will be discussed in accordance with the USEF and USEA rule books. Some weeks required.

EQ 238 Equine Anatomy and Physiology I (4 SH)
Semester Offered: Fall
Pre-Requisite(s): BI 100/BI 100L or BI 101/BI 101L
A detailed analysis of the structure and function of the equine skeletal, muscular, integumentary, nervous and endocrine systems. Examination of evolutionary history and adaptation of each system. Laboratory will include dissection, experimentation.

EQ 239 Equine Anatomy and Physiology II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 238
A continuation of EQ 238 covering cardiovascular, respiratory, digestive, excretory and reproductive systems, as well as metabolic homeostasis. Laboratory will include dissection, experimentation.

EQ 242 Stud Farm Management Practicum (3 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 110
Enrollment limited to nine students. Preference given to students who have completed EQ 181. Continued practical experience in stallion and bred and open mare management. We typically foal out a few mares requiring nights and weekend work at the farm for this class. This course may be repeated once for additional credit.

EQ 250/350 Internship in Equine Studies (1-5 SH)
Pre-Requisite(s): EQ 109, 110. Student should complete sophomore year before planning an internship. Requires faculty permission.
This course provides the opportunity for the student to gain valuable experience by participating in an actual working environment in his or her area of interest.
EQ 260/360 Independent Study in Equine Studies (2-4 SH)
This course is designed to offer the individual student an opportunity to pursue a special interest area that is outside the usual offerings. Requires faculty permission.

EQ 301 Stable Management in a Foreign Setting (2 SH)
Pre-Requisite(s): IS 300. Must have Lake Erie College faculty advisor approval prior to registration
Practical experience in daily horse care under the supervision of the staff of the APA approved site.

EQ 302 Training I (2 SH)
Semester Offered: Fall
Pre-Requisite(s): EQ 104, EQ 304 and Junior status.
Theory and practice in initial training of young horses to ride. Students will be assigned an untrained or green horse for the semester.

EQ 303 Training II (2 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 302
Theory and practice in working with spoiled or green horses. Students will be assigned a green horse for the semester.

EQ 304 Schooling (2 SH)
Pre-Requisite(s): EQ 104 and sophomore status
This course is for students interested in training a variety of horses on the flat and/or over fences. Considerable lab time is given for students to gain more experience in training green, spoiled or problem horses.

EQ 306 Horsemanship in a Foreign Setting (2-4 SH)
Pre-Requisite(s): IS 300
Development of riding skills and practice in horse training methods under the direction of the staff at an APA approved site. Adequate riding ability, as determined by the Division of Equine Studies faculty or the specific APA Site. Must have faculty advisor approval prior to registration.

EQ 307 Principles of Therapeutic Horsemanship (2 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 207
This course explores the development of quality programming, specific to meeting the needs of a population of people with challenges. Goal identification, task analysis and lesson objectives will be examined. Various techniques and approaches to therapeutic horsemanship will be studied.

EQ 309 Breeding Farm Management in a Foreign Setting (2-4 SH)
Pre-Requisite(s): IS 300 and EQ 181
Practical experience in the care and handling of breeding animals (stallions, mares, foals, weanlings and/or yearlings) under the supervision of the staff at an APA approved site. The type of experience may vary depending upon the specific farm and the time of year. Must have faculty advisor approval prior to registration.

EQ 310 Principles and Theory of Competition (2 SH)
Pre-Requisite(s): IS 300. Must have Lake Erie College faculty advisor approval prior to registration
Practical experience in daily horse care under the supervision of the staff at an APA approved site.

EQ 312 Methods and Materials of Teaching Riding I (4 SH)
Semester Offered: Fall
Pre-Requisite(s): Junior status and EQ 220
A study of the effective means of teaching riding considering the physical and psychological factors involved. Students observe and assist Lake Erie College instructors in riding activity classes as well as practice teach under supervision. Emphasis on teaching beginner and low-intermediate skills.

EQ 317 Methods and Materials of Teaching Riding II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 316
A continuation of EQ 316; emphasis in teaching upper-level skills.

EQ 320 Equine Nutrition (4 SH)
Semester Offered: Fall
Pre-Requisite(s): EQ 109, EQ 110, EQ 210
A study of the requirements for a suitable diet for horses according to age and activity. Emphasis will be placed on evaluating the horse’s need for basic nutrients and how the feedstuffs are combined to form a quality diet.

EQ 324 Pasture Management (3 SH)
Semester Offered: Fall
Pre-Requisite(s): EQ 320
This course will study the nutritional benefits and growing habits of many species of grasses and legumes, the horse’s natural foodstuff. Production and maintenance of productive pastures and hay crops including soil testing and environmental responsibility are emphasized. Lectures, guest speakers and field trips.

EQ 331 Equine Lameness and Conditioning (4 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 210, EQ 320
A study of the etiology, pathogenesis, signs, treatment and possible prevention of many musculoskeletal problems of the horse. Slides and x-rays are used to demonstrate normal and abnormal conditions. Prevention of lameness through proper conditioning will be discussed. Students routinely participate in care and management of school horses.
EQ 340 Judging (2 SH)
Semester Offered: Spring
Pre-Requisite(s): EQ 109, EQ 110, junior status
The responsibilities of the judge in officiating at hunter, jumper, dressage shows and combined training events are discussed. The ability to recognize superior performance is developed and students have the opportunity to judge with recognized professionals under competitive conditions.

EQ 401 Equine Venture Consulting (3 SH)
Pre-Requisite(s): CI 101, AC 101 and senior status
The course provides an introduction to the structural, financial, economic, managerial, legal and operational fundamentals of organizations, profit and non-profit. As the first in a series of courses related to Entrepreneurship and the Enterprise, this class will introduce you to the fundamentals of an enterprise and help you lean some of the basic management, structural and analysis tools that can influence your success. Whether you’re starting your own business or working within an existing organization, the course will use a series of real-life examples and case studies to develop your understanding of the enterprise and how it is managed.

ET 201 Fundamentals of the Enterprise (4 SH)
The course provides an introduction to the structural, financial, economic, managerial, legal and operational fundamentals of organizations, profit and non-profit.

ET 211 New Venture Planning and Development (4 SH)
Pre-Requisite(s): ET 201 or AC 101, MN 200 and MK 203
The course provides an introduction to the elements and processes by which new ventures are created, both within existing organizations and start-up enterprises. Note: Entrepreneurship majors are required to complete ET 400. Entrepreneurship minors are required to complete ET 211. These courses are not interchangeable.

ET 221 Techniques of Persuading, Selling and Negotiating (4 SH)
Pre-Requisite(s): CM 105, ET 201 or AC 101, MN 200 and MK 203
This course studies the theory and practice of the communicative processes by which individuals influence others in the context of commercial and organizational objectives.

ET 230 Product Design/Thinking Inside the Box: Fabrication, Art & Design (4 SH)
This studio course will explore electronic techniques, new media sculptures, experimental computer graphics and current media in the field. This course will progress with the use of a programmable micro-controller for development of interactive artworks, kinetic sculpture, sound works, light art and performance environments. Input sensors like infrared, ultrasonic and limit switches will be used with output devices like servomotors, DC motors, speakers, relays and power transistors. Slide lectures, video and web sources will allow the evolution of artistic and conceptual approaches to the development of interactive art and environments.

ET 250/350 Internship in Entrepreneurship (1-5 SH)

ET 401 New Venture Practicum and Entrepreneurship Experience: Part 1 (4 SH)
Pre-Requisite(s): ET 211, Junior Standing
During this course, the student will start and operate their own business. Working directly and individually with an assigned mentor, the student will work through the process of business formation through product/service delivery. Upon the successful completion of this course sequence, students will have developed some of the necessary organization and financial infrastructure for their company, while bringing a product or service to market and generating revenue. This course is delivered in two sequential semesters with each semester considered 4 semester hours while the total course requirement is 8 semester hours.

ET 402 New Venture Practicum and Entrepreneurship Experience: Part 2 (4 SH)
Pre-Requisite(s): ET 401
With the assistance of an assigned mentor, this course continues the process of starting and operating your own business which begins during ET401. The focus during this second in a two-part course series is on delivering product and developing an initial customer base, while bringing a product or service to market and generating revenue.

FA 101 The Arts and Their Interrelations (4 SH)
An approach to an understanding and appreciation of the arts through a study of basic elements and principles. The purpose of this course is to develop independent judgment and good taste in the selection of experiences.
FA 250/350 Internship in Fine Arts (1-5 SH)
An opportunity for field study under professional supervision during the academic year or summer. Open to students with permission.

FA 400 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior Standing
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included, and we will work towards creating a performance/installation within this multidisciplinary course. Cross listed as AT 400, DN 400, IM 400, MU 400, TH 406.

FA 404 Fine Arts Senior Project (4 SH)
Pre-Requisite(s): Permission
Preparation and performance of a creative project in fine arts. Serves as partial fulfillment of the BFA degree for those students with a multidisciplinary focus.

FA 405 Fine Arts Senior Project II (4 SH)
Pre-Requisite(s): permission
Preparation and performance of a creative project in fine arts. Serves as partial fulfillment of the BFA degree for those students with a multidisciplinary focus.

FINANCE (FN)

FN 170-79/270-79/370-79 Special Topics in Finance (2-4 SH)
Courses in topics of special interest to faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar's Office.

FN 250/350 Internship in Finance (1-5 SH)
This course provides the opportunity for students to gain valuable experience by participating in an actual working environment in his or her area of interest.

FN 315 Accounting and Finance for Not-For-Profit Organizations (4 SH)
Pre-Requisite(s): AC 101
This course deals with the particular nuances of accounting for and managing the finances of a not-for-profit organization. An understanding of financial statements, the accounting process and basic financial management concepts is assumed.

FN 320 Corporation Finance (4 SH)
Pre-Requisite(s): MN 215, EC 200, AC 101
A survey of the principles and practices of business finance. Topics include valuation under uncertainty, capital budgeting techniques, dividend policy, cost of capital and capital structure, an introduction to derivative securities and currency management techniques. Coverage reflects the ongoing transformation of the global financing and investment environments.

FN 321 Intermediate Corporate Finance (4 SH)
Pre-Requisite(s): FN 320
This course offers an advanced treatment of corporate finance and builds on the knowledge gained in Corporation Finance (FN 320). It goes deeper into the financial management of a corporation including capital structure, cost of capital, capital budgeting and risk management. This course also introduces the reader to the derivative securities including options and futures.

FN 326 International Financial Management (2 SH)
Pre-Requisite(s): MT 107 or 109 and FN 320
An introduction to financial management in the multinational corporation. Topics include time value of money and capital budgeting, risk and return, international capital markets, exchange-rate determination and currency risk management and derivative markets for currencies.

FN 330 Real Estate Principles and Finance (4 SH)
Pre-Requisite(s): FN 320 or Instructor’s Permission
An introduction to real estate principles and practice – landownership, homeownership, real estate and property, interests in real estate, title, real estate appraisal and other concepts. The course will also focus on financial aspects of real estate – theory and measurement of risk and returns, valuation of owner-occupied and income-producing properties, real estate finance, mortgage instruments and mortgage repayments.

FN 345 Financial Planning (4 SH)
Pre-Requisite(s): FN 320, EC 200, MN 215
Asset and liability management focusing on the needs and resources of the individual. Topics include principles and practices of investment, portfolio management, the determination of investment values, the role and functioning of the securities and money markets, security analysis and the use of the computer in portfolio selection.

FN 360 Independent Study in Finance (1-5 SH)
Students study topics of interest not offered as regular courses.

FN 404 Financial Systems (4 SH)
Pre-Requisite(s): FN 320
The course will provide an overview of financial markets and institutions. The analysis will focus on the function of financial intermediaries, the regulatory environment under which the markets and these institutions work and management concerns emphasizing current issues.
FN 405 Investments (4 SH)
Pre-Requisite(s): FN 320
An overview of the investment process both from the perspectives of individual investors and institutional investors. It will focus on different investment instruments, securities markets, market indices, security selection, including fundamental and technical analyses and portfolio management.

FRENCH (FR)

FR 101 Beginning French I (4 SH)
Semester Offered: Fall
Fundamentals of written and spoken language. Emphasis is placed on vocabulary acquisition and mastery of basic grammar concepts.

FR 102 Beginning French II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): FR 101 or permission of instructor
Continuation of the study of grammar, syntax and vocabulary. Further development of speaking and writing skills and of reading facility and comprehension.

FR 201 Intermediate French (4 SH)
Semester Offered: Fall
Pre-Requisite(s): FR 102 or permission of instructor
This course focuses on the active usage of the material learned in FR 101 and 102. Communication skills are built through an interactive classroom atmosphere based on the discussion of readings and visual media.

FR 202 French Conversation (4 SH)
Semester Offered: Spring
Pre-Requisite(s): FR 102 or permission of instructor
This course continues to build oral and written communication skills. Conversational exercises such as role-playing and short oral presentations are emphasized, as well as continued interactive work with visual media and short readings.

FR 210 Studies in Francophone Contemporary Cultures (4 SH)
Pre-Requisite(s): FR 201
Study, discuss and write on topics of particular interest to students. Examples of topics include current events, business and economic issues, intermediate-advanced grammar through authentic texts, travel and tourism, etc.

FR 220 French Conversation (4 SH)
Semester Offered: Spring
Pre-Requisite(s): FR 102 or permission of instructor
This course continues to build oral and written communication skills. Conversational exercises such as role-playing and short oral presentations are emphasized, as well as continued interactive work with visual media and short readings.

FR 250/350 Internship in French (1-5 SH)
The department assists students in arranging internship opportunities with multinational companies both in the U.S. and abroad. Students may take internships during the semester as well as during the summer.

FR 260/360 Individual Investigation in French (2-4 SH)
An independent study course providing an opportunity to pursue a topic of particular interest. Available only for students who have completed FR 102.

FR 301 French for the Professional Environment (4 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
This course serves as an introduction to the professional culture of Francophone countries and societies. Students will prepare for a successful professional experience abroad or in a multinational organization in the U.S. Topics and learning outcomes will include: creating a resume or curriculum vita in the second language, proficiency in basic professional correspondence, familiarity with different types of enterprises, organizational structures, marketing, banking and finance, accounting, the employment market, insurance, daily activities in an office, economics, transportation, information technology applications, etiquette in a variety of professional situations, shipping and customs, etc. Interactive work with visual media and IT applications is emphasized and the course will be taught primarily in the target language.

FR 302 French Phonetics and Pronunciation (1 SH)
Pre-Requisite(s): FR 102 or permission of instructor
Exercises in the pronunciation of standard French through learning the International Phonetic Alphabet, linking of written French (graphemes) and spoken sounds (phonemes), practice of difficult phonemes, practice of intonation, etc.

FR 311 French Composition (3 SH)
Pre-Requisite(s): FR 201
Concise exercises in writing. Examples: summary, close reading, developing and arguing of a thesis, transitions, conclusions à la française, business writing, email, etc.

FR 320 Francophone Literatures and Cultures (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study, discuss and write on cultural production (literature, film, historiography, intellectual movements, particular contributions, etc.) from the many countries and societies that use French as an everyday medium of communication.

FR 350 Internship in French (1-5 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Assist students in arranging internship opportunities with multinational companies both in the U.S. and abroad. Students may take internships during the semester as well as during the summer.

FR 401 Translation Studies in French (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study the theory of translation. Put the theory into practice through translation from and into French of literary, business, technical and academic texts.

FR 402 Francophone Intellectual History (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study, discuss and write on such periods and movements as the Ancien Régime, Middle Ages, Renaissance, French Revolution, Neo-classicism, Romanticism, Realism, Impressionism, Modernism, Feminism, Existentialism, etc.
FR 410 Francophone Literatures in English Translation (3 SH)
Study, discuss and write on translations into English of such canonical writers as Voltaire, Molière, Hugo, Balzac, Stendhal, Flaubert, Baudelaire, Zola, Proust, Camus, Sartre, etc.

FR 411 Francophone Women Writers and Filmmakers (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study, discuss and write on the important contributions to culture by such women as Marie de France, Madame de Lafayette, George Sand, Simone de Beauvoir, Simone Weil, Anne Hébert, Gabrielle Roy, Simone Schwartz-Bart, Colette, Assia Djebar, Éléonore Faucher, Marguerite Duras, etc.

FR 420 Francophone Visual Arts, Music, Architecture (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study, discuss and write on the visual arts, music, architecture, artists, composers, styles, etc., that have come out of France and Francophone societies. Examine the role these have played in the formation of culture.

FR 421 Francophone Cinema (3 SH)
Pre-Requisite(s): FR 201; and 310 (recommended)
Study, discuss and write on the history of film in France, major film producers, influential movements, famous performers, significant films, documentaries and lesser-known films produced in Francophone countries and societies.

FR 470/79 Special Topics in French (4 SH)
Pre-Requisite(s): FR 310
Study, discuss and write on topics of particular interest to students in advanced standing. Examples of topics: Colonization and decolonization, Québécois culture, focus on a single writer or filmmaker, advanced grammar, French Feminism, Modernism, etc.

FR 490 Senior Research Project (4 SH)
Students preparing a thesis take this course in their final semester of the year in which they are scheduled to graduate. The course will cover development of a written proposal in consultation with the faculty member of the student’s choice, weekly meetings with the thesis advisor to assess progress, develop thesis focus and explore challenges and issues of research methods. Submission of the thesis to the advisor in the penultimate week of classes is required.

GEOGRAPHY (GE)

GE 101 Introduction to Geography (4 SH)
An introductory survey of the discipline of geography. This course emphasizes the interrelationships between the physical geography of the world and the patterns of adjustments and adaptations which humans have made to the natural environment. Factors studied will include settlements, population distribution, religion and culture.

GE 200 World Geography (4 SH)
This introductory Geography course will teach students how to approach global analysis from a geographical perspective. Focusing on a variety of regions around the globe, students will explore the geographical structure of those regions. Special care will be taken to emphasize the connection between the geographical structure and the historical and economic development of a certain region.

GERMAN (GR)

GR 101 Beginning German I (4 SH)
Semester Offered: Fall
Fundamentals of written and spoken language. Emphasis is placed on vocabulary acquisition and mastery of basic grammar concepts.

GR 102 Beginning German II (4 SH)
Semester Offered: Spring
Pre-Requisite(s): GR 101 or permission of instructor
Continuation of the study of grammar, syntax and vocabulary. Further development of speaking and writing skills and of reading facility and comprehension.

GR 201 Intermediate German (4 SH)
Semester Offered: Fall
Pre-Requisite(s): GR 102 or permission of instructor
This course focuses on the active usage of the material learned in GR 101 and 102. Communication skills are built through an interactive classroom atmosphere based on the discussion of readings and visual media.

GR 210 Studies in Germanophone Contemporary Cultures (4 SH)
Pre-Requisite(s): GR 201
Study, discuss and write on topics of particular interest to students. Examples of topics include current events, business and economic issues, intermediate-advanced grammar through authentic texts, travel and tourism, etc.

GR 220 German Conversation (4 SH)
Semester Offered: Spring
Pre-Requisite(s): GR 102 or permission of instructor
This course continues to build oral and written communication skills. Conversational exercises such as role-playing and short oral presentations are emphasized, as well as continued interactive work with visual media and short readings.

GR 260/360 Individual Investigation in German (2-4 SH)
An independent study course providing opportunity to pursue a topic of particular interest. Available only for students who have completed GR 102.
GR 301 German for the Professional Environment (4 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
This course serves as an introduction to the professional culture of Germanophone countries and societies. Students will prepare for a successful professional experience abroad or in a multinational organization in the U.S. Topics and learning outcomes will include creating a resume or curriculum vita in the second language, proficiency in basic professional correspondence, familiarity with different types of enterprises, organizational structures, marketing, banking and finance, accounting, the employment market, insurance, daily activities in an office, economics, transportation, information technology applications, etiquette in a variety of professional situations, shipping and customs, etc. Interactive work with visual media and IT applications is emphasized, and the course will be taught primarily in the target language.

GR 302 German Phonetics and Pronunciation (1 SH)
Pre-Requisite(s): GR 102 or permission of instructor
Exercises in the pronunciation of standard German through learning the International Phonetic Alphabet, linking of written German (graphemes) and spoken sounds (phonemes), practice of difficult phonemes, practice of intonation, etc.

GR 310 Studies in German Literature (4 SH)
Pre-Requisite(s): GR 201
A course dealing with particular periods, movements or individual authors as announced in the schedule. Taught in German or English.

GR 311 German Composition (3 SH)
Pre-Requisite(s): GR 201
Concise exercises in writing. Examples: summary, close reading, developing and arguing of a thesis, transitions, culturalized conclusions, business correspondence, email, grammar in context, etc.

GR 320 Germanophone Literatures and Cultures (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on cultural production (literature, film, historiography, intellectual movements, particular contributions, etc.) from countries that use German as an everyday medium of communication.

GR 350 Internship in German (1-5 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Assist students in arranging internship opportunities with multinational companies both in the U. S. and abroad. Students may take internships during the semester as well as during the summer.

GR 401 Translation Studies in German (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study the theory of translation. Put the theory into practice through translation GRom and into German of literary, business, technical and academic texts.

GR 402 Germanophone Intellectual History (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on such periods and movements as the Middle Ages, Reformation, Marxism and Socialism, Romanticism, Realism, Modernism, Feminism, Expressionism, etc.

GR 410 Germanophone Literatures in English Translation (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on translations into English of such canonical writers as Goethe, Schiller, von Hoffmannsthal, Kleist, Kafka, Brecht, Hesse, Rilke, Thomas Mann, Dürenmatt, Stefan Zweig, etc.

GR 411 Germanophone Women Writers and Filmmakers (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on the important contributions to culture by such women as Hildegard von Bingen, Fanny Lewald, Clara Schumann, Claire von Glümer, Anna Seghers, Christa Wolf, Leni Riefenstahl, Helke Sander, Margarethe von Trotta, Monika Treut, Hannah Arendt, etc.

GR 420 Germanophone Visual Arts, Music, Architecture (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on the visual arts, music, architecture, artists, composers, styles, etc., that have come out of Germany, Austria and Switzerland. Examine the role these have played in the formation of culture.

GR 421 Germanophone Cinema (3 SH)
Pre-Requisite(s): GR 201; and 310 (recommended)
Study, discuss and write on the history of film in Germany, major film producers, influential movements, famous performers, significant films, documentaries and lesser-known films produced in Germanophone countries and societies.

GR 470/79 Special Topics in German (2-4 SH)
Pre-Requisite(s): GR 310
Study, discuss and write on topics of particular interest to students in advanced standing. Examples of topics: Austrian culture, focus on a single writer or filmmaker, advanced grammar, German Feminism, Expressionism in visual media and literature, Fascism and the Holocaust, etc.

GR 490 Senior Research Project (4 SH)
Pre-Requisite(s): GR 310
Students preparing a thesis take this course in their final semester of the year in which they are scheduled to graduate. The course will cover development of a written proposal in consultation with the faculty member of the student’s choice, weekly meetings with the thesis advisor to assess progress, develop thesis focus and explore challenges and issues of research methods. Submission of the thesis to the advisor in the penultimate week of classes is required.
HI 105 American History I: Colonial Times to 1877 (4 SH)
An introduction to selected themes central to American history preceding our own times. A demonstration of how key economic, sociological, scientific and political concepts have influenced the evolution of U.S. institutions, assumptions, policies and styles of thought and action over the course of three centuries.

HI 106 American History II: 1877 to the Present (4 SH)
A survey course designed particularly for teachers. Special emphasis upon the effects of geography; the major engines of economic and industrial growth; the gradual “opening” of American society in racial, ethnic, sexual, income, educational and occupational terms; America’s ambivalent path to world power and the challenges and ironies of globalization; and America’s role as a global police power in the world of today.

HI 120 World History I: Antiquity to 1400 (4 SH)
An introductory survey of the history of the world from the rise of the great river basin civilizations (Nile, Tigris and Euphrates, Indus and Yellow Rivers) to the eve of the European Age of Exploration. Major topics may include the differences and similarities in the ‘classical’ periods in both East and West, the rise and fall of the world’s first great empires, the developments of religion, technology and social-political ideas and how those developed differently in disparate regions of the world.

HI 121 World History II: 1400 to 1815 (4 SH)
An introductory survey of the early modern world from the European Age of Exploration to the defeat of Napoleon Bonaparte at Waterloo. Topics to be addressed may include the interactions of the West with the Far East, the European settlement of the Americas and fates of the indigenous peoples, religious wars, Europe’s rise to world dominance, the African slave trade and the development of ever increasing global economic ties.

HI 122 World History III: 1815 to the Present (4 SH)
An introductory survey beginning with the Industrial Revolution in the West and extending to the present day. Topics to be addressed may include Western global imperialism, the development of political and social ideas such as socialism and communism, advances in science and technology, the rise to prominence of Japan, two World Wars, the Great Depression, American dominance and the Cold War, post-imperialism and the impacts on Africa, the rise of China and the changes brought about by technology, secularism and fundamental religion, feminist movements, etc.

HI 132 Western Civilization I: Beginnings to 1600 (4 SH)
A survey course designed to introduce the student to the history of western civilization from its early foundations in the Near and Middle East, with Mesopotamia and ancient Egypt, through the development of the Greek and Roman civilizations, medieval European developments, the Renaissance and the Protestant Reformation. This course will include an examination of the important political, religious and cultural developments as well as on the sources of history.

HI 138 Western Civilization II: 1600 to the Present (4 SH)
A survey course designed to introduce the student to the history of western civilization from the time of the Protestant Reformation to the present day, including the development of modern states and societies. The religious wars of the 17th century, the Scientific Revolution and Enlightenment, European imperialism and the World Wars will be included in this course. This course will also encompass an examination of the important political, religious and cultural developments as well as western influences on the rest of the world and the sources of history.

HI 160/260/360 Individual Investigation in History (1-4 SH)

HI 170-79/270-79/370-79 Special Topics in History (2-4 SH)

HI 208 America as a World Power, 1775 to Present (4 SH)
This course examines the evolution of American foreign policy from isolationism to regional and then global responsibilities. Themes include the increasing role of Presidents in setting policy and the clash between realism (national interest, usually as defined in military and economic terms) and idealism (transformative ideas like spreading democracy and nation building and international cooperation in forums like the United Nations) in the making of U.S. foreign policy.

HI 230 History of the Middle East/History of Islam (4 SH)
A survey of this turbulent region of the world, beginning with the earliest traces of civilization in Mesopotamia through the various empires that have come and gone, including the Persians, Greeks, Romans and the Muslim empires, to the present day, with the establishment of the state of Israel and the impact of the world’s demand for oil on this region. Themes include religious developments, political changes and economic impact.

HI 234 Renaissance and Reformation, 1350-1648 (4 SH)
A study of the period from the beginning of the Renaissance to the end of the Thirty Years’ War. This era gave the western world its most enduring cultural masterworks, redefined the relationship between church and state and witnessed unremitting wars for the cause of religion.
HI 236 Ancient Mediterranean History (4 SH)
An in-depth examination of the birthplace of western civilization, beginning with the ancient Mesopotamians of 2500 BC, the ancient Egyptians, spanning the Greek civilizations of the ancient era, the Phoenicians, Etruscans and Romans, to the passing of the classical world in the fourth and fifth centuries AD.

HI 240 History of Medieval Europe (4 SH)
An in-depth examination of Europe from the fading of the Western Roman Empire, covering political, social, economic, military and maritime developments up to the waning of the Middle Ages during the 13th and 14th centuries AD.

HI 250/350/450 Internship in History (1-5 SH)
Internships are academic courses that take place in professional work settings and call for the application of concepts learned in the classroom. Students gain on-the-job experience under supervision by working directly with a manager in a business or nonprofit organization.

HI 303 The Napoleonic Wars (4 SH)
This course actually begins with the events leading up to the French Revolution of 1789 and covers the long series of European wars that resulted, up to Napoleon’s final defeat at Waterloo in 1815 and the settlement following his exile to St. Helena. This will be an in-depth study of the political, social, economic, military and naval developments, to gain a full understanding of this turbulent, critical era of European history.

HI 304 The American Civil War (4 SH)
This course examines the developments and controversies that led up to the U.S. Civil War, along with a study of the course of the war itself, the major personalities involved, an analysis of both the confederate and Federal governments, societies and economies. It continues with an examination of some of the repercussions of the war, at home and on the battlefield, as well as after the fighting ended.

HI 305 The History of Women (4 SH)
This course provides an in-depth analysis of the role of women throughout history both the cultural expectations and the reality, at different times and places throughout human history beginning with the 17th and 18th centuries in Europe, when ideas of equality germinated, to the present day, when the efforts to gain equality continue worldwide. Examinations of the status of women in different modern cultures are also a major part of this course, which covers historical, social, economical and cultural aspects of women in the world.

HI 311 Ohio History (4 SH)
The course covers the history of the state of Ohio from the original settlement of the Native Americans and first French explorers to the present day, including westward expansion and wars with the Native Americans, the state’s experiences with the Civil War and the Civil Rights Movement. In this course, a broad range of issues are examined, from politics, society, environmental concerns and other issues pertaining to the history and development of the state.

HI 322 World War II (4 SH)
This course will cover the broad scope of the war, from its European roots in World War I and the peace settlement at Versailles in 1918, and include the attempts by the Japanese to take advantage of the civil war in China to conquer Manchuria, the rise of Mussolini and the Italian Fascists and Hitler and the Nazis of Germany. It will include a study of those far right regimes, as well as the development of the imperialistic, militaristic regime that gained power in Japan. The rising tensions of the late 1920s and early 1930s will be covered, including the outbreak of warfare in the Far East, the Spanish Civil War, the UK policy of appeasement and the beginning of the European war in 1939. Included will be the entry of the USSR and the US into the war, both the European and Pacific theaters and the Holocaust and finish with the aftermath of VE-Day in May of 1945 and VJ-Day in August of the same year. Included will be the US atomic bomb program and the first signs of the cold war to come.

HI 340 Medieval Britain (4 SH)
This course focuses on the British Isles from the time of the Celtic migrations and the Roman conquest to the end of the medieval period in the late 15th and early 16th centuries. Included are examinations of Roman Britain, the Celts, the Saxon conquest, Viking incursions, the Norman Conquest and the Wars of the Roses. Also included is an examination of the historical Arthur as well as the figure of legend and in-depth examinations of other great British figures, including Alfred the Great, Richard the Lion-Hearted and Macbeth, among others. Political, religious, social, economic, military and maritime developments are all examined and England, Scotland, Wales and Ireland are all included.

HI 400 Historical Research Methodology/Historiography (4 SH)
This course is primarily for the history major and is intended to introduce the student to the various types of history devised, past and present, the major themes behind most historical work, as well as the different types of sources and methodologies used by historians to conduct research and produce scholarly writing. Students will be instructed in how to recognize biases in historical writing, as well as how to otherwise evaluate source materials. There is an emphasis on primary source material, but secondary materials and the works of important historians will also be examined.
HI 420 Senior Thesis in History (4 SH)
This course is primarily the opportunity for a history student to choose a topic or subject and put to use all he or she has learned about the craft, science and art of history, to demonstrate his or her growing competence in the field by researching and writing a historical research paper.

HUMANITIES (HU)

HU 110 First-Year Experience: Critical Inquiry (1 SH)
Pre-Requisite(s): Freshman Status
A course designed to engage students in a successful first-year experience through critical thinking. Transition to college, introduction to College services, exploration of majors and enhancement of leadership skills as well as the development of realistic personal goals will be the focus. During this course, students will build upon their identified personal strengths and interests to develop a service project.

HU 111 First-Year Experience: Application (1 SH)
Pre-Requisite(s): HU 110
A course designed to engage students in a successful first-year experience through critical thinking and application of personal strengths and interests. During this course, students will work with College faculty and staff as well as community organizations to implement a specific service project. Application of individual personal strengths and leadership skills will be the focus of the course.

HU 120 Travels Through Time and Space (4 SH)
An interdisciplinary humanities course that will guide students through a reading of at least two challenging texts (one classical, the other modern) which address common issues from different perspectives. Students are expected to gain understanding of the nature of liberal education; the process of critical thinking; the value of different approaches to a single subject; the lasting impact of important works and ideas and variations in perspectives within different cultures.

HU 125 Critical Thinking through Controversy (4 SH)
This course applies critical thinking methods and problem solving techniques to a wide range of contemporary controversial issues facing a global society. Toward the goal of formulating possible resolutions, each issue will be probed with the tools of interdisciplinary thought and scientific method.

INTEGRATED MEDIA (IM)

IM 201 Programming for Artists (4 SH)
This course will focus on programming for art applications. The course will explore creative and experimental algorithms to create visual, audio or physical structures. Students will be able to have more control over their digital media and computer graphics’ processes.

IM 207 Digital Photography and Imaging (4 SH)
The course Digital Photography and Imaging serves as an introduction to the world of digital photography and computer graphics and as a prerequisite for future photography and computer graphic classes in general. This software program used is the industry standard for all digital image manipulation and editing and is an important tool that the students should be comfortable with both a photography or computer graphics related field. Cross-listed as AT 207.

IM 230 2D & 3D Animation (4 SH)
Pre-Requisite(s): AT 110
This course will serve as an introduction to the world of 2D and 3D computer-generated graphics with a focus on drawing, modeling and animation. Form visualization principles practiced in the fields of design, drawing and digital sculpture will be covered including basic approaches to model surfacing, lighting and presentation. The course will then progress to the basic principles of timing and motion through the production of two and three-dimensional computer-generated animation. The course will prepare you for work ranging from instructional animations to entertainment media including feature films and video games. Cross listed as AT 230.

IM 231 Video Editing and DVD Authoring (4 SH)
Pre-Requisite(s): IM 207
This course is an introduction to video editing using industry standard software. The entire workflow will be covered from planning a video shoot, filming the shoot and then editing the footage, including adding special effects. This course will prepare you for work in making commercials, web video, broadcast, entertainment films and/or art films. In addition, the process of authoring your video on an Interactive DVD will be covered. Cross listed as AT 231.

IM 301 New Media Art: Robotic Art (4 SH)
Pre-Requisite(s): AT 103 or AT 114
This studio course will explore electronic techniques, new media sculptures, experimental computer graphics and current media in the field. This course will progress with the use of a programmable micro-controller for development of interactive artworks, kinetic sculpture, sound works, light art and performance environments. Input sensors like infrared, ultrasonic and limit switches will be used with output devices like servo-motors, DC motors, speakers, relays and power transistors. Slide lectures, video and web sources will allow the evolution of artistic and conceptual approaches to the development of interactive art and environments.
IM 310 Video Game Production (4 SH)
Pre-Requisite(s): IM 207, AT 110
This course is an introduction to video game design and production on the computer. The class will focus on the theory of game design and animation and will work towards creating a 2D game that can be a narrative journey, educational (serious games), and/or puzzle. Programmers, artists, musicians, writers, dancers, performers are encouraged to learn how their skills apply to this growing field. The course will focus on the development pipeline for game creation, innovative game play and production values.

IM 311 Instructional Technologies/Serious Games (4 SH)
Pre-Requisite(s): IM 207
This course is an introduction to creating instructional modules for web-based and CD-based interactive teaching. The class will cover effective instructional media and animation and will work towards creating a 2D interactive module that can be a linear instructional animation, an interactive educational game, or a simulation. Topics can span all majors and may include animating biological processes, simulating a micro economy or creating an educational equine learning video game. The course will focus on the development pipeline for asset creation, engaging media and production values.

IM 330 Web Design, Production and Interactive Art (4 SH)
Pre-Requisite(s): AT 102, IM 207
This course will focus on web design, production and interactive art within the realm of the World Wide Web. The course will explore the Internet as a medium for art, as a space for advertisement and commercial applications AND as a location to deliver information while utilizing the artistic possibilities of HTML, Dreamweaver, Photoshop and Flash. Cross listed as AT 330.

IM 400 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior standing (Sophomore by permission)
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included and we will work towards creating a performance/installation within this multidisciplinary course.

IM 404 Senior Project in Integrated Media (4 SH)
BFA I and BFA II: Directed time to complete BFA show

IM 405 Senior Project in Integrated Media II (4 SH)
BFA I and BFA II: Directed time to complete BFA show

IM 470 Special Topics in Digital Media (1-4 SH)

INTERCULTURAL STUDIES (IS)

IS 200 Peoples and Cultures in Contrast (4 SH)
Semester Offered: Fall and Spring
A focused and in-depth study of the history, traditions, values and practices of a specific culture, region, gender group, ethnic community or linguistic community, including, but not limited to, western European cultures. Specific focus will vary from term to term.

IS 212 Intercultural Studies: Civilization (4 SH)
This course is undertaken while the student is in a study center abroad. It involves a structured and supervised investigation into the general cultural differences observed, culminating in a project related to specific investigations.

IS 300/301 Intercultural Relationships I, II (2, 2 SH)
Pre-Requisite(s): IS 300
This intercultural course is designed to prepare students for a living and study experience in a foreign environment. Lectures, presentations and discussion groups are scheduled. They aim at giving the students the basic background for exploring further the cultural heritage and transformation of the host country. They also aim at overcoming preconceived notions by making students aware of changes in family structure, peer relationships, social and political attitudes. During the second term, a journal or sketchbook, kept abroad, is used as one of the measures of the students’ growth and perceptiveness of self and environment. The first course is normally offered on the campus in the fall. The second course is ordinarily completed during the spring term abroad.

IS 305 Professional Culture (4 SH)
This course examines the mechanics of professional interaction within an international context, both in the U.S. and abroad. Selecting a specific ethnic group and its culture, students will explore the intricacies of a professional relationship with members of this group. An interactive, discussion-driven learning environment, the involvement of guest presenters and a focus on field observation at internationally focused workplaces in the area will provide excellent academic opportunities for students.

ITALIAN (IT)

IT 101 Beginning Italian I (4 SH)
Fundamentals of written and spoken language. Emphasis is placed on vocabulary acquisition and mastery of basic grammar concepts.

IT 102 Beginning Italian II (4 SH)
Continuation of the study of grammar, syntax and vocabulary. Further development of speaking and writing skills and of reading facility and comprehension.
IT 170-79/270-79/370-79 Special Topics in Italian (2-4 SH)
May include: popular culture, an interdisciplinary topic, a single theme in literature, film, art and music, authors and periods of particular interest to student.

IT 201 Intermediate Italian (4 SH)
Continued development of written and spoken language. Communication skills are built through an interactive classroom atmosphere based on the discussion of videos and readings.

IT 211 Introduction to Italian Culture & Civilization (4 SH)
A survey of major literary, intellectual, artistic movements and cultural traditions in Italy throughout time, with an emphasis on learning to navigate intercultural differences through an understanding of Italian art, music, literature, film and major personalities in Italian history.

IT 220 Italian Conversation (4 SH)
Semester Offered: Spring
This course continues to build oral and written communication skills. Conversational exercises such as role-playing are emphasized, as well as continued interactive work with videos, film and readings.

IT 250/350 Internship in Italian (1-4 SH)
The department assists students in arranging internship opportunities with multinational companies both in the U.S. and abroad. Students may take internships during the semester as well as during the summer.

IT 260/360 Independent Study in Italian (2-4 SH)
An independent study course providing an opportunity to pursue a topic of particular interest. Available only above the 107 level.

IT 300 Italian Translation (2 or 4 SH)
Pre-Requisite(s): IT 201 or permission of instructor
This course focuses on the assessment and translation of a variety of texts, including newspaper articles on current issues and literary works.

IT 301 Italian for the Professional Environment (4 SH)
This course serves as an introduction to the professional culture of Italophone countries and societies. Students will prepare for a successful professional experience abroad or in a multinational organization in the U.S. Topics and learning outcomes will include: creating a resume or curriculum vita in the second language, proficiency in basic professional correspondence, familiarity with different types of enterprises, organizational structures, marketing, banking and finance, accounting, the employment market, insurance, daily activities in an office, economics, transportation, information technology applications, etiquette in a variety of professional situations, shipping and customs, etc. Interactive work with visual media and IT applications is emphasized and the course will be taught primarily in the target language.

IT 331 Advanced Italian (4 SH)
Advanced grammar, phonology, morphology and syntax. Development of oral and written skills. Composition and reading of articles and of modern authors are emphasized, as well as continued interactive work with videos and films.

IT 338 Readings in Italian/Italophone Literatures & Cultures I (2 or 4 SH)
An introduction to a variety of texts and their discussion in Italian. Interactive oral and written exercises to build student fluency are emphasized.

IT 339 Readings in Italian/Italophone Literatures & Cultures II (2 or 4 SH)
An introduction to a variety of texts and their discussion in Italian. Interactive oral and written exercises to build student fluency are emphasized.

IT 411 Introduction to Dante's Divine Comedy (4 SH)
The reading and understanding of Dante’s Divine Comedy with selected multidisciplinary critical works and films.

IT 412 Studies in Contemporary Italian Literature and Culture (4 SH)
This course examines the major women and men authors and the intellectual movements of the Twentieth and Twenty-first centuries, with readings and films of some representative works.

IT 413 Introduction to Italian Renaissance (4 SH)
This course examines the major authors, artists, philosophers, trends and intellectual movements of Italian Renaissance.

IT 420 Introduction to Italian Fine Arts (2 or 4 SH)
Study of some of the major periods in fine arts and the social trends and historical events that shaped them. Emphasis will be placed on particular artistic movements and their representative artists. Visits to nearby museums. Also offered at study centers abroad.

IT 422 Studies in Italian Cinema (2 or 4 SH)
A selection of some representative films and their impact on the culture and on the society from the birth of cinema to current day are examined and analyzed.

IT 490 Senior Research Project (2 or 4 SH)
This capstone experience is designed as an interdisciplinary project based either on the student’s internship experience, the student’s term abroad, the interrelationship of the student’s two fields of study or any combination of the above.
LEGAL STUDIES (LG)

LG 110 Introduction to Legal Assisting (2 SH)
A study of the functioning of legal assistants in law-related employment including legal interviewing, investigation, formal and informal advocacy support roles, as well as a study of ethical conduct required by lawyers and their employees as prescribed by the rules of professional conduct. This course is recommended before taking other LG courses.

LG 170-79/270-79/370-79 Special Topics in Legal Studies (2-4 SH)
Courses will be offered on a rotating basis and are designed to keep students abreast of current legal issues for example; current Supreme Court decisions.

LG 210 Principles of Legal Research and Writing (4 SH)
Pre-Requisite(s): EN 101 or permission of instructor
A study and practical application of legal research skills and citation forms; analysis and determination of issues of law and fact and evaluations of points and authorities.

LG 220 Criminal Law and Procedure (4 SH)
A course of study to familiarize the student with the classification and types of criminal offenses and all aspects of criminal procedures. Cross-listed as CJ 220.

LG 222 Civil Litigation and Procedure (4 SH)
A study of the practice of the attorney within the state and federal judicial system, including the choice of legal forms, filing of civil actions and motions before, during and after trial and appellate practice.

LG 230 Investigative Techniques (4 SH)
A study of the skills necessary to carry out investigative fact finding (i.e. insurance work, preparation for trial, on-site investigations, etc.). Includes public records research. Cross-listed as CJ 230.

LG 250/350/450 Internship in Legal Studies (1-5 SH)
Internships are academic courses that take place in professional work settings and call for the application of concepts learned in the classroom. Students gain on-the-job experience under supervision by working directly with a manager in a business or nonprofit organization.

LG 303 Taxes & Culture Clinic I (2 or 4 SH)
Pre-Requisite(s): Sophomore standing or permission of instructor
An interdisciplinary course covering basic income tax and immigration law and the Hispanic culture. Students gain a fundamental understanding of federal, state and city income tax law for low-income taxpayers. Students gain a first-hand knowledge of basic immigration law and how undocumented United States workers are handled through our system. It is a clinic course relying heavily on student participation. Cross-listed as AC 303.

LG 311 Landmark Cases in Mental Health and the Law (4 SH)
The purpose of Landmark Cases in Mental Health and the Law is to introduce students to the major Supreme Court cases that have decided issues in mental health and related fields. This course will be a seminar in which students will read relevant case law in areas such as: competency to stand trial, criminal responsibility, expert testimony, civil commitment, right to treatment, right to refuse treatment, capital punishment, workplace violence, etc. Additional readings will be assigned as new cases are published. Cross-listed as AC 311.

LG 312 Legal Issues in Sports (4 SH)
Pre-Requisite(s): LG 315
A presentation of the basic legal issues and interpretation of the law as it applies to sports and recreation. Topics include contracts, torts, regulation of sports, legal terminology and legal principles as applied to the administration and management of sports programs. Emphasis is on identifying and analyzing legal issues, the implications of those issues and the options for limiting the liability of sports organizations. Cross-listed with SA 315.

LG 315 Business Law I (4 SH)
Pre-Requisite(s): LG 315 or permission of instructor.
An introduction to the legal system, with emphasis on the law as it affects business relationships. Historical, social and moral factors are examined in an attempt to convey the dynamic nature of legal rules. Topics include the creation, nature and enforcement of legal obligations; the law of contracts from common law to the Uniform Commercial Code; sales under the Uniform Commercial Code; business ethics and the law.

LG 316 Business Law II (4 SH)
Pre-Requisite(s): LG 315 or permission of instructor.
A continuation of the study of legal principles as they affect business. Topics include real and personal property, secured transactions, commercial paper, forms of business organization, bankruptcy, securities regulation, antitrust and government regulation including environmental, consumer and employment law. This course is recommended for students planning to take the CPA examination.

LG 320 Court Administration (4 SH)
A study of court room preparation and procedures to assist the judge and court as applicable to the legal assistant.
LG 324 Constitutional Law (4 SH)
A study of the scope of federal powers, separation of powers and the federal system, the Bill of Rights, due process and equal protection. Cross-listed as PO 320 and CJ 324.

LG 327 Death Penalty in America (4 SH)
The Death Penalty in America is a course designed to introduce students to the legal, psychological and practical aspects of the death penalty. Emphasis will be placed on the landmark Supreme Court cases and the role that mental health experts play in death penalty litigation. There will be ample opportunity for discussion and debate. Cross-listed as CJ 327.

LG 331 Judicial Process (4 SH)
An examination of the development and functions of the judicial system in the United States and the role of courts in the policy process. Topics include theories of law and jurisprudence, the structure of the judiciary, civil and criminal procedures, judicial selection and decision-making and the impact of courts on the legislative and executive branches. Crosslisted with CJ331/PO331.

LG 332 International Business Law (2 SH)
Pre-Requisite(s): Junior standing
This course examines sources of international law by studying the legal traditions of various countries, treaties, organizations and the regulation of foreign trade. A focus on international commercial transactions emphasizes contracts and includes transportation, sales, environment, taxation, finance, money and banking, intellectual property rights and real property rights.

LG 345 Psychology and Law (4 SH)
Pre-Requisite(s): PS 101
This course examines the relationship between psychology and law. The structure of the course will be lectures, discussion, case presentations, debate and direct observation. Both academic and practical experiences will cover juries, civil commitment, violence prediction, competency, the insanity defense, eyewitness testimony and the death penalty. Cross-listed as CJ 345, PS 345.

LG 406 Taxes & Culture Clinic II (2 SH)
Pre-Requisite(s): LG 303
An interdisciplinary course covering basic income tax and immigration law and the Hispanic culture. Students gain a fundamental understanding of federal, state and city income tax law for low-income taxpayers. Students gain a first-hand knowledge of basic immigration law and how undocumented United States workers are handled through our system. It is a clinic course relying heavily on student participation. Cross-listed as AC 406.

LG 410 Ethics (1 SH)
A study of legal principles, consideration of legal ethics and the unauthorized practice of law.

LG 420 Applied Senior Seminar (3 SH)
A review and comprehensive examination of the entire legal assistant course of study including legal research and writing, ethics and office on-site experience. Students must receive a “B” or better to receive credit towards the major.

LG 450 Legal Assistant Internship (1-5 SH)
An applied internship under the direction of a practicing attorney. Requires approval of program director.

MARKETING (MK)

MK 170-79/270-79/370-79 Special Topics in Marketing (2-4 SH)
Courses in topics of special interest to faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar’s Office.

MK 203 Marketing Principles (4 SH)
Pre-Requisite(s): Sophomore standing
Introduction to marketing theories, principles and practices. Emphasis is on the role of marketing in the organization. Major topics include market segmentation, market targeting, product positioning and the marketing mix.

MK 250/350 Internship in Marketing (1-5 SH)
This course provides the opportunity for students to gain valuable experience by participating in an actual working environment in his or her own area of interest.

MK 260/360 Individual Investigation in Marketing (1-5 SH)
Students study topics of interest not offered as regular courses.

MK 317 Marketing Management (4 SH)
Pre-Requisite(s): MK 203, MT 107 or MT 109
An application of basic marketing theories and principles, this course focuses on the decision-making aspects of marketing management. Emphasis is on the critical analysis and solution of marketing problems. Students analyze marketing cases and develop a marketing plan for a product or organization.

MK 328 International Marketing (2 SH)
Pre-Requisite(s): Junior standing
This course is designed to introduce and examine some of the marketing problems peculiar to international environments from the managerial perspective and to aid students in developing an awareness of intercultural factors as they affect the business world.

MK 334 Consumer Behavior (4 SH)
Pre-Requisite(s): MK 203
An introduction to the theoretical foundations, models and research advances in consumer behavior. Both consumer and organizational buying behavior are covered. Psychological, sociological, anthropological and economic foundations of consumer behavior are investigated.
MK 335 Marketing Research (4 SH)
Pre-Requisite(s): MK 203, MN 215
This course is designed to give students both a theoretical and a practical foundation in marketing research. The focus of the course is the research design process: objectives, design, methods, analyzing results, reporting and budget. Students design a major research study for a product or a company.

MK 394 Advertising and Public Relations (4 SH)
Pre-Requisite(s): MK 203
An examination of the four elements of the promotion mix: advertising, sales promotion, personal selling and publicity. Strategy formulation is emphasized with attention given to the relationship of promotion to the overall marketing strategy of an organization.

MANAGEMENT (MN)

MN 170-79/270-79/370-79 Special Topics in Management (2-4 SH)
Courses in topics of special interest to faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar’s Office.

MN 200 Introduction to Management (4 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): EN 101
This course introduces students to life in an organization. Organizational definitions, culture and relationships between government and society are covered. The focus of the course is on developing successful communication strategies within organizations. Verbal, written and team communications are stressed. The use of technology in aiding and enhancing communication is also covered. Cross-listed as CM 200.

MN 215 Business Statistics (4 SH)
Pre-Requisite(s): MT 107 or 109, MN 200
A study of statistical methods used for business decisions. Topics include descriptive statistics, probability, estimation, hypothesis testing, regression analysis and forecasting. Emphasis is on developing and interpreting information for business research and decision making.

MN 216 Applied Decision Models (4 SH)
Pre-Requisite(s): MN 215
A study of quantitative approaches to decision making. Topics include break-even analysis, linear programming, inventory management, queuing theory, project management techniques and Monte Carlo simulation. Emphasis is on developing and interpreting information for managerial decision making.

MN 250/350 Internship in Management (1-5 SH)
This course provides the opportunity for students to gain valuable experience by participating in an actual working environment in his or her own area of interest.

MN 260/360 Independent Study in Management (1-5 SH)
Students study topics of interest not offered as regular courses.

MN 300 Operations Management (4 SH)
Pre-Requisite(s): MN 200, MN 216
This course examines the production and operations system of the firm and appraises the methods available to aid in management decision-making. Production and inventory control and general plant management techniques are surveyed. Both manufacturing and service organizations are analyzed.

MN 312 Human Resource Management (4 SH)
Pre-Requisite(s): MN 200
An examination of the concepts, practices and problems of administering human resource functions in an organization. This course is useful for those pursuing careers as human resource managers as well as general managers. Topics covered include recruitment, selection, placement, training, safety, job design, performance evaluation, employee services, unions, wage administration and employee retention.

MN 315 Leadership (4 SH)
A survey course covering the history, philosophy, theories and concepts of leadership. This course will differentiate between the roles of the manager and the leader and provide the student with the foundations of leadership.

MN 320 Organizational Development (4 SH)
Basic, yet comprehensive, overview of organizational development. Evolution of field, key concepts and methods that drive organizational development; techniques to diagnose opportunities for change; and tools to implement and evaluate organizational development initiatives.

MN 323 Organizational Behavior (4 SH)
Pre-Requisite(s): Sophomore standing, MN 200
This course examines the social, psychological, anthropological and cultural aspects of the workplace. Topics such as goals, motivation, job satisfaction, communication, diversity, technology, leadership, teams and conflict are examined from a human behavioral perspective. Experiential exercises are used to observe human behavior in the classroom.

MN 325 Quality Management (4 SH)
TQM principles and practices, leadership, customer satisfaction, employee involvement, continuous process improvement, supplier partnership, performance measures, statistical process control, ISO standards, benchmarking, quality function deployment, concurrent engineering, experimental design, Taguchi’s quality engineering and product liability.
MN 410 Labor Relations (4 SH)
Pre-Requisite(s): MN 200 or permission of the instructor.
An evaluation of labor-management relationships, wage
determination and the factors affecting labor productivity.
Studies also include the objectives and techniques of
management and union leaders and the administration of the
labor relations function.

MN 430 Managing the Small Business (4 SH)
Pre-Requisite(s): MN 200, FN 320, MK 203
A study of the nature of entrepreneurship and discipline required
for owning or managing a small enterprise. The course examines
the risk-reward relationships in new ventures, legal forms of
businesses, roads to ownership and funding resources for new
and existing ventures.

MATHEMATICS (MT)

MT 104 Basic Concepts of Algebra (4 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): Placement
For students with a weak mathematics background: Intended to
prepare students for MT 107 Applied College Algebra. This
course covers the material from secondary school mathematics:
Integers, rational numbers, exponents, order of operations,
algebraic and rational expressions, ratio and proportions,
operations on polynomials, solving and graphing simple
equations, inequalities, Linear and quadratic equations. Students
taking this course should have had two years of high school math
including Algebra I. Placement is through the mathematics
department. This course does not fulfill the mathematics
graduation requirement.

MT 105 Theory of Mathematics for Education (3 SH)
Offered: Fall
Pre-Requisite(s): Early Childhood Education or Intervention
Specialist majors
A study of elementary school mathematics topics to promote a
deep understanding in the areas of problem solving; set theory,
history of numbers, number theory (whole, integers, rational and
irrational numbers) and operations (addition, subtraction,
multiplication, division); algebra and functions; students will
learn to apply the technology. Students will become familiar with
the National Council of Teachers of Mathematics (NCTM)
resource Principles and Standards for School Mathematics.

MT 106 Geometry and Statistics for Education (3 SH)
Offered: Spring
Pre-Requisite(s): MT 105
A continuation of MT 105. Study of the central concepts and
tools of inquiry of algebraic thinking, geometry and spatial sense
(planar and 3 dimensional figures; transformation, symmetries
and tiling; and congruence and similarity), measurement (length,
area, perimeter, volume, surface area), probability, statistics and
data analysis and finance. Students will become familiar with the
National Council of Teachers of Mathematics (NCTM) resource
Principles and Standards for School Mathematics.

MT 107 Applied College Algebra (4 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): Placement or C or better in MT 104
This course deals with the fundamental mathematical tools
frequently applied in social sciences, humanities and fine arts.
Selected portions of mathematics are chosen to develop an
appreciation for the importance of mathematics in today’s world.
Mathematical concepts are approached through applications.
Topics include exploration of equations, inequalities and their
graphs, linear systems, matrices, linear programming of 2X2
systems, examination of rational and polynomial functions;
exponential and logarithmic models; mathematics of consumer
finance and amortization and statistical central tendency and
standard deviation and probability. The student should have had
three years of high school math including knowledge of high
school Algebra I, Algebra II and Geometry. Placement in the class
is through the mathematics department.

MT 109 Pre-Calculus I (4 SH)
Semester Offered: Fall and Spring
Pre-Requisite(s): Placement or C or better in MT 107
A study of topics needed to prepare a student who plans to study
science, business, statistics, middle school mathematics or
calculus or needs to supplement their prior mathematics courses.
The course includes polynomial functions, exponential and
logarithmic functions, graphs, quadratic equations and
inequalities and systems of equations. The student should have
had four years of high school math including knowledge of high
school Algebra I, Geometry, Algebra II and Trigonometry. Placement in the class is through the mathematics department.

MT 110 Pre-Calculus II (4 SH)
Offered: Spring
Pre-Requisite(s): MT 109 or Placement
Exponential and logarithmic functions, the trigonometric
functions, analytic trigonometry and topics in analytic geometry.
For students who plan to study science, computers, middle
school mathematics or calculus or need to supplement their prior
mathematics courses. The student should have had four years of
high school math including knowledge of high school Algebra I,
Geometry, Algebra II and Trigonometry. Placement in the class is
through the mathematics department.
MT 160/260/360/460 Individual Investigation in Mathematics (1-5 SH)
Supervised investigation of topics not offered as regular courses in the mathematics curriculum.

MT 170-79/270-79/370-79 Special Topics in Mathematics (2-4 SH)
A study of selected topics of interest to the student. Courses taught as special topics may include differential and integral equations, set theory, linear algebra, topology, number theory, complex variables, topics in computer science and topics of an interdisciplinary nature.

MT 207 Probability and Statistics (4 SH)
Semester Offered: Spring
Pre-Requisite(s): C or better in MT 109, permission
An introduction to the basic concepts of probability and statistical inference. Topics generally include the laws of probability, sampling, the normal, the binomial and the chisquare distribution, estimation, hypothesis testing, simple linear regression and correlation.

MT 209 Discrete Mathematics (4 SH)
Semester Offered: Spring of even years
Pre-Requisite(s): MT 210 or higher or permission of instructor
Discrete mathematics is an introduction to proofs and mathematical reasoning in the context of discrete mathematical structures. Topics include proof techniques, mathematical logic, set theory, relations, elementary function theory and the Division Algorithm.

MT 210 Calculus and Analytical Geometry I (5 SH)
Pre-Requisite(s): MT 110 or placement
A study of elementary calculus with analytical geometry including the topics of integration, approximation, derivation of algebraic, logarithmic, exponential, trigonometric and inverse trigonometric functions with applications.

MT 211 Calculus and Analytical Geometry II (4 SH)
Pre-Requisite(s): MT 210
A continuation of Calculus and Analytical Geometry I, including the fundamental theorems, polar coordinates, indeterminate forms, improper integrals, infinite series and more analytical geometry.

MT 213 Calculus and Analytical Geometry III (4 SH)
Pre-Requisite(s): MT 211
A continuation of Calculus and Analytical Geometry II, including vectors and solid analytical geometry, partial differentiation, multiple integrals and line and surface integrals.

MT 260/360 Independent Study in Mathematics (2-4 SH)

MT 300 Modern Geometry and Logic (4 SH)
Semester Offered: Fall of even years
Pre-Requisite(s): MT 109, MT 110 or permission of instructor
Logic section includes simple and compound statements, valid arguments and inductive and deductive reasoning. The geometry covers axiomatic foundations of Euclidean and Non-Euclidean geometries, finite geometry, transformations, congruence, formal proofs, tessellations, fractals and use of computer graphics technology.

MT 303 The History of Mathematics (4 SH)
Semester Offered: Spring of even years
Pre-Requisite(s): MT 109, or permission of instructor
A cross-cultural historical study of mathematics over the past centuries; the mathematical thoughts from ancient to modern times, women in mathematics, biographies of mathematicians and application of mathematics to science.

MT 309 Differential Equations (4 SH)
Semester Offered: Fall of even years
Pre-Requisite(s): MT 211 or higher, or permission of instructor
Solution of various types of differential equations with interpretations and applications.

MT 311 Intermediate Analysis I (4 SH)
Semester Offered: Fall of even years
Pre-Requisite(s): MT 211 and junior status, or permission
Introductions to the real-number system, sequences, convergence, continuity and limits of functions, series, differentiation and Riemann integration.

MT 323 Modern Linear Algebra (4 SH)
Semester Offered: Spring of odd years
Pre-Requisite(s): MT 210 or higher, or permission of instructor
This course covers systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors.

MT 324 Modern Abstract Algebra (4 SH)
Semester Offered: Fall of odd years
Pre-Requisite(s): MT 211 and junior standing, or permission
This course introduces the concepts for abstract algebra: equivalence relations, isomorphism, group theory, modulo, integer and number theory, rings, integral domains and field. There is an emphasis on proofs.

MT 401 Senior Research (2 SH)
Senior capstone course, researching an area of mathematics of their interest. May begin research spring of junior year.
MUSIC (MU)

Note: Applied music credit towards graduation is limited to nine (9) hours. Students may continue to take applied music, but credits in excess of nine will not be counted in the 128 hours needed for graduation.

MU 100 Class Instruction in Voice (1 SH)
For beginners only.

MU 103 Private Instruction in Flute (1 SH)

MU 104 Introduction to the Art of Music (4 SH)
An aural examination of the musical elements of timbre, texture, rhythm, melody and harmony in musical styles from Gregorian Chant to the present.

MU 105 Private Instruction in Piano (1 SH)

MU 106 Private Instruction in Voice (1 SH)

MU 107 Flute Choir (1 SH)
Pre-Requisite(s): Open to any student with some flute experience, beginner to advanced.
Flute Choir repertoire will be chosen from music of all eras that will be performed at one or more concerts per semester. Participation allows for non-credit. Open to the community-at-large.

MU 108 Choir (1 SH)

MU 110 Private Instruction in Other Instruments (1 SH)

MU 111 Private Instruction in Composition (1 SH)

MU 112 Conducting (1 SH)
Pre-Requisite(s): Eight hours of theory or permission of instructor
An introductory course on basic conducting techniques for instrumental and choral applications, including mechanics of movement, music interpretation, rehearsal techniques and performance practices.

MU 114 Practicum: Making Music (4 SH)
This course provides the instruction and studio equipment necessary to explore self-expression through the use of sound. Instruction assists in the basic process of making aesthetic choices of sound, as well as learning fundamental studio recording techniques. This course is designed primarily for the non-musician and does not require previous musical experience.

MU 140 Fundamentals of Music (4 SH)
The basic elements of music including notation, clefs, interval recognition, scale construction and key signatures.

MU 160/260/360 Individual Investigation in Music (2-4 SH)
Independent study relating to methods and problems of research in the area of history and literature of music.

MU 170-79/270-79/370-79 Special Topics in Music (2-4 SH)
Applied Courses.

MU 214 Practicum: Making Music II (4 SH)
Pre-Requisite(s): MU 114
Continued exploration for the non-musician into the art and craft of self-expression through sound. Slightly more sophisticated and longer compositions are encouraged. More attention is given to the critique of the works written for the class.

MU 220 Intermediate Theory and Aural Communication (4 SH)
Pre-Requisite(s): MU 140
A continuation of MU 140 including sight-singing, triadic harmony, chorale harmonization and keyboard harmony.

MU 221/222 Advanced Theory and Aural Communication I, II (4, 4 SH)
Pre-Requisite(s): MU 221
A two-semester course which is a continuation of MU 220 including sight-singing, chromaticism and use of non-harmonic tones, modulations, contemporary notational systems and twentieth century compositional practices, analysis of melodic shape and construction and the writing of small vocal and instrumental pieces in specified forms.

MU 250/350 Internship in Music (1-5 SH)
An opportunity for field studies under professional supervision during the academic year and summer. Open to all students with permission.

MU 304 History and Literature of Music I (4 SH)
The Medieval, Renaissance and the Baroque. History of music literature and styles of western music through 1750.

MU 305 History and Literature of Music II (4 SH)
The Classical and the Romantic Eras. The Viennese School through the end of the nineteenth century.

MU 306 History and Literature of Music III (4 SH)
Music of the twentieth century. Nineteen hundred to the present.

MU 320 Theory: Counterpoint and Composition (4 SH)
Pre-Requisite(s): MU 222
Techniques of the sixteenth century. Analysis of polyphonic materials of the period; the canon and motet; the writing of voice and instrumental pieces in small forms.
MU 321 Theory: Orchestration (4 SH)
Pre-Requisite(s): MU 222
A study of the nature, range and use of the instruments of the modern orchestra; score-reading and interpretation. A study of the various techniques of orchestration both conventional and contemporary; practical application through the orchestrating of piano works.

MU 322 Composition (4 SH)
Pre-Requisite(s): MU 222
A study of the methods and materials of music composition through analysis of a wide stylistic range of music scores and the writing of original works for acoustic and/or electronic media.

MU 323 Advanced Composition (4 SH)
Pre-Requisite(s): MU 322
Advanced studies in the art of music composition, including analysis and interpretation of contemporary scores; the creation of new notational systems; and the writing of original works for acoustic and/or electronic media.

MU 400 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior Standing
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included and we will work towards creating a performance/installation within this multidisciplinary course. Cross listed as AT 400, DN 400, IM 400, FA 400, TH 406.

MU 404 Senior Project in Music (4 SH)
A major creative work in performance, composition, theory or history of music.

MU 405 Senior Project in Music II (4 SH)
A major creative work in performance, composition, theory or history of music.

PHYSICAL SCIENCE (PC)

PC 106 Introduction to Physical Science (4 SH)
An overview of some fundamental scientific concepts and their application to the physical world. Topics from physics, chemistry and earth science are covered. Laboratory material included. For non-science majors.

PC 170-79/270-79/370-79 Special Topics in Physical Science (2-4 SH)

PC 201 General Physics I (3 SH)
Pre-Requisite(s): MT 109 or higher, or permission of the instructor.
Concurrent Requisite(s): PC 201L
A study of classical mechanics including Newtonian dynamics, energy conservation and principles of oscillatory motion.

PC 201L General Physics I Lab (1 SH)
Concurrent Requisite(s): PC 201
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from PC 201.
Additional Lab Fee

PC 202 General Physics II (3 SH)
Pre-Requisite(s): PC 201 or permission of instructor
Concurrent Requisite(s): PC 202L

PC 202L General Physics II Lab (1 SH)
Concurrent Requisite(s): PC 202
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from PC 202.
Additional Lab Fee

PC 220 Physical Geology (3 SH)
Concurrent Requisite(s): PC 220L
An introduction to the principles of physical geology through lectures, laboratory exercises and local field trips. Open to all students.

PC 220L Physical Geology Lab (1 SH)
Concurrent Requisite(s): PC 220
Scheduled exercises and activities are designed to provide the student with hands-on experience with selected topics from PC 220.
Additional Lab Fee

PC 250/350 Internship in Physical Science (1-5 SH)
PHYSICAL SCIENCE (PE)

Note: Team Sports

Members of intercollegiate sports teams learn to improve their skills and playing ability in respective sports. The intercollegiate sports include women’s volleyball, women’s and men’s soccer, women’s and men’s basketball, women’s softball, women’s and men’s golf, football, baseball, swim team, women’s and men’s track & field, women’s and men’s cross-country and women’s and men’s tennis. Only two semester credits from team sports may count toward degree completion. All team sports are graded pass/fail.

PE 110 First Aid and CPR Certification (2 SH)
At the completion of this course students will be First Aid and CPR certified. 
Additional $35 Fee

PE 139 Swim Team (1 SH)
PE 142 Men’s Lacrosse Team (1 SH)
PE 143 Women’s Lacrosse Team (1 SH)
PE 146 Men’s Wrestling Team (1 SH)
PE 147 Women’s Soccer Team (1 SH)
PE 148 Women’s Volleyball Team (1 SH)
PE 150 Men’s Tennis Team (1 SH)
PE 151 Women’s Tennis Team (1 SH)
PE 152 Women’s Basketball Team (1 SH)
PE 153 Men’s Basketball Team (1 SH)
PE 154 Men’s Golf Team (1 SH)
PE 155 Men’s Soccer Team (1 SH)
PE 156 Women’s Softball Team (1 SH)
PE 157 Men’s Baseball (1 SH)
PE 158 Women’s Cross Country Team (1 SH)
PE 159 Men’s Cross Country Team (1 SH)
PE 185 Men’s Football (1 SH)
PE 186 Women’s Golf Team (1 SH)
PE 187 Men’s Track & Field Team (1 SH)
PE 188 Women’s Track & Field Team (1 SH)
PE 200 Body Wellness (2 SH)
This course involves guided explorations in movement fundamentals, relaxation techniques, exercises to increase strength, flexibility, ease of motion and dynamic alignment. The class consists of discussions on wellness, such as nutrition and stress reduction. Students participate in warm-up, aerobic workout and cool down through stretching. No dance experience is required.

PE 216 Anatomical Kinesiology (3 SH)
The exploration of the primary bones, joints and muscle groups that participate in vertical alignment and efficient movement. Explorations proceed with exercises designed to locate the positions and to experience the motions of these groups in the initiation of effective posture and efficient movement. Students in dance, athletics and riding may find this course of interest.

PE 220 Pilates I: Balance, Strength and Shape (2 SH)
This course introduces the student to Pilates, an exercise-based system that aims to develop the body’s center to create a stable core for efficient and effective movement. Students will be guided through a series of Pilates exercises intended to realign structure, improve balance and enhance motor skills. May be taken twice for academic credit. Cross-listed as DN 220.

PE 320 Pilates II: Balance, Strength and Shape (2 SH)
Pre-Requisite(s): DN 220 or PE 220
Study the fundamentals of Pilates mat work at the intermediate level. Emphasis is on strengthening the core muscles, increase body awareness and muscle tone, flexibility and coordination. May be taken twice for academic credit. Cross-listed as DN 320.

PRIOR LEARNING (PL)

PL 100 Prior Learning Portfolio Development (1 SH)
The goals of this course are to help students review their past experience to determine where significant learning has occurred, understand the difference between learning and experience and learn the skills necessary to prepare a prior learning portfolio.
COURSE DESCRIPTIONS

POLITICAL SCIENCE (PO)

PO 101 Introduction to Political Science (4 SH)
An introduction to the discipline of political science. The course focuses on the scope and nature of political science, the various subfields of the discipline and the basic political concepts, institutions and processes.

PO 110 American National Government (4 SH)
Centering on significant competing interpretations of the political system, the course is designed to develop an awareness of strategies of evidence and argument in the study of politics. Power relationships in the institutional settings of the Presidency, Congress and the Supreme Court; decision-making and influence in the American political system and political behavior.

PO 160/260/360 Individual Investigation in Political Science (2-4 SH)

PO 170-79/270-79/370-79 Special Topics in Political Science (2-4 SH)

PO 201 Introduction to Political Ideologies (4 SH)
An introductory examination of the competing ideologies that have dominated politics over the past century including liberalism, conservatism, democratic socialism, communism, anarchism and fascism. The course also explores several newer ideologies such as feminism, liberation theology, religious fundamentalism and environmentalism.

PO 202 Public Policy (4 SH)
An introduction to the policy-making process in the United States with an emphasis on the interactions among the various individual and institutional actors involved at all levels of government. The course explores theories of policy making, policy implementation and policy evaluation and focuses on several important policy areas including education, welfare, health care, civil rights, criminal justice, national defense and foreign policy.

PO 205 State and Local Government (4 SH)
An analysis of the organization, powers and processes of American state and local governments emphasizing their roles in policy determination and implementation and the major contemporary problems confronting them.

PO 208 America as a World Power (4 SH)
This course examines the evolution of American foreign policy from isolationism to regional and then global responsibilities. Themes include the increasing role of Presidents in setting policy and the clash between realism (national interest, usually as defined in military and economic terms) and idealism (transformative ideas like spreading democracy and nation-building and international cooperation in forums like the United Nations) in the making of U.S. foreign policy. Cross-listed as HI 208.

PO 212 Comparative Politics (4 SH)
A comparative study of the political processes in selected countries, as well as an introduction to systematic approaches and concepts to comparative politics.

PO 214 International Relations (4 SH)
An introduction to the key actors, concepts, theories, issues and political dynamics that shape world politics. The course explores the nature of the international system, the ways in which states and other global actors interact and the contemporary challenges facing the global community in the areas of peace and security, economics, human development and the environment.

PO 250/350 Internship (1-5 SH)

PO 310 European Politics (4 SH)
A comparative analysis of political institutions, processes and issues in selected European countries and the European Union. Topics include constitutional structures, legislative, executive and judicial processes, political party systems, electoral systems and domestic and foreign policies.

PO 311 Politics of Developing Countries (4 SH)
A comparative analysis of political institutions, processes and issues in selected countries of Africa, Asia, Latin America and the Middle East. Topics include constitutional structures, legislative, executive and judicial processes, political party systems, electoral systems and domestic and foreign policies.

PO 320 Constitutional Law (4 SH)
A study of the scope of federal powers, separation of powers and the federal system, the Bill of Rights, due process and equal protection. Cross-listed as CJ 324 and LG 324.

PO 321 International Organization and Law (4 SH)
An examination of international organizations and international law in the global arena. The course explores the characteristics and functions of various international organizations, including the United Nations and its related agencies and analyzes the evolution, scope and impact of international law. Emphasis will be placed on the role of international organizations and law as they relate to major issues including armed conflict, human rights, international trade and poverty.
**PO 330 Legislative Process (4 SH)**
An examination of the development and functioning of Congress and the legislative process. Topics include the powers and responsibilities of Congress, Congress’s role in policy making, Congressional leadership and committees and Congress’ relationship with the other branches of government, political parties and interest groups.

**PO 331 Judicial Process (4 SH)**
An examination of the development and functions of the judicial system in the United States and the role of courts in the policy process. Topics include theories of law and jurisprudence, the structure of the judiciary, civil and criminal procedures, judicial selection and decision-making and the impact of courts on the legislative and executive branches.

**PO 333 American Presidency (4 SH)**
An examination of the development and functioning of the office of the presidency. Topics include the powers and responsibilities of the president, presidential elections, the president’s impact on domestic and foreign policy and the president’s relationship with Congress, the bureaucracy and the American people.

**PO 340 Political Parties and Interest Groups (4 SH)**
An examination of the development, structure and function of political parties and interest groups in the United States. Special emphasis on the interrelationships between political parties and interest groups and governmental institutions, the policy process, public opinion and voting behavior.

**PO 341 Public Administration (4 SH)**
An examination of the basic principles and practices of administration in the public sector. Topics include administrative structures and organizations, intergovernmental relations, models of organization and decision-making, budgeting and financial management, personnel administration, ethics and leadership and the implementation of public policy in the federal system.

**PO 490 Senior Seminar (4 SH)**
An intensive, senior-level investigation of a selected topic in the field of political science. The course involves reviewing past research, developing and executing a research agenda and writing a research paper.

**PHILOSOPHY AND RELIGION (PR)**

**PR 101 Introduction to Philosophy (4 SH)**
An examination of some classical philosophical problems, including the existence and nature of the external world, the existence and nature of God, the relationship between appearance and reality and the possibility of true knowledge.

**PR 111 Issues in Western Culture (4 SH)**
An introduction to the values, structures, conflicts, assumptions and tendencies that have characterized cultures in the West during the past three thousand years. Such issues as human’s relationship to Nature, the meaning of heroism and the relationship between man and woman will be explored in both classic and contemporary texts.

**PR 238 World Religions (4 SH)**
The course will introduce students to several of the world’s major religious traditions, including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity and Islam. The course includes information about the founding figures, beliefs, rituals, concepts of the ultimate, social roles, moral codes and the histories of each respective tradition.

**PSYCHOLOGY (PS)**

**PS 101 General Psychology (4 SH)**
**Semester Offered:** Fall and Spring
An introductory course which utilizes a critical evaluation orientation to present the basic facts and principles from the various fields of psychology. This course is a prerequisite for all other psychology courses.

**PS 160/260/360 Individual Investigation in Psychology (2-4 SH)**
Readings and discussions in psychology in areas of the student’s needs and interests. Open to all psychology majors or by permission. See psychology faculty member.

**PS 170-79/270-79/370-79 Special Topics in Psychology (2-4 SH)**

**PS 204 Statistics (4 SH)**
**Semester Offered:** Fall
The student is exposed to basic descriptive and inferential statistics, emphasizing conceptual understanding.

**PS 220 Child Psychology (4 SH)**
**Pre-Requisite(s):** PS 101
Designed to assist the student in understanding the developing human being, focusing on how the child learns to adjust to the surrounding biosocial environment during approximately the first twelve years of life.

**PS 221 Sport Psychology (4 SH)**
**Pre-Requisite(s):** MN 200, SA 101
This course provides students with an introduction to the application of psychological principles to sport settings. Topics addressed in the course include motivation, leadership, anxiety management, teamwork, visualization, personality issues in sport and performance management. Cross-listed as SA 221.

**PS 222 Psychology of Personality (4 SH)**
**Pre-Requisite(s):** PS 101
The study of the nature of personality with emphasis on the application of theory to the understanding of human behavior.
PS 232 Social Psychology (4 SH)
Semester Offered: Alternate Years
Pre-Requisite(s): PS 101
The study of the effects of social stimuli on the individual’s thoughts, feelings and behavior. Topics include attitudes, group processes, interpersonal relations, perceptions, aggressions, altruism, social influence and environmental psychology.

PS 237 Human Sexuality (4 SH)
Semester Offered: Alternate Years
Pre-Requisite(s): PS 101
An introduction to human sexual response, behavior, attitudes and values. Offered alternate years.

PS 250/350 Internship in Psychology (1-5 SH)
An opportunity for field studies under professional supervision during the academic year and summer. Open to all students with permission.

PS 305 Psychology of Learning (4 SH)
Semester Offered: Alternate Years
Pre-Requisite(s): PS 101
Designed to introduce the student to the fundamental principles and theories of human and animal learning.

PS 311 Landmark Cases in Mental Health and the Law (4 SH)
The purpose of Landmark Cases in Mental Health and the Law is to introduce students to the major Supreme Court cases that have decided issues in mental health and related fields. This course will be a seminar in which students will read relevant case law in areas such as competency to stand trial, criminal responsibility, expert testimony, civil commitment, right to treatment, right to refuse treatment, capital punishment, workplace violence, etc. Additional readings will be assigned as new cases are published. Cross-listed as CJ 311, LG 311.

PS 318 Personality Assessment (4 SH)
Pre-Requisite(s): PS 101, 329, PS 204 or permission of the instructor
An overview of psychological and educational tests, the theory, design and the evaluation of the psychometric properties of tests as measurement tools.

PS 322 Adulthood and Aging (4 SH)
Pre-Requisite(s): PS 101
This course examines the processes and consequences of an increasingly aging population. It focuses on the U.S., but considers this phenomenon in other societies as well. Students will consider changes in the individual, social environment and institutions, including the growth of retirement communities, group differences, social services and social policies. Cross-listed as SS 322.

PS 324 Physiological Psychology (4 SH)
Pre-Requisite(s): PS 101
A study of the anatomical and physiological correlations between animal and human behavior.

PS 325 Research Methods (4 SH)
Semester Offered: Fall
Pre-Requisite(s): PS 101, PS 204
An introduction to philosophical issues related to science, research design and the research report, with emphasis on the conduct of an experiment by the student in close collaboration with the instructor.

PS 327 Death Penalty in America (4 SH)
The Death Penalty in America is a course designed to introduce students to the legal, psychological and practical aspects of the death penalty. Emphasis will be placed on the landmark Supreme Court cases and the role that mental health experts play in death penalty litigation. There will be ample opportunity for discussion and debate. Cross-listed as CJ 327, LG 327.

PS 329 Abnormal Psychology (4 SH)
Pre-Requisite(s): PS 101 or permission of the instructor
A study of behavior pathology, presenting aberrant behavior as either a logical extension of learned adjustment mechanism in response to critical and extreme situations or a societal label for behaviors violating the public order.

PS 330 Juvenile Delinquency (4 SH)
This course will objectively present diverse views and perspectives of juvenile delinquency and its interdisciplinary nature. This course offers an introduction to the field of juvenile delinquency and explores the concepts, theories, social, community and environmental influences and the justice system, as they relate to juvenile crime. Cross-listed as CJ 330, SS 330.
PS 335 Introduction to Clinical Psychology (4 SH)
Pre-Requisite(s): PS 101, PS 222, PS 329
An overview of psychotherapeutic theory, diagnosis and intervention strategy.

PS 336 Cognitive Psychology (4 SH)
Semester Offered: Alternate Years
Pre-Requisite(s): PS 101 and sophomore status.
Designed to examine the cognitive representation of information, problem-solving strategies, attention, perception, decision making and language.

PS 345 Psychology and Law (4 SH)
Pre-Requisite(s): PS 101
This course examines the relationship between psychology and law. The structure of the course will be lectures, discussion, case presentations, debate and direct observation. Both academic and practical experiences will cover juries, civil commitment, violence prediction, competency, the insanity defense, eyewitness testimony and the death penalty. Cross-listed as CJ 345, LG 345.

PS 400 Psychology Research Seminar (4 SH)
Semester Offered: Spring
Pre-Requisite(s): Psychology majors with junior or senior status or permission of the instructor; PS 204, PS 325
Students demonstrate advanced psychological knowledge and skills by conducting an original research project of their own design.

SPORT MANAGEMENT (SA)

SA 101 Introduction to Sport Management (4 SH)
This course is an introduction to the field of sport management. Functions of management, skills and attributes required to be a sport manager are discussed. Attention is focused on how the managerial process relates to sport organizations and their products.

SA 170-79/270-79/370-79 Special Topics in Sport Management (2-4 SH)
Courses in topics of special interest of faculty members and students are offered from time to time. For complete course descriptions, students are directed to the schedule of classes, available in the Registrar’s Office.

SA 203 Sport Marketing and Communications (4 SH)
Pre-Requisite(s): MN 200, SA 101
A study of basic marketing and media concepts as they specifically relate to sports programs and organizations. Topics include promotions and public relations, sports consumer behavior, market analysis, marketing information management, marketing plans, sports journalism, broadcast communications and sponsorship.

SA 204 Sports Communication (4 SH)
Pre-Requisite(s): MN 200, SA 101
Sport has been described as “one of the most pervasive social institutions in the United States” and its importance can easily be seen in terms of hourly news coverage, personal conversations, economic contributions, participant involvement, etc. This course focuses on how the communication of sports influences perceptions of social reality and individual and group identity. Our understanding of various communication concepts and research techniques will be built through the discussions and applications of the assigned reserved readings. Cross-listed as CM 204.

SA 205 Sports Facility Planning, Operations and Management (4 SH)
Pre-Requisite(s): MN 200, SA 101
This course explores the management function as it relates to the operation of sports and recreation facilities, including public and private venues, non-profit and scholastic facilities, as well as aspects relative to larger arenas. The course explores the issues of security, risk evaluation and management and specific issues relevant to management of operations in a sports facility.

SA 220 Sport Sociology (4 SH)
Pre-Requisite(s): MN 200, SA 101
This course provides students with an understanding of the social aspects of sport, with emphasis on the interrelationship of sport and society. Students will be encouraged to think critically on topics such as social values, education, religion, socialization, mass media, sexism and racism as they relate to the sports industry. Cross-listed as SO 220.

SA 221 Sport Psychology (4 SH)
Pre-Requisite(s): MN 200
This course provides students with an introduction to the application of psychological principles to sport settings. Topics addressed in the course include motivation, leadership, anxiety management, teamwork, visualization, personality issues in sport and performance management. Cross-listed as PS 221.

SA 250/350 Internship in Sport Management (1-5 SH)
This course provides the opportunity for students to gain valuable experience by participating in an actual working environment in his or her own area of interest.

SA 305 Management Issues in the Sports Industry (4 SH)
Pre-Requisite(s): MN 200, SA 101
Examines management issues as they relate to sports departments and organizations. Topics include league operations, governance, the role and impact of the media, labor/management issues, licensing, financing, resource planning, strategy, scheduling, program development and sponsorship. At the collegiate level, topics will include an overview of the organizational structure of the intercollegiate athletic department, conferences, Title IX/gender equity and the NCAA.
SA 311 Sports Events, Promotion and Sales Management (4 SH)
Pre-Requisite(s): MN 200, SA 101
This course is designed to provide students with the theory, the conceptual framework and the practices associated with organization, promotion and sales associated with sporting events and associated products. Content includes rationale and benefits of promotion and sales, sponsorship proposals, licensing programs and solicitation of sponsors.

SA 315 Legal Issues in Sports (4 SH)
Pre-Requisite(s): SA 101, MN 200
A presentation of the basic legal issues and interpretation of the law as it applies to sports and recreation. Topics include contracts, torts, regulation of sports, legal terminology and legal principles as applied to the administration and management of sports programs. Emphasis is on identifying and analyzing legal issues, the implications of those issues and the options for limiting the liability of sports organizations. Cross-listed with LG 312.

SA 320 Leadership in Sports (4 SH)
Pre-Requisite(s): MN 200, SA 101
An in-depth look at management and leadership theories and practices as they relate to sport organizations. Leadership styles, traits, philosophies and the ability to be an effective leader in different situations are examined. The course will also focus on the process of recruiting, developing, motivating and evaluating personnel and their impact on sport leadership.

SA 321 Sports in Education (4 SH)
Pre-Requisite(s): MN 200, SA 101
This course focuses on organizational structures, administrative techniques and the legal considerations in high school and college/university settings. Topics covered include governing bodies in local, state and national institutions, risk management, program development and facility planning as applicable to educational settings.

SO 111 Introduction to Sociology (4 SH)
A study of the interaction between the individual and the larger society. Topics include the nature of society, social conditions, social organization and social change. Projects take students into the field.

SO 112 Social Issues (4 SH)
SO 340 Health Care (4 SH)
Pre-Requisite(s): Any introductory level social science course. The course examines medical care in the U.S. as a social institution within a social environment. Topics include the development and growth of health care as a powerful institution, the increasing role of corporations, the effects of ethnicity, gender and social class and social factors in illness and medical social work.

SO 345 Inequality (4 SH)
This course examines the classic questions concerning allocation of scarce and desired goods and privileges in society. Emphasis will be placed on how institutions reinforce inequality and how changes occur.

SO 348 Gender Roles (4 SH)
An analysis of the socialization process and social patterns that assign different expectations and behavior by sex. The effects of various institutions, including schools, mass media, politics, the labor market and the military will be examined.

SO 400 Senior Seminar (4 SH)
A course designed to integrate and enlarge upon work taken in various sociology courses. The content is developed in conjunction with the instructor and involves a major research project.

SPANISH (SP)

SP 101 Beginning Spanish I (4 SH)
This course is designed to emphasize listening, speaking, reading and writing. Grammatical structures, vocabulary and readings are presented as tools for developing communications skills. The course also aims to foster culture awareness of the Spanish-speaking world.

SP 102 Beginning Spanish II (4 SH)
A continuation of Elementary Spanish I, the course focuses on the skills acquired in the first term, as students continue to develop their communicative language skills.

SP 170-79/270-79/370-79 Special Topics in Spanish (2-4 SH)
Recent special topics courses have been taught on authors and periods of particular interest to students.

SP 201 Intermediate Spanish I (4 SH)
Pre-Requisite(s): SP 102 with a grade C- or better placement test. The first half of the one-year sequence in Intermediate Spanish. The course includes a review of the basic language structures and introduces advance structures. The course has a strong cultural component through an interactive classroom atmosphere.

SP 202 Intermediate Spanish II (4 SH)
Pre-Requisite(s): SP 201 with a grade C- or better This second half of the one-year sequence in Intermediate Spanish. The course includes a review of the basic language structures and introduces advance structures. The course has a strong cultural component through an interactive classroom atmosphere.

SP 220 Spanish Conversation and Composition (4 SH)
Pre-Requisite(s): SP 202 with a grade C- or better The course is designed to develop skill and accuracy in spoken and written Spanish.

SP 225 Hispanic Culture and Civilization (4 SH)
Pre-Requisite(s): SP 202 with a grade C- or better, or interview. This course, conducted in Spanish, is an introduction to the study of the social and cultural histories of Hispanic communities in Latin America, Spain and the United States. We will discuss main cultural issues regarding gender, politics and economics in contemporary global society.

SP 250/350 Internship in Spanish (1-5 SH)
The department assists students in arranging internship opportunities with multinational companies both in the U.S. and abroad. Students may take internships during the semester as well as during the summer.

SP 260/360 Independent Studies in Spanish (2-4 SH)
Independent studies are available beyond the 107 level by agreement with the instructor

SP 300 Spanish Translation (4 SH)
Pre-Requisite(s): SP 102 or permission of the instructor This course focuses on the assessment and translation of a variety of texts, including business documents, newspaper articles on current issues and literary texts. Oral presentations of student work are emphasized.

SP 301 Spanish for the Professional Environment (4 SH)
This course serves as an introduction to the professional culture of Hispanic countries and societies. Students will prepare for a successful professional experience abroad or in a multinational organization in the U.S. Topics and learning outcomes will include: creating a resume or curriculum vita in the second language, proficiency in basic professional correspondence, familiarity with different types of enterprises, organizational structures, marketing, banking and finance, accounting, the employment market, insurance, daily activities in an office, economics, transportation, information technology applications, etiquette in a variety of professional situations, shipping and customs, etc. Interactive work with visual media and IT applications is emphasized and the course will be taught primarily in the target language.
SP 320 Introduction to Spanish Literature (4 SH)
Pre-Requisite(s): One 100-course with a grade C- or better or permission of the instructor.
This course, conducted in Spanish, will provide an overview of Spanish literature terms and concepts through literary texts. This course analyses contemporary literary genres such as novel, poetry, theatre and short story.

SP 330 Spanish American Cinema (4 SH)
Pre-Requisite(s): One 200-level course in Spanish.
This course provides a survey of Spanish-American cinema which connects visual arts and cultural trends.

SP 335 Spanish Art and Architecture (4 SH)
Pre-Requisite(s): One 200-level course in Spanish.
This course is an introduction to the twentieth and twenty-first centuries art practices and theories in the Spanish-speaking world. The emphasis will be given to the relationship between art, history and modernity.

SP 338/339 Readings in Spanish Literature and Culture (4, 4 SH)
An introduction to a variety of texts and their discussion in Spanish. Interactive oral exercises to build student fluency are emphasized. Offered on campus and at centers abroad.

SP 340 Language and Study Abroad (4 SH)
Pre-Requisite(s): SP 102 with a grade C- or better
This class is taught in the context of the language study abroad program. It provides cultural and language skills while travelling abroad. The course deals with contemporary major political, social, economical and cultural issues of the country visited.

SP 410 Spanish American Literature (4 SH)
Pre-Requisite(s): One 200-level course in Spanish or permission of the instructor.
This course provides a survey of Spanish American Literature. Particular attention will be given to the twenty-first century and the interstices between literature and social change. This is a course in which students will develop a critical thinking and writing.

SP 411 Readings in Spanish Literature and Culture (4 SH)
Pre-Requisite(s): One 200-level course in Spanish or permission of the instructor.
This course focuses on a particular literary figure or topic of the Hispanic cultures. The materials covered during this class will allow interdisciplinary approaches. Students will be responsible for an intensive research and writing work.

SP 490 Senior Research Project (4 SH)
Students preparing a thesis take this course in their final semester of the year they are scheduled to graduate. The course will cover development of a written proposal in consultation with the faculty member of the student’s choice, weekly meetings with the thesis advisor to assess progress, develop thesis focus and explore challenges and issues of research methods. Submission of the thesis to the advisor in the penultimate week of classes is required.

SOCIAL SCIENCES (SS)

SS 239 Death and Dying (4 SH)
An interdisciplinary course which brings together the writings of experts in a variety of fields dealing with the complex and sensitive topic of death and dying. Topics include the social and historical meanings of death in cultural context, changing personal attitudes, the personal experience related to grief and widowhood, as well as the moral dilemmas of suicide, euthanasia, abortion and the right to die.

SS 322 Adulthood and Aging (4 SH)
Pre-Requisite(s): PS 101
This course examines the processes and consequences of an increasingly aging population. It focuses on the U.S., but considers this phenomenon in other societies as well. Students will consider changes in the individual, social environment and institutions, including the growth of retirement communities, group differences, social services and social policies. Cross-listed as PS 322.

SS 330 Juvenile Delinquency (4 SH)
This course on will objectively present diverse views and perspectives of juvenile delinquency and its interdisciplinary nature. This course offers an introduction to the field of juvenile delinquency and explores the concepts, theories, social, community and environmental influences and the justice system, as they relate to juvenile crime. Cross-listed as CJ 330, PS 330.

SS 334 Methods of Field Research (4 SH)
Pre-Requisite(s): PS 204 recommended
This course focuses on the acquisition of skills in social research and their practical application. Students will be supervised in actual field research.
THEATRE (TH)

TH 100/200/300/400 Theatre Practicum I, II, III, IV (1 SH each)
Pre-Requisite(s): Theatre concentration students only or permission of the instructor
Participation in main stage theatre productions in the areas of acting, technical operations, stage management, running crew, etc.

TH 104 Introduction to Theater (4 SH)
An overview of theatre in theory and practice including an introduction to dramatic forms, performance and technical theatre. Students will be involved in several short studio productions as part of the course.

TH 106 Acting I (4 SH)
Pre-Requisite(s): TH 104
A studio course in basic acting skills which prepares the student for eventual work on dramatic scenes and plays. The course introduces the student to the major principles of Konstantin Stanislavski’s work on acting technique, utilizing exercises in physical action, given circumstances, imagination, attention, communion, sense of truth, scene analysis, tempo-rhythm and emotion memory.

TH 107 Introduction to Technical Theatre (4 SH)
This course examines working in the theatre space by introducing students to tools, stage equipment, use of hardware, knowledge of materials, lighting, safety and current technology as it applies to creating a theatrical production.

TH 108 Performance Theory and Analysis (4 SH)
Pre-Requisite(s): TH 104
An introduction to some of the major theoretical models and tools for analysis of the theatrical event. This course is designed to prepare the student to look at a theatrical event from different critical perspectives and to think, speak and write about such events within a coherent theoretical framework. The course will include study of the writings of Aristotle, Stanislavski and Brecht, among others and will explore the cross-influence of anthropology, psychology, literary theory and biology with theatrical art. The application of theory will be studied in practical in-class performance.

TH 201 History of the Theatre I (4 SH)
This course examines theater practices from the Greeks through the Renaissance, through the exploration of scripts, physical structures, conventions and biographies. The relationship between the theater and the society of the time is discussed.

TH 202 History of the Theatre II (4 SH)
The continuation of TH 201, covering theater practices to the early twentieth century. These two courses need not be taken in sequence.

TH 203 Theatrical Makeup (4 SH)
Theatrical stage makeup for the performer. The course is devoted to character analysis, application and design, through the skills and principles of applying makeup and adapting designs to fit the facial structure.

TH 206 Acting II (4 SH)
Pre-Requisite(s): TH 106
A studio course in scene study and performance. Through rehearsal and in-class performance of scenes selected from dramatic literature, students will learn how to apply basic acting skills to practical performance situations. Special emphasis is placed on practical analysis of a dramatic scene for its acting values and the actor’s technical approach to giving the scene creative life.

TH 207 Dramatic Literature I (4 SH)
Pre-Requisite(s): TH 108 or EN 140.
A survey of some of the major dramatic works in world literature, from ancient Greece through the Renaissance. This seminar course includes reading, intensive group discussion and critical writing about theatrical play scripts.

TH 208 Dramatic Literature II (4 SH)
Pre-Requisite(s): TH 207
A continuation of Dramatic Literature I, this course surveys some of the major dramatic works in world literature, from the Renaissance through the present day. This seminar course includes reading, intensive group discussion and critical writing about theatrical play scripts.

TH 210 Physical Training and Performance Techniques (4 SH)
Pre-Requisite(s): TH 108
A studio course in preparing the performer’s body for work in the theatre. The course will introduce the student to the tools of amplification, equilibrium, opposition and physical characterization. The student will learn a variety of exercises from different training methods, such as Michael Chekhov technique, Meyerhold’s biomechanics and the Polish Laboratory Theatre’s plastique exercises, as well as a variety of performance techniques, such as clowning and tumbling.

TH 160/260/360 Individual Investigation in Theatre (2-4 SH)
A conference course dealing with individual intensive work in the following categories: playwriting, acting, directing, historical research, design, speech and film. Permission of the instructor is required. May be repeated.

TH 170-79/270-79/370-79 Special Topics in Theatre (2-4 SH)
Theatrical topics of an advanced or specialized nature not covered in the regular course program are occasionally offered. Recent offerings have included African Theater, History of Musical Theater and Advanced Stage Lighting.
TH 211 Vocal Training and Performance Techniques (4 SH)
Pre-Requisite(s): TH 108
A studio course in preparing the performer’s voice for work in the theatre. The course will introduce the student to training methods which expand the range and subtext and vocal resonators.

TH 220 Stagecraft (4 SH)
Pre-Requisite(s): TH107 or permission of the instructor
The course explores methods, techniques and theories based on the principles and practical conventions of set construction, drafting interpretation for prop and scenery design and scenic painting.

TH 250/350 Internship in Theatre (1-5 SH)
An opportunity for field studies under professional supervision during the academic year and summer. Open to all students with permission.

TH 304 Scenic Design (4 SH)
Pre-Requisite(s): TH 107
The basic principles of scene design are examined through script analysis as it related to ground plan formulation in theatrical spaces. Drafting, perspective drawing, rendering skills, set construction and scenic painting are explored as tools for creating and developing a theatrical scenic design concept.

TH 308 Directing (4 SH)
Pre-Requisite(s): Permission of the instructor
A study of the elements and techniques employed to project the values inherent in a play. Presentation of act plays.

TH 315 Lighting Design (4 SH)
This course is designed to teach the fundamentals of theatrical lighting utilizing both theoretical and practical approaches.

TH 316 Playwriting (4 SH)
Pre-Requisite(s): Competence in written English and one course in dramatic literature or theater history or permission of the instructor
A skills and information course in writing for the stage. Practical consideration of how the playwright controls plot, characterization and language to reveal thought is examined through creative exercises in writing in the dramatic form.

TH 319 Costume Design (4 SH)
Pre-Requisite(s): One course in theater history or dramatic literature or permission of the instructor
A study of the history of dress and how it is modified and adapted to serve dramatic purpose on stage. Includes practical aspects of costume construction.

TH 404 Senior Project in Theatre (4 SH)
The Senior Project is the final project for B.F.A. candidates and is the culmination of the student’s work in the chosen area.

TH 405 Senior Project in Theatre (4 SH)
The Senior Project is the final project for B.F.A. candidates and is the culmination of the student’s work in the chosen area.

TH 406 Multidisciplinary Art and Digital Performance (4 SH)
Pre-Requisite(s): Junior or Senior Standing
This course explores experimental and traditional work of integrating digital technologies into visual, dance, music and theater performances. This includes working with digital projections, real-time processing of data (i.e. music data connected and controlling visual display or devices controlling instruments/sounds), sensors, motion tracking via software and other emerging technologies. Reading about contemporary performances and art will be included and we will work towards creating a performance/installation within this multidisciplinary course. Cross listed as AT 400, DN 400, FA 400, IM 400, MU 400.
STUDENT HANDBOOK

The Student Handbook is designed to furnish information about Lake Erie College policies, regulations, standards and services. It is intended as a guide to the privileges and responsibilities of membership in the College community. Each Lake Erie College student is responsible for reading the Student Handbook so that he/she may understand the policies and regulations by which he/she is bound. Policies and regulations are subject to constant review and revision by students, staff, faculty and administration. The College reserves the right to change any provision, regulation or requirement set forth herein.

CIVILITY STATEMENT

Student Life Office of Lake Erie College promotes an environment of tolerance for others. Fostering a community based on civility toward one another which is guided by a principal of self-responsibility and accountability for actions. An environment rich in difference is vital to the College experience. In a community of scholarship and citizenship there is no place for hurtful behavior. Specifically:

Safety/ Social Responsibility/ Accountability

- Lake Erie College emphasizes the importance of individual responsibility and accountability in the lives of all students.
- All members of the college community strive to create a positive environment through considerate conduct. A living community that promotes and adheres to all policies stated within the student handbook.

Academics

- It is the obligation of all community members to preserve an atmosphere conducive to the freedom to teach and to learn. The College is committed to creating and maintaining a positive learning and working environment both in and out of the classroom.
- Students who submit academic work that is not their own are betraying the academic mission of the College.

Diversity

- Civility can be displayed when a person is willing to embrace diversity and respect individuals with differing backgrounds, beliefs, and cultures. All members of the College community are equal and accountable to each other. The College recognizes and welcomes a community comprised of diverse thought in order to provide an atmosphere of cross-cultural understanding so that we can better embrace diversity and celebrate difference.

Respect

- It is with understanding that each member of the community interact with one another according to the “Golden Rule” which is defined as “treating others how you would want to be treated.” Our community is guided by an underlining respect for self, others and property. It is believed that those residing in the community will coexist peacefully and understand that your personal choices do have an effect on the community as a whole.
- Students/Faculty & Staff are encouraged to become involved members of the campus community in order to learn how to serve the greater good through their contributions as global citizens.
CODE OF CONDUCT

The enrollment of a student shall be construed as both evidence and a pledge that the student accepts the standards, regulations and policies of Lake Erie College and agrees to abide by them. Conduct that interferes with the efforts of others to secure an education, enjoy a recreational event or to reside or participate in an environment that is safe, clean, quiet and conducive to study is prohibited. Students are required to show due respect and courtesy to their peers, faculty and staff at all times. The College reserves the right to impose disciplinary sanctions up to and including expulsion upon any student who refuses to or cannot abide by the standards, regulations, and policies set forth by the College.

Responsible Behavior

The philosophy of responsible behavior at Lake Erie College encompasses the developing maturity of each student, not only academically and socially, but also in the acceptance of responsibility for personal actions. The guidelines include an expectation that student behavior, both individual and collective, will convey a respect for the College community as a whole. The College does not intend to dictate conformity of its students and promotes the belief that personal freedom and expression are necessary components to the development of ethical and moral values. However, the College has the responsibility and the authority to establish standards of behavior for the College community. Similarly, the College will not condone violations of local, state, or federal laws on or off campus.

As it is impossible to account for every type of behavior, the following list is not to be construed as all-inclusive. Each Lake Erie College student has appeal rights as prescribed in the policies and standards of the institution, except in cases where the possibility of eminent danger exists.

Minimum Sanctions

In order to promote consistency in the judicial process at Lake Erie College, this section specifies minimum sanctions for the individual code. A student may receive more than the minimum sanction depending on the nature of the incident and severity of the violation at any time. The Presidential Interim Suspension may be used as a minimum sanction for any of these violations if deemed necessary by the President of the College or his designee.

Prohibited Behaviors

Any student charged with an act that violates the standards, rules and regulations of Lake Erie College on or off campus, even if classes are not in session, is subject to the judicial process prescribed by the College. If the student is found in violation, disciplinary action will be implemented as deemed appropriate. Examples of prohibited behavior include, but are not limited to:

Code I: Bodily Harm

Any act that causes injury or the threat of injury to self, any implied threatening action or verbal/written threat that causes others to believe one is at risk of inflicting harm to oneself. Sanction-Appointment with the director of health & wellness center; parental notification; development of a wellness plan.

Code II: Discourtesy to Faculty or Staff

Rudeness, profanity and/or insulting behavior on the part of a student directed toward a faculty or staff member. Sanction- Disciplinary warning; educational task

Code III: Disorderly Conduct

Any behavior, on or off campus, which affects the academic performance of the student or fellow students that offends the sensibilities of others, or causes property damage, injury to others or involves outside agencies such as the police. This code is in place to cover policy violations that have not been labeled and may include any form of Bullying. Sanction- Disciplinary/social probation; educational task.
Code IV: Disruptive Noise

Any noise that disturbs the peace and tranquility of the residence hall or campus during established quiet hours; any excessive noise that disturbs the College community at any time during 24-hour Courtesy Hours. Sanction- Disciplinary warning; educational task

Code V: Failure to Respond

Ignoring a staff member’s reasonable request (emails, phone messages, etc) is cause for College action. Sanction- Disciplinary warning; educational task.

Code VI: Fire Safety

Any violation of fire safety regulations including, but not limited to:

- tampering with fire equipment;
- making a false alarm;
- interfering with the duties of fire officials;
- failure to evacuate a building;
- setting any unauthorized fire in or on College property
- burning candles/incense in College owned/leased building

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Sanction</th>
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<tbody>
<tr>
<td>Tampering with Fire Equipment</td>
<td>Removal from College housing;</td>
</tr>
<tr>
<td>False Alarm</td>
<td>Educational task</td>
</tr>
<tr>
<td></td>
<td>Letter to parents</td>
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<tr>
<td></td>
<td>$200 fine</td>
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<tr>
<td>Failure to Evacuate</td>
<td>Disciplinary/social probation</td>
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<tr>
<td></td>
<td>Letter to parent/guardian</td>
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<tr>
<td></td>
<td>$50 fine</td>
</tr>
<tr>
<td>Setting an unauthorized fire</td>
<td>Permanent removal from College housing</td>
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<tr>
<td></td>
<td>Recommendation for suspension</td>
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<tr>
<td></td>
<td>$500 fine, Restitution</td>
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<tr>
<td>First offense-candles/Incense</td>
<td>Disciplinary warning</td>
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<td></td>
<td>Educational task</td>
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<td></td>
<td>$25 fine</td>
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</tbody>
</table>

Code VII: Fraternization

Romantic, sexual and exploitative relationships between employees and students including but not limited to: dating, pursuing to date, and pursuing or having romantic or sexual relationships with employees. Sanction- Educational task; restricted contact

Code VIII: Gambling

The playing of cards or any other game of chance or skill for money or other items of value. Sanction-Disciplinary/social probation; educational task; $50 fine

Code IX: Illegal Entry/Trespassing

Unauthorized entry includes, but is not limited to, the use of keys not assigned to the entrant. Unauthorized entry into or presence in any College building, office, room or student room. Sanction- Disciplinary warning; educational task; denial of access.
Code X: Student Identification

Failure to submit identification to a duly authorized and properly identified College official. Interfering with or giving a false name to or not cooperating with any properly identified College or Emergency personnel (Police, Fire, EMT etc) in the performance of their official duties. Lending, selling, or otherwise transferring a student identification card or any other form of legal identification. Use of a student identification card or any other form of identification by anyone other than its original holder. Sanction- Disciplinary warning; educational task.

Code XI: College Keys

Possession, use, or duplication of College keys without the consent of those staff members responsible. Sanction- Disciplinary warning; educational task

Code XII: College Computers

Any act that violates the rules and regulations established by Information Technology (IT) or misuse of any College computer. Sanction- Disciplinary warning; educational task

Code XIII: College Facilities, Property or Equipment

Any use of or act that violates the use of College facilities, property, and/or equipment without proper consent of those responsible. Sanction- Disciplinary warning; educational task; restitution (if necessary)

Code XIV: College Telephones

Use of the College telephones, including main lines without the consent of those staff members responsible. Sanction- Disciplinary warning; educational task

Code XV: Falsification of Records/Contracts

Altering, counterfeiting, forging, or causing to be altered, falsified, counterfeited or forged any record, form, or document used by the College. Violation of contractual agreements between a student and the College, including discipline under this code; intentionally falsifying or omitting information on any College record, form or document, including but not limited to, application for admission and application for financial aid. Sanction- Disciplinary/social probation; educational task

Code XVI: Traffic and Vehicle Regulations

Any act that violates regulations concerning traffic, parking, motor vehicles, and bicycles as specified in College policy and/or their control. Sanction-see Security section

Code XVII: Damage to Property/Vandalism

Malicious or unauthorized intentional damage to property belonging to the College, or to a member of or a visitor to the College community. This includes, but is not limited to, the unauthorized removal of or tampering with system and/or program files in any College-owned computer. Students will be held responsible for unintentional damages due to negligence (broken keys, IDs, etc). Sanction- Disciplinary/social probation; restitution (min. $25); educational task; restriction of privileges; denial of Access
**Code XVIII: Receipt of Stolen Goods**

Obtaining property one knows or has reason to believe is stolen. Sanction- Disciplinary/social probation; educational task; $50 fine

**Code XIX: Sale/Exchange of Stolen Property**

Sale or transfer by any means of property one knows or has reason to believe is stolen. Sanction- Disciplinary/social probation; educational task; $50 fine

**Code XX: Theft**

The unlawful taking of College property or property belonging to another person. Sanction- Disciplinary/social probation; educational task; reimburse victim(s); $100 fine

**Code XXI: Alcoholic Beverages**

Any act that violates College, local, and/or state policy on the consumption, possession and/or advertising of alcoholic beverages. Intoxication is not permitted in College buildings or on College grounds.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Sanction</th>
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<tbody>
<tr>
<td>First Offense</td>
<td>Disciplinary/social probation</td>
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<td></td>
<td>Letter to parents</td>
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<tr>
<td></td>
<td>Educational task</td>
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<tr>
<td></td>
<td>$75 fine (keg-$250)</td>
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<tr>
<td>Second Offense</td>
<td>Disciplinary/social probation</td>
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<td></td>
<td>Letter to parents</td>
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<td></td>
<td>Educational task</td>
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<tr>
<td></td>
<td>Alcohol assessment</td>
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<tr>
<td></td>
<td>$125 fine</td>
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<tr>
<td>Third Offense</td>
<td>Permanent removal from College housing</td>
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<td></td>
<td>Letter to parents</td>
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<td></td>
<td>Educational task</td>
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<td>$200 fine</td>
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</table>
Code XXII: Drugs

Possession or use (without valid medical or dental prescription), manufacture, furnishing or sale of any narcotic, dangerous or illegal drug, or any other violation of College policy regarding drugs. Students will face judicial charges if they are found abusing prescription and over-the-counter drugs as well. *When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Sanction</th>
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<tbody>
<tr>
<td>First Offense Marijuana</td>
<td>Permanent removal from College housing</td>
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<td></td>
<td>$150 fine</td>
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<td></td>
<td>Letter to parent/guardian</td>
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<td></td>
<td>Drug assessment</td>
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<tr>
<td></td>
<td>Educational task</td>
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<tr>
<td>Second Offense Marijuana</td>
<td>Recommendation for suspension</td>
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<tr>
<td></td>
<td>$200 fine</td>
</tr>
<tr>
<td></td>
<td>Letter to parent/guardian</td>
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<tr>
<td>Other Drugs</td>
<td>Recommendation for suspension</td>
</tr>
<tr>
<td></td>
<td>$300 fine</td>
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<tr>
<td></td>
<td>Letter to parent/guardian</td>
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<tr>
<td>Selling/distribution of drugs</td>
<td>Recommendation for suspension or expulsion</td>
</tr>
</tbody>
</table>

*When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus.

Code XXIII: Fireworks

Possession or use of any explosive device, including, but not limited to firecrackers, cherry bombs, bottle rockets, and dynamite.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Sanction</th>
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<tbody>
<tr>
<td>Possession</td>
<td>Disciplinary/social probation</td>
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<td></td>
<td>Educational task</td>
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<td></td>
<td>$25 fine</td>
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<tr>
<td>Use</td>
<td>Disciplinary/social probation</td>
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<td></td>
<td>Educational task</td>
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<td></td>
<td>$50 fine</td>
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</tbody>
</table>

Code XXIV: Weapons

Possession of weapons including, but not limited to, airsoft guns, knives, firearms and explosive devices, on College property or at events sponsored by the College or any recognized College organization.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Sanction</th>
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<tbody>
<tr>
<td>Airsoft Guns</td>
<td>Immediate confiscation of gun(s)</td>
</tr>
<tr>
<td></td>
<td>Damage fine</td>
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<tr>
<td>Knives or objects intended to harm others:</td>
<td>Removal from College housing;</td>
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<tr>
<td></td>
<td>Letter to parent/Guardian</td>
</tr>
<tr>
<td></td>
<td>$200 fine</td>
</tr>
<tr>
<td>Firearms/Explosives</td>
<td>Removal from College housing</td>
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<tr>
<td></td>
<td>Letter to parent/guardian</td>
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<tr>
<td></td>
<td>Recommendation for suspension/expulsion</td>
</tr>
</tbody>
</table>
**Code XXV: Assault**

Inappropriate or disrespectful conduct or communication directed toward faculty, staff, student within the Lake Erie College community in any form resulting in verbal or physical abuse including but not limited to that which is of a sexual, racial or ethnic nature.

Behavior known as "cyberbullying" and leads toward a defamation of one’s character through social media outlets, including but not limited to Facebook, Twitter, email, text, etc. Sanction- Removal from College housing; restitution; social probation; restricted access; parental notification

**Code XXVI: Harassment**

Inappropriate or disrespectful conduct or communication (online messages- IM, Facebook etc) in any form, including, but not limited to, that which is of a sexual, racial or ethnic nature. Sanction-Disciplinary/social probation; educational task; restriction of privileges

**Code XXVII: Hazing**

Any act by an individual or group that injures, degrades, harasses or disgraces any person. Sanction- Disciplinary/social probation; educational task; restriction of privileges

**Code XXVIII: Sexual Assault**

Any kind of sexual conduct (penetration), however slight, or contact (touching), that is unwanted, that involves force, threat of force, intimidation or coercion that is against the will of another person. Sanction- Removal from College housing; letter to parents/guardians; recommendation for suspension/expulsion

**Code XXIX: Sexual Harassment**

Any sexual behavior that is offensive, exploitive, or in violation of the law, including, but not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature that causes another person to feel uncomfortable. Sanction- Disciplinary/social probation; educational task; restricted contact

**Code XXX: Suicide Gesture**

Any attempt to inflict pain or harm on oneself, including, but not limited to, cutting, overdosing or any other means. Sanction: Mandatory psychological evaluation by a licensed psychologist or psychiatrist; detailed treatment plan (further information beginning on page 38)
DINING SERVICES

Dining Services offer three meal plan options to keep costs at a minimum. Residential students are required to select one of the three meal plans, 12 meals, 14 meals or 19 meals per week. Meal plan changes will be done only within the first two weeks of each semester by the Director or Residence Life.

Commuting students are invited and encouraged to dine with the community by establishing two Commuter Meal Plan options: 75 meals per semester with $75 Storm Dollars or 45 meals per semester and $30 Storm Dollars. Commuting students are invited and encouraged to dine with the community.

Storm Dollars are the most versatile and care-free way to access meals and snacks. Students deposit funds into their student account and receive Storm Dollar credit. These dollars are then available for use through fall to the end of the spring semester. Additional funds can be deposited any time during the academic year.

The Storm Café, offering lighter fare, provides another dining option for commuting students, faculty and staff. The Storm Café is located on the main floor of the Holden Center just inside the north entrance.

Dining Services enforces a strict “No Card, No Food” policy, in which students must have their ID card in order to enter the dining hall. If a student does not have their ID card, they will be sent to go get it.

For students who wish to do so, the sharing of meal plans is acceptable. However, the student who is sharing the meals and scanning others in must be present at the time of the scan with their ID card in order to verify.

If you are not able to stay and eat in the dining hall, you may request a take-out box. Requests must be done through the Student Life Office before receiving the box.

INFORMATION TECHNOLOGY

Information Technology (IT) oversees the maintenance of college owned computers and printers. Computer labs are available in the Holden Center, Library, and Garfield Center. Individual residence hall rooms are equipped with computer hookups as well as wireless access. Printers are available in all labs: black and white prints are .03 per page and color is .30 per page. The first 250 print jobs are without charge and an additional 250 print jobs will be distributed each semester. In order to increase the amount of pages available, the students will be able to log into a web form where they can issue payments via PayPal or credit/debit card. To report a problem, utilize the “Help Desk”, http://helpdesk.lec.edu.

Individuals using the Lake Erie college computer network without authority or in excess of their authority are subject to having all of their activities on this system monitored and recorded by system personnel.

Users understand that usage of the Lake Erie College network may be monitored and agree to such monitoring. If the monitoring reveals possible evidence of criminal activity, system personnel may provide this evidence to law enforcement officials.

In addition, any violation of these rules set by the Lake Erie College IT department may result in account lockout or a loss of computer and Network privileges.
JUDICIAL PROCESS

Lake Erie College strives to maintain an atmosphere that is conducive to learning and to the development of mature and responsible students, as well as to protect the rights and sensibilities of each community member. To that end, the judicial process has been reviewed by students and changes have been made to create a consistent, fair and positive environment. This process will be reviewed yearly to ensure a positive environment in which students can live, learn and be engaged in the College experience.

Administrative Roles:

Judicial Board

Consists of one student (must be at least sophomore standing), one faculty member, one staff member. These individuals will volunteer for a training session and must adhere to strict guidelines in order to remain Judicial Board members. Alternates will be in place in case one of these individuals is not available or if there is a conflict of interest.

Director of Residence Life

Receives all Incident Reports involving students and will adjudicate Level 1, 2 and 3 policy violations for residential students. The Director of Residence Life will process a Judicial Board referral for anything Level 2 or Level 3, if deemed necessary. This person also schedules and chairs Judicial Board hearings as appropriate.

Dean of Students

Receives all Incident Reports involving students and adjudicates Level 1, 2 and 3 policy violations for commuter students. The Dean of Students works with the Director of Residence Life regarding incidents that affect the Lake Erie College community as a whole. The Dean of Students may appoint another campus delegate to adjudicate an Incident Report where appropriate. The Dean of Students handles all written appeals of Level 1 policy violations.

Vice President for Enrollment Management and Student Affairs

Reviews all actions, sanctions and handles all written appeals of the Judicial Board.

Vice President for Academic Affairs

Will be consulted if incident involves the Academic performance or status of involved student(s).

President

Will only listen to an appeal after all other options have been exhausted.

*Substitution for the above roles may be necessary depending on availability and will be determined on a case by case basis.

Judicial File

Each disciplinary incident will be recorded and kept in a permanent disciplinary file in the Student Life Office. Access to the file will be restricted and only granted to the student (with proper identification); appropriate College Officials in accordance with FERPA; Law Enforcement and related bodies conducting reference or background checking. Please note Transfer Evaluation Forms typically require this information and will be given to another institution for the purpose with the proper signature of the student.
Judicial Board Process:

Board Membership

One student, one faculty member and one staff member; one member will be designated as the secretary who will record the hearing and the decision. The chair will act as the non-voting Chair of the Judicial Board.

1) The Director of Residence Life schedules a hearing involving the accused student(s), witness(es) and the Judicial Board within five working days after receiving the Incident Report.

2) The accused student, witnesses and members of the Judicial Board receive a hand-delivered letter that will list the date, time and location of the judicial hearing 48 hours prior to the hearing.

3) On the day of the Judicial Board hearing, the accused student and witnesses will receive an introduction where they will be refreshed on the Judicial Board process and sign the Honesty Statement.

4) Witnesses leave the room after they have signed the statement.

5) The Chair of the Judicial Board reads the charges to the accused student.

6) Student enters a plea for each charge (“in violation” or “not in violation”).

7) The accused student remains in the room throughout the entire process while each witness provides testimony.

8) Board members ask the witness questions, the accused student asks the witness questions and then the witness leaves the room (the witness must wait outside in case more testimony is needed).

9) The accused student answers questions and makes a closing statement, then leaves the room.

10) Board members deliberate directly after the hearing in order to render a decision. The judicial decision will be determined by majority vote (2 votes minimum).

11) The Board renders the verbal decision to the student.

12) The Director of Residence Life follows-up with a formal sanction letter within one work day.

13) The accused student has the opportunity to appeal the Judicial Board decision by submitting a written appeal to the Vice President for Student Affairs within 24 hours of receipt of the sanctions letter. Students are only permitted to appeal based on improper judicial procedures or if new evidence has been discovered that is relevant to the case.

Waiver

If a student does not wish to go to a Judicial Board hearing, s/he may complete a Hearing Waiver with the Director of Residence Life. Through this process, the student would take full responsibility for all charges that were levied and would receive the standard sanctions.
Violation Levels

The following is a comprehensive, but not all-inclusive, list of Student Code of Conduct policy violations that will be handled by the Director of Residence Life. NOTE - Lake Erie College students will be adjudicated for any violations committed by their guests.

Level 1

1) 1-2 alcohol offenses
2) Noise
3) Unapproved guest/Visitation
4) Minor vandalism (under $50)
5) Bodily Harm
6) Discourtesy to faculty/staff
7) Disorderly Conduct
8) Gambling
9) Illegal entry
10) Receipt and sale of stolen goods
11) Traffic and vehicle regulations
12) Harassment
13) Fire safety - candles, incense, items hanging from sprinkler
14) Unauthorized use of an alarmed door

Level 1 appeal process – accused student has the opportunity to appeal by submitting a written appeal to the dean of students no later than 24 hours after receiving the judicial sanction letter. Students are only permitted to appeal based on improper judicial process or if new evidence has been discovered that is relevant to the case.

Level 2

The director may forward the following policy violations to the Judicial Board.

1) 3 alcohol offenses
2) Possession or personal use of small amount of marijuana, paraphernalia - 1st offense - small amount = pipe, blunt, joint
3) Major vandalism (over $50)
4) Fire safety - tampering with fire equipment
5) Sexual harassment, obscene conduct
6) Weapons
7) Assault
8) Theft
9) Any combination of 2+ Level 1 violations

Level 3

The director may forward the following policy violations to the Judicial Board.

1) 4+ alcohol offenses
2) Possession or personal use of a small amount of marijuana, paraphernalia - 2nd offense
3) Possession or personal use of a large amount of marijuana - 1st offense
4) Intent/attempt to sell marijuana
5) Possession, personal use or sale of any illegal drugs other than marijuana
6) Major vandalism - 2nd offense
7) Setting a fire
8) Any level 1 sanctions repeated 3 times
9) Any level 2 sanctions repeated 2 times

*Please refer to policies and procedures regarding sexual assault stated previously

Sanctions

General sanctions used in response to a Student Code of Conduct violations. Any sanction can be used in combination with one another and may limit a student’s participation in extracurricular activities; housing status or status as a student at Lake Erie College. All available information will be considered at the time of rendering a decision and the best interest of the student(s) and College Community will be at the center of the decision.

Alcohol/Drug Assessment

Student is required to schedule, attend, and pay for an alcohol or drug assessment. This may be available through the on campus Student Success Center or through Lake-Geauga Center (440.255.0678) located in Mentor. The Director of Residence Life, or designee will monitor completion of this task.

Denial of Access

Student would not be permitted to enter specific college buildings or to attend college events/activities.

Disciplinary Warning

First level sanction generally used for minor policy violations.

Disciplinary/Social Probation

Limits a student’s ability to participate in campus events (on or off campus). Advisors and coaches will be informed if one of their students receives this sanction.

Educational Task

A requirement for a student to complete in order to learn from his/her behaviors. Appropriate College Employee will monitor completion of these tasks in conjunction with Director of Residence life or Dean of Students.

Expulsion

This is used in response to a serious violation of the Code of Conduct where the welfare of the Campus Community has been compromised and/or is in danger. A recommendation for expulsion will be made by the Dean of Students (or senior hearing officer) to the appropriate Vice President and the President of the College.

Involuntary Medical Withdrawal

When, in the judgment of the College, an individual’s behavior is disruptive to the educational and living environment.

Letter to Parents/Guardians

Alcohol, drug or assault situations.

Presidential Interim Suspension

Reserved for severe violations that directly impact the welfare of the campus community. This is used at the discretion of the College President or his designee.
Removal from College Housing

Generally used for multiple policy violations and severe policy violations. Further sanctions would lead to Suspension or Expulsion from the college.

Restitution/Fine

Student is responsible for paying any fines associated with policy violations (alcohol, drugs, etc) as well as paying to repair any damages caused by vandalism. These are posted directly to student accounts.

Restriction of Privileges

Student could lose the ability to host overnight guests, participate in extracurricular activities; attendance at College events/activities etc.

Suspension

Generally used for a combination of a second and third-time offense of policy violations. A recommendation for suspension will be made by the Dean of Students (or senior hearing officer) to the appropriate Vice President and the President of the College.

Minimum Sanctions

In order to promote consistency in the judicial process at Lake Erie College, this section specifies minimum sanctions for the individual code. A student may receive more than the minimum sanction depending on the nature of the incident and severity of the violation at any time. The Presidential Interim Suspension may be used as a minimum sanction for any of these violations if deemed necessary by the President of the College or his designee. For more information about an individual offense, please review the “Code of Conduct” section.

LIBRARY

www.lec.edu/library

Reference Service

Please consider the Reference Librarian your best resource for doing research, and don’t hesitate to ask for assistance when you need it. Make an appointment with the Reference Librarian for in-depth assistance on research projects or for individual training in using the library’s resources.

Library Website

The library’s website is tailored to meet student needs. It provides access to the online catalog, research databases, reference and interlibrary loan services, library hours and information, and provides many links to other subject-specific web sites. The site is updated continuously and should be your starting point for research.

Interlibrary Loan

Students may use the library’s interlibrary loan service free of charge to acquire books and copies of articles that are not available online or from the library’s collection. To request an interlibrary loan, use the online request forms on the library’s website (see Interlibrary Loan on the library’s home page). Books are usually received within 5-10 business days; copies of articles arrive faster.
**Collections**

The library's book collection is designed to support your research and study needs. Our collection of print magazines, newspapers and journals will help you keep up with current events and learn about specific disciplines. There are also video and CD collections on the library's lower level.

**Educational Media Center**

This special collection, located on the library's lower level, serves the needs of teacher education students. It has a K-9 textbook collection and materials for curriculum development (educational games, activity books, juvenile books, etc.). The Reference Librarian can assist you in using this collection.

**Checking Out Materials**

Library accounts are automatically established for current LEC students at the beginning of each semester. To check out materials, just provide your name and show identification at the Circulation Desk.

**Borrowing Policy**

All items borrowed from the library's circulating collections are due at the end of the current semester. This includes: books from the main collection; Educational Media Center materials; CD recordings, videotapes and DVD's. Books from the Reference and Law collections do not circulate, nor do magazines and bound periodicals. The library does not charge overdue fines, but there is a $50 replacement fee for each borrowed item not returned by the end of the semester.

**Reserve Materials**

Instructors often put materials on reserve at the library. These items are kept at the Circulation Desk under the instructor's name, and may be checked out for either 3 days or for use in the library.

**Computer Lab**

The library's PC Lab has 20 computers and is located on the main floor. Students may use this lab during regular library hours, except when classes are being held there.

**Lounge & Study Areas**

There are a number of places throughout the library for you to study, relax, read, and do group projects. Drinks and food are allowed everywhere in the building except the PC Lab and there are vending machines on the main level.

**Library Hours:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday-Thursday</td>
<td>8:00 AM to 11:00 PM</td>
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<tr>
<td>Friday</td>
<td>8:00 AM to 6:00 PM</td>
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<tr>
<td>Saturday</td>
<td>12:00 PM to 6:00 PM</td>
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<tr>
<td>Sunday</td>
<td>3:00 PM to 11:00 PM</td>
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POLICIES AND PROCEDURES

Alcohol

The Lake Erie College Alcohol Policy conforms to all regulations set forth in the OHIO REVISED CODE and will enforce those regulations. Lake Erie College prohibits students under the age of 21 from buying, possessing, being furnished with and/or consuming alcoholic beverages on its campus. The College will notify the parents or guardians of any student involved in an alcohol violation.

A residential student who is 21 years of age may possess and consume bottled or canned beer only within the closed-door confines of his/her residence hall room provided that his/her roommate is also 21 years of age. All students present in the room must be 21 years of age if alcohol is consumed. A 21 year old residing with another student who is not of that age automatically forfeits this privilege. Kegs and other types of alcoholic beverages are prohibited. Students who are of legal age assume an obligation and liability when they bring alcohol into the residence halls. Students are expected to be responsible in all matters related to alcohol consumption. Residential students are held responsible for the behaviors of their guests.

No student is permitted to bring beverages containing alcohol to any College sponsored activity or event whether that event is held on or off campus. Under special conditions, alcohol is permitted to be sold to students who are 21 years of age or older at off-campus events such as Homecoming and Spring Formal.

- Drinking games are not permitted in the residence halls. This includes, but is not limited to: beer pong, quarters, Beirut etc. Staff members will confront any individuals where they perceive mass consumption will occur.
- Staff members will confront any individual who is exhibiting intoxicated behaviors in a common area of the residence hall. These behaviors include but are not limited to: slurred speech, bloodshot eyes, strong odor of alcohol and a gaited walk.
- Alcohol paraphernalia: beer bongs, funnels etc. are not permitted in the residence halls.
- Beer containers may not exceed 16 ounces.
- Alcohol containers are not permitted to be displayed anywhere in student rooms. If a student is 21 or older and would like to consume alcohol in his/her room, s/he must discard containers once the alcohol has been consumed.

Local authorities may be called or become involved in an on campus or off campus incident involving alcohol. Whether or not criminal proceedings are expected to be initiated, the College will impose a sanction(s) upon a student found to have been involved. Sanctions may include, but are not limited to probation, educational task, fines or penalties.

Sanctions for alcohol violations include a minimum $75 fine for the first offense. The first fine for a keg violation is $250.

If a staff member believes a student needs medical attention due to alcohol consumption, the staff member will contact 9-1-1. The student needing medical attention will be responsible for all costs of medical treatment.

Commuter students who violate policy are subject to all fines and sanctions, as will their hosts/hostesses.

Assault

Every member of the College community is expected to conduct themselves in a mature and appropriate manner at all times. Inflicting harm on another member of the Community is a severe violation of College policy and may be of local, state and federal laws. Any act that causes injury to another person, including but not limited to physical fighting; inflicting harm with objects and/or weapons will not be tolerated on campus or at any College sponsored event. Individuals violating this policy will be subject to local, state and federal laws and proceeding in addition to campus judicial proceedings.

Computer Usage Policy

When users are granted access to a shared computer or Network system, they become part of a community. The Lake Erie College system user policy applies to anyone who uses a computer or Network resource.
Violations to this policy may include:

- Use another person’s USER ID.
- Allow another person to access your account or share your password.
- Attempt to circumvent or subvert system or network security measures.
- Engage in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating viruses.
- Attempt to add, modify or damage files or data on any College computer; make any unauthorized deletions of files or data on any College computer; damage computer equipment or degrade system performance.
- Attempt to gain unauthorized access to local or remote computers.
- Use College Computing resources for private profiting of any type.
- Make illegal copies of copyrighted software, published materials or music, store such copies on College systems, or transmit them over college networks.
- Intentionally impede the legitimate use of computing facilities by other people.
- Use Email to harass, intimidate, or otherwise annoy another person, including cyber bullying
- Use facilities, including printers, for junk mail or mass mailings.
- Waste computing resources, including printing on excessive amounts of paper.

Email should be read, responded to and deleted in a timely manner. The amount of email and their accompanying attachments in a user’s mailbox may never exceed 1 gigabyte. The computer accounts with mailboxes containing over 1 gigabyte of email may be disabled. System administrators reserve the right to delete email from the account of users who have exceeded the limit without notice.

Computer programs, executable files, MP3 files, video files and large graphic files may not be stored on a shared drive unless approved by the I.T. department. System administrators reserve the right to delete these files without notice along with any files that were obtained or used in a violation of the law.

All users have space on a network server called their Z drive. This is the recommended place for users to store documents and files. The amount of materials stored on a user’s Z Drive may not exceed 250 megabytes unless approved by the I.T. department. MP3 files and video files may not be stored on a user’s Z drive. System Administrators reserve the right to delete these files without notice along with any files that were obtained or used in a violation of the law. The user account that exceeds the size limit not be allowed to save any more files to their drive until data is deleted.

Users who do not return to Lake Erie College during the next school semester or have graduated will continue to have access to their email, documents and account for no more than 60 days. After that time all data, including the student user account will be removed from the system.
Email

All students, faculty and staff are issued a campus email address. Email is the major form of communication on the Lake Erie College campus. **Students are required to check their campus email on a daily basis** for announcements, news or correspondence from faculty and staff members. Email should be read, responded to and deleted in a timely manner.

All users: webmail and campus network

User  username@lec.edu (replacing username with own)

Pw (users password)

Email is accessible on and off campus. To gain access off campus, visit www.lec.edu and select “webmail” link on the main page. Password will be the same as being on the network while on campus.

Fraternization

The faculty and staff of Lake Erie College assist the College in meeting its mission of providing a quality higher educational environment for its students that supports the goals of the College. Students should be assured that the relationships they develop with faculty and staff members will always be built upon the highest ethical precepts of the educational profession.

Virtually all faculty members, administrators and staff members are, or can appear to be, in a position to exercise power or authority, directly or indirectly, over students, whether or not an individual student is enrolled in their classes, are subject to their direct supervision, or have some form of business to transact with offices at the College. Many students are at a stage in their development when they may be particularly vulnerable to the influence of faculty members, administrators, and staff members who are in positions where they can affect the terms and conditions of a student’s standing at the College.

If a student consents to a romantic relationship with a faculty member, administrator or staff member, the existence of such a relationship could have unintended adverse effects on the educational environment of the College. In some cases such a relationship can end unhappily or become problematic, resulting in charges of sexual harassment, and even physical or psychological abuse.

Because of the commitment to maintaining an environment that supports our educational goals and in order to promote the efficient and fair operation of the College, and to avoid misunderstandings, complaints of favoritism, supervision problems, security problems, morale problems, questions regarding academic achievement, and possible claims of sexual harassment, the College prohibits romantic, sexual and exploitative relationships between employees and students including but not limited to: dating, pursuing to date, and pursuing or having romantic or sexual relationships with students. Employees or students who violate this policy will be subject to discipline, up to and including termination of employment for employee violators.

There are exceptional circumstances in which the spouse or partner of a college employee is a student at the College. This fraternization policy does not apply in such circumstances. The President, in consultation with the President’s Cabinet and Director of Human Resources, is the administrative officer who determines whether an exceptional circumstance applies.

Grievance Procedure

Students of LEC have the right to present any personal concern or dissatisfaction regarding their enrollment to the appropriate College personnel and have it considered on its merits.

Students will advise the Dean of Students (or the Title IX Officer, if it is a discrimination issue) briefly in writing of the problem within ten (10) working days of the incident. The Dean of Students shall respond in writing to the complaint. If the grievance is directed to the Dean of Students, the student will advise the Vice President for Enrollment Management and Student Affairs briefly in writing of the problem within ten (10) working days of an incident.
Every effort should be made to resolve the conflict or problem on an informal basis. In the event a compromise/solution cannot be agreed upon, the grievance will move from this informal procedure to a formal one as follows:

- The student will put the complaint in writing again stating the full facts and providing evidence of the grievance
- A meeting will then take place between the appropriate parties and the Dean of Students or his/her designee in order to resolve the conflict

If the grievance is not resolved at this level, all relevant information should be submitted to the respective area Cabinet Member for action, which may include a Review Panel (LEC faculty, staff and students). All relevant information will be submitted to the appropriate Cabinet Member who will share with the President of the College. The President's written response concludes Lake Erie College’s provisions for addressing the allegation.

The purpose of this procedure is to promote an equitable, orderly resolution of problems arising at Lake Erie College. It is necessary that each step be followed to assure the student of the proper consideration of his or her grievance. In a situation where the student feels discriminated against, he or she should file a complaint with the Title IX Officer.

**Harassment**

In providing a productive learning environment, the College believes that its students, faculty and staff should be able to enjoy an environment free from all forms of discrimination, including harassment on the basis of race, color, religion, gender, national origin, age, disability and sexual orientation.

It is against the policy of the College for any student to harass another member of the College community. Harassment occurs when verbal, written or physical conduct defames or shows hostility toward any individual because of his or her race, color, religion, gender, national origin, age, disability or sexual orientation, or that of the individual’s relatives, friends, or associates. Harassment occurs when a situation creates or is intended to create an intimidating, hostile, or offensive environment; interferes or is intended to interfere with an individual's academic performance; or otherwise adversely affects an individual's learning opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts, which relate to race, color, religion, gender, national origin, age, disability or sexual orientation. Written or graphic material that defames or shows hostility or aversion toward an individual or group because of race, color, religion, gender, national origin, age, disability or sexual orientation that is placed on walls, bulletin boards, or elsewhere on the College's premises, or circulated in the residence halls will not be tolerated.

**Illegal Drugs**

The use of illegal drugs is a serious matter involving violations of Federal and Ohio laws. The College will uphold the laws and will cooperate with the apprehension and legal prosecution of violators. When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus. Whether or not criminal proceedings have been initiated or are expected to be initiated, the College will impose a sanction(s) upon a student found to have possessed, consumed, sold or otherwise provided illegal drugs, on or off campus, as the College's judgment deems appropriate. Sanctions may include, but are not limited to probation, fines, removal from campus, suspension and/or expulsion and do not preclude, alter or in any way have an impact on criminal charges or penalties.

**Lost, Stolen, Damaged Items**

Lake Erie College students, faculty and staff are responsible for properly securing vehicles, offices, rooms, computers, electronic devices, books and other valuable items, at all times. The College is not responsible for lost, stolen, or damaged items. Students, faculty and staff should call Security, 440/375.7575 immediately to report lost, stolen or damaged items, followed by Painesville Police or Lake County Sheriff (where appropriate).
The College encourages residential students to obtain personal property insurance while residing in campus operated facilities. In addition, computers and other electronic devices should be clearly marked and identifiable information should be kept in a secure place in the event it is needed to identify a stolen item.

**Mental Health**

Lake Erie College promotes an educational environment where undergraduate and graduate students can actively engage and thrive in a safe and friendly environment. At certain times, College officials become aware of a student(s) who interfere with this goal due to mental, emotional, or psychological health conditions. In these situations, College officials will consider the appropriateness of (1) utilizing the student conduct system or (2) involuntary examination, hospitalization and treatment for mental illness under state law. In addition to, or instead of, either of those procedures the matter may be handled as a medical withdrawal according to the standards and procedures described in this policy.

Involuntary medical withdrawal is not a substitute for appropriate disciplinary action. A student suffering from a mental disorder who is accused of a disciplinary violation will not be diverted from the judicial process unless, as a result of the mental disorder, the student either lacks the capacity to respond to the charges, or did not know the nature and quality of the act in question. Further, this policy will not be used to dismiss socially or politically “eccentric” students who have not otherwise engaged in behavior which poses a danger to themselves or to others, or which substantially disrupts normal College activities.

Involuntary medical withdrawal will be reserved for those cases where interim measures, such as a behavior contract or repeated gestures or threats have not been successful and the student continues to be a risk to themselves and/or the campus community. When, in the judgment of the College, an individual's behavior is disruptive to the educational and living environment which the College seeks to maintain, that student may be required to undergo psychological evaluation or and/or an investigation by a College Medical Withdrawal Panel for mandatory withdrawal from the College. The Medical Withdrawal Panel will consist of the Director of the Student Success Center (or designee); Director of Academic Advising (or designee); and Dean of Students (or designee) who will chair the panel.

Mandatory psychological evaluation and withdrawal will be considered in cases where there is a threat of danger to self, others or property, or disruption of the educational process and mission of the College. If a student engages in suicidal behavior, the College will respond in accordance with the Suicide Gesture Response Policy described in the Student Handbook. The College will make every effort to work with the student involved, but reserves the right to contact the student's parents/legal guardians or spouse.

The College may remove a student from the residence halls or from attending classes or from the campus on a temporary basis pending the outcome of an evaluation and/or hearing for a mandatory withdrawal if the student presents a risk to self, others or property. Locating an alternate place to stay, if removed from campus is the responsibility of the student and/or his or her parent(s)/legal guardian(s) or spouse.

All cases involving violation of the College’s Conduct Code will be referred through the College’s judicial system. A student required to undergo evaluation by a licensed psychologist or psychiatrist will be notified in writing by the Dean of Students (or designee) either by personal delivery or certified letter. This letter may be a confirmation of a verbal directive previously given to the student by the Dean. A licensed, independent evaluator must conduct the evaluation at the expense of the student receiving the evaluation. The student must inform the Dean, in writing, within 48 hours of receiving the letter of the name and address of the evaluator. The Dean will provide the evaluator with information regarding precipitating events and issues that need to be addressed through the evaluation. The student must undergo the evaluation as soon as possible, and no later than ten calendar days from the date of the letter informing the student of the mandatory evaluation.

Refusal to undergo a mandatory evaluation may result in an automatic withdrawal of the student from the College without a hearing. If a student fails to attend the hearing for any reason, the hearing will take place in the student’s absence.

A student required to undergo a mandatory withdrawal hearing with the Medical Withdrawal Panel after completing a psychological evaluation will be notified by the Dean of Students of the hearing in writing. The hearing will take place within five calendar days of the
date of the letter of notification. The letter will describe the procedure that the College will follow in conducting the hearing. The hearing is informal and typically non-disciplinary in nature.

The student may appeal the decision to the Vice President for Enrollment Management and Student Affairs in writing within five calendar days of the hearing. The student must state the basis for the appeal in the appeal letter. If the Vice President for Student Affairs judges the appeal to have merit, the Vice President for Enrollment Management and Student Affairs may, at his/her discretion, meet with the student and/or hearing panel members, as part of the appeal process. The Vice President for Enrollment Management and Student Affairs’ decision is final.

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student results. At any point in the process, the student may voluntarily withdraw from the College and/or the Residence Halls.

A student who is involuntarily withdrawn or who obtains a voluntary medical withdrawal may not re-enroll in the College before the start of the next semester. Further, the Medical Withdrawal Panel must approve the student’s re-enrollment or readmission. The Panel may require documentation or evaluation of the student to assess if the condition(s) that caused the withdrawal are no longer present and that the student will use the available resources to be an engaged member of the Lake Erie College community. The student must also meet all of the admission and enrollment requirements of the College.

All records concerning these proceeding shall be maintained by the Medical Withdrawal Panel and the Vice President of Student Affairs and shall be kept confidential in accordance with the Family Rights and Privacy Act. Policies and procedures, including costs and fees will apply to students who withdraw, voluntarily or involuntarily under this policy.

**Pets**

Pets are not permitted in campus buildings except for registered service animals, this includes residence halls and campus leased apartment facilities. Resident students are permitted fish in a 20 gallon tank or less.

**Posting**

The Student Life Office must approve the posting of announcements, notices, and/or promotional material in advance. Postings may not be affixed to walls, buildings or trees in such a way as to cause damage. Any reference to alcoholic beverages, illegal substances, pornography or anything that is deemed offensive is prohibited.

**Residency**

Students who have less than 64 credits and are under the age of 22 and whose official residence is outside of a 25-mile radius of the College are required to reside on campus during the academic year. Resident students sign and submit a Housing and Food Accommodations Contract for one academic year, both Fall and Spring semesters, unless the student cancels the contract through the Student Life Office. Housing and Food Accommodations Contracts cannot be cancelled unless students meet the residency requirements as listed or are no longer attending Lake Erie College.

Any student whose established residence is within a 25-mile radius of the College or any student reaching the age of 23 years by August 15 prior to the start of the fall semester qualifies for commuter status. Students 23 years of age and older can be granted residency status on a space-available basis after all students whose on-campus residence is required have been accommodated.

All residential students must be currently registered full-time at Lake Erie College. All financial obligations to the College must be taken care of prior to move in. Students with an unpaid balance will not be permitted to receive a room key or move in prior to the fall and spring semesters. In addition, students must have all medical forms completed and submitted prior to move in.

Exceptions to the residency requirement will be made for students who have the required number of credit hours to be considered a junior or senior; married students; and, students who live with a close adult relative.
A student who wishes to petition for an exemption must complete an *Off-Campus Intent Form* and submit it to the Director of Residence Life. The request will be verified and the student will be notified when it has been approved. The College may request any legal or formal documentation it deems necessary to substantiate the exemption.

Without exception, all students residing on campus are required to be enrolled in one of the College board (meal) plans. Student accounts will be charged accordingly.

Students may only reside in the residence halls when the College is in session. Students are provided with the College calendar as well as the dates they are permitted to move in and the dates they are required to move out of the residence halls. Travel arrangements must be made accordingly. The campus dining facility is closed during break periods. Students can complete an application to stay on campus during break periods. Applications will be approved based on necessity; those approved will be charge $25 per night during break periods.

*Sexual Harassment*

It is the policy of the College to provide an environment free from sexual and sex-based harassment. It is against the policy of the College and may be a violation of state and federal laws, for any person, whether student, faculty, or staff member, to sexually harass another person. Therefore, individuals who feel they have been sexually harassed may have the right to bring legal action, in addition to filing a complaint with the College. Sexual harassment or sex-based harassment occurs when unwelcome conduct of a sexual nature becomes a condition of a student's continued enrollment, affects their decisions regarding other students, or creates an intimidating, hostile, or offensive environment.

Specific examples of sexual and sex-based harassment may include: requests for sexual favors; unwanted physical contact, including touching, pinching, or brushing the body; verbal harassment, such as sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, and threats; non-verbal conduct, such as a display of sexually suggestive objects or pictures, leering, whistling, or obscene gestures; acts of physical aggression, intimidation, hostility, threats, or unequal treatment based on sex (even if not sexual in nature).

Any student who believes he/she has been harassed in violation of this policy should report the conduct immediately to one of the following people: Dean of Students; Director of Residence Life; Security Officer; Residence Director; or another professional staff or faculty member. In addition, the Director of the Student Success Center will assist the students as needed. The student is encouraged to report an incident directly to the Painesville Police Department.

Any student of the College who has been found, after appropriate investigation, to have harassed another student in violation of this policy will be subject to disciplinary action up to and including expulsion.

Upon receipt of the complaint, normally to be filed within fifteen (15) working days of the occurrence, the dean of students shall conduct an informal confidential investigation and will attempt to resolve the complaint. In the event that it cannot be resolved at the Dean of Students’ level, the complaint will be directed to the Vice President of Student Affairs where the situation will be reviewed and a resolution will be sought.

In the event the informal complaint of harassment cannot be resolved, the student will be directed to file a written and signed formal complaint. Upon receipt of a formal complaint, a panel of three persons will be appointed by the Dean of Students or the Vice President of Student Affairs to hear the complaint. The panel members will make every effort to hear and resolve the complaint on a confidential basis so as to ensure the privacy of both the complainant and the accused. If the complaint cannot be resolved, the panel shall submit a written report with recommendations to the President of the College who shall determine final disposition of the complaint. Students who make complaints in good faith will not be subject to discipline. It is expected and required that all individuals will cooperate with the investigators during the investigation.
Sexual Assault

Lake Erie College is committed to providing a campus climate that promotes respect and concern for every individual who studies, works and/or lives on the campus. Any form of sexual misconduct is prohibited and regarded as a serious offense. Any violation of this policy will result in immediate disciplinary action.

In the State of Ohio (Ohio Revised Code, Section 2907) sexual assault is defined as: Any kind of sexual conduct (penetration), however slight, or contact (touching), that is unwanted, that involves force, threat of force, intimidation or coercion that is against the will of another person.

At Lake Erie College, sexual assault is defined as:

- Sexual physical conduct of any kind that involves force, intimidation or coercion
- Sexual physical conduct includes intentional touching of another person on an area of the body that is recognized as a private part of the body
- Contact with a person who is incapacitated and unable to consent. Incapacitated means being under the influence of alcohol or drugs or being incapable of understanding the consequences and implications of the act.

A student who is a survivor of a sexual assault should:

- Go to a safe place as soon as possible.
- Preserve all physical evidence. Do not wash hands, shower or change clothing. If clothes are changed, place those articles of clothing in a paper (not plastic) bag.
- Immediately report the incident to one of the following people: residence director or another residence director on duty; any member of the Student Life staff; or a safety & security officer.
- Notify the Painesville Police Department

The Director of the Student Success center or a member of the Student Life staff will assist with notifying authorities and seeking medical and/or emotional care, if the student so chooses.

Lake Erie College is required by Federal law [Public Law: 102-325, section 486(c)] to conduct an investigation of any reported claim of sexual assault. Copies of this law and its requirements may be obtained in the Student Life Office. The campus investigation is independent of any civil investigation and/or proceedings. The degree of the burden of proof in campus proceedings is the “preponderance of evidence” - in contrast to “beyond a reasonable doubt” in civil criminal trials.

An institutional investigation will be in progress within five (5) days of the report of sexual assault. A statement of rights and responsibilities will be provided to both the survivor and the accuser before the campus investigation begins. A three-person panel, comprised of faculty and staff members, trained for this responsibility, will conduct the institutional investigation. The rights of both the survivor and the accused will be respected during the campus investigation. Both the survivor and the accused will be allowed to have an advisor of their choice present during the investigation.

A residential student who has been accused of sexual assault will be immediately removed from college housing until the investigation is complete. It is the responsibility of that student to locate alternate housing. The College reserves the right to suspend and/or remove a student from the residence halls during any or all phases of the campus investigation and subsequent procedures. Academic accommodations pertinent to the situation will be considered for both the survivor and the accused. Additional contact restrictions may be placed upon completion of the investigation.

Upon concluding their investigation, the investigating committee will provide a confidential written report to the Dean of Students. The Dean will notify both parties involved of the findings and conclusions reached by the investigating committee. Sanctions appropriate to the situation up to and including expulsion will be imposed if there is a preponderance of evidence to support the claim of sexual misconduct. Both parties involved will receive notification of the disciplinary sanction(s) imposed.
Campus Sex Crimes Prevention Act

This law, enacted in October 2002, requires institutions of higher education to provide students with this information.

Higher Education Act of 1965: Requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained.

Lake Erie College students are advised to visit the website of the Lake County Sheriff’s Department (www.sheriffdunlap.org) where there is a link to the website of the Ohio Attorney General. It is there that this information can be obtained. Family Educational Rights and Privacy Act of 1974: Clarifies that nothing in that Act may be construed to prohibit an educational institution from disclosing information provided to that institution concerning registered sex offenders.

The Act requires registered sex offenders to provide notice, as required under State law, to any higher education institution at which the person is a student, an employee or is present to carry on a vocation. State procedures are required to ensure that this registration information is promptly made available to law enforcement agencies with jurisdiction where institutions of higher education are located and that it is entered into appropriate State records or data system. A student at Lake Erie College found to be in noncompliance with this Act would be dismissed without refund.

Smoking

In accordance with Chapter 3794 of the revised code regarding Ohio’s smoking regulations and in keeping with Lake Erie College’s intent to provide a safe and healthful work environment, smoking in the workplace is prohibited in College-owned buildings, building entrances, and College-owned vehicles and will be permitted only in specific, designated outside locations. A limited number of “Designated Smoking Areas” have been strategically located on campus. For a list of these places, please see page 155.

Solicitation and/or Outside Vendors on Campus

Any College or non-College individual, group or organization desiring to solicit students, faculty and/or staff to purchase goods or use services must obtain the written approval of the Chief Financial Officer or his/her designee.

Any member of the College community being asked to contribute or purchase should ask for proof that the solicitor or vendor has official approval to conduct business on the campus. If proof cannot be provided, community members are instructed to immediately report this activity to Security, the Chief Financial Officer or the Student Life Office. Please be prepared to give a physical description of any individuals involved as well as their vehicles.

Suicide Gesture Response

When a student engages in suicidal behavior on campus, the College will arrange emergency transportation for the student to an appropriate medical facility. The Dean of Students will place the student on a medical leave of absence from the College effective immediately. This medical leave will require the student to stop attending classes; and if the student lives in a residence hall, that student must move out of the residence hall and return home. Since the student’s safety and well-being are at stake, the College will contact the student’s family and ask them to make arrangements for the student’s transportation home. The Medical Withdrawal Panel will assemble and begin evaluating the situation.

This status will remain in effect until the student is able to provide the College with appropriate, written evidence from a licensed clinical psychologist or board certified psychiatrist confirming that the student sought and received, or will continue receiving, treatment that enables the student to return to the College without further risk to his or her safety or welfare. The information should be directed to the Dean of Students. The Dean of Students will review this information with appropriate staff, including the Director of the Student Success Center, Director of Academic Advising and the Vice President of Enrollment Management & Student Affairs. Conditions of re-enrollment will be determined on a case by case basis. The student will need to fulfill the conditions in order to re-enroll at the College.
RESIDENCE LIFE

Lake Erie College is committed to maintaining an on campus living environment that is conducive to learning and promotes the idea of individual and group well-being and enrichment. The College supports the idea of encouraging students to assume personal responsibility for actions, yet also realizes its obligation to provide guidelines to protect the rights of other members of the community. This is particularly critical where living space is shared with others, whether a roommate or other building residents. Therefore, the Lake Erie College residence hall policies have been designed to protect the health and welfare of the majority of students residing in campus housing.

The residence halls are designed to foster a “Community of Respect” where students are challenged to be responsible citizens of the community through their actions and behaviors. By residing in a community of respect, residents agree to the following:

1. Respect the environment in which they live.
2. Emphasize personal development by encouraging the discussion of differing opinions and respecting one another’s ideas
3. Support the worth and dignity of each person.
4. Promote justice and compassion on our campus and in our world
5. Enjoy Lake Erie College’s rich cultural, ethnic and racial diversity.
6. Celebrate the heritage of the institution, affirming both tradition and innovative change.
7. Teach the spirit of excellence and integrity through scholarship and service.

In a community of scholars there is no place for inconsiderate and hateful behavior. Students are held responsible for their behavior

Currently, the residential area of Lake Erie’s campus consists of four traditional residence halls and College leased apartments and townhouses that house over 500 students. The College encourages students to obtain personal property insurance and will not be held liable for loss or damage to personal property of the student while residing in campus operated facilities. Professional staff members, known as residence directors, oversee student leaders who are known as resident assistants. These individuals are responsible for promoting and maintaining a healthy and safe community for our students. They lend a helping hand, a listening ear, a shoulder for support, and an open door for student concerns. Staff members are trained to handle roommate conflicts, crisis management, referrals, and a wide variety of areas where students may need help. There is an “RA on Call” each night (8:00pm to 8:00am) and can be reached through the numbers posted within the residence halls and apartments. RA’s conduct community safety rounds each night to assist with maintenance reports and student concerns. There is also a Residence Director on Call nightly to support the RA and serve as a resource for higher level concerns that may arise. Student questions can be reported to the Student Life Office at any time.

On Campus Living

Each residence hall, apartment building and townhouse may further restrict the following regulations through Community Living Agreements that are created at the beginning of each semester. Community living demands that each resident assume certain group and individual responsibilities. Each resident student is expected to:

• attend and participate in hall meetings
• support hall activities and programs
• care for his/her own room and personal property as well as for the property of the College and others
• Adhere to the Student Code of Conduct

Apartment Living

Students residing in the College leased apartments and townhomes (Founders Court, Paige Place and Lydia Sessions) are subject to a unique living environment designed to prepare them for their “life after college” while providing them the safety and security of campus resources. There are more responsibilities with apartment living such as taking out your own garbage, cleaning your own apartment, and buying your own toilet paper and cleaning supplies. There are also advantages including greater independence, low student-to-bathroom ratio, full kitchens, and air-conditioning.
Students residing in these areas are expected to adhere to the Student Code of Conduct and all residential policies as outlined. Apartment and townhomes are maintained by the property owners; however, maintenance requests and concerns should be brought to the attention of the Residence Life staff within the building and/or the Director of Residence Life. Maintenance requests should be submitted: housingmaintenance@lec.edu or after hours and emergencies reported to the RA on Call or LEC Security.

Abandoned Items

Residents are responsible for their own personal property at all times. When residents have not vacated assigned space as scheduled (room changes as well at the end of an academic period) and have not removed personal property, residence life staff will make a reasonable attempt to contact the residents. Forty-eight (48) hours after this attempt to contact, the personal property will be removed at the resident’s expense. Residents will be billed a minimum labor charge of $50 plus $20/hour per employee involved in the removal and/or storage of abandoned personal property. Personal property removed by residence life staff/maintenance personnel will be disposed of. Lake Erie College is not liable for damage to or loss of property that might occur during the course of removal or disposal. Residents will be billed for all costs incurred in removing personal property and restoration of the room to a useable space.

Absence from Campus Living

A student who will be absent from his/her room for an extended period of time should notify their residence director and/or resident assistant of their pending absence and leave a telephone number where they can be reached in the event of an emergency. Staff members will assist in notifying instructors of extended absences.

Appliances

Electrical appliances are permitted only in the kitchen area of the residence halls. Residence directors will be responsible for supervising the proper use of electrical equipment during the year. Limited cooking may be done in the kitchen area. When the student is finished, it is expected that the kitchen will be left clean and in order. Abuse of kitchen property may result in the kitchen being closed or the forfeiture of cooking privileges by the student(s) responsible.

Electrical appliances are provided in the College leased apartments and townhouses. Students are expected to use these items appropriately, abiding by all rules and regulations. Flammable material should be kept in clear distance from the stove (and other similar appliances) to reduce risk of fire. Fire extinguishers are located in the hallway and regularly inspected. Students are encouraged to purchase an appropriate residential fire extinguisher and keep it in an appropriate place in the event of a fire. It is the responsibility of the student(s) to report any concerns, suspected problems with appliances (housingmaintenance@lec.edu) as soon as possible.

Arrival, Departure and Scheduled Break

Residence Halls will be open for Lake Erie College student residency during regular fall and spring academic sessions in accordance with the official academic calendar. The Student Life Office establishes the official move-in date for each semester. All students must comply with the published date.

At the conclusion of the semester, students are required to leave within 24 hours of their last final exam. Those students who have an exam on Thursday will be required to leave by 9:00 a.m. on Friday. Final exam schedules will be verified. Seniors and those students who have official roles in Commencement are required to notify the Director of Residence Life if they need to stay on campus through Commencement.

All students must arrange transportation to comply with this policy. Each student is required to vacate the residence hall between fall and spring semester and spring break. A charge of $25 per evening is assessed for any student who must arrive early or depart late. The charge is automatically added to the student’s account. Students are required to surrender their keys prior to leaving for break; students will be charged for not doing so.
**Balcony Policy**

Lydia Sessions apartment community offers residents a unique amenity. Due to concerns regarding resident health and safety, balconies at Lydia Sessions apartments should be kept free of all College furniture. Balcony railings should be free of decorations such as lights and banners. Personal laundry should not be left out on balconies. Patio furniture only may be permitted by request to the Student Life Office. Residents may not use chalk, spray paint or any other media to put graffiti or decorations on the walls, floor or railings of the balcony area.

It is expected that residents utilizing the balconies will conduct themselves as responsible LEC community members. The following guidelines must be adhered to:

- Balconies are extensions of the residents’ rooms therefore; all policies in the Student Handbook regarding student behavior and guests behavior are in effect and are to be observed.
- In accordance with the No Smoking Policy, smoking is not permitted on balconies
- Consumption of alcoholic beverages on the balconies – whether or not the student is of legal age- is prohibited.
- No items may be thrown from balconies at any time (trash, snowballs, etc.)
- Grilling is not permitted on balconies
- No more than two (2) persons can be on the balcony at any given time

**Contract**

Each student residing on campus and/or campus leased apartment facilities is required to sign and submit a formal contract which can be obtained through the Student Life Office. Students also receive the contract when they sign-up for housing during the Room Selection/Lottery process held in April. The Residence Hall Contract is for one academic year, Fall and Spring. Cancellation dates follow the College refund policy schedule as posted on-line and can be cancelled if a student informs the Student Life Office within the timeframe as outlined in the refund schedule. Students are expected to uphold the contract as written. Copies of the contract are available in the Student Life Office.

**Courtesly Hours**

Courtesly hours will be in effect 24 hours per day/seven days per week. A request by another student to reduce the noise level at any time will be given immediate and willing compliance.

**Corridors**

In compliance with fire safety standards, all corridors must be kept clear and free of obstruction at all times. No shoes, boots, rugs, furniture, clothes, etc. may be kept in residence hall hallways at any time. Bicycles are allowed to be kept in the buildings in the following areas only: On Campus-in the lobby of the respective hall, Apartments-lower level hallway of each building, underneath the stairs.

**Damage and Repair Fees**

College maintenance personnel inspect all damage that occurs to or within a residence hall. Maintenance personnel will inspect all damage that occurs to or within College operated apartment facilities. The Director of Residence Life is provided information about the total cost of replacing or repairing damage. This cost of replacement or repair is assessed to students as follows:

- Damages to an individual residence hall room will be assessed to the student to whom it has been assigned; roommates will split costs as appropriate.
- Damages to the common areas on residence hall floors are assessed to all of the students residing on that floor if the responsible individual(s) cannot be identified
- Damages to main floor lounges, kitchens, rest rooms, and/or computer rooms will be assessed to all members of the residence hall if the responsible individual(s) cannot be identified
Residents that have a maintenance issue are responsible for appropriately reporting the problem to housingmaintenance@lec.edu. The request will be filtered to the appropriate maintenance personnel for their area (on-campus or apartments). Residents should not contact the Lake Erie College Physical Plan directly.

**Fire Evacuations**

When a fire alarm sounds, students must proceed quietly to their assigned area. The Painesville Fire Department has stipulated that rooms should be left in the following order:

- Windows closed
- Wall or ceiling light on
- Door unlocked but closed

If students are going to their assigned area from a location other than their room, they should NOT return to their room. Students must go directly to their assigned area via the nearest exit. Staff members will direct students to holding areas. *(Andrews/Fowler toward Fowler Parking Lot; Dickinson/Ritter toward Holden Center; Apartment Residents – Please review the information located on the back of your individual apartment entry door)*

Failure to evacuate any building during a fire drill "may result in a fine of not less than $10.00 and not more than $300.00 or by imprisonment for not more than 30 days, or by both such fine and imprisonment." (Fire Prevention Code, City of Painesville.) The College, in cooperation with the Painesville Fire Department, reserves the right to enter any College room for the purpose of ascertaining evacuation. At no time will any student interfere with the duties of fire department employees.

**Fire Safety Regulations**

- Fire escapes and Emergency doors are to be used only in the case of an actual fire or drill
- Flammable fluids may not be kept in the residence hall except for rubbing alcohol (less than one quart)
- The use of cooking appliances: hot plates/pots, toasters, toaster ovens, George Foreman grills, coffee pots are prohibited in student rooms; these appliances may be used in building kitchen areas only/apartment kitchen areas only. All appliances should be kept unplugged while not in use.
- Extension cords and multiple outlet adapters are prohibited in all residence halls. Heavy duty, continuous action and grounded extension cords may be used and must be approved by Underwriters Laboratory (UL)
- No objects of any kind should be hung from light fixtures
- Netting, sheets, flags and other flammable materials should not be draped from the ceiling
- The burning of candles, incense or the use of an open flame is prohibited
- Removing, dismantling or covering smoke detectors is prohibited. Replacement batteries for battery operated alarms (College leased apartments) are available in the Student Life Office
- Do not tamper with fire prevention equipment. Do not place or hang items within 24 inches of sprinkler systems.
- Corridors and exit-ways must be kept clear and unobstructed at all times. Shoes, boots, boxes, rugs, furniture, bikes or other items may **NOT** be left in hallways.

Students who violate fire regulations may be subject to fines and/or disciplinary action, and/or legal action as deemed necessary by the Painesville Fire Department. In the event of an actual fire, the Painesville Fire Department must be notified by telephone at 911, as well as by automatic alarm. Security should also be notified at 440/375.7575. Annual fire safety reports are on file with the Director of Security.

To ensure the safety and security of all residents, hall, apartment and townhouse inspections will be conducted at least once per semester.
Holiday Decorations

All decorative materials inside the residence halls and apartment areas must be fireproof. Only artificial or fire resistant trees should be used. No more than one-tenth of any door area may be covered with combustible materials. Holiday lights and other electrical wiring should not be placed on metal surfaces. No lights or other decorations may be hung from the ceiling. Lights may not be nailed or stapled to surfaces.

Keys

It is essential for the personal safety and the safekeeping of both College and personal property that each student assumes full responsibility for the correct use and possession of his/her keys. Students are encouraged to keep their room doors locked at all times. Lobby doors must remain closed and locked at all times; propping doors is prohibited.

Keys are issued by the Director of Residence Life (or designee) assigned to the specific location. Failure to return keys, lost or theft of any key results in a fine of $150.00 per key to the student issued the key(s). Lost or theft of any key MUST be reported to the residence director within 24-hours. Failure to do so may result in additional fines and disciplinary action. Spare room keys are available in the Student Life Office. Students may sign out a spare key for 48 hours.

Keys are to be used only by the individuals to whom they are issued and are not to be duplicated. Violations will result in disciplinary action.

Overnight Guests

- Overnight guests are permitted on Friday and Saturday nights only if they have been registered in the Student Life Office in addition to completion of an Overnight Guest form with their roommate (s) signature.
- Overnight guests must register with the Director of Residence Life by 12 p.m. on Friday of the intended visit.
- Overnight guests not registered properly will be asked to leave immediately.
- The vehicle of any overnight guest must be registered with Security immediately upon arrival. The application for the guest registration tag is obtained from the director of community living.
- Students and guests must use appropriately designated rest rooms
- Overnight guests must abide by all rules and regulations of LEC. The host student is responsible for all policy violations of his or her guest (s) and will be subject to appropriate sanctions.

Pets

Pets of any kind are not permitted in campus buildings except for registered service animals. This includes College leased apartment communities. A residential student may keep a fish aquarium (maximum size: 20 gallons), provided it is properly maintained; any other type of pet is not allowed. Predator fish are not permitted. Residence life staff has the authority to inspect students' rooms without notice to verify unauthorized pets. If a pet (other than fish) is found in a student's room, the student will be subject to the following disciplinary action:

1st violation: $40.00 fine and notification of 24-hour pet removal.
2nd violation: $80.00 fine and immediate removal of pet by College staff to an appropriate animal care facility.
3rd violation: $160.00 fine, immediate removal of pet and disciplinary probation or suspension.

All fines will be billed directly to the student's account. Fines will also be imposed if proper procedures for cleaning fish tanks are not followed.
**Painting**

Painting of ANY area in the residence hall, apartment building or townhouse including an individual room is prohibited. Students who do not comply with this policy will be fined for damages.

**Public/Community Living Areas**

Public/community living areas are defined as any space that is not a specified room assigned to a specific student(s). Each student is expected to observe the rights of others when using these areas and to maintain appropriate housekeeping habits in all common areas. All materials posted on room doors and in view of other people are not permitted to be offensive in nature.

**Quiet Hours**

Quiet hours in all residence halls, apartment buildings and townhouses are from 10 p.m. until 10 a.m. Sunday through Thursday. An atmosphere conducive to study will be provided to any and all students on class nights. Quiet hours will be from 1 a.m. until 12 p.m. on Fridays and Saturdays.

**Room Condition Reports/Damage Assessments**

Prior to students moving in, the residence director or resident assistant will conduct a visual inspection of the room, making note of all damages and discrepancies that exist in the room. Upon moving out or changing rooms, the residence director or resident assistant will accompany the student in a visual inspection of the room. The student will be held financially responsible for any further damages or discrepancies noted during this inspection. Fines for damages, as determined by the College, will be assessed to the student’s account.

**Room Inspection**

The College reserves the right to conduct room inspections whenever deemed necessary by the administration for preservation of the health and safety of persons and property. Except in emergencies and in the case of service, Health and Safety Inspections will be conducted twice a year.

In a case of perceived health, safety, or theft problems in the residence hall or College leased apartments/townhouses, the College reserves the right to conduct unannounced room inspections. These inspections will be conducted by residence directors and/or the director of residence life.

**Room Lock-Outs**

Those students who are locked out of their room must seek the assistance of their resident assistants or residence directors. Doors will be unlocked only for the assigned occupants of rooms, as soon as a staff person is available. Students who abuse the unlocking privilege by requesting that their doors be unlocked more than three times per semester may be fined $10.00 per subsequent unlocking request. Anytime Security is called to unlock a student room on campus or in a campus leased apartment, a $10.00 may be assessed to the student’s account.

**Room Repairs**

Residents that have a maintenance issue are responsible for appropriately reporting the problem to housingmaintenance@lec.edu. The request will be filtered to the appropriate maintenance personnel for their area (on-campus or apartments). Residents should not contact the Lake Erie College Physical Plan directly.

**Room Selection**

The Director of Residence Life (or designee) will assign housing to all new residential students. Room assignments for returning students are determined by a lottery system. Only currently enrolled students who are eligible to return will be allowed to participate in the room selection process at which time they may indicate a particular room selection. This selection or process does not
guarantee the desired room or location; the College reserves the right to make changes as needed without consent of the student (s).
In the event that a roommate vacates for any reason, the College reserves the right to prorate billing for a single.

Any student who requests a single room for medical reasons must submit a written request from his/her doctor prior to room selection each year. Medical singles are subject to approval by the director of residence life (or designee). Medical singles may be approved for one year at a time and will be billed according to the procedures outlined for a single room. There is limited availability of single rooms. The director of residence life (or designee) will make all room assignments and changes, and reserves the right to make changes in room and hall assignments without prior notice to the student (s).

Based on availability, an appointed resident assistant may receive a single room as remuneration for the period of time that he/she holds this position. Room location assignments for the resident assistants are made at the discretion of the Director of Residence Life.

Requests for room changes or roommate are made to the Director of Residence Life and may not occur until after the 2nd week of classes each term. Room change requests will be granted if space allows and will require a processing fee of $35.

**Room Search**

The College reserves the right to enter and search a student’s room when reasonable suspicion is present that a violation of regulations is being committed. All residence directors are automatically granted permission to search a room. Other staff members, who observe behavior or activity that violates College regulations connected to a specific residence hall room, must obtain a permit to search from the director of community living. The request for the permit to search must specify the reason for the search, items sought during the search, the room(s) to be searched, the name(s) of the student(s) occupying the room(s) and the signature of the officer of the College authorizing the search. A copy of the permit to search must be given to the student(s) whose room is being searched with the student being present, if possible. Two staff members will conduct the search. Staff members in active pursuit of a violation of College regulations may enter and search the premises to follow up on the alleged offense without a permit to search.

**Smoking**

In accordance with Chapter 3794 of the revised code regarding Ohio’s smoking regulations and In keeping with Lake Erie College’s intent to provide a safe and healthful work environment, smoking in the work place is prohibited in College-owned buildings, building entrances, and College-owned vehicles and will be permitted only in specific, designated outside locations. A limited number of “Designated Smoking Areas” have been strategically located on campus and are located in the following general areas:

- Bench area Garfield Center and Ritchie Gym
- Gravel area with benches between Mathews House and Garfield Center
- Paved area with benches behind Garfield Center
- College Hall – Picnic Table Areas
- Morley Hall – Behind Morley by telephone pole near upper Holden parking lot
- Austin Science – Bench area under trees
- Path to College Hall – Bench area between Holden Center and College Hall
- Lincoln Library – Bench area
- Residence Halls – Pavilion behind Holden Center and Rock area centrally located between dorms
- Service Department – Parking lot
- Equestrian Center – Parking lot
- Equestrian Center – Between Reinburger Barn and the Learning Center
- Equestrian Center – South side of the Learning Center

To remain compliant with State and Federal legislation and/or at the discretion of Lake Erie College, the above mentioned areas are subject to change. Revised “Designated Smoking Areas’ will be announced accordingly.
Standard Regulations

- Sports may not be played inside the residence halls. These activities include, but are not limited to, basketball, roller-blading, Frisbee, running, softball, wrestling, etc.
- Musical instruments are not to be played in the residence halls.
- Airsoft guns are not permitted inside of student rooms, apartments or College owned or leased buildings.

Telephones

There is one telephone line into each student room in the residence halls. Room occupants are provided with their specific telephone number at the beginning of the year. This line provides local access only. Each student must make his/her own arrangement for a long distance provider. Students must provide their own telephone that subscribes to or is compatible with the current phone system.

Television

Each residence hall lounge area is equipped with a television with cable service, a VCR and DVD player for the intended use of the residents of that building. Basic cable is provided per room/apartment. Students should contact the cable company provider directly for upgrades. The name and telephone number of that provider is available in the Student Life Office.

Visitors

- Visitors are permitted in student rooms from 10:00 a.m. to 12:00 a.m., Sunday through Thursday and from 10 a.m. until 2 a.m. on Friday and Saturday nights with the permission of the roommate. No more than six people may be in a room at one time.
- A visitor is defined as any individual who does not contract to live in campus housing at Lake Erie College.
- Students will be held responsible for informing the visitor(s) of College regulations and will be held accountable for the actions of their visitors.
- Visitors must be properly escorted at all times and may not remain alone in the host student’s room. Keys to student rooms will not be issued to guests.

STUDENT EMPLOYMENT

career@lec.edu

Lake Erie College offers a variety of part-time employment opportunities to students. It recognizes that student employment is a valuable form of financial assistance that often provides significant contribution to overall college expenses. In addition to financial assistance, working at Lake Erie College has other advantages, which include gaining valuable work experience; the convenience of working on campus to accommodate one’s class schedule; and the opportunity to become an integral part of the College community.

Two student employment programs are available at Lake Erie College: College Work-Study (CWS) a federally funded program for students who have demonstrated financial need and General Student Employment (GSE), an institutional financial assistance that is funded by Lake Erie College. Unless there is a financial aid or other reason for this to be in here, it could be cut.

The student employment process is coordinated through the Career Services and Internships Office. Campus job descriptions and details of the student employment process are indicated in the Student Employment Handbook online or in the office, located in College Hall.
STUDENT LIFE
The co-curricular aspects of college life are an integral part of a liberal arts education. The experiences that occur outside of the formal classroom setting provide valuable opportunities for social, emotional and intellectual growth. Lake Erie College offers a broad range of activities designed to appeal to a variety of academic and personal interests. These resources are available to all Lake Erie College students. All Lake Erie College students are encouraged to participate in campus clubs and organizations as a means of enriching their college experience. There are a variety of clubs for individual and group enjoyment. If a club is not currently established, consistent with opportunities available here at Lake Erie College's small community, students are encouraged to organize new clubs or organizations of interest to them and other students.

Students needing assistance for any variety of problems should feel free to seek help from any member of the Student Life staff. Communications between personnel and the student will remain confidential. Further information about local referral agencies for medical or personal concerns can be obtained in the Student Life Office, Holden Center 120.

Activities
Students are encouraged to attend and assist in the planning of campus activities. The Student Activities Council (SAC) is a student run organization that plans activities on and off campus. SAC membership is open to all Lake Erie College Students. It is a great way to meet other students and plan activities that are interesting and fun. SAC provides entertainment through game shows; casino night; free movie tickets; karaoke; coffee houses; bands; video gaming tournaments and various other events.

Clubs and Organizations
Each year, any student group, club or organization that wishes to be officially recognized as a Lake Erie College student club or organization must file an application for recognition with the Student Government Association. Only those student organizations that have been approved for the current academic year by the Student Life Office and the Student Government Association will be considered officially recognized during the academic year and eligible for funding.

Identification Cards
I.D. cards are obtained from the Student Life Office. I.D. cards are intended to last for the duration of the student’s enrollment. The first card is issued at no charge. All replacement cards are $5.00 each and can be paid by cash only. Students are required to use their I.D. card at all meals including utilizing Storm Dollars at the Storm Café.

Student Government Association
The Student Government Association provides all students at Lake Erie College with representation and influence regarding a variety of policies, actions and activities. Students are elected by their peers annually to serve in various capacities.
STUDENT SUCCESS CENTER

The Student Success Center is available to assist students in being successful in all areas of college life. The following are some of the services available to students at Lake Erie College:

Services available to all Lake Erie College Students:

- Social and Academic Counseling and Behavioral Interventions
- Success support, academic monitoring, and support of students on academic probation
- Collaboration with and referral to community agencies including alcohol/drug, mental health, and rehabilitation services
- Stress management and suicide awareness training
- Weekly walk-in medical clinic
- Bi-weekly Chiropractic Clinic
- Monthly blood pressure, sugar, and cholesterol screenings
- Referrals to medical and family planning clinics
- Depression, anxiety, ADHD screenings and appropriate referrals
- Critical incident response

Services available to students with documented disability issues:

- Development, implementation and monitoring of accommodation plans
- Professional and peer tutoring in all subject areas
- Writing lab staffed by professional educators to assist with writing projects in any subject area
- Math and Science lab staffed by a professional educator
- Books on CD
- Extended time for examinations
- Examinations administered in a distraction reduced setting – **NOTE: An appointment must be made to take an examination in the Student Success Center.**
- Scribes and Note-takers
- Readers for examinations as needed
- Personal, academic and social coaching
- Pre/post admission counseling
# Student Athlete Handbook

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Storm Athletic Mission Statement and Philosophy

To enhance the student experience in a competitive environment which encourages the values of teamwork, integrity, and fair play while helping prepare participants to become productive citizens and loyal alumni.

Introduction from the Director of Athletics

On behalf of the coaches and staff of the Storm Athletics Department, I would like to welcome you to Lake Erie College. As a student-athlete you have the chance to “Get In and Stand Out” as a member of the Storm program. Not only will you get the opportunity to experience competition and teamwork at a NCAA Division II level, but you also get to earn a degree at a College that is ranked a “Best Baccalaureate College” in the Midwest by *U.S. News & World Report*. Our entire athletics’ staff is dedicated to help you achieve your goals here at Lake Erie College.

This Student-Athlete Handbook is to serve as a reference for all your questions and concerns regarding your rights and responsibilities as a student-athlete at Lake Erie College. It outlines many of the resources available to assist you in making your academic and athletic career a success. It also explains what is expected of you in order to maintain your eligibility and status as a student-athlete for the Storm. Our coaches and staff will also be glad to assist you in any questions you may have concerning any of the material covered throughout this book.

We look forward to sharing the success of Lake Erie College Athletics with you and good luck throughout this academic year.

Rage On!

Griz Zimmermann, Director of Athletics
# Department of Athletics Staff Directory

**Department of Athletics Fax** 440.357.7474  
**All phone numbers begin** 440.375.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Title</th>
<th>Email</th>
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</tr>
</thead>
<tbody>
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<td><a href="mailto:lliotta@lec.edu">lliotta@lec.edu</a></td>
<td>7468</td>
</tr>
<tr>
<td>Barb Moore, ATC</td>
<td>Head Athletics Trainer</td>
<td><a href="mailto:bmoore@lec.edu">bmoore@lec.edu</a></td>
<td>7481</td>
</tr>
<tr>
<td>Molly Hoffman, ATC</td>
<td>Assistant Athletic Trainer</td>
<td><a href="mailto:mhoffman@lec.edu">mhoffman@lec.edu</a></td>
<td>7481</td>
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<tr>
<th>Coaching Staff</th>
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<tr>
<td><strong>BASEBALL</strong></td>
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<tr>
<td>Brian McGee</td>
<td>Head Coach</td>
<td><a href="mailto:bmcgee@lec.edu">bmcgee@lec.edu</a></td>
<td>7470</td>
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<tr>
<td>Eric Bunnell</td>
<td>Assistant Coach</td>
<td><a href="mailto:ebunnell@lec.edu">ebunnell@lec.edu</a></td>
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<tr>
<td>Mark Sankovich</td>
<td>Assistant Coach</td>
<td><a href="mailto:msankovich@lec.edu">msankovich@lec.edu</a></td>
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<tr>
<td><strong>MEN’S BASKETBALL</strong></td>
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<tr>
<td>Cliff Hunt</td>
<td>Head Coach</td>
<td><a href="mailto:chunt@lec.edu">chunt@lec.edu</a></td>
<td>7477</td>
</tr>
<tr>
<td>Kyle Conley</td>
<td>Assistant Coach</td>
<td><a href="mailto:cconley@lec.edu">cconley@lec.edu</a></td>
<td>7488</td>
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<tr>
<td>Mark Skopal</td>
<td>Assistant Coach</td>
<td><a href="mailto:mskopal@lec.edu">mskopal@lec.edu</a></td>
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<tr>
<td><strong>WOMEN’S BASKETBALL</strong></td>
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<tr>
<td>Bob Booher</td>
<td>Head Coach</td>
<td><a href="mailto:bbooher@lec.edu">bbooher@lec.edu</a></td>
<td>7476</td>
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<tr>
<td>Joe Perella</td>
<td>Assistant Coach</td>
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<tr>
<td>Alyssa Wagers</td>
<td>Graduate Assistant</td>
<td><a href="mailto:awagers@lec.edu">awagers@lec.edu</a></td>
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<tr>
<td><strong>MEN’S &amp; WOMEN’S CROSS COUNTRY</strong></td>
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<tr>
<td>Bryan Harmon</td>
<td>Head Coach</td>
<td><a href="mailto:bharmon@lec.edu">bharmon@lec.edu</a></td>
<td>7479</td>
</tr>
<tr>
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<tr>
<td>Alex Simko</td>
<td>Graduate Assistant</td>
<td><a href="mailto:asimko@lec.edu">asimko@lec.edu</a></td>
<td>7473</td>
</tr>
<tr>
<td>Mark McNellie</td>
<td>Head Coach</td>
<td><a href="mailto:mmcnellie@lec.edu">mmcnellie@lec.edu</a></td>
<td>7388</td>
</tr>
<tr>
<td>Jerry Hazzard</td>
<td>Assistant Coach/Offensive Coordinator</td>
<td><a href="mailto:ghazzard@lec.edu">ghazzard@lec.edu</a></td>
<td>7391</td>
</tr>
<tr>
<td>Tom Anthony</td>
<td>Assistant Coach/Defensive Backs</td>
<td><a href="mailto:tanthony@lec.edu">tanthony@lec.edu</a></td>
<td>7382</td>
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<tr>
<td>Chris Coan</td>
<td>Assistant Coach</td>
<td><a href="mailto:ccoan@lec.edu">ccoan@lec.edu</a></td>
<td>7583</td>
</tr>
<tr>
<td>James Boyeas</td>
<td>Assistant Coach</td>
<td><a href="mailto:jboyeas@lec.edu">jboyeas@lec.edu</a></td>
<td>7390</td>
</tr>
<tr>
<td>Ryan Dugan</td>
<td>Graduate Assistant</td>
<td><a href="mailto:rdugan@lec.edu">rdugan@lec.edu</a></td>
<td>7395</td>
</tr>
<tr>
<td>Milt Johnson</td>
<td>Head Coach</td>
<td><a href="mailto:miltonjohnson@lec.edu">miltonjohnson@lec.edu</a></td>
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</tr>
<tr>
<td>Greg Stocks</td>
<td>Head Coach</td>
<td><a href="mailto:gstocks@lec.edu">gstocks@lec.edu</a></td>
<td>7478</td>
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<tr>
<td>Jillian Howley</td>
<td>Head Coach</td>
<td><a href="mailto:jhowley@lec.edu">jhowley@lec.edu</a></td>
<td>7482</td>
</tr>
<tr>
<td>Lauren Martin</td>
<td>Graduate Assistant</td>
<td><a href="mailto:jmartin@lec.edu">jmartin@lec.edu</a></td>
<td>~</td>
</tr>
<tr>
<td>Davie Carmichael</td>
<td>Head Coach</td>
<td><a href="mailto:dcharmichael@lec.edu">dcharmichael@lec.edu</a></td>
<td>7386</td>
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<tr>
<td>David McCaig</td>
<td>Graduate Assistant</td>
<td><a href="mailto:dmccaig@lec.edu">dmccaig@lec.edu</a></td>
<td>~</td>
</tr>
<tr>
<td>Jamie Shadd</td>
<td>Head Coach</td>
<td><a href="mailto:jshadd@lec.edu">jshadd@lec.edu</a></td>
<td>7387</td>
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<tr>
<td>Kristin Hall</td>
<td>Head Coach</td>
<td><a href="mailto:khall@lec.edu">khall@lec.edu</a></td>
<td>7468</td>
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<tr>
<td>Nikki Rose</td>
<td>Head Coach</td>
<td><a href="mailto:nrose@lec.edu">nrose@lec.edu</a></td>
<td>7372</td>
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<tr>
<td>Mike Azzarello</td>
<td>Graduate Assistant</td>
<td><a href="mailto:mazzarello@lec.edu">mazzarello@lec.edu</a></td>
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<tr>
<td>Joe Morgan</td>
<td>Head Coach</td>
<td><a href="mailto:jmorgan@lec.edu">jmorgan@lec.edu</a></td>
<td>7494</td>
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<tr>
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<tr>
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<tr>
<td>Ryan Rademacher</td>
<td>Graduate Assistant</td>
<td><a href="mailto:rrademacher@lec.edu">rrademacher@lec.edu</a></td>
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<tr>
<td>Ray Richardson</td>
<td>Graduate Assistant</td>
<td><a href="mailto:rrichardson@lec.edu">rrichardson@lec.edu</a></td>
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</tr>
<tr>
<td>Trevor Matuszak</td>
<td>Graduate Assistant</td>
<td><a href="mailto:tmatuszak@lec.edu">tmatuszak@lec.edu</a></td>
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**VOLLEYBALL**

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<tr>
<td>Brian Coughlin</td>
<td>Head Coach</td>
<td><a href="mailto:bcoughlin@lec.edu">bcoughlin@lec.edu</a></td>
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**WRESTLING**

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<tr>
<td>Kevin Hoogenboom</td>
<td>Head Coach</td>
<td><a href="mailto:khoogenboom@lec.edu">khoogenboom@lec.edu</a></td>
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Eligibility

The following is a review of the eligibility requirements set forth by the National Collegiate Athletic Association (NCAA). If you have any further questions regarding eligibility please contact Carley Hrusovsky, Assistant Athletic Director/ Compliance.

Eligibility Requirements for Practice and Competition

FULL-TIME ENROLLMENT

In order to practice or compete, student-athletes are required to be enrolled in 12 semester hours. When a student-athlete drops below 12 semester hours at any time, he/she is NO LONGER ELIGIBLE for practice or competition.

MINIMUM 2.0 GPA:

Student-athletes must also meet a MINIMUM cumulative GPA standard of 2.00 required by Lake Erie College. GPAs are certified three times a year, once at the end of the fall semester, once at the end of the spring semester, and once prior to the beginning of fall semester. It is calculated based on the same method used by the institution for all students and includes all coursework normally counted by the institution in calculating the GPA. If a student drops below a 2.00 cumulative GPA, that student will be placed on academic probation. The student will not be allowed to participate in extracurricular activities including athletic competition for that given semester.

AMATEURISM CERTIFICATION:

All student-athletes (first-time students & transfer students) are required to receive amateurism certification through the NCAA Eligibility Center prior to participation in athletics. NOTE: Dual sport athletes must receive amateurism certification in EACH sport they plan to participate in. Athletes are granted a 45 day grace period during which they are permitted to practice while their amateurism status is being reviewed by the NCAA. Student-athletes MAY NOT compete prior to receiving amateurism certification in each sport.

Eligibility Requirements for Competition

DESIGNATION OF DEGREE:

During the first two years of enrollment, a student-athlete can use credits acceptable toward ANY degree program. A student-athlete must declare a specific degree program (major) prior to competition during his or her FIFTH semester of enrollment (junior year).

It is the student-athlete’s responsibility to declare a specific major no later than the completion of the fourth semester of full-time enrollment. A Change of Major and/or Advisor form must be filed with the Registrar’s Office. After the major is declared, at least 12/24 semester hours completed per semester during the 5th and 6th semesters of full-time enrollment MUST count toward that student-athlete’s degree program for determining eligibility for semesters 7 and 8. The Registrar’s Office must approve and document all change of degree program decisions.

SIX CREDIT HOUR RULE:

All student-athletes, including transfers, are required to earn a minimum of 6 credit hours in the previous full-time term of attendance to be eligible for competition in the next semester.

This rule does not apply to graduate students and students seeking a second bachelor’s degree. If a student is in the final year of his/her degree program, the six hours may be acceptable toward any of the institution’s degree programs as long as the student is carrying the necessary hours to complete the degree at the end of the next two semesters.
24 CREDIT HOUR RULE:

Once per year, student-athletes will be certified as either passing 24 semester hours in the last 2 semesters, or an average of 12 per term of attendance in college. After the fourth semester these credits MUST count toward the student-athlete’s designated degree program. Student-athletes not meeting this requirement can possibly regain eligibility by attending summer school.

75-25 RULE:

At least 75 percent, or 18 credit hours, earned for eligibility certification MUST be earned within the regular academic year (Fall-Spring semesters). Therefore, a maximum of 6 semester hours (25 percent) can be taken in the summer and be applied for eligibility purposes.

Summer Session Procedures

Student-athletes MAY NOT use more than 6 semester hours of summer session course work towards the annual requirement of 24 semester hours needed to be eligible for intercollegiate competition from one year to the next. Student-athletes MAY utilize credits beyond the 6 for eligibility if the student-athlete needs the additional credits to fulfill the degree or grade point average requirements.

Grades achieved for transient courses (course taken at another institution) CANNOT be utilized for improving the student-athletes grade point average. Credits achieved at other institutions may be used at the certifying institution. In addition, for summer courses taken at another institution, only courses with a grade of C or better may be transferred back to Lake Erie College. Credits become official when the Registrar’s Office receives the official transcript from the other institution. CONTACT THE REGISTRAR’S OFFICE WITH ADDITIONAL QUESTIONS!

NOTE: Summer school funding is not automatically provided. If the institution agrees to provide funding for summer school, the Athletic Department can only provide financial aid for summer school at a level that is directly proportional to the student-athlete’s aid during the regular academic year (e.g., if the SA is on a 50% scholarship, the SA can be funded up to 50% of summer school expenses). The institution does not pay for room and board for summer school. If the institution agrees to provide summer school funding, the student-athlete is required to sign a Summer School Attendance Agreement which states that if the student-athlete withdraws from a course or receives a failing grade, he/she must reimburse the Athletic Department for the cost of the course.

Medical Hardship Waivers

A student-athlete may be granted an additional year of competition by the conference or the Committee on Student-Athlete Reinstatement for reasons of “hardship” through a waiver process. Hardship is defined as an incapacity resulting from an injury or illness that has occurred under all of the following conditions:

- The incapacitating injury or illness occurs in one of the four seasons of intercollegiate competition at any two year or four-year collegiate institution
- The injury or illness results in an incapacity to compete for the remainder of that playing season (e.g., season ending); and
- The injury or illness occurs when the student-athlete has not participated in more than two contests or dates of competition (whichever is applicable to that sport) or 20 percent (whichever number is greater) of the institution’s scheduled or completed contests or dates of competition in his or her sport.
- Contemporaneous medical documentation shall be submitted with any hardship-waiver request. For circumstances involving psychological or mental illnesses, the required contemporaneous or other appropriate medical documentation may be provided by an individual who is qualified and licensed to diagnose and treat the particular illness (e.g., psychologist).
Missed Class Policy

General College Policy

The policy of Lake Erie College is that students are expected to attend all classes and complete all assignments and/or examinations during the posted times. Circumstances occasionally dictate that not all students are able to attend all classes. Absences therefore fall into three main categories: a) absences because of other class activities; b) absences because of official College functions; and c) absences due to personal/medical reasons. Regardless of the reason for the absence, the responsibility is upon the student to contact his/her instructor before the absence so that a mutually agreeable solution can be reached regarding the work to be completed and how the course grade may be affected in light of the absence(s). If the student and instructor are not able to negotiate a mutually agreeable solution, the student has the option of appealing to the Dean of the area for a final verdict. In the event of absences due to personal/medical reasons in which prior notice was not possible, instructors may require students to provide documented proof of the emergency.

Individual instructors may establish attendance standards in their course syllabi which become criteria for assessment and evaluation. Students accumulating absences in excess of these standards risk significantly lowering their grade, and may thereby jeopardize their academic standing as a result.

Academic-Athletic Conflicts

At the start of each semester, student-athletes must determine if any conflicts exist between their academic (classes, projects, trips, etc.) and athletic (competitions, away games, etc.) schedules. It is the student’s responsibility to discuss these conflicts with his/her instructors. No classes are to be missed for practices. Further, student-athletes must notify their instructors, and make the necessary arrangements to complete missed assignments, take exams, or secure lecture notes, per the policy above.

All student-athletes are required to return the Student-Athlete Missed Class Agreement to the Athletic Compliance Office within the first two weeks of each semester of in-season competition. This agreement identifies the specific dates when travel for the purposes of NCAA sponsored competition will require the student to miss class and/or assignments, and thereby establishes a mutual understanding between the student-athlete and his or her instructors regarding how missed assignments will be handled in light of the absence(s). The agreement must be signed by each of the student-athlete’s instructors prior to being returned to the Athletic Compliance Office. Failure to return a signed copy of the agreement will result in the student-athlete waiving his or her rights to dispute the loss of credit or grade penalty resulting from the absence(s).

Upon notification of any non-scheduled contest (make-up games, postseason tournaments, etc.), the student-athlete must notify his/her instructors whose classes are in conflict and make arrangements to talk face to face with them immediately.
Financial Aid

Financial Aid Contact Information

College Hall Room 107  
391 W. Washington Street  
Painesville, OH 44077  
440.375.7100 (phone)  
440.375.7103 (fax)  
finaid@lec.edu  
Federal School Code: 003066

<table>
<thead>
<tr>
<th>STAFF</th>
<th>TITLE</th>
<th>EMAIL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Patricia Pagonis</td>
<td>Director of Financial Aid</td>
<td><a href="mailto:tpagonis@lec.edu">tpagonis@lec.edu</a></td>
<td>7102</td>
</tr>
<tr>
<td>Ruth Ann Ford</td>
<td>Asst. to the Director of Financial Aid</td>
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<td>7104</td>
</tr>
<tr>
<td>Matt Dalheim</td>
<td>Financial Aid Counselor</td>
<td><a href="mailto:mdalheim@lec.edu">mdalheim@lec.edu</a></td>
<td>7100</td>
</tr>
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</table>

Athletic Scholarships

Athletic scholarships are regulated by institutional, federal, and NCAA policies. All student-athletes are eligible to receive athletically-related scholarships based on recommendation of the coach and approval from the Athletic Director, Director of Compliance, and Director of Financial Aid. A student-athlete cannot receive aid over a full grant-in-aid, which includes tuition, fees, room, board, and books. Student-athletes who are receiving athletic scholarship must live in on-campus, residential housing.

All athletic scholarships are subject to the student-athlete maintaining the requirements for athletics, admissions, financial aid, and academics. Violation of the terms and conditions could result in cancellation of the aid.

Renewal Grant-In-Aid to Returning Students:

All returning students must be sent a letter from the Director of Financial Aid regarding their Grant-in-Aid for the subsequent year on or before July 1st. This letter will inform each returning student-athlete if their aid will be renewed at the same rate/cancelled/increased or decreased. Every student-athlete whose aid has been reduced or cancelled has the opportunity, under NCAA rules, to appeal to this decision to the college’s Appeals Committee.

The student-athlete must sign both copies of the Grant-in-Aid Agreement and return one to the institution. Once the student athlete is registered for courses, the Director of Financial Aid will post the scholarship award to the prospective student-athlete’s account at a point in time consistent with all financial aid awards.
Reduction/Cancellation of Athletic Award

It is Lake Erie’s policy that institutional aid, based in any degree on athletic ability, may not be reduced or cancelled unless one of the following applies; the recipient:

- Renders him or herself ineligible for intercollegiate competition
- Fraudulently misrepresents any information on an application, letter of intent or financial agreement
- Engages in serious misconduct warranting substantial disciplinary penalty
- Voluntarily withdraws from a sport at any time for personal reasons
- Violates any other conditions in the Grant-in-Aid Agreement (e.g. team rules)

Any such reduction or cancellation of aid will be approved only if such action is taken for proper cause and written documentation is submitted to the Director of Compliance and the Director of Athletics.

Reduction/Cancellation and Appeals Process

1. Within 14 consecutive calendar days of written notification by the Director of Athletics, the Director of Financial Aid shall send written notification to the student-athlete of the decision to reduce/cancel their athletic aid. The notification will inform the student of the appeal process. If the student-athlete chooses to appeal the decision he/she must provide a written statement requesting an appeal. The student-athlete shall have 14 consecutive calendar days upon the date of issuance of this letter to respond by certified mail or hand-delivered to the Director of Financial Aid. The student-athlete can request an open hearing whereby the student and parties involved meet with the Appeals Committee to present their case regarding the decision. Otherwise, the appeal will be a closed hearing to review submitted documentation and statements by the student-athlete and the coach involved by the Appeals Committee who will render their decision based upon documentation supplied.

2. The student-athlete who appeals the decision to reduce or cancel their athletic aid will have 10 consecutive days from the date of the notification letter to provide supporting documentation for the review by the Appeals Committee including but not limited to, his/her written statement and any other documentation to support his/her appeal.

3. A late notification, or failure to submit a written request for a hearing, shall be interpreted as a refusal of the opportunity for a hearing. As a result, the initial determination to cancel or reduce the athletic grant-in-aid shall be made final and binding.

4. Upon receiving a written request for an appeal, the Appeals Committee shall conduct the review within 30 consecutive calendar days. At this time, the Department of Athletics and Head Coach of the said student-athlete will be notified by the Director of Financial Aid of the review and to request supporting documentation regarding the decision to cancel/reduce the athletic aid. This could include a written statement by the coach and any other documentation to support the claim.

5. The Appeals Committee can request an open hearing to clarify and augment any information and documentation provided to render their decision.

Federal and State Aid

In order to qualify for federal or state aid, you must file a FASFA form (Free Application for Student Aid). The Federal School Code for Lake Erie College is 003066. A FASFA form can be obtained by picking up a form in the financial department or applying online at www.fafsa.ed.gov. The deadline for completion is March 1st.

Non-Institutional Outside Financial Aid

All student-athletes must report any outside financial aid to the Director of Compliance and Director of Financial Aid. The Director of Financial Aid will report any outside aid awarded to the Director of Compliance who will then notify the coach of the aid.
Compliance

Playing and Practice Regulations

Playing and practice hours are strictly regulated by the NCAA. Each student-athlete is limited to the number of “countable athletically related activities” they engage in each day and week. These limits are in place to ensure that student-athletes maintain an appropriate balance as both students and athletes. Activities which are “non-countable athletically related activities” do not count against practice and playing limitations. Student-athletes may not participate in countable athletically related activities for more than:

<table>
<thead>
<tr>
<th>In Season (during the academic year)</th>
<th>Out of Season (during the academic year)</th>
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<tbody>
<tr>
<td>Four hours per day</td>
<td>8 hours per week</td>
</tr>
<tr>
<td>20 hours per week</td>
<td>2 mandatory days off per week</td>
</tr>
<tr>
<td>1 mandatory day off per week</td>
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</table>

The daily and weekly hour limitations **DO NOT** apply during pre-season practice prior to the first day of classes or the first scheduled contest, whichever is earlier, or during an institution’s term-time official vacation period (e.g., Thanksgiving, spring break), as listed in the institution's official calendar, and during the academic year between terms when classes are not in session.

The required day(s) off may occur on any day of the week and may change from week to week. A "week" is defined as any seven consecutive days, determined at the institution's discretion.
### Countable Athletically Related Activities vs. Non-countable Athletically Related Activities

<table>
<thead>
<tr>
<th>Countable Athletically Related Activities</th>
<th>Non-countable Athletically Related Activities</th>
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<tbody>
<tr>
<td>Practices (not more than four hours per day).</td>
<td>Compliance meetings.</td>
</tr>
<tr>
<td>Athletics meetings with a coach initiated or required by a coach (e.g., end of season individual meetings).</td>
<td>Meetings with a coach initiated by the student-athlete (as long as no countable activities occur).</td>
</tr>
<tr>
<td>Competition (and associated activities, regardless of their length, count as three hours).</td>
<td>Drug/alcohol educational meetings or CHAMPS/Life Skills meetings.</td>
</tr>
<tr>
<td>[Note: No countable athletically related activities may occur after the competition.]</td>
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</tr>
<tr>
<td>Field, floor or on-court activity.</td>
<td>Study hall, tutoring or academic meetings.</td>
</tr>
<tr>
<td>Setting up offensive and defensive alignment.</td>
<td>Student-athlete advisory committee/Captain’s Council meetings.</td>
</tr>
<tr>
<td>On-court or on-field activities called by any member of the team and confined primarily to members of that team.</td>
<td>Voluntary weight training not conducted by a coach or staff member.</td>
</tr>
<tr>
<td>Required weight-training and conditioning activities.</td>
<td>Voluntary sport-related activities (e.g., initiated by student-athlete, no attendance taken, no coach present).</td>
</tr>
<tr>
<td>Required participation in camps/clinics.</td>
<td>Traveling to and from the site of competition (as long as no countable activities occur).</td>
</tr>
<tr>
<td>Visiting the competition site in the sports of cross country, golf and skiing.</td>
<td>Training room activities (e.g., treatment, taping), rehabilitation activities and medical examinations.</td>
</tr>
<tr>
<td>Participation outside the regular season in individual skill-related instructional activities with a member of the coaching staff.</td>
<td>Recruiting activities (e.g., student host).</td>
</tr>
<tr>
<td>Discussion or review of game films.</td>
<td>Training table meals.</td>
</tr>
<tr>
<td>Participation in a physical activity class for student-athletes only and taught by a member of the athletics staff (e.g., coach).</td>
<td>Attending banquets (e.g., awards or postseason banquets).</td>
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<tr>
<td>Fundraising activities or public relations/promotional activities and community service projects.</td>
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### Benefits

**General Benefit Limitations:**

A student-athlete may receive benefits that are provided to students generally and it is not considered an “extra benefit.” A student-athlete may not receive “extra benefits” that result in a special arrangement by the institutional employee or representative of the institution’s athletics interest.

An extra benefit is any special arrangement by an institutional employee, booster or anyone that the student-athlete is not legally dependent upon, that provides the student-athlete, or the student-athlete’s relative or friend, a benefit not authorized by the NCAA. Receipt by a student-athlete of an award, benefit or expense allowance not authorized by the NCAA legislation renders the student-athlete ineligible.
A student-athlete may not receive “discounts,” free or reduced-cost services, use of credit cards, or the following from an institutional employees or representatives of athletics interest:

- loan
- guarantee bond
- use of an automobile
- transportation
- signing or cosigning a note

Student-athletes are permitted to receive expenses from the institution that are directly related to travel and competition while representing the institution, as well as the expenses included in the scholarship agreement. Receipt of any monetary or tangible benefit or award from persons outside of the Athletics Department is NOT permitted.

**Equipment and Apparel:**

Equipment and apparel are the property of the institution and MUST be returned to inventory at the conclusion of each academic year OR conclusion of the playing season. Rules governing the issuing and use of apparel are as follows:

1. Student-athletes must be on the squad list in order to be issued equipment and/or apparel.
2. On the initial issuance the student-athlete and coach sign an inventory form indicating receipt of the equipment and apparel.
3. If a student-athlete wishes to receive new equipment/apparel, it will be done on an exchange basis. All transactions are recorded on the student-athlete’s inventory form and signed by the student-athlete and the coach.
4. If equipment and/or apparel are lost, stolen, damaged, or not returned at the end of the academic year/conclusion of playing season, the student-athlete shall be held financially responsible and will be charged.
5. A student-athlete may retain athletics apparel, not equipment, at the end of the individual’s collegiate career, at the discretion of the Head Coach and with the approval of the Director of Athletics.
6. Shoes are considered equipment; however, a student-athlete is permitted to retain such items if they are no longer reusable, as determined by the equipment manager, at the end of the institution’s playing season.
7. If a student-athlete quits or is dismissed from the team, he/she must return all equipment and apparel to their coach or its cost will be charged to their student account.

**Apparel or Equipment that Includes Institutional Identification**

A student-athlete may use institutional equipment for competition ONLY when representing the institution. A student-athlete may purchase institutional apparel (or uniform) for use during outside competition provided the apparel (or uniform) is no longer used by the institution.

**Retention of Equipment**

A student-athlete may retain institutional athletics apparel items (not equipment) as an “award” subsequent to the student-athlete exhausting his/her eligibility (e.g. game jersey). A student-athlete is allowed to use institutional equipment during vacation periods as long as this is consistent with institutional and/or team policy.
Policies & Procedures

NCAA Drug Testing

The NCAA and Lake Erie College do not tolerate the use of drugs (including but not limited to street drugs, performance enhancing drugs, unauthorized prescription drugs) by its student-athletes. Prior to participation in intercollegiate practice and/or competition each academic year, a student-athlete MUST sign a statement which includes the student-athlete’s consent to be drug tested by the NCAA, and gives the institution the right to check any prior drug test. Failure to complete and sign the statement shall result in the student-athlete’s INELIGIBILITY for participation in all intercollegiate competition. The NCAA conducts random drug testing, at which time a student is notified 24 hours in advance if he or she is selected for testing. A student-athlete tests positive for an NCAA banned substance is immediately ineligible for further participation in postseason and regular season competition.

A student-athlete who is in breach of the NCAA drug testing program protocol (e.g., no-show, tampering with sample) shall be considered to have tested positive for the use of any drug other than a “street” drug.

Duration of Ineligibility:

A student-athlete who tests positive (in accordance with the testing methods authorized by the Executive Committee) shall remain ineligible for all regular-season and postseason competition during the time period ending one calendar year (i.e., 365 days) after the student-athlete’s positive drug test and until the student-athlete tests negative (in accordance with the testing methods authorized by the Executive Committee) and the student-athlete’s eligibility is restored by the Committee on Student-Athlete reinstatement.

Testing Positive on Second Occasion

If a student-athlete, who tested positive for any drug other than a “street drug”, tests positive a second time for the use of any drug, other than a “street drug” he or she shall lose all remaining regular-season and postseason eligibility in all sports. If the student-athlete tests positive a second time for the use of a “street drug,” he or she shall be charged with the loss of a minimum of one additional season of competition in all sports and also shall remain ineligible for regular-season and postseason competition at least through the next calendar year.

NCAA Banned Substance List

The NCAA list of banned-drug classes is subject to change by the NCAA Executive Committee. Contact NCAA education services or www.ncaa.org/health-safety for the current list. The term “related compounds” comprises substances that are included in the class by their pharmacological action and/or chemical structure. No substance belonging to the prohibited class may be used, regardless of whether it is specifically listed as an example.

IMPORTANT NOTE: Many nutritional/dietary supplements contain NCAA banned substances. In addition, the U.S. Food and Drug Administration (FDA) does not strictly regulate the supplement industry; therefore purity and safety of nutritional dietary supplements CANNOT be guaranteed. IMPURE SUPPLEMENTS MAY LEAD TO A POSITIVE NCAA DRUG TEST! The use of supplements is at the student-athlete’s own risk.

**Student-athletes should contact their institution’s team physician or athletic trainer for further information.

Gambling Policy

The NCAA opposes all forms of legal and illegal sports wagering. The NCAA membership has adopted specific rules prohibiting student-athletes, athletics department staff members, and conference office staff from engaging in sports wagering.

A student-athlete involved in sports wagering on the student-athlete’s institution permanently loses all remaining regular-season and postseason eligibility in all sports. A student-athlete who is involved in any sports wagering activity that involves college sports or professional athletics, through a internet gambling, bookmaker, a parlay card or any other method employed by organized gambling, will be ineligible for all regular-season and postseason competition for at least one year.
Student-Athletes and Bracket Contests/Fantasy Leagues

NCAA member colleges and universities have defined sports wagering as putting something at risk – such as an entry fee - with the opportunity to win something in return. Because of this, student-athletes, coaches and administrators may not participate in bracket competitions or fantasy leagues where there is both a required entry fee and an opportunity to win a prize.

Student-athletes and administrators may participate, under current NCAA rules, in bracket contests where there is no entry fee but a possibility of winning a prize. Some NCAA member schools, however, have chosen to ban student-athletes from participating in these types of bracket contests.

Alcohol and Tobacco Policy

Alcohol

The Department of Athletics at Lake Erie College adheres to an overall philosophy that all student-athletes are prohibited from drinking alcoholic beverages in connection with any official intercollegiate team function. An official team function is defined as any activity, which is held at the direction of or under the supervision of the team’s coaching staff. Any student-athlete involved in an alcohol-related incident is subject to College sanctions as described in the Student Handbook under the Code of Conduct section.

If a student-athlete is involved in any alcohol-related incident, the Head Coach, Athletic Trainer, and Athletic Director will be immediately notified. The Head Coach, in conjunction with the Director of Athletics, has the discretion to determine any disciplinary action in which he/she deems necessary, which may include suspension or expulsion from the team. Alcohol-related matters are considered unacceptable by the Athletic Department and will not be tolerated.

Tobacco

Lake Erie College Athletics does not condone the use of tobacco or tobacco products. The use of tobacco is prohibited by the NCAA in connection with any intercollegiate function. A team function is defined as any activity, which is held as a team meeting, practice, game, fundraising event, community service or informal workout, on or off the grounds of Lake Erie College.

All tobacco products are prohibited, including cigarettes, snuff, and chewing tobacco. Any student-athlete found using tobacco on the field or during any practices, games or other championship activities would be subject to Lake Erie College Athletic Department and NCAA misconduct provisions.

Social Networking Policy

The use of social networking sites can cause student-athletes to be easily exposed to the public eye. Student-athletes should be aware that third parties including College faculty/staff, the media and NCAA officials can easily access their profiles and view personal information, including pictures, videos and comments. Inappropriate material found on social networking sites by third parties affects the perception of the student, the department of athletics and the college. Examples of inappropriate and offensive behaviors concerning participation in online communities may include photos, videos or comments showing any behavior including but not limited to that which violates the college’s Student Handbook, Student-Athlete Handbook, team rules, NCAA rules and the Ohio State Law. If a student-athlete’s profile contents are found to be inappropriate in accordance with the above behaviors, the student-athlete will be subject to penalties determined by the Director of Athletics, ranging from a written warning, to suspension from the team.

Representing the Institution

As a Storm student-athlete you are representing Lake Erie College and are not to participate in any conduct that will discredit the institution, the Athletics Department, the team, or yourself. This includes adhering to NCAA rules, College rules, and general ethics of self conduct. The student-athlete must always represent Lake Erie College in a positive manner inside and outside athletic competition; this also includes the classroom.
Student-athletes shall ALWAYS exemplify proper behavior and self-image while attending class. This includes respecting faculty and staff and dressing appropriately. Examples of inappropriate dress include hats, sagging pants, shirts with hoods up, and wearing iPods during class.

ANY infraction or violation of this Code of Conduct, including but not limited to, negative remarks about the College or team, posting inappropriate videos or remarks online, or infringement of the law, can result in disciplinary actions by the coach, Athletic Department, or College. These will be determined by the type of violation and can range from suspension to dismissal from the team.

Sports Medicine and Athletic Training

The sports medicine team consists of certified athletic trainers, team physicians, advanced first aid students, and various other medical professionals. To help provide optimal care, student-athletes must notify the Lake Erie College’s Sports Medicine Team of any injuries or illnesses they incur as soon as possible. The athletic trainers are responsible for treatment programs, rehabilitation programs, and return to activity guidelines. Any referrals for outside care, must receive authorization from the Head Athletic Trainer to be covered by Lake Erie College’s secondary insurance plan.

Pre-Participation Policies & Procedures

Pre-Participation Examinations:

Every student-athlete must complete a physical from a LEC Team Physician and be cleared by a LEC Team Physician before he/she is permitted to participate in any varsity organized practice or event. Physicals will be made available, in April, to returning student-athletes participating in Fall and Winter athletics. If an athlete participates in a Spring sport, you must complete your physical during the Fall physical dates. Physical for transfer and freshmen will be offered in the Fall. Dates are determined by each teams official start date. For athletes that miss assigned physical dates, you may complete a physical with your family physician or schedule one with one of our team physicians. If you are seeing a family physician, the physical form used by Lake Erie College must be completed by your physician. Each physical is valid for 1 year and free when completed on campus. If you miss the scheduled physical dates and must set up an office visit to complete your physical, you are responsible for the office visit charges.

All pre-existing injuries and/or medical conditions must be reported to our sports medicine team at the time of your physical. Pre-existing injuries are not covered by our secondary policy, unless aggravated by participation in an official varsity practice or competition. The team physician(s) have the final responsibility to determine when a student-athlete is removed or restricted from participation. The team physician(s) also has the final say on when an athlete will be allowed to return to play. If student-athlete is required to have diagnostic testing (x-rays, ECG, laboratory work, etc) to determine medical clearance for athletic participation, he/she is financially responsible for those tests.

Forms:

In addition to the physical form, there are several forms that are required to be on file in the training room prior to athletic participation.

- Emergency Medical Information
- Medical release Form
- Authorization/Consent to Use/Disclose Personal Health Information
- Insurance Questionnaire
- Insurance Consent Form
- General Policies and Procedures Form
- A copy of your insurance card(s) front and back.
Insurance Policies & Procedures

All student-athletes must carry primary health insurance throughout the school year. If you are from out of the area, it is suggested that you review your current insurance coverage for the Painesville area. Traveler’s Insurance will not be accepted as primary insurance. Lake Erie College offers a secondary policy to cover out-of-pocket expenses resulting from injury or illness resulting from an official athletic practice or competition only. Only injuries resulting from official practices or competitions can be submitted to our secondary insurance provider. There are limitations on medical or dental coverage under Lake Erie College’s secondary insurance. Medical/dental expenses will only be submitted to our secondary insurance if the team physician(s) or athletic trainer(s) refers the student-athlete. Non-referred visits/procedures/tests may not be covered by this policy and the responsibility for payment of those services shall be the student-athlete’s responsibility. Exceptions can be made at the Head Athletic Trainer’s discretion.

Secondary insurance is provided by the Athletic Department for expenses incurred in excess of the student-athlete’s primary insurance coverage. Each claim must be filed with the student-athlete’s primary insurance(s) first to be considered for coverage of our secondary policy. The sports medicine team will do its best ensure the student-athlete receives proper medical attention in a timely manner but pre-authorization from the student-athlete’s insurance will determine how quickly a procedure or test can be scheduled or brace ordered. If a student-athlete’s insurance changes during the school year, the sports medicine staff must be informed and given a copy of the new card immediately. If your insurance has lapsed, you cannot participate until you have new health insurance. If your insurance lapses and you do not inform that Sports Medicine Staff, any medical bills that you may incur while continuing to participate will be your responsibility.

In the event a student-athlete is injured during an official practice or competition the following procedures must be followed for a insurance claim to be submitted to our secondary insurance:

1. The student-athlete’s primary insurance information will be given to the medical provider at the time of treatment. It is the student-athlete’s responsibility to provide this information. The provider will then directly bill the student-athlete’s insurance.
2. The student-athlete’s insurance will either:
   a. Approve the claim by paying the entire or a portion of the bill and send an explanation of benefits (EOB) letter.
   b. Deny the claim and send and EOB letter explaining why the bill was denied.
3. If any portion of the bill is not paid by the student-athlete’s primary insurance company, the following must occur:
   a. All itemized bills and EOB’s must be submitted to the athletic training staff in a timely manner.
   b. Once the itemized bill, EOB, and required forms are completed; the athletic training staff will submit the bill to the Athletic Department’s insurance company.
4. All bills and EOB’s must be submitted to the athletic training staff within 90 days of receipt to be submitted to our secondary insurance company. Failure to submit bills and EOB’s within 90 days may result in the student-athlete being financially responsible for any balances remaining.
5. All bills for a specific injury must be submitted within 104 weeks (2 years) from the injury date.
6. All student-athletes will have access to the Athletic Department’s Insurance Policies and Procedures via the Sports Medicine link on the Athletic Homepage.
7. Student-athletes must sign the insurance consent form stating that he/she has read and understands the insurance policies and procedures and agrees to follow them.

Illness/Injury Care

All student-athletes that sustain an injury or illness as a result of an official practice or contest must notify the athletic training staff within 24 hours. If a student-athlete sustains a non-athletic injury, they should report the injury to the athletic training staff. In the event of a medical emergency, the student-athlete should call 911. When calling 911 give the operator the injury information, location of the individual, signs and symptoms, and your phone number. **Do not hang up until the operator tells you to or they hang up.**

If a student-athlete is injured and unable to practice, he/she must find the time to report for treatment at least once a day. Appointments should be set up at least a day in advance. Student-athletes are responsible for setting up, keeping, and showing up on time to these appointments. Coaches will be notified of missed appointments.
Student-athletes are responsible for giving complete and accurate information regarding his/her medical history, medications, allergies, insurance, and contact information to the sports medicine staff. The student athlete must report any ergogenic and nutritional supplements he/she is using. If the student-athlete chooses not to follow instructions from the sports medicine staff, he/she is responsible for accepting the consequences. The student-athlete is responsible for asking additional information or clarification regarding his/her injury and treatment, if he/she does not understand the information. Student-athletes can be asked to leave the training room for not following the rules.

**Medical Referrals**

The athletic trainer will determine if a student-athlete is referred to a team physician. The team physician or athletic trainer will refer student-athletes requiring consultation for a specialist or special diagnostic testing. If a student-athlete chooses to seek care outside of our medical staff without referral by the head athletic trainer, the student-athlete will assume full responsibility for medical costs. Some exceptions can be made on a case by case basis.

If a student athlete seeks treatment outside of the Lake Erie College’s sports medicine network, the treating physician/physical therapy must provide the athletic training staff with written documentation stating the diagnosis; treatment protocol; prescription requesting athletic training services, rehabilitation, and/or treat and evaluate; participation status and/or return to play criteria. The student-athlete cannot return to play until he/she has been cleared by that physician in writing. After clearance has been given from the student-athlete’s physician, one of our team physicians must clear the student-athlete to return to play.

**Medical Clearance:**

Lake Erie College’s team physician have the final responsibility to determine when a student-athlete is removed or withheld from participation due to injury, illness, or pregnancy. Lake Erie College’s team physicians will have the final say on clearance for an athlete seen by an outside provider.

**Second Opinions:**

All injuries resulting from athletic participation should be cared for by Lake Erie College’s sports medicine staff. If a student-athlete and/or parent(s) are not satisfied with the diagnosis and/or treatment of an athletic injury, the student-athlete may seek a second opinion. To do this, the student-athlete must receive authorization from the head athletic trainer. If an athlete chooses to seek care from someone outside or their in-network insurance coverage, they will have to cover the costs incurred from that provider(s). The second opinion made by the physician must be shared with the athletic training staff for medical history and treatment. The team physician will still have the final say on return to play, whether or not the outside physician has cleared the student-athlete to return to play. The student-athlete is limited to see one outside second opinion for each injury. Any out-of-pocket expenses from that point will be the student-athlete’s responsibility.

**Confidentiality Policy:**

The student-athlete’s protected health information (PHI) is regulated by Federal Guidelines under the Health Information Portability and Accountability Act (HIPPA). The student-athlete’s PHI may not be disclosed without the student-athlete’s authorization under HIPPA.

Authorization/Consent Form for the use and disclosure of student-athlete PHI allows the sports medicine staff to use and disclose a student-athlete’s PHI, and to communicate with coaches, parents/guardians, medical professionals, and insurance companies to help facilitate medical treatment. The student-athlete has the right to refuse to sign the HIPPA form and refusal to sign does not affect his/her ability to participate in athletics and receive treatment for injuries/illness. The student has the right to revoke authorization/consent form at any time by submitting it in writing to the athletic training staff. If the student-athlete refuses to sign or revokes the authorization form, the sports medicine staff will not discuss any information regarding the student-athlete’s medical condition.
In accordance with Federal Laws and Regulations regarding confidentiality and PHI all faculty and staff will be asked to honor the following guidelines:

- Coaches will be informed of conditions that preclude activity or affect athletic participation unless the athlete has not authorized or revoked the release of PHI.
- Faculty and staff must avoid talking about specific cases they have notified about or observed in the training room.
- Faculty or staff may not release any information regarding a student-athlete’s medical condition or status to any person(s) unless written authorization of the student-athlete’s authorization is verified.

**Medications**

Student-athletes are required to report all current medications or changes in medications to the sports medicine staff immediately.

Lake Erie College athletics are governed by the NCAA rules and regulations. The NCAA guidelines for drug testing are as follows:

“The NCAA recognizes that some banned substances are used for legitimate medical purposes. Accordingly, the NCAA allows exceptions to be made for those student-athletes with a documented medical history demonstrating the need for regular use of such a drug. Exceptions may be granted for substances included in the following classes of banned drugs: stimulants, beta blockers, diuretics, and peptide hormones” (Bylaw 31.2.3).

1. Procedures for exceptions:
   - Alternative non-banned medications should be considered for treatment before a banned medication is used.
   - The use of banned stimulants, beta blockers, or diuretics may be determined by a physician. The use of peptide hormone must be approved by the NCAA before the student-athlete is allowed to participate while taking the medication.
   - The sports medicine staff will document and include these medications in the student-athlete’s chart. The documentation will consist of a letter or copy of medical notes from the prescribing physician.
   - Requirements of documentation:
     - Medical history that demonstrates a need for the medication.
     - Indication of alternate non-banned substances
     - Diagnosis
     - Dosage information
   - If a student-athlete tests positive for a banned substance that he/she desires an exception, the Athletic Director may request an exception from the NCAA

A list of NCAA banned substances can be found at [www.ncaa.org/health-safety](http://www.ncaa.org/health-safety).

**Ergogenic Aids and Nutritional Supplements**

All products used by student-athletes must meet NCAA regulations and must be approved by the sports medicine staff. Student-athletes may purchase nutritional supplements for their own use but may not contain products on the NCAA drug banned list. The sports medicine staff will not dispense nutritional or dietary supplements.

**Drug Testing**

As a LEC Student-Athlete you are subject to random drug testing year round from the NCAA. If you are selected for drug testing and fail, you lose a year of eligibility from the date of the test. You do have the option to appeal a positive drug test.

**Assumption of Risk**

The student-athlete understands that participating or training to participate in any sport can be a dangerous activity involving many risks of injury. Those dangers and risks of participation include, but are not limited to, death, severe neck and spinal injuries (which may result in complete or partial paralysis or brain damage) severe internal injury, severe injury to bones, joints, ligaments, muscles,
tendons, and other aspects to the student-athlete’s body, general health and well being. The student-athlete understands and comprehends that such injury may result in serious impairment of future abilities to earn a living, to engage in other business and generally enjoy life. The student athlete recognizes the importance of following the instructions of the Athletic Department staff regarding participation, training for participation, team rules, etc in the case of injury and agrees to obey such instructions.

**Training Room Rules and Hours**

**Hours:**

The main training room will be open typically from 10:00-7:00 pm Monday through Friday and by appointment. These times are subject to practice and event coverage. The training room will be closed on Saturdays, Sundays, school holidays, and breaks, except for practice and event coverage. The training room will open 1 hour prior to a practice, 3 hours prior to a football game, and 2 hours prior to a baseball game. The training room in Recreation Park will be open for practices and events at the park only. Normal training room hours will be posted outside the training room door. The Head Athletic Trainer must approve any access to the athletic training facilities outside of normal operation.

**Rules:**

- Appropriate dress is required.
- No swearing or obscene language is permitted in the training room.
- Cleats and spikes cannot be worn in the training room.
- Equipment and bags should be left outside of the training room.
- You must shower before entering the whirlpool.
- Be considerate of those around you.
- Do not remove anything from the training room without asking an athletic trainer.
- Towels must be thrown in the laundry basket.
- Do not leave items in the training room.
- Do not leave the ice scoop in the ice machine.
- Wash hands before using the paraffin bath.
- No tobacco or seeds will be allowed in the training room.
- Student-athletes cannot self administer modalities, i.e. whirlpools, electric stimulation, ultrasound, and paraffin bath.
Sports Information, Marketing & Media Relations

Sports Information & Marketing Office

The Sports Information and Marketing Office, within External Operations, is responsible for the department’s external communication, which includes media relations, statistical data and record keeping, website and official department social media management, promotions, advertising and publications. If you have any questions regarding any aspect of our office, feel free to ask your coach or contact:

Jason Tirotta  
Assistant Athletic Director for External Operations  
391 W. Washington Street  
Painesville, Ohio 44077  
Phone: 440.375.7475  
Email: jtirotta@lec.edu  
Fax: 440.375.7474

Student-Athlete Questionnaire

In your first year with your team, you will be asked to fill out a general questionnaire that will be kept on file in the Sports Information and Marketing Office and used for background information and to build student-athlete biographies on LakeErieStorm.com. If at any point during your playing career at Lake Erie College, it is your responsibility to provide the Sports Information and Marketing Office with the correct information. Personal information, such as phone numbers, addresses, etc., will never be released to the media. No information will be released without your consent.

Publications/Website

It is the responsibility of the Sports Information & Marketing Office to produce printed material such as press releases and game stories, programs, flipcards, schedule posters and pocket schedules and to maintain the Department of Athletics website (www.LakeErieStorm.com), video channels and social media outlets. All publications and productions originate from the Sports Information & Marketing office in conjunction. Any suggestions are welcome while the final content will be decided by the Assistant AD and the respective team’s coach. If you have any questions or concerns about the content of either of these areas, please contact the External Operations office.

Player Interviews

It is the policy of the Sports Information & Marketing Office to not release student-athlete contact information at any time. Members of the media wishing to interview players must request permission from the Assistant Athletic Director for External Operations or a full-time member of the Sports Information & Marketing staff.

Interviews will be granted before or after practice only if arrangements have been made with the Assistant Athletic Director for External Operations or a full-time member of the Sports Information & Marketing staff, as well as the Storm head coach at least 48 hours in advance. Player interviews will not be permitted before the contest on game days.
Postgame Interviews

Interviews with Storm players and coaches will be conducted in a designated area following a minimum 10-minute cooling off period at the conclusion of the contest. Storm head coaches may be interviewed following a brief postgame meeting with the team. Opposing coach and player interviews will be granted in accordance with the policies of the visiting sports information staff and/or head coach.

Licensing/Logo Usage

To protect and promote the Storm Athletic brand and to ensure the public can properly identify and associate the College's name and logos with officially licensed products bearing the College's athletic marks. Unauthorized or improper use of the logos (i.e. Stormy, Storm wordmarks, Rage On marks, etc.) are prohibited. All Lake Erie College Athletic trademarks are the property of Lake Erie College. This enables Lake Erie Athletics to share in the benefits derived from the commercial use of these trademarks. Review the Department of Athletics Brand and Graphics Guidelines at LakeErieStorm.com for more specific information regarding use guidelines and restrictions.

Faculty Athletics Representative (FAR)

The Faculty Athletics Representative (FAR) is responsible for serving as liaison between the Lake Erie College Department of Athletics and the faculty and administration. The FAR has contact with the NCAA membership services staff, is a member of the Athletic Appeals Committee, the Athletic Council, and Gender Equity Committee, as well as having other legislated and assigned responsibilities.

If a student-athlete has any issues with a coach, regarding academics, or any other athletically related matter the FAR is an available channel the student-athlete can use to discuss these topics. The FAR at Lake Erie College is Dr. Joanne Gurley. She can be reached at her office phone, 440.375.7121, or by email at gurley@lec.edu.

Student-Athlete Advisory Committee (SAAC)

A student-athlete advisory committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC offers input on the rules, regulations and polices that affect student-athletes' lives on NCAA member institution campuses. Some further functions of the SAAC are to:

- Promote communication between athletics administration and student-athletes
- Disseminate information
- Provide feedback and insight into athletics department issues
- Generate a student-athlete voice within the campus athletics department
- Build a sense of community within the athletics program involving all athletics teams
- Solicit student-athlete responses to proposed conference and NCAA legislation
- Organize community service efforts
- Create a vehicle for student-athlete representation on campus-wide committees (e.g., student government)
- Promote a positive student-athlete image on campus
- Provide community engagement and community service opportunities
Athletic Facility Usage

Jerome T. Osborne Family Athletic & Wellness Center Hours

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<th>Monday – Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tr>
<td>8:00 am – 9:00 pm</td>
<td>12:00 pm – 5:00 pm</td>
<td>1:00 pm – 8:00 pm</td>
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Athletic Center hours are subject to change based on holidays, school vacations, and summer break. Changes to the schedule will be posted at the facility and sent to your student email account. Also, practice and event schedules for the varsity and multi-purpose gyms are posted under the public folders tab in your email screen. The weight room is open during home contests, but only during the normal Athletic Center hours.

Athletic Center Rules and Guidelines

1. To use the facility, upon entrance, students must present a valid Lake Erie College ID and sign-in at the front desk. Students must also present their ID in order to check-out and use sports equipment. Before leaving, students must also sign-out at the front desk.
2. Suitable clothing must be worn at all times in the exercise area. This entails some type of t-shirt, shorts or pants (not jeans), and tennis shoes (open-toed shoes, sandals, or other street clothes not permitted in workout area). No outside shoes are allowed in the gym, a change of shoes must be brought to utilize the facility.
3. The Athletic Center is not responsible for any lost, damaged or stolen articles of clothing or any personal property.
4. Students will agree to pay an extra charge for any damage caused by any careless use of equipment, dropping of weights, etc.
5. Equipment must be wiped down, using the towels and spray bottles supplied by the Athletic Center, when you are finished exercising.
6. Weight plates and dumbbells must be put back on the appropriate racks after each use. Please do not lean weights against equipment, lay them on the floor or drop them.
7. Portable devices such as MP3 players are Discmans are permitted. Any music not played on personal stereo devices will be controlled by the gym staff. If you use the TVs, the remotes must be put back after use.
8. No profane or foul language is to be used in the Athletic Center. Also, keep extreme loud noises to a minimum.
9. The occurrence of fighting or conflict is not permitted and will result in immediate removal from the facility.
10. No alcoholic beverages or non-prescription drugs, including anabolic steroids, are allowed on the premises.
11. Use of the facility is strictly for Lake Erie College students, faculty and staff: no outside friends

If these rules are not followed, at the staff’s discretion, you may be asked to leave the building.
Intramurals

A variety of intramural sport offerings are posted throughout the academic year. Typically, competition is available in volleyball, basketball, dodgeball, indoor soccer, as well as other sports. You must gain permission from your coach before you sign up for an event.

*Portions of this document were directly copied from several resources. These are:*

- National Collegiate Athletic Association (NCAA) website – [www.ncaa.org](http://www.ncaa.org)
  - Hardship Waiver
  - Playing and Practice Regulations
  - NCAA Drug Testing and Banned Substance List
  - Gambling Policy
  - SAAC
- Lake Erie College Compliance Manual
  - Eligibility
  - Financial Aid
  - Compliance
- Lake Erie College Sports Medicine Guidelines & Procedures
  - Sports Medicine and Athletic Training
  - Sports Information
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