

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

VOLUME 49, NUMBER 5
March 26, 2021

ANNOUNCEMENTS FOR THE NEXT **DEANERY** ARE DUE APRIL 9, 2021.

I ANNOUNCEMENTS FROM COMMITTEES

Course Change Committee

The Course Change Committee has approved the following new courses:

AEXL 296 AC Community Collaborative (1 unit)

Prerequisites: Two semesters of full-time collegiate course work beyond high school; application process

Course Description: Students are introduced to the field of management consulting and the consulting process; Also addressed are the importance of and skill development in professionalism, impact measurement, team problem solving, and the basics of innovation design. Students work as junior consultants, guided by a “Learning by Doing” framework, on teams under the guidance of the AC3 Director, and senior (student) consultants and team leaders. *Baker.*

AEXL 396 AC Community Collaborative (1 unit)

Prerequisites: AEXL296, application process

Course Description: Students advance their skills in consulting, professional meeting facilitation, presentations, project scoping and MOU design, discovery process, project management, team management, change management, and other skills. In addition, students conduct course-based undergraduate research as they explore industry best practices (primary and secondary data collection). While serving as senior consultants, students in 396 are guided by a “Learning Through Doing and Mentoring” framework. *Baker.*

AEXL 496 AC Community Collaborative (1 unit)

Prerequisites: AEXL296, AEXL396, application process

Course Description: Enrolled students serve as project team leaders and are the guarantor of high-quality client relations and deliverables. Through a “Learning Through Leadership” framework, students advance leadership skills, resource allocation and project planning for on time quality delivery. Students serve as trainers to incoming junior consultants. Pending active client projects at the time of enrollment, students at the 496 level may also work directly with the Director to procure additional clients and/or help teams of students scope other client project work. *Baker.*

COMM 206 Event Management and Marketing (1 unit)

Course Description: Event Management is a theoretical and practical study of events. While interdisciplinary in nature, event planning theories covered in this class will be within the framework of strategic communication. Students will learn the art of event planning through the creation and implementation of an event outline. Students will utilize qualitative and quantitative data in event evaluation. This class will contain an overview of a multitude of events, including nonprofit fundraisers, weddings, community events, corporate engagements, and private parties. *Broekema.*

COMM 211 Risk Communication (1 unit)

Course Description: This course is an introduction to risk communication, giving a communication research perspective to wide-ranging applications of individuals' risk perception and decision-making. Although a good amount of the course draws examples from health and medicine, we take a broader view of risk and behavior that should be interesting for students of any background. Specific topics will include the psychology behind risk-taking, public service communication about health and environmental catastrophes, crisis communication and public relations, and how gain-loss framing affects financially risky decisions. *Cox.*

COMM 308 Health Disparities (1 unit)

Course Description: Understanding and recognizing the preventable differences in health as well as health care is inherent in working toward reducing and eliminating the inequality experienced by so many due to their race, gender, age, religion, language, sexual orientation, mental and physical ability, socio-economic status, and geography. This course will cover the historical, cultural, and current issues facing these groups through a social ecological perspective that highlights the importance of communication in not only perpetrating and reinforcing these health inequalities but also in alleviating them. *Price.*

EDUC 354 Mathematics Essentials for Elementary Curriculum Design and Assessment (1 unit)

Prerequisites: EDUC 195, 196 and permission of department.

Course Description: Examines relevant research base and theory on early mathematics learning, assessments and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes mathematics-specific teaching in terms of the high-leverage knowledge, practices, and strategies needed to address all of the constructs of mathematics developing in an integrated manner and in the service of meaningful learning and success. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices. *Staff.*

HIST 311 The Holocaust: History and Memory (1 unit)

Course Description: This course will study one of the most important events of the twentieth-century: the Holocaust. We will discuss the development of modern antisemitism, the rise of fascism and Hitler, the evolution of Nazi Jewish policy, the mechanics of the Final Solution, the experiences and responses of the victims, and the post-war attempt to deny these unparalleled crimes through traditional judicial procedures. *Brade.*

MATH 136 Applied Linear Algebra (.5 unit)

Course Description: An introduction to linear algebra and its application emphasizing the use of computational software. Topics will include vectors, matrices, matrix operations and decompositions, Gaussian elimination, and eigenvalues. Applications of linear algebra will include least squares approximations, solving systems of equations, and time permitting, special topics. *Ash.*

THEA 221 Theatrical Costume Design (1 unit)

Course Description: This course covers the principles, elements and practicalities of costume design for the theatre and their relationship to the performing arts. Students will learn how to communicate design choices both visually and verbally through rendering techniques and research. A variety of historical as well as geographical periods will be assigned. *Henderson.*

WELL 110 LifeHack: Resilience and Wellbeing (.25 unit)

Course Description: Provides an opportunity to explore personal wellbeing, including its physical, emotional/mental, social, and environmental dimensions, through the lenses of mindfulness and positive psychology and with an eye toward improving resilience. *Croce.*

* * *

Course Change Committee approved the elimination of the following courses:

BIO 206 Tropical Reef Ecology

BIO 201 Biology of Subtropical Florida

BIO 215 Aquatic Botany

BIO 321 Med Micro Anatomy

COMM 203 Small Group and Organizational Communication

COMM 314 Other side of Interpersonal Communication

COMM 322 Communication Theory and Research

COMM 341 Advanced Public Speaking

COMM 365 Media Theory

HCI 100 Introduction to Medicine

HCI 101 Introduction to Healthcare

HCI 105 Introduction to Veterinary Medicine

HCI 201 Issues in Healthcare

* * *

Course Change Committee approved revisions to the following courses:

New Course Title and Description

COMM 202 Communication in Interpersonal Contexts

Course Description: The course examines the theory and research behind interpersonal communication. Explores communication processes in dyads, families, teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments. The course also covers self-awareness, self-disclosure, relational development, and conflict resolution.

Old Course Title and Description

Interpersonal and Family Communication

An investigation of the role communication plays in the formation, maintenance and dissolution of interpersonal and family relationships. Topics include the nature of communicators and communication environments, interaction rules, rituals and intimate dialogue in family systems

New Course Number and Description

COMM 208 Health Communication

Course Description: Health communication is a rapidly growing field in the discipline because of its potential to aid in understanding and influencing outcomes in a variety of interpersonal, organizational, and mass communication contexts. Communication is the key to disease prevention, health promotion, and behavior change. This course will introduce you to the exciting and increasingly important topics in the health communication field.

Old Course Number and Description

COMM 310

Health communication is a growing field of research because of its potential to aid in understanding and influencing health outcomes in a variety of interpersonal, organizational, and mass communication contexts. Communication is the key to prevention, promotion, and change. This course will introduce you to the exciting and important theory and research being developed in the health communication discipline.

New Course Title and Description

COMM 303 Communication in Sports Organizations

Course Description: Provides an understanding of organizational communication theories and practices as they relate to the creation, maintenance, and change of culture and practices in sports organizations. This course will examine the impact of internal and external communication environments and how sports organizations adapt their communication and culture in response. Students will practice application, analysis, and critical thinking about communication in sports organizations through research projects.

Old Course Title and Description

Organizational Communication and Culture

Provides an understanding of organizational communication theories and practices associated with organizational culture. Focuses on how organizational culture is created, maintained, and changed through communication practices and processes within organizations and through organizations' adaptation to the changing external environment. Includes practice in communicatively grounded organizational cultural analyses through research projects.

New Course Number, Title and Description

EDUC 269 Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World

Prerequisites: EDUC 195, 196 and permission of department.

Course Description: Inquiry-oriented, project-based coursework of pedagogical content for education students in STEM fields to develop knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences working with 21st century skills and technology. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, and the Michigan Core Teaching Practices.

Old Course Number and Title

EDUC 259 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science

New Course Number, Title and Description

EDUC 271 Literacy Pedagogy in Elementary Schools: Contexts, Motivation and Engagement

Prerequisites: EDUC 195, 196 and permission of department.

Course Description: Examines relevant research base and theory on early literacy acquisition and learning contexts, motivation, engagement and assessments. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the knowledge, practices, and strategies needed to address all of the constructs of literacy developing in an integrated manner and in the service of meaningful listening, speaking, reading, writing, viewing and visually representing. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

Old Course Number and Title

EDUC 372 Teaching Reading in The Content Areas at The Elementary Level

New Course Title and Description

EDUC 371 Literacy Essentials for Elementary Curriculum Design and Assessment

Prerequisites: EDUC 195, 196 and permission of department.

Course Description: Examines relevant research base and theory on early literacy acquisition and learning processes, assessments, and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the motivations, knowledge, practices, and strategies involved in teaching and learning. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. Twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices. This course is required for all K-12 French, German and Spanish majors.

Old Course Title and Description

Literacy Pedagogy in the Elementary School

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Course Description: Examines the relevant research base on literacy acquisition and a variety of pedagogical approaches based on competing theories about literacy. Looks at culturally responsive pedagogy with children from a variety of racial, economic, and ethnic backgrounds, and at the knowledge, skills, and attitudes involved with the program processes. Requires development, implementation, and assessment of lesson plans. Field experience includes observation and teaching in public school classrooms. This course is required for all K-12 French, German and Spanish majors.

New Course Description

GEOL 306 Glaciers and Climate Change

Course Description: Study of the pace, causes, and impacts of climate change in the geologic record and in today's world. Special emphasis on the role of glaciation in climate change and the impact of glaciation and climate change on the Great Lakes area. Lecture and field trip offered in alternate years. *Wilch.*

Old Course Description

Course Description: Covers the dynamics of glacier flow and origin of glacial features, events of the Pleistocene Epoch with emphasis on the Great Lakes area, Earth's climate history, causes of ice ages, recent and future climate change. Lecture, laboratory, and field trips. Offered in alternate years.

New Course Title and Description

HIST 382 STEM in East Asian History

Course Description: Explores the broad impacts of science, technology, environment, and medicine across East Asia from premodern periods to the present-day. We will investigate the ways in which the human body, space and place, and material-environmental interactions (ranging from manipulations of waterways to climate change) transformed East Asian and global histories.

The course will focus on multidisciplinary, comparative approaches and topics including gendered forms of medicine and technology, regional and transnational environmental issues (natural, man-made, or both), and information flows between Asia and the world. *Ho.*

Old Course Title and Description

East Asian Environmental History

Course Description: Investigates how people in China and Japan have thought about and interacted with their environment in different historical settings. Explores the way in which East Asian religions and philosophies explain the cosmos and the place of humans and non-humans within it, and the impact of imperialism, industrialization, and revolution on environmental thinking and policies during the nineteenth to the twenty-first centuries. Topics include Confucian views of stewardship, Daoist cosmology, Shinto ritual, feng shui, environment and disease, Communist state building and environmental exploitation, and industrial pollution.

New Course Title Description

IDY 262 Arts Integrated Learning

Prerequisites: EDUC 195.

Course Description: Introduces teacher certification candidates to basic elements of arts composition (space, time, energy), performance and artistic analysis as they relate to music, visual art, dance and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the course are enacted in diverse learning environments. Culminating projects include the creation and presentation of original works of art, as well as reflection on personal and peer learning. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-12, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

Old Course Title Description

Course Description: Introduces K-8 teacher certification candidates to basic elements of arts composition (space, time, energy), performance and artistic analysis as they relate to music, visual art, dance and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the class are implemented within diverse learning environments. Culminating projects include the creation and presentation of original works of art in the discipline of the candidate's choice.

New Course Number, Title and Description

PLSC 306 Democratization and Democratic Breakdown

Course Description: This class examines democratic transitions and democratic erosions worldwide. When examining the issue of democratic transitions, we will try to understand why, how and when they occur, while also paying special attention to political, cultural, social and economic conditions that foster good democratic governance. Students will learn to identify the key attributes of democracy in both theory and practice, and gain an understanding of how political scientists measure democracy. This course will also examine the conditions under which

once consolidated democracies, erode. Our analytical focus will therefore turn to critically analyzing developments in economically well-developed countries, including the United States, that undermine democratic institutional structures. Both processes – democratization and democratic erosion – will include case studies from various regions in order to better understand their causes and consequences.

Old Course Number, Title and Description

PLSC 206 Democratic Transitions

Course Description: This course explores democratic transitions - why, how and when they occur - and the political, cultural, social and economic conditions that foster or impede democratic governance. Students will identify the key attributes of democracy in both theory and practice and learn how political scientists measure democracy. Student will examine case studies of democratization from various regions of the world in order to better understand the causes of democratic transition and democracy's consolidation. The course explores the idea of democracy, the practice of democracy and the imaginings and struggles of those who seek to achieve it in multiple regions of the world.

New Course Title

PSYC 243 Sensation & Perception

Old Course Title

The Psychology of Perception

* * *

Environmental Category Committee

The Environmental Category Committee has approved the following to count for YEN:

ENVN 101 & ENVN 102 Regardless of the instructor

IDY 289 Film, Media and the Environment, taught by Andrea Schmidt

* * *

Curriculum and Resources Committee

The Curriculum and Resources Committee approved the following name-change proposals:

The Department of Geological Sciences proposed to change the name of their department to the Department of Earth and Environment.

Rationale: The name change reflects the incorporation of the Environmental Science and Environmental Studies majors in the Geological Sciences department. They will be administering the Environmental majors and feel that the inclusion of the interdisciplinary majors should be reflected in our name. (The environmental majors will have oversight by interdisciplinary consulting groups.) The change will also help with recruitment. In K-12 schools, geology is called Earth Science (they mean the same thing). The department has noticed for quite a while now that

this disconnect has affected their recruitment efforts.

The Department of Chemistry proposed to change the name of their department to the Department of Chemistry and Biochemistry

Rationale: The Department of Chemistry proposed changing its name to the Department of Chemistry and Biochemistry in order to recognize the two majors the department offers in their name department name, increase the presence of biochemistry major in web searches by prospective students and their families, increase our biochemistry majors' sense of belonging in the department, and reflect the products of our department, where the biochemistry graduates outnumber the chemistry graduates 3 to 1.

The Department of Economics and Management proposed to change the name of the Master of Arts in Accountancy to the M.S. in Accounting.

Rationale: The name change will make it more likely that prospective students interested in accounting will find Albion College and our graduate program in Accounting. (Students search more frequently for "M.S. in Accounting" or "Master's in Accounting" programs than for "Master of Accountancy" programs.) These two degree types are functionally equivalent in coursework and meaning and are used interchangeably in the industry.

The Curriculum and Resources Committee approved the following temporary policy changes:

The Admissions Office proposed to extend the College's test optional policy, approved in 2020, for the 2022 admissions cycle.

Rationale: COVID-19 continues to make it more difficult for students to prepare for and take the SAT or ACT. The admissions office does not anticipate this changing for the Fall 2022 admission cycle. Maintaining the test-optional policy approved last year will ease this admissions burden on students and enable us to remain competitive.

The Curriculum and Resources Committee approved the following changes to the Post-baccalaureate certificate in pre-medical studies.

Rationale: The proposed revisions reflect the shifting role of the Institutes, which will no longer sponsor courses. The material to be covered by the HCI courses in the program will be addressed in workshops from the Wilson Institute. The addition of BIOL 360: Genomic Analysis to the list of elective courses increases the number of courses a student might take and provides an important content area that is not covered by the other elective courses.

Existing catalog copy for the proposed revision Requirements for the PreMedical Postbac Certificate

The following are required for the premedical Postbac certificate:

Required courses:

- ~~Professional School Success (HCl 187, 0.25 Unit)~~
- ~~Reflective Writing in the Health Professions (HCl 187, 0.25 Unit)~~
- ~~Colloquium in Public Health (HCl 185, 0.25 Unit) OR Issues in Healthcare (HCl 201, 0.25 Unit)~~

AND

- TPC Internship (1 Unit)
- TPC City Seminar (1 Unit)

OR

- Albion College summer elective course (1 Unit)
- Albion College summer elective course (1 Unit)

Elective courses:

Seven units, drawn from the approved list of courses below. Course plan made with consultation of Wilson Institute Health Professions Advisors. Additional courses may count toward the certificate pending approval of the Wilson Institute for Medicine.

Biological Anthropology (ANTH 242)

Global Health (ANTH 279)

Medical Anthropology (ANTH 368)

Cell Biology (BIOL 301)

Developmental Biology (BIOL 324)

Microbiology (BIOL 332)

Physiology (BIOL 341)

Genomic Analysis (BIOL 360)

Molecular Biology (BIOL 362)

Virology (BIOL 367)

Pathophysiology (BIOL 371)

Immunology (BIOL 372)

Biochemistry (CHEM 337)

Biophysical Chemistry (CHEM 351)

Medicinal Chemistry (CHEM352)

Heath Communication (COMM 210)

Risk Communication (COMM 211)

Intercultural Communication (COMM 213)
Health Disparities (COMM 310)
Gross Anatomy (KIN 233)
Physical Activity Epidemiology (KIN 285)
Research and Statistics in Kinesiology (KIN 310)
Human Physiology (KIN 369)
Exercise Physiology (KIN 379)
Statistics (MATH 209)
Biomedical Ethics (PHIL308)
Health Psychology (PSYC230)
Social Psychology (PSYC 236)
Neuroscience I (PSYC 241)
Psychology of Perception (PSYC 243)
Drugs, Brain, and Behavior (PSYC 247)
Child and Adolescent Development (PSYC 251)
Lifespan Development (PSYC 254)
Abnormal Psychology (PSYC 265)
Personality Psychology (PSYC 267)
Psychology of Language (PSYC 260)
Social Psychology - Sociological Perspectives (SOC 356)

Additional Requirements:

All students completing a PreMedical Postbac Certificate are required to successfully complete professional development workshops on topics including professional school test (MCAT/DAT/GRE) preparation, effective time management, successful study skill strategies, reflective writing, professional school application essay writing, and current issues in healthcare.

New “clean” catalog copy for the proposed revision Requirements for the PreMedical Postbac Certificate

The following are required for the premedical Postbac certificate:

Required courses:

- TPC Internship (1 Unit)
- TPC City Seminar (1 Unit)
OR
- Albion College summer elective course (1 Unit)
- Albion College summer elective course (1 Unit)

Elective courses:

Seven units, drawn from the approved list of courses below. Course plan made with consultation of Wilson Institute Health Professions Advisors. Additional courses may count toward the certificate pending approval of the Wilson Institute for Medicine.

- Biological Anthropology (ANTH 242)
- Global Health (ANTH 279)
- Medical Anthropology (ANTH 368)
- Cell Biology (BIOL 301)
- Developmental Biology (BIOL 324)
- Microbiology (BIOL 332)
- Physiology (BIOL 341)
- Genomic Analysis (BIOL 360)
- Molecular Biology (BIOL 362)
- Virology (BIOL 367)
- Pathophysiology (BIOL 371)
- Immunology (BIOL 372)
- Biochemistry (CHEM 337)
- Biophysical Chemistry (CHEM 351)
- Medicinal Chemistry (CHEM352)
- Heath Communication (COMM 210)
- Risk Communication (COMM 211)
- Intercultural Communication (COMM 213)
- Health Disparities (COMM 310)
- Gross Anatomy (KIN 233)
- Physical Activity Epidemiology (KIN 285)
- Research and Statistics in Kinesiology (KIN 310)
- Human Physiology (KIN 369)
- Exercise Physiology (KIN 379)
- Statistics (MATH 209)
- Biomedical Ethics (PHIL308)
- Health Psychology (PSYC230)
- Social Psychology (PSYC 236)
- Neuroscience I (PSYC 241)
- Psychology of Perception (PSYC 243)
- Drugs, Brain, and Behavior (PSYC 247)
- Child and Adolescent Development (PSYC 251)
- Lifespan Development (PSYC 254)
- Abnormal Psychology (PSYC 265)
- Personality Psychology (PSYC 267)

Psychology of Language (PSYC 260)

Social Psychology - Sociological Perspectives (SOC 356)

Additional Requirements:

All students completing a PreMedical Postbac Certificate are required to successfully complete professional development workshops on professional school test (MCAT/DAT/GRE) preparation, effective time management, successful study skill strategies, reflective writing, professional school application essay writing, and current issues in healthcare.

The Curriculum and Resources Committee approved the following changes to the education concentration.

Rationale: The proposed changes bring the concentration in elementary education in line with new MDE requirements.

Introduction

The Education Department is the academic unit housing the faculty and courses that support the mission of the Fritz Shurmur Center for Teacher Development and the teacher education program (TEP). Our mission is to prepare educators who understand the purpose(s) of education in a culturally pluralistic society and are able to foster and nourish a sense of belonging for all PK-12 learners. We provide extensive opportunities to teach and interact with children, youth and families from diverse community contexts. Information about the programs of study (concentrations that lead to eligibility for teacher certification in elementary, secondary, PK-12) as well as minors in Educational Studies and Teaching English as a Second Language may be found in this section. All students with an interest in the field of education are encouraged to contact the Education Department as soon as possible for individualized advising.

The Shurmur Center for Teacher Development supports partnerships with diverse schools and educational settings, capstone events such as the teacher education program Capstone Symposium on Teaching and provides collaborative professional development opportunities for prospective teachers and practitioners.

The Ferguson Center for Technology-Aided Teaching and Learning hosts the Learning Café, a dynamic and flexible place for prospective teachers to use computer and web-based technologies for designing lesson and unit plans, viewing and archiving videotaped examples of teaching and learning, and creating electronic and online portfolios of TEP achievements. There is a lending library of equipment and curriculum materials to support students in their clinical experiences. The Ferguson Center is a member of the Michigan Association of Computer Users in Learning (MACUL) and the International Society for Technology in Education (ISTE).

Albion College's teacher education program offerings that lead to eligibility for teacher certification in elementary, secondary, and PK-12 education are authorized by the Michigan Department of Education's Office of Educator Excellence. Albion's teacher education program offerings are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Albion College is an anti-racist institution. The Teacher Education Program actively promotes diversity, belonging and equity through critical and compassionate communication and strategic

outreach efforts to various students, faculty and staff (e.g., historically under-represented, first-generation, undocumented and DACA students, LGBTQ students).

Changes in certification requirements as determined by the Michigan Department of Education and/or in requirements set by Albion College and the Education Department may necessitate changes in programs described in this catalog. When such changes are implemented, efforts will be made to provide as smooth a transition to the new requirements as possible.

In preparation for student teaching, students participate in **clinical** experiences integrated into course work in 100, 200- and 300-level education classes. **Every clinical experience placement is arranged by the Clinical Experience Coordinator in consultation with the Education Department.** All TEP students are required to complete either **EDUC 396: Boundary Crossings in Elementary Schools** or **EDUC 397: Boundary Crossings in Secondary Schools** (also known as “**Maemester**”). These courses require an integrated field experience that begins during the spring semester and includes full-time participation during three weeks in a classroom in May as part of the junior or senior year. There is no additional tuition charged for the **Maemester** portion of the course; however, students will be charged for room and board during this period. Students are expected to complete a digital portfolio prior to completing their program of study.

Admission—Students may formally apply for admission to the **Shurmur Center for Teacher Development** / teacher education program (TEP) after successfully completing **EDUC 110** and **EDUC 195**. Requirements include: a **2.5** cumulative grade point average (GPA), **and** teaching major **GPA** and teaching minor (**required for secondary certification**) **GPA**, a **3.0** GPA in the education **concentration**, **completion of an application (distributed in EDUC 196)**, **interview**, two letters of recommendation. In accordance with State Board of Education policy, students are also required to complete **two** criminal history checks: in **EDUC 195** prior to admission, and again prior to student teaching. As part of this process, students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. A detailed explanation of requirements for admission may be obtained directly from the Education Department.

Further, students are required to maintain a **2.5** cumulative GPA and in their teaching major, teaching minor, **and 3.0 GPA in education concentration** and in other coursework required for the teacher education program. All required courses must be taken for a grade, except those offered only on a credit/no credit basis.

Student Teaching—The application for student teaching is distributed by the Clinical Experience Coordinator. Prospective teachers submit an application no later than November of the preceding academic year. The Clinical Experience Coordinator will consult with the Certification Officer and communicate with building administrators, mentor teachers, and prospective teachers to finalize student teaching internships. All coursework and requirements for graduation must be completed prior to the student teaching internship in order to be eligible. Student teaching is a **full-semester** capstone internship (3 units; EDUC 421/2/3) and seminar (1 unit; EDUC 431;2) that brings many significant responsibilities and obligations, and involves time commitments during and after school as well as evenings. Student teachers are expected to be present for all internship

commitments; this includes the weekly seminar and all Capstone activities and events. Student teaching is a high-stakes internship mentored by a tenured public school teacher, with certification in the relevant grade band and subject areas, who assesses comprehensive demonstration of professional standards and Core Teaching Practices required for eligibility for certification. The building principal and mentor teacher always have the right to terminate a student teaching placement. Therefore, prospective teachers must communicate, in writing, to the Education Department for consideration of requests to take other courses, work, hold leadership positions in organizations on- or off-campus, or participate in any activity that would potentially conflict with the responsibilities, schedule, and prioritization of focus for the internship and jeopardize eligibility for certification. Such requests should be carefully thought through in consultation with an advisor in education. All placements are made within a 30-mile radius of Albion in order to accommodate supervision, seminar and capstone commitments.

Testing— All education students need to pass Michigan Test for Teacher Certification (MTTC) grade band level and subject area tests to be eligible for certification by the Michigan Department of Education (MDE). It is recommended that students take content area exams once major course work for the relevant area and the colloquium on preparing for this testing is completed. At the time of registration, individuals must request that their MTTC scores be officially reported to Albion College (Institution Code 02). Certification tests are determined by the Michigan Department of Education and are periodically reviewed and changed. Consulting with the Certification Officer in advance of registration in order to confirm appropriate test registration is strongly recommended. Individuals must pass the respective tests for the desired grade band and subject area(s) they wish to teach. Prospective teachers who complete the elementary education concentration must pass the PK-3 and 3-6 grade band tests; those who complete the secondary education concentration must pass the 5-9 and 7-12 grade band tests as well as the subject area test relevant to their major and minor. K-12 music education students take only the Music Education Test. Those seeking certification to teach French, German or Spanish are required to pass the relevant world language subject area test and the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) exam with an “advanced low” level of proficiency (or higher) result. Close consultation with the Modern Languages and Cultures Department and TEP adviser to prepare for this exam is strongly recommended.

Certification Fee—Michigan Act No. 339 requires that all teacher candidates pay a fee of \$160 for the issuance of a certificate. Albion College is not involved in the collection of the fee. Candidates are billed online by the MDE. Albion College can only verify a candidate's application as eligible for certification. The MDE does not authorize an application until the candidate pays the certification fee.

Standard Certification—Initial certification issued by the State of Michigan is a standard certificate which is valid for up to five years. Program completers apply for certification via the Michigan Online Educator Certification System (MOECS). The standard certificate is available to print online at MOECS; notarization required.

Student Learning Objectives

TEP

1. Create instructional plans
2. Teach lessons in public school settings
3. Assess K-12 student learning
4. Identify key components for improving instructional plans for student learning in student teaching
5. Complete requirements for eligibility for certification

TESL

1. Analyze models of instruction for teaching English as a second language
2. Identify stages for acquiring and learning English as a second language
3. Participate in educational settings serving English Learners
4. Teach lessons for English Learners
5. Assess English acquisition and learning

Educational Studies

1. Describe diverse cultural perspectives in learning situations
2. Identify key features of professionalism
3. Identify processes for learning in educational settings
4. Build rapport with learners in two or more educational settings

Programs

Concentrations

- Elementary Education Concentration, B.A.
- Secondary Education Concentration, B.A.
- K-12 Education Concentration, B.A.

Majors for elementary or secondary education concentrations

- Biology
- Chemistry
- Earth Science/Geology Secondary
- English
- French
- German
- History
- Mathematics

- Music
- Physics
- Political Science
- Psychology
- Social Studies
- Spanish

Majors for K-12 Education Concentration

- French
- German
- Music
- Spanish

Minors

- Educational Studies Minor
- Teaching English as a Second Language Minor

EDUC COURSES LISTED in CATALOG

EDUC 110: Exploring Teaching Colloquium

(.25)

Exploration of educational careers and options for teacher certification. Students will document a minimum of ten hours of clinical experience observing in varied educational settings and grade levels.

- EDUC 187: Selected Topics
- EDUC 188: Selected Topics
- EDUC 189: Selected Topics

EDUC 202: Foundational Contexts of Education

(1 Unit)

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education, and critically examines the relationship among teachers, schools and society.

~~Seminar and field practicum. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. Henke, Shanton.~~

**EDUC 195: Education Foundations: Access, Equity and Advocacy
(1 Unit)**

Introductory course for students interested in exploring the field of education, TESL, and PK-12 education with teacher certification. An overview of the historical, social, political, multicultural, and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the power relationships among teachers, schools and society. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers PK-12, the Michigan Core Teaching Practice with explicit emphasis on building relationships and creating equitable learning environments for ethnolinguistically diverse students. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form.

**EDUC 203: Processes in Learning and Teaching
(1 Unit)**

~~Prerequisites: EDUC 202 and a minimum cumulative GPA of 2.7.~~

~~Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment and (4) connection/creativity. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. Seminar and special education field practicum. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. Shanton, Staff~~

**EDUC 196: Learner-Centered Approaches, Supports and Technologies
(1 Unit)**

Introductory course for students interested in PK-12 education with teacher certification. Emphasizes understanding and application of learner-centered approaches, supports and technologies as well as social-emotional learning. These are essential in understanding and supporting personal and professional growth, as well as in understanding diverse PK-12 learners and the development of the whole child. These will be explored in greater depth in all subsequent education courses. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-12, Early Childhood Quality Standards, the Michigan Core Teaching Practices and special education.

- EDUC 240: Brass Instruments
- EDUC 241: Brass Instruments
- EDUC 242: Woodwind Instruments

- EDUC 243: Woodwind Instruments
- EDUC 244: Stringed Instruments
- EDUC 245: Stringed Instruments
- EDUC 246: Percussion Instruments

~~EDUC 247: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies~~

~~(1/2 Unit)~~

~~Supports elementary education students in developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and field-based teaching experiences. Required professional sequence course for all elementary education candidates in social studies. Staff.~~

EDUC 249: Social Studies Pedagogy in Elementary Schools: Inquiry and Civic Engagement in a Diverse World (1 Unit)

Prerequisites: EDUC 195, 196 and permission of Education Department

Supports elementary education students in developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and field-based teaching experiences. Required professional sequence course for all elementary education prospective teachers. Students will develop strategies for connecting the interrelated content in disciplines to the development of children as citizens of the world. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-3, the Michigan Core Teaching Practices.

~~EDUC 259: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science~~

~~(1 Unit)~~

Prerequisite: EDUC 202.

~~Supports elementary education students in developing subject specific pedagogical content knowledge focusing on the intersection of the needs and interests of children, community and school resources, and curriculum standards and benchmarks. Inquiry oriented and field based. Staff.~~

EDUC 269: Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World (1 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Inquiry-oriented, project-based coursework of pedagogical content for education students in STEM fields to develop knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences working with 21st century skills and technology. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, and the Michigan Core Teaching Practices.

**EDUC 271: Literacy Pedagogy in Elementary Schools: Contexts, Motivation and Engagement
(1 Unit)**

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early literacy acquisition and learning contexts, motivation, engagement and assessments. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the knowledge, practices, and strategies needed to address all of the constructs of literacy developing in an integrated manner and in the service of meaningful listening, speaking, reading, writing, viewing and visually representing. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

- EDUC 287: Selected Topics
- EDUC 288: Selected Topics
- EDUC 289: Selected Topics

**EDUC 300: Eligibility for Teacher Certification
(.25 Unit)**

Prerequisites: EDUC 195, 196 and permission of department.

Eligibility for teacher certification requires completion of many steps, including successful passage of Michigan Tests for Teacher Certification (American Council on the Teaching of Languages Oral Proficiency Interview also required for world language teachers). This course will provide students with the skills to take initiative in planning and accessing resources. Students may choose to take this course more than one time.

**EDUC 319: Health and Wellness in the Elementary Classroom
(1/2 Unit)**

Introduces elementary education students to a holistic approach for promoting healthy and active lifestyles for their students. Prospective teachers become familiar with designing and integrating movement, health and physical education content in K-8 classrooms. Includes a required field placement in a K-8 public school or other educational setting. Shanton.

- EDUC 322: Teaching of Instrumental Music in the Schools
- EDUC 325: Teaching of Music in the Elementary School
- EDUC 328: Teaching of Choral Music in the Secondary School

**EDUC 338: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities
(1/2 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke, Shanton.

EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities

(1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke, Shanton.

EDUC 348: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences

(1/2 Unit)

Prerequisites: Education 202, 203 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke.

EDUC 349: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences

(1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke.

EDUC 354: Mathematics Essentials for Elementary Curriculum Design and Assessment

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early mathematics learning, assessments and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes mathematics-specific teaching in terms of the high-leverage knowledge, practices, and strategies needed to address all of the constructs of mathematics developing in an integrated manner and in the service of meaningful learning and success. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

EDUC 358: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences

(1/2 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics in developing subject-specific pedagogical content knowledge

through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Staff.

EDUC 359: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences

(1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Staff.

EDUC 363: Supplemental Preparation for Teaching Grades 3-4

Prerequisites: EDUC 195, 196 and permission of department.

This course supports prospective teachers to extend their certification to include grades 3-6.

Students will further develop communication, analytical skills, creativity, and in-depth exploration of teaching and learning in 37. 5 hours of clinical experiences across grades 3-4 in elementary schools.

EDUC 364: Supplemental Preparation for Teaching Grades 5-6

Prerequisites - EDUC 195, 196 and permission of department.

This course supports prospective teachers to extend their certification to include grades 3-6.

Students will further develop communication, analytical skills, creativity, and in-depth exploration of teaching and learning in 37. 5 hours of clinical experiences across grades 5-6 in elementary schools.

EDUC 371: Literacy Essentials for Elementary Curriculum Design and Assessment

(1 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early literacy acquisition and learning processes, assessments, and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the motivations, knowledge, practices, and strategies involved in teaching and learning. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. Twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices. This course is required for all K-12 French, German and Spanish majors.

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Examines the relevant research base on literacy acquisition and a variety of pedagogical approaches based on competing theories about literacy. Looks at culturally responsive pedagogy with children from a variety of racial, economic, and ethnic backgrounds, and at the knowledge, skills, and attitudes involved with the program processes. Requires development, implementation,

~~and assessment of lesson plans. Field experience includes observation and teaching in public school classrooms. This course is required for all K-12 French, German and Spanish majors. Shanton.~~

**EDUC 372: Teaching Reading in the Content Areas at the Elementary Level
(1/2 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Examines theory and pedagogy in literacy in content areas in the elementary grades, integrating reading and writing instruction into subject matter from liberal arts disciplines across the curriculum to enhance lifelong literacy skills. Emphasizes development, teaching, and assessment of lesson plans, using children's fiction and non-fiction literature. Field experience. Shanton, Staff.

**EDUC 373: Literacy Pedagogy in Secondary Schools
(1 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Examines literacy pedagogy in the secondary content areas. Field experiences in public school classrooms provide opportunities to observe learners and to practice the skills, methods, and strategies for teaching content literacy. Should be taken the semester prior to student teaching. Henke, Staff.

**EDUC 374: Teaching Advanced Concepts in Biology
(1/4 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of biology-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

**EDUC 375: Teaching Advanced Concepts in Chemistry
(1/4 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of chemistry-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

**EDUC 376: Teaching Advanced Concepts in Geology
(1/4 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of geology-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

**EDUC 377: Teaching Advanced Concepts in Physics
(1/4 Unit)**

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of physics-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

- EDUC 382: International Education Practicum
- EDUC 387: Selected Topics
- EDUC 388: Selected Topics
- EDUC 389: Selected Topics

EDUC 396: Boundary Crossings in Elementary Schools
(1 Unit)

Prerequisites: EDUC 202, EDUC 203.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior elementary teacher education students. Shanton, Staff.

- EDUC 397: Boundary Crossings in Secondary Schools
- EDUC 398: Shurmur Mentorship-Practicum
- EDUC 411: Directed Study
- EDUC 412: Directed Study
- EDUC 421: Elementary Student Teaching

EDUC 421: Elementary Student Teaching
(3 Units)

Prerequisites: Advising and permission from department.

All elementary education courses need to be completed before student teaching. A full school day, semester-long Internship at the elementary school level under the supervision of an experienced, well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing an open forum for the sharing of readings, problems and experiences. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee (but can be reimbursed by the Shurmur Center). Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. Offered on a credit/no credit basis. Staff.

- EDUC 422: Secondary Student Teaching
- EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12)
- EDUC 431: Seminar: Elementary Student Teaching

EDUC 431: Seminar: Elementary Student Teaching
(1 Unit)

Prerequisite: Permission of department.

A capstone course reflecting on practice in the classroom. Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester. Shanton.

- EDUC 432: Seminar: Secondary Student Teaching

IDY 262 Integrated Arts Learning

(1 Unit)

Prerequisites: EDUC 195.

Introduces teacher certification candidates to basic elements of arts composition (space, time, energy), performance and artistic analysis as they relate to music, visual art, dance and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the course are enacted in diverse learning environments. Culminating projects include the creation and presentation of original works of art, as well as reflection on personal and peer learning. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-12, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

INTEGRATED SCIENCE, WITH ELEMENTARY EDUCATION CERTIFICATION, INTERDISCIPLINARY B.A.

Requirements for Interdisciplinary Major in Integrated Science with Elementary Education Certification

~~Students interested in pursuing elementary education certification may wish to consider an interdisciplinary major in integrated science. The integrated science major is primarily intended for students seeking a broad, cross-disciplinary understanding of the natural sciences. Students completing a major in integrated science are required to take courses in all the natural sciences and also to choose a minor in biology, chemistry, geology or physics. The detailed requirements for the major are provided in this catalog or are available from the Education Department.~~

Elementary Certification

~~Albion offers programs leading to Michigan certification at the elementary level (grades K-8) in the following subject areas:~~

~~English/Language Arts~~

~~Integrated Science~~

~~Mathematics~~

~~Social Studies~~

~~Students accepted as candidates for elementary certification must:~~

- ~~Complete a planned program as specified below.~~
- ~~Complete all other requirements as specified by Albion's Education Department.~~

Elementary Certification Program

Prerequisite Courses for All Certifications:

- ENGL 101: College Writing (1 Unit)
- PSYC 101: Introduction to Psychology (1 Unit)
-
- Science with a lab:
 - BIOL 195: Ecology, Evolution and Biodiversity (1 Unit)
 - CHEM 107: Chemistry for the Non-Science Major (1 Unit)
 -
 - GEOL 101: Introductory Geology (1 Unit)
 - OR
 - GEOL 103: Introduction to Earth History (1 Unit)
 - OR
 - PHYS 105: Introductory Astronomy (1 Unit)

Requirements for Certification

- EDUC 319: Health and Wellness in the Elementary Classroom (1/2 Unit)
- ENGL 203: Advanced Writing: College and Beyond (1 Unit) *
- ENGL 348: English Language (1 Unit)
- HIST 131: The United States from Colonization to the Civil War (1 Unit)
- IDY 262: Arts Integrated Learning (1 Unit)
- MATH 104: Mathematics for Elementary Teachers (1 Unit)
- PSYC 251: Child and Adolescent Development (1 Unit)

Professional Sequence for All Certifications:

- EDUC 202: Foundational Contexts of Education (1 Unit)
- EDUC 203: Processes in Learning and Teaching (1 Unit)
- EDUC 247: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies (1/2 Unit)
- EDUC 259: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science (1 Unit)
- EDUC 371: Literacy Pedagogy in the Elementary School (1 Unit)
- EDUC 372: Teaching Reading in the Content Areas at the Elementary Level (1/2 Unit)
- EDUC 396: Boundary Crossings in Elementary Schools (1 Unit) **
- EDUC 421: Elementary Student Teaching (3 Units)
- EDUC 431: Seminar: Elementary Student Teaching (1 Unit)

Note

* Either ENGL 101H or ENGL 203 satisfies the planned program requirement.

** Course meets intermittently during the spring semester and intensively during three weeks in May, requires residence on campus, and is part of spring registration.

Course descriptions and prerequisites are listed under the respective departments. Numbers in parentheses indicate units of credit awarded. Students apply for formal acceptance and admission into the TEP during their sophomore year while enrolled in **EDUC 203**. If a student desires to do off campus study, the ideal semester to do so is the fall of the junior year.

Requirements for Major

Nine Units Including:

- All courses for the major must be taken for a numerical grade.
- Completion of all other requirements for teacher certification.

Elementary Certification

- BIOL 195: Ecology, Evolution and Biodiversity (1 Unit)
- BIOL 210: Cell and Molecular Biology (1 Unit)
- GEOL 103: Introduction to Earth History (1 Unit)
- GEOL 115: Oceans, Atmosphere and Climate (1 Unit)
- PHYS 105: Introductory Astronomy (1 Unit)
- PHYS 115: General Physics (1 Unit)
- PHYS 116: General Physics (1 Unit)

Requirements for Elementary Certification

Students seeking elementary certification with a major in integrated science are required to consult with the Education Department and meet admission requirements to the teacher education program (TEP). Certification in elementary education requires 14 units of additional course work and often necessitates a ninth semester for student teaching. Students completing an integrated science major fulfill the certification requirement for a science course with a laboratory as part of the requirements for the major.

- All courses must be taken for a numerical grade.

Complete a Planned Program Including:

- ENGL 203: Advanced Writing: College and Beyond (1 Unit)
- ENGL 101: College Writing (1 Unit) is a prerequisite
- ENGL 348: English Language (1 Unit)
- HIST 131: The United States from Colonization to the Civil War (1 Unit)
- IDY 262: Arts Integrated Learning (1 Unit)
- MATH 104: Mathematics for Elementary Teachers (1 Unit)
- PSYC 251: Child and Adolescent Development (1 Unit)
- PSYC 101: Introduction to Psychology (1 Unit) is a prerequisite
- EDUC 202: Foundational Contexts of Education (1 Unit)
- EDUC 203: Processes in Learning and Teaching (1 Unit)

- ~~EDUC 247: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies (1/2 Unit)~~
- ~~EDUC 259: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science (1 Unit)~~
- ~~EDUC 319: Health and Wellness in the Elementary Classroom (1/2 Unit)~~
- ~~EDUC 371: Literacy Pedagogy in the Elementary School (1 Unit)~~
- ~~EDUC 372: Teaching Reading in the Content Areas at the Elementary Level (1/2 Unit)~~

~~Two Units (One of Which Must Be in Your Minor) From:~~

- ~~EDUC 374: Teaching Advanced Concepts in Biology (1/4 Unit)~~
- ~~EDUC 375: Teaching Advanced Concepts in Chemistry (1/4 Unit)~~
- ~~EDUC 376: Teaching Advanced Concepts in Geology (1/4 Unit)~~
- ~~EDUC 377: Teaching Advanced Concepts in Physics (1/4 Unit)~~
- ~~EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)~~
- ~~EDUC 421: Elementary Student Teaching (3 Units)~~
- ~~EDUC 431: Seminar: Elementary Student Teaching (1 Unit)~~

~~Complete Six Units of Professional Sequence Course Work and Four Units of Student Teaching:~~

- ~~EDUC 202: Foundational Contexts of Education (1 Unit)~~
- ~~EDUC 203: Processes in Learning and Teaching (1 Unit)~~
- ~~EDUC 247: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies (1/2 Unit)~~
- ~~EDUC 259: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science (1 Unit)~~
- ~~EDUC 371: Literacy Pedagogy in the Elementary School (1 Unit)~~
- ~~EDUC 372: Teaching Reading in the Content Areas at the Elementary Level (1/2 Unit)~~
- ~~EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)~~
- ~~EDUC 421: Elementary Student Teaching (3 Units)~~
- ~~EDUC 431: Seminar: Elementary Student Teaching (1 Unit)~~

~~Requirements for Minor~~

- ~~Please note that the courses for the major can be counted toward the minor in the respective field.~~

Biology

- ~~BIOL 195: Ecology, Evolution and Biodiversity (1 Unit)~~
- ~~BIOL 210: Cell and Molecular Biology (1 Unit) (from major)~~
- ~~BIOL 215: Aquatic Botany (1 Unit)~~
- ~~OR~~

- BIOL 216: Vascular Plants (1 Unit)
-
- BIOL 225: Invertebrate Zoology (1 Unit)
- BIOL 227: Vertebrate Zoology (1 Unit)
- OR
- BIOL 314: Comparative Anatomy (1 Unit)
-
- One additional unit in biology (200 level or above) selected with departmental approval

Chemistry

- CHEM 206: Chemical Analysis (1 Unit)
- CHEM 301: Chemical Energetics and Kinetics (1 Unit)
- (with prerequisite of MATH 141 or equivalent)
- OR
- CHEM 337: Biochemistry (1 Unit)

Geology

- GEOL 103: Introduction to Earth History (1 Unit)
- GEOL 115: Oceans, Atmosphere and Climate (1 Unit) (from major)
- GEOL 101: Introductory Geology (1 Unit)
- Two units (200-level or above) selected with departmental approval.

Physics

- PHYS 105: Introductory Astronomy (1 Unit)
- PHYS 115: General Physics (1 Unit)
- PHYS 116: General Physics (1 Unit) (from major)
-
- PHYS 102: The Physics of Urban and Environmental Problems (1 Unit)
- OR
- PHYS 245: Electronics (1 Unit)
-
- PHYS 205: Planetary Astronomy (1 Unit)
- GEOL 101: Introductory Geology (1 Unit)

Elementary Concentration

The Elementary Concentration leads to eligibility for certification by the Michigan Department of Education (MDE) as a PK-3 teacher with an endorsement in grades 3-6. Students who pursue this option are required to choose from an approved list of majors, apply for admission to the teacher

education program (TEP), complete all education concentration coursework, and successfully complete all requirements for graduation and certification as specified by the MDE.

Choice of Major

Biology
Chemistry
Earth / Space Science (Geology)
Physics
Mathematics
English language arts
French
German
Spanish
History
Music
Political Science
Psychology
Social Studies

Required Coursework for Elementary Concentration

EDUC 110: Exploring Teaching Colloquium (.25 Unit)
EDUC 195: Education Foundations: Access, Equity and Advocacy (1 Unit)
EDUC 196: Learner-Centered Approaches, Supports and Technologies (1 Unit)
PSYC 101: Introduction to Psychology (1 Unit)
ENGL 101: College Writing (1 Unit)
PSYC 251: Child & Adolescent Development (1 Unit)
IDY 262: Arts Integrated Learning (1 Unit)
MATH 104: Mathematics for Elementary Teachers (1 Unit)
EDUC 354: Mathematics Pedagogy in Elementary Schools: Contexts, Motivation and Engagement (1 Unit)
EDUC 269: Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World (1 Unit)
EDUC 249: Social Studies Pedagogy in Elementary Schools: Inquiry and Civic Engagement in a Diverse World (1 Unit)
EDUC 271: Literacy Pedagogy in Elementary Schools: Contexts, Motivation and Engagement (1 Unit)
EDUC 371: Literacy Essentials for Elementary Curriculum Design and Assessment (1 Unit)

- EDUC 300: Eligibility for Teacher Certification (.25 Unit)
- EDUC 363: Teaching Grades 3-4: Supplemental Preparation (.25 Unit)
- EDUC 364: Teaching Grades 5-6: Supplemental Preparation (.25 Unit)
- EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
- EDUC 421: Elementary Student Teaching: Internship (3 Units)
- EDUC 431: Elementary Student Teaching: Seminar (1 Unit)

Clean Catalog Language for Teacher Education Program Introduction, Education Course Descriptions, and Elementary Concentration

Introduction

The Education Department is the academic unit housing the faculty and courses that support the mission of the Fritz Shurmur Center for Teacher Development and the teacher education program (TEP). Our mission is to prepare educators who understand the purpose(s) of education in a culturally pluralistic society and are able to foster and nourish a sense of belonging for all PK-12 learners. We provide extensive opportunities to teach and interact with children, youth and families from diverse community contexts. Information about the programs of study (concentrations that lead to eligibility for teacher certification in elementary, secondary, PK-12) as well as minors in Educational Studies and Teaching English as a Second Language may be found in this section. All students with an interest in the field of education are encouraged to contact the Education Department as soon as possible for individualized advising.

The Shurmur Center for Teacher Development supports partnerships with diverse schools and educational settings, capstone events such as the teacher education program Capstone Symposium on Teaching and provides collaborative professional development opportunities for prospective teachers and practitioners.

The Ferguson Center for Technology-Aided Teaching and Learning hosts the Learning Café, a dynamic and flexible place for prospective teachers to use computer and web-based technologies for designing lesson and unit plans, viewing and archiving videotaped examples of teaching and learning, and creating electronic and online portfolios of TEP achievements. There is a lending library of equipment and curriculum materials to support students in their clinical experiences. The Ferguson Center is a member of the Michigan Association of Computer Users in Learning (MACUL) and the International Society for Technology in Education (ISTE).

Albion College's teacher education program offerings that lead to eligibility for teacher certification in elementary, secondary, and PK-12 education are authorized by the Michigan Department of Education's Office of Educator Excellence. Albion's teacher education program offerings are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Albion College is an anti-racist institution. The Teacher Education Program actively promotes diversity, belonging and equity through critical and compassionate communication and strategic outreach efforts to various students, faculty and staff (e.g., historically under-represented, first-generation, undocumented and DACA students, LGBTQ students).

Changes in certification requirements as determined by the Michigan Department of Education and/or in requirements set by Albion College and the Education Department may necessitate changes in programs described in this catalog. When such changes are implemented, efforts will be made to provide as smooth a transition to the new requirements as possible.

In preparation for student teaching, students participate in clinical experiences integrated into course work in 100, 200- and 300-level education classes. Every clinical experience placement is arranged by the Clinical Experience Coordinator in consultation with the Education Department. All TEP students are required to complete either EDUC 396: Boundary Crossings in Elementary Schools or EDUC 397: Boundary Crossings in Secondary Schools (also known as “Maemester”). These courses require an integrated field experience that begins during the spring semester and includes full-time participation during three weeks in a classroom in May as part of the junior or senior year. There is no additional tuition charged for the Maemester portion of the course; however, students will be charged for room and board during this period. Students are expected to complete a digital portfolio prior to completing their program of study.

Admission—Students may formally apply for admission to the Shurmur Center for Teacher Development / teacher education program (TEP) after successfully completing EDUC 110 and EDUC 195. Requirements include: a 2.5 cumulative grade point average (GPA), and teaching major GPA and teaching minor (required for secondary certification) GPA, a 3.0 GPA in the education concentration, completion of an application (distributed in EDUC 196), interview, two letters of recommendation. In accordance with State Board of Education policy, students are also required to complete two criminal history checks: in EDUC 195 prior to admission, and again prior to student teaching. As part of this process, students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. A detailed explanation of requirements for admission may be obtained directly from the Education Department.

Further, students are required to maintain a 2.5 cumulative GPA and in their teaching major, teaching minor, and 3.0 GPA in education concentration and in other coursework required for the teacher education program. All required courses must be taken for a grade, except those offered only on a credit/no credit basis.

Student Teaching—The application for student teaching is distributed by the Clinical Experience Coordinator. Prospective teachers submit an application no later than November of the preceding academic year. The Clinical Experience Coordinator will consult with the Certification Officer and communicate with building administrators, mentor teachers, and prospective teachers to finalize student teaching internships. All coursework and requirements for graduation must be completed prior to the student teaching internship in order to be eligible. Student teaching is a full-semester capstone internship (3 units; EDUC 421/2/3) and seminar (1 unit; EDUC 431;2) that brings many significant responsibilities and obligations, and involves time commitments during and after school as well as evenings. Student teachers are expected to be present for all internship commitments; this includes the weekly seminar and all Capstone activities and events. Student teaching is a high-stakes internship mentored by a tenured public school teacher, with certification in the relevant grade band and subject areas, who assesses comprehensive demonstration of

professional standards and Core Teaching Practices required for eligibility for certification. The building principal and mentor teacher always have the right to terminate a student teaching placement. Therefore, prospective teachers must communicate, in writing, to the Education Department for consideration of requests to take other courses, work, hold leadership positions in organizations on- or off-campus, or participate in any activity that would potentially conflict with the responsibilities, schedule, and prioritization of focus for the internship and jeopardize eligibility for certification. Such requests should be carefully thought through in consultation with an advisor in education. All placements are made within a 30-mile radius of Albion in order to accommodate supervision, seminar and capstone commitments.

Testing— All education students need to pass Michigan Test for Teacher Certification (MTTC) grade band level and subject area tests to be eligible for certification by the Michigan Department of Education (MDE). It is recommended that students take content area exams once major course work for the relevant area and the colloquium on preparing for this testing is completed. At the time of registration, individuals must request that their MTTC scores be officially reported to Albion College (Institution Code 02). Certification tests are determined by the Michigan Department of Education and are periodically reviewed and changed. Consulting with the Certification Officer in advance of registration in order to confirm appropriate test registration is strongly recommended. Individuals must pass the respective tests for the desired grade band and subject area(s) they wish to teach. Prospective teachers who complete the elementary education concentration must pass the PK-3 and 3-6 grade band tests; those who complete the secondary education concentration must pass the 5-9 and 7-12 grade band tests as well as the subject area test relevant to their major and minor. K-12 music education students take only the Music Education Test. Those seeking certification to teach French, German or Spanish are required to pass the relevant world language subject area test and the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) exam with an “advanced low” level of proficiency (or higher) result. Close consultation with the Modern Languages and Cultures Department and TEP adviser to prepare for this exam is strongly recommended.

Certification Fee—Michigan Act No. 339 requires that all teacher candidates pay a fee of \$160 for the issuance of a certificate. Albion College is not involved in the collection of the fee. Candidates are billed online by the MDE. Albion College can only verify a candidate's application as eligible for certification. The MDE does not authorize an application until the candidate pays the certification fee.

Standard Certification—Initial certification issued by the State of Michigan is a standard certificate which is valid for up to five years. Program completers apply for certification via the Michigan Online Educator Certification System (MOECS). The standard certificate is available to print online at MOECS; notarization required.

Student Learning Objectives

TEP

6. Create instructional plans
7. Teach lessons in public school settings
8. Assess K-12 student learning
9. Identify key components for improving instructional plans for student learning in student teaching
10. Complete requirements for eligibility for certification

TESL

6. Analyze models of instruction for teaching English as a second language
7. Identify stages for acquiring and learning English as a second language
8. Participate in educational settings serving English Learners
9. Teach lessons for English Learners
10. Assess English acquisition and learning

Educational Studies

5. Describe diverse cultural perspectives in learning situations
6. Identify key features of professionalism
7. Identify processes for learning in educational settings
8. Build rapport with learners in two or more educational settings

Programs

Concentrations

- Elementary Education Concentration, B.A.
- Secondary Education Concentration, B.A.
- K-12 Education Concentration, B.A.

Majors for elementary or secondary education concentrations

- Biology
- Chemistry
- Earth Science/Geology Secondary
- English
- French
- German
- History

- Mathematics
- Music
- Physics
- Political Science
- Psychology
- Social Studies
- Spanish

Majors for K-12 Education Concentration

- French
- German
- Music
- Spanish

Minors

- Educational Studies Minor
- Teaching English as a Second Language Minor

EDUC COURSES LISTED in CATALOG

EDUC 110: Exploring Teaching Colloquium (.25)

Exploration of educational careers and options for teacher certification. Students will document a minimum of ten hours of clinical experience observing in varied educational settings and grade levels.

- EDUC 187: Selected Topics
- EDUC 188: Selected Topics
- EDUC 189: Selected Topics

EDUC 195: Education Foundations: Access, Equity and Advocacy (1 Unit)

Introductory course for students interested in exploring the field of education, TESL, and PK-12 education with teacher certification. An overview of the historical, social, political, multicultural, and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the power relationships among teachers, schools and society. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers PK-12, the Michigan Core Teaching Practice with explicit emphasis on building relationships and creating equitable learning environments for ethnolinguistically diverse students. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form.

EDUC 196: Learner-Centered Approaches, Supports and Technologies (1 Unit)

Introductory course for students interested in PK-12 education with teacher certification. Emphasizes understanding and application of learner-centered approaches, supports and technologies as well as social-emotional learning. These are essential in understanding and supporting personal and professional growth, as well as in understanding diverse PK-12 learners and the development of the whole child. These will be explored in greater depth in all subsequent education courses. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-12, Early Childhood Quality Standards, the Michigan Core Teaching Practices and special education.

- EDUC 240: Brass Instruments
- EDUC 241: Brass Instruments
- EDUC 242: Woodwind Instruments
- EDUC 243: Woodwind Instruments
- EDUC 244: Stringed Instruments
- EDUC 245: Stringed Instruments
- EDUC 246: Percussion Instruments

EDUC 249: Social Studies Pedagogy in Elementary Schools: Inquiry and Civic Engagement in a Diverse World (1 Unit)

Prerequisites: EDUC 195, 196 and permission of Education Department

Supports elementary education students in developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and field-based teaching experiences. Required professional sequence course for all elementary education prospective teachers. Students will develop strategies for connecting the interrelated content in disciplines to the development of children as citizens of the world. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-3, the Michigan Core Teaching Practices.

EDUC 269: Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World (1 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Inquiry-oriented, project-based coursework of pedagogical content for education students in STEM fields to develop knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences working with 21st century skills and technology. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, and the Michigan Core Teaching Practices.

EDUC 271: Literacy Pedagogy in Elementary Schools: Contexts, Motivation and Engagement (1 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early literacy acquisition and learning contexts, motivation, engagement and assessments. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the knowledge, practices, and strategies needed to address all of the constructs of literacy developing in an integrated manner and in the service of meaningful listening, speaking, reading, writing, viewing and visually representing. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

- EDUC 287: Selected Topics
- EDUC 288: Selected Topics
- EDUC 289: Selected Topics

EDUC 300: Eligibility for Teacher Certification (.25 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Eligibility for teacher certification requires completion of many steps, including successful passage of Michigan Tests for Teacher Certification (American Council on the Teaching of Languages Oral Proficiency Interview also required for world language teachers). This course will provide students with the skills to take initiative in planning and accessing resources. Students may choose to take this course more than one time.

EDUC 319: Health and Wellness in the Elementary Classroom (1/2 Unit)

Introduces elementary education students to a holistic approach for promoting healthy and active lifestyles for their students. Prospective teachers become familiar with designing and integrating movement, health and physical education content in K-8 classrooms. Includes a required field placement in a K-8 public school or other educational setting. Shanton.

- EDUC 322: Teaching of Instrumental Music in the Schools
- EDUC 325: Teaching of Music in the Elementary School
- EDUC 328: Teaching of Choral Music in the Secondary School

EDUC 338: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities (1/2 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke, Shanton.

EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities (1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke, Shanton.

EDUC 348: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences (1/2 Unit)

Prerequisites: Education 202, 203 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke.

EDUC 349: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences (1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Henke.

EDUC 354: Mathematics Essentials for Elementary Curriculum Design and Assessment

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early mathematics learning, assessments and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes mathematics-specific teaching in terms of the high-leverage knowledge, practices, and strategies needed to address all of the constructs of mathematics developing in an integrated manner and in the service of meaningful learning and success. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

EDUC 358: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences (1/2 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Staff.

EDUC 359: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences (1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. Staff.

EDUC 363: Supplemental Preparation for Teaching Grades 3-4

Prerequisites: EDUC 195, 196 and permission of department.

This course supports prospective teachers to extend their certification to include grades 3-6.

Students will further develop communication, analytical skills, creativity, and in-depth exploration of teaching and learning in 37.5 hours of clinical experiences across grades 3-4 in elementary schools.

EDUC 364: Supplemental Preparation for Teaching Grades 5-6

Prerequisites - EDUC 195, 196 and permission of department.

This course supports prospective teachers to extend their certification to include grades 3-6.

Students will further develop communication, analytical skills, creativity, and in-depth exploration of teaching and learning in 37.5 hours of clinical experiences across grades 5-6 in elementary schools.

EDUC 371: Literacy Essentials for Elementary Curriculum Design and Assessment (1 Unit)

Prerequisites: EDUC 195, 196 and permission of department.

Examines relevant research base and theory on early literacy acquisition and learning processes, assessments, and pedagogical approaches. Looks at culturally responsive pedagogy with children from a variety of cultural, economic, ethno-linguistic and racial backgrounds. Emphasizes the motivations, knowledge, practices, and strategies involved in teaching and learning. Requires planning and preparation, engagement in classroom environments, instruction in classroom environments, and formative and summative reflection. Twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for Preparation of Teachers of Lower Elementary (PK-3) Education, Early Childhood Quality Standards, and the Michigan Core Teaching Practices. This course is required for all K-12 French, German and Spanish majors.

EDUC 373: Literacy Pedagogy in Secondary Schools (1 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Examines literacy pedagogy in the secondary content areas. Field experiences in public school classrooms provide opportunities to observe learners and to practice the skills, methods, and strategies for teaching content literacy. Should be taken the semester prior to student teaching. Henke, Staff.

EDUC 374: Teaching Advanced Concepts in Biology (1/4 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of biology-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

EDUC 375: Teaching Advanced Concepts in Chemistry (1/4 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of chemistry-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

EDUC 376: Teaching Advanced Concepts in Geology (1/4 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of geology-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

EDUC 377: Teaching Advanced Concepts in Physics (1/4 Unit)

Prerequisites: EDUC 202, EDUC 203 and permission of department.

Extends elementary education students' knowledge of physics-related scientific phenomena.

Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. Staff.

- EDUC 382: International Education Practicum
- EDUC 387: Selected Topics
- EDUC 388: Selected Topics
- EDUC 389: Selected Topics

EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)

Prerequisites: EDUC 202, EDUC 203.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior elementary teacher education students. Shanton, Staff.

- EDUC 397: Boundary Crossings in Secondary Schools
- EDUC 398: Shurmur Mentorship-Practicum
- EDUC 411: Directed Study
- EDUC 412: Directed Study
- EDUC 421: Elementary Student Teaching

EDUC 421: Elementary Student Teaching (3 Units)

Prerequisites: Advising and permission from department.

All elementary education courses need to be completed before student teaching. A full school day, semester-long Internship at the elementary school level under the supervision of an experienced, well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing an open forum for the sharing of readings, problems and experiences. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the

\$10 ICHAT fee (but can be reimbursed by the Shurmur Center). Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. Offered on a credit/no credit basis. Staff.

- EDUC 422: Secondary Student Teaching
- EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12)
- EDUC 431: Seminar: Elementary Student Teaching

EDUC 431: Seminar: Elementary Student Teaching (1 Unit)

Prerequisite: Permission of department.

A capstone course reflecting on practice in the classroom. Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester. Shanton.

- EDUC 432: Seminar: Secondary Student Teaching

IDY 262 Integrated Arts Learning (1 Unit)

Prerequisites: EDUC 195.

Introduces teacher certification candidates to basic elements of arts composition (space, time, energy), performance and artistic analysis as they relate to music, visual art, dance and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the course are enacted in diverse learning environments. Culminating projects include the creation and presentation of original works of art, as well as reflection on personal and peer learning. A minimum of twenty hours of clinical experience focuses on development in each of the domains of the Framework for Teaching, the Standards for the Preparation of Teachers PK-12, Early Childhood Quality Standards, and the Michigan Core Teaching Practices.

Elementary Concentration

The Elementary Concentration leads to eligibility for certification by the Michigan Department of Education (MDE) as a PK-3 teacher with an endorsement in grades 3-6. Students who pursue this option are required to choose from an approved list of majors, apply for admission to the teacher education program (TEP), complete all education concentration coursework, and successfully complete all requirements for graduation and certification as specified by the MDE.

Choice of Major

Biology

Chemistry

Earth / Space Science (Geology)

Physics

Mathematics

English language arts

French
German
Spanish
History
Music
Political Science
Psychology
Social Studies

Required Coursework for Elementary Concentration

EDUC 110: Exploring Teaching Colloquium (.25 Unit)
EDUC 195: Education Foundations: Access, Equity and Advocacy (1 Unit)
EDUC 196: Learner-Centered Approaches, Supports and Technologies (1 Unit)
PSYC 101: Introduction to Psychology (1 Unit)
ENGL 101: College Writing (1 Unit)
PSYC 251: Child & Adolescent Development (1 Unit)
IDY 262: Arts Integrated Learning (1 Unit)
MATH 104: Mathematics for Elementary Teachers (1 Unit)
EDUC 354: Mathematics Pedagogy in Elementary Schools: Contexts, Motivation and Engagement (1 Unit)
EDUC 269: Science Pedagogy in Elementary Schools: Inquiry and Sustainability in a Diverse World (1 Unit)
EDUC 249: Social Studies Pedagogy in Elementary Schools: Inquiry and Civic Engagement in a Diverse World (1 Unit)
EDUC 271: Literacy Pedagogy in Elementary Schools: Contexts, Motivation and Engagement (1 Unit)
EDUC 371: Literacy Essentials for Elementary Curriculum Design and Assessment (1 Unit)
EDUC 300: Eligibility for Teacher Certification (.25 Unit)
EDUC 363: Teaching Grades 3-4: Supplemental Preparation (.25 Unit)
EDUC 364: Teaching Grades 5-6: Supplemental Preparation (.25 Unit)
EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
EDUC 421: Elementary Student Teaching: Internship (3 Units)
EDUC 431: Elementary Student Teaching: Seminar (1 Unit)

The Curriculum and Resources Committee approved the following changes to the General Communication Studies Major and Minor.

Rationale: The proposed changes respond to external review feedback by creating a more scaffolded curriculum and adding upper-level courses that provide greater depth for growing disciplinary sub-fields. The proposed changes to List 1 and 2 in this proposal impacts the major and the minor.

Communication Studies General Major Catalog Copy with Changes

Red indicates new language

Green indicates existing courses with new titles

COMMUNICATION STUDIES, B.A.

The curriculum for a communication studies major is composed of a minimum of nine units designed around two components: (1) a common core of three fundamental courses, and (2) courses that support an understanding of theories and research in communication studies.

Requirements for Communication Studies Major (9 units)

Common Core: COMM 101, COMM 241, COMM 300

3 units from List 1

3 units from List 2

Common Core

All majors must complete the common core, which consists of three units:

COMM 101: Introduction to Human Communication (1 Unit)

COMM 241: Public Speaking (1 Unit)

COMM 300: Communication Research Methods (1 Unit)

Beyond the Core:

Each communication studies major must choose three units from each of following lists.

List 1 (3 units)

COMM 202: Communication in Interpersonal Contexts (1 Unit) (title change from Interpersonal and Family Communication)

~~COMM 203: Small Group and Organizational Communication (1 Unit)~~

COMM 205: Mass Communication (1 Unit)

~~COMM 206: Event Management and Marketing (new course-proposal submitted)~~

COMM 207: Communicating Gender (1 Unit)

COMM 209: Sport Communication (1 Unit)

COMM 208: Health Communication (was formerly Comm 310-proposal submitted))

COMM 211: Risk Communication (new course-proposal submitted)

COMM 213: Intercultural Communication (1 Unit)

COMM 215: Social Media

~~COMM 242: Professional Communication (1 Unit)~~

COMM 287: Selected Topics (1/4 Unit)

COMM 288: Selected Topics (1/2 Unit)

COMM 289: Selected Topics (1 Unit)

List 2 (3 units):

All 300-level courses have a prerequisite of COMM 101 and at least one 200-level course.

COMM 303: Communication in Sports Organizations (1 Unit) (formerly Organizational Communication and Culture)

COMM 306: Public Relations (1 Unit)

~~COMM 308: Health Disparities (new course, ethnicity category-proposal submitted)~~

COMM 309: Sports Marketing (1 Unit)

COMM 311: Environmental Communication (1 Unit)

COMM 312: Political Communication (1 Unit)

~~COMM 314: The Other Side of Interpersonal Communication (1 Unit)~~

~~COMM 322: Communication Theory and Research (1 Unit)~~

COMM 330: Advertising (1 Unit)

COMM 351: Persuasion (1 Unit)

~~COMM 365: Media Theory (1 Unit)~~

COMM 387: Selected Topics (1/4 Unit)

COMM 388: Selected Topics (1/2 Unit)

COMM 389: Selected Topics (1 Unit)

COMM 391: Internship (1/2 Unit)

COMM 392: Internship (1 Unit)

In Addition:

All COMM 287, COMM 288, COMM 289 and COMM 387, COMM 388, COMM 389 courses (Selected Topics) offered will be accepted as electives toward the major. Students may complete multiple Selected Topics courses and count them toward the major, but may not complete the same course more than once. In addition, internships (COMM 391, COMM 392) and directed studies (COMM 411, COMM 412) may be counted toward the major if they are approved by the department in advance and are taken within the Communication Studies Department (as COMM 391, COMM 392, COMM 411, or COMM 412).

New Clean Catalog Language for Communication Studies General Major

COMMUNICATION STUDIES, B.A.

The curriculum for a communication studies major is composed of a minimum of nine units designed around two components: (1) a common core of three fundamental courses, and (2) courses that support an understanding of theories and research in communication studies.

Requirements for Communication Studies Major (9 units)

Common Core: COMM 101, COMM 241, COMM 300

3 units from List 1

3 units from List 2

Common Core

All majors must complete the common core, which consists of three units:

COMM 101: Introduction to Human Communication (1 Unit)

COMM 241: Public Speaking (1 Unit)

COMM 300: Communication Research Methods (1 Unit)

Beyond the Core:

Each communication studies major must choose three units from each of following lists.

List 1 (3 units)

COMM 202: Communication in Interpersonal Contexts (1 Unit)

COMM 205: Mass Communication (1 Unit)

COMM 206: Event Management and Marketing (1 Unit)

COMM 207: Communicating Gender (1 Unit)

COMM 208: Health Communication (1 Unit)

COMM 209: Sport Communication (1 Unit)

COMM 211: Risk Communication (1 Unit)

COMM 213: Intercultural Communication (1 Unit)

COMM 215: Social Media (1 Unit)

COMM 287: Selected Topics (1/4 Unit)

COMM 288: Selected Topics (1/2 Unit)

COMM 289: Selected Topics (1 Unit)

List 2 (3 units):

All 300-level courses have a prerequisite of COMM 101 and at least one 200-level course.

COMM 303: Communication in Sports Organizations (1 Unit)

COMM 306: Public Relations (1 Unit)
COMM 308: Health Disparities (1 Unit)
COMM 309: Sports Marketing (1 Unit)
COMM 311: Environmental Communication (1 Unit)
COMM 312: Political Communication (1 Unit)
COMM 330: Advertising (1 Unit)
COMM 351: Persuasion (1 Unit)
COMM 387: Selected Topics (1/4 Unit)
COMM 388: Selected Topics (1/2 Unit)
COMM 389: Selected Topics (1 Unit)
COMM 391: Internship (1/2 Unit)
COMM 392: Internship (1 Unit)

In Addition:

All COMM 287, COMM 288, COMM 289 and COMM 387, COMM 388, COMM 389 courses (Selected Topics) offered will be accepted as electives toward the major. Students may complete multiple Selected Topics courses and count them toward the major, but may not complete the same course more than once. In addition, internships (COMM 391, COMM 392) and directed studies (COMM 411, COMM 412) may be counted toward the major if they are approved by the department in advance and are taken within the Communication Studies Department (as COMM 391, COMM 392, COMM 411, or COMM 412).

The Curriculum and Resources Committee approved the following changes to the Satisfactory Academic Progress Policy.

Rationale:

Albion College has never mapped the SAP policy to the entire 32 units to graduate in a way that removes barriers for completion for students. Nor has the college mapped the policy to include the total number of semesters for which students can access federal financial aid (ten semesters). We aim to do so with the proposed changes. A number of students are taking longer than eight semesters to finish a bachelor's degree. We anticipate that that number may temporarily increase as a result of changes to the NCAA eligibility regulations. Because of the COVID-19 pandemic, the NCAA has given all student athletes an extra year of eligibility.

The Committee on Academic Status and Petitions has developed the following SAP policy to address the even and equitable distribution of needed units to complete a bachelor's degree and extend the policy to ten semesters. Requiring the completion of two units in the first semester and three units in each of the three following semesters, the first four semesters allow students to adjust to the rigors of college level work. Starting with the fifth semester, the unit steps between the semesters increase to four units. Students will have summer terms to acquire additional units if needed.

These changes will help students maintain satisfactory academic progress and stay on track to reach 32 units no later than the end of the tenth semester.

Satisfactory Academic Progress – Modification of Units and Number of Terms

Old Catalog Language:

At the end of each semester, satisfactory academic progress is determined by the Committee on Academic Status and Petitions according to the guidelines below:

- 1.00 with a minimum of 2 units completed at the end of the first semester of attendance;
- 1.50 with a minimum of 5 units completed at the end of the second semester of attendance;
- 1.70 with a minimum of 9 units completed at the end of the third semester of attendance;
- 1.85 with a minimum of 13 units completed at the end of the fourth semester of attendance;
- 2.00 with a minimum of 17 units completed at the end of the fifth semester of attendance;
- 2.00 with a minimum of 21 units completed at the end of the sixth semester of attendance;
- 2.00 with a minimum of 25 units completed at the end of the seventh semester of attendance.
- 2.00 with a minimum of 29 units completed at the end of the eighth semester of attendance.

A student is also subject to academic suspension if he or she fails to obtain a minimum semester grade point average of 2.0 for work in three consecutive semesters, or meet the requirements of academic probation. In cases where a student has not made sufficient progress toward a degree, he or she may be suspended without having been on academic probation in the preceding semester.

New Catalog Language:

At the end of each semester, satisfactory academic progress is determined by the Committee on Academic Status and Petitions according to the guidelines below:

- 1.00 with a minimum of 2 units completed at the end of the first semester of attendance;
- 1.50 with a minimum of 5 units completed at the end of the second semester of attendance;
- 1.70 with a minimum of 8 units completed at the end of the third semester of attendance;
- 1.85 with a minimum of 11 units completed at the end of the fourth semester of attendance;
- 2.00 with a minimum of 15 units completed at the end of the fifth semester of attendance;
- 2.00 with a minimum of 18 units completed at the end of the sixth semester of attendance;
- 2.00 with a minimum of 22 units completed at the end of the seventh semester of attendance.
- 2.00 with a minimum of 25 units completed at the end of the eighth semester of attendance.
- 2.00 with a minimum of 29 units completed at the end of the ninth semester of attendance.
- 2.00 with a minimum of 32 units completed at the end of the tenth semester of attendance.

A student is also subject to academic suspension if he or she fails to obtain a minimum semester grade point average of 2.0 for work in three consecutive semesters, or meet the requirements of academic probation. In cases in which a student has not made sufficient progress toward a degree, that student may be suspended without having been on academic probation in the preceding semester.

The Curriculum and Resources Committee approved the following standards for graduate coursework at Albion College.

Standards for Graduate Coursework at Albion College

I. Graduate Coursework: Rigor

Graduate coursework content should be intellectually challenging to graduate students. Course work that establishes a high standard of learning may be evidenced by:

- requiring students to demonstrate advanced methodology/application of new skills and information to significant tasks or issues in the discipline;
- requiring students to demonstrate an increased depth of knowledge beyond that normally attained by a typical bachelor degree holder in the discipline;
- requiring students to demonstrate higher-order synthesis and analysis in the discipline;
- a strong emphasis on the literature of the discipline and/or active engagement with the latest research and scholarly activity of the discipline.

Graduate coursework content should generally build on knowledge or experience previously gained and is mindful of program admission prerequisites.

II. Graduate Coursework: Instructors

The higher standards set for graduate students require an advanced level of instruction in their courses. Graduate coursework instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.

III. Graduate Coursework: Requirements and Assessment

Graduate coursework numbered 300-699 may show evidence of meeting the above criteria by assessing graduate students through examinations, assignments, and the use of grading rubrics that clearly establish a higher standard of performance for graduate students versus undergraduates for the same grade. The additional graduate student work will generally occur outside the common class time. These courses must also have **at least one graduate learning outcome that is linked to this higher standard.**

For courses numbered 300-699, grading graduate students using a narrower scale and/or requiring graduate students to produce lengthier assignments without requiring advanced synthesis or demonstration of knowledge, would not be considered adequate for assignment of the graduate attribute.

A course that has the graduate attribute must have requisites that would allow a graduate student to enroll without special permission. For example, the requisite cannot require undergraduate courses without adding a provision such as "or graduate/professional standing" as a graduate student's undergraduate work is not part of their Albion College graduate record.

(Adapted from the University of Wisconsin)

#

II SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Danit Brown's (English) short-short story "Inheritance" appeared in Atticus Review and was nominated for Best Small Fictions, an anthology of the best fiction under 1000 words published in 2020. You can read "Inheritance" here: <https://atticusreview.org/inheritance-brown/>

Joseph Ho's (History) paper, "Shifting Frames: Missionary Films, Visual Afterlives, and American Encounters with East Asia" has been accepted for "Excavated Footage, US Archives, and Alternative Historiography," a March 12-13 online workshop and forthcoming edited volume organized by Dartmouth College and Ajou University, South Korea.

On December 9, Joseph served as a respondent for "Negotiating Space and Place," a panel hosted by the Chinese Christianities Unit in the American Academy of Religion 2020 Annual Meeting.

On January 20, Joseph presented "Photography and Filmmaking in Chinese History," a virtual guest lecture at Whitworth University, hosted by Amanda C.R. Clark and the Department of Art.

Deborah Kanter (History) recently published the essay "At the intersection between Latino and religious history," in *Reviews in American History*, vol. 48:4 (2020), 576-81.

Deborah Kanter (History) published "Mexican Priests and Migrant Ministry in the Midwest, 1953-1961," in *U.S. Catholic Historian*, vol. 39: 1 (2021), pp. 93-112.

Deborah Kanter (History) gave an invited lecture, virtually, on "Chicago Católico: Making Catholic Parishes Mexican" at Loyola University, Chicago, February 23, 2021.

Deborah Kanter (History) gave an invited lecture, virtually, on "Chicago Católico: Making Catholic Parishes Mexican" at James Madison University, March 10, 2021.

Jocelyn McWhirter (Religious Studies) presented her paper "ho paraddidous me: Messianic Exegesis of Mark 41 in Mark's Gospel" to the Mark Passion Narrative Seminar at the Virtual Annual Meeting of the Society of Biblical Literature on December 10, 2020.

Perry Myers (Modern Languages and Culture) had an article published in November: "Affinity and Estrangement: Transnational Theosophy in Germany and India during the Colonial Era" in *Theosophy Across Boundaries: Transcultural and Interdisciplinary Perspectives on a Modern*

Esoteric Movement, ed. Hans Martin Krämer and Julian Strube (New York: SUNY Press, 2020): 217-252.

Perry Myers (Modern Languages and Culture) was a speaker on “Spiritual Empires in Europe and India. Cosmopolitan Religious Movements and their National Factions (1875-1918)”, Plenary Speaker, Multilingualism and Multiculturalism: Perspectives on Linguistic and Cultural Discourse, Web-Based Lecture Series, Department of Foreign Languages, Faculty of Arts, Banaras Hindu University, Varanasi, India (March 18, 2021).

Elizabeth Palmer (Library) with the assistance of several faculty members and the National Institute of Anthropology and History (INAH) in Mexico, is coordinating the repatriation of a Mayan urn with the Consulate of Mexico in Detroit. The urn was donated to the Albion College Archives in 2003 by alumni Marvin Vann, '40. Research conducted by Dr. Joel Palka of the University of Arizona proved that the urn in the Albion College Archives not only dates to the Spanish conquest (ca. 1525 A.D.), but that the identical twin urn in age, origin, and iconography was currently on exhibit in the Museo de los Altos in San Cristobal, Chiapas, Mexico.

The College plans to host a repatriation ceremony on Wednesday, March 3, to return the urn to the Mexican museum. There will hopefully be a second ceremony in San Cristobal later in the year to celebrate the repatriation.

Faculty members assisting are: Dr. Nancy Demerdash (Art & Art History), Claudia Diaz (Library), Dr. Allison Harnish (Anthropology), Dr. Meghan Webb (Anthropology), Dr. Bille Wickre, (Art & Art History), Dr. Mathew Johnson (President), Dr. Ron Mourad (Interim Provost).

Krista Quesenberry (English) contributed the chapter "Object Studies and Keepsakes, Artifacts, and Ephemera" in The New Hemingway Studies, an essay collection from Cambridge University Press (August 2020) that covers developments in Ernest Hemingway scholarship during the past twenty years.

Marcy Sacks (History) has been invited to present a lecture for the Historical Society of Michigan's History Hounds program. The topic will be about Joe Louis and race relations in America. It will take place in September via Zoom and is free and open to the public.

Thom Wilch (Geology) authored/co-authored two book chapters that have been published online and will be published later this year in print.

Wilch, T.I., McIntosh, W.C., Panter, K.S., 2021. Marie Byrd & Ellsworth Lands I. Volcanology In: Smellie, J.L., Panter, K.S. & Geyer, A. (eds) Volcanism in Antarctica: 200 Million Years of Subduction, Rifting and Continental Break-Up'. Geological Society of London Press, London. 62 p. <https://doi.org/10.1144/M55-2019-39>.

Panter, K.S., **Wilch, T.I.** & Smellie, J.L., 2021. Marie Byrd & Ellsworth Lands II. Petrology In: Smellie, J.L., Panter, K.S. & Geyer, A. (eds) Volcanism in Antarctica: 200 Million Years of Subduction, Rifting and Continental Break-Up'. Geological Society of London Press, London. 38 p. <https://doi.org/10.1144/M55-2019-50>.