

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

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ANNOUNCEMENTS FOR THE NEXT *DEANERY* ARE DUE MAY 5, 2021.

I ANNOUNCEMENTS FROM COMMITTEES

Course Change Committee

Course Change Committee has approved the following new courses:

AEXL 596: AC Community Collaborative AC3 (1 unit)

Prerequisites: Graduate Status; Master of Accountancy

The graduate-level experience associated with the Masters of Accountancy program. Through a “Learning through Continuous Improvement” framework, enrolled students will serve their clients by working in teams to solve problems, develop deep analysis and deliver operational solutions. Graduate student consultants will develop and defend a fact-based, set of recommendations applying to diverse industries in complex areas of strategy, management, operations, finance, technology and marketing. Responsibilities will span managing consulting engagements, developing project objectives at different levels, data collection/analysis, and budget management. Communications skills will be fine-tuned throughout this experience given the importance of internal/external interactions. *Baker*.

E&M 500: Econometrics (1.0 unit)

This course will introduce different econometric models and data analytic tools for econometric analysis. Topics covered include model specification, cross-sectional/panel/time-series estimation, linear/non-linear regression methods. Students use statistical software such as STATA, R, or Python to access data sources and to write an empirical paper. This course prepares students to critically evaluate empirical studies done by others and to do their own empirical research. Thorough prior knowledge of basic econometrics is needed. Linear algebra and basic calculus are recommended. *Kim*.

E&M 501: Corporate Governance (1.0 unit)

Prerequisite: Undergraduate degree in accounting or permission of instructor.

This course examines the relationships between corporate managers, boards of directors, investors and other stakeholders, including regulators. The beginning of the course examines the philosophical and social roots of modern governance. Contemporary issues such as shareholder activism, Sarbanes-Oxley and the PCAOB’s role in improving governance and transparency are linked to history and then analyzed as to where future boards may find themselves operating in the

economic and socio-political landscape. Common issues such as the agency problem, board composition and accounting and auditing oversight will be covered. *Staff*.

E&M 502: Strategic Cost Management (1.0 unit)

Prerequisite: E&M 501 or an undergraduate accounting degree or permission of instructor.

Illustration of the importance of management accounting information in strategic business decisions. The main purpose of Strategic Cost Management (SMC) is to support decision-makers in developing, communicating, implementing, evaluating and modifying organizational strategy. Evaluation of the results of managerial actions are evaluated three ways: value chain analysis, strategic positioning analysis, and cost driver analysis (activity-based costing). The course reviews a number of cost management issues relating to the design and implementation of strategic, marketing, value analysis, and other management models in modern firms; and identifies major contemporary issues in managerial accounting and financial decision-making. *Staff*.

E&M 503: Advanced Accounting (1.0 unit)

Prerequisite: Undergraduate degree in accounting or permission.

Several topics are covered, but prominence is given to the accounting and tax implications of the available choices of the treatment of mergers and acquisitions, divestitures, IPOs and leveraged buyouts. Such transactions are extremely important to corporate success and are usually very public events, affecting many stakeholders. These types of transactions are often done to achieve economies for the firm. However, they can result in disparate effects on external winners and losers. As such, issues of economic consequences and social ramifications are explored. Other topics included accounting for foreign operations, foreign currencies, legal reorganizations and liquidations (bankruptcies), blockchain and cryptocurrencies, and selected issues in partnership accounting. *Staff*.

E&M 504: Forensics (0.5 unit)

Study of the investigation and detection of white-collar crime – embezzlement, money laundering, misappropriation of assets, and tax evasion. Forensic accounting is often employed as a tool to allow the vulnerable to achieve legal redress of wrongs. As such, this class addresses the role of accounting in social and political issues of equity. *Carlson*.

E&M 505: Capstone Part 1 (for combined degrees) (0.5 unit)

Prerequisite: Graduate standing

Student researches a topic of their choice in accounting, auditing, forensics, or taxation. This course will focus on “how” to conduct empirical research and find the student’s research question. These combined courses (E&M 505 & E&M 507) are similar to a second-year empirical paper required in most PhD programs. The student develops a hypothesis, tests the hypothesis using their knowledge of data analytics, reports the results. *Staff*.

E&M 506: Capstone (class for 4 plus 1 student) (0.5 units)

Student researches a topic of their choice in accounting, auditing, forensics, or taxation. This course will focus on “how” to conduct empirical research and find the student’s research question. These combined courses (E&M 506 & E&M 507) are similar to a second-year empirical paper required in most PhD programs. The student develops a hypothesis, tests the hypothesis using their knowledge of data analytics, reports the results. *Staff*.

E&M 507: Capstone Research (1.0 unit)

Prerequisite: E&M 505 or E&M 506

Student develops a research idea, performs all necessary testing to transform their research question into an original paper. Paper will be presented at the annual Elkin R. Isaac Student Research Symposium. *Staff*.

E&M 508: Integrated Financial Standards (1.0 unit)

Financial accounting standards are meant to provide information useful to economic actors. Since 1975 the process of creating standards by the Financial Accounting Standards Board has been open and transparent with give and take from many parties. The course analyzes the standards setting process, the underlying purpose of standards, and the effect of standards on the economy and society. *Staff*.

EDUC 110: Exploring Teaching Colloquium (.25 unit)

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. *Staff*.

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. *Staff*.

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

Prerequisites: EDUC 195 and a minimum cumulative GPA of 2.5.

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. *Staff*.

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. *Staff.*

EDUC 363: Supplemental Preparation for Teaching Grades 3-4 (.25 unit)

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. *Staff.*

EDUC 364: Supplemental Preparation for Teaching Grades 5-6 (.25 unit)

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. *Staff.*

MUS 203: Foundations of Music 1 (1 unit)

Prerequisites: MUS 104 with a grade of 2.0 or higher or by departmental permission

Corequisites: MUS 203L based on audition or permission of instructor

A continuation of the study of Western musical language through music fundamentals (key signatures, scales, intervals, rhythmic notation, etc., species counterpoint, melodic structure and embellishment, diatonic chord function and basic four-part harmonization). In addition, chordal part-writing will concern much of this semester's work. Written examinations, compositional exercises, sight-singing and ear training will constitute a significant portion of this course, as well as composition projects. *Staff.*

MUS 203L: Keyboard Skills Foundations 1 (0 units)

Prerequisites: MUS 104 with a grade of 2.0 or higher or by departmental permission

Corequisites: MUS 203 based on audition or permission of instructor

A supplemental skills course to the Foundations I written course. Piano skills are a necessary part of most musicians' lives in some capacity, and this course will provide you with a basic knowledge of fundamental technique, repertoire, harmonization skills, ensemble playing, chord progressions, and sight reading. *Staff.*

MUS 204: Foundations of Music 2 (1 unit)

Prerequisites: MUS 203 with a Grade of 2.0 or higher

Corequisites: MUS 204L based on audition or permission of instructor

The study of western and non-western musical language beyond music fundamentals. By developing an understanding of tonal and non-tonal musical language through melodic structure, chromatic chord structures, embellishment patterns, tonal progressions, counterpoint, part-writing, composition, sight-singing, and dictation activities, students will be able to hear, sing, improvise,

and compose tonal and non-tonal progressions. Furthermore, students will begin to experience chromatic harmonic tendencies, modes and other scale structures, as well as engage with cross-historical references to a diversity of musical genres in their listening, singing, and writing activities. *Staff*.

MUS 204L: Keyboard Skills Foundations 2 (0 units)

Prerequisites: MUS 203 with a Grade of 2.0 or higher or by departmental permission

Corequisites: MUS 204

As a supplemental skills course to the Foundations II written music theory course. Piano skills are a necessary part of most musicians' lives in some capacity, and this course will provide you with a basic knowledge of fundamental technique, repertoire, harmonization skills, ensemble playing, chord progressions, and sight reading. *Staff*.

MUS 303: Foundations of Music 3 (1 unit)

Prerequisites: MUS 204 with a grade of 2.0 or higher

The study of western and non-western musical historical periods, genres, and styles. By developing an understanding of tonal and non-tonal musical language through listening, critical score analysis, as well as performance and scholarly research activities, students will be able to hear and critically discuss distinct musical styles and catalogue/describe them into appropriate generic, chronological, and structural categories. Students will also engage with cross-historical references to a diversity of musical genres in their listening, performing, and writing/research activities. *Staff*. The Course Change Committee approved changes to these existing courses:

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. *Staff*.

Curriculum & Resources Committee

C&RC approved 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.

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.

C&RC approved changes to the Trans/American Latino/a Studies major and minor.

Rationale. These changes better align the major to student interests and needs, especially as the demographics of Spanish minors and majors have shifted towards a greater number of heritage speakers of Spanish; simplify extant requirements and terminology to make it easier for students to understand the program and its options; and facilitate and coordinate interdisciplinary collaborations among programs of study at Albion College, in particular with Ethnic Studies.

Catalogue Changes for the Major

~~TRANSAMERICAN LATINO/A STUDIES, B.A.~~

Spanish: Latin American and Latino/a Studies

~~The seminar must be taken after all other requirements have been met or in the final semester of completion of the major requirements.~~

- ~~● MLAC 207: Race, Ethnicity and Diaspora in Latin America and the United States (1 Unit) ●~~
- ~~SPAN 201: Intermediate Spanish: Societies in Transition (1 Unit)~~
- ~~● SPAN 202: Intermediate Spanish: Arts and Media (1 Unit)~~
- ~~● SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent~~
- ~~● SPAN 306: South American Identities and Cultural Perspectives (1 Unit)~~
- ~~● OR~~
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit) ●
- SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 401: Seminar (1/2 Unit)

~~The Remaining Units to Complete the Nine-unit Requirement Can Be Selected From:~~

The major must be completed by a minimum of:

- Nine units of study at the 201-level or higher
- Ten units beginning at the 102 level

At least 1 Spanish Class that deals with the history and cultures of Latinos in the United States. These are the current offerings:

- SPAN 300: Spanish for heritage speakers (1 unit)
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit) ● SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)

- SPAN 372: Afro Latinx Identities (1 unit)

The Remaining Units to the major must be selected from Spanish classes at or above the 201-level.

- ~~SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit)~~ ● ~~SPAN 303: Spanish for the Professions (1 Unit)~~
- ~~OR~~
- ~~SPAN 304: Advanced Oral and Written Expression through Creative Writing (1 Unit)~~ ●
- ~~SPAN 306: South American Identities and Cultural Perspectives (1 Unit)~~
- ~~OR~~
- ~~SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)~~ ●
- ~~SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)~~ ● ~~SPAN 350: Gender in the Spanish-Speaking World (1 Unit)~~
- ~~SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)~~ ● ~~SPAN 402: Seminar (1 Unit)~~

History Courses:

- ~~HIST 142: Modern Latin America History (1 Unit)~~
- ~~HIST 270: Latin American Immigration and the U.S. (1 Unit)~~
- ~~OR~~
- ~~HIST 301: Gender in Latin American History (1 Unit)~~

OR

● ~~Approved courses in anthropology and sociology, political science, English and ethnic studies may count toward the major with departmental permission.~~

Additional Requirements

- ~~Study abroad in an approved off-campus program in the Americas.~~
- Off-Campus study, which can be fulfilled by:
 - Off-campus program, internship, or research project in the United States that provides hands-on experience with U.S. Latinos/Hispanics or Latin American immigrants.
 - Studying, doing an internship, or working in Latin America.
 - Participation in The Philadelphia Program or Earlham's Border Studies Program.
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.
- ~~Residence~~ **Participation** in language-learning housing for at least one semester and successful completion of MLAC 110.

Electives for Heritage Speakers:

Native Speakers or students placing into Spanish 300: Spanish for Heritage Speakers during their

first year, have the option to take up to 2 electives outside the department.
Some possible offerings include:

- MLAC 207: Race, Ethnicity and Diaspora in Latin America & The United States ● ANTH 320: Indigenous Peoples of Latin America
- HIST 142: Modern Latin America History
- HIST 270: Latin American Immigration and the U.S.
- HIST 301: Gender in Latin American History
- HIST 371: Latin American-U.S. Relations
- HIST 300: Slave Societies of the Americas
- RS 270: Liberation Theology
- ENGL 211: Latina/o Literature
- ETHN 370: Theories and Methods in Ethnic Studies
- EDUC 338/EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities

Courses not listed here can be approved upon consultation with the department chair.

Catalogue for the Minor:

~~A Minimum of Six Units, Including:~~ The minor must be completed by a minimum of six units of study at the 201-level or higher

~~The seminar must be taken after all other requirements have been met or in the final semester of completion of the minor requirements.~~

- ~~● MLAC 207: Race, Ethnicity and Diaspora in Latin America and the United States (1 Unit) ●~~
- ~~SPAN 201: Intermediate Spanish: Societies in Transition (1 Unit)~~
- ~~● SPAN 202: Intermediate Spanish: Arts and Media (1 Unit)~~
- ~~● SPAN 301: Advanced Oral and Written Expression (1 Unit) or equivalent~~
- ~~● SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)~~
- ~~● SPAN 401: Seminar (1/2 Unit)~~

~~The Remaining Units to Complete the Six-unit Requirement Can Be Selected From:~~ At least 1 Spanish Class that deals with U.S. Latinos. These are the current offerings:

- SPAN 300: Spanish for Heritage Speakers
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit) ● SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro Latinx Identities (1 unit)

The Remaining Units to Complete the Six-unit Requirement must be selected from Spanish classes at or above the 201-level.

- ~~● SPAN 302: Advanced Oral and Written Expression through Hispanic Film (1 Unit) ●~~
- ~~● SPAN 303: Spanish for the Professions (1 Unit)~~
- ~~● OR~~

- ~~SPAN 304: Advanced Oral and Written Expression through Creative Writing (1 Unit)~~ ●
- ~~SPAN 306: South American Identities and Cultural Perspectives (1 Unit)~~
- ~~OR~~
- ~~SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit)~~ ●
- ~~SPAN 315: Hispanic Studies: Textual Analysis and Interpretation (1 Unit)~~
- ~~SPAN 350: Gender in the Spanish-Speaking World (1 Unit)~~
-
- ~~SPAN 361: Key Issues in Latin American Literature and Culture (1 Unit)~~
- ~~OR~~
- ~~SPAN 402: Seminar (1 Unit) (provided the topic deals with the Americas)~~

History Courses:

- ~~HIST 142: Modern Latin America History (1 Unit)~~
- ~~HIST 270: Latin American Immigration and the U.S. (1 Unit)~~
- ~~OR~~
- ~~HIST 301: Gender in Latin American History (1 Unit)~~
- ~~OR~~
- ~~Approved courses in anthropology and sociology, political science, English and ethnic studies may count toward the minor with departmental permission.~~

Additional Requirements

- ~~Students are placed in the 200- or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed. ● A maximum of one-unit Advanced Placement credit can count toward the minor. ● All courses for the minor must be taken for a numerical grade.~~
- ~~Residence **Participation** in language-learning housing for at least one semester and successful completion of MLAC 110.~~

Electives for Heritage Speakers:

Native Speakers or students placing into Spanish 300: Spanish for Heritage Speakers during their first year, have the option to take up to 1 elective outside the department. Some possible offerings include:

- MLAC 207: Race, Ethnicity and Diaspora in Latin America & The United States ● ANTH 256: Native North America
- ANTH 320: Indigenous Peoples of Latin America
- HIST 142: Modern Latin America History
- HIST 270: Latin American Immigration and the U.S.
- HIST 301: Gender in Latin American History
- HIST 371: Latin American-U.S. Relations
- HIST 300: Slave Societies of the Americas
- RS 270: Liberation Theology
- ENGL 211: Latina/o Literature
- ETHN 370: Theories and Methods in Ethnic Studies

- EDUC 338/EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities

Courses not listed here can be approved upon consultation with the department chair.

NEW Catalogue copy for the Major

Spanish: Latin American and Latino/a Studies

The major must be completed by a minimum of:

- Nine units of study at the 201-level or higher
- Ten units beginning at the 102 level

At least 1 Spanish Class that deals with the history and cultures of Latinos in the United States. These are the current offerings:

- SPAN 300: Spanish for heritage speakers (1 unit)
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit) ● SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro Latinx Identities (1 unit)

The Remaining Units to the major must be selected from Spanish classes at or above the 201-level.

Additional Requirements

- Off-Campus study, which can be fulfilled by:
 - Off-campus program, internship, or research project in the United States that provides hands-on experience with U.S. Latinos/Hispanics or Latin American immigrants.
 - Studying, doing an internship, or working in Latin America.
 - Participation in The Philadelphia Program or Earlham's Border Studies Program.
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.
- Participation in language-learning housing for at least one semester and successful completion of MLAC 110.

Electives for Heritage Speakers:

Native Speakers or students placing into Spanish 300: Spanish for Heritage Speakers during their first year, have the option to take up to 2 electives outside the department.

Some possible offerings include:

- MLAC 207: Race, Ethnicity and Diaspora in Latin America & The United States ● ANTH 320: Indigenous Peoples of Latin America
- HIST 142: Modern Latin America History

- HIST 270: Latin American Immigration and the U.S.
- HIST 301: Gender in Latin American History
- HIST 371: Latin American-U.S. Relations
- HIST 300: Slave Societies of the Americas
- RS 270: Liberation Theology
- ENGL 211: Latina/o Literature
- ETHN 370: Theories and Methods in Ethnic Studies
- EDUC 338/EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities

Courses not listed here can be approved upon consultation with the department chair.

NEW Catalogue Copy for the Minor:

The minor must be completed by a minimum of six units of study at the 201-level or higher

At least 1 Spanish Class that deals with U.S. Latinos. These are the current offerings:

- SPAN 300: Spanish for Heritage Speakers
- SPAN 307: Cultural Encounters: Caribbean, Central and North America (1 Unit) ● SPAN 362: Latinx Literature and Cultures in the United States (1 Unit)
- SPAN 372: Afro Latinx Identities (1 unit)

The Remaining Units to Complete the Six-unit Requirement must be selected from Spanish classes at or above the 201-level.

Additional Requirements

Participation in language-learning housing for at least one semester and successful completion of MLAC 110.

Electives for Heritage Speakers:

Native Speakers or students placing into Spanish 300: Spanish for Heritage Speakers during their first year, have the option to take up to 1 elective outside the department. Some possible offerings include:

- MLAC 207: Race, Ethnicity and Diaspora in Latin America & The United States ● ANTH 256: Native North America
- ANTH 320: Indigenous Peoples of Latin America
- HIST 142: Modern Latin America History
- HIST 270: Latin American Immigration and the U.S.
- HIST 301: Gender in Latin American History
- HIST 371: Latin American-U.S. Relations
- HIST 300: Slave Societies of the Americas
- RS 270: Liberation Theology
- ENGL 211: Latina/o Literature

- ETHN 370: Theories and Methods in Ethnic Studies
- EDUC 338/EDUC 339: Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities

Courses not listed here can be approved upon consultation with the department chair.

C&RC approved changes to the General Communication Studies major and minor.

Rationale: In our external review, the reviewers made several suggestions regarding our departmental offerings that we agreed were important and necessary. As part of their report, the reviewers strongly encouraged us to consider a more scaffolded curriculum, developing additional upper-level courses to provide greater depth for growing disciplinary sub-fields. Therefore, much of our proposal consists of the strategic rearrangement of courses to create a more coherent and programmatic curriculum. Again, both our external reviewers and C&RC recommended this rearrangement.

We are thus proposing the deletion of several courses we no longer teach while also adding upper level courses that build on existing lower level courses. We need to update the Communication Studies major and minor to reflect these changes. The proposed changes to List 1 and 2 in this proposal impacts the major and the minor.

Communication Studies General Major Catalog Copy

Red indicates changes

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 Catalog Copy

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).

C&RC approved changes to the Integrated Marketing Communication major.

Rationale: Our IMC major was approved in Spring 2019. Since that time, we have added several new courses to the department in response to new faculty and our most recent external review, completed in February, 2020. The department seeks to add courses created by our new faculty that add depth and content to our already established marketing major. There are no other changes being proposed.

Old Copy with changes in Red

Requirements for Integrated Marketing Communication Major (10 Units)

Common Communication Studies Core

All majors must complete the common Communication Studies 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 Integrated Marketing Communication major must complete the following Integrated Marketing Communication Core courses:

Integrated Marketing Communication Core (4 Units) Complete 4 Units from the following list:

COMM 205: Mass Communication (1 Unit)

COMM 215: Social Media (1 Unit)

COMM 306: Public Relations (1 Unit)

COMM 330: Advertising (1 Unit)

COMM 351: Persuasion (1 Unit)

Elective Units (3 Units)

Each Integrated Marketing Communication major must complete three (3) electives from the following list:

COMM 309: Sports Marketing

COMM 392: Internship (1 Unit)

ENGL 207: Multimedia Journalism (1 Unit)

ENGL 208: Professional Writing (1 Unit)

ENGL 306: Magazine Writing (1 Unit)

ENGL 308: Advanced Multimedia Journalism (1 Unit)

E&M 220: Marketing Principles (1 Unit)

E&M 320: Consumer Behavior (1 Unit)

E&M 321: Marketing Research (1 Unit)

E&M 329: Marketing Strategy (1 Unit)

The Following Quantitative Cognate Must Be Completed (1 Unit)

MATH 209: An Introduction to Statistics (1 Unit)

MATH 309: Mathematical Statistics (1 Unit)

PSYC 204: Research Methods and Statistics I (1 Unit)

SOC 324: Quantitative Social Research (1 Unit)

Approved courses could also be transferred from other institutions.

In Addition:

COMM 289 and COMM 389 courses (Selected Topics) offered will be accepted as electives toward the major, as will courses taken during off-campus study program (for example, courses taken as part of The Philadelphia Center), if approved by the Communication Studies department. Student may complete Selected Topics courses and count them toward the major but may not complete the course more than once. In addition, 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 411, or COMM 412).

New Copy

Requirements for Integrated Marketing Communication Major (10 Units)

Common Communication Studies Core

All majors must complete the common Communication Studies 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 Integrated Marketing Communication major must complete the following Integrated Marketing Communication Core courses:

Integrated Marketing Communication Core: Complete 4 Units from the following list:

COMM 205: Mass Communication (1 Unit)

COMM 215: Social Media (1 Unit)

COMM 306: Public Relations (1 Unit)

COMM 330: Advertising (1 Unit)

COMM 351: Persuasion (1 Unit)

Elective Units (3 Units)

Each Integrated Marketing Communication major must complete three (3) electives from the following list:

COMM 309: Sports Marketing

COMM 392: Internship (1 Unit)

ENGL 207: Multimedia Journalism (1 Unit)

ENGL 208: Professional Writing (1 Unit)

ENGL 306: Magazine Writing (1 Unit)

ENGL 308: Advanced Multimedia Journalism (1 Unit)

E&M 220: Marketing Principles (1 Unit)

E&M 320: Consumer Behavior (1 Unit)

E&M 321: Marketing Research (1 Unit)
E&M 329: Marketing Strategy (1 Unit)
The Following Quantitative Cognate Must Be Completed (1 Unit)
MATH 209: An Introduction to Statistics (1 Unit)
MATH 309: Mathematical Statistics (1 Unit)
PSYC 204: Research Methods and Statistics I (1 Unit)
SOC 324: Quantitative Social Research (1 Unit)
Approved courses could also be transferred from other institutions.

In Addition:

COMM 289 and COMM 389 courses (Selected Topics) offered will be accepted as electives toward the major, as will courses taken during off-campus study program (for example, courses taken as part of The Philadelphia Center), if approved by the Communication Studies department. Student may complete Selected Topics courses and count them toward the major but may not complete the course more than once. In addition, 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 411, or COMM 412).

C&RC approved changes to the Music Major.

Rationale: These changes make the major more flexible and increase the number of elective courses students can take, including those that might prepare them more specifically for the musical careers of the 21st century.

Music Major Catalog Copy with changes

Requirements for Major (8 units)

The eight-unit liberal arts music major is for students who have strong musical interests but who do not necessarily intend to pursue a full-time professional career in music. This major may not be used as a major in the elementary or secondary education program. Students interested in teaching music in the public schools should enroll in the 12 1/2 unit music major with music education emphasis. Students should begin their study by enrolling in the following courses in the fall: **MUS 100, ~~MUS 101~~, MUS 104**, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed 4.5 units the ensemble may be audited. **Students must enroll in an ensemble, for either 0 or 0.25 units, each semester in residence.**

Students Selecting This Curriculum Must Complete Eight Units in Music as Follows:

- Two units in applied music (private lessons). **These must be taken for credit (either for 0.25 or 0.5 unit; 0.5 unit is recommended.)** One-half unit in conducting may be substituted for one-half unit in applied music by permission of music faculty..
- All courses for the major must be taken for a numerical grade.

~~Four Units in Music Theory:~~

-
- ~~MUS 101: Theory I (1 Unit)~~
 - ~~MUS 102: Theory I (1 Unit)~~
 - ~~MUS 201: Theory II (1 Unit)~~
 - ~~MUS 202: Theory II (1 Unit)~~

Two Units in Music History:

- ~~MUS 313: Music History I (1 Unit)~~
- ~~MUS 314: Music History II (1 Unit)~~

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Two units in Music Electives as follows (at least one unit must be from List A below):

List A – building on core studies

MUS 111 Music Appreciation
MUS 113 Introduction to Opera
MUS 120 Performance as Creative Process
MUS 202 Theory
MUS 216 Piano Literature (0.5)
MUS 217 Instrumental Literature (0.5)
MUS 218 Choral Literature (0.5)
MUS 230 Introduction to Conducting (0.5)
MUS 319 Evolution of Jazz
MUS 314 Music History II
MUS 330 Choral Conducting (0.5)
MUS 331 Instrumental Conducting (0.5)
MUS 401 Seminar (0.5)

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society
MUS 133 Opera Workshop
MUS 137 Piano Chamber Music
MUS 205 Jazz Improvisation
MUS 220-21 Diction for Singers (0.5 or 1)
MUS 240 Brass Teaching/Techniques (0.5)
MUS 242 Woodwind Teaching/Tech (0.5)
MUS 244 String Teaching/Techniques (0.5)

MUS 246 Perc. Teaching/Techniques (0.5)
MUS 289 Topics
MUS 322 Tch of Instrumental Music Schools
MUS 325 Tch Music Elementary School
MUS 328 Tch Choral Music Secondary Sch
MUS 389 Topics: Music Technology

In Addition:

- Students are expected to take applied music lessons each semester they are in residence.
- Students are required to participate in at least one of the major performing organizations most appropriate to their primary performance medium (marching band/symphonic wind ensemble, orchestra, concert choir, jazz ensemble) each semester the student is enrolled in this curriculum. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- **Students at the senior level will present at least a half solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. With permission from the music faculty, students may substitute an appropriate capstone project for the recital requirement.**
- Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semester
- Successful completion of the keyboard laboratories in the following will satisfy the piano proficiency requirement.
- ~~MUS 101: Theory I (1 Unit)~~
- ~~MUS 102: Theory I (1 Unit)~~
- ~~MUS 201: Theory II (1 Unit)~~
- ~~MUS 202: Theory II (1 Unit)~~
- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

NEW Catalog Copy for Music Major
Requirements for Major (8 units)

The eight-unit liberal arts music major is for students who have strong musical interests but who do not necessarily intend to pursue a full-time professional career in music. This major may not be used as a major in the elementary or secondary education program. Students interested in teaching music in the public schools should enroll in the 12 1/2 unit music major with music education emphasis. Students should begin their study by enrolling in the following courses in the fall: MUS 100, MUS 104, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed 4.5 units the ensemble may be audited. Students must enroll in an ensemble, for either 0 or 0.25 units, each semester in residence.

Students Selecting This Curriculum Must Complete Eight Units in Music as Follows:

- Two units in applied music (private lessons). These must be taken for credit (either for 0.25 or 0.5 unit; 0.5 unit is recommended.) One-half unit in conducting may be substituted for one-half unit in applied music by permission of music faculty.
- All courses for the major must be taken for a numerical grade.

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Two units in Music Electives as follows (at least one unit must be from List A below):

List A – building on core studies

MUS 111 Music Appreciation

MUS 113 Introduction to Opera

MUS 120 Performance as Creative Process

MUS 202 Theory

MUS 216 Piano Literature (0.5)

MUS 217 Instrumental Literature (0.5)

MUS 218 Choral Literature (0.5)

MUS 230 Introduction to Conducting (0.5)

MUS 319 Evolution of Jazz

MUS 314 Music History II

MUS 330 Choral Conducting (0.5)

MUS 331 Instrumental Conducting (0.5)

MUS 401 Seminar (0.5)

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society

MUS 133 Opera Workshop

MUS 137 Piano Chamber Music

MUS 205 Jazz Improvisation

MUS 220-21 Diction for Singers (0.5 or 1)

MUS 240 Brass Teaching/Techniques (0.5)

MUS 242 Woodwind Teaching/Tech (0.5)

MUS 244 String Teaching/Techniques (0.5)

MUS 246 Perc. Teaching/Techniques (0.5)

MUS 289 Topics

MUS 322 Tch of Instrumental Music Schools

MUS 325 Tch Music Elementary School

MUS 328 Tch Choral Music Secondary Sch

MUS 389 Topics: Music Technology

In Addition:

- Students are expected to take applied music lessons each semester they are in residence.
- Students are required to participate in at least one of the major performing organizations most appropriate to their primary performance medium (marching band/symphonic wind ensemble, orchestra, concert choir, jazz ensemble) each semester the student is enrolled in this curriculum. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- **Students at the senior level will present at least a half solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. With permission from the music faculty, students may substitute an appropriate capstone project for the recital requirement.**
- Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semesters
- Successful completion of the keyboard laboratories in the following will satisfy the piano proficiency requirement.
- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

C&RC approved changes to the music major with performance emphasis.

Rationale: These changes make the major more flexible and increase the number of elective courses students can take, including those that might prepare them more specifically for the musical careers of the 21st century.

Catalog Copy for Music Major with Performance Emphasis with Changes

Requirements for Major with Performance Emphasis (12 1/2 units)

The music major with performance emphasis is for students who intend to study music within a broad spectrum of liberal arts studies. The emphasis in performance may lead to a career in music as a private music teacher, church musician or performer or provide preparation for graduate school. It is assumed that this introductory course sequence will be supplemented by further studies in music. Students should begin their study by enrolling in the following courses in the fall: MUS 100, ~~MUS 101~~, **MUS 104**, an applied music lesson (one-half unit), and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed four and one-half units, the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows:

- Four units in applied music (private lessons). Students must enroll for one-half unit each semester. During any semester that an off-campus program is elected, students are expected to arrange to take applied study.
- ~~One unit elective in voice/piano/instrument classes, pedagogy, church music, literature or~~

~~conducting~~. Vocal performance students are encouraged to elect Diction for Singers during their freshman or sophomore year.

- All courses for the major with performance emphasis must be taken for a numerical grade.
 - At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.
 - Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. ~~With the approval of the department, a research paper or project may be elected in lieu of the senior recital.~~ The Music Department also strongly encourages a recital, either entire or shared, at the junior level.
 - Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium each semester (marching/symphonic band, orchestra, choir, jazz ensemble), **taken for either 0 or 0.25 units**. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
 - Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semesters
-

~~MUS 101: Theory I (1 Unit)~~

~~MUS 102: Theory I (1 Unit)~~

~~MUS 201: Theory II (1 Unit)~~

~~MUS 202: Theory II (1 Unit)~~

~~(two of three)~~

~~MUS 216: Piano Literature (1/2 Unit)~~

~~MUS 217: Instrumental Literature (1/2 Unit)~~

~~MUS 218: Choral Literature (1/2 Unit)~~

~~MUS 313: Music History I (1 Unit)~~

~~MUS 314: Music History II (1 Unit)~~

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Half-unit Seminar:

MUS 401 Seminar (0.5 unit)

Four units in Music Electives as follows (at least two units must be from List A below):

List A – building on core studies

MUS 111 Music Appreciation

MUS 113 Introduction to Opera

MUS 120 Performance as Creative Process

MUS 202 Theory

MUS 216 Piano Literature (0.5)

MUS 217 Instrumental Literature (0.5)

MUS 218 Choral Literature (0.5)
MUS 230 Introduction to Conducting (0.5)
MUS 319 Evolution of Jazz
MUS 314 Music History II
MUS 330 Choral Conducting (0.5)
MUS 331 Instrumental Conducting (0.5)

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society
MUS 133 Opera Workshop
MUS 137 Piano Chamber Music
MUS 205 Jazz Improvisation
MUS 220-21 Diction for Singers (0.5 or 1)
MUS 240 Brass Teaching/Techniques (0.5)
MUS 242 Woodwind Teaching/Tech (0.5)
MUS 244 String Teaching/Techniques (0.5)
MUS 246 Perc. Teaching/Techniques (0.5)
MUS 289 Topics
MUS 322 Tch of Instrumental Music Schools
MUS 325 Tch Music Elementary School
MUS 328 Tch Choral Music Secondary Sch
MUS 389 Topics: Music Technology

Successful Completion of the Following Keyboard Laboratories Will Satisfy the Piano Proficiency Requirement.

- ~~MUS 102: Theory I (1 Unit)~~
- ~~MUS 201: Theory II (1 Unit)~~
- ~~MUS 202: Theory II (1 Unit)~~
- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

NEW Catalog Copy for Music Major with Performance Emphasis with Changes

Requirements for Major with Performance Emphasis (12 1/2 units)

The music major with performance emphasis is for students who intend to study music within a broad spectrum of liberal arts studies. The emphasis in performance may lead to a career in music as a private music teacher, church musician or performer or provide preparation for graduate school. It is assumed that this introductory course sequence will be supplemented by further studies in music. Students should begin their study by enrolling in the following courses in the fall: MUS 100, MUS 104, an applied music lesson (one-half unit), and a departmental ensemble. If

enrolling in the ensemble for credit will cause a student to exceed four and one-half units, the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows:

- Four units in applied music (private lessons). Students must enroll for one-half unit each semester. During any semester that an off-campus program is elected, students are expected to arrange to take applied study.
 - Vocal performance students are encouraged to elect Diction for Singers during their freshman or sophomore year.
 - All courses for the major with performance emphasis must be taken for a numerical grade.
 - At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.
 - Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. The Music Department also strongly encourages a recital, either entire or shared, at the junior level.
 - Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium each semester (marching/symphonic band, orchestra, choir, jazz ensemble), taken for either 0 or 0.25 units. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
 - Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semesters
-

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Half-unit Seminar:

MUS 401 Seminar (0.5 unit)

Four units in Music Electives as follows (at least two units must be from List A below):

List A – building on core studies

MUS 111 Music Appreciation

MUS 113 Introduction to Opera

MUS 120 Performance as Creative Process

MUS 202 Theory

MUS 216 Piano Literature (0.5)

MUS 217 Instrumental Literature (0.5)

MUS 218 Choral Literature (0.5)

MUS 230 Introduction to Conducting (0.5)

MUS 319 Evolution of Jazz

MUS 314 Music History II

MUS 330 Choral Conducting (0.5)

MUS 331 Instrumental Conducting (0.5)

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society
MUS 133 Opera Workshop
MUS 137 Piano Chamber Music
MUS 205 Jazz Improvisation
MUS 220-21 Diction for Singers (0.5 or 1)
MUS 240 Brass Teaching/Techniques (0.5)
MUS 242 Woodwind Teaching/Tech (0.5)
MUS 244 String Teaching/Techniques (0.5)
MUS 246 Perc. Teaching/Techniques (0.5)
MUS 289 Topics
MUS 322 Tch of Instrumental Music Schools
MUS 325 Tch Music Elementary School
MUS 328 Tch Choral Music Secondary Sch
MUS 389 Topics: Music Technology

Successful Completion of the Following Keyboard Laboratories Will Satisfy the Piano Proficiency Requirement.

- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

C&RC approved changes to the music major with music education emphasis.

Rationale: These changes make the major more flexible and increase the number of elective courses students can take, including those that might prepare them more specifically for the musical careers of the 21st century.

Catalog Copy for Music Major with Music Education Emphasis with changes

Requirements for Major with Music Education Emphasis (12 1/2 units)

The major with music education emphasis provides certification for students who intend to teach music in grades K-12 for private and public schools. Students should begin their study by enrolling in the following courses in the fall: MUS 100, ~~MUS 101~~, **MUS 104**, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed four and one-half units the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows, **including the minor in applied music as described below:**
Major

~~MUS 101: Theory I (1 Unit)~~
~~MUS 102: Theory I (1 Unit)~~
~~MUS 201: Theory II (1 Unit)~~
~~MUS 202: Theory II (1 Unit)~~

~~(two of three)~~

~~MUS 216: Piano Literature (1/2 Unit)~~
~~MUS 217: Instrumental Literature (1/2 Unit)~~
~~MUS 218: Choral Literature (1/2 Unit)~~

~~MUS 313: Music History I (1 Unit)~~
~~MUS 314: Music History II (1 Unit)~~

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Half-unit Seminar:

MUS 401 Seminar (0.5 unit)

Three units in Music Electives as follows - at least one unit must be from List A below.

Instrumental music education majors must include MUS 217; choral music education majors must include MUS 218.

List A – building on core studies

MUS 111 Music Appreciation
MUS 113 Introduction to Opera
MUS 120 Performance as Creative Process
MUS 202 Theory
MUS 216 Piano Literature (0.5)
MUS 217 Instrumental Literature (0.5)
MUS 218 Choral Literature (0.5)
MUS 319 Evolution of Jazz
MUS 314 Music History II

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society
MUS 133 Opera Workshop
MUS 137 Piano Chamber Music
MUS 205 Jazz Improvisation
MUS 220-21 Diction for Singers (0.5 or 1)
MUS 240, 242, 244, or 246 (0.5 units beyond the 1.5 techniques courses required below)

MUS 289 Topics

MUS 322 or 328 (1 unit beyond methods course required below)

MUS 389 Topics: Music Technology

~~Music Education~~ Minor in Applied Music

(required for teaching certificate for music education majors)

Five units in specialized music performance courses, including three and one-half units in applied music (at least three units must be in a single performing area); one-half unit in voice/piano/guitar classes; Specific recommendations for students whose principal performing area is keyboard, voice or an instrument are available from the Music Department.

- During any semester that an off-campus program is elected, students are expected to arrange to take applied study as necessary to meet the 3.5 unit applied music minimum.

One-half Unit In:

-
- MUS 230: Introduction to Conducting (1/2 Unit)

One-half Unit In:

-
- MUS 330: Choral Conducting (1/2 Unit)
 - MUS 331: Instrumental Conducting (1/2 Unit)

Teacher Certification Requirements

Students in this curriculum must complete the required units of professional education courses taken through the Shurmur Center. **(Certification for secondary vocal music education alone requires one unit less than the K-12 music certification. Students interested in this alternative should contact the Music Department for specific details.)**

Vocal Students Must Elect:

-
- MUS 325: Teaching of Music in the Elementary School (1 Unit)
 - MUS 328: Teaching of Choral Music in the Secondary School (1 Unit)
 - EDUC 202: Foundational Contexts of Education (1 Unit)
 - EDUC 203: Processes in Learning and Teaching (1 Unit)
 - EDUC 373: Literacy Pedagogy in Secondary Schools (1 Unit)
 - EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
 - EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12) (3 Units)
 - EDUC 432: Seminar: Secondary Student Teaching (1 Unit)

Plus One and One-half Units Selected From:

- MUS 240: Brass Teaching and Techniques (1/2 Unit)
- MUS 242: Woodwind Teaching and Techniques (1/2 Unit)
- MUS 244: Stringed Teaching and Techniques (1/2 Unit)
- MUS 246: Percussion Teaching and Techniques (1/2 Unit)

Instrumental Students Must Elect:

- MUS 322: Teaching of Instrumental Music in the Schools (1 Unit)
- MUS 325: Teaching of Music in the Elementary School (1 Unit)
- EDUC 202: Foundational Contexts of Education (1 Unit)
- EDUC 203: Processes in Learning and Teaching (1 Unit)
- EDUC 373: Literacy Pedagogy in Secondary Schools (1 Unit)
- EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
- EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12) (3 Units)
- EDUC 432: Seminar: Secondary Student Teaching (1 Unit)

Plus One and One-half Units Selected From:

- MUS 240: Brass Teaching and Techniques (1/2 Unit)
- MUS 242: Woodwind Teaching and Techniques (1/2 Unit)
- MUS 244: Stringed Teaching and Techniques (1/2 Unit)
- MUS 246: Percussion Teaching and Techniques (1/2 Unit)

Additional Requirements

- In order to complete the music education program in four years, students wishing to go off-campus should only do so in the fall semester.
- All courses for the major with music education emphasis must be taken for a numerical grade.
- At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.
- Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. ~~With the approval of the department, a research paper or project may be elected in lieu of the senior recital.~~ The Music Department also encourages a recital, either entire or shared, at the junior level.
- Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium, each semester (marching band/symphonic wind ensemble, orchestra, concert choir, jazz ensemble). **Students may enroll in ensembles for either 0 or 0.25 units.** Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semesters

Successful Completion of the Following Keyboard Laboratories Will Satisfy the Piano Proficiency Requirement.

- ~~MUS 102: Theory I (1 Unit)~~
- ~~MUS 201: Theory II (1 Unit)~~
- ~~MUS 202: Theory II (1 Unit)~~
- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

NEW Catalog Copy for Music Major with Music Education Emphasis

Requirements for Major with Music Education Emphasis (12 1/2 units)

The major with music education emphasis provides certification for students who intend to teach music in grades K-12 for private and public schools. Students should begin their study by enrolling in the following courses in the fall: MUS 100, MUS 104, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed four and one-half units the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows, including the minor in applied music as described below:

Major

Four units in Music Foundations:

MUS 104 Gateway to Music

MUS 203 Foundations of Music 1

MUS 204 Foundations of Music 2

MUS 303 Foundations of Music 3

Half-unit Seminar:

MUS 401 Seminar (0.5 unit)

Three units in Music Electives as follows - at least one unit must be from List A below.

Instrumental music education majors must include MUS 217; choral music education majors must include MUS 218.

List A – building on core studies

MUS 111 Music Appreciation

MUS 113 Introduction to Opera

MUS 120 Performance as Creative Process

MUS 202 Theory

MUS 216 Piano Literature (0.5)

MUS 217 Instrumental Literature (0.5)

MUS 218 Choral Literature (0.5)

MUS 319 Evolution of Jazz

MUS 314 Music History II

**List B -Vocational/pedagogical/
perf practice/interdisciplinary**

MUS 110 Rock and Roll in Society
MUS 133 Opera Workshop
MUS 137 Piano Chamber Music
MUS 205 Jazz Improvisation
MUS 220-21 Diction for Singers (0.5 or 1)
MUS 240, 242, 244, or 246 (0.5 units beyond the 1.5 techniques courses required below)
MUS 289 Topics
MUS 322 or 328 (1 unit beyond methods course required below)
MUS 389 Topics: Music Technology

Minor in Applied Music

(required for teaching certificate for music education majors)

Five units in specialized music performance courses, including three and one-half units in applied music (at least three units must be in a single performing area); one-half unit in voice/piano/guitar classes; Specific recommendations for students whose principal performing area is keyboard, voice or an instrument are available from the Music Department.

- During any semester that an off-campus program is elected, students are expected to arrange to take applied study as necessary to meet the 3.5 unit applied music minimum.

One-half Unit In:

- MUS 230: Introduction to Conducting (1/2 Unit)

One-half Unit In:

- MUS 330: Choral Conducting (1/2 Unit)
- MUS 331: Instrumental Conducting (1/2 Unit)

Teacher Certification Requirements

Students in this curriculum must complete the required units of professional education courses taken through the Shurmur Center.

Vocal Students Must Elect:

- MUS 325: Teaching of Music in the Elementary School (1 Unit)
- MUS 328: Teaching of Choral Music in the Secondary School (1 Unit)
- EDUC 202: Foundational Contexts of Education (1 Unit)
- EDUC 203: Processes in Learning and Teaching (1 Unit)
- EDUC 373: Literacy Pedagogy in Secondary Schools (1 Unit)
- EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
- EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12) (3 Units)
- EDUC 432: Seminar: Secondary Student Teaching (1 Unit)

Plus One and One-half Units Selected From:

- MUS 240: Brass Teaching and Techniques (1/2 Unit)
- MUS 242: Woodwind Teaching and Techniques (1/2 Unit)
- MUS 244: Stringed Teaching and Techniques (1/2 Unit)
- MUS 246: Percussion Teaching and Techniques (1/2 Unit)

Instrumental Students Must Elect:

- MUS 322: Teaching of Instrumental Music in the Schools (1 Unit)
- MUS 325: Teaching of Music in the Elementary School (1 Unit)
- EDUC 202: Foundational Contexts of Education (1 Unit)
- EDUC 203: Processes in Learning and Teaching (1 Unit)
- EDUC 373: Literacy Pedagogy in Secondary Schools (1 Unit)
- EDUC 396: Boundary Crossings in Elementary Schools (1 Unit)
- EDUC 423: Student Teaching, Kindergarten through Grade 12-(K12) (3 Units)
- EDUC 432: Seminar: Secondary Student Teaching (1 Unit)

Plus One and One-half Units Selected From:

- MUS 240: Brass Teaching and Techniques (1/2 Unit)
- MUS 242: Woodwind Teaching and Techniques (1/2 Unit)
- MUS 244: Stringed Teaching and Techniques (1/2 Unit)
- MUS 246: Percussion Teaching and Techniques (1/2 Unit)

Additional Requirements

- In order to complete the music education program in four years, students wishing to go off-campus should only do so in the fall semester.
- All courses for the major with music education emphasis must be taken for a numerical grade.
- At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.

- Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. The Music Department also encourages a recital, either entire or shared, at the junior level.
- Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium, each semester (marching band/symphonic wind ensemble, orchestra, concert choir, jazz ensemble). Students may enroll in ensembles for either 0 or 0.25 units. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- Successful completion of MUS 100 Music Major Seminar (0 unit), 6 out of 8 semesters

Successful Completion of the Following Keyboard Laboratories Will Satisfy the Piano Proficiency Requirement.

- MUS 104 Gateway to Music
- MUS 203, 204 Foundations of Music 1, 2

C&RC approved a change to the maximum number of transferable courses from community colleges.

Transfer Credit Policy:

Rationale: Many significant curricular changes have occurred in the community college system in the State of Michigan over the past twenty years, particularly in the number and scope of courses, academic programs, and range of degrees offered by those institutions, including bachelor's degrees. The current Albion College transfer policy does not acknowledge any of those changes and treats community college coursework as "lesser" than coursework taken at four-year institutions although both types of institutions are regionally accredited.

The College policy now allows students transferring from four-year institutions to transfer in up to 80 credit hours (20 units) and only 64 credit hours (16 units) from "junior" colleges. Since only transfer coursework from regionally accredited institutions is accepted and all transfer coursework is vetted by the Registrar's Office and academic departments, there is no practical difference between the courses being considered in transfer.

Allowing all transfer students the opportunity to transfer in up to 80 credit hours/20 units will put every transfer student at an equal standard and will allow the College to continue to attract the best possible transfer students.

Old Policy:

"A maximum of 16 units (64 semester hours) may be transferred from accredited junior colleges. Candidates who transfer from an accredited four-year college must complete no less than the last 12 units (48 semester hours) in residence at Albion."

New Policy:

“A maximum of 20 units (80 semester hours) may be transferred from regionally accredited colleges and universities. Students must complete no less than the last 12 units (48 semester hours) in residence at Albion College”.

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The Faculty Development Committee has approved the following grants:

Small Grants:

Elizabeth Barrios (Modern Languages and Culture) was awarded a \$1,670 grant for “Writing and Academic Coach to Help Manage Interdisciplinary Projects.”

FDC has awarded small grants of \$600 to each of the following faculty members for them to attend ACUE’s inclusive pedagogy training:

Heather Betz (Kinesiology)
Shanti Brown (Psychological Science)
Abby Cahill (Biology)
Drew Christopher (Psychological Science)
Eric Hill (Psychological Science)
Lisa Lewis (Chemistry)
Sheila Lyons-Sobaski (Biology)
Bindu Madhok (Philosophy)
Dan Mittag (Philosophy)
Katie Price (Communication Studies)
Krista Quesenberry (English)
Brad Rabquer (Biology)
Lynn Verduzco-Baker (Anthropology/Sociology)
Thom Wilch (Geology)

Large Grants:

Abigail Cahill (Biology) was awarded a \$3,800 FDC grant for “Tracking the Invasion of Blue Crabs Using Genetic Markers.”

Stephanie Henderson (Theatre) was awarded \$2,700 FDC grant for “Asian American Theatre at Theatre Course at Bowling Green State University.”

FDC has awarded a large grant of \$1,570 to **Katey Price** (Communication Studies) for “Implications of the COVID-19 pandemic for professional caregivers, family members, and old adults who live in senior residential and care facilities and Faculty Success Program Alumni Membership.

Combined Small and Large Grants:

Michael Dixon (Art & Art History) was awarded an \$5,500 FDC grant for “Summer Work and Exhibitions.”

Madeline Marshall (Geological Sciences) was awarded an \$5,500 FDC grant for “Comparison of the Paleoecology and Sedimentology of Nutrient-Rich vs. Nutrient-Poor Environments, Permian of Southern Idaho.”

II SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Vicki Baker (Economics & Management) received a large grant for her research on “Managing Your Academic Career: A Guide for Advancing in Mid-Career.”

Vicki L Baker (Economics & Management) had the following article accepted for publication **Baker, V. L. & Lutz, C.** “Faculty Development Post COVID-19: A Cross-Atlantic Conversation and Call to Action.” *Journal of the Professoriate*, Special Issue.

Vicki also secured her fourth book contract with Routledge(Taylor & Francis) titled, *Managing Your Academic Career: A Guide to Re-envision Mid-Career*.

Vicki was also a panelist for two virtual sessions: Panelist: “*The Future is Female*,” Delta Sigma Pi, Trinity University (March 22, 2021 and Panelist: “*Women @VNN Presents – Own Your Career*.” (February, 2021).

Abigail Cahill (Biology) participated in the annual meeting of the Society for Integrative and Comparative Biology, giving a talk with Albion student co-authors (‡).

Cahill, A.E., Rollinson, E.J., Corona Avila, I. ‡, Ferrero, K. ‡, Holmer, K. ‡, Mayo, P. ‡, Deecher, E., Billman, B., and Siryani, N. Abundance and genetic variation in populations of the introduced milkweed aphid in eastern North America. Oral presentation.

Additionally, Rachel Stander (c/o '21) presented her work from FURSCA in 2019: Stander, R.M.H. ‡, and **A.E. Cahill**. Effects of road salt and its alternatives on freshwater invertebrates. Oral presentation.

Nancy Demerdash-Fatemi (Art & Art History) and her colleague, Mary Anne Lewis Cusato (Ohio Wesleyan University) have co-authored an article accepted for publication in Issue 19 of *The Journal of Interactive Technology and Pedagogy*, entitled "Experiential Approaches to Teaching African Culture and the Politics of Representation: Building the 'Documenting Africa' Project with StoryMapJS." The findings of this article were based on a joint digital exhibition platform, called 'Documenting Africa', shared between students at Albion College and Ohio Wesleyan University, and funded by the GLCA's Mellon Global Crossroads grant in 2018.

Dianne Guenin-Lelle's (Modern Languages and Culture) article “The Making of New Orleans on the North Coast of the Caribbean” appears in Dossier temático: “Transversalidades afro e

indígenas en Centroamérica y el Caribe”. Coord. Valeria Grinberg Pla. *Istmo. Revista virtual de estudios literarios y culturales centroamericanos* 40 (Enero-Junio 2020).

Joseph Ho’s (History) panel for the Association for Asian Studies’ 2021 Virtual Annual Conference, “Tracing Faith, Making History: Materializing Transnational Christianities in Modern China and Taiwan” was held on March 25. Joseph presented a paper entitled, “Reframing Community: Photographic Imaginations of Christian Diaspora in Cold War China and Taiwan.”

Joseph organized and chaired the 2021 Annual Meeting of the China Christianity Studies Group, which took place virtually on March 26 and featured participants from Asia, the United States, and Europe.

On April 17, Joseph’s panel, “Between Frames: Transnational Identities, Local Imaginations, and Visual Politics in 20th Century East Asia,” will take place as part of the ASIANetwork 2021 Annual Conference. Joseph will present a paper entitled, “Crossing Borders in Fragmented Images: Missionary Photographs and Visual Circulation in Interwar North China and Colonial Korea.”

On April 19–21, Joseph will serve as a speaker and discussant for Sino-Christian Architecture: Scholars Respond to Adelbert Gresnigt, OSB (1877–1956), a virtual symposium held at Whitworth University as part of the Simpson Duvall Lecture Series. Joseph will present a talk entitled, “Camera Illuminata: Photographic Translation and Chinese Christian Sacred Spaces.”

Joseph facilitated the donation of two significant private collections on modern Chinese history to the University of Michigan’s Asia Library. The first covers twenty-five years of letters, photographs, and documentary ephemera from a Presbyterian medical missionary family in North China, while the second comprises the photograph album, professional documents, and personal writings of a Republic of China Air Force surgeon who served as President Chiang Kai-shek’s personal doctor in the 1950s.

Madeline Marshall (Geology) received The Paleontological Society’s Norman Newell Early Career Grant for 2021, for a field project entitled “Paleoecological comparison of nutrient-rich vs. nutrient-poor environments, Permian of southern Idaho.”

Vanessa McCaffrey (Chemistry) was recently elected to be a CUR (Council for Undergraduate Research) Councilor for the Chemistry Division (see <https://www.cur.org/2021Elections/> for all newly elected CUR officials). CUR is a national organization that aims to support and promote high-quality mentored undergraduate research, scholarship, and creative inquiry.

Vanessa McCaffrey (Chemistry) also gave a talk entitled “Fostering Professional Development through Undergraduate Research: Supporting Faculty Mentors and their Student Researchers through Early Career Initiatives” coauthored with **Vicki Baker** and Caroline Manning (’20) at the Virtual Spring ACS Meeting on April 9th.

Marcy Sacks (History) has been accepted into the National Endowment for the Humanities’ Summer Institute, *Visual Culture of the American Civil War and Its Aftermath*.

Nicolle Zellner (Physics) published two peer-reviewed papers:

1. Cohen B. A., Young K. E., **Zellner N. E. B.**, Zacny K., Yingst R. A., et al. (2020) In Situ Geochronology for the Next Decade: Mission Designs for the Moon, Mars, and Vesta, *Planetary Science Journal*, in press.
2. Cohen B. A., Bottke W., ..., **N. E. B. Zellner** (2020) Impact History of the Moon, Chapter 5 in *New Views of the Moon 2*, <https://www3.nd.edu/~cneal/NVM-2/>, in press.

Three conference presentations:

1. B. A. Cohen, K. E. Young, **N. E. B. Zellner**, K. Zacny, R. A. Yingst, et al. (2021) In Situ Geochronology for the Next Decade, 52nd Lun. Plan. Sci. Conf., 1488.pdf
2. **N. E. B. Zellner**, J. A. Rathbun, A. M. Seidel, N. L. Martindale (2021) 18 Years of LPSC Attendance and Presentation Data: An Assessment of Participation by Women, 52nd Lun. Plan. Sci. Conf., 2227.pdf
3. M. J. Jodhupurkar, L. R. Ostrack, **N. E. B. Zellner** (2021) Mapping and Interpreting Moulton Crater and Its Surroundings, 52nd Lun. Plan. Sci. Conf., 1767.pdf.

Two invited science (research) talks:

1. Temple University, Department of Physics and Department of Earth Science, Joint Department Colloquium
2. Olivet Nazarene, Department of Chemistry and Geoscience, Earth and Space Science Seminar

One invited public talk:

Clinton-Macomb Library, "Michigan Women in Space"