

UNIVERSITY *of the* CUMBERLANDS



2016 - 2017
UNDERGRADUATE CATALOG

ACCREDITATION

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

NON-DISCRIMINATION POLICY

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

The following person has been designated to handle inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mr. Nate Clouse
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, nate.clouse@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex non-discrimination policy and compliance with Title IX of the Education Amendments of 1972:

Ms. Pearl Baker
Human Resources Director and Title IX Coordinator
Gatliff Administration Office 116
(606) 539-4211, pearl.baker@ucumberlands.edu

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

The following person has been designated to handle inquiries or complaints regarding all other portions of the non-discrimination policy:

Mr. Quentin Young
Director of Business Services
Gatliff Administration Office 001
(606) 539-4597, quentin.young@ucumberlands.edu

MEMBER

American Council on Education
College Entrance Examination Board
Association of Independent Kentucky Colleges and Universities
Kentucky Independent College Fund
International Association of Baptist Colleges and Universities
Council of Independent Colleges

The word "student" in any official University of the Cumberlands publication is defined to be all persons enrolled full or part-time in any course or program.

Failure to read this bulletin does not excuse students from the requirements and regulations described herein.

The University reserves the right to make necessary changes without further notice.

UNIVERSITY *of the* CUMBERLANDS

WILLIAMSBURG, KENTUCKY 40769

"serving the heart of Appalachia since 1889"

2016-2017

**Academic Information and
Courses of Instruction Catalog**

TABLE OF CONTENTS

Mission Statement.....	3
Commitment to Liberal Arts.....	3
Self-Help through Work-study.....	3
Growth through Service and Work.....	3
History of the University of the Cumberland.....	4
Endowment.....	5
The Campus.....	5
The Buildings and Facilities.....	5
Student Life, Activities and Special Services.....	7
Admission to the University.....	9
Financial Information.....	12
Financial Aid.....	14
Academic Information and Regulations.....	16
Degrees.....	22
Privacy Rights of Students.....	26
The General Education Curriculum.....	27
Convocation.....	30
Academic Organization & Curricula	
Art.....	32
Biology.....	35
Business Administration.....	42
Chemistry.....	48
Communication, Journalism, and Theatre Arts.....	53
Criminal Justice.....	64
Education.....	68
English.....	79
Health, Exercise and Sports Science.....	86
History and Political Science.....	94
Human Services.....	104
Information Technology Sciences.....	109
Mathematics and Physics.....	114
Missions & Ministry.....	123
Music.....	130
Psychology.....	139
World Languages.....	144
Other Courses.....	151
Board of Trustees.....	154
Administrative Officers.....	155
Administrative Staff.....	155
Athletic Staff.....	155
The Faculty.....	156
Index.....	166

THE MISSION STATEMENT

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs also nurture critical and creative thinking in pursuit of the "life-more-abundant" for both the individual and society. At UC, graduate study prepares professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making.

COMMITMENT TO LIBERAL ARTS

In the belief that freedom is the result of respect for truth and concern for humanity, University of attempts to foster in its students a heightened awareness and sensitivity to the search for truth and a deepened responsibility toward mankind. The University seeks to graduate men and women with Christian values derived from spiritual and intellectual experience within the University community, as well as from the traditional academic disciplines. Moreover, the University pursues these endeavors of a Christian liberal arts institution with an appreciation of the various resources and media available in contemporary higher education. Thus, the University is committed to nurturing the relevance of its established curricula, to developing new programs in service of its mission and to deploying coursework as appropriate in online, blended, and traditional formats.

SELF-HELP THROUGH WORK-STUDY

Since its founding in 1889, the self-help feature has been an integral part of University of the Cumberlands.

UC believes that the privilege of a university education should be based upon motivation, ability, character, and purpose rather than upon the amount of money a student or his parents might have. The most wholesome type of financial assistance consists in helping students to help themselves. A student aid program should develop qualities of thrift and self-reliance, as does the work-study plan at Cumberlands.

Much of the financial assistance at UC is given in form of remunerative employment. The work program is optional and the amount of work depends on ability and need.

In recent years many students have earned their college expenses. Continued employment and promotion depend upon the quality of work done. At UC, students receive a formal education for minimal cost and if they don't have the money, they pay for a large portion of their college by doing daily work in the University's cafeteria, in the maintenance department, in Appalachian outreach programs, as student assistants, photographers, postal clerks and part-time secretaries.

Self-help opportunities are afforded to over six hundred students who work an average of twelve hours per week under guidance and supervision. These students are taught the value of promptness, industry, dependability, and initiative.

GROWTH THROUGH SERVICE AND WORK

The Mission Statement of University of the Cumberlands clearly states the University's position on the value of work and service to others. The Leadership/Community Service Program illustrates UC's deep commitment to leadership and community service as a moral task and ethical responsibility. The Leadership/Community Service Program is centered in service and leadership. The goal of this program is to empower students to become compassionate agents of change, to use their knowledge and abilities to help others, to inspire responsibility, and to stimulate service as a life-long commitment.

As a requirement for graduation, all students must participate in the Leadership/Community Service Program. The program is developed in four phases, three are required and the fourth is optional.

- INSIGHTS – required orientation during the first semester
- LEAD – Leadership Education And Development (LEAD 110 – Leadership Seminar or LEAD 120 – Career & Leadership Seminar), recommended to be taken during the sophomore year
- SERVE – Service Experiences Requiring Volunteer Effort – 40 hours of approved community service, recommended during the junior/senior years but may be completed any year while enrolled at University of the Cumberlands. Community Service prior to enrollment will not be approved.
- SUCCESS – Services Unifying Cumberlands' Commitment to Equip Students for Success - 200 or more hours of approved community service. Students completing over 200 hours are recognized as Hutton Scholars at the time of official graduation from University of the Cumberlands.

Students may submit a Community Service Proposal Form for review prior to completing community service hours. A Community Service Report Sheet must be submitted as documentation of community service hours. A separate form must be used for each organization served. Students may not complete community service under the direction or supervision of another student or a family member. Students may not submit community service hours for any organization that was served as a requirement for course completion or for jobs for which they received pay. Some paid positions may be approved where students receive a stipend. Students should direct any questions regarding the status of approved community service hours to the Coordinator of Leadership/Community Service.

Students may request a Leadership/Service Transcript prior to graduation from University of the Cumberlands. The purpose of the transcript is to provide students with official documentation of service involvement. Leadership/Service Transcripts are not generated automatically. Students must document validated entries of activities and service on a regular basis throughout their enrollment at University of the Cumberlands. Students must request the transcript at least two weeks in advance.

HISTORY OF THE UNIVERSITY OF THE CUMBERLANDS*

A few short decades after the Civil War, there gathered in September of the year 1887 in a little weather-beaten country church in the mountains of Eastern Kentucky a few men representing eighteen Baptist Churches. It was the annual meeting of the Mount Zion Association in a region having only one or two small schools that offered as much as a high school education.¹

Though these few men had only a meager common school education themselves, and some scarcely that, they, nevertheless, felt the responsibility of providing some means of higher education for the children of the Kentucky mountains.

The Association minutes show the founders were poor: \$366 was the total amount contributed by their eighteen churches during the year 1887-1888 to pastors' salaries.² They, nonetheless, solemnly passed a resolution, through the encouragement of General Green Clay Smith³ and under the leadership of R. C. Medaris,⁴ looking toward the founding of a College then called Williamsburg Institute. The Articles of Incorporation were approved by the State Legislature on April 6, 1888, although the doors did not open until January 7, 1889, the date from which the college celebrates its founding.

Like Abraham of old, the founding fathers began their journey with precious little more than faith and a promise. Little did they know that their vision would shortly catch the eye of men like John D. Rockefeller and Andrew Carnegie, both of whom initially supported the College through their philanthropy.

This was but the beginning of famous names associated with the College, including William Jennings Bryan, Duncan Hines, Bing Crosby, and Henry Clay Frick.

Actually Dr. Ancil Gatliff, a local physician, along with other local residents such as J. P. Mahan, J. W. Siler, E. S. Moss, T. B. Mahan, R. C. Medaris, and A. T. Siler, must be given much credit for getting the college underway.

These founding fathers envisioned young people from humble homes filling the halls and coming forth from the portals, their faces radiant with the light of learning.

In 1913 with the acquisition of Highland College, Williamsburg Institute's name was changed to Cumberland College.

The institution has produced two governors, seven military generals, an admiral, seven college and university presidents, a Congressman, ministers, missionaries, legislators, judges, a host of medical doctors and attorneys, teachers and the list goes on.

Undaunted by recession and depressions, The Spanish American War and two World Wars, the college has continued to serve Appalachia.

Nine presidents have served the college: William James Johnson; E. E. Wood; John Newton Prestridge; Gorman Jones, acting president; A. R. Evans, acting president; Charles William Elsey; James Lloyd Creech; J. M. Boswell and James H. Taylor.

At a meeting in Harlan County, Kentucky, in 1959 the General Association of Baptists voted to allow Cumberland College to resume four-year status, having previously awarded the bachelor's degree until 1913.⁵

In 2005, Cumberland College changed its name to the University of the Cumberlands.

The University of the Cumberlands campus is nestled in the Kentucky mountains and located on four hills in the city of Williamsburg.

This University, one of America's unique institutions, is located near the Cumberland River, Cumberland Falls, and Cumberland Gap.

The green, manicured campus is old, spacious, and pastoral, with forty-two buildings, most of which were built or acquired in the last thirty years and five of which are older but well kept. The buildings are a blend of Antebellum, Edwardian, and historic Williamsburg architecture.

The campus is unsurpassed with steeples sweeping up to the glory of God. At times clouds almost seem to surround the campus.

Cumberland is one of those almost extinct universities: a small university intimate and concerned in a setting of almost incomparable beauty. Meticulous would be the key word to describe the physical facilities, largely because of a grand maintenance staff supported by student labor. The College has remained true to its founding purpose: "To provide a first class education at rates that are compatible with the means of mountain people."

¹ Mount Zion Association, Record Book No. 1, pp. 23-24. Actually as early as 1886 R. C. Medaris had approached Dr. E. S. Moss, a prominent physician, about the need for the College.

² Mount Zion Association, Record Book, No. 2, pp. 9-10.

³ David Leigh Colvin, *Prohibition in the United States*, (New York), pp. 111-112. Smith came within one vote of being named a running mate of Lincoln. Andrew Johnson of Tennessee beat Green Clay Smith by that vote. Had Smith become president rather than Johnson, history may have been altered considerably.

⁴ Young, "To Win The Prize," pp. 13-14. John Fox Jr. portrays R. C. Medaris as Sherd Raines, the "Circuit rider" in several of his novels. Fox, you will recall, wrote such novels as *The Little Shepherd of Kingdom Come*, *The Trail of the Lonesome Pine*, *Hell-fer-Sartin and Other Stories*.

⁵ Williamsburg Institute Catalogue, 1889.

*Adapted from the history of Cumberland College titled *A Bright Shining City Set On A Hill* by James H. Taylor, President of Cumberland College.

ENDOWMENT

University of the Cumberlands had a total of \$75,253,540.84 in its endowment as of June 30, 2015.

THE CAMPUS

Williamsburg, Kentucky, the location of University of the Cumberlands, is in the southern part of the mountains of Eastern Kentucky. It is about two hundred miles south of Cincinnati-about an equal distance from Louisville and about eighty miles north of Knoxville. It is on Highway 25W and Interstate 75.

The business section of the city lies in a small valley of the Cumberland River; the college and chief residence section are situated on the surrounding hills. It is a place of natural beauty and healthful surroundings.

Williamsburg is one of the older cities of the state. It has long been known for its large number of beautiful residences, for its churches and schools, and for the hospitality of its people.

Cumberlands' main campus is situated on three hills which divide it into three distinct parts and afford a magnificent view of the surrounding area. The College's thirty-four buildings are situated on these hills, and a viaduct, spanning the south and middle hills, provides an easy and pleasant passageway to each part of the campus.

THE BUILDINGS AND FACILITIES

Angel/Dale House - This building is located on Main Street and houses the Field Staff Development office.

Archer Hall - The Ruby Gatliff Archer Memorial Hall is a residence for women located on Main Street, west of the T. J. Roberts Memorial Dining Hall. This residence hall, housing 172 women, was occupied in the fall of 1966.

Asher Hall - The George M. Asher Memorial Hall is a residence for women located on Main Street, west of Hutton Hall. This residence hall, housing 156 women, was occupied in the fall of 1976.

Bennett Building - Formerly known as the Gray Brick Building, this two story brick structure is the oldest academic building on campus and was acquired in 1906 with the purchase of Highland College. It is located on the south hill of campus, adjacent to the Gatliff Building. The English Department, the History and Political Science Department, and the Missions and Ministry Department are housed in this building. Following renovations, the building has been named in honor of Clyde V. and Patricia Bennett.

Bock Building - The campus welcome center and surrounding entranceway were constructed in 1988 in memory of Anna M. Bock with financial assistance received from Mrs. Bock's daughter-in-law, Mrs. Maxine Bock, through the George W. Bock Charitable Trust. It houses the Department of Safety and Security, as well as the campus switchboard.

Boswell Campus Center - The University's community center, which opened in February, 1972, is named to honor former president and wife, James and Mary Boswell. This brick, glass and cast panel building consists of three full levels. The street level houses offices for Student Services, and the Campus Activity Board and The Grill. The middle level houses the Post Office, Barnes & Noble Bookstore and Student Government offices. The lower level houses **The Ward Correll Health & Wellness Center**.

Browning Building - The two-story building houses the Office of Multimedia and Athletic Services.

Browning Annex - This building houses the Student Health Clinic.

Buhl Stadium - Named in honor of Doyle Buhl, this stadium is located on Eleventh Street and was completed in the fall of 2000. The facility includes dugout/locker facilities, a press box, a concession stand and seating areas.

Cook Hall - Formerly known as West Hall, this residence hall for men was completed in 1965. Following renovations, the building was named to honor Jim and Joan Cook. The building includes an office, and a lobby area with individual sections of sleeping rooms that share a common hallway and restroom facility.

Cordell House - This property houses the Leadership studies program.

Correll Health & Wellness Center - The Ward Correll Health & Wellness Center, located on the bottom of the Boswell Campus Center, promotes healthy lifestyles for the UC community and surrounding area. The facility features exercise equipment, free weights, fitness classes and more.

Correll Science Complex - The Correll Science Complex is the latest addition to the University's academic buildings. After major multi-year renovations of the former Chemistry and Biology Building, including the **Terry & Marion Forcht Medical Wing**, an addition modeled after Thomas Jefferson's Monticello was opened in January 2009. The combined spaces of the Correll Science Complex currently house the departments of Chemistry, Biology, Mathematics and Physics, and Physician Assistant Studies.

Cumberland Inn, Museum, & Center for Leadership Studies - The Cumberland Museum opened during the summer of 1992. It houses a variety of collections including the Henkelmann Life Science Collection, the Williams Cross Collection, the Dehoney Wildlife Collection and the Rodney Lee African Collection. The Cumberland Inn, Patriot Steakhouse and Center for Leadership Studies opened in the spring of 1994, with additional rooms available during the spring of 1995. A total of 50 rooms and suites are available. The Center for Leadership Studies contains three large rooms for workshops and conferences. In addition, these are used regularly for banquets and special events. The Patriot Steakhouse seats 80 in a university decor. The lobby and grand staircase connect all of the Inn. The lobby includes two huge fireplaces and a special dome.

Dining Hall - The T. J. Roberts Memorial Dining Hall is a thoroughly modern building housing a dining area, a reception room, a well equipped kitchen, and an atrium. The atrium allows more seating as well as a brighter and more relaxing atmosphere for the students. With the self-serve dining, around 1,200 may dine over a two-hour period.

E. (Edna) Taylor House - This facility houses Baptist Campus Ministries.

Faulkner House - This facility houses Graduate Admissions and Allied Offices.

Fields/Courts - Designated areas on campus include the band field, intramural field, soccer field, and tennis courts.

Gatliff Building - The Dr. Ancil Gatliff Memorial Building is a red brick structure with classical columns. Situated on a high hill, it has a tall white tower, which, illuminated at night is a campus landmark that can be seen for a distance as one approaches the town. The Gatliff Chapel, renovated in 1992, contains beautiful stained glass windows. In the auditorium the upper windows depict the life of Jesus while the lower level windows present the history of the college. The windows in the stairwells are of angels playing mountain dulcimers, and the windows at the front of the entrance way depict the University and its outreach to the area. Above the entrance a small round window serves as a memorial to James H. Taylor, II. In addition to the impressive chapel, the building houses administrative offices and classrooms.

Gatliff Gymnasium - The Gatliff Gymnasium, known as the IM Gym, was completed in 1928. It has a main auditorium for class instruction as well as intramural sports, and home volleyball matches, athletic office space and the Athletic Training Room.

Gillespie Hall - Formerly Johnson Hall, a large three-story brick structure, is a residence hall for women. This residence hall houses 129 women.

Grace Crum Rollins Fine Arts Center - Completed in the fall of 2000, the Fine Arts Center houses offices for the Communication and Theatre Arts Department, a flexible theatre that can seat up to 260 people, general classroom space, production facilities and offices for TV-19 and the campus radio station WCCR.

Harth Hall - The newest residence building on campus, Harth Hall opened in January 2009 and is named in honor of Lenora Fuson Harth. This residence hall houses ninety-six women.

Hutton Hall - This residence hall for men opened in January of 2002 and is named in honor of Edward Hutton. This building provides individual suites of sleeping rooms with a common living area and restroom facility to ninety-six residents plus houses the Emma McPherson Chapel.

Hutton Outreach Center - The Mountain Outreach Office is located at the Hutton Outreach Center.

Hutton School of Business - The Edward L. Hutton School of Business opened in Fall 2004. The two-story building contains approximately 22,500 square feet with 11 classrooms, a lecture hall, a computer lab, nine offices, file room, kitchenette, and vending room.

Kleist Hall - This residence hall for men opened in the fall of 2000 and is named in honor of Peter and Eleanore Kleist. This building provides individual suites of sleeping rooms with a common living area and restroom facility to ninety-six residents plus houses the Gheens Chapel.

Library - The Norma Jeanne Perkins Hagan Memorial Library houses more than 137,000 volumes, 806,000 microforms, 3,700 media items and provides access to more than 299,000 ebooks, 53,000 online videos, 97,000 streaming audio discs, and 58,000 online periodical titles. The Library Collections include the Main Circulation Collection, the Reference Collection, the Periodicals Collection, the Steele-Reese Appalachian Collection, the Owens Collection, Government Documents, the Oversized Collection, the Media Collection, and the Children's Collection. The Library uses the Library of Congress Classification system. Library holdings may be located electronically on the "UC Cat", which is available online through the University's web page. The Library's web page serves as a gateway to a variety of databases that provide access to online journal articles, books, and videos. Materials not available in the Library's collection can be requested from other libraries through interlibrary loan. The Library is open seven days a week during the fall and spring semesters. Library hours are modified during breaks and summer. Library hours are posted on the Library's web page and on the outside of the building.

Luecker Annex - Acquired through the purchase of the old Williamsburg Independent School, the facility houses the Psychology Department, eight classrooms, faculty offices, and mail room.

Luecker Building - The Luecker Building was purchased in 1983. It was completely renovated and then occupied in 1984. Formerly the old Williamsburg Independent City School, the two-story building now houses the departments of Art, Education, and Health as well as the development offices, and the Art Gallery. In addition, the remodeled gymnasium houses the men's wrestling team.

Mahan Hall - Mahan Hall was erected in 1905, and named in honor of Mr. Edgar C. Mahan of Knoxville, Tennessee. This building houses approximately 145 men.

Moss-Roburn Hall - Moss-Roburn Hall, a three-story brick structure, is the original building constructed in 1888 and known as Williamsburg Institute. Moss-Roburn Hall currently serves as a residence hall for women and houses the offices of ROTC.

Music Building - The Mary W. McGaw Music Building was occupied in January 1979. The 18,000 square foot facility includes the main office, ten studio-offices, two general music classrooms, a multiple piano laboratory-classroom, an

instrumental rehearsal room and opera-musical facility, sixteen practice rooms, a music library, a College Heritage Room and miscellaneous smaller areas.

Nicholson-Jones Building - This is a large three-story brick building, facing the Dr. A. Gatliff Memorial Administration Building. Nicholson-Jones houses the Football Office and Baseball Office.

Perkins House - The Admissions Office is housed in the renovated Norman Perkins House, located on Walnut Street.

President's Home - The Ruby Gatliff Archer President's Home, a brick colonial style building, west of Gillespie Hall on Main Street, was a gift to the college in 1962 by Mrs. Ruby Gatliff Archer. The home, built around 1905, is a replica of the "Kentucky Home" exhibited in the St. Louis, Missouri 1904 World's Fair. Every effort has been made to keep the home as an example of the style, furnishings, and gracious living of the period.

Robinson Hall - Robinson Hall completed in 1963, houses 88 men. The building is named in honor of E.O. Robinson.

O. Wayne Rollins Center - The O. Wayne Rollins Center is the focal point on the University of the Cumberland's campus with over 105,000 square feet of floor space. The main arena, with 1,670 fixed seats, is a magnificent setting for convocation, concerts, basketball and special programs. The space on the floor and the top concourse will allow seating for an additional 1,200 people. The arena area also includes a walking track, a hospitality room, an audio-visual control room, men's and women's varsity basketball dressing rooms, concession area, a game officials room, and various offices for the members of the athletic staff. This area is also wired to broadcast live radio and television. The focal point of the stage area is the 10 foot by 35 foot stained glass window illustrating Cumberland's commitment to God and to the students from the Appalachian region. One of the finest electronic organs in the region, donated by Mr. Tom Raper, is housed on the stage area. The middle level of the O. Wayne Rollins Center contains three classrooms, the mechanical room, storage room and an entrance to the middle level of the older structure. The lower level houses a 25 meter swimming pool, men's and women's dressing areas, the entrance to the football locker room, and the entrance to the weight room.

Siler Hall - This men's dormitory was completed in July of 1985 and houses approximately 100 men.

Smiddy Learning Resource Center - Named in honor of J. Charles Smiddy, this facility includes the Norma Jean Hagan Perkins Library. Also within the Smiddy Learning Center is the Gibson Distance Learning Center. The Gibson Center is equipped with an AT&T PicturTel interactive video system which provides a land network with any video conference room in the world. The lower level of the Smiddy Center houses faculty offices and classrooms for the Human Services Department, the Academic Resource Center (ARC), the Assessment Office and the Office of Teaching and Learning.

Taylor Stadium - The Jim Taylor II Stadium was constructed in the Summer of 1994. The athletic facilities include a football field, eight-lane track, and football practice field. The Stadium will seat 2,400, with facilities for special guests, press box area, and locker rooms for home and visiting teams. There is parking adjacent to the stadium.

STUDENT LIFE, ACTIVITIES AND SPECIAL SERVICES

Student Government Association

The Student Government Association represents the student body of the University. The Association consists of three branches, judicial, executive, and legislative which includes dormitory men, dormitory women, and commuting students.

Its threefold purpose is (1) To arouse and maintain enthusiastic interest in and a spirit of loyalty to the various activities of the University. (2) To assume leadership in regulating and promoting the extra-curricular and social activities of the University. (3) To assume leadership in promoting and improving student life on the campus, creating a congenial relationship, understanding and spirit among the members of the university community, both student and faculty.

Campus Ministries

A variety of campus organizations provide opportunities for students to grow in their faith journey and serve others through ministry programs and outreach. Students are encouraged to participate in all aspects of campus ministry programming, regardless of their religious affiliation or faith tradition. All ministries promote general Christian beliefs and traditions.

- **Appalachian Ministries (AM)** provides opportunities for students to serve as mentors and role models for children in community based programs by providing recreation, offering tutoring assistance, teaching crafts and music and through sharing Bible stories.
- **Baptist Campus Ministries (BCM)** encourages students to with others on ministry teams who share their interests, talents, passions and burdens and seek to impact the campus community. Some ministry teams include: worship team, technology and social media team, campus outreach, community outreach, creative ministries, and missions. Students gather weekly for worship, fellowship and discussion groups designed for discipleship and leadership development. Teams are also formed to assist area churches for a variety of ministry opportunities.
- **Fellowship of Christian Athletes (FCA)** is a sports ministry that encourages fellowship among athletes and teams. Weekly gatherings include games, food, fun and small group discussions.
- **Mountain Outreach (MO)** engages students in a hands-on approach to ministry through periodic light construction projects that include building access ramps or home repair and by distributing clothing, food and other household items to individuals and families in need.

All campus ministry programs are supported by educated and experienced university staff members and student leaders who are devoted to helping students grow in their faith and serve others.

University Regulations

Students admitted to the University are subject to the University's rules and regulations. Some of these may be found in the University's Catalog and in the Student Handbook, both which are available online and in other formats through the Student Services, Academic Affairs, Admissions, and other offices.

While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require.

The Student Handbook contains information of great significance to the students of University of the Cumberlands. Every University of the Cumberlands student should make himself familiar with the contents of this student handbook. Since this bulletin includes regulations with respect to student conduct, and since every student may avail himself of a copy, each student is expected to abide by the standards and regulations set forth in this publication.

Failure to receive a Student Handbook does not excuse the student from abiding by the rules and regulations as written in the Handbook.

Clubs and Organizations

Students have many opportunities to participate in extracurricular activities; among these are American Chemical Society, American Choral Directors Association, Appalachian Ministries, Baptist Campus Ministries, Mountain Outreach, Patriot Adventure Club, Campus Activity Board, Council for Exceptional Children, Fellowship of Christian Athletes, Gamma Sigma Pi, Intramural Activities, Mathematics and Physics Club, Mu Phi Epsilon (Music), N.E.A.S.P., HSB Business Club, Psychology Club, Residence Hall Council, Sociology/Social Work Club, Sports Medicine Club, Student Admissions Staff, Student Alumni Relations Council, Student Government Association, and a number of academic honors societies. A list of campus organizations can be found online at <http://www.ucumberlands.edu/students/organizations>.

Student Publications

Students at University of the Cumberlands have the opportunity to contribute to the University newspaper, *The Patriot*; to *Pensworth*, the University literary magazine; and to the *Upsilonian*, the History Department publication.

Athletics

University of the Cumberlands is proud of its tradition as one of the leaders in small university sports programs. The University has intercollegiate men's and women's teams in archery, basketball, bowling, golf, lacrosse, tennis, track and cross-country, soccer, swimming, and wrestling, as well as intercollegiate teams in baseball, cheerleading, dance, football, softball, and volleyball.

Intramural Activities

The purpose of the Intramural Sports program at University of the Cumberlands is to provide a wide variety of activities to meet the recreational and competitive needs of the University of the Cumberlands student body.

Flag football, Basketball (5 on 5), and Basketball (3 on 3) are provided for both men and women. Volleyball, Miniature Golf, Cornhole, ultimate frisbee are provided for men and women on the same team (Co-Ed). These are the core sports that are provided throughout the year, but feedback from the student body can help in providing additional sports if the request is initiated by the student body.

Each sport that is offered will either have a season or a one day tournament. Depending on how many teams that are involved in a particular sport will determine how long the season may be. At the end of each season there will be a tournament to determine a championship team or champion as the program progresses. Each team or individual winner will receive a championship t-shirt.

Schedules of games, notice of special events, and announcements are posted on the Intramural Sports Board located in the lobby of the Boswell Campus Center. Rosters can now be printed from the web.

No University credit is given for intramural athletics but all students are encouraged to participate.

Special Services

Academic Resource Center – The Academic Resource Center offers free and convenient tutoring in all academic subjects to all University of the Cumberlands students. The Director and staff of trained tutors are available daily to provide courteous service to all students seeking to improve competencies through individualized or computerized assistance. All students are encouraged to take advantage of the opportunities available in the ARC early in each semester. The Academic Resource Center is located in the basement of the library and is open Monday through Thursday 9-5 and 6-9 p.m., and from 9-4 on Friday.

Career Services – The Career Services Office, located in Room 019 of the basement of the campus library, provides a variety of services for students. Individual appointments, seminars and class presentations are conducted to assist with:

career interest and assessment, résumé writing, interview skills and job search tactics. Career resource information is maintained in the office and on-line. Full-time job, part-time job, and internship opportunities are posted on-line at <http://inside.ucumberlands.edu/career/>. All students have the opportunity to interact with recruiters when they visit campus or during the Spotlight Career Fair, which is sponsored by the Career Directors of the Association of Independent Kentucky Colleges & Universities. The Career Services Director also assists with the coordination of Counseling Services for all UC students. Sessions are offered on the main campus, via phone and through the mental health clinic on the Northern Kentucky Campus. Additional referrals are made to local mental health agencies as needed.

UC PREP – The Patriot Readiness and Engagement Program (UC PREP) is a comprehensive first-year experience program encompassing four areas: Freshman Interest Group (FIG) advising, Summer Orientation, Advising and Registration (SOAR), INSIGHTS, and PASS 100. FIG Advising and SOAR occur prior to a student's arrival on campus. INSIGHTS and PASS 100 occur during a student's first semester of enrollment. Directed by Ms. Linda Carter and Ms. Kathy Fish, INSIGHTS provides incoming students an introduction to campus life. PASS 100 supplements the topics covered in INSIGHTS through workshops replacing the traditional Convocation requirement. For more information about UC PREP, contact the program chairs: Dr. Tom Fish x4216 and Mr. Nate Clouse x3561.

Information Technology (IT) Services – The IT office, located in the basement of the Gatliff Building, provides general help with technology related issues including: email, MyUC, iLearn, and Internet connectivity. The hours of operation are Monday – Friday from 8:00AM to 5:00PM.

Health Services – Health services are available through the Campus Health Clinic and local physicians to serve the medical needs of the student. Any medical, dental or hospital bills incurred by the student are the student's responsibility. All students are required to carry basic health insurance.

Alumni Association – The Alumni Association was established to render service both to the University and to its former students. It is the purpose of the Association to aid in the growth and development of the college, to promote the best interests of alumni, and to enable alumni to maintain contact with the University and with each other.

ADMISSION TO THE UNIVERSITY

The purpose of the admission process is to identify applicants who are likely to succeed academically at University of the Cumberlands and at the same time contribute positively to the campus community. In making admission decisions the University considers many factors, including high school records (including courses taken, grade trends, and rank in class), standardized test scores, extracurricular activities and honors, and personal contact with the student. In some cases, a teacher recommendation and an essay may be requested.

Typically the University admits students with a 2.5 or better high school grade point average and a minimum score of 18 on the American College Test (ACT) or 840 on the Scholastic Aptitude Test (SAT). However, students with lower grade point averages or standardized test scores will be considered for admission conditionally.

Freshman Admission

Application for admission should be made after the junior year of high school has been completed. Admission may be granted at any time after the junior year; however, the final high school transcript must be evaluated before admission is final. A candidate for admission to the freshman class must submit the following items:

1. A completed Application;
2. An official high school transcript with the grade point average computed on a 4.0 scale. GED students must provide official scores from the General Education Development Test (GED);
3. Official scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). ACT and/or SAT score report labels appearing on official High School transcripts are acceptable for admission decisions. (In general, Home Schooled students are expected to fulfill the same entrance requirements as all other students.)
4. Any additional information as requested by the University to determine admission eligibility.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:

1. Payment of the enrollment deposit (\$125);
2. An official, after graduation, final high school transcript showing the grade point average computed on a 4.0 scale, the final class rank, and the date of graduation;
3. An official final transcript for any college or university courses taken during high school.
4. A completed Housing Form or Housing Exemption Form;
5. A completed Health Information Form;
6. Any additional information as may be required by the University.

Re-entering Transfer Admission

Attended another college or university since last enrollment at University of the Cumberland (Cumberland College). Candidates for admission as a re-entering transfer must submit the following items:

1. A completed Application;
2. Official transcripts from all colleges/universities you have attended;
3. Any additional information as may be requested by the University.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:

1. Payment of the enrollment deposit (\$125.00);
2. A final official transcript from the college/university you are currently attending (if applicable);
3. A completed Housing or Housing Exemption Form;
4. A completed Health Information Form.

Re-entering, Post-Baccalaureate, Transient, Special, Other

RE-ENTERING ADMISSION: Former student who has not attended any other college or university since last enrollment at University of the Cumberland (Cumberland College).

POST-BACCALAUREATE: Student seeking a second Bachelor's degree or Teacher Certificate.

TRANSIENT: Student planning to take one class and transfer the credit to another institution.

SPECIAL: Non-degree seeking student.

OTHER: Student planning to audit a class.

Transfer Admission

A candidate for transfer admission must submit the following items:

1. A completed Application;
2. An official transcript mailed from all colleges you have attended, regardless of whether credit was earned; NOTE: Student **MUST** be eligible to return to the college from which you are transferring;
3. Any additional information as requested by the University.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:

1. Payment of enrollment deposit (\$125);
2. A final official transcript from the college you are currently attending if not already sent;
3. A completed Housing Form or Housing Exemption Form (Housing exemption requests are reviewed by the Vice President for Student Services);
4. A Health Information Form;
5. Any additional information as may be required by the University.

Transfer Policies

- Students will generally receive credit for all college-level work in which a passing grade is earned, provided such credit is earned from an institution which is fully accredited by one of the six regional accrediting associations. Remedial or vocational courses are not transferable. Grades lower than 'C' will not be accepted in courses which apply toward the student's major.
- University of the Cumberland reserves the right to evaluate and accept or reject college credit earned prior to high school graduation. This evaluation will be done course by course in consultation with the appropriate department.
- To be eligible for admission to the University of the Cumberland, all transfer students must not be currently on academic or social suspension and must be eligible to return to their previous institution.
- Transfer students admitted with junior or senior standing must complete a minimum of one-third of the course requirements in the major or minor at the University of the Cumberland (CLEP and departmental bypass exams will not meet this requirement). Specific requirements for each major, or minor may vary with department policies. Please contact the Registrar for specific information.
- At least twenty-five percent of the total semester hours in any degree requirement must be completed at the University of the Cumberland (CLEP and departmental bypass exams will not meet this requirement).
- Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript, must meet the University of the Cumberland standards in order to be accepted as transfer credit. Students must present official score reports (AP, CLEP, IB Diploma), and pay required fees and tuition (CLEP) in order to receive credit. Departmental bypass challenge/exams from other institutions are not transferable.
- Courses, which carry less credit, than is required by University of the Cumberland General Education Program or any other specific college or departmental requirement, may not be substituted for that requirement.
- Only grades earned at University of the Cumberland will be used in calculating student grade point averages.

- All terms taken at any institution will be counted in calculating full-time terms of attendance.
- A total of thirty-six (36) semester hours or more in courses numbered 300 or above must be presented for graduation from University of the Cumberland.
- Thirty (30) of the last thirty-six (36) hours must be taken at University of the Cumberland. If the student is seeking teacher certification, the student teaching course hours do NOT count toward these thirty (30) hours.
- As a requirement for graduation, all full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in CONV 101-01 for every semester of enrollment. Students who are 25 years of age or older at the time of their enrollment are exempt from this requirement. There are no other exemptions. Credit for convocation is Pass/Fail with 0.50 academic credit hours available each semester. The grade received is factored into the student's cumulative grade point average.

Admission for International Students

To be considered for admission, an international student must submit the following:

- An application for admission.
- Applicants are required to submit official transcripts demonstrating the level of education completed (high school or college) prior to being considered for admission by the university. The Registrar's Office evaluates all transcripts for academic credit for institutions in the United States. All academic credit from an educational institution outside the United States must be evaluated by one of the transcript evaluation services referenced below.
 - World Education Services (WES)
 - American Association of Collegiate Registrars and Admissions Officers (AACRO)
 - Educational Credential Evaluators (ECE)
 - Student-Athletes are encouraged to use PLAYNAIA InCRED
- Official copies of ACT and/or SAT I scores.
- Please note, many UC graduate programs require other standardized testing requirements. Please see program specific application requirements.
- Demonstration of English Proficiency will be required for any student scoring below minimum ACT or SAT requirements (ACT 17 or below SAT 840 or below).
 - Accepted English proficiency test include the TOEFL and IELTS. University of the Cumberland's minimum acceptable scores from the TOEFL are as follows:
Paper-based TOEFL 550, Internet-based TOEFL 79
 - IELTS recent score must be at least a 6.
- Students who are admitted conditionally to the university will be required to take an institutionally based English exam within a few days after their arrival on campus. The outcome of this exam, in combination with English and Reading scores from the ACT or SAT, will determine a student's course placement and may include coursework from our Intensive English Program (IEP) within our International Academic Services, which provides an opportunity to make a successful transition into the undergraduate program at the university.

Reservation of Room

After receipt of the \$125.00 initial enrollment deposit and a housing application, room assignments are made by the Dean of Student Life on a first-come, first-served basis. Entering students are notified of their room assignments as these are made.

Students rooming in residence halls furnish their own towels, pillows, bed linens, blankets and comforters. The cancellation deadlines for housing reservations are as follows:

	<u>Fall Term 2016</u>	<u>Spring Term 2017</u>
Returning Students	July 1, 2016	January 4, 2017
Freshman/Transfer	August 1, 2016	January 4, 2017

FINANCIAL INFORMATION

Tuition and Fees Per Semester, 2016-17*

New Students

Tuition - Undergraduate On-Campus Rate	\$11,320.00
Student Activity Fee	\$50.00
Room and Meals	\$4,500.00
Technology Fee	\$130.00

Returning and re-entering students should contact the Bursar's Office about their tuition and fees.

The tuition charge is for 12.0-18.5 credit hours. An additional tuition charge of \$160 per hour is made for each hour above 18.5. The charge for students with less than 12.0 hours is pro-rated. Tuition charges and refunds are based upon the opening date of the semester as announced in the catalog. All charges are subject to change as required by increased costs.

Course fees:

Education Supervisor's Fee:

EDUC 237	50.00
ELEM 491, EDUC 492, EDUC 493, EDUC 494, EDUC 495, EDUC 497, ELMS 491, SPED 499.....	200.00
Late Registration Fee	50.00
Fee for adding and dropping classes after registration (per class).....	10.00
Online Course Fee	400.00

Music Tuition:

Applied Music (one lesson per week)	75.00
Class Music.....	50.00
Accompanist Fee	75.00

Health and Human Services Internships:

HLTH 492, HSRV 461, CRJS/CROL 439.....	15.00
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Physical Science Laboratory:

PHYS 117 lab manual and equipment	40.00/150.00
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Theatre:

THTR 237 (fee for makeup kit)	40.00
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Application for Graduation Fee	75.00
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* Expenses per semester for 2016-2017 may be obtained by contacting the Bursar's office, University of the Cumberlands, Williamsburg, Kentucky, 40769: (606) 539-4206.

Books

The cost of books for the semester, if all books are purchased new, will generally run from \$500 to \$700 for each student. Since many of the first semester courses continue through the second semester with the same textbook, the cost of the books in the second semester is considerably less than for the first semester. The Bookstore buys textbooks back at the end of each semester; thus, some of this cost may be recouped.

Student Financial Account Record

All charges and payments for tuition, fees, room and board, and other charges are recorded on the Bursar's Student Account Record. Bookstore charges and library fines are also transferred to this permanent financial record in the Bursar's Office.

Financial Clearance

Full payment of an account or satisfactory financial arrangements of an account for all charges for previous semesters are due on or before registration. No student having any unpaid account without satisfactory financial arrangements shall receive financial clearance for the release of an official report of grades, a transcript of his/her credits, a diploma, or for participation in graduation ceremonies.

Carrying Charge

A carrying charge of 1.5% per month (18% per annum) will be added to the unpaid balance of any student who is no longer enrolled at the University of the Cumberlands.

Deferred Payment Option

The Deferred Payment Option includes five equal payments each semester of the balance of tuition, room, and board costs less Financial Aid awarded. Other charges to the student account are due within 30 days after billing.

Cancellation Deadlines

	<u>Fall Term 2015</u>	<u>Spring Term 2016</u>
Returning Students	July 1, 2015	January 4, 2016
Freshman/Transfer	August 1, 2015	January 4, 2016

Withdrawal Policy

Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees. See the procedures for official withdrawal later in this catalog.

Refund Schedule

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
Courses Fifteen Weeks or Greater in Length		
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
Courses Greater than Six Weeks but Less than Fifteen Weeks in Length		
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
After 3rd week of classes	100%	0%

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
Courses Six Weeks or Less in Length		
Last day to Register	0%	100%
After 1st week of classes	100%	0%

If an undergraduate student officially withdraws after the first day of classes, they will be charged an administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms.

A student is not eligible for any financial aid prior to the first day of class attendance.

Withdrawals and Return of Title IV Financial Aid

Occasionally it is necessary for a student to withdraw or drop all of their classes during a semester. When this occurs, the student should contact the Academic Affairs Office at 606-539-4214 or on campus at their office in the Gatliff Building. When you withdraw several steps must be taken, including determining your charges and the amount of financial aid you have earned. We must also determine the last date you performed an academically-related activity.

The law specifies how Cumberlands must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq/Afghanistan Service Grant, TEACH Grants, Direct Stafford Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans. Though your aid is posted to your student account near the beginning of the semester or payment period, you earn the the federal funds as you complete the period.

When you withdraw during your semester or payment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Cumberlands or parent received on your

behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Cumberlands and/or you.

The amount of assistance that you have earned is determined on a prorata basis. For example, if you completed 30% of your payment period or period of enrollment, you get to keep 30% of the assistance you are originally scheduled to receive and must return 70%. Once you have completed more than 60% of the payment period or semester, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, Cumberlands must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Cumberlands may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Cumberlands needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow Cumberlands to keep the funds to reduce your debt.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Cumberlands or parent receive on your behalf) excess Title IV program funds that must be returned, Cumberlands must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds

Cumberlands must return this amount even if it didn't keep this amount of your Title IV program funds.

If Cumberlands is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to your loan servicer over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. Cumberlands will return the unearned grant funds for you, which may cause you to owe a balance.

The requirements for Title IV program funds when you withdraw are separate from the refund policy that Cumberlands has. Therefore, you may still owe funds to Cumberlands to cover unpaid institutional charges. Cumberlands may also charge you for any Title IV program funds that Cumberlands was required to return. If you don't already know what Cumberlands refund policy is, you can get a copy in the Bursar's Office or go to <http://www.ucumberlands.edu/financialaid/downloads/refund-policy.pdf>. Cumberlands can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on "Student Aid on the Web" at www.studentaid.ed.gov. The Financial Planning Office and the Bursar's Office are also available to assist you.

Return of Other Sources of Financial Aid

If a credit balance remains on the student account in the Bursar's Office after the return of Title IV financial aid or a credit balance remains for those students who have no Title IV aid, that excess balance will be returned in the following order:

- Alternative Loans
- Institutional Loans
- State Grants
- State Scholarships
- Institutional Scholarships
- Outside Scholarships
- Payment by Parents and Students

STUDENT FINANCIAL AID

The Financial Aid Program at the University of the Cumberlands has been established to assist worthy students through scholarships, grants, loans and employment. University of the Cumberlands believes that the primary responsibility for financing a college education rests with the student's family. This belief applies to all students, married or single. Financial aid from the University is viewed as supplementary to the efforts of the family.

UC recognizes that each family situation is unique; therefore, each application for financial assistance is carefully analyzed. Since the applications for financial aid are confidential, students and parents are urged to answer all questions completely and explain fully all special circumstances. In most cases incomplete applications will be returned to the applicant for the needed information.

All students who need financial aid assistance should complete a FAFSA (Free Application for Federal Student Aid).

These forms should be completed online at www.fafsa.gov/. If you are unable to use the online format, contact the Financial Planning Office.

In the selection of financial aid recipients, consideration is given to the applicant's academic achievement, character, and financial need. Through a combination of scholarship, grants, work-study, and loans, Cummings strives to make a higher education affordable. The total amount of financial aid granted to any one student by any combination of sources shall not exceed the student's direct cost plus an amount for books. Student loans and parent loans may be added above this figure.

See the Student Handbook for information on Satisfactory Academic Progress policies regarding financial aid, as well as complaint procedures regarding state financial aid.

For more information concerning financial aid, please contact the Office of Financial Planning.

Veterans Administration Educational Assistance

The following degrees are approved for the enrollment of Veterans and eligible persons under the provisions of Chapters 30 (Montgomery GI Bill), 31 (Vocational Rehabilitation), 32 (VEAP), 33 (Post 9/11), 35 (Dependents Educational Assistance), 1606 (Selected Reserve) and 1607 (REAP) under Titles 10 and 38 of the United States Code.

All Bachelor level degrees
All Master's level degrees
All Doctorate level degrees
Selected Graduate level Certification programs

Veterans and other students eligible for Veterans Administration education assistance should contact the VA Certification Officer located in the Office of the Registrar.

Vocational Rehabilitation

This program provides educational assistance for individuals with physical or mental disabilities.

Eligibility is determined by a general medical examination from a medical doctor in accordance with the Vocational Rehabilitation Program. For further information on eligibility, consult your local Vocational Rehabilitation Office.

The Resident Assistant Program

The primary purpose of the Resident Assistant Program is to facilitate the personal services of all students who live in the University's resident halls. The program affords training in leadership and responsibility among peers, as well as the remunerative benefits. It provides for a liaison between students and administration via personal services rendered which can be maintained in no other way.

Endowed Scholarships, Workshops, Loans

The University is fortunate to have the support of alumni and friends from across the country and around the world who have generously given to the endowment for a named scholarship, workshop or loan fund. Earnings from these funds are awarded annually to students at the University who meet the criteria as set forth by the person or persons who established the fund.

University Scholarships

Through the Office of Financial Planning, University of the Cumberlands administers a program of athletic and academic scholarships which are available to qualified full-time on-campus undergraduate students upon application and/or selection. *Most scholarships are available for up to eight semesters unless otherwise noted.*

First-time Freshman Students

Academic-Based Scholarships

- Rogers Scholar Scholarship
- Kentucky Governor's Scholar Scholarship
- Presidential Scholarships
- Dean's Scholarships
- Academic Scholarships
- Merit Grants

Students may qualify for only one Academic-Based Scholarship category. Academic-Based Scholarships are for full-time students only and are renewable for up to 4 years, provided the student maintains satisfactory academic progress.

Other Scholarships

- Athletic Scholarships
- Bert T. Combs
- Christian Leadership Scholarship
- KBC Church-Related Scholarship
- Outside Scholarship Information

Transfer Students

Transfer students will be considered for academic or merit scholarships based on their cumulative GPA from the last college attended full-time. Students should submit this information to the Admissions Office prior to May 1. Students will be notified of their scholarship eligibility by the Financial Planning Office.

Athletic Scholarships

Athletic Scholarships are offered in both men's and women's intercollegiate athletics in accordance with the regulations of the NAIA and the Mid-South Conference. These scholarships are based on athletic potential and are awarded by an appropriate member of the athletic staff in coordination with the Financial Planning Office.

Workshop Program

Federal Work-study

The Federal Work-study Program provides part-time jobs for students who have financial need and allows them to help pay for part of their educational expenses. The Federal Government provides funds to educational institutions who in turn have jobs available for students. At University of the Cumberland, students work in a variety of offices and departments with their work schedule built around their academic schedules.

What is the institutional work program?

University of the Cumberland has limited funds available for campus jobs for those students who are unable to qualify for the Federal Work-study Program. This program provides part-time employment in a variety of University offices and departments with the students' work schedules built around their academic schedules.

ACADEMIC INFORMATION AND REGULATIONS

Academic Advising

Freshmen

Early in the spring semester, first-year students will see the department head of their chosen major for assignment to a new advisor. Students who remain undecided about a major may choose a general advisor.

Upperclassmen

Upperclassmen may change majors and advisors at any time by stopping by the Office of the Vice President for Academic Affairs or the Registrar's Office.

Official Notices

All students must respond to official notices issued by administrative officers or staff and instructors, whether these notices be posted on official bulletin boards or sent through the mail or e-mail. Failure to comply with this regulation may lead to disciplinary action.

Semester Hour

The term semester hour or credit hour normally means one hour of recitation or lecture for one semester. Thus, a course meeting three hours per week for a semester would usually have a credit value of three semester hours. For most laboratory courses, two or more hours of lab time are equivalent to one hour of recitation. For online classes, the University determines the appropriate equivalency of course activities with credit hours.

Student Class Load

The normal class load for a freshman is 14-16 hours per week. A sophomore, junior, or senior, with a cumulative standing of 3.00 or better, may, after each case has been studied by the Vice President for Academic Affairs, be permitted to carry as many as 21 hours. Seven hours is the maximum load that a student may carry during each summer term.

Grading Systems and Grade Reports

The following grading system is used:

A-excellent	I-incomplete
B-good	aF-failure due to absences
C-average	S-satisfactory (pass)
D-below average	W-withdrew
F-failure	U-unsatisfactory (failure)

Midterm grades are reported for all classes.

A grade of "Incomplete" is assigned only in instances where a unit of work is not completed because of verifiable, extenuating circumstances, such as illness, accident, death in the immediate family, etc. This grade may be removed by completion of the specific work missed. Under these conditions an "I" may not be removed by retaking the course.

The "I" will be entered on the records upon filing a contract between the instructor and the student in the Office for Academic Affairs, with copies of the contract given to each party.

All attempts and grades received are recorded by the registrar on the permanent record (transcript). For purposes of grade point average, only the most recent earned grade is used. Non-punitive grades are not considered earned grades.

Quality Credits

Quality credits are earned in the following manner:

A grade of: A-results in four quality credits per semester hour in any course;
 B-results in three quality credits per semester hour in any course;
 C-results in two quality credits per semester hour in any course;
 D-results in one quality credit per semester hour in any course.

Thus, a three-hour course taken for a semester, with a grade of A, would give twelve quality credits; with a grade of B, nine quality credits; with a grade of C, six quality credits; and with a grade of D, three quality credits.

Student Class Attendance

All undergraduate students are expected to attend classes regularly and punctually. Regular attendance in the classroom and participation in course activities are vital aspects of a university academic experience. Therefore, the University operates under the following policy that applies to all in-seat, on-campus classes.

When any student has exceeded 20% of the time prescribed for any class, laboratory or studio, that student will be automatically dropped from that particular class with the grade of "aF." This grade is placed on the official transcript of the student and is treated as a failing grade in calculating the grade point average.

In general, 20% of the semester is equal to three weeks of normal in-seat class time. Thus, the absence limit for a class meeting three days a week is normally nine absences, while the limit for a class meeting twice a week is normally six absences. (NOTE: this policy applies only to in-seat or blended undergraduate classes. It does not apply to graduate classes or to fully online classes.)

There are a limited number of exceptions to this policy that include Convocation and INSIGHTS. Class attendance policies (including any exceptions to standard outlined above) are contained in course syllabi for all in-seat classes.

The definition of a class absence is a student's failure to attend class for any reason. Instructors may count three times tardy or leaving early to be equal to one class absence. A student leaving early may be counted as a tardy at the discretion of the faculty member.

There are no excused absences, regardless of the reason for the class having been missed. However, faculty will make reasonable provisions to allow students to make up work if the absence is due to a university-sponsored function or a medical or family emergency that is documented in a timely manner. Allowance for students to make up work for other reasons is at each instructor's discretion. A class absence does not excuse the student from being responsible for course work missed; the student is responsible for contacting the faculty member in order to make up class assignments.

The Vice President for Academic Affairs is the authorized agent to consider any exceptions to the above regulations.

Online Courses

Nearly all undergraduate summer school classes at University of the Cumberland are offered online. Online summer classes are available both to traditional students and to non-traditional students enrolled in the School of Lifelong Learning. In addition, during the regular academic year, a few online courses are available during the sixteen-week semester for traditional students within the parameters defined below.

Normally students enrolled in traditional on-campus programs may not enroll in coursework offered by the School of Lifelong

Learning in the fall and spring semester in eight-week bi-terms. Non-traditional students enrolled in the School of Lifelong Learning should consult the *School of Lifelong Learning Undergraduate Handbook* for the applicable policies and procedures concerning enrollment. For all other undergraduate students, the following policies apply concerning enrollment in online courses.

1. No student may complete more than 31 semester credit hours of online courses offered by University of the Cumberland's toward a bachelor's degree. Any hours in excess of this limit will not count toward the 128 hours required for graduation nor toward the requirements of a major, a concentration, or a minor.
2. In addition, at least 75% of the coursework taken at the University toward an academic major or concentration must be completed in traditional in-seat courses.
3. During the fall or spring semester, students normally must enroll in at least 12 semester hours of in-seat courses to be able to register for 3 semester hours of online coursework.
4. During the summer semester, students may enroll in up to 7 semester hours each bi-term, for a maximum of normally 12 semester hours over the summer. The University does not audit the number of transfer credit hours that may have been taken online elsewhere.

Courses taught in a blended or hybrid format are NOT considered online courses: such courses have course activities online but meet in-seat for more than half of the traditional contact time for the credit hours earned. NOTE: Additional course fees may be applicable for online classes.

Summer Sessions

The summer sessions of University of the Cumberland's provide an opportunity for students to earn college credit. Seven semester hours is the maximum load that an undergraduate student may carry during each summer session.

School of Lifelong Learning

In alignment with the mission of the University of the Cumberland's, the School of Lifelong Learning provides online academic programs for students of all backgrounds using modern technology. These programs are designed to meet the needs of non-traditional students who may have obligations that limit or prevent participation in a traditional classroom setting. The School of Lifelong Learning offers associate's programs, as well as concentrations, majors, and minors in the following academic areas: Business Administration, Computer Information Technology Science, Criminal Justice, Elementary Education (P-5), Human Services, Missions and Ministry, and Psychology. Additionally, a concentration for qualified students is also available in Health Science-Nursing (RN to BS). Admission to all programs in the School of Lifelong Learning is managed through the office of Graduate and Online Admissions. Normally, students enrolled in traditional on-campus programs may not enroll in coursework offered in the fall and spring semesters through the School of Lifelong Learning.

Course Planning Regulations

Upon completing 78 semester hours, students are required to file a degree program with the Registrar. The program must be checked by the advisor and major and minor professors. The University will recognize the degree program for a period of seven years computed from the first semester of the student's enrollment, any changes in institutional requirements to the contrary notwithstanding. This does not preclude the addition of requirements of the State of Kentucky or additions which may arise out of undetected errors or omissions in the original degree program. Any subsequent changes made in the program must have the approval of the advisor and major and minor professors and be noted on the student's course planning sheet in the Registrar's Office. The student is expected to be familiar with the general and specific requirements of his or her chosen program. The student is in all cases responsible for meeting the requirements for graduation.

Dropping a Course

A student may withdraw from a course with a "W" up until the last day to drop listed upon the Academic Calendar as long as another grade (such as an "aF") has not been previously posted. A "W" has no impact upon a student's GPA. No student may drop a course after the deadline posted on the Academic Calendar for the appropriate semester or bi-term.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberland's at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs. The withdrawal process normally begins in the Office of Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberland's up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "aF") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "F."

3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an “aF” for each class when appropriate. An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W’s, F’s or aF’s posted on all other courses.
4. No student who withdraws from University of the Cumberland is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.
5. The final date of active enrollment (more information below) will be used by the Bursar’s Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical/Emergency Withdrawal. Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop participating in classes. This request must be supported by a letter from a medical professional or other source supporting the student’s request with specific information on the student’s diagnosis, current condition and continuing treatment requirements, or on the student’s personal emergency that necessitates the withdrawal request. If the medical/emergency withdrawal is granted, the student will receive a grade of “W” in all current classes. NOTE: Normally, partial medical/emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal. A student may be withdrawn from all classes by administrative action based upon

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer;
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an aF, F, W in other classes.

Final Date of Active Enrollment. Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar’s Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student’s schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar’s Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not disbursed by the Financial Planning Office until enrollment is verified. A student’s receipt of aid confirms the student’s intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is disbursed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

Repeating a Course

Students may repeat any course. The grade from the most recent attempt will be the grade of record and is the one used in calculating the GPA. In such a case, the previous grade remains on the transcript but is taken out of the cumulative GPA calculation and replaced with most recent grade earned.

Academic Probation and Suspension

Each student is expected to maintain a standing of 2.00, or an average of “C”. At the end of each semester, the records of all students are reviewed to determine their standing. A student with a cumulative standing of less than 2.00 is automatically placed on academic probation. Students on academic probation are limited to enrolling in 15 hours per semester. If any student standing is below the minimum in the following schedule, he or she faces suspension.

<u># Hours Attempted</u>	<u>Minimum GPA</u>
24-45 hrs	1.60
46-61 hrs	1.70
62-77 hrs	1.80
78-95 hrs	1.90
96 hrs or more	2.00

The first time a student is placed on suspension, it is for one semester. The second time a student is placed on suspension, it is for a calendar year. Students who are under suspension from the University of the Cumberlands will not receive credit for any academic work completed at other institutions during the period of suspension.

Academic Appeals

Both undergraduate and graduate students have the right to challenge a grade. If discussions with the course instructor and department chair do not lead to a satisfactory conclusion, students may file a formal written appeal with the Vice President for Academic Affairs, who will forward the appeal to the chair of the Academic Appeals Committee.

This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

Records of all actions regarding academic grade appeals, including their final disposition, are maintained by the Vice President for Academic Affairs and the Academic Appeals Committee.

Disability Accommodations

University of the Cumberlands accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service or in other areas. (Please see the University's Non-Discrimination Policy on the inside front cover.) Students with disabilities may incur additional costs for services not provided by the University. The University's obligation to reasonably accommodate any student's disability ends where the accommodation would pose an undue hardship on the University or where the accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator. Documentation may include copies of accommodation records from a high school or previously attended educational institution, testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions.

When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or the Disabilities Services Coordinator.

Classification of Students

Full-time - A student who is registered for 12 or more hours of work in a semester.

Part-Time - A student who is registered for less than 12 hours in a semester.

Regular - Any student who has met admission requirements and enrolled for a degree credit and is taking 12 or more hours during a semester.

Special - Students who have received a bachelor's degree, or non-degree students.

Auditing of Courses - A student who wishes to audit, or take courses without credit, must obtain permission of the instructor of the class which he wishes to audit and from the Vice President for Academic Affairs. The same registration procedure is followed and the same fees charged as for courses bearing credit. Such students will be required to participate in class activities. No examinations will be given or credit granted to the auditor. A student who is registered as an auditor may not change to credit status for that semester.

Class Standing - A student must have completed the following hours and credits to receive the specific classifications:

Sophomore 30 semester hours
Junior 62 semester hours
Senior 96 semester hours

Correspondence Work

University of the Cumberlands does not provide correspondence courses but such credits are accepted by official transcripts from other colleges under certain conditions as follows:

1. Students are expected to complete approved courses within the dates contracted or contract may be voided.
2. Not more than 32 of the 128 semester hours required for a degree and not more than one-half of the hours required in any field in general education and not more than 6 hours in the major or minor field may be completed by correspondence and/or extension.
3. Not more than 12 semester hours of credit may be earned through correspondence during a calendar year.

4. Credit for correspondence work will not be granted unless the student obtains written permission before enrolling in such work from the Registrar and the head of the major department.
5. Correspondence credit is recorded only upon receipt of an official transcript in the Office of the Registrar and at the completion of the final examination. Correspondence credit is regarded as a part of the student's load of the semester or term within which the course is completed; therefore, students enrolled for a full-time program of study shall defer work on all correspondence courses during the term for which they are registered.
6. Grades earned by correspondence will not be used in calculation of the student's grade point average.
7. Credit for the following courses, earned by correspondence, will not be accepted on the issuance or renewal of teaching certificates: ELEM/ELMS 331 and 338, Language and Reading Arts; ELEM 333, Children's Literature.

Dean's List

As an incentive to and in recognition of academic excellence, the Office of the Vice President for Academic Affairs publishes the President's List and the Dean's List at the end of each semester. Students who have received a failing grade in Convocation or declared Academic Bankruptcy are not eligible for these recognitions. Students who are registered for 12 or more semester hours, have no grade of "I", and attain a minimum cumulative scholastic standing of 3.50 will be eligible for the Dean's List; those attaining a cumulative scholastic standing of 4.0 will be eligible for the President's List.

Honors Research Program

Honors Research is carried out over a two consecutive semester period within the last two years of college. Six hours are required, three the first semester and three the second semester. Academically exceptional students are offered an opportunity for intensive work in their major fields through advanced independent study or creative activity. Each person who produced a superior piece of research will be designated as "Presidential Scholar" at graduation. To qualify for admission to Honor's Research, students must be juniors or seniors with minimal grade point standings of 3.30 overall and 3.50 in the major field and must be approved by their major departments as capable of scholarly work. Interested persons are requested to apply through their departmental chairperson.

Honor Societies

University of the Cumberlands is proud to have chapters of the following national honor societies on its campus. Acceptance in these societies is based on academic achievement only. Chapters include Phi Alpha Theta, History; Sigma Beta Delta, Business; Gamma Sigma Epsilon, Chemistry; Kappa Delta Pi, Education; Sigma Tau Delta, English; Sigma Delta Pi, Spanish; Beta Beta Beta, Biology; Pi Delta Phi, French; Kappa Mu Epsilon, Mathematics; Theta Alpha Kappa, Missions & Ministry; Eta Beta Rho, Hebrew; Psi Chi, Psychology; Pi Kappa Delta, Forensics and Debate; Alpha Lambda Delta, the freshman honor society, Alpha Psi Omega, Theatre; Chi Sigma Iota, Counseling; Sigma Pi Sigma, Physics.

The J.T. Vallandingham Scholastic Honor Society

Membership in the J.T. Vallandingham (JTV) Honor Society is the highest academic recognition made at University of the Cumberlands. Membership is offered only to those students whose record is marked by consistent exemplary academic performance throughout their undergraduate career. To be eligible for JTV membership, a student must have earned 96 semester hours, with at least 48 hours of credit earned at UC and a cumulative UC GPA of 3.75 (without rounding). A student must also have earned at least a 3.5 cumulative GPA for the first 48 semester hours as an undergraduate, including any transfer hours. AP credits count as hours toward the 96 semester hours required for eligibility, but AP scores are not reviewed in determining GPA performance. In addition, to be eligible, a student may not have any incompletes at the time of review, except in the case of in-progress Presidential Scholar research.

Awards

The H. N. and Frances Berger Awards

The Berger Awards honor a male and female student from the senior class who have demonstrated leadership in and service to the University community and the larger community as a whole. Recipients must also demonstrate sound academic achievements. These awards are given during graduation services each year.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards

The Sullivan Awards honor a man and woman of the senior class who have made significant contributions to university life and have demonstrated outstanding spiritual values. These awards are granted at the Honors Day Program each year.

The Gorman Jones Campus Leadership Award

A medallion will be awarded each year at Honors Day Program to the woman of the graduating class who manifests the best qualities of campus leadership.

The T. J. Roberts Campus Leadership Award

A medallion will be awarded each year at Honors Day Program to the man of the graduating class who manifests the best qualities of campus leadership.

The T. E. Mahan Memorial Award

A medallion will be awarded each year to the man of the junior class who manifests the best qualities of potential service to society.

The A. T. Siler Memorial Award

A medallion will be awarded each year to the woman of the junior class who manifests the best qualities of potential service to society.

DEGREES

University of the Cumberlands confers the following undergraduate degrees: the Bachelor of Science, the Bachelor of Arts, the Bachelor of General Studies, and the Bachelor of Music. In addition, at the graduate level the University confers the following degrees: the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Arts in Education, the Master of Business Administration, the Education Specialist, the Doctorate of Education, and the Doctor of Philosophy.

Each student seeking the baccalaureate degree must have scores from an appropriate department examination, on file in the Office of the Registrar prior to completion of the student's degree. Teacher education students will be required to take the appropriate PRAXIS specialty examination prior to doing student teaching. Check with the Office of the Registrar for more information.

Degree Requirements

Believing there is a commonality of learning essential to enable the individual to function intelligently, University of the Cumberlands seeks to provide those learning experiences through which the student will gain knowledge and develop skills requisite for abundant living.

The general requirements for graduation from the University of the Cumberlands are the completion of at least 128 semester hours, including 37 hours in the General Education curriculum. Each program presented for graduation must include:

- a) a major and 15 semester hours of Restricted Electives; or
- b) a major and a minor; or
- c) two majors; or
- d) three minors; or
- e) an area of concentration; or
- f) a major and professional education coursework for teacher certification program (less student teaching); or
- g) an approved Independent Directions program.

Other Degree Requirements

1. The student must fulfill the Convocation requirement and the Leadership & Community Service requirement as detailed later in this catalog.
2. The student must have a 2.0 grade point average on all courses taken.
3. All courses taken in the major or an area of concentration must have a grade of "C" or higher. A student earning a grade of "D" in a course in his/her major must repeat the course or the department head may select a substitute course.
4. Students selecting the three minor option must present grades of "C" or higher for all courses taken in the minors.
5. Grades of "D" in the minor are acceptable provided the average for all courses taken in the minor is 2.00 or better. Grades of "D" are not acceptable in the three minor option.
6. A minimum of 36 semester hours numbered 300 or above are required for graduation.
7. A candidate for graduation must have earned 30 of the last 36 hours in residence at University of the Cumberlands.
8. At least twenty-five percent of the total semester hours in any degree requirement must be completed at University of the Cumberlands.
9. The criteria for selecting courses which may be used in the Restricted Elective area are as follows:
 - a. no course may be selected if that course can be used as a part of the student's major;
 - b. the courses must be at or above the 300 level;
 - c. no course may be used as part of the General Education Curriculum and as part of the Restricted Electives;
 - d. no more than two courses may be taken from any one department.
10. Students must submit Planned Program prior to completing 79 hours.

Available Majors

Accounting	Health	Music**
Art**	Health and Physical Education**	Physics*/Applied Physics
Biology*	History	Political Science
Business Administration	History and Political Science	Psychology
Chemistry*	Human Services	Public Health
Church Music	Information Technology Sciences	RN to BSN (School of Lifelong Learning)
Communication Arts	Journalism and Public Relations	Social Studies*
Criminal Justice	Mathematics*	Spanish**
Education*	Missions and Ministry	Speech/Media Communication Education*
Elementary Education P-5	Christian Ministries	Theatre Arts
Middle School 5-9	Christian Studies	
English*	Church Planting	
Exercise and Sport Science	Missions	
Fitness and Sport Management*	Youth and Family Ministry	

* also available with Secondary Education Teacher Certification Program

** P-12 teacher certification available

Available Minors

All of the majors listed above have minors except for Fitness and Sport Management and RN to BSN. Minors are also available for Biblical Languages, French**, and Integrated Digital Communication.

A student has the privilege of meeting the requirements and of graduating under the catalogue under which he entered, provided he/she completes the work within seven years. After seven years the student will be expected to conform either to the requirements specified for the class with which he/she is graduated or the requirements set forth in the current catalog.

To be eligible for a degree at any commencement, the student must file with the Registrar an application for such degree in the semester prior to the commencement date. The University requires the student to use his full and proper name in registering and applying for a degree, and on other official college records. Candidates for graduation must attend practice sessions and Commencement exercises.

Teacher Certification

Certification of all teacher candidates completing a program of preparation at University of the Cumberlands is vested in the State Board of Education and is contingent upon satisfactory completion of state requirements which vary somewhat from state to state. Students completing a teacher preparation program at the University of the Cumberlands will meet the requirements for the state of Kentucky; however, each state will evaluate test scores and transcripts before issuing initial certification. Initial certification in another state under the Interstate Compact Agreement is also contingent upon the availability of a certification area in that state comparable to that of Kentucky. Therefore, a student meeting the requirements for Kentucky may or may not fulfill all requirements for another state. Since the Education Professional Standards Board has the sole authority for official certification, any changes in requirements must be adhered to within the effective dates regardless of the student's entry date or time on the program pursued.

Applications for Kentucky certification and those states contiguous to Kentucky may be obtained from the Director of Certification.

Graduates of the University of the Cumberlands who meet the requirements can secure one of the following teaching certificates issued by the Education Professional Standards Board:

- A. Statement of Eligibility Secondary Certificate 8-12
- B. Statement of Eligibility Early Elementary Certificate P-5
- C. Statement of Eligibility Middle School Certificate 5-9
- D. Statement of Eligibility P-12

Preparation for Graduate Studies and Post-Baccalaureate Professional Education

University of the Cumberlands provides students many opportunities to prepare for graduate studies or post-baccalaureate professional education. Many majors include specific options or tracks intended for those preparing for post-baccalaureate study. These curricula are outlined in the programs of study detailed later in this catalog. Among these programs are the following pre-professional areas:

- **Pre-Seminary: The Ministry and Religious Vocations** – University of the Cumberland's encourages students who are preparing for full-time Christian service. We recognize that full-time Christian service includes serving in the local church and in missions, but we also recognize that Christian service goes well beyond these areas of ministry. Churches and denominations need people well-versed in many academic disciplines. The University's broad-based general education curriculum combined with study in a major field provides excellent preparation for effective ministry in the future. In addition, the curricula of the Department of Missions & Ministry provides several tracks that enable students to develop their interests in particular areas of ministry and religious vocation.
- **Pre-Engineering** – Detailed information for students who planning ultimately to pursue an engineering degree may be found among of the programs of the Mathematics and Physics Department. These materials outline the requirements and expectations for those wishing to pursue a rigorous dual degree program, potentially earning an applied physical science degree from UC and an engineering degree from an engineering school over five years of study.
- **Pre-Law** – Information on sound preparation for law school is described with the curricula of the History and Political Science Department. There is no preferred major for admission to law school; however, popular majors have been History, Political Science, English, and Business. Regardless of major, students who go on to law school need to have effective communication and critical thinking skills. Moreover, students should have a basic understanding of our legal system and an appreciation for the values that support it. UC provides a variety of coursework that will prepare pre-law students to sit for the Law School Aptitude Test (LSAT).
- **Pre-Medicine, Pre-Veterinary Science, Pre-Dentistry, Pre-Optometry, Pre-Physical Therapy** – Most students intending to pursue one of these professional areas after graduation choose to major in biology or chemistry. Pre-professional advisors are available in both of these disciplines to assist in planning an appropriate course of study and in understanding the entrance procedures and requirements of various post-baccalaureate programs. More information on a recommended course of studies for these pre-professional interests is provided with the curricula of the Biology Department and the Chemistry Department later in this catalog.
- **Pre-Pharmacy** – Students interested in a pharmacy career generally begin their undergraduate studies as chemistry majors before applying to a pharmacy school after two or three years of coursework. A minimum of 60 hours of undergraduate courses is required for admission to most schools of pharmacy. With the assistance of the Chemistry Department's pre-pharmacy advisor, students will plan a specific program to meet the requirements of the school of pharmacy to which the student plans to seek admission. More information on an appropriate course of study for pre-pharmacy students may be found with the curricula of the Chemistry Department later in this catalog.
- **Pre-Physician Assistant** – The recommended curriculum for students intended to pursue a career as a physician assistant is detailed later in this catalog in the description of the programs of the Biology Department. This interdisciplinary curriculum includes a rigorous course of studies in biology, chemistry, and mathematics. After three years of undergraduate coursework, strong students may be able to apply to a Physician Assistant Studies program like UC's dual degree program, which leads to both a B.S. and master's degree after five years of study. Or students may complete an undergraduate degree and then apply to the PA program at UC or one elsewhere. See the Biology Department for more information on the Pre-PA curriculum.

Other Special Curricula and Programs

University of the Cumberland continues to develop flexible and innovative academic programs to serve the diverse needs of students.

Independent Directions – The Independent Directions Program is designed for the highly motivated, academically superior students. Students in the Independent Directions program design their own curriculum. They are assigned a facilitator to assist them in the design of their programs and serve as their academic advisor.

To be admitted to the Independent Directions Program, students must

- have completed at least 30 semester hours
- have a GPA of at least 3.25
- present a plan of study indicating how program requirements will be met. The plan must be approved by the facilitator, the pertinent department chairs, and the Vice President for Academic Affairs.

The requirements for the Bachelor of Science degree in Independent Directions are as follows:

- All general graduation requirements must be met (including general education, number of upper-level credits, minimum grade of "C" in all major courses, residency requirements, etc.)
- An interdisciplinary major of at least 54 hours must be completed which must be approved by the facilitator, the pertinent department chairs, and the Vice President for Academic Affairs.
- At least 18 of those semester hours must be in each of either two or three different departments, and no more than 27 from any single department may count towards the major.
- At least 9 of the minimum 18 hours in each of the departments and at least 24 hours for the overall program must be at the 300 or 400 level
- No more than 6 hours counted towards Independent Directions can be used to satisfy the general education requirement.

- In order to receive the Bachelor of Arts degree, students must complete all the requirements for the Bachelor of Science plus a world language through the intermediate level.

Internships – Internships are available in a number of academic areas. Such opportunities allow students to gain hands-on, real-world professional experience while also earning academic credit. A limited number of placements are available during the regular academic year, while others are available during the summer.

INTR 401, 402. Corporate Internship

A full-time residency in the corporate setting; this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to commencing the internship, students selected for an internship will be required to participate in a workshop/orientation designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student's advisor. May be repeated twice not to exceed a total of fifteen semester hours.

Since availability of internships may be limited or may be by application, interested students should contact their academic advisor or department chair for more information.

International Study – Conscious of the global nature of all enterprises today, University of the Cumberlands encourages its students to strongly consider the possibility of an international experience during their tenure in college. University of the Cumberlands provides opportunities through various consortiums offering programs in England, France and Spain. After review by the Academic Dean and Registrar, external programs may be approved for academic credit.

Graduation Honors

Students are graduated with the distinction of Summa Cum Laude who have a standing of 3.95 to 4.00.

Students are graduated with the distinction of Magna Cum Laude who have a standing of 3.85 to 3.94.

Students are graduated with the distinction of Cum Laude who have a standing of 3.70 to 3.84.

Students who have received a failing grade in Convocation or declared Academic Bankruptcy are not eligible for these recognitions.

Requirements for academic honors are subject to change without notice.

Transcripts

The transcript is a reproduction of the complete, unabridged, permanent educational record and is considered to be the permanent record of each student. Copies of transcripts will be furnished by the Registrar on request.

One official and one non-official transcript are furnished without charge upon graduation. For each additional transcript there will be a fee. No transcript will be furnished until all accounts have been satisfactorily settled.

In accordance with Section 438 of Public Law 93-380, transcript requests must be made in writing by the student.

Advanced Credit and Credit by Examination

Advanced Credit—Advanced standing enables superior students to receive appropriate placement, credit, or both on the basis of the university level courses they have taken while in high school. University of the Cumberlands reserves the right to evaluate and accept or reject university credit prior to high school graduation. This evaluation will be done course by course in consultation with the appropriate department.

Advanced Placement (AP)—University credit will be considered for AP courses taken while in high school when the student presents an official score of three (3) or better and the AP course in question corresponds with a course offered by the University of the Cumberlands. The final decision on whether an AP course is accepted by the University, and if accepted, the course or courses for which an AP course may be substituted, and the number of semester hours which will be granted, will be made by the Registrar of the College in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.

College Level Examination Program (CLEP)—University credit will be considered for successful completion of CLEP exams following the guidelines outlined on the Registrar's Office page of the University web site. The final decision on whether CLEP credit is accepted by the University, and if accepted, the course or courses for which a CLEP exam may be substituted, and the number of semester hours which will be granted, will be made by the Registrar of the University in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.

International Baccalaureate (IB)—University credit will be considered for successful completion of IB credit following the guidelines outlined on the Registrar's Office page of the University web site. The final decision on whether IB credit is accepted by the University, and if accepted, the course or courses for which IB credit may be substituted, and the number

of semester hours which will be granted, will be made by the Registrar of the University in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.

College Level Military Credit (JST and DAN TES)—University credit will be considered for students that have earned Military College credit through their Joint Services transcript or have successfully completed DAN TES examinations. The final decision on whether JST or DAN TES credit is accepted by the University, and if accepted, the course or courses for which they may be substituted, and the number of semester hours which will be granted, will be made by the Registrar of the University in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.

PRIVACY RIGHTS OF STUDENTS

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
- 3. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose, without the student's consent, "directory information", unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.

The University may disclose education records without the student's consent in certain other circumstances, but shall do so only upon the authorization of the Registrar.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

UNIVERSITY OF THE CUMBERLANDS GENERAL EDUCATION CURRICULUM

Purpose Statement

The foundation of all of our programs at the University of the Cumberland is our desire to nurture an increased awareness of the pre-eminence of the spiritual dimensions of human life through an appreciation of our historic Christian heritage, as well as through an understanding of Biblical truth and religious values as they apply to daily life. The University's mission to offer "a broad-based liberal arts program enriched with Christian values" is evidenced in our General Education curriculum. Along with the University's other programs, this curriculum attempts to foster in students "a heightened awareness and sensitivity to the search for truth and a deepened responsibility toward humankind." Collectively, the courses taken to fulfill the requirements of the six sections of the General Education curriculum are intended to provide a breadth of information, an understanding of critical concepts, and a mastery of skills to support a life-long pursuit not only of professional achievement but also of "responsible service and leadership." These endeavors are rooted in an open exchange of ideas within and among academic disciplines and are framed by a Christian sense of responsibility toward self, toward society, and toward God.

General Education Goals and Intended Learning Outcomes

With this vision of the pursuit of Vita Abundantior (the Life More Abundant), through the six sections of the General Education Curriculum the University encourages students

- to develop a critical understanding of core Christian teachings, values and worldview and the diversity of world religious perspectives. (Christian Faith – 6 credit hours required)
- to develop the principles and practices of accurate and effective writing, including sound rhetorical choices and critical thinking. (Writing Competence – 6 credit hours required)
- to develop basic mathematical skills and a critical understanding of basic scientific concepts and problem-solving skills, along with the role of science in modern society. (Mathematical and Scientific Reasoning – 3 credit hours required in mathematics; 4 hours credit required in science)
- to develop a critical understanding of the interdependencies of cultural influences as societies organize themselves and manage resources. (Historical and Cultural Understanding – 3 credit hours required in history; 3 hours in cultural studies)
- to develop a critical understanding of great works or performance techniques in literature, art, music, or theater. (Aesthetic Appreciation – 6 credit hours required)
- to develop a critical understanding of human nature and strategies to pursue physical, mental, social, and professional well-being. (Social and Professional Awareness – 6 credit hours required)

As it assesses its success in achieving these general education goals, the University focuses upon the following Student Learning Outcomes or Competencies:

Section 1: Christian Faith (6 hours)

Students develop an understanding of core Christian teachings, values and worldviews and the diversity of world religious perspectives.

Outcome 1A: Students identify important elements and issues of religious texts. (conceptual content)

Outcome 1B: Students apply religious and spiritual concepts to specific situations and contexts. (conceptual content & application skills)

Outcome 1C: Students appreciate the significance of Christianity in shaping culture(s). (dispositions)

Section 2: Writing Competence (6 hours)

Students develop the principles and practices of accurate and effective writing, including sound rhetorical choices and critical thinking.

Outcome 2A: Students correctly recognize and revise grammatical and mechanical errors in prose. (conceptual content & application/skills)

Outcome 2B: Students write clear, well-organized and well-developed essays in response to their personal experience and to their reading of essays and other literary genres. (conceptual content & application/skills)

Outcome 2C: Students efficiently and ethically integrate materials from a variety of sources into their writing, properly documenting their use of these sources. (conceptual content, application/skills, & dispositions)

Section 3: Mathematical and Scientific Reasoning (3 hours in math; 4 hours in science)

Students develop basic mathematical skills and a critical understanding of basic scientific concepts and problem-solving skills, along with the role of science in modern society.

Outcome 3A: Students understand basic scientific and mathematic methods and concepts. (conceptual content)

- Outcome 3B: Students identify the central concepts, schema, or processes used to organize information in a given discipline and use the materials to assess specific data or to solve problems. (conceptual content & application/skills)
- Outcome 3C: Students recognize and appreciate the role of mathematics and science in modern society. (dispositions)

Section 4: Historical and Cultural Understanding (3 hours in history; 3 hours in cultural studies)

Students develop a critical understanding of the interdependencies of cultural influences as societies organize themselves and manage resources.

- Outcome 4A: Students identify useful theories and concepts used to describe cultural and historical phenomenon. (conceptual content & application skills)
- Outcome 4B: Students apply relevant information to assess cultural, historical, economic phenomena.(conceptual content & application skills)
- Outcome 4C: Students show sensitivity to the diversity within and between cultures. (dispositions)

Section 5: Aesthetic Appreciation (6 hours)

Students develop a critical understanding of great works or performance techniques in literature, art, music, or theater.

- Outcome 5A: Students identify components of various types of literature, art, music, or theatrical production. (conceptual content)
- Outcome 5B: Students analyze individual pieces of literature, art, music, or theater, illuminating the value or significance of these cultural experiences. (application/skills)
- Outcome 5C: Students grow in their appreciation and understanding of their own performance and the performance of others in literature, art, music, or theater. (dispositions)

Section 6: Social and Professional Awareness (6 hours)

Students develop an understanding of human nature and strategies to pursue physical, mental, social, and professional well-being.

- Outcome 6A: Students recognize important principles and concepts describing various areas of social and professional behavior. (conceptual content & application skills)
- Outcome 6B: Students apply relevant information to assess social or professional issues. (conceptual content & application skills)
- Outcome 6C: Students understand the importance of self-discipline and ethical behavior in social and professional life. (dispositions)

GENERAL EDUCATION CURRICULUM (37 HOURS)

The General Education curriculum outlined below applies to new full-time students enrolling during the 2010-2011 and following academic years. Students previously enrolled full-time will complete the General Education curriculum as defined in earlier catalogs.

Integrated Studies Courses. Integrated Studies courses are available in Sections I, III, IV, V, and VI of the General Education curriculum. Students must take one Integrated Studies course in place of the “standard” general education courses listed below, and they have the option of taking a second Integrated Studies course as a substitution in another area of the curriculum. Integrated Studies courses are designated with a 40X course number (ART 401, BIOL 403, etc.) and the area of the General Education curriculum which each serves is identified in the course descriptions later in this catalog.

Although some Integrated Studies courses may count in a major or minor, these courses are designed as special topics capstones to the General Education curriculum. As such, these courses are open to juniors and seniors but have no prerequisites. Some courses are team-taught, cross-disciplinary courses. Whatever the topic and format, as capstones to the General Education curriculum, Integrated Studies courses reflect the University’s commitment to nurturing higher order thinking and problem-solving, along with the skills of self-reflection, self-regulation and communication that comprise a foundation of the liberal arts and contribute to the University’s mission to prepare students for lives of effective service and leadership.

School of Life-Long Learning. Students enrolled in the online baccalaureate programs of the University’s School of Life-Long Learning (SLL) must also complete the 37-hour General Education curriculum. These students should consult SLL publications and their academic advisor for the General Education courses available for them in an online format.

I - Christian Faith (6 Hours including either MSMN 135 or MSMN 136)

- MSMN 133 Church History
- MSMN 135 Exploring the Old Testament
- MSMN 136 Exploring the New Testament

MSMN 233	Introducing Christian Ethics
MSMN 239	Exploring World Religions
_____	Integrated Studies Course

II - Writing Competence (6 Hours)

ENGL 131	English Composition I
ENGL 132	English Composition II

III - Mathematical and Scientific Reasoning (7 Hours)

A. Mathematics (3 hours)

Any one of the following five courses

MATH 131	College Mathematics
MATH 132	College Algebra
MATH 136	Precalculus
MATH 140	Calculus I
MATH 240	Calculus II
_____	Integrated Studies Course

Or both of the following courses

MATH 130	Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 230	Concepts of Mathematics for the Elementary and Middle School Teacher II

B. Science (4 hours)

BIOL 130	General Biology <i>and</i> BIOL 110 General Biology Laboratory
BIOL 133	Introduction to Population Biology <i>and</i> BIOL 113 Intro. to Population Biology Laboratory
BIOL 134	Introduction to Cellular Biology <i>and</i> BIOL 114 Intro. to Cellular Biology Laboratory
BIOL 231	Environmental Science <i>and</i> BIOL 116 Environmental Science Laboratory
CHEM 131	Introduction to General Chemistry <i>and</i> CHEM 110 Introduction to General Chemistry Lab
CHEM 132	General Chemistry I <i>and</i> CHEM 111 General Chemistry Laboratory I
CHEM 140	Chemistry of Everyday Life
PHYS 137	Physical Science <i>and</i> PHYS 117 Physical Science Laboratory
PHYS 140	Astronomy
PHYS 241	Physics I
_____	Integrated Studies Course

IV - Historical and Cultural Understanding (6 Hours)

A. History (3 hours)

HIST 138	World Civilization since 1648
HIST 231	American History to 1877
_____	Integrated Studies Course

B. Culture (3 hours)

BADM 135	Macroeconomics
BADM 136	Microeconomics
FREN 135	French Culture for English Speakers
SPAN 135	Hispanic Culture for English Speakers
POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
PSYC 131	Basic Psychology
_____	Integrated Studies Course

V - Aesthetic Appreciation (6 hours representing two departments)

ART 131	Art Appreciation
ART 132	Ancient To Gothic Art
ART 133	Renaissance to Modern Art
ART 134	Drawing I
ENGL 330	Literary Studies
ENGL 331	English Literature through 1660
ENGL 332	English Literature 1660-1830

ENGL	333	English Literature since 1830
ENGL	334	American Literature through 1865
ENGL	335	American Literature since 1865
MUPR	108-112, 114-116, 119	Music Ensemble or Band
MUSC	130	Music Appreciation
THTR	130	Introduction to Theatre
_____		Integrated Studies Course

VI - Social and Professional Awareness (6 hours representing two departments)

ITSS	130	Application Software
COMM	130	Introduction to Interpersonal Comm or 131 Introduction to Mass Media or 230 Introduction to Public Speaking or JOUR 130 Introduction to Journalism & Public Relations
HLTH	236	Health and Wellness
SOCI	131	Introduction to Sociology or CRJS 131 Introduction to Criminal Justice or HSRV 131 Survey of Human Services
_____		Integrated Studies Course

CONVOCATION - UC ENGAGE

UC Engage reinforces the University's mission to prepare students for lives of responsible service and leadership, within the context of a caring Christian community. Events sponsored throughout the academic year bring to campus notable speakers, scholars, performers, and programs. As a requirement for graduation all full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in UCEN 101 for every semester of enrollment. Students who are 25 years of age or older and/or have dependents at the time of their enrollment are exempt from this requirement. Credit for UC ENGAGE is Pass/Fail (A/F) with 0.50 academic credit hours available each semester. The grade received is factored into the student's cumulative grade point average.

To receive a passing grade, students must attend **six (6)** UC ENGAGE designated events per semester, including

- **One (1) required event per semester.** In the fall semester, this is designated as the Opening Convocation. In the spring semester, this is designated as the Forcht Leadership Event. Students who fail to meet this requirement must meet one on one with Student Services to address any make up requirements.
- **Five (5) self-selected sessions each semester.** The student will be able to select their sessions from a list of events designated as UC ENGAGE. There are no longer any categories, all events on the list would be an option for student attendance.

Student Leadership Credit Option Students holding an on-campus leadership role (club/organization officer, committee member, team captain, etc.) may substitute one (1) of their five (5) self-selected options for that leadership role. Students must submit this request electronically and it must be verified by their faculty/staff sponsor or coach.

Students may follow their UC Engage attendance through their MyUC portal. For their attendance at a convocation event to be recorded,

1. Students must arrive on time, have student ID scanned, and be seated prior to the beginning of the event/program. No IDs will be scanned for attendance purposes once the program begins.
2. Students should behave in an appropriate manner throughout the program. If students cannot conduct themselves in an appropriate manner, they will not be granted attendance credit by the convocation attendants. A student may appeal any such action with the Office of Student Services.
3. Student must remain until the end of the program.
4. Students must scan their student ID upon leaving the event to obtain credit.
5. Cards will not be accepted at any other time.

Students who do not meet attendance expectations for each category will receive a failing grade (F) in Convocation for that semester, and are not eligible for Academic Honors.

PATRIOT ACHIEVEMENT SUPPORT SEMINAR

The Patriot Achievement Support Seminar (PASS) series is an important component of the UC PREP program for traditional first-year students. These students enroll in PASS 100 rather than the traditional UC Engage course. As a part of PASS 100, first year students must attend

- One (1) PASS 100 Kickoff
- One (1) Required UC Engage Program (Fall: Opening Session; Spring: Forcht Event)
- Four (4) College Survival Skills Seminars

Attendance for the PASS 100 carries a half credit and a grade of an (A/F) that is factored into the GPA. series is maintained in Student Services. For questions regarding your attendance, students should check their MyUC account or stop by Student Services for assistance. For more information about the PASS 100 series, students should contact the UC PREP program chairs: Dr. Tom Fish, Dean of Undergraduate Studies; or Mr. Nate Clouse, Student Success Coordinator.

LEADERSHIP & COMMUNITY SERVICE

As a requirement for graduation, all students must participate in the Leadership/Community Service Program. The first three components of this program are required, and the fourth is optional.

- INSIGHTS (INST 101) – enrollment in orientation during the first semester for first-time students and those with fewer than 30 hours of transfer credit. These students also enroll in PASS 100 rather than CONV 101.
- LEAD – Leadership Education And Development (LEAD 110 – Leadership Seminar or LEAD 120 – Career and Leadership Seminar), recommended to be taken during the sophomore year.
- SERVE – Service Experiences Requiring Volunteer Effort – 40 hours of approved community service, recommended during the junior/senior years but may be completed any year while enrolled at University of the Cumberland. Community Service prior to enrollment will not be approved.
- SUCCESS – Services Unifying Cumberlands' Commitment to Equip Students for Success (optional) – 200 or more hours of approved community service. Students completing over 200 hours are recognized as Hutton Scholars at the time of official graduation from University of the Cumberland.

THE DEPARTMENT OF ART

Purpose Statement

The purpose of University of the Cumberlands Art Department is to provide broad course offerings to serve students who wish to pursue a Fine Arts career and those who want to obtain teaching certificates. We aim to assist students in the development of one's unique creative abilities through rigorous academic investigation in both studio art and art history classes.

Program Goals

1. To facilitate development of the individual creative ability inherent in each student.
2. To encourage academic investigation of man through our cultural heritage in the visual arts.
3. To develop psychomotor skills in a variety of media to create works of visual art.
4. To help students make intelligent and qualitative judgments about works of visual art.
5. To enrich the aesthetic environment of the college and community through art exhibitions, lectures, and studio activities.
6. To provide courses required for certification by the Kentucky Department of Education in the field of art for major and non-major students who plan to teach.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ART—39 semester hours as follows:

Core requirements for a major in Art (24 hours)

ART 132	Ancient to Gothic Art
ART 133	Renaissance to Modern Art
ART 134	Drawing I
ART 135	Fundamental Design
ART 230	Computer Imaging I
ART 231	Drawing II
ART 434	Contemporary Art History
ART 439	Senior Seminar

6 hours from one of the following sequences:

ART 335	Painting I and Art 336 Painting II
ART 436	Sculpture I and Art 437 Sculpture II
ART 333	Computer Imaging II and Art 334 Photography

9 hours of Art electives at the 300 or 400 level.

Art Majors are strongly encouraged to complete the requirements for the B.A. degree.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A TEACHING MAJOR IN ART – 45 semester hours, includes the 39 semester hours required for the B.S. plus ART 331, School Art, and ART 430, Art in the Secondary School. Students seeking secondary certification must also take 42 hours of professional education courses.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ART– includes the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN ART– 21 semester hours, includes studio courses and art history. Courses are to be chosen with the consent of the advisor in Art.

Description of Courses

ART 131. Art Appreciation

The orientation of non art majors to the visual arts through the architecture, painting and sculpture of selected periods in the history of art. Credit, 3 hours. Offered Fall and Spring semesters.

ART 132. Ancient To Gothic Art

An introduction to the history of painting, sculpture, architecture, and minor arts from prehistoric times through the Gothic period. Credit, 3 hours. Offered Fall semesters.

ART 133. Renaissance To Modern Art

An introduction to the history of painting, sculpture, architecture, and minor arts from the Gothic period to the twentieth century. Credit, 3 hours. Offered Spring semesters.

ART 134. Drawing I

Drawings from direct observation and imagination are produced in a variety of media and techniques. Credit, 3 hours. Offered Fall and Spring semesters.

ART 135. Fundamental Design

This course explores the basic principles of two and three-dimensional design using a variety of media. Problems involving color theory, pattern and texture, space, and basic three-dimensional form are stressed as a key to the production of creative works. Credit, 3 hours. Offered Spring semesters.

ART 230. Computer Imaging I

An introduction to various aspects of computer imaging utilizing Adobe Illustrator and Photoshop programs on the Macintosh computer. The course focuses on the use of electronic media as a means to further basic creative drawing and design skills. Prerequisite: ART 134 and 135. Credit, 3 hours. Offered Fall semesters of odd years.

ART 231. Drawing II

Expression, composition and ideas are developed through the fundamentals experienced in Drawing I. Special emphasis is given to landscape imagery and the human figure. Prerequisite: ART 134. Credit, 3 hours. Offered Fall semesters.

ART 331. School Art

A study of the child and the elementary art curriculum with pertinent productive studio/laboratory activities. Note: Art 131 is strongly recommended as a prerequisite for those students who have had no art in high school. Credit, 3 hours. Offered Fall and Spring semester.

ART 332. Lithography

The practice of lithography as a fine art medium. Students explore studio problems in various planographic techniques. Prerequisite: ART 134. Credit, 3 hours. As needed.

ART 333. Computer Imaging II

An advanced use of software programs to create images on the computer. The course focuses on furthering the creative skills learned in Computer Imaging I and helping students develop more individualized images using advanced aspects of electronic media. Prerequisite: ART 230. Credit, 3 hours. Offered Spring semesters of odd years.

ART 334. Photography

An exploration of fundamental principles, techniques and applications of film based black and white photography as a fine art medium. Requires outside shooting and laboratory work Credit, 3 hours. Offered Fall semesters of even years.

ART 335. Painting I

This course emphasizes the basic concepts of painting. Paintings from direct observation involving composition, space, the illusion of volume, and the interaction of color are executed. Prerequisite: ART 134 and 135. Credit, 3 hours. Offered Fall semesters of even years.

ART 336. Painting II

This course is designed to help the student deepen their understanding of the language of painting. The application of various painting methods will be emphasized. Students are encouraged to start working independently. Prerequisite: ART 335. Credit, 3 hours. Offered Fall semesters of odd years.

ART 338. Intaglio and Relief Printmaking

A study of intaglio and relief processes as creative extensions of drawing. Students produce works using each technique. Prerequisite: ART 134. Credit, 3 hours. Offered Fall semesters of even years.

ART 339. Art History: Selected Topics

An examination of selected topics from the History of Art. Individual artists, art movements, or media will be evaluated through an historical perspective. Credit, 3 hours. This course may be repeated as a different topic. As needed.

ART 401. Film as Art

This course, offered in tandem with COMM 401, is an introduction to the relationship between art and narrative film, including dramatic and visual elements, theme and focus. Topics covered include the materials and methods of filmmaking, the major styles and genres of film and the relationship of film to art and artistic methods. Students learn the techniques (camera position, angle and movement, lighting, set design, editing, and film symbolism) which directors use to control film meaning and audience response. Students learn visual design elements and principles, and their practical application. Works reviewed will represent a variety of styles from multiple periods and cultures. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ART 430. Art Education In The Secondary School

A study of materials and methods of presentation involved in the secondary art curriculum for art education students. Credit, 3 hours. Offered Spring semester of even years.

ART 431. American Art History

A study of art in America from the Colonial period to the present, with emphasis on the nineteenth and twentieth centuries. Credit, 3 hours. Offered Fall semesters of odd years.

ART 434. Contemporary Art History

A study of the major developments, personalities and achievements in twentieth century art. Credit, 3 hours. Offered Spring semesters of even years.

ART 435. Advanced Sculpture

Further use of the sculpture media with special emphasis on the development of a personal direction. Prerequisite: The student must have taken one previous sculpture course. Credit, 3 hours. As needed.

ART 436. Sculpture I

An introduction to basic sculptural methods and concepts. Assignments in carving, casting, modeling, and assemblage are utilized to help students develop an understanding of sculptural form. Prerequisite: ART 134 and Art 135. Credit, 3 hours. Offered Spring semesters of odd years.

ART 437. Sculpture II

This course is designed to help the student deepen their understanding of sculptural form. The application of various sculptural materials will be emphasized. Students are encouraged to start working independently. Prerequisite: ART 436. Credit, 3 hours. Offered Spring semesters of even years.

ART 438. Advanced Painting

Further use of the printmaking media with special emphasis on the development of a personal direction. Credit, 3 hours. As needed.

ART 439. Senior Seminar

Seminar participants will produce a body of independent work, an exhibition, and an oral defense of their work. Additional topics covered in the course include methods of visual documentation and presentation of works of art. Credit, 3 hours. Offered Spring semesters.

ART 490. Problems In Art

A directed study in any art studio or history subject can be investigated as a problem in art. The consent of the instructor, Department Head and Dean are required. A total of six hours in any semester cannot be exceeded. Credit, 3 hours. As needed.

THE DEPARTMENT OF BIOLOGY

Purpose Statement

The Biology Department of the University of the Cumberland provides courses that support the general education requirements of undergraduate students, as well as major and minor programs in the field of biology. The major programs in biology are designed to foster in our students both the knowledge and the skills that will make them successful in various fields of service in the biological sciences.

Program Goals

1. To ensure that majors in our program are knowledgeable and well versed in modern biological concepts.
2. To enable majors in our program to effectively use information resources, do intellectual research, and communicate scientific knowledge.
3. To produce majors in our program who will demonstrate critical and analytical thought within the context of the scientific method.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY- 53 semester hours as follows:

Required Biology Courses: (17 hours)

BIOL 133	Introduction to Population Biology
BIOL 113	Introduction to Population Biology Laboratory
BIOL 134	Introduction to Cellular Biology
BIOL 114	Introduction to Cellular Biology Laboratory
BIOL 246	Biodiversity
BIOL 340	Genetics
BIOL 495	Senior Seminar or BIOL 498 Senior Thesis

Required Allied Math and Science Courses: (18 hours)

MATH 132	College Algebra (or higher math course)
CHEM 132	General College Chemistry I
CHEM 111	General College Chemistry I Laboratory
CHEM 232	General College Chemistry II
CHEM 211	General College Chemistry II Laboratory

Remaining 7 hours selected from the following:

PHYS 241	Physics I
PHYS 242	Physics II
PHYS 137	Physical Science
PHYS 117	Physical Science Laboratory
BIOL 231	Environmental Science OR GEOG 231 - Environmental Geography
BIOL 116	Environmental Science Laboratory

Elective Courses (must total 18 hours at the 300 and 400 level): Students will select from the following emphases:

Option 1: Pre-Professional Health (Medicine, Dentistry, Pharmacy, Veterinary, Physical Therapy)

18 hours of biology electives selected from the following:

BIOL 331	Vertebrate Embryology
BIOL 342	Parasitology
BIOL 345	Microbiology*
BIOL 346	Biochemistry*
BIOL 436	Medical Biochemistry
BIOL 441	Immunology
BIOL 442	Comparative Vertebrate Anatomy*
BIOL 443	General Physiology*
BIOL 445	Molecular Biology
BIOL 446	Cell Biology in Health and Disease
BIOL 447	Histology

*Students interested in applying to medical, dental, or veterinary school are strongly encouraged to complete these courses. It is important to review the admissions requirements for each program to which you will apply because the prerequisites for admission may be slightly different among professional schools.

Option 2: Biology Education Emphasis

The following courses are required:

BIOL 410	Teaching Practicum
BIOL 448	General Ecology (required unless student completed BIOL 231)

Recommended electives to meet 18 hours total:

BIOL 342	Parasitology
BIOL 345	Microbiology
BIOL 346	Biochemistry
BIOL 347	Invertebrate Zoology
BIOL 349	Plant Biology
BIOL 410	Teaching Practicum (required)
BIOL 431	Conservation Biology
BIOL 442	Comparative Vertebrate Anatomy
BIOL 448	General Ecology (required unless student completed BIOL 231)

Students seeking secondary certification must also take the required professional education courses as described in the Department of Education portion of this catalog.

Option 3: Cellular and Molecular Biology Emphasis

The following courses are required:

BIOL 345	Microbiology
BIOL 346	Biochemistry
BIOL 445	Molecular Biology
BIOL 446	Cell Biology in Health and Disease

Recommended electives to meet 18 hours total:

BIOL 331	Vertebrate Embryology
BIOL 436	Medical Biochemistry
BIOL 441	Immunology
BIOL 447	Histology

Students interested in pursuing graduate studies in this field are strongly encouraged to pursue a minor in Chemistry and take the following: Calculus I and II and Physics I and II and BIOL 498, Senior Thesis. Students interested in entering the workforce upon graduation are encouraged to complete an internship during the summer before their junior and/or senior years.

Option 4: Biodiversity Studies Emphasis

18 hours of biology electives selected from the following:

BIOL 341	Plant Taxonomy
BIOL 342	Parasitology
BIOL 347	Invertebrate Zoology
BIOL 349	Plant Biology
BIOL 431	Conservation Biology
BIOL 442	Comparative Vertebrate Anatomy
BIOL 460	Ecological Field Methods
BIOL 460	Dendrology
BIOL 448	General Ecology

Students interested in graduate studies in this or related fields are strongly encouraged to take the following: Organic I and II, Physics I and II, Calculus, and Probability and Statistics. Students interested in entering the workforce upon graduation are encouraged to complete an internship during the summer before their junior and/or senior years.

Option 5: Pre-Physician Assistant Curriculum

Undergraduate students interested in applying for early admission to the University's Master of Physician Assistant Studies (MPAS) program must complete the following coursework in total or in part at the University of the Cumberland as Pre-PA Biology majors. Additionally, students must complete all requirements of the General Education curriculum for

undergraduates as outlined in the University of the Cumberlands Undergraduate catalog. Admission is made during the third year of undergraduate study. Students must complete all PA admissions requirements by time of application. Completion of the Pre-PA curriculum does not ensure acceptance into the MPAS program.

Students who complete the Pre-Professional PA curriculum but do not continue on to the Professional phase of the PA program will need a total of 35 hours of biology courses (those listed below, plus BIOL 495 or BIOL 498, and either 6 or 10 additional hours of biology electives), 7 hours of allied science courses, and elective classes to complete the 128 hours needed to attain a Bachelor of Science with a major in biology. Alternatively, students can complete a Biology of Science degree in Independent Directions with a focus on applied health sciences. A third alternative is to complete a Bachelor of General Studies degree. Information on these alternatives may be found elsewhere in this catalog.

Students who successfully complete the pre-physician assistant curriculum and are accepted into the MPAS program are awarded a Bachelor of Health Science degree by the University after the successful completion of the first year of didactic coursework in the MPAS program. Students are then awarded the Master of Physician Assistant Studies degree after the successful completion of the second year of coursework.

The following courses are required prior to application for Pre-professional students:

BIOL 113	Introduction to Population Biology Laboratory
BIOL 114	Introduction to Cellular Biology Laboratory
BIOL 121	Medical Terminology
BIOL 133	Introduction to Population Biology
BIOL 134	Introduction to Cellular Biology
BIOL 443	General Animal Physiology
BIOL 246	Biodiversity
BIOL 340	Genetics
*BIOL 343	Human Anatomy OR BIOL 442 - Comparative Anatomy
BIOL 345	Microbiology
CHEM 111	General Chemistry Laboratory I
CHEM 132	General College Chemistry I
CHEM 211	General College Chemistry Laboratory II
CHEM 232	General College Chemistry II
CHEM 321	Organic Chemistry Laboratory I
CHEM 331	Organic Chemistry I

Additional 6 or 10 credits of 300 or 400 level Biology courses

Upper-level Psychology courses

College Algebra OR higher Math or Statistics

*preferred

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN BIOLOGY— includes the requirements for the B.S. plus a world language through the intermediate level. Students completing this degree will be required to report scores from the ETS subject area exam in biology prior to graduation.

REQUIREMENTS FOR A MINOR IN BIOLOGY—23 hours. Courses must include BIOL 133, 113, 134, 114, and 246. The remaining hours must be selected from Biology courses numbered above 300.

MAJOR IN BIOLOGY WITH SECONDARY EDUCATION CERTIFICATION—55 hours to include the requirements for the B.S. with the following exception, BIOL 410, Teaching Practicum in biology and BIOL 231, Introduction to Environmental Science or BIOL 448, General Ecology are required. Students seeking secondary certification must also take the required professional education courses as described in the Department of Education portion of this catalog. Students completing this degree will be required to report scores from the ETS subject area exam in biology prior to graduation.

TRANSFER CREDIT—Transfer students must complete a minimum of 12 hours of upper division courses (including BIOL 495) for a major and 8 hours of upper division courses for the minor at Cumberland. Courses transferred from junior colleges and community colleges may not satisfy the requirements for upper division courses in Biology.

Description of Courses

BIOL 110. General Biology Laboratory

This laboratory accompanies BIOL 130. Included in this class are exercises in quantitative methods, biochemical processes, organismal diversity, and vertebrate anatomy and physiology. One and one half laboratory hours per week. Co- or prerequisite: BIOL 130 or equivalent. One laboratory hour per week. Credit, 1 hour. Offered fall and spring semesters.

BIOL 113. Introduction to Population Biology Laboratory

This lab accompanies BIOL 133. This lab introduces students to the methods used by population biologists to obtain and analyze information regarding population genetics, natural selection, animal behavior and population ecology. Co- or prerequisite: BIOL 133 or equivalent. Three laboratory hours per week. Offered spring and fall semesters.

BIOL 114. Introduction to Cellular Biology Laboratory

This is a hands-on laboratory course that provides an introduction to the methods by which cell biologists obtain and analyze information about the cell. Co- or prerequisite: BIOL 134 or equivalent. Three laboratory hours per week. Credit, 1 hour. Offered fall and spring semesters.

BIOL 116. Introduction to Environmental Science Laboratory

This lab accompanies BIOL 231. Laboratory work includes study of ecosystems, biodiversity, principles of sampling and environmental monitoring, and other topical environmental concepts. Credit for this course may be used in partial fulfillment of the general education science requirement. Co- or prerequisite: BIOL 231 or equivalent. Three laboratory hours per week. Credit, 1 hour. Offered fall and spring semesters.

BIOL 121. Medical Terminology

An introduction to the construction and definition of scientific and medically related terms. Emphasis is placed on Greek and Latin roots, suffixes, prefixes, and combining forms that comprise the vocabulary of a biological scientist. Special emphasis is placed on pronunciation and spelling. Two lecture hours per week. Credit, 2 hours. Offered spring semesters.

BIOL 130. General Biology

This course is intended for students who have a limited background in biology and related sciences and may not be used to satisfy hours for the biology major or minor. General biology is a survey of important concepts, principles, and processes of biological science. Course topics include the nature of scientific thought; biomolecules; cell structure and function; vertebrate anatomy and physiology; organismal diversity; evolution; and ecology. Students who did not have a chemistry or physical science class in high school are encouraged to complete a college level physical science class before taking General Biology. Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters.

BIOL 133. Introduction to Population Biology

This course provides a detailed introduction to evolutionary and ecological principles of biology. Course topics include inheritance, population genetics, natural selection, life histories, behavior, and population ecology. Three lecture hours per week. Offered spring and fall semesters.

BIOL 134. Introduction to Cellular Biology

This course provides a detailed introduction to biochemical and molecular aspects of biology. Course topics include macromolecules, properties of water, cellular structure and organelles, enzymes, cellular respiration, photosynthesis, DNA replication, transcription, translation, mitosis, meiosis, and the cell cycle. Three lecture hours per week. Pre- or corequisite: CHEM 132 strongly recommended. Offered fall and spring semesters.

BIOL 231. Introduction to Environmental Science

This course focuses on the ecological aspects of biology with special emphasis on the scientific principles that underlie current environmental issues. Topics will include the development of modern environmental ethics, fundamental concepts of ecology, the geophysical nature of the earth, and analysis of selected environmental problems. Special emphasis will be placed on climactic change, resource management, population growth, and preservation of biodiversity. This course may not be used to satisfy the requirement for the biology major or minor. Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters.

BIOL 246. Biodiversity

This course provides a detailed introduction to the diversity of organisms. Course topics include taxonomy, natural history, structure, function, and ecological relationships of the major groups of organisms with particular emphasis on plants and animals. Prerequisites: BIOL 113 and 133 or BIOL 114 and 134. Three lecture and three laboratory hours per week. Offered fall and spring semesters.

BIOL 330. Selected Topics in Biology

This course allows the student to pursue an in-depth study of some topic that is not covered in the existing biology curriculum. This may include topics from biology history or current relevant topics in biology (e.g., medical and health issues, ethical issues, etc.). Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters

BIOL 331. Vertebrate Embryology

Gamete formation; oogenesis and spermatogenesis; cleavage, blastulation, and gastrulation; organogeny and development of the nervous, digestive, excretory, circulatory, respiratory, skeletal, and reproductive systems; and formation of the extraembryonic membranes. Three lecture and two laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134. Recommended: BIOL 246. Credit, 3 hours. Offered spring semesters, even years.

BIOL 340. Genetics

History, definition, and aspects of genetics. Topics range from the molecular basis of heredity to the cellular, organismal, and population levels. Modern Mendelian genetics, cytogenetics, and molecular genetics are included. Laboratory experiences include both classical and modern techniques including DNA sequencing, PCR, and nucleic acid hybridization. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133 and 134. CHEM 232 and 211 are strongly recommended. Credit, 4 hours. Offered fall and spring semesters.

BIOL 341. Plant Taxonomy

Types of flowers; structure and arrangement of flower parts; taxonomy and construction of keys; laws of nomenclature; classes, orders, and families of flowering plants. Three lecture and three laboratory-field hours per week. Prerequisite: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semesters, even years.

BIOL 342. Parasitology

The host-parasite relationship. Study of the major protozoan, arthropod, roundworm, flatworm, and annelid parasites of man and animals. Three lecture and two laboratory hours per week. Prerequisite: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semester, odd years.

BIOL 343. Human Anatomy

Topics of study include a review of cell structure and anatomical terminology, an overview of human tissues, and an organ system-based study of human anatomy. Joint and movement topics are included. Physiological functions of organs and systems are introduced but not treated in depth. Three lecture and three laboratory hours per week. Credit, 4 hours. (Students may apply either BIOL 343 or BIOL 442 toward their elective hours in the major, but not both.) Prerequisites: BIOL 121 or sophomore status. Offered spring semesters.

BIOL 345. Microbiology

A study of the morphology, physiology and taxonomy of bacteria, viruses, and eukaryotic microorganisms. Use of the microscope and staining techniques are emphasized. Includes an introduction to humoral and cell mediated immunities, and a study of pathogens, mechanisms of disease, and control of microorganisms. Three lecture and three laboratory hours per week. Prerequisites: BIOL, 113, 114, 133, 134, and CHEM 211 and 232. Credit, 4 hours. Offered fall and spring semesters.

BIOL 346. Biochemistry

This course focuses upon the chemistry of carbohydrates, lipids, proteins, and nucleic acids and their functions in the cell. Assembly, function, and regulation of these molecules will be emphasized. Laboratory exercises will involve the isolation, identification, and functional assessment of biological molecules. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134, and CHEM 232 and 211. Credit: 4 hours. Offered fall semester every year.

BIOL 347. Invertebrate Zoology

A study of the anatomy, physiology, life history, ecology, classification, and phylogeny of invertebrate animals. The importance of invertebrates as competitors of humans, food sources, economic pests, links in important food chains, indicators of environmental quality, and as experimental subjects is stressed. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semester, even years.

BIOL 349. Plant Biology

Topics include plant diversity, taxonomy, physiology, morphology, anatomy, growth, economic botany, horticulture, plant genetics, phytogeography and evolution. Laboratories will provide traditional in-class observation of slides, specimens and demonstrations as well as opportunities to engage in experimentation, hands-on experience in various phases of plant biology and exploration of the local plant environment. Prerequisites: BIOL 113, 114, 133, 134 and 246. Three lecture and three laboratory hours per week. Credit, 4 hours. Offered fall semesters.

BIOL 401. Natural History: Observing, Reading and Writing about Nature

This team-taught course, taught in tandem with ENGL 401, explores natural history through classic and contemporary essays on the natural world and on human involvement in it. This traditional classroom activity is combined with field/laboratory experience involving observation of nature. In response to reading the observations of others and to "reading"/observing nature directly, students will complete both informal and formal writing assignments, developing both their basic scientific understanding of the natural world and their written communication skills. This Integrated Studies course can fulfill a requirement in Section IIIB of the General Education Curriculum. Credit, 4 hours.

BIOL 402. Epidemics in America

This course, normally taught in tandem with HLTH 402, explores the effects of various epidemics on the United States populous as revealed in popular science publications. Laboratory activities will further explore the scientific principles that led to development of effective detection and treatments for these diseases. In addition, we will consider the likelihood of a major epidemic occurring in our lifetime, and how we can prepare for this potential catastrophic event. This is an

Integrated Studies course fulfills a requirement in Section III of the General Education Curriculum. Credit, 4 hours. Taught spring of odd years.

BIOL 403. The Butterfly

This integrated studies course, normally taught in tandem with SPAN 403 will be an examination of both the science and culture that surrounds butterflies. For centuries butterflies have played on the fascinations of artists and scientists alike. This course will examine the general taxonomy, life history and life cycles of butterflies, and survey how butterflies have played an influential role in Hispanic culture through literary symbolism. This course integrates both scientific and literary readings in order to more fully understand this wondrous insect. Through class meetings and a lab component, this course fulfills a requirement of Section III of the General Education Curriculum. Credit, 4 hours.

BIOL 410. Teaching Practicum in Biology

This course provides the future secondary school biology teacher with useful experiences and training. Topics of study include student learning styles, content organization, lesson plan preparation, student evaluation techniques, course and lesson assessment, laboratory safety, and ethics in the science classroom. Students also observe and evaluate freshman level biology laboratory experiences and are informed of public school core content expectations and the programs of studies for students in Kentucky. Prerequisites: BIOL 113, 114, 133, 134 and 246. Credit, 1 hour. Offered as needed.

BIOL 431. Conservation Biology

This course examines the historical patterns of natural resource use and the biological, ecological, and sociological consequences of that use. Current approaches used by conservation biologists to protect, restore, and sustain ecosystem health are discussed. Prerequisites: BIOL 113, 114, 133, 134 and 246. Recommended: BIOL 448. Credit, 3 hours. Offered spring semesters of even years.

BIOL 436. Medical Biochemistry

This course will concentrate on the metabolic processes involving carbohydrates, lipids, proteins, and nucleic acids with an understanding of how these molecules are synthesized and broken down via cellular processes. Specific areas that will be emphasized include overall metabolism, enzymatic pathways, and coordination of cellular signaling. Prerequisites: BIOL 113, 114, 133, 134, and CHEM 232 and 211. Credit, 3 hours. Offered Spring semesters, odd years.

BIOL 441. Immunology

A study of the structure and biochemistry of antigens and antibodies, immunological techniques, humoral and cell-mediated immune systems and immunopathology. Three lecture and three laboratory hours per week. Prerequisite: BIOL 340. Credit 4, hours. Offered fall semesters, even years.

BIOL 442. Comparative Anatomy

This course examines the anatomy of vertebrate animals with an emphasis on human structure and interesting anatomy concepts from the comparative study of vertebrate animals. Three lecture and three laboratory hours per week. Students may apply either BIOL 343 or BIOL 442 toward elective hours in the major, but not both. Prerequisites: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered fall semesters.

BIOL 443. General Animal Physiology

In this course physiological actions of the body are examined. The physiology of metabolism, neural and hormonal control, and body organs and systems are studied. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134. CHEM 232 and 211 are strongly recommended. Credit, 4 hours. Offered fall and spring semesters.

BIOL 445. Molecular Biology

A study of biologically important molecules involved with DNA replication, RNA transcription, protein translation, and cell division. The techniques and procedures of modern molecular biology will be emphasized. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134, and CHEM 232 and 211. Strongly recommended: BIOL 340. Credit, 4 hours. Offered fall semesters, odd years.

BIOL 446. Cell Biology in Health and Disease

Normal and abnormal cell function will be reviewed, using a variety of common cancers(cervical, breast, lung, colon) as model disease states. Topics to be covered include protein trafficking, cell cycle, cell migration and metastasis, oncogenes, growth factors and carcinogens. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134, and CHEM 211 and 232. Strongly recommended: BIOL 445. Credit, 4 hours. Offered spring semesters, even years.

BIOL 447. Histology

A study of tissue and organ structure of mammals. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133 and 134. Credit, 4 hours. Offered fall semesters.

BIOL 448. General Ecology

Relationships of organisms to their environment. Topics will include the relationships of the physical environment, including climate, to animal and plant distribution; energy relationships; the niche concept; physiological ecology; community and population structure; succession; interactions of populations and maintenance of population size; and biogeography. Prerequisites: BIOL 113, 114, 133, 134, 246, MATH 132 or higher. Three lecture and three laboratory hours per week. Credit, 4 hours. Offered fall semester.

BIOL 460. Special Topics in Biology and Independent Research

This course allows students, under the direction of one or more faculty members, to pursue an in- depth investigation of some topic that is not part of the existing biology curriculum. The topic may be a continuation of one covered in another class or one that is not part of any course. Meeting times, activities, and credit will depend on the topic covered. Credit, variable. Prerequisites: permission of instructor.

BIOL 495. Senior Seminar

It is suggested that this seminar be completed during the second semester of the junior year or the first semester of the senior year. Senior Seminar consists of three parts: 1) a seminar which meets one a week to discuss current developments in the Biological Sciences, 2) preparation of a major review of the scientific literature relevant to a specific topic, and 3) an oral presentation of the results of the survey. Prerequisites: must be a junior or senior biology major and have the permission of the instructor. Credit, 1 hour. Offered fall and spring semesters.

BIOL 498. Senior Thesis

Under the supervision of a faculty member, the student will design and conduct an original research project, prepare a written report on the project, and present the findings of the project at a meeting open to the public. Credit, variable. Offered fall and spring semesters.

The Hutton School of Business

THE DEPARTMENT OF BUSINESS ADMINISTRATION Business Administration Programs

Purpose Statement

The purpose of the Hutton School of Business is to develop ethically responsible business decisions-makers who are intellectually and professionally competent and prepared to lead in the global marketplace of the 21st century. Through the combination of liberal arts and business curricula we aim to prepare business leaders who have acquired a well-rounded body of knowledge which results in insightful thinking skills, effective communication skills, strong analytical skills, and well organized information management skills. The program will prepare individuals to embark upon successful careers in business and government or undertake advanced study.

Program Goals

1. To challenge students to assess their personal values and connect them to ethical behaviors appropriate to their intended endeavors
2. To challenge students to develop disciplinary competence and critical thinking skills relevant to formulating problem solving strategies
3. To challenge students to improve their communication skills
4. To challenge students to develop technology-based skills appropriate for the current environment and cultivate an awareness of the dynamic nature of technology necessitating lifelong learning
5. To challenge students to think outside of local contexts
6. To challenge students to build team and leadership skills

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University's School of Lifelong Learning (SLL) should consult SLL publications and their academic advisor for the availability and rotation of courses available for them in an online format.

A minimum grade of "C" is required for all prerequisites.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN BUSINESS ADMINISTRATION—54 semester hours as follows:

BACC 131	Principles of Accounting I
BACC 132	Principles of Accounting II
BADM 135	Macroeconomics
BADM 136	Microeconomics
BADM 300	Business Statistics
BADM 330	Legal Environment of Business
BADM 331	Principles of Management
BADM 334	Principles of Marketing
BADM 335	Financial Management
BADM 438	Business Policy and Strategy

Plus twenty-four hours of upper division electives from Accounting, and/or Business Administration, and/or no more than six hours of Management Information Systems.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION- 36 semester hours as follows:

BACC 131	Principles of Accounting I
BACC 132	Principles of Accounting II
BADM 135	Macroeconomics
BADM 136	Microeconomics
BADM 300	Business Statistics
BADM 330	Legal Environment of Business
BADM 331	Principles of Management
BADM 334	Principles of Marketing
BADM 335	Financial Management
BADM 438	Business Policy and Strategy

Plus six hours of upper division electives from Accounting and/or Business Administration.

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION–24 semester hours as follows:

BACC 131	Principles of Accounting I
BACC 132	Principles of Accounting II
BADM 135	Macroeconomics
BADM 136	Microeconomics

Twelve semester hours chosen from the following courses:

BADM 300	Business Statistics
BADM 330	Legal Environment of Business
BADM 331	Principles of Management
BADM 334	Principles of Marketing
BADM 335	Financial Management

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN ACCOUNTING–60 semester hours as follows:

BACC 131	Principles of Accounting I
BACC 132	Principles of Accounting II
BACC 331	Intermediate Accounting I
BACC 332	Intermediate Accounting II
BACC 431	Cost Accounting I
BACC 432	Cost Accounting II
BACC 433	Advanced Accounting
BACC 435	Accounting Theory
BACC 436	Governmental Accounting
BACC 437	Federal Taxatio
BADM 439	Auditing
BADM 135	Macroeconomics
BADM 136	Microeconomics
BADM 300	Business Statistics
BADM 330	Legal Environment of Business
BADM 331	Principles of Management
BADM 334	Principles of Marketing
BADM 335	Financial Management
BADM 437	Business Law
BADM 438	Business Policy and Strategy

NOTE: Students considering graduate studies are strongly encouraged to complete Math 140 and BADM 438 if they are not already a part of their program.

Residential students majoring in Business Administration, Accounting, or Management Information Systems may not take online business courses without permission of the chair of the Hutton School of Business. All requests by resident students to take online business courses will be reviewed on a case by case basis.

REQUIREMENTS FOR THE BACHELOR OF ARTS – Completion of the requirements for the Bachelor of Science degree plus a world language through the intermediate level.

Description of Courses

Accounting

BACC 131. Principles of Accounting I

An introduction to the study of accounting, a financial information system. The course provides the concepts and techniques of collecting and presenting accurate data about an organization, and the knowledge to understand and interpret that information. Credit, 3 hours. Offered Fall and Spring semesters.

BACC 132. Principles of Accounting II

The course completes the study of financial accounting with topics concerning corporations and the statement of cash flows. The main focus is to provide an introduction to the field of managerial accounting including costing systems, planning and control, and analytical decision support. Prerequisite: BACC 131. Credit, 3 hours. Offered Fall and Spring semesters.

BACC 331. Intermediate Accounting I

A study of the environment under which accounting standards are established; the conceptual framework for financial

accounting; the accounting cycle; requirements for the presentation of the income statement, balance sheet, and statement of cash flows; time value of money concepts; and accounting for cash, receivables, and inventories. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 332. Intermediate Accounting II

A study of accounting for acquisition and depreciation of fixed assets, intangible assets, current liabilities, contingencies, long-term liabilities, stockholders' equity, and retained earnings. Prerequisite: BACC 331. Credit, 3 hours. Offered Spring semesters.

BACC 337. Accounting Information Systems

An exploration of concepts of information systems, procedures and controls employed in systems, analysis and design techniques, and systems development procedures. Prerequisite: BACC 132. Credit, 3 hours. Offered as needed.

BACC 339. Computer Augmented Accounting

A study of the use of microcomputers in accounting. Prerequisite: ITSS 130 and BACC 132. Credit, 3 hours. Offered as needed.

BACC 431. Cost Accounting I

An in-depth study of product costing, budget development and use, and the use of quantitative information to achieve optimal business decisions in areas such as pricing, product selections and special orders. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 432. Cost Accounting II

This course addresses many issues concerning cost allocations, the impact of new and current management approaches on product costing, and the development and evaluation of data concerning large, multi-year projects. Prerequisite: BACC 431. Credit, 3 hours. Offered Spring semesters.

BACC 433. Advanced Accounting

A study of cash flow statement, basic financial statement analysis and methods of full disclosure; and accounting for consolidations, income taxes, pensions, post retirement benefits, Leases, changes and errors, and changing prices. Prerequisites: BACC 332 and senior standing. Credit, 3 hours. Offered Spring semesters.

BACC 435. Accounting Theory

A study of the development of accounting theory and its application to income measurement, asset valuation and equities. Prerequisites to be taken in the final year of the Bachelor of Science with a major in Professional Accounting and after completion of all courses required for the Accounting major. Prerequisite: BACC 331 and BACC 332. Credit, 3 hours. Offered Spring semesters.

BACC 436. Governmental Accounting

The application of general accounting principles to federal, state, and local governments and non-profit organizations. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 437. Federal Taxation

A study of the federal tax laws and instructions in the preparation of tax returns of individuals. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 439. Auditing

A consideration of auditing theory, practice, and procedure as applied to the problem of balance sheet audits, special investigations, and detailed audits. Time devoted to relationship with client, working papers, audit procedure, preparation of report, and to the ethics of the profession. Prerequisites: BACC 332. Credit, 3 hours. Offered Fall semesters.

BACC 490. Special Topics and Projects in Accounting

A course designed to allow accounting students to explore selected topics of specific areas of Accounting other than through normal course offerings and to keep abreast of current topics. The course may be repeated for credit provided the topics differ each semester. No more than six hours total from BACC 490 may be counted toward a major or a minor. Prerequisite: Accounting major with senior standing and consent of department chair. Credit, variable. Offered as needed.

Business Administration

BADM 135. Macroeconomics

A study of aggregate sectors of the economy covering principles that determine total output, total employment and total price levels. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 136. Microeconomics

A study of principles of allocation of resources, distribution of income and operation of the price system. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 300. Business Statistics

The course is designed to provide students with fundamental knowledge of statistical theory and procedure. The course includes such topics as descriptive statistics, basic probability theory and parametric procedures including hypothesis tests, ANOVA and regression. Prerequisite: MATH 132 or higher. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 330. Legal Environment of Business

Law and the legal system; social forces that make the law; business response to the social and legal environment. Focus on governmental regulation and federal regulatory agencies which impact business decision-making. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 331. Principles of Management

A general introduction to the principles and problems of business organization and management; careful consideration is given to the policies and problems of management with respect to coordination of production, finance, marketing, personnel, and accounting in a going concern. Prerequisites: BACC 132 and BADM 136. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 334. Principles of Marketing

A comprehensive survey of the problems involved in the movement of goods and services from producers to consumers and some of the methods which have been used to solve these problems. Prerequisite: BADM 136. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 335. Financial Management

This course surveys current finance theory and practice including such topics as financial statement analysis, cash budgeting and working capital management, valuation, and cost of capital and capital budgeting. Prerequisites: BACC 132 and BADM 136. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 336. Money, Banking and Credit

A study of the nature and function of money; the importance of credit; the relation of money and credit to prices; bank deposits and loans; and a study of banking systems. Prerequisite: BADM 136. Credit, 3 hours. Offered as needed.

BADM 337. Investments

A course in the principles of investments, including the demand and the supply of investment funds, flotation of new issues, types of stocks and bonds, the stock exchanges, analysis of different types of securities and the government regulation of the securities market. Prerequisite: BADM 136 and BADM 335, or consent of the instructor. Credit, 3 hours. Offered as needed.

BADM 338. Managerial Economics

Economic concepts that are directly applicable to business decision-making including cost and production, profits, demand and pricing, capital budgeting and investment, and forecasting. Prerequisite: BADM 136. Credit, 3 hours. Offered as needed.

BADM 339. Human Resources Management

A study of the importance of human resources to an organization and the interrelationships among the various human resource management functions. Credit, 3 hours. Offered as needed.

BADM 401. Personal Finance

This course provides an overview of personal and family financial planning with an emphasis on financial record keeping, consumer spending decisions, tax planning, consumer credit, insurance protection, selecting investments and retirement and estate planning. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered fall semesters.

BADM 402. Business Communications

Business Communications is the study of communication skills needed in today's business environment. Course content will include composing effective business letters, reports, presentations, resumes and electronic messages. This course will also address development of basic language skills in grammar, spelling, punctuation, capitalization, number usage and sentence structure. This Integrated Studies course fulfills a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed.

BADM 430. Advertising

Concepts and practices of advertising and the role of advertising in the marketing mix. Relationship between media characteristics and various kinds of goods and services and their respective markets will be studied. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

BADM 431. Entrepreneurship

Introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunities and assemble the resources to start a new business. Prerequisite: BADM 331 and BADM 334. Credit, 3 hours. Offered as needed.

BADM 433. Services Marketing

A study of the sales and marketing of services. Students will examine basic elements of promotion in service industries. The issues of general promotional strategies, personal selling, mass selling and sales promotion techniques will be covered. Major service industries, such as hospitality, education, medical/health services, and legal services will be covered. Prerequisite: BADM 334. Credit 3 hours. Offered as needed.

BADM 434. Sports Marketing

Sports Marketing will build upon the marketing knowledge base and provide an overview of all the issues faced by marketing managers within the sports industry and outside the industry who market through sports. Students will be introduced to the unique qualities of the sports product and also examine the promotion mix, pricing and distribution issues as they relate to the sports industry. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

BADM 435. Consumer Behavior

An extensive study of the psychological, social and situational influences involved in buying decisions. Students will engage in a balanced study of theory and application. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

BADM 436. International Business

A study of American firms' involvement in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment. Credit, 3 hours. Offered as needed.

BADM 437. Business Law

A survey of the principles of contracts, sales, negotiable instruments, principal and agent, principal and surety, insurance, bailment, partnerships, real property, personal property, and corporations. Prerequisite: To be taken in the final year of the Bachelor of Science with a major in Professional Accounting and after completion of all courses required for the Accounting major. Credit, 3 hours. Offered Spring semesters.

BADM 438. Business Policy and Strategy

A capstone business course using knowledge compiled from the functional areas of business and integrated into strategic management emphasizing the process of problem solving, decision-making and policy formulating. The ETS major field test for business is a course requirement comprising 10% of the final grade. Prerequisite: Completion of the common core and senior standing. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 439. Professional Development

A course to alert student to the qualities and techniques needed both to find a job and be successful in that job. Prerequisite: Junior standing. Credit, 3 hours. Offered as needed.

BADM 450. Business Ethics

This course examines the ethical aspects of individual and corporate decision making and examines the role ethics plays in sound business decisions and a healthy workplace environment. The course provides resources for making sound ethical decisions within the context of managerial practice and to implement those decisions for an organization in a competitive marketplace. Prerequisites: BADM 330, BADM 334. Credits, 3 hours. Offered as needed.

BADM 451. Marketing Communications and Public Relations

This course addresses the relationship between marketing and public relations in a global economy. The course explores approaches and techniques for conducting research and writing within key corporate communication contexts. Students in this course will examine and utilize research techniques and methodologies for developing successful communication campaigns. Additionally, this course will examine the ethics involved in researching and writing for public relations environments. Prerequisites: Dependent upon course topic. Credit, 3 hours. Offered as needed.

BADM 490. Special Topics and Projects in Business and Related Subjects

A course designed to allow the student to engage in intensive study of a specific area of business other than through normal

course offerings. Prerequisite: Dependent upon course topic. May be repeated on different topic. Credit, variable. Offered as needed.

INTR 401, 402. Corporate Internship

A full-time residency in the corporate setting, this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to the semester of residence, all students selected for this internship will be required to participate in a work-shop designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student's advisor. May be repeated twice not to exceed a total of fifteen semester hours. Offered as needed.

THE DEPARTMENT OF CHEMISTRY

Purpose Statement

The purpose of the Chemistry Department is to provide a challenging curriculum in a nurturing environment. Students are taught chemistry theory and laboratory skills that enhance their critical thinking and communicative skills necessary for a successful career in chemistry and related fields.

Program Goals

1. To assist students' learning of chemical principles in the areas of analytical, inorganic, organic, and physical chemistry required of a professional chemist or a person pursuing chemistry related fields of study or for students seeking secondary teaching certification.
2. To assist students' development of laboratory skills for proficiency in chemical synthesis, instrumental methods, computer applications, quantitative measurement, and statistical data analysis.
3. To cultivate students' critical thinking, problem solving ability and communicating of scientific information both orally and written.
4. To provide students opportunity to develop professional and leadership skills.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY—

OPTION I: 36 semester hours as described below. This option is recommended for students planning to attend graduate school in chemistry or those going directly into employment as an industrial chemist.

CHEM 132	General College Chemistry I
CHEM 111	General Chemistry Laboratory I
CHEM 232	General College Chemistry II
CHEM 211	General Chemistry Laboratory II
CHEM 331	Organic Chemistry I
CHEM 321	Organic Chemistry Laboratory I
CHEM 332	Organic Chemistry II
CHEM 322	Organic Chemistry Laboratory II
CHEM 336	Analytical Chemistry
CHEM 328	Analytical Chemistry Laboratory
CHEM 431	Physical Chemistry I
CHEM 411	Physical Chemistry Laboratory I
CHEM 432	Physical Chemistry II
CHEM 412	Physical Chemistry Laboratory II
CHEM 434	Inorganic Chemistry
CHEM 490	Senior Research Project, Capstone in Chemistry (2 hours required)

Students choosing Option I are strongly encouraged to take other advanced courses, especially Instrumental Analysis (CHEM 436). Other Selected Topics courses include Biochemistry (BIOL 434), and special topics such as those listed in the course description of CHEM 491.

NOTE: MATH 140, MATH 240, PHYS 241, and PHYS 242 are prerequisites for some upper-level chemistry courses.

OPTION II: 35 semester hours as described below. This option is recommended for students entering a "blended" area such as pre-professional medically related areas (medicine, dentistry, pharmacy, physician assistant, physical therapist, etc.), chemistry/business, and chemistry/biology.

CHEM 132	General College Chemistry I
CHEM 111	General Chemistry Laboratory I
CHEM 232	General College Chemistry II
CHEM 211	General Chemistry Laboratory II
CHEM 331	Organic Chemistry I
CHEM 321	Organic Chemistry Laboratory I
CHEM 332	Organic Chemistry II
CHEM 322	Organic Chemistry Laboratory II
CHEM 336	Analytical Chemistry
CHEM 328	Analytical Chemistry Laboratory
CHEM 345	Survey of Physical Chemistry and additional elective (see BIOL 346)

Or

CHEM 431 & CHEM 411 Physical Chemistry I & Physical Chemistry Laboratory I and CHEM 432 Physical Chemistry II (CHEM 412 Physical Chemistry Laboratory II recommended.)

CHEM 434	Inorganic Chemistry
CHEM 490	Senior Research Project, Capstone in Chemistry (2 hours required)
CHEM 491	Selected Topics or BIOL 434 Biochemistry (3 hours required if CHEM 345 is the physical chemistry course chosen)

NOTE: MATH 140, MATH 240, PHYS 241, and PHYS 242 are prerequisites for some upper-level chemistry courses. Physical chemistry requirement may be selected from either CHEM 345 or CHEM 431 & CHEM 411.

OPTION III: 36 semester hours as described below. This option is for students majoring in Chemistry and pursuing secondary education certification

CHEM 132	General College Chemistry I
CHEM 111	General Chemistry Laboratory I
CHEM 232	General College Chemistry II
CHEM 211	General Chemistry Laboratory II
CHEM 331	Organic Chemistry I
CHEM 321	Organic Chemistry Laboratory I
CHEM 332	Organic Chemistry II
CHEM 322	Organic Chemistry Laboratory II
CHEM 336	Analytical Chemistry
CHEM 328	Analytical Chemistry Laboratory
CHEM 345	Survey of Physical Chemistry
Or	
CHEM 431 & CHEM 411	Physical Chemistry I & Physical Chemistry Lab I
CHEM 413	Teaching Practicum in Chemistry
CHEM 434	Inorganic Chemistry
CHEM 490	Senior Research Project, Capstone in Chemistry (2 hours required)
CHEM 491	Selected Topics or BIOL 346 Biochemistry (3 hours required if CHEM 345 is chosen above)

NOTE: MATH 140, MATH 240, PHYS 241, and PHYS 242 are prerequisites for some upper-level chemistry courses.

In addition to these course requirements, 42 hours of professional education courses are required as defined by the Education Department.

REQUIREMENTS FOR THE BACHELOR OF ARTS— includes the requirements for the B.S. in Chemistry under any of the options above plus a world language through the intermediate level.

REQUIREMENTS FOR A CHEMISTRY MINOR—23 semester hours as follows:

CHEM 132	General College Chemistry I
CHEM 111	General Chemistry Laboratory I
CHEM 232	General College Chemistry II
CHEM 211	General Chemistry Laboratory II
CHEM 331	Organic Chemistry I
CHEM 321	Organic Chemistry Laboratory I
CHEM 332	Organic Chemistry II
CHEM 322	Organic Chemistry Laboratory II
CHEM 336	Analytical Chemistry
CHEM 328	Analytical Chemistry Laboratory

Description of Courses

All prerequisite courses listed below must be passed with a minimum grade of "C".

CHEM 110. Introduction to General Chemistry Laboratory

CHEM 110 is a laboratory course designed to accompany CHEM 131. This course will reinforce selected concepts covered in CHEM 131 lecture that are necessary for further work in CHEM 132 and CHEM 111. Emphasis is placed on introducing the student to basic laboratory techniques, data manipulation and analysis used in the general chemistry laboratory. The student will also learn the proper way to maintain a lab notebook and to write scientific laboratory reports. This course is intended for science majors needing to prepare for CHEM 132 and CHEM 111. It does not count toward the chemistry major but does satisfy the General Education science lab requirement. Required course materials: Textbook and lab kit. Prerequisite: Two years of high school algebra and Math ACT \geq 20 or completion of MATH 131. Co-requisite: CHEM 131. Credit, 1 hour.

CHEM 111. General Chemistry Laboratory I

Laboratory to accompany CHEM 132. This course provides the student with an introduction to laboratory work. Students will learn about the use of basic glassware and equipment and safety. Students will also learn the proper method to record data and maintain a laboratory notebook and perform chemical analyses to reinforce concepts introduced in CHEM 132. Three laboratory hours per week. Co-requisite: CHEM 132. Credit, 1 hour. Offered fall and spring semesters.

CHEM 131. Introduction to General Chemistry

Chemistry 131 is an introductory general chemistry course intended for students who have little or no chemistry background. This course is specifically designed to prepare students for CHEM 132-General Chemistry I. It is both a conceptual and mathematical course that covers atomic and molecular structure, the periodic table, chemical systematic naming schemes, chemical reactions, stoichiometry, gasses, solutions, acid/bases, and an introduction to oxidation/reduction, chemical equilibrium, and nuclear chemistry. This course will also partially satisfy a requirement of Section III of the General Education Curriculum. Prerequisite: Two years of high school algebra and Math ACT ≥ 20 or completion of MATH 131. Co-requisite: CHEM 110. Credit, 3 hours. This course provides no credit toward a chemistry major or minor.

CHEM 132. General College Chemistry I

A foundation course forming the basis of the other more specialized chemistry courses. Fundamental principles and theories of chemistry, chemical calculations, and the properties of the more important elements are stressed. Three lectures per week. Prerequisite: ACT Math of ≥ 23 . If ACT Math < 23 , students are required to take MATH 132 (passing with at least a C grade). This course will also partially satisfy a requirement of Section III of the General Education Curriculum. If students do not have at least 1 year of high school chemistry, students are strongly encouraged to take CHEM 131 & 110. Credit, 3 hours. Offered fall and spring semesters.

CHEM 140. Chemistry of Everyday Life

A general education course that introduces students to the principles of chemistry as applied to everyday life. Intended for students who have never taken a chemistry course and would like to learn what chemistry is and how it affects the world we live in. This course requires minimal mathematical work. This course includes both lecture and laboratory. Required course material: textbook and lab kit. This course provides no credit toward a chemistry major or a minor. Prerequisite: None. However, students with an ACT Math of < 18 are strongly encouraged to complete MATH 131 before taking CHEM 140. Credit, 4 hours. Offered fall and spring semesters.

CHEM 211. General Chemistry Laboratory II

Laboratory for CHEM 232. Three laboratory hours per week. Prerequisite: CHEM 111. Corequisite: Enrollment in CHEM 232 or consent of the instructor. Credit, 1 hour. Offered fall and spring semesters.

CHEM 232. General College Chemistry II

A continuation of CHEM 132 emphasizing equilibrium, solution chemistry, thermodynamics, electrochemistry, descriptive inorganic chemistry and elementary organic chemistry. Prerequisite: CHEM 132 or special examination and consent of instructor. Three lectures per week. Credit, 3 hours. Offered fall and spring semesters.

CHEM 321. Organic Chemistry Laboratory I

Laboratory for CHEM 331. The laboratory experiments introduces organic lab skills and techniques used in the preparation, separation, purification, identification, and study of the properties of organic compounds. Emphasis on small scale and green chemistry. Three laboratory hours plus 1 hour of pre-lab meeting per week. Prerequisite: CHEM 211 Corequisite: CHEM 331. Credit, 2 hour. Offered fall semesters.

CHEM 322. Organic Chemistry Laboratory II

Laboratory for CHEM 332. A continuation of CHEM 321 with emphasis on synthesis that highlights the concepts learned in lecture. Emphasis on small scale and green chemistry. Three laboratory hours plus 1 hour of pre-lab meeting per week. Prerequisite: CHEM 321, 331, Corequisite: CHEM 332. Credit, 2 hours. Offered spring semesters.

CHEM 328. Analytical Chemistry Laboratory

Laboratory to accompany CHEM 336. Emphasis on volumetric techniques and data handling and statistical analysis using Microsoft Excel. Selected instrumental techniques will be introduced. Three laboratory hours plus 1 hour of pre-lab meeting per week. Prerequisite: CHEM 211. Co-requisite: CHEM 336. Credit, 2 hours. Offered spring semesters.

CHEM 331. Organic Chemistry I

This course introduces students to the fundamental concepts necessary for understanding organic molecules. Include nomenclature, conformational analysis, stereochemistry, functional groups, isomerism, spectroscopy, reactions of alkanes, cycloalkanes, alkenes, alkynes, alcohols, and alkyl halides. Mechanistic theory of organic chemical reactions in the context of acid-base, free radical reactions, nucleophilic substitution, elimination, and electrophilic addition reactions are studied. Three lectures per week. Prerequisite: CHEM 232. Credit, 3 hours. Offered fall semesters.

CHEM 332. Organic Chemistry II

This course is a continuation of CHEM 331. Further study of the chemistry of carbon compounds from a functional group perspective including nomenclature, properties, reactions and synthesis of conjugated dienes, aromatics, organometallics, alcohols, phenols, ethers, aldehydes and ketones, carboxylic acids and derivatives, and amines are covered. Mechanisms include electrophilic aromatic substitution and nucleophilic addition. Three lectures per week. Prerequisite: CHEM 331. Credit, 3 hours. Offered spring semesters.

CHEM 336. Analytical Chemistry

A study of the fundamental principles of quantitative analysis including gravimetric and volumetric analyses and statistical evaluations of measurements. Introduction to selected instrumental techniques is included. Three lectures per week. Prerequisites: CHEM 232 and 211. Credit, 3 hours. Offered fall semesters.

CHEM 345. Survey of Physical Chemistry

A study of the main aspects of physical chemistry, including properties of gases, thermodynamics, kinetics and quantum mechanics. Prerequisites: MATH 140, CHEM 336, 328, and PHYS 242. Credit, 4 hours (3 hours lecture and 3 hours lab). Offered spring semester of even years.

CHEM 401. Chemistry and Crime

From the crime scene to the lab to the courtroom, chemistry plays a central role in forensic science and thus a working knowledge of the science or "chemical literacy" is important for success. This class introduces basic concepts of chemistry by highlighting how it is used to solve crimes. Criminal investigations are methodical, process-oriented, and often require an understanding of both large-scale and small-scale observations—characteristics familiar to chemists. This Integrated Studies course includes a laboratory component and thus fulfills a requirement in Section IIIB of the General Education Curriculum. Credit, 4 hours. Offered as needed.

CHEM 402. Chemistry, Health and Wellness (Integrated Studies)

This integrated studies course provides students with a general knowledge of chemistry as applied to the area of health and wellness. Students learn about scientific measurement, nomenclature, matter and energy, atomic theory, the periodic table, gas laws, chemical bonds, quantitative relationships in chemical reactions, and properties of water, acids, bases, and solutions. This course assumes no prior background in chemistry and requires minimal mathematical work (background equivalent to MATH 131). This Integrated Studies course includes both lecture and laboratory component and fulfills a requirement in Section IIIB of the General Education Curriculum. However, it does not provide credit toward chemistry or health major or a minor. Textbook and lab kit required. Credit, 4 hours.

CHEM 411. Physical Chemistry Laboratory I

Laboratory experiments providing experience in thermodynamic properties and measurements. corequisite: CHEM 431. Credit 1 hour. Offered fall semesters.

CHEM 412. Physical Chemistry Laboratory II

Continuation of CHEM 411 including kinetic and spectroscopic experiments. Corequisite: CHEM 432. Credit 1 hour. Offered spring semesters.

CHEM 413. Teaching Practicum in Chemistry

This course provides students with hands-on experience in assisting in the supervision of laboratory courses. Students will receive a formal introduction to chemical safety and practical experience in preparing and handling chemical materials. One lecture hour plus three hours of practicum per week. (CHEM 413 counts for credit only in Option III of the major for those pursuing Teacher Certification.) Prerequisite: Consent of instructor. Credit, 1 hour. (May be repeated). Offered fall and spring semesters.

CHEM 428. Instrumental Analysis Laboratory

Laboratory to accompany CHEM 436, Instrumental Analysis. A laboratory course using selected experiments to illustrate the application of instrumental techniques using NMR, IR, UV-VIS, and AA spectroscopy. Three laboratory hours per week. Corequisite: CHEM 436. Credit, 2 hours. Offered concurrently with CHEM 436.

CHEM 431. Physical Chemistry I

A study of the principles and applications of thermodynamics, equilibria, gases, and solutions. Prerequisite: MATH 140 & 240, CHEM 336 & 328, and PHYS 242. Credit 3 hours. Offered fall semesters.

CHEM 432. Physical Chemistry II

A study of the principles and applications of the kinetic molecular theory of gases, reaction kinetics, and quantum mechanics. Prerequisite: CHEM 431 or consent of instructor. Credit 3 hours. Offered spring semesters.

CHEM 434. Inorganic Chemistry

A study of modern theoretical and descriptive inorganic chemistry with emphasis on physical and chemical principles. Three lectures per week. Prerequisite: completion of a minimum of 12 hours of 300 level or higher chemistry to include CHEM 336 or consent of instructor. Credit, 3 hours. Offered spring semester.

CHEM 436. Instrumental Analysis

A study of the theory and instrumentation used in modern qualitative and quantitative analysis, including instrumental separation techniques. Three lectures per week. Prerequisites: CHEM 336, 328, and 431 or 345 or consent of the instructor. Credit, 3 hours. Offered annually upon sufficient demand.

CHEM 490. Senior Research Project

Working under the direction of a faculty advisor, the student completes a senior project through literature and experimental research in chemistry and upon completion of the research, the student prepares a final written report and an oral presentation. Prerequisites: CHEM 331, 321, 336, 328. Pre- or corequisite: CHEM 431 or CHEM 345. Honors Research may be conducted as part of this course. (See department chairperson for honors research requirements). Credit, 1-3 hours. May be repeated for up to three hours credit. Registration for more than one hour credit requires the approval of department chairperson.

CHEM 491. Selected Topics in Chemistry

A study of selected topics in chemistry of current interest in a specified area of chemistry, such as organic synthesis with spectroscopy or introduction to polymer chemistry and spectroscopy. Prerequisites: a minimum of fifteen hours of chemistry.

**THE DEPARTMENT OF
COMMUNICATION, JOURNALISM, AND THEATRE ARTS**

Departmental Prerequisite Policy Statement

Communication and Theatre Arts majors must achieve a grade of “C” or higher in prerequisite courses. Transfer students may have the pattern of prerequisites altered at the discretion of the department chair.

Communication Arts Program

Purpose Statement

The Communication Arts program provides students from all disciplines with the opportunity and training to improve their verbal and written communication skills. Students gain an appreciation of cultural heritage as it is revealed through the study of traditional and contemporary communication texts, including written and spoken discourse, literature, film, television, music, and advertising. Students learn to become effective and ethically responsible communicators, who can design, express, interpret and evaluate functional messages in a variety of contexts, including personal, social, political, religious and organizational settings.

Program Goals

1. To assist communication arts students as they develop their critical, analytical, and problem solving skills.
2. To assist communication arts students as they develop their writing and presentational skills.
3. To provide communication arts students with a basic knowledge of broadcast technology.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN COMMUNICATION ARTS—37 semester hours as follows:

CORE:

COMM 130	Interpersonal Communication
COMM 131	Introduction to Mass Media
COMM 230	Introduction to Public Speaking
COMM 330	Interviewing
COMM 332	Small Group Communication
COMM 418	Senior Colloquium
COMM 432	Theories of Persuasion
COMM 434	Communication Theory
COMM 450	Communication Criticism

An additional twelve hours of credit shall be chosen from any of the following courses, with approval of the student’s advisor. Journalism minors cannot use JOUR 231, 233, 336, 339 and 416 as electives for the Communication Arts major.

JOUR 231	Print and Web Journalism
JOUR 233	Graphic Design
IDC 235	Introduction to Video Production
COMM 238	Radio Broadcasting
COMM 333	Argumentation and Debate
COMM 334	Introduction to Television Journalism
IDC 335	Advanced Video Production
JOUR 336	Writing for the Mass Media
COMM 339	Media Law
COMM 431	Film I
COMM 433	Senior Studies
COMM 435	Film II
COMM 436	Coaching and Managing Forensics Programs
COMM 438	Film III
COMM 439	Film IV
COMM 490	Special Topics in Communication
COMM 491	Internship
COMM 412	Forensics
COMM 415	Television Production Practicum
COMM 416	Journalism Practicum

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN COMMUNICATION ARTS – includes the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR SECONDARY TEACHER CERTIFICATION IN SPEECH/MEDIA COMMUNICATIONS—40 semester hours as follows:

COMM 130	Interpersonal Communication
COMM 131	Introduction to Mass Media
COMM 230	Introduction to Public Speaking
IDC 235	Introduction to Video Production
IDC 415	Video Production Practicum
COMM 332	Small Group Communication
COMM 333	Argumentation and Debate
COMM 418 or THTR 418	Senior Colloquium
COMM 436	Coaching and Managing Forensics Programs
THTR 130	Introduction to Theatre
THTR 131	Acting I
THTR 235	Stagecraft
THTR 331	Scene Design
THTR 431	Principles of Directing

Plus Three Semester Hours of THTR 410 Theatre Practicum

Teacher Certification candidates must also complete 42 hours of professional education courses.

REQUIREMENTS FOR A MINOR IN COMMUNICATION ARTS—21 semester hours as follows:

COMM 130	Interpersonal Communication
COMM 131	Introduction to Mass Media
COMM 230	Introduction to Public Speaking
COMM 330	Interviewing

Plus nine hours of elective course work in Communication Arts.

Journalism minors cannot use JOUR 231, 233, 336, 339 and 416 as electives for the Communication Arts minor.

REQUIREMENTS FOR A MINOR IN INTEGRATED DIGITAL COMMUNICATION – 21 semester hours as follows:

CORE:

IDC 131.	Introduction to Integrated Digital Communication
IDC 230.	Audience Insight
IDC 231.	Creative Strategy in Advertising
IDC 235.	Introduction to Video Production

Plus nine hours of elective course work from the following courses:

Journalism majors/minors cannot use JOUR 233 or 339.

IDC 330.	21st Century Communication: Social Media
IDC 335.	Advanced Video Production
IDC 336.	Documentary Film
IDC 415.	Video Production Practicum
IDC 490.	Special Topics
JOUR 233.	Graphic Design
JOUR 333.	Advanced Graphic Design
JOUR 339.	Media Law
JOUR 430.	Media, Technology, and Society

Journalism and Public Relations Program

Purpose Statement

The Journalism & Public Relations program provides students from all disciplines with the opportunity and training to improve their verbal and written communication skills by gaining a knowledge of journalism and public relations. Students will understand the professions, processes, and practices of journalism and public relations through the study of print media, online media, media law, design, advertising, and internship opportunities. Students learn to become effective and ethically

responsible journalists and public relations practitioners in diverse settings in the public and private sector.

Program Goals

1. To prepare students to work as professional journalists and public relations practitioners and to assume leadership positions in the professions.
2. To develop the skills essential for journalism and public relations, specifically the ability to write, report, edit, and design publications.
3. To provide students with the knowledge of the history of mass media, relevant laws and ethics of the professions, instilling in students a high degree of professionalism.

REQUIREMENTS FOR A MAJOR IN JOURNALISM AND PUBLIC RELATIONS – 40 semester hours as follows:

Required core courses – 25 hours:

JOUR 130	Introduction to Journalism and Public Relations
JOUR 230	Public Relations Writing
JOUR 231	Print and Web Journalism
JOUR 233	Graphic Design
JOUR 339	Media Law
JOUR 418	Senior Colloquium
JOUR 430	Media, Technology and Society
COMM 330	Interviewing
Three semester hours of JOUR 416 – Journalism Practicum	

Three courses (9 hours) selected from the following:

JOUR 330	Editing for Print and the Web
JOUR 331	Public Relations and Advertising
JOUR 332	Magazine and Feature Writing
JOUR 333	Advanced Graphic Design
JOUR 336	Writing for the Mass Media
JOUR 431	New Media and Online Content
JOUR 432	Public Relations Management
COMM 333	Argumentation and Debate
COMM 334	Introduction to Television Journalism

Plus 6 additional hours of elective work from the following:

ART 334	Photography
BADM 451	Marketing Communications and Public Relations
IDC 235	Introduction to Video Production
COMM 238	Radio Broadcasting
COMM 433	Senior Studies (Journalism Emphasis)
COMM 490	Special Topics (Journalism Emphasis)
COMM 491	Internship
POLS 233	American National Government

REQUIREMENTS FOR A MINOR IN JOURNALISM AND PUBLIC RELATIONS – 24 semester hours as follows:

Required core courses – 18 hours

JOUR 130	Introduction to Journalism and Public Relations
JOUR 230	Public Relations Writing
JOUR 231	Print and Web Journalism
JOUR 233	Graphic Design
JOUR 339	Media Law
Three semester hours of JOUR 416 Journalism Practicum	

Plus 6 hours of elective course work from the following:

JOUR 330	Editing for Print and the Web
JOUR 331	Public Relations and Advertising
JOUR 332	Magazine and Feature Writing
JOUR 333	Advanced Graphic Design
JOUR 336	Writing for the Mass Media
JOUR 430	Media, Technology and Society

JOUR 431	New Media and Online Content
JOUR 432	Public Relations Management
ART 334	Photography
BADM 451	Marketing Communications and Public Relations
COMM 330	Interviewing
IDC 235	Introduction to Video Production
COMM 238	Radio Broadcasting
COMM 333	Argumentation and Debate
COMM 334	Introduction to Television Journalism
POLS 233	American National Government

Theatre Arts Program

Purpose Statement

The Theatre Arts Program is dedicated to the practice and understanding of the art of theatre. Students gain a fundamental understanding and appreciation of theatre performance, history, literature, design, and technology. Through classroom and performance work, students learn to express themselves and to function as creative, responsible artists with an appreciation for diverse views and an understanding of the contributions of theatre to community and society.

Program Goals

1. To foster an appreciation for the art of theatre, its literature, history and its social and cultural significance.
2. To nurture and refine the abilities of students as creative artists and critical thinkers.
3. To assist students as they develop their performance, production and design skills.
4. To prepare students for graduate studies or a career in theatre or related fields.
5. To develop student leadership and organizational skills.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN THEATRE ARTS – 38 semester hours as follows:

CORE:

THTR 130	Introduction to Theatre
THTR 131	Acting I
THTR 135	Theatrical Design
THTR 235	Stagecraft
THTR 312	Theatre Management Lab
THTR 334	Stage Management
THTR 418	Senior Colloquium
THTR 433	Theatre History
THTR 431	Principles of Directing

Plus three semester hours of:

THTR 410	Theatre Practicum
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12 hours of credit shall be chosen from the following courses, with approval of the student's advisor.

THTR 232	Acting II
THTR 237	Make-up and Costuming
THTR 331	Scene Design
THTR 332	Lighting and Sound Design
THTR 336	Acting Styles
THTR 417	Character Improvisation Lab
THTR 432	Summer Theatre
THTR 435	Arts Administration
THTR 437	Character Improvisation
THTR 490	Independent Study
THTR 491	Professional Internship
THTR 492	Special Topics in Theatre

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN THEATRE ARTS – includes the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN THEATRE ARTS—21 semester hours as follows:

THTR 130	Introduction to Theatre
THTR 131	Acting I
THTR 235	Stagecraft
THTR 334	Stage Management
THTR 431	Principles of Directing

Plus three semesters of THTR 410 Theatre Practicum
Plus one additional class in Theatre Arts, 300 level or above

Description of Courses**COMM 130. Interpersonal Communication**

A course designed to help students gain insight into and improve their interpersonal skills and relationships with others. Attention is placed on studying and evaluating communication variables in work, school, family and social settings. Credit, 3 hours. Offered every semester.

COMM 131. Introduction to Mass Media

An introduction to American popular culture from 1945 to the present. This course examines the role of television, film and popular music in shaping and reflecting contemporary American history and culture. Credit, 3 hours. Offered every semester.

COMM 230. Introduction to Public Speaking

An introductory course designed to help students effectively research, organize, construct and deliver their ideas in a variety of speech forms. Other topics include critical listening, audience analysis and language usage. Credit, 3 hours. Offered every semester.

COMM 238. Radio Broadcasting

This course is designed to teach students the skills necessary to announce for radio. The focus will be on programming, underwriting, scripting, and radio interviewing. Participation with the campus radio required. Credit, 3 hours. Offered as needed.

COMM 330. Interviewing

This course is designed to introduce students to the professional interviewing process. The focus is on interviews in a business and professional setting with special emphasis given to the employment interview. Units of instruction include: interviewee strategies, interviewer strategies, appraisal interviews, exit and discipline interviews, survey interviews and persuasive interviews. Credit, 3 hours. Offered every spring semester.

COMM 332. Small Group Communication

This class combines theories of small group communication with practical application to prepare students interpersonally for meetings, committees, boards, and other small group settings found in the workplace. Topics include bargaining and negotiating, conflict resolution, and leadership skills. Prerequisite: COMM 230. Credit, 3 hours. Offered every fall semester.

COMM 333. Argumentation and Debate

An introduction to the principles of argumentation and academic debate. The course is designed to develop the student's ability to think critically and speak persuasively. Students participate in required classroom debates. Credit, 3 hours. Offered every fall semester.

COMM 334. Introduction to Television Journalism

This course is designed to inform students of the process of news reporting for television from start to finish. The focus is on finding, writing, editing and delivering the news on-camera. Prerequisite: IDC 235. Credit, 3 hours. Offered as needed.

COMM 401. Film as Art

This course, offered in tandem with ART 401, is an introduction to the relationship between art and narrative film, including dramatic and visual elements, theme and focus. Topics covered include the materials and methods of filmmaking, the major styles and genres of film and the relationship of film to art and artistic methods. Students learn the techniques (camera position, angle and movement, lighting, set design, editing, and film symbolism) which directors use to control film meaning and audience response. Students learn visual design elements and principles, and their practical application. Works reviewed will represent a variety of styles from multiple periods and cultures. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

COMM 402. Religion and Film

This course, taught in tandem with RELG 402, examines the relationship between American religious culture and American film culture during the twentieth century. Specific attention is focused on: 1) the ways in which America's religious thought and traditions have influenced the form and function of film and 2) the ways in which America's film culture has reflected and/or challenged our dominant religious beliefs and values. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

COMM 403. Argument and Culture

This course is designed to increase the students' critical thinking skills through the use of argumentation in a variety of settings. The student will become aware of the different spheres of argument and how they are both different and interact with each other. This will be accomplished through a variety of reading and writing assignments in which the student will be expected to apply the concepts of argumentation to topics found in the general culture. Emphasis will be placed on the students' ability to clearly state their position (clarity). Additionally, students will be expected to fully research their position and be able to use their research appropriately (discernment). Finally, students will be expected to be able to apply the general concepts of critical thinking and argumentation to the specific spheres found in the general culture (integration). Argumentative spheres to be studied will include, but not be limited to: argumentation in law, argumentation in science, argumentation in religion, argumentation in politics. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

COMM 404. Examining Contemporary Christian Music

This course, taught in tandem with MSMN 404, offers an interdisciplinary examination of the roots, development, theology, and direction of Contemporary Christian music. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered each year.

COMM 405. Listening and Nonverbal Communication

This course focuses on the development of listening and nonverbal theory and skills. This course focuses on the study of theory and research as it relates to the process of listening in human communication. Students who successfully complete this course will gain a better understanding of the physiological and psychological aspects of the listening process, how these aspects impact listening behavior, and how to improve one's own listening skills in both personal and professional contexts. The university Quality Enhancement Plan (QEP) to promote critical thinking will be utilized in this course through various assignments that will require critical thinking in reading, writing and information literacy. This Integrated Studies course fulfills a requirement in Section VI, Social and Professional Awareness, of the General Education Curriculum. Credit, 3 hours. Offered as needed.

COMM 412. Forensics (Competitive Speech and Debate)

This course provides students with the opportunity to travel and compete in regional and national level collegiate speech and debate tournaments. This course may be repeated twice. Credit, 1 hour. Offered every semester.

COMM 418. Senior Colloquium

All majors are required to demonstrate their expertise through a public presentation during one of the last two semesters before graduation. The subject will be of the student's choosing with departmental approval. Each student will work closely with a Communication and Theatre Arts faculty mentor who specializes in the chosen subject. Students may choose to showcase their skills in the performing arts or may choose to present a paper detailing research they have conducted. Students must present their work before an audience of the Communication and Theatre Arts faculty. This presentation serves as the exiting examination for the department. Credit, 1 hour. Offered every semester.

COMM 431. Film I: The Silent Era

This course surveys significant American and international films and filmmakers from 1895 to 1930. Course topics include: the origins motion pictures, the films of the Edison Company, D.W. Griffith, Charles Chaplin, German Expressionism, early French and Russian cinema and the arrival of sound. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other fall semester.

COMM 432. Theories of Persuasion

Designed to aid students in becoming more critical receivers and users of persuasive communication. The course focuses on persuasion theories and methods of evaluating oral and visual forms of communication. The course is designed to develop the student's ability to think, listen, write and speak critically. Credit, 3 hours. Offered every fall semester.

COMM 433. Senior Studies

A rotating topics course dealing in current problems, topics and areas of research in the fields of Communication, Media and Broadcasting. Topics include Animation History, Advanced Radio Broadcasting, Documentary Film, Rock and Roll History, and Comic Books and Culture. Prerequisite: Consent of instructor. May be repeated once for credit when topic varies. Credit, 3 hours. Offered as needed.

COMM 434. Communication Theory

This course is designed to familiarize students with the major research paradigms in the field of human communication. Topics include: Anglo-American perspectives, and contemporary Continental perspectives. Each perspective is described with its respective paradigmatic assumptions; strengths and weaknesses associated with each perspective are explored. Prerequisite: COMM 130. Credit, 3 hours. Offered every spring semester.

COMM 435. Film II: The Golden Age

This course surveys significant American and international films and filmmakers from 1930 to 1960. Course topics include: the Hollywood Studio System, the Gangster Movie, the Horror film, films of WWII, films of the Cold War Era, Film Noir, Social Realism and Italian Neorealism. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 436. Coaching and Managing Forensics Programs

This course is designed for high school teacher education majors and for future collegiate forensic directors. The student is provided the opportunity to study various forensic event formats including National Forensic League (NFL), American Forensic Association (AFA), National Forensic Association (NFA), Cross Examination Debate Association (CEDA), National Debate Tournament (NDT), Pi Kappa Delta (PKD), and Delta Sigma Rho (DSR). Students will also have the opportunity to learn various aspects of forensic program management including budgeting, tournament management, and coaching philosophy. Credit, 3 hours. Offered as needed.

COMM 438. Film III: The Modern Age

This course surveys significant American and international films and filmmakers from 1960 to the 1990. Course topics include: Stanley Kubrick, the French New Wave, Mel Brooks, Woody Allen, Francis Ford Coppola, Martin Scorsese, the "Lucas-Spielberg Revolution" and New German Cinema. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 439. Film IV: Contemporary Film

This course surveys significant American and international films and filmmakers from 1990 to the present. Course topics include: Tim Burton, the Coen Brothers, Ang Lee, the rise of independent filmmaking, British Cinema, the animation boom, and digital technology. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 450. Communication Criticism

An examination of classical and contemporary principles of rhetorical criticism and the preparation of critical/systematic investigations for the purpose of better understanding human responses to symbolic acts and artifacts. Emphasis is on oral, written and media texts in the discipline of communication and cultural studies. Credit, 3 hours. Offered every spring semester.

COMM 490. Special Topics in Communication

Designed to allow the student to enroll in classes that are not normally scheduled. Suggested topics include: History and Criticism of Television, Public Relations, Mass Media and Politics, Communication Criticism, Family Communication, and others as interest is expressed. May be repeated once for credit when the topic varies. Credit, 3 hours. Offered as needed.

COMM 491. Internship

This course is designed to provide students with the opportunity to earn academic credit for practical work experience and training in the fields of radio and television broadcasting, print journalism, advertising, public relations or other areas of public communication approved by the Department. Three, six, or twelve academic hours can be earned, depending upon the requirements of the approved internship, and the recommendation of the student's advisor. Students cannot register for COMM 491 until they have successfully completed all appropriate applications and interviews leading to the securing of an internship. This course is offered on an arranged basis. Prerequisite: Departmental approval.

IDC 131. Introduction to Integrated Digital Communication

This course introduces the fundamentals of integrated digital and strategic communication efforts. General focus is on consistency of messaging within the variety of communication tools available to the contemporary practitioner – audience analysis, branding, advertising, social/digital/interactive media, and public relations. Credit, 3 hours. Offered Fall semesters.

IDC 230. Audience Insight

Explore emotional branding, internal and external influences on consumer behavior, and group identity within the context of media development for a variety of audiences. This course will also provide students with a fundamental understanding of market research principles and ethnographic study. Prerequisite: IDC 131. Credit, 3 hours. Offered spring semesters.

IDC 231. Creative Strategy in Advertising

Students will take a comprehensive look at the fundamentals of conceiving and executing an advertising campaign that uses both traditional and digital media. Special emphasis will be placed on the study of exceptional campaigns of today and on student-designed creative pieces based on a creative strategy. Prerequisite: IDC 131. Credit, 3 hours.

IDC 235. Introduction to Video Production

This class will introduce students to the basics of video production including the use of video and audio equipment, field and studio production practices, and video editing techniques. The class will consist of lectures and lab sections for hands on instruction and practice. Students will create their own short video projects in small groups and individually. Credit: 3 hours. Offered every semester.

IDC 330. 21st Century Communication: Social Media

Facebook, Twitter, Tumblr, YouTube, Instagram, LinkedIn – From personal branding to strategic communications, social media dominates the landscape of 21st century communication. Discover how to create a social media campaign, explore the power of viral video and develop the necessary skills to become a social media savvy professional. Credit, 3 hours. Offered every spring semester.

IDC 335: Advanced Video Production

This course builds upon skills learned in IDC 235 and applies those skills to student directed and produced video productions. Students will work as a production team and individually to conceive and produce videos for campus groups and departments. This work will include meeting with campus organizations (clients) to produce public service announcements, music videos, short biographical and narrative films, etc. Students will have the opportunity to work in all aspects of preproduction, production, and post production. Prerequisite: IDC 235. Credit: 3 hours. Offered every spring semester.

IDC 336: Documentary Film

This course introduces students to the media of documentary film. Students will explore documentary film as a form of non-fiction storytelling, and the role it plays in reflecting and informing society. The course will also concentrate on the elements of storytelling which students will be using while they produce their own short documentary films. Prerequisite: IDC 235. Credit: 3 hours. Offered every fall semester.

IDC 415: Video Production Practicum

This course provides practical experience in advanced video production, including sound and video editing, graphic design, special effects, scripting, and directing. This course may be repeated twice. Prerequisite: IDC 235. Credit: 1 hour. Offered every semester.

IDC 490: Special Topics

This course is designed to allow students to enroll in classes that are not normally scheduled. Suggested topics include: Screenwriting In a Digital Age, Advanced Creative Strategy, and Campaigns. May be repeated once for credit when the topic varies. Credit: 3 hours. Offered as needed.

JOUR 130. Introduction to Journalism and Public Relations

This course provides students with an introduction to career opportunities in the field of journalism. Discussions of various professions in journalism and public relations, career paths, and required skills. Skills discussed include: writing for print and electronic media under deadline, information gathering, interviewing, and editing. Credit, 3 hours. Offered every semester.

JOUR 230. Public Relations Writing

This course focuses on developing the essential writing capabilities needed to complete a wide variety of projects in the public relations profession. It is designed to help students gain experience in researching, interviewing, writing, and producing materials used by public relations practitioners. These include biographies, press releases, fact sheets, backgrounders, newsletters, brochures, speeches, etc. Prerequisite: JOUR 130 or instructor's consent. Credit, 3 hours. Offered spring semester of even years.

JOUR 231. Print and Web Journalism

This course is designed to introduce students to writing in a professional environment for the mass media. The emphasis of this course is placed on writing and editing news stories for both print and the Web. This includes writing various news stories under deadline while conforming to AP Style and implementing journalistic principles. Prerequisite: JOUR 130 or instructor's consent. Credit, 3 hours. Offered every spring semester.

JOUR 233. Graphic Design

An introductory course designed to help students understand the visual aspect of communication. Emphasis is placed upon graphic design, typography, photography, and publication design. Additional topics discussed include printing and production techniques common to the mass media environment. Credit, 3 hours. Offered as needed.

JOUR 330. Editing for Print

This course gives students practice in judging news and editing copy to meet generally accepted journalism and AP style. This course will also discuss the role of the editor in selecting news for dissemination to the public and the role of the editor as a leader/manager. Prerequisites: JOUR 130 and JOUR 233. Credit, 3 hours. Offered spring semester of odd years.

JOUR 331. Public Relations and Advertising

This course studies advertising, sales promotion, and the importance of public relations with respect to marketing management. Areas covered include the psychology of advertising; the selection of media; the role of public relations as it relates to marketing; and the economic, social, and ethical effects of advertising. Prerequisite: JOUR 230. Credit, 3 hours. Offered as needed.

JOUR 332. Magazine and Feature Writing

This course gives students practice in writing features and in-depth magazine articles. Topics discussed include the nature and functions of magazines, feature article writing and editing, identifying article ideas and writing query letters. Students will take their projects through the writing, editing and placement process. Prerequisite: JOUR 130. Credit, 3 hours. Offered fall semester of even years.

JOUR 333. Advanced Graphic Design

This course provides principles and practice in the visual aspect of communication in regard to magazine and newspaper layout. Emphasis on graphic design, typography, illustration and photography, printing and digital production techniques and the overall publication design process. Credit, 3 hours. Offered as needed.

JOUR 336. Writing for the Mass Media

This course is designed for students who want to learn about professional writing opportunities and who are committed to professional and personal growth as writers in a variety of media styles. The focus is on writing the personal essay, feature stories, interviewing, press releases, and critical media reviews. Credit, 3 hours. Offered every fall semester.

JOUR 339. Media Law

This course is designed to develop a student's understanding of legal issues affecting print and electronic media. Emphasized topics include copyright, libel, privacy, freedom of the press, obscenity, and broadcast regulation. Other topics include ethical standards and self-regulation. Credit, 3 hours. Offered as needed.

JOUR 416. Journalism Practicum

This course provides practical experience in writing and editing news stories in a professional environment. The focus of this practicum is typically placed upon writing various news stories under deadline for the campus newspaper or another similar news or public relations organization. Students can also gain practical experience in photography and publication design. This course may be repeated twice. Prerequisite: JOUR 231 or JOUR 230. Credit, 1 hour. Offered every semester.

JOUR 418. Senior Colloquium

All majors are required to demonstrate their expertise through a public presentation during one of the last two semesters before graduation. The subject will be one of the student's choosing with departmental approval. Each student will work closely with a faculty mentor who specializes in the chosen subject. Students may choose to showcase their portfolio or may choose to present a paper detailing research they have conducted. Students must present their work before an audience of the Communication and Theatre Arts faculty. This presentation serves as the exiting examination for the department. Credit, 1 hour. Offered every semester.

JOUR 430. Media, Technology, and Society

This course analyzes the development of the press and the role of mass communication in American history. This includes newspapers, magazines, radio, TV, cable, satellite, and the Internet. Media effects theories are presented and applied to current issues. Also, the course will discuss the development, impact, and importance of media organizations and of individual journalists in the United States. Prerequisite: JOUR 130 or instructor's permission. Credit, 3 hours. Offered every spring semester.

JOUR 431. New Media and Online Content

This course discusses advanced technical skills such as writing and editing for web-based mass communication. Students will gain experience in content management systems, podcasting, online video production, and writing hypertext information for web-based media. Students will apply this learning in a hands-on professional project. Prerequisite: COMM 231. Credit, 3 hours. Offered fall semester of even years.

JOUR 432. Public Relations Management

This course focuses on the organization and management of the public relations function in business, industry, various institutions and public relations firms. Students will develop skills in strategic public relations management based on an analysis of current and historical case studies. Prerequisite: JOUR 331. Credit, 3 hours. Offered as needed.

THTR 130. Introduction to Theatre

This course is designed to provide the student with an appreciation for the art of the theatre through a survey of theatre history, attendance at selected play productions, and involvement with the University of the Cumberland's Theatre productions. Credit, 3 hours. Offered every semester.

THTR 131. Acting I

An introduction to the craft of acting, including techniques employed in improvisation, scene study, and characterization. Credit, 3 hours. Offered fall semester of odd years.

THTR 135. Theatrical Design

This course is designed to introduce students to the elements and principles of Theatrical Design. It will include a history of design, drafting, and drawing for the stage, and introduction to lighting design. Credit, 3 hours. Offered fall semesters of even years.

THTR 232. Acting II

Provides opportunities for advanced work in the craft and art of acting. Further work in characterization, scene work and analysis. Credit, 3 hours. Offered spring semester of odd years.

THTR 235. Stagecraft

This course is designed to introduce the student to the practical aspects of technical theatre, including construction of properties and scenery, scenic painting, lighting, sound, costumes and the running of a production. Credit, 3 hours. Offered spring semesters of odd years.

THTR 237. Makeup and Costuming

This course is designed to introduce students to various styles and methods for stage makeup and theatrical costuming. Lecture and practical applications will be basis for this class. The student is required to apply makeup to his/her face. Credit, 3 hours. Offered fall semesters of even years.

THTR 312. Theatre Management Lab

Supervised practical experience through direct involvement in the University of the Cumberland's Theatre productions in a leadership role. Students can fulfill the lab's requirements through serving either in a stage management or arts management capacity. Credit, 1 hour. Offered every semester.

THTR 330. Summer Theatre

This course is intended to give students credit for working as part of the production team for a summer theatre season. Students will receive credit for working with the University of the Cumberland's Theatre for this course. Credit, 3 hours. Offered summer sessions as needed.

THTR 331. Scene Design

This course is designed to further student knowledge of Theatrical Design in the area of Scenery for the stage. Students will focus on ground plans, working drawings, renderings and models. Prerequisite: THTR 135 or Instructor's permission. Credit, 3 hours. Offered fall semesters of odd years.

THTR 332. Light and Sound Design

This course is designed to further students' knowledge of light and sound for the theatre. This class will develop working drawings for lighting designs and have both theoretical and practical applications for lights and sound. Prerequisite: THTR 135 or Instructor's Permission. Credit, 3 hours. Offered spring semesters of even years.

THTR 334. Stage Management

The objective of this course is to strengthen the students' understanding of the theatre as an organizational entity. Students will learn the fundamentals of stage management as they apply to the production process. Students will learn effective organizational skills and develop their leadership abilities. Credit, 3 hours. Offered fall semesters of odd years.

THTR 336. Acting Styles

This course is designed to study the performance styles of a particular playwright, period, or medium such as Shakespeare, Restoration or Musical Theatre. Work to include preparation of scenes and musical numbers. Prerequisite: THTR 131 and THTR 232. Credit, 3 hours. Offered fall semesters of even years.

THTR 401. Post-WWII European Drama

This course will consider the historical and social trends embedded within the non-realistic theatre movements in Europe after the Second World War. The course will ask students to understand the cultural fabric that was constructed in Europe after 1945. Students will read works by major International playwrights during this time period including: Harold Pinter,

Vaclav Havel, Fernando Arrabal, and Tom Stoppard. In addition to reading examples from dramatic literature, students will read supporting scholarly essays which contextualize the course's selected playwrights. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

THTR 410. Theatre Practicum

Practical experience is provided through involvement in the University of the Cumberland's Theatre productions. This course may be repeated to fulfill requirements. Credit, 1 hour. Offered every semester.

THTR 417. Character Improvisation Lab for Theatre in Diversion

Supervised practical experience in creating a theatre company and mentoring young artists. Participants will teach drama in the Court Designated Worker Program to area juvenile participants, using theatre improvisation to teach individual well-being, acceptance of social rules, and good decision-making skills to juvenile participants and oversee the production of a class showcase. Prerequisite: completion or current enrollment in THTR 437. Credit, 1 hour. Offered spring semester of even years.

THTR 418. Senior Colloquium

All majors are required to demonstrate their expertise through a public presentation during one of the last two semesters before graduation. The subject will be of the student's choosing with departmental approval. Each student will work closely with a Communication and Theatre Arts faculty mentor who specializes in the chosen subject. Students may choose to showcase their skills in the performing arts or may choose to present a paper detailing research they have conducted. Students must present their work before an audience of the Communication and Theatre Arts faculty. This presentation serves as the exiting examination for the department. Credit, 1 hour. Offered every semester.

THTR 431. Principles of Directing

A study of the theory and practice of directing plays, including selection of material, script analysis, casting, blocking, and actor-director relationships. Recommended prerequisites include THTR131 and THTR 235 or Instructor's permission. Credit, 3 hours. Offered spring semester of even years.

THTR 433. Theatre History

A survey of dramatic art and history from its earliest beginnings to the present. Credit, 3 hours. Offered spring semester of odd years.

THTR 435. Arts Administration

A course considering topics within the field of arts administration. This course will expose students to the operational, financial, and administrative tasks within an arts organization (such as theatre, opera, and dance). The course will refine students' ability to express the financial impact of artistic endeavors. Prerequisite: THTR 130 or instructor's permission. Credit, 3 hours. Offered spring semesters of odd years.

THTR 437. Character Improvisation

This course is a highly focused study for the advanced acting student, which uses research methods and techniques in conjunction with improvisation to explore characterization. Prerequisite: THTR 131 and THTR 232. Credit, 3 hours. Offered spring semester of even years.

THTR 490. Independent Study in Theatre

An independent study course designed to provide students with further work in an area of their choice. Credit, 3 hours. Offered as needed.

THTR 491. Internship

This course is designed to provide students with the opportunity to earn academic credit for professional work experience in the fields of technical theatre, scenic and lighting design and acting. Three, six or twelve academic hours can be earned, depending on the requirements of the approved internship and the recommendation of the student's advisor. Students cannot register for THTR 491 until they have successfully completed all appropriate applications and interviews leading to the securing of an internship. This course is offered on an arranged basis. Prerequisite: Junior or senior status and permission of the student's advisor.

THTR 492. Special Topics in Theatre

This course is designed to allow students to enroll in classes that are not normally scheduled. Suggested topics include: Theatre in Education, Masks, Costumes, Acting Technique, Puppetry, Playwriting, Creative Drama, Scene Painting, Computer Aided Design, Prop Construction, and others as interest is expressed. May be repeated once for credit when the topic varies. Credit, 3 hours. Offered as needed.

THE DEPARTMENT OF CRIMINAL JUSTICE

Purpose Statement

The purpose of a major in criminal justice is to prepare graduates for a career within the field of corrections and criminal justice. The program will enable students to communicate and practice effectively with clients and colleagues so that they may pursue lives of responsible service and leadership.

Program Goals

1. To provide students with a core knowledge base in criminal justice in order to prepare them for their chosen careers within the justice field and/or graduate studies.
2. To enhance understanding of the roles of society and law enforcement in response to deviant behavior.
3. To appreciate the diversity of humanity and understand how cultural factors impact consumers of the criminal justice system.
4. To strengthen critical thinking skills by fostering an understanding of deviance and clarifying personal values related to working with deviant populations.
5. To cultivate an understanding of qualitative and quantitative methods of research and writing applicable to the criminal justice field.

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University's School of Lifelong Learning (SLL) should consult SLL publications and their academic advisor for the availability and rotation of courses available for them in an online format.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE – 36 hours

Criminal Justice Core Courses (36 Hours):

Core Requirements (27 hours) – All of the following:

SOCI 131	Introduction to Sociology
CRJS 131	Introduction to Criminal Justice
CRJS 233	Corrections
CRJS 234	Policing
CRJS 331	Deviance and Society
CRJS 334	Society and Criminal Law
CRJS 338	Homeland Security
CRJS 431	Criminology
CRJS 434	Ethics in Criminal Justice

Core Electives (9 hours) – Three of the following:

CRJS 235	Police Patrol
CRJS 236	Probation and Parole
CRJS 336	Criminal Investigation
CRJS 337	White Collar Crime
CRJS 401	Child Abuse Investigation
CRJS 432	Criminal Victimization
CRJS 433	Juvenile Justice
CRJS 435	Death Investigation
CRJS 439*	Internship
CRJS 490*	Special Topics in Criminal Justice

*With permission of the Department Chair, CRJS 439 and CRJS 490 may be taken twice.

NOTE: Courses used as part of a concentration area (below) cannot be used as an elective in the 36-hour Core. Students may want to choose electives at the 300 or 400 level to ensure they take the 36 upper-level credit hours required for graduation.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN CRIMINAL JUSTICE – 54 hours

NOTE: Students completing a concentration in Criminal Justice do not need to complete a minor in order to graduate.

Completion of the Criminal Justice Core Courses (36 hours; See above.)

Completion of one of the following Areas of Concentration (18 hours)

Law Enforcement Management

ITSS 130	Application Software
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CRJS 235	Police Patrol
CRJS 337	White Collar Crime
PSYC 338	Industrial/Organizational Psychology
CRJS 432	Criminal Victimization
ITSS 431	Legal and Ethics

Criminal Profiling

PSYC 332	Adult Development
PSYC 333	Psychology of Personality
CRJS 401	Child Abuse Investigations
PSYC 435	Abnormal Psychology
CRJS 432	Criminal Victimization
CRJS 435	Death Investigations

Forensics

CHEM 140	Chemistry of Everyday Life
CRJS 401	Child Abuse Investigations
PSYC 434	Forensic Psychology
PSYC 435	Abnormal Psychology
CRJS 432	Criminal Victimization
CRJS 435	Death Investigations

Chaplain/Prison Ministries

MSMN 138	Understanding Cultures
CRJS 236	Probation & Parole
MSMN 337	Ministering to Individuals & Families
CRJS 401	Child Abuse Investigations
CRJS 432	Criminal Victimization
HSRV 432	Addictions and Recovery

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN CRIMINAL JUSTICE – to include the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE – 24 Hours

Criminal Justice Core Requirements (18 hours)

CRJS 131	Introduction to Criminal Justice
CRJS 233	Corrections
CRJS 234	Policing
CRJS 334	Society and Criminal Law
CRJS 338	Homeland Security
CRJS 431	Criminology

Two Additional Criminal Justice Electives (6 hours)

CRJS 235	Police Patrol
CRJS 236	Probation and Parole
CRJS 331	Deviance and Society
CRJS 336	Criminal Investigation
CRJS 433	Juvenile Justice
CRJS 434	Ethics in Criminal Justice
CRJS 439	Internship and Seminar
CRJS 490	Special Topics in Criminal Justice

Transfer Credit. Officers who have successfully completed the Kentucky Department of Criminal Justice’s Basic Training course (DOCJT) or similar programs from other states are able to receive up to 15 credit hours as Transfer Credit toward completing a Criminal Justice Degree at UC. The academy graduate must currently be employed by a law enforcement agency and be in good standing with their agency. The Officer must first enroll and be accepted as a student in the UC Criminal Justice Degree Program. The Officer must be able to present documentation from the DOCJT verifying graduation and also must submit a copy of their Peace Officers Professional Standards Certification. The officer must submit a letter of recommendation from a supervisor within the officer’s department. With appropriate documentation, transfer credits will replace the following courses:

CRJS 131	Introduction to Criminal Justice (3 credits)
CRJS 234	Policing (3 credits)

CRJS 235	Police Patrol (3 credits)
CRJS 334	Society and Criminal Law (3 credits)
CRJS 439	Internship and Seminar (3 Credits)

Description of Courses

CRJS 131. Introduction to Criminal Justice

This course provides a study of substantive criminal offenses in an effort to understand overall strategies for social wellbeing. Additionally the course reviews federal and state court systems, case law, and the impact of the Bill of Rights and later amendments to the United States Constitution. Credit, 3 hours. Offered fall and spring semesters.

CRJS 233. Corrections

This course examines the historical and contemporary structure of the corrections system in America. The function and types of punishment, both historical and contemporary, will be studied. Current issues confronting institutions of correction will be addressed. Prerequisite or Corequisite: CRJS 131. Credit, 3 hours. Offered fall semesters.

CRJS 234. Policing

This course examines the foundation and modern developments of policing in the United States. Special attention will be paid to patrolling and investigation, civil accountability and ethics, career options in policing at local, state, and federal levels, and the future of policing. Prerequisite: CRJS 131. Credit, 3 hours.

CRJS 235. Police Patrol

Police patrol divisions are considered to be the backbone of any police department. This course will focus upon the goals, objectives, and implementation of strategies to effectively patrol and investigate crimes. There will be an emphasis on police patrol functions under the philosophies of police professionalism, problem-oriented policing, and community policing. In addition, the responsibilities of the first responder are also addressed regarding emergency situations, patrol procedures, criminal investigations, traffic enforcement and accident reconstruction. Prerequisites: CRJS 131,234. Credit, 3 hours.

CRJS 236. Probation and Parole

This course provides an overview of probation and parole, focusing primarily on the duties and challenges that modern parole and probation officers face. Topics addressed include understanding and identifying the concepts of probation as part of the judicial process and parole as part of the prison/correctional system. Students will become familiar with the variety of roles and the legal decisions affecting probation and parole officers. Prerequisites: CRJS 131,233. Credit, 3 hours.

CRJS 331. Deviance and Society

This course studies the types, sources, and functions of deviant behavior. The social control mechanisms that have been established in response to societal deviance will be examined within the context of the criminal justice perspective. Prerequisite: CRJS 131. Credit, 3 hours. Offered fall semesters.

CRJS 334. Society and Criminal Law

This course provides a study of substantive criminal law and procedure, the federal and state court systems, and the United States Supreme Court case law, with special emphasis upon the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the U.S. Constitution. The relationship between participants in the criminal justice system (law enforcement, lawyers, judges, and accused defendants) with the rest of society is also examined. The course content will highlight practical, "real world" aspects within the above course curricula. Prerequisite: CRJS 131. Credit, 3 hours.

CRJS 336. Criminal Investigation

Students will examine the nature and extent of and factors related to criminal investigations. Emphasis is placed on understanding the fundamentals of crime scene processing to include identification, recording, marking, and gathering substantial evidence as well as identifying and interviewing witnesses and suspects. Students will be able to conduct a mock criminal investigation designed to mimic real life crime scenes an investigator may process. Students will be able to sketch, photograph, gather evidence, fingerprint, take detailed notes and interview victims, witnesses and suspects. At the conclusion of the mock investigation, students will present their evidence obtained from their investigations in a mock criminal court trial. Prerequisites: CRJS 131,234. Credit 3 hours.

CRJS 337. White Collar Crime

This course provides a general overview of the topic of white collar crime with a focus on the following topics: occupational and corporate white collar crime; victims of white collar crime; the financial, social and human impact of white collar crime; theoretical explanations; and the regulation and punishments of white collar crime offenders. This course will explore various types of white collar crime, including fraud, tax evasion, perjury, obstruction, computer crime, bribery, corruption, embezzlement, conspiracy, and organizational crime. It will explore the impact that this form of crime has on individuals, businesses, and society. Prerequisites: CRJS 131, 233. Credit, 3 hours.

CRJS 338. Homeland Security

This course is designed to familiarize students with homeland security policies and procedures initiated following the attacks on 9/11. Students will be able to compare and contrast homeland security strategy as it relates to the federal, state, local and private sectors. Students will be able to identify the relations between the government, military and private sector as it relates to the implementation of homeland security policy. Students will be able to clearly identify what role homeland security plays in the daily protection of our borders, airways, land transportation, waterways and ports. Prerequisites: CRJS 131,234. Credit 3 hours.

CRJS 401. Child Abuse Investigation

This course offers a basic instruction for students to help them understand the typical profiles of child abusers and the definitions of various forms of child abuse. This course will provide clarity of the definition of child abuse, also focusing on mental and physical abuse which is often difficult to prove in a court of law. This course will allow students to what they need to do to integrate the entire criminal process of investigating a child abuse/neglect case, starting with the official report, leading to the investigation (law enforcement and child protective services), which leads to the arrest and prosecution of alleged child abuse perpetrators. This course meets the general education outcomes for social and professional awareness. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

CRJS 431. Criminology

This course examines the nature and impact of criminal action and the causes in America. Career criminals, types of crime, and public policies concerning crime control will be examined with an emphasis on theoretical explanations and of crime and delinquency. Prerequisite: CRJS 233. Credit, 3 hours. Offered fall semesters.

CRJS 432. Criminal Victimization

This course focuses on the entire victim-offender relationship, while taking a global perspective on the study of victimology. Students will be introduced to traditional victimology theories, the measurement crime, and both civil and criminal processes. Students will discuss responses to victimization, including techniques for empowering victims and the civil remedies available to crime victims. Prerequisites: CRJS 131, 233. Credit, 3 hours.

CRJS 433. Juvenile Justice

This course studies the juvenile justice system and the management of juvenile offenders within the context of society. Attention is given to the special procedures established for juveniles with a focus on prevention and diversion. The challenges of professionals who work with juveniles will be examined. Prerequisite: CRJS 233. Credit, 3 hours. Offered spring semesters.

CRJS 434. Ethics in Criminal Justice

This course provides an insight into the one of the most important aspects of the criminal justice system: ethics. Students will study ethical perspectives from individuals involved in several areas of the criminal justice system including courts, corrections and policing. Students will be able to identify organizational requirements pertaining to ethical behavior by examining the hiring process of law enforcement officers. Special attention will be given to identifying agency interventions designed to maintain the high ethical standards in criminal justice, and agency fallacies that may inadvertently allow for unethical behavior. Prerequisites: CRJS 131, 233, 234. Credit, 3 hours.

CRJS 435. Death Investigation

This course examines contemporary practices for investigating the basic techniques involved in death investigations, whether of natural, suicidal, homicidal, blunt force injury, sharp force injury, gunshot wounds or by accidental manner. As the student focuses on the numerous causes of death and specifics for the appropriate investigation of each, they will then correlate the cause of death with the appropriate manner of death investigation. Students will learn how to conduct a death investigation resulting from suspicious, criminal, known, or undetermined causes. Crime scene investigation and interview techniques are incorporated, so students will be able to prepare mock scene investigation and identify pertinent facts relating to the manner and cause of death. Prerequisites: CRJS 131, 336. Credit, 3 hours.

CRJS 439. Internship and Seminar

This course provides the opportunity for criminal justice students to work within the criminal justice system under the supervision of a professional. The field experiences are systematically selected to provide opportunities in multiple settings. Specific policies and procedures are established to facilitate the field experience. Students are required to complete a minimum of 125 clock hours in a criminal justice agency or institution. Attendance at a weekly seminar is required. Departmental approval must be received one semester prior to being placed. This course may be repeated for additional credit and experience in a second agency but cannot be counted twice in the criminal justice major or minor. Prerequisite: 21 credit hours in core courses for major and approval of department chair. Credit, 3 hours.

CRJS 490. Special Topics in Criminal Justice

This course is designed to address specialized topics in criminal justice that are not otherwise available as a separate course. Examples of possible topics include criminal victimization, court process, organized crime, computer crimes, and gang violence. This course can be counted twice if taken under a different offering. Prerequisite: CRJS 131. Credit, 3 hours.

THE SCHOOL OF EDUCATION

The School of Education of University of the Cumberland's continually strives to keep pace with current trends and development in teacher training to meet the needs of prospective teachers and to stimulate an increased interest in the improvements in teaching practices. The teaching profession, along with other professions, has the responsibility to ensure that the welfare of society is safeguarded and enhanced. The quality and dispositions of our teachers is of primary importance to the growth and preservation of our society. Consequently, both the public and the teaching profession demand that those who enter the profession be fully qualified to accept the responsibility of being a teacher. Therefore, the Teacher Education/Admissions committee reserves the right to recruit, admit and retain in the Professional Program, only those students who show evidence of being academically, physically, mentally and emotionally capable of performing in an acceptable and professional manner. The standards for admission to Teacher Education are inclusive of those for admission to the University and include other criteria outlined by the Teacher Education/Admissions Committee and the Education Professional Standards Board. Therefore, admission to the University does not automatically guarantee that the student will be admitted to the Teacher Education Program.

Purpose Statement

The purpose of University of the Cumberland's School of Education is to develop entry level education students into highly qualified, knowledgeable and caring teachers. Acknowledging that all children can learn, the School of Education's responsibility is to provide training and experiences using best practices for teacher education candidates.

Program Goals

1. To offer undergraduate programs based upon a strong liberal arts background and to foster both reflective and critical thinking skills. The ultimate goal of the School of Education is to develop entry level education students into highly qualified, knowledgeable and caring teachers who provide for diverse learners.
2. To provide students with the pedagogical instructional methods necessary to meet the Kentucky Teacher Standards and University of the Cumberland's Standards.
3. To develop each student's abilities to critically reflect and assess their skills, thereby providing the opportunity for growth.
4. To continue to both foster and develop appreciation and refinement of ethical and Christian moral values in future teachers.
5. To develop oral, written and information literacy skills.

Admission and Retention in the Teacher Education Program

PLEASE NOTE: Because the Education Professional Standards Board (EPSB) has the sole authority of official certification and licensure, and changes in requirements must be adhered to within the effective dates determined by the EPSB, regardless of the student's entry date or time on the program pursued.

All students who plan to prepare for teaching are required to make application through the Office of Teacher Education in the School of Education. This application should normally be done once the prerequisites are complete, usually in their sophomore year. Students who decide to enter Teacher Education later in their college career may be admitted. This late admission, however, may cause a delay in the actual student teaching experience and recommendation for eligibility for certification. For a thorough description of the guidelines, requirements and procedures related to admission and retention in the Teacher Education Program, see the Teacher Education Handbook available online.

Students transferring to University of the Cumberland's or returning student who have not enrolled at the University any semester during the past three years must attend University of the Cumberland's for one full semester as a full time student or have completed twelve semester hours in consecutive semesters as a part-time student immediately prior to being considered for admission to Teacher Education.

General Education Curriculum

Candidates pursuing teacher certification must complete the University's General Education Curriculum detailed earlier in this catalog. Within this curriculum all candidates must take PSYC 131 Basic Psychology in fulfillment of Section IVb since this course is a pre-requisite of courses in the Professional Education curriculum. In addition, to fulfill Professional Education requirements, all teacher education candidates should complete COMM 230 Introduction to Public Speaking and ITSS 130 Application Software to fulfill the requirements of Section VI.

Depending upon the certification area pursued, candidates should select other General Education courses which may also count towards completion of other Professional Education requirements, or towards Related Studies, Emphasis, or Specialization requirements. These requirements are outlined below for each certification area.

Advisors will assist candidates in selecting and completing all General Education and certification requirements in an efficient and timely fashion.

Professional Education Requirements

Any substitutions for curricular requirements detailed below must be recommended to the Registrar by the candidate's advisor and by the Chair of the Education Department after consultation with appropriate departmental and content area faculty.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ELEMENTARY EDUCATION – 72 semester hours plus emphasis area

Elementary Education (P-5) – The Elementary Education Program (P-5) is designed for those students wishing to be certified in grades P-5. Individual programs should be planned with an advisor from the faculty of the School of Education. In addition to the General Studies and required Professional Education courses (listed below), students pursuing this option must also complete one academic emphasis of Mathematics, Science, English/Communications, Fine Arts/Humanities, Social and Behavioral Studies, Interdisciplinary, or in Special Education Learning and Behavior Disorders.

General Education Courses – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:

MATH 130 & MATH 230 – These courses are required of all Elementary Education candidates and together fulfill Section IIIa of the General Education Curriculum.

PSYC 131 (Section IVb) – a prerequisite for required Professional Education courses POLS 233 (Section IVb)

ITSS 130 (Section VI)

COMM 230 (Section VI)

When these General Education courses are listed below, they are marked with an asterisk (*).

P-5 Professional Education Courses – 48 credit hours

EDUC 235	Basic Concepts Concerning Education
EDUC 331	Studies in Education: Special Topics in Literacy
EDUC 237	Effective Teaching Practices
EDUC 332	Reading and Language Arts I
MATH 332	P-5 Teaching Math
ELEM 334	P-5 Teaching of Social Studies
EDUC 338	Reading and Language Arts II
ELEM 339	P-5 Teaching of Science
EDUC 430	Classroom Management and Behavior
EDUC 497	Supervised Student Teaching
PSYC 232	Psychology of Human Development (prerequisite: PSYC 131*)
PSYC 238	Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
SPED 233	Survey of Individuals with Exceptionalities (P-12)

Required Related Studies – 24 credit hours

ART 331	School Art
ITSS 130*	Application Software
COMM 230*	Introduction to Public Speaking
ELEM 233	Children's Literature
HLTH 438	Health Education in the School and Community
HSRV 436	Human Diversity and Ethics
POLS 233*	American National Government
MUED 331	School Music

Academic Emphasis Area – 21-23 hours

1. Interdisciplinary Studies—23 hours Required Courses

BIOL 130*	General Biology (with BIOL 110* General Biology Laboratory)
CHEM 140*	Chemistry for Everyday Life OR PHYS 137*/117* Physical Science with Lab OR PHYS 140 Astronomy
HIST 137	World Civilization to 1648 or HIST 138* World Civilization since 1648
MATH 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I

Electives

The courses chosen as electives cannot have been taken for General Education credit. Some of the courses are taught in a rotation of semesters. Refer to the Undergraduate Catalog for the semesters courses are to be offered. A minimum of nine (9) semester hours may be chosen from the following courses, NO TWO WITH THE SAME PREFIX. Candidates may need to choose an additional elective from the following options in order to meet graduation requirements.

BADM 135	Principles in Macroeconomics
BADM 136	Principles in Microeconomics
BIOL 231	Introduction to Environmental Science
COMM 332	Small Group Communication in Organizations
ENGL 330	Literary Studies
FREN 131	Elementary French I
GEOG 131	Human Geography
GEOG 231	Environmental Geography
HESS 234	First Aid and Safety
HLTH 338	Family Life
MUSC 401	World Music
PHYS 140	Astronomy
PHYS 241	Physics I
POLS 235	Introduction to International Relations
SPAN 131	Elementary Spanish I

2. Mathematics Studies—21 hours

MATH 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 132	College Algebra
MATH 136	Pre-Calculus
MATH 230*	Concepts of Mathematics for the Elementary & Middle School Teacher II
MATH 330	Geometry for the Elementary and Middle School Teacher
MATH 335	Introduction to Probability and Statistics
Mathematics elective or PHYS 241 Physics I	

3. Science—21 hours

A candidate must select courses from four requirements in this section:

1. CHEM 140* Chemistry for Everyday Life
2. Four credit hours selected from the following:

BIOL 130*/110*	General Biology/Laboratory
BIOL 133*/113*	Introduction to Population Biology/Laboratory
BIOL 134*/114*	Introduction to Cellular Biology/Laboratory
BIOL 246	Biodiversity
3. Four credit hours selected from the following:

PHYS 137*/117*	Physical Science/Laboratory
PHYS 140*	Astronomy
CHEM 132*/CHEM 111*	General College Chemistry I/Laboratory
4. Three science courses (at least 9 semester hours) with at least 2 courses (6 semester hours) at or above the 200 level.

4. English/Communications—21 hours

ENGL 131*	English Composition I
ENGL 132*	English Composition II
ENGL 438	Advanced Writing or ENGL 439 Descriptive Linguistics
ENGL 334*	American Literature through 1865 or ENGL 335* American Literature since 1865
COMM 230*	Introduction to Public Speaking

The remaining 6 hours may be chosen from:

COMM 331	Performance Studies
COMM 332	Small Group Communication
COMM 432	Theories of Persuasion
ENGL 230	Literary Criticism
ENGL 337	Adolescent Literature
ENGL 431	Studies in British Literature
ENGL 432	Studies in Modern Literature
ENGL 433	Women in Literature

ENGL 437 Studies in British and American Authors
ENGL 334* or ENGL 335* if not chosen above
ENGL 438 or ENGL 439 if not chosen above

5. Fine Arts/Humanities—21 hours

ART 331* School Art
ELEM 333 Children's Literature
ESS 233 Physical Education in the Classroom
MUED 331* School Music

Remaining nine (9) hours may be chosen from:

ART 134* Drawing I
ENGL 337 Adolescent Literature
ESS 332 Techniques of Teaching Rhythmic Activities
THTR 130* Introduction to Theatre
THTR 131 Acting I

6. Social and Behavioral Studies—21 hours

HIST 137 World Civilization to 1648
HIST 138* World Civilization since 1648
HIST 231* American History to 1877
HIST 232 American History since 1877

Remaining three (3) hours may be chosen from:

HIST 331 Kentucky
POLS 235* Introduction to International Relations
GEOG 131 Human Geography
GEOG 231 Environmental Geography

The remaining six (6) hours must include three (3) semester hours each from two of the following disciplines:

BADM 135* Macroeconomics
BADM 136* Microeconomics
HSRV 436 Human Diversity and Ethics
POLS 131* Introduction to Political Science
SOC 131* Introduction to Sociology

7. Special Education-Learning & Behavior Disabilities—21 hours

SPED 234 Special Education Instructional Programs (P-12)
SPED 236 Special Education Programs for Adolescents with Mild Disabilities (5-12)
SPED 238 Special Education Early Childhood (P-5)
SPED 336 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I
SPED 337 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II
SPED 435 Special Education Methods and Materials (Mild Disabilities) P -12
SPED 436 Special Education Methods and Materials Emotional/Behavioral Disabilities (P-12)

NOTE: Successful completion of this program and the passing scores on required state tests provides eligibility for certification in Learning and Behavior Disorders, Special Education P-12. In order to obtain certification in Special Education L/BD the student must successfully complete one half of the student teaching in special education and pass the required PRAXIS Tests in Special Education LBD. LBD certification is taken concurrently with P-5 Elementary or with another 5-9 Middle School specialization area. A required application for certification in LBD must be submitted upon successful completion of the above.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN MIDDLE SCHOOL EDUCATION — 93–101 semester hours as follows, depending upon specialization:

Middle School Education (5-9) — Middle School Education (5-9) is designed for students wishing to be certified to teach in grades 5-9. In addition to the General Studies and required Professional Education courses (listed below), students pursuing this option must also complete a specialization in Mathematics, Science, or English/Communications, or Social and Behavioral Studies or from Special Education Learning and Behavior Disorders.

General Education Courses – Taking the following General Education courses may facilitate the timely completion of certification requirements detailed below:

MATH 130 & MATH 230 – Candidates may choose to complete General Education Section IIIa by taking both of these courses which are required for the Mathematics specialization.

PSYC 131 (Section IVb)
ITSS 130 (Section VI)
COMM 230 (Section VI)

When these General Education courses are listed below, they are marked with an asterisk (*).

5-9 Professional Education Courses – 48 credit hours

ITSS 130*	Application Software
EDUC 235	Basic Concepts Concerning Education
EDUC 331	Studies in Education: Special Topics in Literacy
EDUC 237	Effective Teaching Practices
EDUC 332	Reading and Language Arts I
ELMS 335	The Middle School
EDUC 338	Reading and Language Arts II
EDUC 430	Classroom Management and Behavior
EDUC 497	Supervised Student Teaching
HSRV 436	Human Diversity and Ethics
PSYC 232	Psychology of Human Development (prerequisite: PSYC 131*)
PSYC 238	Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
SPED 233	Survey of Individuals with Exceptionalities (P-12)

One Specialization – 24-27 hours

In fulfillment of the state curriculum guidelines, a list of the curriculum that will be offered to satisfy the specialization for middle school teachers follows.

1. Mathematics Studies—25 hours

MATH 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 132	College Algebra
MATH 136	Pre-Calculus
MATH 140	Calculus I
MATH 230*	Concepts of Mathematics for the Elementary and Middle School Teacher II
MATH 330	Geometry for the Elementary and Middle School Teacher OR MATH 331 College Geometry
MATH 333	Middle School Math Methods
MATH 335	Introduction to Probability and Statistics

A second option for the math specialization allows for the substitution of a secondary teaching major or minor in Mathematics that includes MATH 331, 334, and 335 plus a two-course sequence in mathematics for the elementary school teacher (i.e., MATH 130 & 230).

2. Science—26 hours

Required Courses:

BIOL 133/113*	Introduction to Population Biology/Laboratory
BIOL 134/114*	Introduction to Cellular Biology/Laboratory
BIOL 246*	Biodiversity
PHYS 241*	Physics I
CHEM 132/CHEM 111*	General College Chemistry I/Laboratory

6 Hours of Electives:

Two additional courses (minimum 6 semester hours) in Biological, Physical, Earth Sciences, or Astronomy

3. English/Communications—24 hours

ENGL 131*	English Composition I
ENGL 132*	English Composition II
ENGL 337	Literature of Adolescence
COMM 230*	Introduction to Public Speaking
ENGL 438	Advanced Writing or ENGL 439 Descriptive Linguistics
ENGL 334*	American Literature through 1865 or ENGL 335* American Literature since 1865

The remaining 6 hours may be chosen from the following:

COMM 332	Small Group Communication in Organizations
COMM 432	Theories of Persuasion

ENGL 230 Literary Criticism
 ENGL 431 Romantic Literature
 ENGL 433 Women in Literature
 ENGL 432 Studies in Modern Literature
 ENGL 437 Studies in British and American Authors
 Any of the options from choices above: ENGL 334*, ENGL 335*, ENGL 438, or ENGL 439

4. Social Studies—27 hours

HIST 137 World Civilization to 1648
 HIST 138* World Civilization since 1648
 HIST 231* American History to 1877
 HIST 232 American History since 1877
 POLS 233 American National Government
 GEOG 131 Human Geography OR GEOG 231 Environmental Geography
 POLS 235 Introduction to International Relations
 BADM135* Macroeconomics OR BADM136* Microeconomics
 SOCI 131* Introduction to Sociology

5. Special Education-Learning & Behavior Disabilities—21 hours

SPED 234 Special Education Instructional Programs (P-12)
 SPED 236 Special Education Programs for Adolescents with Mild Disabilities (5-12)
 SPED 238 Special Education Early Childhood
 SPED 336 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I
 SPED 337 Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II
 SPED 435 Special Education Methods and Materials (Mild Disabilities) P -12
 SPED 436 Special Education Methods and Materials Emotional/Emotional Disabilities (P-12)

TEACHER CERTIFICATION IN SECONDARY EDUCATION OR P-12 EDUCATION

In cooperation with other departments, the Education Department offers courses leading to eligibility for certification to teach in grades 8-12 or P-12. Individual programs should be planned in partnership with the candidate's content major advisor and education advisor. Deliberate selection of Education course work may lead to an additional certification in Middle Grades Education.

General Education Courses – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:

PSYC 131 (Section IVb)
 ITSS 130 (Section VI)
 COMM 230 (Section VI)

When these General Education courses are listed below, they are marked with an asterisk (*).

Professional Education Courses – 42 credit hours

Required Professional Education courses include the following for both 8-12 and P-12 certification:

ITSS 130* Application Software
 COMM 230* Introduction to Public Speaking
 EDUC 235 Basic Concepts Concerning Education
 EDUC 237 Effective Teaching Practices
 EDUC 331 Studies in Education: Special Topics in Literary
 EDUC 432 Fundamentals of Secondary Education
 EDUC 497 Supervised Student Teaching
 HSRV 436 Human Diversity and Ethics
 PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
 PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
 SPED 233 Survey of Individuals with Exceptionalities (P-12)

REQUIREMENTS FOR A GENERAL EDUCATION MAJOR (NON-TEACHING)

This program is an alternate program for those students who cannot complete the necessary requirements for a certification program. **Students who complete this major will not be eligible for certification.**

Option I (for students formerly in the P-5 program) – 36 hours

ART 331 School Art
 ITSS 130* Application Software

EDUC 235	Basic Concepts Concerning Education
ELEM 333	Children's Literature
HLTH 438	Health, Nutrition and Physical Fitness Method
HSRV 436	Human Diversity and Ethics
MATH 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 230*	Concepts of Mathematics for the Elementary and Middle School Teacher II
MUSC 401*	World Music
PSYC 232	Psychology of Human Development (prerequisite: PSYC 131*)
PSYC 238	Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
SPED 233	Survey of Individuals with Exceptionalities (P-12)

Option II (for students formerly in the Middle grades program) – 33 hours

ITSS 130*	Application Software
EDUC 235	Basic Concepts Concerning Education
EDUC 331	Studies in Education: Special Topics in Literacy
EDUC 237	Effective Teaching Practices
ELMS 331	Language Arts and Reading
ELMS 335	The Middle School
ELMS 338	Language Arts and Reading Disabilities
ELMS 430	Classroom Management and Behavior
PSYC 232	Psychology of Human Development (prerequisite: PSYC 131*)
PSYC 238	Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
SPED 233	Survey of Individuals with Exceptionalities (P-12)

Students in Option I may use the Academic Emphasis as a minor if the minor has 21 or more hours and at least six hours of 300/400 level courses.

Students in Option II may use one of the Specialty Areas as a minor if the minor has 21 or more hours and at least six hours of 300/400 level courses.

All students must complete 128 hours to complete a Bachelor's degree; and 36 hours of these hours must be from 300/400 level courses.

REQUIREMENTS FOR A MINOR IN ELEMENTARY EDUCATION (NON-TEACHING)—24 semester hours as follows:

Option I:

MATH 130	Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 230	Concepts of Mathematics for the Elementary and Middle School Teacher II
EDUC 235	Basic Concepts Concerning Education
PSYC 232	Psychology of Human Development
PSYC 238	Psychology of Learning and Exceptionality
ELEM 333	Children's Literature
SPED 233	Survey of Individuals with Exceptionalities (P-12)
ART 331	School Art
OR	
MUED 331	School Music

Option II:

EDUC 235	Basic Concepts Concerning Education
PSYC 232	Psychology of Human Development
PSYC 238	Psychology of Learning and Exceptionality
ELEM 333	Children's Literature
SPED 233	Survey of Individuals with Exceptionalities (P-12)
SPED 234	Special Education Instructional Programs (P-12)
SPED 236	Special Education Programs for Adolescents with Mild Disabilities (5-12)
SPED 238	Special Education Early Education (P-5)

This minor may be used in any non-teaching Baccalaureate Degree.

Description of Courses

Many of the following courses require field experiences. Please refer to the Teacher Education Handbook for current requirements.

EDUC 235. Basic Concepts Concerning Education

An overview of teaching through a study of historical, social, and philosophical foundations of American Education with an orientation to an analysis of the organization and function of today's school. Litigation and legislation related to schools are also presented. This course is required of all students in teacher education. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

EDUC 237. Effective Teaching Practices

This course is designed to assure that candidates will understand the concept of pedagogy and explore the various instructional strategies, methods and materials specific to teaching in the content areas. Specific pedagogical approaches that integrate literacy into all content areas and are congruent with CHETL standards and appropriate to Language Arts, English, Math, Science, Social Studies, Art, and Special Education will be investigated and practiced. Candidates will investigate and practice lesson planning assessment, classroom management, co-teaching strategies and best practice in the content areas. They will engage in practical application of these concepts in their areas of concentration in the public school classroom through teaching lessons and completing prescribed reflections on their experiences. Clinical Hours: Forty hours for elementary, middle school and 45 hours for high school are required. Fee: \$50. Credit: 3 hours. Offered every semester.

EDUC 331. Studies in Education: Special Topics in Literacy

This course is designed to address the demands, pedagogy, and possibilities of reading and writing in the content areas, P-12. The course will emphasize "both halves of literacy," not simply reading, in all public school classrooms. While writing as communication will merit attention, writing for other reasons (especially learning) will also be featured. Similarly, reading in subjects other than Language Arts/ English will be studied, especially why and how language varies from one discipline to another and from one grade level to another. There will also be attention to new literacies and technologies that have become increasingly important and powerful in the new millennium. Emphasis will also be placed on student diversity specifically the study of meeting the educational needs of diverse learners. Prerequisite: Formal admission into the Teacher Education Program. Credit, 3 hours. Offered each semester. Field experience required.

EDUC 332. Reading and Language Arts I

An overview of methods, principles, and practices in teaching of reading and language arts. Ten hours of field experience are required. Various teaching techniques used in developing basic reading and writing skills are studied. Demonstrations of teaching reading at various grade levels are required. Prerequisite: ACT 21, SAT 990, or passing PPST. Pre- or Corequisite: EDUC 237. Credit, 3 hours. Offered Fall semester only.

EDUC 338. P-5 Reading and Language Arts II

A continuation of Reading and Language Arts I with the addition of a study of reading disabilities, their diagnosis, and correction. An in-depth focus of the writing process and its implementation in the classroom will be examined as well. Fifteen hours of field experience are required. Prerequisite: EDUC 332 and ACT of 21+. Credit, 3 hours. Offered Spring semester only.

EDUC 430. Classroom Management & Behavior

This course focuses on effective, proactive classroom discipline and management strategies. Additional significant course topics include constructing and analyzing student assessments, crafting higher order thinking experiences, developing appropriate professional dispositions and creating differentiated instructional strategies. Thirty hours of field experience are required. Prerequisite: Formal admission to Teacher Education program. Credit, 3 hours. Offered Fall and Spring semesters.

EDUC 432. Fundamentals of Secondary Education

EDUC 432 is the capstone professional education course for all secondary/middle school education majors. The course connects related and professional education coursework with prescribed field/clinical experiences. Candidates continue to construct their knowledge, skills and dispositions related to the Kentucky and University of the Cumberland's Teacher Standards, focus on their professional dispositions, engage in teacher performance tasks and develop effective strategies in helping all students to learn at high levels. The Kentucky Core Academic Standards are the foundation of the course. A Standards Based Unit of Study and 60 hours of clinical experience are required. All lesson plans will require candidates to plan lessons that incorporate research-based instructional strategies, co-teaching, formative and summative assessments, higher order thinking skills, real life application of the content and college and career readiness. Candidates will analyze the scope, functions, and types of middle and secondary school education. Research-based practices in content specific subject areas such as English Language Arts, Science, Social Studies, Mathematics, and reading are studied through lecture, group work, independent study, technologies, clinical hours, case studies and simulations.

EDUC 497. Supervised Student Teaching

Actual classroom teaching in placements reflecting regulatory certification requirements under supervision in cooperating schools. Experiences are available in all areas of Content Education as appropriate for certification. Conferences are held with the supervising teacher, university coordinator, and student. Seminars are held at appropriate times throughout the semester. Prerequisite: Formal application to student teaching and final vote of the Teacher Education/Admission Committee. Fee: \$200. Credit 12 hours. Offered Fall and Spring semesters.

MATH 130. Concepts of Mathematics for the Elementary and Middle School Teacher I

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky Core Academic Standards. It is a study of our numeration system and bases, number theory, and the real number system with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout. Critical thinking is sharpened through problem solving investigations requiring the use of fractions, decimals, and per cents. Manipulative aids and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered Fall and Spring Semesters.

MATH 230. Concepts of Mathematics for the Elementary and Middle School Teacher II

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky Core Academic Standards. It is a study of probability, statistics, measurement, and geometry with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout with various problem-solving techniques. Manipulative aids, cooperative learning, and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered Fall and Spring Semesters.

MATH 332. P-5 Teaching Math

This is a course in modern methods and teaching mathematics in grades P-5 with emphasis upon practical demonstrations and critiques of methods. The class focuses on the fundamental core of effective teaching of mathematics which combines an understanding of how students learn, how to promote that learning by teaching through problem-solving, and how to plan for and assess that learning on a daily basis. The class provides perspectives on trends in mathematics education and the process of doing mathematics. Additional perspectives on mathematics for children with diverse backgrounds and the role of technology are also discussed. Prerequisites: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

MATH 333. Middle School Math Methods

Introduction of modern methods and teaching mathematics in grades 5-9 with emphasis upon practical demonstrations and critiques of methods. The class focuses on the fundamental core of effective teaching of mathematics which combines an understanding of how students learn, how to promote that learning by teaching through problem-solving, and how to plan for and assess that learning on a daily basis. The class provides perspectives on trends in mathematics education and the process of doing mathematics. Additional perspectives on mathematics for children with diverse backgrounds and the role of technology are also discussed. Prerequisite: Formal admission to Teacher Education Program. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

ELEM 333. Children's Literature

This course is a comprehensive study of children's literature. Practical laboratory experiences are provided in storytelling, puppetry, dramatization, choral reading, and the use of instructional media aids. Credit, 3 hours. Offered Fall and Spring Semesters.

ELEM 334. P-5 Teaching of Social Studies

Methods, principles, and practices in teaching social studies. Techniques, strategies, observations, and demonstrations of lessons are required. Prerequisite: Formal admission to the Teacher Education Program. Credit, 3 hours. Offered Spring Semester only.

ELEM 339. P-5 Teaching of Science

Focuses on methods and materials of teaching sciences in grades P-5. Techniques of questioning used in lesson plans, demonstrations, experiments, and evaluations are emphasized. Demonstrations of teaching science at various levels are required. Prerequisite: Formal admission to Teacher Education Program. Credit, 3 hours. Offered Fall semester only.

ELMS 335. The Middle School

An overview of the philosophy curriculum and organization of instruction in the middle grades. An in-depth study with emphasis on middle school students. Prerequisite: Formal admission to Teacher Education Program. Credit, 3 hours. Offered Fall semesters. Field experience required.

ENGL 337. Literature of Adolescence

This course is designed for both the English education major and the English major in literature. This course acquaints students with literature about the adolescent experience and with literature written primarily for adolescents that illuminates adolescent sensibilities, behaviors, and relationships. Varying assignments address literature suitable for classroom use and independent reading, as well as provide opportunities for developing teaching strategies and assignments. Possible topics include The American Literary Teenager, Coming of Age Novels, Growing Up Southern, the Multicultural Experience in Adolescent Literature, Fantasy and Science Fiction for Teens, and Victorian Classics Revisited. Course topics may change with each offering. This course does not meet general education requirements; however, this course does fulfill a requirement for certification in English for education majors and can serve as an elective for non-Education majors. Prerequisite: ENGL 131 & 132. Credit, 3 hours. Offered spring of even years.

SPED 233. Survey of Individuals with Exceptionalities (P-12)

This course, required for all students pursuing teacher certification, is an overview of learners with exceptionalities and is required for all education majors and serves as a pre-requisite for all other special education courses. Emphasis is on characteristic analysis, understanding, identification, and prioritization of educational practices, learning environments, instruction strategies, and accommodations for learners with disabilities. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

SPED 234. Special Education Instructional Programs (P-12)

Emphasis is on the development, characteristics, and educational services of learners with exceptionalities (i.e., biological, physical, etiological, psychological, cultural, social, environmental, and educational characteristics). The services for learners with exceptionalities will address the continuum of services, roles and responsibilities, learning environments, and instructional strategies and models, including response to intervention, collaboration, and inclusion. Recommended to be taken fall of the sophomore year for those choosing a special education emphasis or specialization. Prerequisite: SPED 233. Credit, 3 hours. Offered Fall semesters only. Field experience required.

SPED 236. Special Education Programs for Adolescents with Mild Disabilities (5-12)

This course addresses the identification, instructional planning, and implementation of transitions for adolescents with mild disabilities from schooling to adult life (i.e., postsecondary education, employment, general education, inclusion, community-based programs and agencies, and collaboration with parents and other professionals). Emphasis is on instructional strategies, inclusive, educational systems, educational services, and adolescent participation through the principles of self-determination, choices, and self-advocacy. Candidates will develop an understanding of how to use local, community, and state resources to assist in the transitioning process. Prerequisite: SPED 233. Credit, 3 hours. Offered Spring semesters only. Field experience required.

SPED 238. Special Education Early Childhood Programs (P-5)

This course focuses on typical and atypical development, characteristics, and educational services of young learners' birth to age eight. The course addresses developmentally appropriate practices for typical and atypical learners including early identification, assessment, interventions, learning environments, and social interactions. Instructional strategies and classroom settings will include response to intervention, inclusion programs, co-teaching and collaboration with parent and other professionals. Prerequisite: SPED 233. Credit, 3 hours. Offered Fall semesters only. Field experience required.

SPED 336. Educational Assessment and Prescriptive Programming of Individuals with Disabilities (P-12) Part I

This course develops assessment techniques regarding the design and adaptation of assessments both formal and informal; data collection, organization, and analysis for instruction as well as the selection and use for effective standards-based classroom instruction in academic and behavioral domains. Emphasis is on instructional assessment, planning and construction, assessment of effective traits and dispositions, strategies to monitor student progress, evaluation of student performance, educational/classroom assessment instruments (standardized and informal), grading and reporting student performance. Prerequisites: SPED 233, SPED 234, SPED 236, SPED 238 and formal assessment to Teacher Education Program. Ideally SPED 435 should be taken the same semester. Credit, 3 hours. Offered Fall semesters only. Field experience required.

SPED 337. Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II

This course develops an understanding of how to use assessment information when developing IEP goals and objectives, and when developing academic and behavioral domain instruction for individuals with mild/moderate disabilities in specialized and general education settings. Emphasis is on candidates' practical application of formal and informal assessment through the development and implementation of an individual education plan, general education or specialized classroom instruction, and response to intervention plans. This includes assessment of young children, students with diverse cultural and linguistic backgrounds, and the assessment of student's transition needs and preferences. Prerequisites: SPED 233, SPED 234, SPED 236, SPED 238, and formal admission to Teacher Education Program. Ideally SPED 436 should be taken the same semester. Credit, 3 hours. Offered Spring semesters. Field experience required.

SPED 435. Special Education Methods and Materials (Mild Disabilities) (P-12)

This course addresses curriculum and instructional planning and strategies in all content areas to service learners with mild disabilities, including a diverse body of reluctant and “at risk” learners. Candidates learn how to evaluate, select and develop appropriate curriculum materials with sensitivity to cultural and linguistic diversity. Candidates also develop an understanding of how to write appropriate IEP goals and objectives in academic and behavioral domains, and how to integrate related services into the instructional settings. Emphasis is placed on methods for data collection, universal design for instruction, maximize learning opportunities through cooperative learning, inclusion, co-teaching, differentiated instruction, and creation of an environment where all learners can be successful. Prerequisites: SPED 233, SPED 234, SPED 236, SPED 238, and formal admission to Teacher Education Program. Ideally SPED 336 should be taken the same semester. Credit, 3 hours. Offered Fall semesters only. Field experience required.

SPED 436. Special Education Methods and Materials (Learning and Emotional/Behavioral Disabilities) (P-12)

This course provides the knowledge and skills of effective instruction and classroom management. Candidates develop a deeper understanding of how to write appropriate IEP goals and objectives in academic and behavioral domains, how to integrate related services into the instructional settings. Emphasis is placed on the development of a functional IEP, methods for data collection, Universal Design for Learning, positive behavior support systems, cooperative learning, inclusion, co-teaching, differentiated instruction, and transitions. Attention is given to the development of skills that enable the alignment of student learning (academic as well as behavioral) with IEP objectives and the general education curriculum. Prerequisites: SPED 233, SPED 234, SPED 236, SPED 238, and formal admission to Teacher Education Program. Ideally SPED 337 should be taken the same semester. Credit, 3 hours. Offered Spring semesters only. Field experience required.

THE DEPARTMENT OF ENGLISH

Purpose Statement

Through the English major and minor, the Department of English is committed to enhancing the reading and writing skills of students. In this endeavor, the Department offers courses that familiarize students with a broad range of Western authors, works, and literary concepts. These courses also provide diverse opportunities for students to develop their critical thinking and writing. As students explore the connections of literature with history, philosophy, fine arts, religion and other academic disciplines, the Department seeks to nurture their appreciation of literature and language, to broaden their cultural consciousness, to deepen their personal self-awareness, and to clarify their professional aspirations. Through all of these endeavors, the Department of English is committed to preparing students for graduate and professional programs, and for careers in such fields as teaching, writing, publishing, business, and law.

Program Goals

1. To acquaint students with a broad range of Western writers, works, and concepts of literary history.
2. To strengthen the critical thinking ability of students by nurturing their skills as readers.
3. To strengthen the critical thinking ability of students by nurturing their skills as writers.
4. To enhance the cultural awareness of students and to deepen their appreciation of literature by exploring its connections with history, philosophy, the fine arts, religion, and other areas of social experience and discourse.
5. To develop the abilities of students to do scholarly research and writing.
6. To prepare students for careers in such fields as teaching, writing, publishing, business, and law.

English Major Requirements

Students pursuing an English major must select one of three tracks: Literary Studies, English Education, or Writing Emphasis. The requirements for each version of the English major are outlined below. Students must earn a grade of C or better in any course counting toward the English major.

TRACK ONE - Literary Studies

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ENGLISH – 42 semester hours as follows:

The following two courses are required:

ENGL 230	Literary Criticism
ENGL 439	Descriptive Linguistics

Four of the following are required:

ENGL 331	English Literature through 1660
ENGL 332	English Literature 1660-1830
ENGL 333	English Literature since 1830
ENGL 334	American Literature through 1865
ENGL 335	American Literature since 1865

Three of the following are required:

ENGL 431	Studies in British Literature
ENGL 432	Studies in Modern Literature
ENGL 433	Women in Literature
ENGL 437	Studies in British and American Authors

Three electives of additional 300- or 400-level courses in writing or literature

Two courses in either Spanish or French language are required.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ENGLISH – In addition to the requirements listed above, students must complete courses in a modern world language through the intermediate level.

TRACK TWO - English Education

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ENGLISH FOR SECONDARY CERTIFICATION – 42 semester hours as follows:

Three courses are required:

ENGL 230 Literary Criticism
ENGL 438 Advanced Writing
ENGL 439 Descriptive Linguistics

Four of the following are required:

ENGL 331 English Literature through 1660
ENGL 332 English Literature 1660-1830
ENGL 333 English Literature since 1830
ENGL 334 American Literature through 1865
ENGL 335 American Literature since 1865

Three of the following are required:

ENGL 431 Studies in British Literature
ENGL 432 Studies in Modern Literature ENGL 433 Women in Literature
ENGL 437 Studies in British and American Authors

Two electives of 300- or 400-level courses in writing or literature

Two courses in either Spanish or French language are required.

Besides these requirements for the major, these additional courses are required for teacher certification in English:

Three courses are required in related fields:

COMM 230
THTR 130
ENGL 337 or ELMS 338 or READ 536

In addition, 42 hours in professional education courses are also required as defined by the Education Department.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ENGLISH FOR SECONDARY EDUCATION – In addition to the requirements listed above, students must complete courses in a modern world language through the intermediate level.

TRACK THREE - Creative Writing Emphasis

REQUIREMENTS FOR THE BACHELOR OF SCIENCE FOR THE MAJOR IN ENGLISH WITH CREATIVE WRITING EMPHASIS – 42 semester hours as follows:

Three courses are required:

ENGL 230 Literary Criticism
ENGL 239 Introduction to Creative Writing
ENGL 439 Descriptive Linguistics

Three courses are required:

ENGL 339 Studies in Creative Nonfiction
ENGL 340 Studies in Creative Writing: Fiction
ENGL 341 Studies in Creative Writing: Poetry

Four of the following are required:

ENGL 331 English Literature through 1660
ENGL 332 English Literature 1660-1830
ENGL 333 English Literature since 1830
ENGL 334 American Literature through 1865
ENGL 335 American Literature since 1865

One of the following is required:

ENGL 431 Studies in British Literature
ENGL 432 Studies in Modern Literature
ENGL 433 Women in Literature
ENGL 437 Studies in British and American Authors

One of the following is required:

One additional 300- or 400-level course in writing (ENGL 438, 440, 441, or a JOUR or COMM course)

One additional 300- or 400-level course in literature

Two courses in either Spanish or French are required.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A WRITING EMPHASIS MAJOR IN ENGLISH – In addition to the requirements listed above, students must complete courses in a modern world language through the intermediate level.

English Minor Requirements

Students wishing to minor in English may pursue either the Literary Studies Track, the Writing Emphasis Track or the Religious Writing track. Students must earn a grade of C or better in any course counting toward the English minor. The Christian Writing minor track expands the possibilities of interested students pursuing a vocation or avocation in writing for the Christian market. This coincides with both the English Department's and the University's mission of preparing more students for desired professional training and expansion of their spiritual growth and being more able to expand their personal ministries.

REQUIREMENTS FOR THE ENGLISH MINOR IN LITERARY STUDIES – 24 hours of English as follows:

Three courses are required :

ENGL 334	American Literature through 1865
ENGL 335	American Literature since 1865
ENGL 439	Descriptive Linguistics

Two of the following are required:

ENGL 331	English Literature through 1660
ENGL 332	English Literature 1660-1830
ENGL 333	English Literature since 1830

One of the following literature courses is required:

ENGL 431	Studies in British Literature
ENGL 432	Studies in Modern Literature
ENGL 433	Women in Literature
ENGL 437	Studies in British and American Authors

Two electives in writing or literature

REQUIREMENTS FOR THE ENGLISH MINOR WITH CREATIVE WRITING EMPHASIS – 24 hours of English as follows:

Three courses are required:

ENGL 239	Introduction to Creative Writing
ENGL 438	Advanced Writing
ENGL 439	Descriptive Linguistics

One of the following is required:

ENGL 339	Studies in Creative writing: Fiction
ENGL 339	Studies in Creative Writing: Poetry
ENGL 339	Studies in Creative Writing: Nonfiction

Two of the following are required:

ENGL 331	English Literature through 1660
ENGL 332	English Literature 1660-1830
ENGL 333	English Literature since 1830

One of the following is required:

ENGL 334	American Literature through 1865
ENGL 335	American Literature since 1865

One of the following is required:

ENGL 338	Writing and Publishing with the New Media
One elective of a 300- or 400-level course in writing or literature	

REQUIREMENTS FOR THE ENGLISH MINOR WITH RELIGIOUS WRITING EMPHASIS—27 hours of English/Missions and Ministry courses as follows:

Three courses are required:

ENGL 239	Introduction to Creative Writing
ENGL 240	Writing for the Christian Market
ENGL 439	Descriptive Linguistics

One of the following is required:

ENGL 339	Studies in Creative Writing: Fiction
ENGL 339	Studies in Creative Writing: Creative Nonfiction
ENGL 339	Studies in Creative Writing: Poetry

Two of the following are required:

MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology

Three of the following are required:

ENGL 332/333	English Literature
ENGL 334/335	American Literature
ENGL 342	Religion and Literature
ENGL 438	Advanced Writing

Freshman Composition Policies

International Student Placement

Incoming international students are placed in English courses based upon native language, academic history, and entrance test scores. Students placed in Intensive English Program (IEP) courses, normally enroll in ENGL 130 after successfully completing their advanced IEP courses, followed by enrollment in ENGL 131/132.

Receiving Credit for ENGL 131/132

In addition to taking ENGL 131 and ENGL 132 as part of their normal course work, students may receive credit for these classes by

- earning a score of 3 or better on the appropriate AP examination.
- taking and passing the ENGL 131/132 Bypass examination.

Eligibility for ENGL 131/132 Bypass Examination

To be eligible to take the ENGL 131/132 Bypass examination, entering students must have earned a 25 composite on the ACT and a 28 on the English subscore of the ACT. Eligible entering students will receive a letter inviting them to sit for the examination, normally given during summer orientation and immediately prior to the beginning of the fall term. NOTE: Students who do not sit for the examination at this time forfeit their opportunity for bypass credit.

Depending upon their performance on the examination, students may be awarded credit for ENGL 131 or credit for both ENGL 131 and 132.

Transfer Credit for ENGL 131/132

To receive transfer credit for either ENGL 131 or ENGL 132, students must present a transcript with a grade of “C” or better in an appropriate course from another accredited institution. Students who are awarded transfer credit for ENGL 132 but do not have appropriate credits to transfer for ENGL 131, may either enroll at Cumberland in ENGL 131, or earn credit for ENGL 131 through one of the two examinations described above.

Continuing Enrollment in ENGL 131/132

Because a mastery of written communication is essential to success in college and in professional life beyond college, students must continue to enroll in ENGL 131 followed by ENGL 132 until both courses are completed successfully. Students may withdraw from ENGL 131 or 132 according to the same calendar as other courses, but those who do not continue to enroll in these courses in accord with this policy will have their schedules adjusted by the Chair of the English Department and the Registrar’s Office to ensure that this requirement is met.

Description of Courses

ENGL 130. Fundamentals of College Writing

This course prepares students for the challenges of academic reading and writing. It provides practice in organizing

ideas, writing paragraphs and editing for accuracy of grammar, punctuation, and spelling. Students also gain experience in the analysis of both expository and literary materials, as well as gain practice in the writing process leading to the five-paragraph essay. Credit, 3 hours. Offered every semester.

ENGL 131. English Composition I

This course provides students with the opportunity to study the basic principles of English composition. These fundamentals help students develop their reading skills, expand their vocabularies, understand and evaluate the various organizational and rhetorical strategies used in expository writing, and practice these strategies in their own writings. Credit, 3 hours. Offered every semester.

ENGL 132. English Composition II

English 132 students are encouraged to master further the reading and writing skills taught in English 131. This course emphasizes objective and critical thinking in response to various literary genres. Class activities and student writing will foster and demonstrate analytical, research, and documentation skills. Prerequisite: ENGL 131. Credit, 3 hours. Offered every semester.

ENGL 230. Literary Criticism

An introduction to various critical approaches to the study of literature. Students in this course will practice the application of different critical principles to literary texts. Ideally English majors should take this course during their sophomore year to help prepare for the reading and writing tasks in other courses. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 239. Introduction to Creative Writing

Students in this course will be introduced to the fundamentals of writing literary fiction, poetry, and creative nonfiction through the analysis of technique in published work and through the development and revision of original creative writing. This course is open to all students, and is required for English majors and minors with Creative Writing Emphasis. Prerequisite: ENGL 131 and 132. Offered every fall semester.

ENGL 240. Writing for the Christian Market

This course teaches students how to focus their creative writing for Christian publications. This class will cover all stages of the writing process from drafting to publication, and students will write a personal experience story, magazine article, devotional, and tract. Opportunities to converse with a published Christian writer will provide students a unique opportunity to learn more about the market. Prerequisite: ENGL 131 and ENGL 132. Credit, 3 hours.

ENGL 330. Literary Studies

This course fosters an appreciation of literature and its place in culture, as well as nurtures critical thinking skills through reading and writing. It may focus on a particular theme, genre, author or literary group drawn from the traditional literary canon or from popular culture. This course may count as an elective in the English major. It may be repeated once if different topic. Prerequisite: ENGL 131, ENGL 132. Credit, 3 hours. Offered every semester.

ENGL 331. English Literature through 1660

This course provides an overall view of English literature from earliest times through the early seventeenth century. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Old English, late Medieval, and Renaissance eras. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 332. English Literature 1660-1830

This course provides an overall view of English literature from the later seventeenth century through the early nineteenth century. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Restoration, Augustan, and Romantic eras. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 333. English Literature since 1830

This course provides an overall view of English literature from 1830 to the present. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Victorian, Modern, or Post-Modern milieu. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 334. American Literature through 1865

This literary survey begins with the first literary glimmerings among the discoverers, Puritans, and Federalists, and traces the search for a unique, new literature through the writings of the authors of the American Renaissance. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 335. American Literature since 1865

Beginning with the poetic realism of Whitman and Dickinson and the fictional realism of Mark Twain, this course follows American literary exploration through naturalism and modernism to the diversity of literature today. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 337. Literature of Adolescence

This course is designed for both the English education major and the English major in literature. This course acquaints students with literature about the adolescent experience and with literature written primarily for adolescents that illuminates adolescent sensibilities, behaviors and relationships. Varying assignments address literature suitable for classroom use and independent reading, as well as provide opportunities for developing teaching strategies and assignments. Possible topics include The American Literary Teenager, Coming of Age Novels, Growing Up Southern, the Multicultural Experience in Adolescent Literature, Fantasy and Science Fiction for Teens, and Victorian Classics Revisited. Course topics may change with each offering. This course does not meet general education requirements; however, this course does fulfill a requirement for certification in English for education majors and can serve as an elective for non-education English majors. Prerequisite: ENGL 131 & 132. Credit: 3 hours. Offered spring of even years.

ENGL 339: Studies in Creative Nonfiction

This course studies the field of creative nonfiction and its various genres through extensive reading in and about nonfiction. The variation of nonfiction writing will be discussed and noted as students focus on craft requirements for different subgenres and present work for feedback through a workshop format. Issues of ethics in the field of nonfiction will be considered, as will the overlap of fiction and nonfiction. Prerequisite: ENGL 239. Credit, 3 hours.

ENGL 340: Studies in Creative Writing: Fiction

This course offers concentrated study in fiction writing. Students will continue the study of writing technique through analysis of published work and through writing and revising original work in fiction. Students pursuing an English Major with Creative Writing Emphasis are required to take this course. Prerequisite: ENGL 239. Credit, 3 hours. Offered alternating spring semesters.

ENGL 341: Studies in Creative Writing: Poetry

This course offers concentrated study in poetry writing. Students will continue the study of writing technique through analysis of published work and through writing and revising original work in poetry. Students pursuing an English Major with Creative Writing Emphasis are required to take this course. Prerequisite: ENGL 239. Credit, 3 hours. Offered alternating spring semesters.

ENGL 342. Religion and Literature

This course will introduce students to literature of various genres which illustrate religious themes or which pose questions about religion with which students must deal. Students will use both primary and secondary sources in their investigation. Each student will maintain a reading journal in which he or she will record reactions to the reading. Each student will write four essays on religious topics. Each student will write a final essay which is a combination of personal essay and literary analysis. This class will prepare students to react to published material as they relate to religion or to write pieces articulating the student's take on a particular point suitable for publication. Prerequisite: ENGL 131 and ENGL 132. Credit, 3 hours.

ENGL 401. Natural History: Observing, Reading and Writing about Nature

This team-taught course, taught in tandem with BIOL 401, explores natural history through classic and contemporary essays on the natural world and on human involvement in it. This traditional classroom activity is combined with field/laboratory experience involving observation of nature. In response to reading the observations of others and to "reading"/observing nature directly, students will complete both informal and formal writing assignments, developing both their basic scientific understanding of the natural world and their written communication skills. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 4 hours.

ENGL 402. Myths of the American West

This course, taught in tandem with HIST 402, provides an investigation of the myths of the American West as seen in history, literature, and popular culture. The student will be introduced to how the concept of a myth and the creation of national heroes begin with history and end with the public's desire to see their heroes in action in literature and popular culture such as music, cinema, and television. The primary focus of each offering may change from semester to semester to include, but not be limited to, the pioneers, the town tammers, gunfighters and lawmen, ranching, and frontier women. Prerequisite: junior standing. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ENGL 403. Many Storytellers, Many Truths

Students in this integrated studies course will explore the popular yet sophisticated trend in contemporary literature of telling the story through the framework of multiple narrators or viewpoints. Students will read several contemporary novels and perhaps analyze several movies as they arrive at a decision about the truth(s) behind each story and about the reliability of the various viewpoints. Prerequisite: ENGL 131, ENGL 132. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ENGL 404. Wounded Story Tellers

As F. Scott Fitzgerald once said, there is no greater gulf than the gulf that exists between the healthy and the sick. This class focuses on how people who are sick, or who care for those who are ill, can use writing to explore their condition and what it

means. Using guidance from various writers such as Joan Didion, Susan Sontag, and Lorrie Moore, we will discuss how illness is treated in published fiction and nonfiction and can be used to broaden the scope and deepen the emotional stakes of a narrative. In a series of writing exercises, we will also examine how illness can become a writer's paradoxical gift. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours

ENGL 431. Studies in British Literature

This course offers an in-depth study of a specific period and/or genre of English literature. The particular focus of the course will change from year to year. Common topics will be romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drama, Restoration drama, the eighteenth-century novel, and Victorian poetry. English majors and minors may take this course twice on different topics. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 432. Studies in Modern Literature

This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g., the Southern Renaissance, expatriate literature of the 1920's or the Irish Literary Revival), or representative and related authors (such as "Joyce, Yeats, Eliot" or "Williams, Miller, O'Neill"). English majors or minors may take this course twice on different topics. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 433. Women in Literature

A survey of major female writers, both British and American, and major female characters generally not emphasized in the required surveys. The course explores the roles of women within their cultural contexts. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered fall semester of even years.

ENGL 437. Studies in British and American Authors

An intensive investigation of one, two, or three major authors. Both prose and poetry may be covered, with the particular writers changing from term to term. This course may be taken twice for credit if different writers are studied. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 438. Advanced Writing

This course is designed for those students who have an interest in improving their written communication skills through extensive practice in the various modes of discourse. Students will read and write essays on topics ranging from the personal to the analytical. Prerequisite: completion of all three general education English requirements with a grade of C or better in each of these courses. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered fall semester of odd years.

ENGL 439. Descriptive Linguistics

This course offers an in-depth study of the English language including history; current usage and variety; and especially a blend of grammar approaches such as traditional, structural, generative, and transformational. This course is not only required for the English major and minor but is also highly recommended for Education majors who plan to teach elementary and/or middle school language arts. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 440: Advanced Fiction Writing

This course offers advanced instruction in writing fiction that builds upon the instruction received in ENGL 340: Studies in Writing: Fiction. Students will continue the study of techniques of writing fiction through producing original fiction as directed by the instructor. To supplement the continued writing instruction, students may be asked to conduct individual research in theory of fiction and market analysis. This course is offered concurrently with ENGL 340. Prerequisite: ENGL 239 and ENGL 340. Credit 3 hours. Offered concurrently with ENGL 340 in alternating spring semesters.

ENGL 441: Advanced Poetry Writing

This course offers advanced instruction in writing poetry that builds upon the instruction received in ENGL 341: Studies in Creative Writing: Poetry. Students will continue the study of techniques of writing poetry through producing original poetry as directed by the instructor. To supplement the continued writing instruction, students may be asked to conduct individual research in poetics and market analysis. This course is offered concurrently with ENGL 341. Prerequisite: ENGL 239 and ENGL 341. Credit 3 hours. Offered concurrently with ENGL 341 alternating spring semesters.

ENGL 490 Special Topics in English

This course allows English majors and minors to explore areas of English studies, literary research, or writing not normally covered in other classes. The course may examine a particular theme or genre, or explore how literature reflects popular culture. It may also offer opportunities for advanced creative writing projects or professional internship experiences. Restricted to English majors or minors unless permission is granted by the department chair. Prerequisite: ENGL 131, 132. Credit, 1-3 hours. Offered as needed.

THE DEPARTMENT OF HEALTH, EXERCISE AND SPORT SCIENCE

Health Program

Purpose Statement

The ultimate purpose of the Health Program at University of the Cumberland is the improvement of health (physical, mental, emotional, social, occupational, and spiritual) through education. Toward this purpose emphasis is placed on preparing two types of professional personnel: competent teachers of health and competent health specialists in the public health field.

Program Goals

1. To provide a thorough academic foundation for students to meet requirements for entry-level professional positions in health education and/or public health.
2. To assist students in the development, integration and application of health content for the community through teaching, clinical opportunities, and classroom opportunities.
3. To encourage students to recognize their professional and ethical role as a health educator within the school and/or community.
4. To prepare students to access and apply technology and other resources within a variety of settings appropriate to the discipline of health.
5. To prepare students to communicate effectively as health professionals.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN PUBLIC HEALTH – 36 semester hours as follows:

Track 1: Internship Option

HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 335 Introduction to the Study of Disease
HLTH 336 Epidemiology
HLTH 431 Public Health Administration
HLTH 462 Public Health Internship (6 semester hours)
Six hours of upper-level HLTH and/or HESS electives

Track 2: Non-Internship Option

HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 335 Introduction to the Study of Disease
HLTH 336 Epidemiology
HLTH 431 Public Health Administration
Twelve hours of upper-level HLTH and/or HESS electives

Note: If someone is double majoring (Public Health and Exercise and Sport Science), only the core classes can be duplicated between the majors. There should not be overlap in elective class hours.

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN PUBLIC HEALTH – to include the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH – 24 semester hours as follows:

HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 335 Introduction to the Study of Disease
HLTH 336 Epidemiology
Three hours of HLTH and/or HESS electives

Requirements for a Bachelor of Science Health and Physical Education concentration – 54 semester hours as follows:

HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 338 Relationships and Human Behaviors
HLTH 432 Community and Environmental Health
HTLH 437 Secondary and Lifespan Health Education
HLTH 438 School Health Education
ESS 013 Archery
ESS 131 Introduction to Health, Exercise and Sport Science
ESS 221 Growth and Movement Development
ESS 232 Physical Education for the Middle and Secondary School
ESS 233 Physical Education for Elementary School
ESS 330 Kinesiology
ESS 332 Techniques of Teaching Rhythmic Activities
ESS 337 Historical and Contemporary Influences on Health, Physical Education, and Sport
ESS 435 Physiology of Exercise
ESS 437 Tests and Measurements

Students seeking teacher certification in Health Education and Physical Education must also take 42 hours of professional education courses. Students seeking Certification in P-5 Elementary Education must take HLTH 438 as part of the related studies requirement.

Exercise and Sport Science Program

Purpose Statement

The purpose of the Exercise and Sport Science Program is to provide students interested in pursuing knowledge in the area of movement science with a foundation that will prepare them for a future in physical education, fitness/health, and recreation.

Program Goals

1. To provide a thorough academic foundation for Exercise and Sport Science students to gain admission to graduate schools or entry-level professional positions in physical education, fitness/health, and recreation.
2. To assist students in the development of ethical critical thinking, integration, and application of content in the classroom and for the community through teaching, laboratory, and clinical opportunities.
3. To provide opportunities to develop technology-based skills appropriate to this discipline.
4. To facilitate students in communication competence within settings appropriate to this discipline.

REQUIREMENTS FOR A BACHELOR OF SCIENCE HEALTH AND PHYSICAL EDUCATION CONCENTRATION – 54 semester hours

See details listed above under degree programs for Health.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – 36 semester hours as follows:

HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 439 Facilities Development and Management
ESS 131 Introduction to Health Exercise and Sport Science
ESS 232 Physical Education for Middle and Secondary Schools
ESS 330 Kinesiology
ESS 337 History and Contemporary Influences on Health, Exercise and Sport
ESS 435 Physiology of Exercise
ESS 437 Tests and Measurements
Six hours of Exercise and Sport Science electives

Note: A double major in Public Health and Exercise and Sport Science can count core classes in both majors but not any electives.

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – to include the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – 24 semester hours as follows:

HESS 233	Functional Human Anatomy and Physiology
HESS 234	First Aid and Safety
ESS 131	Introduction to Health, Exercise and Sport Sciences
ESS 330	Kinesiology
ESS 337	History and Contemporary Influences on Health, Exercise and Sport
ESS 435	Physiology of Exercise
ESS 437	Tests and Measurements
Three hours of upper-level ESS or HESS electives	

NOTE: ESS activity courses do not apply to the minor.

Fitness and Sport Management Program

Purpose Statement

The purpose of the Fitness and Sport Management program is to develop ethically responsible fitness and sport practitioners who are competent and prepared to promote life-long fitness, as well as implement administrative and organizational procedures involved in management, facilitation, and intervention.

Program Goals

1. To provide a thorough academic foundation for students to be eligible and qualified to take an optional national certification examination in their selected fitness area, to gain admission to graduate school, and/or entry-level professional position.
2. To assist students in the development of critical thinking, integration, and application of Health, Exercise and Sport Science, as well as Business Administration content in the classroom and for the community through teaching, laboratory, and clinical opportunities.
3. To provide opportunities to develop technology-based skills appropriate to this discipline.
4. To facilitate students in communication competence within settings appropriate to this discipline.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN FITNESS AND SPORT MANAGEMENT–56 semester hours as follows:

ITSS 130	Application Software
BACC 131	Principles of Accounting I
BADM 136	Microeconomics
BADM 331	Principles of Management
BADM 334	Principles of Marketing
HESS 233	Functional Human Anatomy and Physiology
HESS 333	Nutrition
HESS 439	Facilities Development & Management
ESS 131	Introduction to Exercise and Sport Science
ESS 221	Growth and Movement Development
ESS 231	Care and Prevention of Athletic Injuries
ESS 235	Fitness and Sport Management
ESS 330	Kinesiology
ESS 334	Methods of Group Exercise
ESS 336	Exercise Prescription
ESS 337	History and Contemporary Influences on Health, Exercise and Sport
ESS 435	Physiology of Exercise
ESS 437	Tests and Measurements
ESS 439	Senior Seminar- Capstone

HEALTH

Description of Courses

HLTH 130. Foundations of Health Science

This course includes an overview of the health education content areas as well as the National Health Education Standards (NHES) and Certified Health Education Specialist (CHES) standards. Emphasis will be placed on health application of behaviors to influence our everyday life. Credit, 3 hours. Offered fall and spring semesters.

HLTH 236. Health and Wellness

This course is designed to provide information necessary for a holistic approach to health and wellness. Strategies include decision-making skills and promoting lifestyle choices for optimal health. Strong emphasis is placed on individual responsibility for personal health promotion. General Education Requirement. This course cannot be used as elective hours toward a Health major or minor. Credit, 3 hours. Offered fall and spring semesters.

HLTH 335. Introduction to the Study of Disease

A study of the clinical aspects of disease in relationship to pathology geared toward determining the biological, physical or chemical variables in regard to disease development. Credit, 3 hours. Offered fall and spring semesters.

HLTH 336. Epidemiology

The study of the nature, cause, control and determinants of the frequency and distribution of disease, disability and death in human populations. Emphasis on: agents, hosts and environment. Prerequisite: HLTH 130. Credit, 3 hours. Offered fall and spring semesters.

HLTH 338. Relationships and Human Behaviors

This course will emphasize family and social relationships, as well as mental and emotional health. A comprehensive examination of health goals from these content areas will be discussed. Credit, 3 hours. Offered as needed

HLTH 402. Epidemics in America

This course, normally taught in tandem with BIOL 402, explores the effects of various epidemics on the United States populous as revealed in popular science publications. Laboratory activities will further explore the scientific principles that led to development of effective detection and treatments for these diseases. In addition, we will consider the likelihood of a major epidemic occurring in our lifetime, and how we can prepare for this potential catastrophic event. This is an Integrated Studies course that fulfills a requirement in Section VI of the General Education Curriculum. Credit, 4 hours. Offered as needed.

HLTH 431. Public Health Administration

A study of the financial and personnel management concepts and practices applied to health programs. Fundamentals of budgeting, public health laws, cost-containment, grant writing, marketing and leadership qualities are addressed. Credit, 3 hours. Offered fall and spring semesters.

HLTH 432. Community and Environmental Health

This course will investigate how the environment can influence our health. By studying the repercussions of population expansion and natural disasters and/or bioterrorism, natural resources, pollution, and economics will be explored. Through investigation of these environmental issues, ways to manage or reduce health risk and ecological impact will be discussed. Credit, 3 hours. Offered fall semesters.

HLTH 436. Death and Dying

The course includes a study of death, dying and bereavement. Emphasis will be placed on attitudes and behaviors, theology and death, postmortem care, consumerism and the legal aspects of dying and death. Credit, 3 hours. Offered fall and spring semesters.

HLTH 437. Secondary and Lifespan Health Education

This course examines instructional methods and strategies relevant to implementing comprehensive health education content for the secondary school and community. Credit, 3 hours. Offered spring semesters.

HLTH 438. School Health Education

This course examines instructional methods and strategies relevant to implementing comprehensive health education content for grades P-8. Credit, 3 hours. Offered fall and spring semesters.

HLTH 462. Public Health Internship

This course provides public health students the opportunity to work with individuals, agencies and community organizations under the supervision of public health professionals. Specific policies and procedures are established to facilitate the field experiences which are systematically selected and provide opportunity for practice in a variety of public health settings. Students must make application to the department for approval one semester before registering for the internship program. Students cannot receive remuneration while receiving credit for the internship. Students are required to complete a minimum of 250 clock hours of field experience with an additional two hour weekly campus-based seminar. Prerequisite: A cumulative GPA of 2.75 or above (4.0 scale), no grades below C within the core courses for the Public Health major. Credit, 6 hours. Offered fall, spring and summer semesters.

HESS 233. Functional Human Anatomy and Physiology

This course will provide the principles of structure and function necessary for understanding the systems of the human body. Credit, 3 hours. Offered fall and spring semesters.

HESS 234. First Aid and Safety

Designed to recognize, understand and treat emergency situations prior to transportation to a hospital. Emphasis is placed on life-threatening situations as well as aid to the injured at home, on the job, and at leisure activities. Practical demonstrations included. No prerequisite necessary. National Red Cross Certification possible. Credit, 3 hours. Offered fall and spring semesters.

HESS 333. Nutrition

This course is designed to study the impact of nutrition on health and human performance by addressing contemporary issues of nutritional needs throughout the life span and dietary diversity that can include cultural, ethical, and religious preferences. Credit, 3 hours. Offered fall and spring semesters.

HESS 336. Nature Connection for Health and Wellness

This course will provide an opportunity for students to gain knowledge of encounters with nature to enhance physical, mental and spiritual well-being. It is intended to explain how nature can aid in health, healing and stress reduction. Students will become knowledgeable about the theories related to the use of nature to help improve self-confidence, creativity, attention span, emotional balance, pro-social behavior and spiritual growth. Credit, 3 hours. Offered as needed.

HESS 401. Sports Psychology

This course, taught in tandem with PSYC 401, provides an overview of psychological theory and research as it relates to sport and exercise at the individual and group levels. Topics of study include personal influences on performance such as motivation, arousal, stress, and anxiety; situational influences on performance such as competition and reinforcement; and strategies for performance enhancement such as imagery and increasing confidence. This Integrated Studies course fulfills a requirement for Section VI of the General Education Curriculum. Credit, 3 hours. Offered fall semesters.

HESS 430. Substance Abuse

A study of problems related to the use and abuse of substances potentially harmful to health and wellness. Particular attention is given to a research based risk-reduction program designed to prevent alcohol and drug-related health problems. Credit, 3 hours. Offered fall and spring semesters.

HESS 439. Facilities Development and Management

An introduction to the necessary skills needed for planning, design and implementation of health, physical education, recreation and park areas. A study of facilities, equipment, leadership techniques and programs. The course will focus on site planning, construction, program design, environmental issues and maintaining facility operation for the present and future. Credit, 3 hours. Offered spring semesters.

HESS 491. Special Topics in Health, Exercise and Sport Science

This course is designed to provide information that is of particular interest to the fields of Health, Exercise and Sport Science fields. Topics will vary. Course may be repeated with different topics. Credit, 3 hours. Offered as needed.

EXERCISE AND SPORT SCIENCE**ACTIVITY COURSES**

ESS majors are encouraged to enroll in three (3) different activity courses during their academic career. Only three hours credit can be applied to the total hours for the major and does not apply to the minor. Athletes will not be allowed to register for an activity course that is the same sport in which they have earned varsity participation credit.

Description of Courses**ESS 000. Intercollegiate Sports Participation**

Credit earned by athletes for full season participation in a varsity sport. Credit is awarded on a one-time basis only. Credit, 1 hour. Offered fall and spring semesters.

ESS 001. Basketball

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. Credit, 1 hour. Offered as needed.

ESS 002. Beginning Swimming

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, water safety, flotation skills and learning elementary strokes. Credit, 1 hour. Offered as needed.

ESS 003. Intermediate Swimming

This course is designed for individuals who have basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes: butterfly, freestyle, backstroke, and breaststroke. Credit, 1 hour. Offered as needed.

ESS 004. Ballroom Dancing

This course introduces the fundamentals of ballroom dances. Emphasis is placed on basic dance techniques, dances and a brief history of ballroom dance. Upon completion students should be able to demonstrate specific dance skills and perform dances such as the swing, foxtrot, waltz and chacha. Credit, 1 hour. Offered as needed.

ESS 005. Soccer

Introduction to the basics of soccer. Emphasis is placed on rules, strategies and fundamental skills. Upon completion the student should be able to participate in recreational soccer. Credit, 1 hour. Offered as needed.

ESS 006. Tennis

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette and court play. Upon completion, students should be able to play recreational tennis. Credit, 1 hour. Offered as needed.

ESS 007. Walking

This course emphasizes the physical, mental and social benefits of walking. Covers the basic concepts involved in safely and effectively improving cardiovascular fitness through walking. Credit, 1 hour. Offered as needed.

ESS 008. Weight Training

An introduction to the basics of weight training. Emphasis is placed on developing muscle strength, muscle endurance and muscle tone. Upon completion, students should be able to establish and implement a lifetime personal weight training program. Credit, 1 hour. Offered as needed.

ESS 009. Volleyball

This course covers the fundamentals of volleyball. Emphasis is placed on basic skills, rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. Credit, 1 hour. Offered as needed.

ESS 010. Whiffle Ball

This course introduces the fundamentals of the game of whiffle ball. Emphasis is placed on skill development, knowledge of the rules and basic game strategy. Credit, 1 hour. Offered as needed.

ESS 011. Water Aerobics

This course emphasizes the physical, mental and social benefits of water exercise. The course will address basic water skills and water safety. The exercises covered in this fitness class are low impact and easy to master. Upon completion, students should be able to participate in organized water aerobics. Credit, 1 hour. Offered as needed.

ESS 012. Golf

This course covers the fundamentals of golf. Emphasis is placed on basic skills, rules and etiquette of golf. Upon completion, students should be able to participate in recreational golf. Credit, 1 hour. Offered as needed.

ESS 013. Archery

This course covers the basic fundamentals of archery. Emphasis is placed on safety guidelines, teaching/coaching techniques, and equipment upkeep. Upon successful completion, students will be BAI (Basic Archery Instructor) certified. Credit, 1 hour. Offered fall and spring semesters.

ESS 014. Yoga

This course covers the fundamentals of yoga including basic yoga poses, breathing and relaxation. It is designed for beginners as well as experienced students with modifications demonstrated for all poses. Yoga can be beneficial for "any body" in areas such as stress management, flexibility, focus, strength, endurance, and for one's overall health. Upon completion, the student will be able to continue a yoga practice on his/her own. Credit, 1 hour. Offered as needed.

ESS 015. Jogging/Running

This course emphasizes the physical, mental and social benefits of jogging and running. Covers the basic concepts involved in safely and effectively improving cardiovascular fitness through jogging and running. Credit 1, Offered as needed.

ESS 016. Lifetime Fitness Activities

This course is designed to provide opportunities for group and individual fitness activities with the emphasis on understanding the principles and techniques of fitness activities. Upon completion, students should have the knowledge

and basic skills to participate in a variety of activities that can be continued for a lifetime of healthy physical activity. Credit 1, Offered as needed.

ESS 131. Introduction to Health, Exercise and Sport Science

By using a wide range of topics, the breadth of the field is examined through the investigation of historical influences to current and future issues. This course surveys both teaching and non-teaching professions and disciplines within the field. Credit, 3 hours. Offered fall and spring semesters.

ESS 221. Growth and Movement Development

Theoretical and practical application of movement development from reflexive to movement acquisition will be explored by way of growth and movement education. This course will also investigate the influence of biological and environmental constraints on growth and movement development for diverse populations. Recommended – HESS 233. Credit, 2 hours. Offered as needed.

ESS 224. Lifeguard Certification

American Red Cross Lifeguard Training provides students with basic life guarding skills to work at pools and non-surf beaches. CPR for the professional rescuer is included as a requirement for completion for lifeguard certification. Credit 2 hours. Offered as needed.

ESS 227. Officiating Games

A course outlined for preparing basketball, softball and baseball officials. Field work in officiating required. Optional state examinations in basketball, baseball and softball for certification. Credit, 2 hours. Offered as needed.

ESS 231. Care and Prevention of Athletic Injuries

This course is designed to develop awareness of the injury problems associated with physical activity and sports participation. There will be a concentrated study of methods for prevention, care and rehabilitation of athletic injuries. Credit, 3 hours. Offered spring semesters.

ESS 232. Physical Education for Middle and Secondary School

The course emphasis is on planning and application of teaching strategies and evaluating movement in middle and secondary levels. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences for learners from various backgrounds. Credit, 3 hours. Offered fall and spring semesters.

ESS 233. Physical Education for the Elementary School

The course emphasis is on planning and application of teaching strategies and evaluating fundamental movement for the elementary level. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences for learners from various backgrounds. Credit, 3 hours. Offered fall semester.

ESS 235. Fitness and Sport Management

This course will provide students with understanding of administrative and organizational procedures related to current trends in fitness, sports, and athletic management. Prerequisite: ESS 131 or Department Chair approval. Credit, 3 hours. Offered as needed.

ESS 330. Kinesiology

This course will study basic anatomy and human motion as a foundation for an understanding of movement and the ability to analyze it in daily life, physical education, and sport contexts. Credit, 3 hours. Offered fall semester.

ESS 331. Psychosocial Aspects of Sports

This is a survey course of the psychosocial foundation of sport. Emphasis will be on the study of the sociological and psychological concepts relevant in understanding teaching, coaching, participation and performance of sport in this country and the world. The course will review methods and factors, which influence motor skill acquisition and performance, as well as, psychological benefits of exercise and sport. Prerequisite: ESS 131. Credit, 3 hours. Offered as needed.

ESS 332. Techniques of Teaching Rhythmic Activities

Various forms of rhythmic activities will be addressed through the hands-on application of methods, teaching strategies, and evaluative procedures with introduction of multicultural and diverse activities to improve coordination and movement skills at the P-12 level. Credit, 3 hours. Offered spring semester.

ESS 333. Adapted Physical Education

The course will offer content on providing physical activities for persons with varying needs. It will also provide basic information concerning selected disabilities; federal and state laws for persons with disabilities; appropriate teaching and

coaching strategies; equipment and behavior management strategies; and disability simulations. Prerequisites: ESS 131 or Department Chair approval. Credit, 3 hours. Offered as needed.

ESS 334-Methods of Group Exercise

Students will develop a fundamental knowledge of how to design and lead group exercise classes. This course will emphasize techniques and processes for building group exercise classes that are appropriate for all fitness levels and abilities. Credit, 3 hours. Offered fall semester.

ESS 336. Exercise Prescription

Students will develop an understanding of theoretical and practical aspects of the components of fitness along with assessment of overall fitness levels, design and implement fitness programs and monitor these programs. Prerequisite: HESS 233. Credit, 3 hours. Offered fall semesters.

ESS 337. Historical and Contemporary Influences on Health, Physical Education, and Sport

This course is an in-depth study of the historical, sociological, and psychological concepts that have influenced attitudes, beliefs, and policy in health, physical education, and sport. Emphasis will be placed on issues, events, and controversies related to race, gender, culture, diversity, economics, religion, and politics. Credit, 3 hours. Offered as needed.

ESS 338. Materials and Methods of Physical Education

A study of methods and available materials for assistance in teaching physical education and recreation and the correlation of physical education and recreation to the total school program. Prerequisite: ESS 232. Credit, 3 hours. Offered as needed.

ESS 435. Physiology of Exercise

The course focus is with the human body's physiological responses and adaptations to both acute and chronic physical activity. Emphasis will be placed on the cardiorespiratory system, exercise metabolism, physiology of training, and body composition. Recommended for juniors and seniors. Credit, 3 hours. Offered spring semester.

ESS 436. Outdoor Recreation

A study of the trends, opportunities, agencies, activities and resources related to the recreational use of the outdoors. Credit, 3 hours. Offered as needed.

ESS 437. Tests and Measurements

This course will focus on the practical application of tests and measurements used in the fields of physical education, exercise, fitness, and sport. Application, interpretation, and synthesis of testing and the resulting information will be addressed. Prerequisite – ESS 131. Recommended for juniors and seniors. Credit, 3 hours. Offered fall and spring semesters.

ESS 438. Movement Development

Theory and background of principles and practices of movement development from reflexive to movement acquisition by way of growth and movement education will be addressed. Emphasis is placed on Pre-K through Elementary levels. Credit, 3 hours. Offered as needed.

ESS 439. Senior Seminar – Capstone Course

By integration and demonstration of topics from the Fitness and Sport Management core classes, competencies in fitness and health promotion will be applied through the design and implementation of various hands-on opportunities. Upon completion, students will have had practical experiences that develop skills for their professional careers. Students must complete all Fitness and Sport Management core courses before registering or with Department Chair approval. Credits, 3 hours. Offered spring semester.

**THE DEPARTMENT OF HISTORY
AND POLITICAL SCIENCE**

History Program

Purpose Statement

The purpose of the History and Political Science Department is to pursue the intellectual, spiritual, and social objectives of the University. Toward that end, the Department strives to maintain a competent and conscientious Christian faculty who are dedicated to excellence in their profession. The students are the Department's first priority and therefore, the Department strives to provide them with the skills they need to succeed in their chosen fields of endeavor.

Program Goals

1. To provide students with a general knowledge of American and world civilizations.
2. To provide students with an appreciation of principal cultural issues pertinent to past and present societies.
3. To allow students to demonstrate critical and insightful thinking concerning principal historical issues.
4. To instill in students the knowledge necessary for assuming positions in history related fields and/or pursuing post graduate study.
5. To provide students, by their graduation, a basic understanding of traditional and current schools of thought within the study of history.
6. To provide students with the written and oral capacities to communicate effectively.
7. To instill in students by graduation an understanding and appreciation of the principal values of western society.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN HISTORY– 37 semester hours drawn from 19 hours in this history core described below, plus 18 hours as defined under Option I, II, or III or IV:

History Core required for all options (19 hours):

HIST 137	World Civilization to 1648
HIST 138	World Civilization since 1648
HIST 231	American History to 1877
HIST 232	American History since 1877
HIST 224	Research Mechanics
HIST 225	Research Composition
HIST 490	Issues in History

OPTION I – Designed for the student who desires a general program

At least six hours in United States History chosen from:

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 336	American Military History
HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

And at least six hours selected from:

HIST 332	Early Modern Western Military History
HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Six additional hours chosen from the department's history offerings.

OPTION II: American History Track -- 15 Hours selected from the following

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 336	American Military History
HIST 430	Selected Topics – Middle Period

HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

Plus three hours from the World History section in Option III

OPTION III: World History Track -- 15 Hours selected from the following

HIST 332	Early Modern Western Military History
HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 432	Modern Western Military History
HIST 434	Africa and the Arab World
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Plus three hours selected from the American History section in Option II

OPTION IV: Military History Track -- 15 Hours

POLS 235	Introduction to International Relations
HIST 332	Early Modern Western Military History
HIST 336	American Military History
HIST 432	Modern Western Military History
HIST 433	Expansion and the Civil War
HIST 438	The Great Captains
HIST 439	Seminar: Great Battles

Plus three hours selected from the American History section in Option II

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN HISTORY--37 semester hours as follows plus a world language through the intermediate level:

Required courses are as follows (19 hours):

HIST 137	World Civilization to 1648
HIST 138	World Civilization since 1648
HIST 231	American History to 1877
HIST 232	American History since 1877
HIST 224	Research Mechanics
HIST 225	Research Composition
HIST 490	Issues in History

At least six hours in United States History chosen from:

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 430	Selected Topics: Middle Period
HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

And at least six hours selected from:

HIST 332	Early Modern Western Military History
HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Six additional hours chosen from the department's history offerings.

REQUIREMENTS FOR A MINOR IN HISTORY--24 semester hours as follows: Required courses are (12 hours):

HIST 137	World Civilization to 1648
HIST 138	World Civilization since 1648

HIST 231	American History to 1877
HIST 232	American History since 1877

At least three hours in United States History chosen from:

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

And at least three hours chosen from:

HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Six additional hours chosen from the department's history offerings

Political Science Program

Purpose Statement

The purpose of the Department of History and Political Science is to pursue the intellectual, spiritual, and social objectives of the University. Toward that end the Department strives to maintain a competent and conscientious Christian faculty who are dedicated to excellence in their profession. The students are the Department's first priority and therefore, the Department strives to provide them with the skills they need to succeed in their chosen fields of endeavor.

Program Goals

1. To provide students with an understanding of political institutions and processes, both national and international.
2. To instill in students an awareness of the inevitability of power and politics in human affairs.
3. To enable students to think critically about the proper role of government, both in its range and limits.
4. To stimulate an awareness in students of the relationship between a strong vibrant democracy and their roles as active, informed citizens.
5. To provide students with the fundamental skills necessary for successful professional lives beyond college.

REQUIREMENTS FOR BACHELOR OF SCIENCE WITH A MAJOR IN POLITICAL SCIENCE – 37 credit hours: 19 hours of required courses plus 18 hours following either Option I or Option II

Required courses for both options (19 hours):

POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
HIST 224	Research Mechanics
HIST 225	Research Composition
POLS 490	Issues in Political Science
	AND
POLS 433	Western Political Theory I
	OR
POLS 434	Western Political Theory II

OPTION I: 18 additional hours are to be chosen from the Political Science offerings within the department.

OPTION II (Pre-Law Track): Whatever major may be pursued by the pre-law student, the pre-law track is highly recommended.

Additional courses in Political Science

POLS 230	Introduction to Law and Legal Education
POLS 233	American National Government
HIST 224	Research Mechanics
HIST 225	Research Composition
POLS 431	Internship
POLS 432	The American Constitution

Three hours of electives from Political Science section.

Pre-Law Curriculum

There is no preferred major for admission to law school; however, popular majors have been History, Political Science, English, and Business. In order to be admitted to law school one must successfully complete the Law School Aptitude Test (LSAT). Regardless of major, students who go on to law school need to have effective communication and critical thinking skills. Moreover, students should have a basic understanding of our legal system and an appreciation for the values that support it.

REQUIREMENTS FOR BACHELOR OF ARTS WITH A MAJOR IN POLITICAL SCIENCE – 37 credit hours following either Option I or Option II plus 12 credit hours in a world language through the intermediate level

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE – 24 semester hours as follows: Required courses are (12 hours):

POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
	AND
POLS 436	Political Ideologies
	OR
POLS 433	Political Theory I
	OR
POLS 434	Political Theory II

Plus 12 elective hours from the political science offerings of the department.

If the student desires a minor in political science, with the pre-law track, the student will need to take the following: (25 hours)

Required courses are (12 hours):

POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
	AND
POLS 436	Political Ideologies
	OR
POLS 433	Political Theory I
	OR
POLS 434	Political Theory II

Pre-Law Track

POLS 230	Introduction to Law and Legal Education
HIST 224	Research Mechanics
HIST 225	Research Composition
POLS 431	Internship
POLS 432	The American Constitution

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN HISTORY AND POLITICAL SCIENCE– 43 semester hours as follows:

Required courses are as follows (28 hours):

HIST 137	World Civilization to 1648
HIST 138	World Civilization since 1648
HIST 231	American History to 1877
HIST 232	American History since 1877
HIST 224	Research Mechanics
HIST 225	Research Composition
POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
POLS 490	Issues in Political Science
	OR
HIST 490	Issues in History

At least three hours in United States history chosen from:

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 336	American Military History
HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

And at least three hours selected from:

HIST 332	Early Modern Military History
HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Twelve hours of electives in History and Political Science *

* A minimum of 12 hours of POLS courses are required, but no more than 21 hours of POLS are allowed to count on the major.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN HISTORY AND POLITICAL SCIENCE – 43 credit hours defined above plus 9 credit hours in a modern world language through the intermediate level

IN ORDER TO OBTAIN CERTIFICATION TO TEACH SOCIAL STUDIES IN THE STATE OF KENTUCKY, THE STUDENT MUST COMPLETE 37 SEMESTER HOURS IN HISTORY AND 24 HOURS IN SOCIAL STUDIES. EACH PREFIX MUST HAVE AT LEAST ONE COURSE SELECTED.

REQUIREMENTS FOR TEACHER CERTIFICATION IN SOCIAL STUDIES–61 semester hours as follows:

Required courses are as follows (19 hours):

HIST 137	World Civilization to 1648
HIST 138	World Civilization since 1648
HIST 231	American History to 1877
HIST 232	American History since 1877
HIST 224	Research Mechanics
HIST 225	Research Composition
HIST 490	Issues in History

At least six hours in United States History chosen from:

HIST 331	Kentucky
HIST 333	American Diplomacy
HIST 336	American Military History
HIST 431	Early America
HIST 433	Expansion and the Civil War Era
HIST 435	Twentieth-Century America

And at least six hours selected from:

HIST 332	Early Modern Western Military History
HIST 334	England
HIST 335	Twentieth-Century Europe
HIST 337	China and Japan
HIST 436	The Renaissance and the Reformation
HIST 437	Russia

Six additional hours chosen from the History Department's offerings

Twenty-four hours chosen from the following: (6 hours of which must be BADM 135 and BADM 136)

BADM 135	Macroeconomics
BADM 136	Microeconomics
POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations

POLS 338	Comparative Politics
POLS 433	Western Political Theory I
SOCI 131	Introduction to Sociology
PSYC 333	Psychology of Personality
PSYC 334	Social Psychology
BADM 436	International Business
GEOG 131	Human Geography or GEOG 231 Environmental Geography
HSRV 235	Human Behavior and the Social Environment

No more than three hours of the Social Studies minor may count toward completion of General Education Curriculum requirements. Each prefix must have one course selected. Course substitutions will be allowed only with the consent of the advisor and the Chairman of the History and Political Science Department.

Description of Courses

GEOG 131. Introduction to Human Geography

This course is designed to build and apply a geographic vocabulary and an understanding of approaches to geographic study with a respect to human culture and population. The course pays particular attention to both cultural features as they have developed and spread across space and time. Credit, 3 hrs. Offered fall semesters.

GEOG 231. Environmental Geography

The course provides thematic exploration of the earth with particular attention to its relationship with the sun and other bodies in space as well as human interaction with its natural environments. Special attention is given to interplay between sustainable human population and the natural environment, including potential hazards resulting from natural disaster, human activities, and settlement patterns. Credit, 3 hrs. Offered spring semesters.

HIST 137. World Civilization to 1648

A historical study of the development of mankind from the ancient times to approximately 1648. The course will emphasize those forces which have influenced present-day Western Europe and the United States. It will also, however, give the student an introduction to the rest of the major civilizations of the world. Credit, 3 hours. Offered fall semesters.

HIST 138. World Civilization since 1648

A continuation of HIST 137 from approximately 1648 to the modern times. Credit, 3 hours. Offered fall and spring semesters.

HIST 224. Research Mechanics.

A study of the citations used in the Department along with techniques of historical and political science research. The course will also include the study of some major historians. Credit, 2 hours.

HIST 225. Research Composition.

The preparation of a historical or political science paper. This course should be taken in the sophomore year. Prerequisite: HIST 224. Credit, 2 hours.

HIST 231. American History to 1877

A study of the origin and development of American society and institutions from the beginning of the colonial period through Reconstruction. Credit, 3 hours. Offered fall and spring semesters.

HIST 232. American History since 1877

A continuation of HIST 231, spanning the period from 1877 to the present. Credit, 3 hours. Offered spring semesters.

HIST 330. Topics in History

A general study of a historical topic designed to appeal to a broad student population. No Prerequisites. Credit, 3 hours. Offered as needed.

HIST 331. Kentucky

A survey of Kentucky history from 1750 to the present. Credit, 3 hours. Offered fall semester, even years.

HIST 332. Early Modern Western Military History

A survey of the development of the military art from 1337 to 1650. Prerequisites: HIST 137 and HIST 224.

HIST 333. American Diplomacy

An intensive chronological and bibliographical study of the history and conduct of United States foreign relations since 1775, the course emphasizes the constitutional and statutory rationales and the development and practices of formal and informal

institutions and groups responsible for past and present American diplomacy. Prerequisites: HIST 231 and 232, or the consent of the instructor. Credit, 3 hours. Offered fall semester, odd years.

HIST 334. England

An examination of England from the Renaissance to contemporary times with emphasis on the growth of political institutions and Britain's rise and decline as a world empire. Prerequisites: HIST 137 and 138 or consent of instructor. Credit, 3 hours. Offered spring semester, odd years.

HIST 335. Twentieth-Century Europe

This course will concentrate on the period from World War I to the outbreak of the Cold War. Topics will include, but are not limited to, the rise of communism and fascism, the pre-war paralysis of democracy, World War II, and post-war conditions of the continent. Credit, 3 hours. Prerequisite: HIST 138 or consent of instructor. Offered spring semester, even years.

HIST 336. American Military History

Students will study and develop an appreciation of the scope of the evolution of the American military tradition from its colonial origins to the military of the early 21st century. Credit, 3 hours.

HIST 337. China and Japan

A survey of the history of China and Japan from their crucial periods of the 16th Century to the present. Prerequisite: HIST 138 or consent of instructor. Credit, 3 hours. Offered spring semester, even years.

HIST 402. Myths of the American West

This course, taught in tandem with ENGL 402, provides an investigation of the myths of the American West as seen in history, literature, and popular culture. The student will be introduced to how the concept of a myth and the creation of national heroes begin with history and end with the public's desire to see their heroes in action in literature and popular culture such as music, cinema, and television. The primary focus of each offering may change from semester to semester to include, but not be limited to, the pioneers, the town tamers, gunfighters and lawmen, ranching, and frontier women. Prerequisite: junior standing. This Integrated Studies course can fulfill a requirement in Section IVA of the General Education Curriculum. Credit, 3 hours.

HIST 430. Selected Topics

The detailed study of a particular historical subject. This course may be substituted for an upper level American History course or a non-American History course, depending upon the topic, with the approval of the student's advisor and the chairman of the Department. Credit, 3 hours. Offered as needed.

HIST 431. Early America

A survey of the transit of civilization from Europe to British North America; the growth of American life within the British Empire; and the course of the American Revolution, including the writing of the United States Constitution. Prerequisite: HIST 231 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

HIST 432. Modern Western Military History

A survey of the development of the military art from 1650 to the present. Prerequisites: HIST 138, HIST 224, and HIST 225. Credit, 3 hours.

HIST 433. Expansion and the Civil War Era

A study of the westward expansion and the origins of conflict between the North and the South. It will also focus on the war itself and its effects on the re-united nation. Prerequisite: HIST 231 and 232. Credit, 3 hours. Offered fall semester, odd years.

HIST 435. Twentieth-Century America

The major focus of this course will be the 1920s through the 1960s. Special attention will be given to the changes in societal thinking about politics, foreign policy and American economic development. Other topics will also be considered as time permits. Prerequisite: HIST 232 or consent of instructor. Credit, 3 hours. Offered spring semester, odd years.

HIST 436. The Renaissance and the Reformation

A study of the transformation of western Europe from medievalism to modernity, with stress on the disruption of the unity of Roman Christendom and the resulting reaction. Prerequisites: HIST 137 or consent of instructor. Credit, 3 hours. Offered fall semester, odd years.

HIST 437. Russia

A survey of Russian life from the rise of Muscovy to the present with special attention given to the following topics: the developing contacts with the west, the eighteenth century expansion, the revolution of 1917, and the Soviet period. Other topics may be examined from time to time. Prerequisites: HIST 137, and HIST 138 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

HIST 438. The Great Captains

A study of military genius from the Ancient World to the Modern. Prerequisites: HIST 137, HIST138, HIST 224, and HIST 225; One Military History 300- or 400-level class. Credit, 3 hours.

HIST 439. Seminar: Great Battles

A seminar-format class meeting one day a week intended as a capstone course for the military track. (This course does not replace HIST 490: Issues). Prerequisites: HIST 137, HIST 138, HIST 224, and HIST 225. One 300- or 400-level course in the Military History track. Credit, 3 hours.

HIST 490. Issues in History

This course will allow a student to examine a problem in history thoroughly. The student will select, research, and analyze the problem and draw conclusions from it. This course will be offered only in the fall semester, and a student must have completed Historical Methods (HIST 234) successfully. This course is open to senior majors only. Credit, 3 hours. Offered fall semester, every year.

HIST 491. Honors Research

This course provides a venue for Presidential Scholars research or other independent research projects. Credit, 3 hrs. May be repeated once for a total of 6 credits. Offered as needed.

POLS 131. Introduction to Political Science

A significant theme of this course is the development of what makes for good government and citizenship. Contemporary domestic and international issues facing citizens will be discussed. The study of political science as a discipline will be introduced with emphasis on its history, scope, method, and development as well as detailed study of major fields of political science. Credit, 3 hours. Offered every semester.

POLS 230. Introduction to Law and Legal Education

This course will help aspiring law students to know what to expect in law school, to examine potential legal careers, to prepare to take the Law School Aptitude Test (LSAT), and to gain practical knowledge in skills essential to success in law school, including writing briefs, locating and understanding case law, using libraries and Internet legal resources. Various legal landmark cases will be examined and the class will engage in mock trial or moot court. Recommended for juniors and seniors considering law school. Credit, 3 hours. Offered fall semesters.

POLS 233. American National Government

A survey of American politics with emphases on the structure and functions of the national government, as well as the activities of citizens, political parties, interest groups, and media. Credit, 3 hours. Offered fall and spring semesters.

POLS 234. State and Local Government

A study of structures, functions, institutions and policies of state and local governments in the United States with special attention given to Kentucky government and politics. Credit, 3 hours. Offered spring semesters, odd years.

POLS 235. Introduction to International Relations

This course is a survey of both selected classic texts and theories of international relations, and the emerging post-9/11 world. After discussing enduring issues of war, peace and the search for national security, students will be introduced to the major actors, processes and issues in current international politics. Credit, 3 hours, offered spring semester.

POLS 330. Topics in Political Science

A general study of a political science topic designed to appeal to a broad student population. No Prerequisites. Credit, 3 hours. Offered as needed.

POLS 331. Developing Democracy

This course examines one of the most dynamic areas of political science today: the common challenges facing newly democratizing nations, and the linkage between democracy and peace. Sub-topics that will be treated include: the need for effective leadership, elite and mass political culture, the problem of respecting civil liberties, and the differing varieties of democracy from around the world. Prerequisite: POLS 131. Offered fall semester of odd years.

POLS 332. Public Opinion and Voting

A study of the role of public opinion and voting in American democracy. The course will examine several issues, including formation of political opinions and attitudes, how opinions are organized through ideology and partisanship, the content of opinions in relation to specific public policies, and how opinions shape and alter individual voter's choices and determine election outcomes. Prerequisite: POLS 233 Credit, 3 hours. Offered fall semester, even years.

POLS 334. Congress

A study of the politics of Congress including such topics as representation, congressional elections, party leadership, the committee system, legislative process, floor voting, congressional policy-making, relations with other branches of government, and congressional reform proposals. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered spring semester, even years.

POLS 335. The American Presidency

An examination of the office of President in the American political system including such topics as establishment and development of the office, the presidential selection process, the Vice-Presidency, roles of the President, Presidential power and decision-making, and an evaluation of the Presidency. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered fall semester, odd years.

POLS 336. Political Parties, Interest Groups, and Media

A description, analysis, and evaluation of how three intermediary agencies- political parties, interest groups, and media-transmit and convey public demands. An emphasis will be placed on how these agencies attempt to influence election outcomes and shape public policy in American politics. Prerequisite: POLS 233. Offered spring semester of even years.

POLS 338. Comparative Politics

A core course that both establishes the rationale and frameworks for comparing politics within states, and an in-depth examination of at least one country from Europe, Asia, the Middle East, Africa, and Latin America. Prerequisite: POLS 131. Credit, 3 hours. Offered fall semester, even years.

POLS 339. American Foreign Policy

This course will tackle the fluid nature of challenges to United States national interest and security. After a thorough grounding in the actors and process involved in foreign policy-making, students will be assigned case studies in order to examine concrete situations and use of real-world models. Prerequisite: POLS 235 Offered spring semester of odd years.

POLS 402. In Defense of Humanity: Human Rights Abuses and the World's Responses

This course, taught in tandem with HSRV 402, seeks to capture the essence of the tragedy of human rights abuses worldwide. Human rights abuses include but are not limited to the following: genocide, slavery, sex trafficking, exploitation, abuse, rape, and political persecution. Far too often, cases of crimes against humanity pass virtually unnoticed in the eyes of the industrialized world. This class will attempt to raise awareness about past and contemporary human rights abuses. A framework will be introduced to students as to why and how these abuses unfold. Students will explore and discuss the options for solutions or interventions at any level. Students will satisfy the rigors of the QEP milestones of clarity, discernment, and integration in that they will confront a problem, explore the root causes of the issue, and then be asked to investigate viable solutions. This Integrated Studies course can fulfill a requirement in Section IVB of the General Education Curriculum. Credit, 3 hours.

POLS 430. Selected Topics

The detailed study of a particular subject in the field of political science. Prerequisite: POLS 131 or consent of the instructor. Credit, 3 hours. Offered as needed.

POLS 431. Internship

This internship allows political science majors to work part-time in local government offices under the supervision of public officials and their staffs. The public duties performed by the students will be defined by the nature of the particular office to which the students are assigned. In addition, students will meet goals, follow procedures, and adhere to routines that have been established jointly by their office supervisors and by political science faculty. Students are required to complete a minimum of 125 clock hours at the work site. Departmental approval must be obtained one semester prior to being assigned. Prerequisite: Junior standing in the political science major and permission of the department chair. Credit, 3 hours. Offered fall and spring semesters.

POLS 432. The American Constitution

An examination of the United States Constitutionits origins, development, and interpretation by the federal courts. Case study method is used to study the major Supreme Court cases concerning the Constitution. Strongly recommended for Pre-Law students. Prerequisites: POLS 233, HIST 231, 232, or consent of the instructor. Credit, 3 hours. Offered spring semester, even years.

POLS 433. Western Political Theory I

A study of the origins of political theory in ancient Greece, as well as contributions made to political theory by Christian thinkers in the Middle Ages. The texts of writers to be examined include Plato, Aristotle, St. Augustine, and St. Thomas Aquinas, among others. Prerequisite: POLS 131 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

POLS 434. Western Political Theory II

A study of Political theory beginning at the end of the middle ages and extending through the nineteenth century. The texts of writers to be examined include Nicollo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Stuart Mill, and Karl Marx. Prerequisite: POLS 131. Offered fall semester, odd years.

POLS 436. Political Ideologies

This course stresses the importance of ideas in shaping future political reality and action. An in-depth examination of the "isms" of the 19th and 20th centuries: capitalism, socialism, corporatism, communism, and fascism, and their continuing relevance in today's world. Prerequisite: POLS 131. Offered spring semester, even years.

POLS 437. Public Administration and Public Policy

An introduction to the study of public administration and public policy in the United States. Focus will be on the behavior of public organizations in the American political system. Specific policy areas will be discussed to illustrate the role that public organizations play in the policy-making process. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered spring semester, odd years.

POLS 490. Issues in Political Science

This course will allow a student to examine a topic in political science thoroughly. The student will select, research, and analyze the topic and draw conclusions from it. This course will be offered only in the fall semester, and a student must have completed Historical Methods HIST 234 successfully. This course is open to senior majors only. Credit, 3 hours. Offered fall semester.

THE DEPARTMENT OF HUMAN SERVICES

Human Services Program

Purpose Statement

The Human Services Program provides students the opportunity to develop the foundation of knowledge and skills required to work within the helping profession. The Department's curriculum emphasizes course work that enhances self-awareness and increases understanding of personal values, while fostering appreciation of diversity and the needs of humanity. Education is provided in the areas of professional helping skills, behavioral theory, and current social issues. Students are equipped to conduct ethical practice, establish appropriate boundaries, and apply their skills within professional environments that offer services to people.

Program Goals

1. To facilitate an appreciation of self-awareness and the diversity of humanity, especially as this relates to the variety of human services careers.
2. To provide students with a core knowledge base in human behavior theory, research methods, and social welfare policy in preparation for a career and/or graduate study.
3. To promote understanding of the human services perspective related to individuals, groups, and communities.
4. To integrate healthy professional boundaries and best ethical practices within a human services capacity.
5. To demonstrate professional helping skills within the classroom and apply the skills within a professional environment.

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University's School of Lifelong Learning (SLL) should consult SLL publications and their academic advisor for the availability and rotation of courses available for them in an online format.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN HUMAN SERVICES – 33 hours

Human Services Core Courses (33 hours): All of the following (30 hours)

HSRV 131	Survey of Human Services	HSRV 234	Basic Counseling Skills
HSRV 331	Individuals & Families Assessment		
HSRV 332	Group Dynamics		
HSRV 335	Research Methods		
HSRV 336	Human Services Administration		
HSRV 338	Case Management		
HSRV 436	Human Diversity & Ethics		
HSRV 461/462*	Internship and Seminar	or HSRV 439	Professionalism with an additional 300-400 level course (to be approved by advisor)

One of the following (3 hours)

HSRV 237	Human Behavior in the Social Environment
PSYC 232	Human Development (for students taking counseling concentration)

*Internship is a required course for the major and is viewed as an invaluable tool to prepare students for employment in human services. The Human Services Department reserves the right to require alternative coursework in lieu of internship placement when the Department feels this is in the best interest of either the student or the Department. Any student with extenuating and verifiable circumstances which may prevent him/her from successfully completing an internship placement may complete an Internship Exclusion Application and submit it to the Department Chair for consideration.

**HSRV 335 Social Research is recommended for students going on to graduate school.

NOTE: Courses used as part of a concentration area (below) cannot be counted in the 33-hour Core.

INTERNSHIP PLACEMENT

Students who do not meet the placement guidelines (including academic performance and recommendations) for HSRV 461/462 Internship and Seminar may enroll instead in HSRV 439 to fulfill part of the core requirements for the Human Services major. This course may also serve as an elective for minors. See the Department Chair for more information concerning internship placement.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN HUMAN SERVICES – 51 hours

NOTE: Students completing a concentration in Human Services do not need to complete a minor in order to graduate.

Completion of the Human Services Core Courses (33 hours; See above.)

Human Services Concentration (18 hours)

SOCI 131	Introduction to Sociology
HSRV 433	Social Policy
HSRV 432	Addictions and Recovery
HSRV 438	Applied Interventions
HSRV 404	Understanding Child Maltreatment
HSRV 430	Human Services in Schools
HSRV 431	Spirituality and Values in the Helping Profession
HSRV 437	Mental Health
HSRV 402	Human Tragedies and Interventions
Math 335	Introduction to Probability and Statistics

Note: HSRV 335 or MATH 335 is recommended for those intending to pursue graduate studies.

Mental Health Concentration (18 hours)

PSYC 435	Abnormal Psychology
COUN 445	Grief and Crisis
COUN 432	Addiction and Recovery
COUN 431	Spirituality and Values in the Helping Profession
COUN 451	Marriage and Family Counseling
COUN 458	Child and Adolescent Counseling

Addictions Concentration (18 hours)

PSYC 435	Abnormal Psychology
COUN 445	Grief and Crisis Intervention
COUN 432	Addiction and Recovery
COUN 431	Spirituality and Values in the Helping Profession
COUN 451	Family Therapy in Addiction Treatment
COUN 457	Drug Abuse Education and Prevention

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN HUMAN SERVICES – to include the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN HUMAN SERVICES – 24 semester hours:

Human Services Core Courses (18 hours)

SOCI 131	Introduction to Sociology
HSRV 131	Survey of Human Services
HSRV 234	Basic Counseling Skills
HSRV 331	Individuals and Families Assessment
HSRV 338	Case Management
HSRV 237	Human Behavior & the Social Environment

Two Additional Electives from Human Services (6 hours)

HSRV 332	Groups Dynamics
HSRV 432	Addictions and Recovery
HSRV 433	Social Policy Analysis

Description of Courses

HSRV 131. Survey of Human Services

This course offers an introduction into the many current human services issues facing the United States and the world today. The history of the human services field and the roles that professionals play are introduced to assist students with personal career exploration and professional growth. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours. Offered fall and spring semesters.

HSRV 234. Basic Counseling Skills

This course provides a study of the skills essential to interviewing and counseling with clients in the field of human services. Such skills include engagement, assessment, analysis, planning, intervening, and evaluating. The class is designed to foster experiential learning using interactive processes through the completion of communication and interviewing exercises and the application of human service interventions. These skills are achieved primarily through role play within the classroom. Prerequisite or Co-requisite: HSRV 131. Credit, 3 hours. Offered fall and spring semesters.

HSRV 237. Human Behavior in the Social Environment

This course takes a chronological approach to the life span from an ecological/systems perspective and strengths framework. The material attends to human diversity and the effects of age, gender, and family structure. It focuses on human functioning throughout the lifespan to provide the student with a knowledge and value base for practice across all system levels (micro, mezzo, and macro). The course incorporates content on culture, empowerment, gender differences, and racial and ethnic stereotypes. This course also offers an interdisciplinary viewpoint focusing on theories of human development commonly used in the social sciences to understand human behavior. Human behavior draws upon a multitude of theoretical foundations, principles, and methodologies. Prerequisite: HSRV 131. Offered fall and spring semesters.

HSRV 331. Individuals and Families Assessment

This course focuses on integrating skills of the assessment and problem-solving processes with practice principles and interventions for families and individuals. Research, assessment, and intervention are key components of the learning process within this course. Prerequisite: HSRV 234. Credit, 3 hours. Offered fall semesters.

HSRV 332. Group Dynamics

This course examines the theory, processes, and practice of group work in human services through lecture and experiential learning methods. Students learn the value of groups, the stages of group development, the roles and tasks of the group facilitator, and the strategies for dealing with common group problems. Course lectures and discussions will focus on the common types of groups facilitated by human service workers, including but not limited to psychoeducation, task, support, and self-help. The experiential component provides students the opportunity to participate in a group with the goal of enhancing inter/intra personal skills required for effective group leader roles. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 335. Social Research Methods

This course studies the research process as it applies to research with individuals, families, groups, and communities. Attention is given to the methods and techniques of social research, including data collection, data analysis, and presentation of findings. Special attention is given to the issues of research on human beings such as diversity and ethical research. Junior or senior status preferred. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 336. Human Services Administration

This course provides an overview of Human Services Administration as a profession. The course will examine the roles and functions of Human Services workers/administrators related to managing budgets, monitoring expenditures, planning, evaluating and other current issues related to human services. The ethical principles that guide the Human Services Administration profession will also be examined. Prerequisite: HSRV 331 Credit, 3 hours. Offered spring semesters.

HSRV 338 Case Management.

This course will provide training in essential skills for conducting effective case management for individuals, families and groups encountered in the human services field. Students will learn how to serve as brokers of services and learn how to monitor and evaluate the effectiveness of interventions. Special instruction will be provided in maintaining accurate and professional documentation that fits standards for reimbursement and licensure review. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 402. Human Tragedy and Intervention

This Integrated Studies course seeks to provide an opportunity for students to learn about human tragedy, both past and modern day. A historical basis for human suffering will be established, and any number of issues may be explored: public crises, genocide, human slavery, sex trafficking, and oppression. Micro, mezzo, and macro level experiences will be examined, along with options for intervention at each of these levels. Current instances of human suffering and/or tragedy, whether regional, national, or global, will be integrated into the course material in an effort to keep the course relevant and applicable for students. Students will satisfy the rigors of the QEP milestones of clarity, discernment and integration in that they will confront a problem, explore the root causes of the issue, and then be asked to investigate viable solutions. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

HSRV 404. Understanding Child Maltreatment

This Integrated Studies course seeks to provide an opportunity for students to learn about child maltreatment and how they are investigated by child protective services. This course will provide clarity of the definition of child abuse,

also focusing on mental and physical abuse which is often difficult to prove in a court of law. The history of child welfare and neglect will be examined in this class. Additionally, this class explains case management procedures and focuses on how various professionals become involved in the child protection process and how treatment is undertaken. This class will conclude with an overview of functional and dysfunctional families, and contrasts healthy child development with development hampered by abuse. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered Fall Semesters and as needed.

HSRV 430. Human Services in Schools

This course will use a variety of activities to assist the student with being prepared to develop the skills to work in a school as a human services professional. The class will analyze different theories that a professional would utilize while working in the education system. The history of human service personnel will be studied to show the progress of the profession as well as the duties of a human services professionals in the current times. This course will be taught from a generalist perspective, as the human services professionals are often placed in a variety of positions in schools. Credit, 3 hours. Prerequisite: HSRV 131 and SOCI 131

HSRV 431 Spirituality and Values in the Helping Profession

This course will explore how spirituality, religion, and faith may represent important aspects of individuals seeking services from human service professionals. The course will explore the role spirituality, religion, and faith may be expressed in different cultures and over the lifespan. This course will be culturally sensitive, educational, introspective and expressive. Credit, 3 hours

HSRV 432. Addictions and Recovery

This course provides students with an opportunity to explore human behavior from an addiction perspective. It is intended to be an introduction to the effects of psychoactive drugs, from the interactions between chemicals and brain cells, to the psychological and physiological effects on the individual, to the impact upon the community. The course also explores multiple treatment methodologies and theories. Prerequisite: HSRV 131. Credit, 3 hours. Offered fall semesters.

HSRV 433. Social Policy Analysis

This course provides an overview of modern social policy. The formation process and historical basis of social policy within local, state, and federal political structures are studied. Public policies significantly impacting human services are reviewed with special attention given to policy outcomes and applications impacting the field. Credit, 3 hours. Offered fall semesters.

HSRV 436. Human Diversity and Ethics

This course is designed to teach students about the systems which maintain differential access to power and privilege at the expense of marginalized populations (including but not limited to the Appalachia population), skills for understanding and evaluating their own values and belief system, and ways to advocate for the human services' core value of social justice. Ethical decision-making, understanding and applying ethical codes and laws, and opportunities to develop critical thinking skills will also be emphasized and practiced throughout the course. Students will engage in project based learning related to unfamiliar cultures. Credit 3 hours. Offered fall and spring semesters. Junior or senior status preferred.

HSRV 437 Mental Health

This course is designed to address specialized mental health issues related to individuals and families. The course will explore diagnosing mental health disorders and how those disorders affect the everyday lives of the individuals with the disorder as well as those around them. Students will be instructed on how to intervene in a range of different settings with client systems of any size. The common body of knowledge, values, and skills used in mental health will be taught. This course will emphasize the main concept that the most effective change occurs when a professional addresses problems on micro, mezzo, and macro levels. Credit, 3 hours.

Prerequisites: HSRV 131, SOCI 131

HSRV 438. Applied Interventions.

This course provides an opportunity for students to gain specialized intervention skills applicable in human services settings. Students will become knowledgeable about the theories driving the interventions studied, the application of those interventions within various field settings, and the impact of the interventions on particular client populations. Options for study may include but are not limited to: play therapy, sand tray therapy, kinetic drawing, guided imagery and hypnotherapy. Prerequisites: HSRV 234 and HSRV 331. Credit, 3 hours. Offered spring semesters.

HSRV 439. Professionalism in Human Services

This course assists students in developing the skills necessary to be successful in the workplace. The course actively involves the students in developing positive and productive skills that are necessary for professionalism in the human services field. This course may fulfill a core requirement in the major and may also be taken as an elective in the minor. Prerequisites: 18 hours of human services courses and permission of department chair. Credit, 3 hours.

HSRV 461. Internship and Seminar (250 hours)

This course provides the opportunity for human services students to work with individuals, groups and community organizations under the supervision of a professional in human services. The field experiences are systematically selected and provide opportunity for practice in a variety of human service settings. Specific policies and procedures are established to facilitate the field experiences. Students are required to complete a minimum of 250 clock hours. A two hour weekly seminar is required. Departmental approval must be received the semester prior to being placed. Prerequisite: 18 credit hours in core courses of major and permission of department chair. Credit, 6 hours. Offered fall, spring, and summer semesters.

HSRV 462. Internship and Seminar (125 hours)

This course provides the opportunity for human services students to work with individuals, groups and community organizations under the supervision of a professional in human services. The field experiences are systematically selected and provide opportunity for practice in a variety of human service settings. Specific policies and procedures are established to facilitate the field experiences. Students are required to complete a minimum of 125 clock hours. A two hour weekly seminar is required. Departmental approval must be received the semester prior to being placed. Prerequisite: 18 credit hours in core courses of major and permission of department chair. Credit, 3 hours. May be repeated once. Offered fall, spring, and summer semesters.

SOCI 131. Introduction to Sociology

This course offers a survey of basic concepts, theories, methods and research associated with the analysis of society and the scientific study of human social activity and human nature. Particular attention will be given to the discipline of sociology as it relates to the resolution of current social problems and well-being within a social context. Credit, 3 hours. Offered fall and spring semesters.

COUN 431. Spirituality and Values in the Helping Profession

This course will explore how spirituality, religion, and faith may represent important aspects of individuals seeking services from human service professionals. The course will explore the role spirituality, religion and faith may be expressed in different cultures and over the lifespan. This course will be culturally sensitive, educational, introspective and expressive. Credit, 3 hours.

COUN 432. Addiction and Recovery

This course provides students with an opportunity to explore human behavior from an addiction perspective. It is intended to be an introduction to the effects of psychoactive drugs, from the interactions between chemicals and brain cells, to the psychological and physiological effects on the individual, to the impact upon the community. The course also explores multiple treatment methodologies and theories. Prerequisite: HSRV 131. Credit, 3 hours. Offered fall semesters.

COUN 445. Grief and Crisis Intervention

This course will provide the student an understanding of the theories of crisis and bereavement services and intervention strategies for those touched by grief and crisis. Students will be required to provide at least 10 hours of service to the community, especially as it relates to Grief and Crisis. Credit, 3 hours.

COUN 451. Family Therapy in Addiction Treatment

This course introduces the family as a dynamic system focusing on the effects of addiction on family roles, rules, and behavior patterns. Attention is given to the effects of mood altering substances, behaviors, and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective. Credit, 3 hours.

COUN 456. Marriage & Family Counseling

This course provides an overview of marriage and family models. Students will be introduced to the historical development of marriage and family counseling, as well as family systems theory. Attention is given to the major family interactional patterns which lead to family system breakdowns as well as the development of skills in the identification of such patterns and how to effectively work within this system. Credit, 3 hours.

COUN 458. Child and Adolescent Counseling

This course will explore various problematic issues and behaviors specific to children and adolescents. Provides ways to prevent, assess, and treat these problems. Theoretical foundations, ethical concerns, and developmental issues and norms will also be reviewed as they are applied to children and adolescents. Credit, 3 hours.

COUN 457. Drug Abuse Education & Prevention

This course will provide a comprehensive review of approaches to drug abuse education and prevention. Course content includes drug control policies and the impact of abused substances on all segments of society. The course will focus on the resources of multiple societal sectors to reduce the demand for drugs. Credit, 3 hours.

School of Computer and Information Sciences

THE DEPARTMENT OF INFORMATION TECHNOLOGY SCIENCES

Purpose Statement

The purpose of the School of Computer and Information Sciences is to provide instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.

Program Goals

1. To ensure that students in the program are knowledgeable and well versed in modern technology concepts.
2. To enable the students in the program to effectively use information resources, do intellectual research, and communicate scientific knowledge.
3. To cultivate critical thinking and problem solving skills in our students.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN INFORMATION TECHNOLOGY SCIENCES—36 semester hours as follows:

Required Core Courses—36 hours:

ITSS 130	Application Software
ITSS 131	Introduction to Object Oriented Programming
ITSS 230	Fundamentals of Databases
ITSC 230	Information Security and Assurance
ITSI 231	Hardware
ITSS 232	Web Design
ITSI 331	Networking
ITSI 336	Server Administration
ITSS 337	Business Intelligence
ITSS 438	Capstone
Plus six hours of electives from ITS	

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN INFORMATION TECHNOLOGY SCIENCES—54 semester hours as follows:

Required Common Core Courses—36 hours

ITSS 130	Application Software
ITSS 131	Introduction to Object Oriented Programming
ITSS 230	Fundamentals of Databases
ITSC 230	Information Security and Assurance
ITSI 231	Hardware
ITSS 232	Web Design
ITSI 331	Networking
ITSI 336	Server Administration
ITSI 337	Business Intelligence
ITSS 438	Capstone
Plus six hours of electives from ITS from outside of your concentration	

One 18-hour Concentration

Cybersecurity Concentration- 18 hours

ITSC 330	Prevention and Protection Strategies in Cybersecurity
ITSC 331	Ethical Hacking
ITSS 332	Database Administration
ITSC 430	Information Security Management
ITSC 431	Legal and Ethics
ITSC 439	Capstone II: Cybersecurity

Infrastructure Concentration- 18 hours

ITSI 332	Interconnecting Network Devices
ITSI 333	Data Center
ITSI 335	Cloud Computing
ITSI 432	Routing and Switching
ITSI 433	Wireless
ITSI 439	Capstone II: Infrastructure

Management Concentration- 18 hours

ITSM 334	Management Information Systems
BACC 131	Principles of Accounting I
BACC 132	Principles of Accounting II
BADM 136	Microeconomics
BADM 331	Principles of Management
BADM 334	Principles of Marketing

Software Engineering Concentration- 18 hours

ITSS 332	Database Administration
ITSS 333	Video Game Programming
ITSS 334	Web Programming
ITSS 338	Programming of Mobile Devices
ITSS 435	Software Engineering
ITSS 439	Capstone II: Software Engineering

REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY SCIENCES—21 semester hours as follows:

ITSS 130	Application Software
ITSS 131	Introduction to Object Oriented Programming
ITSS 230	Fundamentals of Databases
ITSC 230	Information Security and Assurance
ITSI 231	Hardware
ITSI 331	Networking

Plus three hours of electives from ITS

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A CONCENTRATION IN INFORMATION TECHNOLOGY SCIENCES—18 semester hours as follows:**Required Core Courses—18 hours:**

ITSS 130	Application Software
ITSS 131	Introduction to Object Oriented Programming
ITSS 230	Fundamentals of Databases
ITSI 231	Hardware
ITSS 232	Web Design
ITSI 331	Networking

Description of Courses**Cybersecurity****ITSC 230. Information Security and Assurance**

An introduction to network security, compliance, operation security, threats, vulnerabilities, application security, and host security. Other topics that will be discussed include access control, identity management, and cryptography. Credit 3 hours. Offered Spring Semesters.

ITSC 330. Prevention and Protection Strategies in Cybersecurity

An in-depth study of the theories and practices for prevention of cyber-attacks. Countermeasures discussed include training, encryption, VPN's, policies, practices, access controls, secure systems development, software assurance arguments, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Business continuity plans and disaster recovery plans (BCP, DRP) are also discussed. Strategies for large-scale prevention are also discussed, such as critical infrastructure protection, international collaboration, and law enforcement. Credit 3 hours. Prerequisite ITSC 230. Offered Fall Semesters.

ITSC 331. Ethical Hacking

This course will immerse the students into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will also learn about intrusion detection, policy creation, social engineering, DDoS attacks, buffer overflows and virus creation. Credit 3 hours. Prerequisite ITSC 230. Offered Fall Semesters.

ITSC 430. Information Security Management

Promotes international security practices and recognizes management, design, and oversight of enterprise information security. Topics include information security governance, risk management and compliance, program development and management, and incident management. Credit 3 hours. Prerequisite ITSC 230. Offered Spring Semesters.

ITSC 431. Legal and Ethics

The course explores the impact of technology on society and the complex issue of ethics. The course surveys ethical theories and how they are applied to legal theories of computing. Students will deal with ethical and legal issues related to areas such as copyright, patents, trademarks, discrimination, privacy, information security, freedom of speech, freedom of expression, fairness, and artistic license in relation to the creation, access, and reproduction of materials appropriate for the Internet. Credit 3 hours. Offered Fall Semesters.

ITSC 439. Capstone II: Cybersecurity

This course requires the student to apply the research conducted in ITSS 438 and ITSC related coursework. This course is required for students pursuing a cybersecurity area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSS 438 and consent of department chair. Offered Spring Semesters.

Infrastructure**ITSI 231. Hardware**

A general introduction to computer hardware including computer maintenance issues and an overview of computing components (microprocessor, system boards, storage devices). Students get hands on experience diagnosing computer problems and dealing with software and hardware installation issues. Credit 3 hours. Offered Spring Semesters.

ITSI 331. Networking

An introduction to networking exploring theoretical hardware and software issues of networking. Students get hands on experience setting up network hardware, configuring network software, and exploring network topologies and technologies. Credit 3 hours. Offered Fall and Spring Semesters.

ITSI 332. Interconnecting Network Devices

An introduction to the skills required for entry-level network support positions. The course covers networking fundamentals, WAN technologies, basic security and wireless concepts, routing and switching fundamentals, and configuring simple networks. Credit 3 hours. Prerequisite ITSI 331. Offered Spring Semesters.

ITSI 333. Data Center

An introduction to design, implementation, and troubleshooting of data center components. Topics covered will include network diagrams and topologies, virtual LANs, layer 2 switching, IPv4, IPv6, and routing protocols. Credit 3 hours. Prerequisite ITSI 332. Offered Spring Semesters.

ITSI 335. Cloud Computing

An introduction to cloud computing that includes cloud characteristics and models, cloud deployments, basic knowledge of cloud compute and networking, and providing end-user support. The course also covers cloud reporting, provisioning, monitoring, and remediation. Credit 3 hours. Prerequisite ITSI 332. Offered Fall Semesters.

ITSI 336. Server Administration

An introduction to the installation and administration of network servers. Topics covered will include server installation and configuration, server roles, storage, Active Directory and Group Policy, file, print, and web services, remote access, virtualization, application servers, troubleshooting, performance, and reliability. Credit 3 hours. Prerequisite ITSI 331. Offered Fall Semesters.

ITSI 432. Routing and Switching

This course validates the ability to install, configure, operate, and troubleshoot medium-size routed and switched networks. Topics include: operation of IP data networks, LAN switching technologies, IP addressing, IP routing technologies, IP services, network device security, troubleshooting, and LAN technologies. Credit 3 hours. Prerequisite ITSI 332. Offered Spring Semesters.

ITSI 433. Wireless

This course validates the knowledge and skills necessary to configure, implement, and support wireless LANs in small to medium-size businesses and enterprise networks. Topics include: RF theory, 802.11x standards, wireless access security, wireless network management options, and client mobility. Credit 3 hours. Prerequisite ITSI 332. Offered Fall Semesters.

ITSI 439. Capstone II: Infrastructure

This course requires the student to apply the research conducted in ITSS 438 and ITSI related coursework. This course is required for students pursuing an infrastructure area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSS 438 and consent of department chair. Offered Spring Semesters.

Management

ITSM 334. Management Information Systems

An introduction to the management and use of information technology (IT) in organizations. This course examines the impact of IT on decision-making and organizational operations. Credit 3 hours. Offered Fall Semesters.

Software Engineering

ITSS 130. Application Software

A general introduction to popular application software packages used in industry and academia. The course will include applications software for word processing, spreadsheets, database management and presentation management, and an introduction to the operating environment. The course is hands-on in nature with in-class labs conducted weekly. Credit 3 hours. Offered Fall and Spring Semesters.

ITSS 131. Introduction to Object Oriented Programming

An introduction to object oriented programming. The course will include lecture sessions covering concepts of programming, out-of-class programming, and homework assignments. The assignments will use the computer as a tool to solve mathematical and business problems. Topics will include sequential, selective and repetitive structures, arrays, strings, file manipulation, pointers, dynamic memory allocation, and data structures. Credit 3 hours. Offered Fall Semesters and as needed.

ITSS 230. Fundamentals of Databases

Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. Credit 3 hours. Offered Fall Semesters.

ITSS 232. Web Design

Introduction to Web page design using a professional web development tool. Students learn the general syntax of the HTML language, links, anchors, images, frames, tables, and style sheets. Emphasis is on planning the design, validating work, effective visual alternatives, attracting and retaining visitors, proper use of font and color, and creation of professional graphics. Credit 3 hours. Offered Fall Semesters as needed.

ITSS 332. Database Administration

This course extends the topics introduced in ITS 230 to include basic Transact-SQL queries, Microsoft SQL Server maintenance, data warehouse creation, and data cleansing and validation. Credit 3 hours. Prerequisite ITSS 230. Offered Spring Semesters.

ITSS 333. Video Game Programming

This course provides an introduction to the topic of developing video games. Topics introduced in the course include graphics programming, game's physics engine, AI to develop the logic to simulate intelligence in opponents or enemies, and user interfaces. Credit 3 hours. Prerequisite ITSS 131. Offered Spring Semesters.

ITSS 334. Web Programming

An introduction to programming for the Internet focused on both client and server side application development. The student will develop interactive web-based applications that access databases. Applications developed in the course will utilize graphic images, tables, forms, frames, client and server-side programming, and database interfaces in an interactive GUI environment. This course may be repeated by the student when different language options are offered. Credit 3 hours. Prerequisite ITSS 131, ITSS 230, and ITSS 232. Offered Spring Semesters.

ITSS 337. Business Intelligence

An introduction to software solutions that enables an organization to gain insight into its critical operations through reporting applications and analysis tools. Students will learn how to integrate disparate data sources into a single coherent framework for real-time reporting and detailed analysis by anyone in the organization – customers, partners, employees, managers, and executives. Credit 3 hours. Prerequisite ITSS 230. Offered Spring Semesters.

ITSS 338. Programming of Mobile Devices

An introduction to programming for mobile devices, including Apple iOS and Android. Student will learn how to program mobile devices using the software development kits (SDK) provided by mobile manufactures. Credit 3 hours. Prerequisite ITSS 131. Offered Spring Semesters.

ITSS 435. Software Engineering

Study of the tools and techniques used in the lifecycle of large software systems. Topics include waterfall, iterative and incremental software development practices, phases of the software lifecycle (e.g. requirements analysis, specifications,

design, coding, testing), Unified Modeling Language and other tools for modeling and designing various aspects of software systems, and quality assurance and testing. Credit 3 hours. Prerequisite ITSS 131 and ITSS 230. Offered Spring Semesters.

ITSS 438. Capstone I

Provides opportunity for students to integrate learning from throughout the Information Technology coursework. Students will do major practical or research projects requiring comprehension of complex literature. Meets the capstone course requirement in the major. Credit 3 hours. Prerequisite Common Core and consent of the department chair. Offered Fall Semesters.

ITSS 439. Capstone II: Software Engineering

This course requires the student to apply the research conducted in ITSS 438 and ITSS related coursework. This course is required for students pursuing a software engineering area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSS 438 and consent of department chair. Offered Spring Semesters.

THE DEPARTMENT OF MATHEMATICS AND PHYSICS

Mathematics Program

Purpose Statement

The purpose of the mathematics program is to develop a broad understanding of mathematics and an appreciation of its beauty and usefulness in God's world.

Program Goals

1. To assist students' learning of the breadth and depth of mathematics.
2. To cultivate students' understanding and appreciation for the relationship of mathematics to other fields.
3. To assist students to communicate mathematics effectively.
4. To provide content knowledge in mathematics for those students seeking secondary certification.
5. To prepare middle school education students to teach mathematics.
6. To prepare students to pursue graduate work in mathematics or related fields or to enter the job market.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS—41 hours as follows:

Calculus	12 hours
MATH 140, MATH 240, MATH 241	
Differential Equations	3 hours
MATH 430	
Abstract Algebra	3 hours
MATH 431	
Linear Algebra	3 hours
MATH 432	
Discrete Mathematics	3 hours
MATH 433	
Real Analysis I	3 hours
MATH 436	
Physics I, II	8 hours
PHYS 241, PHYS 242	
Mathematics Electives	6 hours
from: MATH 331 or above	
(except MATH 332 and 333)	

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN MATHEMATICS- to include the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN MATHEMATICS—21 semester hours as follows:

Calculus 1	12 hours
MATH 140, MATH 240, MATH 241	
Mathematics Electives	9 hours
from: MATH 331 or above	
(except MATH 332 and 333)	

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (SECONDARY CERTIFICATION – 41 hours

MATH 140	Calculus I	4 hours
MATH 240	Calculus II	4 hours
MATH 241	Calculus III	4 hours
MATH 331	College Geometry	3 hours
MATH 335	Introduction to Probability and Statistics	3 hours
MATH 430	Differential Equations	3 hours
MATH 431	Abstract Algebra	3 hours
MATH 432	Linear Algebra	3 hours
MATH 433	Discrete Mathematics	3 hours
MATH 436	Real Analysis I	3 hours
PHYS 241	Physics I	4 hours
PHYS 242	Physics II	4 hours

Students pursuing the mathematics major are also encouraged to take additional mathematics courses selected from the following:

MATH 334	Mathematics History
MATH 435	Mathematics Statistics
MATH 437	Real Analysis II
MATH 490	Topics in Mathematics

Students seeking secondary certification must also take 42 hours of professional education courses.

Description of Courses

MATH 110. Freshman Seminar

This seminar course introduces the freshman mathematics student to the curriculum, facilities, faculty, and other students in the mathematics program. Credit, 1 hour. Offered fall semesters.

MATH 130. Concepts of Mathematics for the Elementary and Middle School Teacher I

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky's Learning Goals and Valued Outcomes. It is a study of our numeration system and bases, number theory, and the real number system with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout. Critical thinking is sharpened through problem solving investigations requiring the use of fractions, decimals, and per cents. Manipulative aids and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit: 3 hours. Offered fall and spring semesters.

MATH 131. College Mathematics

Topics studied in this course include the arithmetic of whole numbers and integers, order of operations, greatest common divisor, prime numbers, least common multiple, arithmetic of fractions, percents, arithmetic of signed numbers, angles, lines, polygons, circles, ratio, proportion, algebraic expressions, algebra of linear equations, exponents and scientific notation, algebra of polynomials, factoring and special products and algebra of rational expressions. Credit, 3 hours. Offered fall and spring semesters and summer term by demand.

MATH 132. College Algebra

This is a study of exponents, radicals, polynomials, rational expressions, inequalities, relations and graphs, linear equations, quadratic equations, systems of equations, application problems, and complex numbers. Credit, 3 hours. Offered fall and spring semesters and summer term by demand.

MATH 136. Precalculus

This course is the study of equations and graphs, polynomial functions, composition of functions, rational functions, trigonometric functions, the solutions of right triangles, oblique triangles, trigonometric functions of multiple angles, and trigonometric identities and equations. Credit, 3 hours. Offered fall and spring semesters.

MATH 140. Calculus I

Prerequisite knowledge of trigonometry and proficiency in algebraic operations is required to enter this course. It is the study of analytic geometry, functions, continuity, concept of limit, differentiation of algebraic and trigonometric functions, applications of derivatives, and introduction to the process of integration. Credit, 4 hours. Offered fall and spring semesters.

MATH 211. Numerical Techniques

This course focuses on the use of graphing calculators and the numerical techniques in calculus that can be employed using them. This course is strongly recommended for all secondary mathematics education majors. Prerequisite: MATH 140. Credit, 1 hour. This course will be taught during the Spring semester as needed.

MATH 230. Concepts of Mathematics for the Elementary and Middle School Teacher II

This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky's Learning Goals and Valued Outcomes. It is a study of probability, statistics, measurement, and geometry with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout with various problem-solving techniques. Manipulative aids, cooperative learning, and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered fall and spring semesters.

MATH 240. Calculus II

This course is a continuation of MATH 140. Topics include transcendental functions, areas, volumes, inverse functions, techniques of integration, conic sections, polar coordinates, indeterminate forms, and improper integrals. Prerequisite: grade of C or better in MATH 140. Credit, 4 hours. Offered fall and spring semesters.

MATH 241. Calculus III

This is a continuation of MATH 240. Topics include sequences, series, vectors, the calculus of vector-valued functions, and the calculus of functions of more than one independent variable. Prerequisite: grade of C or better in MATH 240. Credit, 4 hours. Offered fall and spring semesters.

MATH 330. Geometry for the Elementary and Middle School Teacher

This course is designed for those elementary and middle school education majors with teaching emphasis in mathematics. It is the study of plane and solid Euclidean geometry as an axiomatic system. (This course does not count toward the mathematics major.) Credit, 3 hours. Offered spring semesters of odd years and other semesters by demand.

MATH 331. College Geometry

This course is the study of Euclidean geometry at the college level and the introduction to development of non Euclidean geometries. Topics include: Historical development, sets and propositions, logical equivalences, axiomatic systems, coordinate systems, and plane hyperbolic geometry. Prerequisite: Proficiency in high school geometry and methods of proof are required to enter this course. Credit, 3 hours. Offered fall semesters.

MATH 332. P-5 Teaching Math

This is a course in modern methods of teaching mathematics in grades P-5 with emphasis on applications of KERA to the primary school mathematics classroom. Prerequisites: MATH 130, 230 and ACT of 21+. Credit, 3 hours. Offered fall and spring semesters.

MATH 333. Middle School Math Methods

This is a course in modern methods of teaching mathematics in grades 5-9 with emphasis on applications of KERA to the middle school mathematics classroom. Prerequisites: MATH 130, 230, and ACT of 21+. Credit, 3 hours. Offered fall and spring semesters.

MATH 335. Introduction to Probability and Statistics

The purpose of this course is to acquaint the student with the basic concepts of statistics and probability and how they are used in handling data. Prerequisite: MATH 132. Credit, 3 hours. Offered fall and spring semesters.

MATH 401. Mathematics History

This course provides the student with the opportunity to study the development of mathematics from the ancient Babylonians to the present day from a historical point of view. An in-depth study is made of the Greek contribution and of the mathematical revolution of the 17th and 18th centuries. This Integrated Studies course can fulfill a requirement in Section IIIA of the General Education Curriculum. Credit, 3 hours. Offered spring semesters.

MATH 430. Differential Equations

First order ordinary differential equations are studied, followed by differential equations of higher order. Prerequisite: MATH 241. Credit, 3 hours. Offered spring semesters.

MATH 431. Abstract Algebra

Topics covered include structure of the number systems, groups, mappings, rings, fields, sets, and metrics. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered fall semesters.

MATH 432. Linear Algebra

Topics covered include topics from matrix algebra, vector spaces, linear transformations, change of bases, orthogonality, determinants, eigenvalues, and eigenspaces. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered spring semesters.

MATH 433. Discrete Mathematics

Topics will include symbolic logic, functions, cardinality, proofs, mathematical induction, pigeonhole principle, permutations, combinations, trees, and graphs. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered spring semesters.

MATH 435. Mathematical Statistics

This is an introduction to discrete and continuous distributions, expected values and moments, special probability distributions and densities. Prerequisite: MATH 241. Credit, 3 hours. Offered on demand.

MATH 436. Real Analysis I

This is the study of partial differentiation, application of partial differentiation, line and surface integrals, and Fourier series. Prerequisite: grade of "C" or better in MATH 241. Credit, 3 hours. Offered fall semesters.

MATH 437. Real Analysis II

Topics covered are point set theory, sequences, limits, continuity, and uniform continuity. Prerequisite: MATH 436. Credit, 3 hours. Offered as needed.

MATH 490. Topics in Mathematics

Topics are generally selected from complex variables, number theory, numerical analysis, and problems research in mathematics or mathematics education. Enrollment in this course is open only to mathematics majors and minors. Prerequisite: MATH 241. Credit, 1 to 3 hours each topic. A topics course is offered on demand.

Physics Program

Purpose Statement

The Physics Program strives to prepare students for successful careers in physics, engineering, mathematics, and related fields. In particular, the program is committed to providing a solid foundation for those students seeking certification to teach high school physical science with physics emphasis. Integral to achieving these goals, students are provided opportunities to cultivate critical thinking skills, learn to apply physical principles, develop skills in experimental physics, and extend their mathematics prowess. As students develop these cognitive skills, the program also encourages students to recognize their professional and ethical responsibilities to society.

Program Goals

1. To encourage students to recognize their professional and ethical responsibilities to society.
2. To cultivate the student's critical thinking in problem solving and scientific reasoning.
3. To facilitate the learning process as students are introduced to new and increasingly more abstract physical principles.
4. To assist students as they develop their skills in experimental physics.
5. To refine and extend the student's capabilities at using mathematics to solve physical problems.
6. To provide content knowledge in physical science (physics emphasis) for those students seeking teacher certification.
7. To prepare students for careers in physics, engineering, mathematics, and related fields.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS—51 semester hours as follows:

Physics (33 hours)

PHYS 241	Physics I
PHYS 242	Physics II
PHYS 330	Classical Physics
PHYS 335	Quantum Physics
PHYS 410	Science and Society
PHYS 300+	Physics Electives (18 hours)

Mathematics (15 hours)

MATH 140	Calculus I
MATH 240	Calculus II
MATH 241	Calculus III
MATH 430	Differential Equations

Programming (3 hours)

ITSS 131	Introduction to Object Oriented Programming
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REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN PHYSICS—Completion of the requirements for the Bachelor of Science with a major in physics plus a world language through the intermediate level.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PHYSICS LEADING TO SECONDARY CERTIFICATION—55 semester hours as follows:

Physics (24 hours)

PHYS 241	Physics I
PHYS 242	Physics II
PHYS 330	Classical Physics
PHYS 335	Quantum Physics
PHYS 410	Science and Society
PHYS 300+	Physics Electives (9 hours)

Chemistry (8 hours)
 CHEM 111 General Chemistry I Laboratory
 CHEM 132 General Chemistry I
 CHEM 211 General Chemistry II Laboratory
 CHEM 232 General Chemistry II

Science¹ (select 8 hours)
 PHYS 117 Physical Science Laboratory
 PHYS 137 Physical Science
 PHYS 140 Astronomy

Mathematics (15 hours)
 MATH 140 Calculus I
 MATH 240 Calculus II
 MATH 241 Calculus III
 MATH 430 Differential Equations

¹For physical science and earth science, the corresponding lab course must be taken as well.

Secondary teacher certification in grades 8-12 also requires 42 semester hours of professional education courses as listed by the Department of Education in the College Catalog.

Requirements for the Bachelor of Science with a Major in Applied Physics

Engineering Dual-Degree (3-2) Program¹ with The University of Kentucky² Civil, Electrical, Materials, Mechanical, and Mining Engineering and Computer Science

102 semester hours at University of the Columbians as follows³:

Physics (24 hours)
 PHYS 241 Physics I
 PHYS 242 Physics II
 PHYS 330 Classical Physics
 PHYS 335 Quantum Physics
 PHYS 410 Science and Society
 PHYS 300+ Physics Electives (9 hours)

Chemistry (8 hours)
 CHEM 111 General Chemistry I Laboratory
 CHEM 132 General Chemistry I
 CHEM 211 General Chemistry II Laboratory
 CHEM 232 General Chemistry II

Mathematics (21 hours)
 MATH 140 Calculus I
 MATH 240 Calculus II
 MATH 241 Calculus III
 MATH 430 Differential Equations
 MATH 335+ Mathematics Electives (6 hours)

Programming (6 hours)
 ITSS 131 Introduction to Programming
 ITSS 200+ ITSS Elective

General Education⁴ (34 hours)
 Includes INSIGHTS, Leadership Seminar, and Convocation

Free Electives (9 hours)

26 semester hours at The University of Kentucky as follows:

Engineering (26 hours) See notes^{5, 6}

¹The completion of the engineering degree nominally takes two years after transfer. A student need not wait to complete the engineering degree to transfer the necessary credit back to the Columbians for completion of the applied physics major.

²Other ABET-accredited engineering schools may be acceptable on a case-by-case basis with appropriate modifications to the major as recommended by the applied physics advisor and approved by the Registrar.

³If a scheduling conflict prevents any one required course from being completed at the Cumberland, that course can be completed at the engineering school; however, a minimum of 96 semester hours must be taken at the Cumberland.

⁴The Mathematical and Scientific Reasoning section of the General Education Curriculum is fulfilled by courses required elsewhere. A list of recommended courses for fulfilling the requirements of the University of Kentucky's University Studies Program is provided in the Pre-Engineering section of the Catalog.

⁵Due to prerequisite requirements, a student should complete some introductory engineering courses during U.K.'s summer sessions after the junior year at the Cumberland.

⁶Acceptable courses must have engineering prefixes and meet the degree requirements in the student's selected program. No more than 6 hours may be at the 200 level with the remainder at 300+ levels.

REQUIREMENTS FOR THE MINOR IN PHYSICS—29 semester hours as follows:

Physics (21 hours)

PHYS 241	Physics I
PHYS 242	Physics II
PHYS 330	Classical Physics
PHYS 410	Science and Society
PHYS 300+	Physics Electives (9 hours)

Mathematics (8 hours)

MATH 140	Calculus I
MATH 240	Calculus II

Pre-Engineering Curriculum

The goal of our pre-engineering program is to provide a strong science and mathematics background in a supportive environment while providing an opportunity for a student to complete general studies courses. Typically, students remain at the Cumberland for two or three years and then transfer to an engineering school. (Students interested in participating in the more rigorous, dual-degree (3-2) engineering program, which earns a degree in applied physics from the Cumberland and an engineering degree from an engineering school, should consult the requirements in the catalog listing for the Department of Mathematics and Physics.)

The Cumberland's student must work closely with a pre-engineering advisor to facilitate the transfer process. The following science and mathematics courses are recommended, but specific requirements will vary because engineering schools, as well as individual engineering disciplines, have unique requirements.

Physics

PHYS 241	Physics I
PHYS 242	Physics II
PHYS 330	Classical Physics

Chemistry

CHEM 111	General Chemistry I Laboratory
CHEM 132	General College Chemistry I
CHEM 211	General Chemistry II Laboratory
CHEM 232	General College Chemistry II

Mathematics

MATH 140	Calculus I
MATH 240	Calculus II
MATH 241	Calculus III
MATH 430	Differential Equations

Computer Programming

ITSS 131	Introduction to Object Oriented Programming
ITSS 200+	ITSS Elective

Since most of Cumberland's pre-engineering students transfer to the University of Kentucky, we list here how a student can fulfill the requirements of the UK Core (their general education program).

I. Arts & Creativity (One Course)

ART 134	Drawing I (pending)
THTR 130 I	Introduction to Theatre (pending)

- II. **Humanities** (One Course)
 - ART 132 Ancient to Gothic Art
 - ART 133 Renaissance to Modern Art
 - HIST 137 World Civilization to 1648
 - MUSC 130 Music Appreciation
- III. **Social Sciences** (One Course)
 - POLS 235 Introduction to International Relations
 - SOCI 131 Introduction to Sociology
- IV. **Natural/Physical Sciences** (One Course)
 - CHEM 132/111 General Chemistry I/General Chemistry Lab I
 - PHYS 241 Physics I
- V. **Composition/Comm I** (One Course)
 - ENGL 131 English Composition I
- VI. **Composition/Comm II** (Two Courses)
 - ENGL 132 English Composition II
 - COMM 230 I Introduction to Public Speaking
- VII. **Quantitative Foundations** (One Course)
 - MATH 140 Calculus I
- VIII. **Statistical Inferential** (One Course) Not available at Cumberlandds
- IX. **Community, Citizenship** (One Course)
 - HIST 231 American History to 1877
 - HIST 232 American History since 1877
 - POLS 233 American National Government
- X. **Global Dynamics** (One Course)
 - HIST 138 World Civilization since 1648
 - MUSC 401 World Music (pending)
- XI. **World Language**
 - Two-semester sequence in Spanish or French
 - (Or two years of high school world language)

Description of Courses

PHYS 117 Physical Science Laboratory

This laboratory course illustrates the scientific method through a series of experiments into physical phenomena. As a companion course to PHYS 137 Physical Science, it provides students an opportunity to view science as a process and not just a body of knowledge. This course also provides prospective teachers with a model for the methods and materials of teaching science. This course fulfills the laboratory requirement for certification in Elementary Education (P-5). One and a half laboratory hours per week. A fee of \$40 includes the cost of the lab manual and equipment. If the equipment kit is not returned in good condition and a timely manner, this fee increases up to \$150. Prerequisite: PHYS 137 recommended, but not required. Credit, 1 hour. Offered fall and spring semesters.

PHYS 137. Physical Science

This introductory course integrates physics, chemistry, and earth sciences to emphasize general principles and their application to real-world situations. As the magnificent order of the physical world is demonstrated, the scientific method is highlighted as a powerful means to discover knowledge that can help us understand and shape our world. Three lectures per week. Prerequisite: None. Credit, 3 hours. Offered fall and spring semesters.

PHYS 140. Astronomy

This introductory course investigates the observations and theories of astronomy. The success of the scientific method is demonstrated through the logical application of the laws of science to construct an understanding of our universe. A descriptive study of our solar system and Milky Way galaxy is highlighted by observation sessions. Three lectures and one and a half laboratory hours per week. Prerequisite: None. Credit, 4 hours. Offered fall and spring semesters.

PHYS 241. Physics I

This algebra-based, introductory course investigates physical phenomena primarily associated with motion, forces, momentum, energy, waves, and thermodynamics. Specific topics are chosen that emphasize the interests of students from physics, chemistry, engineering, medicine, and related fields. Problem solving and the scientific method are stressed throughout the course. Three lectures and three laboratory hours per week. Prerequisite: grade of C or better in MATH 132, MATH 136, or a calculus course. Credit, 4 hours. Offered fall and spring semesters.

PHYS 242. Physics II

This algebra-based, introductory course (a continuation of PHYS 241 Physics I) investigates physical phenomena primarily

associated with electricity, magnetism, optics, and quantum physics. Specific topics are chosen that emphasize the interests of students from physics, chemistry, engineering, medicine, and related fields. Problem solving and the scientific method are stressed throughout the course. Three lectures and three laboratory hours per week. Prerequisite: grade of C or better in PHYS 241. Credit, 4 hours. Offered fall and spring semesters.

PHYS 330. Classical Physics

This calculus-based, intermediate course provides a thorough quantitative understanding of physical phenomena primarily associated with mechanics and electromagnetism. This course expands upon the course content of PHYS 241 Physics I and PHYS 242 Physics II. Collectively, these three courses are equivalent to the traditional two-semester, calculus-based physics sequence. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester.

PHYS 332. Experimental Physics

This laboratory course provides an experimental component to the undergraduate physics curriculum. Emphasis is placed on experiment design, error analysis, model evaluation, and professional presentations. Six laboratory hours per week. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester of odd years.

PHYS 335. Quantum Physics

This calculus-based, intermediate course provides a thorough quantitative understanding of physical phenomena associated with quantum theory. Specific topics include light quanta (photons), matter waves, the Schrödinger equation, the Bohr theory, and hydrogenic atoms. An introduction to relativity is also included. Prerequisites: grades of C or better in PHYS 242 and MATH 241. Credit, 3 hours. Offered fall semester.

PHYS 337. Electronics

This laboratory course explores both analog and digital electronics. Specific analog topics include a review of passive components, diodes, transistors, amplifiers, and multivibrators. Specific digital topics include logic gates, flip-flops, registers, pulse generation, memory, and microprocessors. Six laboratory hours per week. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester of even years.

PHYS 410. Science and Society

This seminar course investigates the effect of scientific developments on society, religion, technology, and the environment; the role of science in the history of mankind; and the relationships between the sciences. Society's perception of scientists and the resulting impact on the development of ideas and support of research are discussed. May be repeated for up to three hours credit; however, only one hour counts toward a physics major or minor. Prerequisite: Junior or senior with a major or minor in biology, chemistry, mathematics or physics. Credit, 1 hour. Offered fall semester.

PHYS 430. Classical Mechanics

This traditional course considers the basic experimental laws of mechanics as stated by Sir Isaac Newton and the development of the mathematical formalism that describes these laws. Specific topics include motion of a particle in one dimension, harmonic oscillation, motion in three dimensions, a noninertial reference system, and a central force field. A brief introduction of Lagrangian mechanics is included. Prerequisites: grades of C or better in PHYS 330 and MATH 241. Credit, 3 hours. Offered fall semester of odd years.

PHYS 431. Electromagnetism

This traditional course develops the mathematical formalism of Maxwell's equations from basic experimental laws of electricity and magnetism. Specific topics include the electrostatics of conductors and dielectrics, energy considerations electrostatics, electromagnetism, and magnetism. Prerequisites: grades of C or better in PHYS 330 and MATH 241. Credit, 3 hours. Offered fall semester of even years.

PHYS 436. Lasers

This application course describes the theory and applications of lasers beginning with the underlying electromagnetic theory. Laser action in terms of photon emission and population inversion is developed from atomic structure and quantum statistics. A variety of lasers are described both in terms of their design and application. Prerequisites: grades of C or better in PHYS 335 and MATH 430 (may be concurrent). Credit, 3 hours. Offered spring semester of even years.

PHYS 439. Applications of Nuclear Physics

This application course explores the nucleus of the atom and how its properties can be applied. Specific topics include nuclear physical properties, nuclear reactions, decay, fission, fusion, and interaction of radiation with matter. Applications of these topics include nucleosynthesis, nuclear reactors, radioactive dating, and biological effects of nuclear radiation. Prerequisites: grades of C or better in PHYS 335 and MATH 430 (may be concurrent). Credit, 3 hours. Offered spring semester of odd years.

PHYS 490. Selected Topics in Physics

This course explores selected topics in physics. Topics may include thermodynamics, optics, Lagrangian mechanics, electromagnetic fields and waves, waves and vibrations, relativity, robotics, statistical physics, quantum mechanics, computational physics, medical physics, experimental physics, atomic physics, honors research, or current research areas of interest. Prerequisite: Topic dependent. Credit, 1 to 3 hours. Offered only as needed as determined by physics faculty.

THE DEPARTMENT OF MISSIONS AND MINISTRY

Purpose Statement

The Missions and Ministry Program seeks to provide an understanding of biblical literature, history, theology, and ethics; and to help students apply the Christian faith to daily life in word and deed; and to develop the skills needed to engage in effective Christian missions and ministry in the 21st century.

Program Goals

1. To provide students with knowledge in biblical and historical studies, theology, ethics, missions, and church planting.
2. To assist students in developing their ability to analyze, interpret, and apply the Bible in the church and to the world in the 21st century.
3. To assist students in developing an understanding of other faiths and worldviews.
4. To assist students in developing skills for effective ministry in the contemporary world.
5. To assist students in preparing for a lifetime of learning and of responsible service and leadership.

Every student pursuing a major and/or minor in Missions and Ministry needs to take MSMN 135 Exploring the Old Testament and MSMN 136 Exploring the New Testament as part of their General Education Curriculum. These two courses form the basis for other missions and ministry courses.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN MISSIONS AND MINISTRY – 52

CREDIT HOURS Note: Students completing a concentration in Missions and Ministry do not need to complete a minor in order to graduate.

Required Core Courses (31 semester hours)

MSMN 133	Introducing Church History
MSMN 239	Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 331	Focusing on the Old Testament*
MSMN 332	Focusing on the New Testament*
MSMN 334	Caring for Others
MSMN 403	Exploring the Non-Canonical Works
MSMN 410	Transitioning to Christian Ministry
MSMN 436	Developing Disciples

*Requires a prerequisite

Missions and Ministry Electives (21 semester hours – 12 semester hours MUST be from courses with the MSMN prefix)

MSMN 333	Planning and Leading Worship
MSMN 335	Developing Christian Leaders
MSMN 336	Ministering to Youth
MSMN 337	Ministering to Individuals and Families
MSMN 432	Sharing the Gospel
HSRV 337	Race and Diversity
HSRV 403	Human Tragedy and Intervention
HSRV 432	Addictions and Recovery
PSYC 402	Psychology of Religion
BADM 401	Personal Finance
BADM 402	Business Communication

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MISSIONS MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 410	Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)

MSMN 238	Introducing Christian Missions
MSMN 338	Developing Mission Strategies
MSMN 493	Practicing Ministry Skills

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHURCH PLANTING MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 410	Transitioning to Christian Ministry

Additional Required Courses (12 semester hours)

MSMN 137	Introducing Church Planting
MSMN 335	Developing Christian Leaders
MSMN 437	Planting a High Impact Church
MSMN 493	Practicing Ministry Skills

Electives (6 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A YOUTH AND FAMILY MINISTRY MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 410	Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)

MSMN 237	Examining Marriage and Family
MSMN 336	Ministering to Youth
MSMN 337	Ministering to Individuals and Families

Biblical Studies (3 semester hours from the following)

MSMN 331	Focusing on the Old Testament
MSMN 332	Focusing on the New Testament
Any biblical language course	

Electives (6 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHRISTIAN STUDIES MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 410	Transitioning to Christian Ministry

Biblical Studies (9 semester hours from the following)

MSMN 133	Introducing Church History
MSMN 331	Focusing on the Old Testament
MSMN 332	Focusing on the New Testament
Any biblical language course(s)	

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHRISTIAN MINISTRIES MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234	Interpreting the Bible
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology
MSMN 410	Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)

MSMN 334	Caring for Others
MSMN 337	Ministering to Individuals and Families
MSMN 493	Practicing Ministry Skills

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH ANY MAJOR IN MISSIONS AND MINISTRY – completion of the requirements for one of the preceding B.S. majors in Missions and Ministry plus successful completion of a Biblical or world language through the intermediate level.

REQUIREMENTS FOR A MINOR IN MISSIONS AND MINISTRY – 21 SEMESTER HOURS

Required courses (12 semester hours)

MSMN 135	Exploring the Old Testament
MSMN 136	Exploring the New Testament
MSMN 235	Developing Our Spiritual Life
MSMN 236	Introducing Christian Theology

Electives (9 semester hours)

Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Six of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

REQUIREMENTS FOR A MINOR IN MISSIONS – 21 SEMESTER HOURS

Required courses (12 semester hours)

MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 236	Introducing Christian Theology
MSMN 238	Introducing Christian Missions
MSMN 338	Developing Mission Strategies

Electives (9 semester hours)

Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

REQUIREMENTS FOR A MINOR IN CHURCH PLANTING – 21 semester hours

Required courses (15 semester hours)

MSMN 137	Introducing Church Planting
MSMN 138	Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 236	Introducing Christian Theology
MSMN 335	Developing Christian Leaders
MSMN 437	Planting a High Impact Church

Electives (6 semester hours)

Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

REQUIREMENTS FOR A MINOR IN YOUTH AND FAMILY MINISTRY – 21 semester hours

Required Courses (15 semester hours)

MSMN 236	Introducing Christian Theology
MSMN 237	Examining Marriage and Family
MSMN 239	Exploring World Religions
MSMN 336	Ministering to Youth
MSMN 337	Ministering to Individuals and Families

Electives (6 semester hours)

Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

Description of Courses

MSMN 133. Introducing Church History

A survey of the history of the Christian church concentrating on those individuals, events, and movements that have shaped the church today. Credit, 3 hours. Offered every spring semester.

MSMN 135. Exploring the Old Testament

An exploration of Old Testament literature, history, and faith to help students understand the Old Testament and develop and apply Christian values in contemporary life. Credit, 3 hours. Offered each fall and spring semester.

MSMN 136. Exploring the New Testament

An exploration of New Testament literature, history, and faith to help students understand the teachings of Jesus and the early church and develop and apply Christian values in contemporary life. Credit, 3 hours. Offered each fall and spring semester.

MSMN 137. Introducing Church Planting

An introduction to the skills and knowledge needed to plant a church in North America. This course will use as a foundation the biblical and theological basis for church planting, as well as the practical aspects of starting a new church. Particular attention will be given to the cultural aspects of church planting with surveys of the various schools of thought concerning church planting and an evaluation of those various methodologies. Credit, 3 hours. Offered fall semester of even years.

MSMN 138. Understanding Cultures

An examination of varying cultures in the United States and around the world with an emphasis on communicating and working within varying cultures as Christians. Credit, 3 hours. Offered fall semester of even years.

MSMN 231. Communicating Bible Truths

A study of how to effectively prepare and deliver sermons and Bible studies that are faithful to the biblical text. Pre-requisites: MSMN 135, MSMN 136 and MSMN 234. Credit: 3 hours. Offered spring semester of even years.

MSMN 233. Introducing Christian Ethics

An exploration of the ethical teachings of the Bible as the basis for Christian ethics with the use of case studies to learn how to apply these teachings to various contemporary ethical issues. Credit: 3 hours. Offered fall semester of odd years.

MSMN 234. Interpreting the Bible

A study of how to use reliable principles for studying, interpreting, and applying the Bible. Practical exercises help students apply what they are learning to an assigned passage of the Bible. Pre-requisites: None, though students are encouraged to take MSMN 135 and MSMN 136 prior to enrolling in the course. Credit: 3 hours. Offered each fall and spring semester.

MSMN 235. Developing Our Spiritual Life

An exploration of how to develop the spiritual disciplines necessary for living an effective Christian life. Credit: 3 hours. Offered each spring semester.

MSMN 236. Introducing Christian Theology

A survey of basic Christian doctrines to help students understand and effectively communicate concepts such as God, Christ, the Holy Spirit, Scripture, the church, salvation, atonement, and eschatology. Prerequisites: MSMN 135 and MSMN 136. Credit, 3 hours. Offered each spring semester.

MSMN 237. Examining Marriage and Family

An examination of skills required for successful marital and family relationships. Students will develop an understanding of the biblical and theological foundation for marriage and family. Credit, 3 hours. Offered fall semester of each year.

MSMN 238. Introducing Christian Missions

A survey of the theology and history of Christian missions. Each student focuses on a specific nation and presents his or her research in a written paper and oral presentation. Credit, 3 hours. Offered spring semester of odd years.

MSMN 239. Exploring World Religions

A survey of the development and beliefs of the world's major religious traditions. Credit, 3 hours. Offered each fall semester.

MSMN 330. Exploring Special Topics in Religion

A study of a particular issue, discipline, or area of concern within Biblical, theological, or religious studies such as American denominations or Christian apologetics. The course may be repeated as long as the subject matter is different. Credit, 3 hours. Offered most fall and spring semesters.

MSMN 331. Focusing on the Old Testament

An in-depth examination of one section of the Old Testament. The four sections the course cycles through are the Pentateuch, the Prophets, the Psalms and Wisdom Literature, and the History of Israel. Prerequisite: MSMN 135. Credit, 3 hours. Offered each fall semester.

MSMN 332. Focusing on the New Testament

An in-depth examination of one section of the New Testament. The four sections the course cycles through are the Synoptic Gospels, the Life and Letters of Paul, the Johannine Writings, and the General Epistles and Revelation. Prerequisite: MSMN 136. Credit, 3 hours. Offered each spring semester.

MSMN 333. Planning and Leading Worship

An exploration of the various foundations of Christian worship and basic concepts of planning for and leading worship services. Credit: 3 hours. Offered spring semester of even years.

MSMN 334. Caring for Others

An exploration of basic aspects of the Christian tradition of caring for others, as well as the qualifications and skills essential to Christians in caring for others. Credit: 3 hours. Offered fall semester of even years.

MSMN 335. Developing Christian Leaders

An examination of the basic skills required for effective Christian leadership. Students study models of church organization, methods of developing church leaders, methods of marketing the local church, and the importance of Christian ethics in relationships. Credit: 3 hours. Offered spring semester of odd years.

MSMN 336. Ministering to Youth

An exploration of the methods, materials, skills, and organization needed for providing an effective ministry to youth. Students also examine and discuss the qualifications of and spiritual growth resources for the minister to youth/students. Credit, 3 hours. Offered fall semesters.

MSMN 337. Ministering to Individuals and Families

An examination of the challenges individuals and families face and how Christian ministers can be agents of change. In this course students are introduced to various practices and procedures for ministering to individuals and families in church and para-church settings. Students will be taught how to develop models and methods of ministering to today's families based upon sound theological, educational, and cultural considerations. Credit, 3 hours. Offered spring semester of each year.

MSMN 338. Developing Mission Strategies

A discussion of current challenges and strategies from both theological and practical perspectives. Students develop a plan for missions in a specific area or context. Credit, 3 hours. Offered spring semester of even years.

MSMN 402. Religion and Film

A study, taught in tandem with COMM 402, examining the relationship between American religious culture and American film culture during the twentieth century. Specific attention is focused on: 1) the ways in which America's religious thought and traditions have influenced the form and function of film and 2) the ways in which America's film culture has reflected and/or challenged our dominant religious beliefs and values. This integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours. Offered each year.

MSMN 403. Exploring the Non-Canonical Works

An exploration of the books that were not included in the Old Testament or the New Testament. This integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours. Offered each year.

MSMN 404. Examining Contemporary Christian Music

This course, taught in tandem with COMM 404, offers an interdisciplinary examination of the roots, development, theology, and direction of Contemporary Christian music. This Integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours. Offered each year.

MSMN 410. Transitioning to Christian Ministry

An integration of the courses of the missions and ministry majors into a personal, coherent philosophy of Christian faith and ministry. The exit exams required of all missions and ministry majors are an integral part of the course. Prerequisites: MSMN 135, MSMN 136, MSMN 234, MSMN 236, and senior standing or permission of the professor. Credit, 1 hour. Offered each spring semester.

MSMN 432. Sharing the Gospel

A study of the theology of, the need for, and the methods for accomplishing the work of Christian evangelism. Credit, 3 hours. Offered fall semester of odd years.

MSMN 436. Developing Disciples

A study focusing on helping Christians understand the nature of Christian discipleship as following Christ in obedience. The course explores biblical foundations of Christian discipleship, the distinguishing marks of a Christian disciple, personal approaches to disciple-making, models of discipleship, and how disciples experience God in their personal life. Credit: 3 hours. Offered fall semester of even years.

MSMN 437. Planting a High Impact Church

A study of church planting from the practitioner's point of view. Particular attention will be given to leadership style and skills, recruitment and training of leaders, and the integration of church growth principles with the practice of church planting. Focus will be given to methods which have proven most effective in reaching various age group and cultural demographics. Students will develop a step by step plan for the actual launch of a church in a given locale. Prerequisite: MSMN 137. Credit, 3 hours. Offered fall semester of odd years.

MSMN 490. Researching in Religion

A directed supervision experience for individuals engaged in a specific research project in the field of missions, ministry, or religious studies. The course may be repeated up to a maximum of six hours of credit. Prerequisites: MSMN 135 and MSMN 136. Credit, 1 to 6 hours. Offered as needed.

MSMN 493. Practicing Ministry Skills

A practical experience working in an area of missions and/or ministry that assists in developing skills for ministry as students work with experienced ministry supervisors. Pre-requisites: Senior standing; Missions and Ministry major or minor. Credit: 1-6 hours. Course may be repeated for credit for a different experience. A maximum of 6 hours may be applied to the major or minor. Offered each semester.

BIBLICAL LANGUAGES**Purpose Statement**

The Biblical Languages program seeks to help students develop grammar, translation, and interpretation skills in Biblical Greek and Biblical Hebrew so they can more effectively interpret and communicate God's message to believers and non-believers.

Program Goals

1. To assist students in developing skills in understanding and applying Biblical Greek and Biblical Hebrew grammar so they can develop a deeper understanding and appreciation of God's message.
2. To assist students in applying their Biblical language skills to interpret and communicate God's message powerfully and effectively to people in the 21st century world.

REQUIREMENTS FOR A MINOR IN BIBLICAL LANGUAGES – 24 semester hours (4 courses each in both languages).

Students who pursue a major in the Department of Missions and Ministry and a Biblical Languages minor can apply two biblical language courses to their major.

Description of Courses

BLGR 231, 232. Understanding Biblical Greek I and II

A study of Biblical Greek focusing on the parts of speech, sentence structure, and vocabulary. The professor provides examples of the importance of understanding Greek grammar for interpreting the New Testament throughout the course. Prerequisite: BLGR 231 is a prerequisite for BLGR 232. Credit, 3 hours for each course. BLGR 231 is offered fall semester of even years. BLGR 232 is offered spring semester of odd years.

BLGR 331, 332. Interpreting the Greek New Testament I and II

An application of the principles of Biblical Greek to translating, interpreting, and communicating the truths of the New Testament. Prerequisites: BLGR 231 and BLGR 232 are prerequisites for BLGR 331. BLGR 331 is a prerequisite for BLGR 332. Credit, 3 hours for each course. BLGR 331 is offered fall semester of odd years. BLGR 332 is offered spring semester of even years.

BLHB 231, 232. Understanding Biblical Hebrew I and II

A study of Biblical Hebrew focusing on the parts of speech, sentence structure, and vocabulary. The professor provides examples of the importance of understanding Hebrew grammar for interpreting the Old Testament throughout the course. Prerequisite: BLHB 231 is a prerequisite for BLHB 232. Credit, 3 hours for each course. BLHB 231 is offered fall semester of odd years. BLHB 232 is offered spring semester of even years.

BLHB 331, 332. Interpreting the Hebrew Old Testament I and II

An application of the principles of Biblical Hebrew to translating, interpreting, and communicating the truths of the Old Testament. Prerequisites: BLHB 231 and BLHB 232 are prerequisites for BLHB 331. BLHB 331 is a prerequisite for BLHB 332. Credit, 3 hours for each course. BLHB 331 is offered fall semester of even years. BLHB 332 is offered spring semester of odd years.

THE DEPARTMENT OF MUSIC

Purpose Statement

The purpose of the University of the Cumberlands Music Program is to provide music students with growth in understanding musical concepts, acquiring musical skills and developing aesthetic values.

Program Goals

1. To provide Cumberland's music majors and minors an opportunity to develop a fundamental knowledge and understanding of Western art music that encourages them to recognize relationships between the various disciplines within music.
2. To provide Cumberland's music education majors an understanding of the basic concepts and skills concerning the specialty area of music education.
3. To provide Cumberland's music majors and minors an opportunity to develop their musical performing skills.

Entrance Requirements

The Music Department requests that all entering music majors schedule an audition for assessing performance skills and keyboard proficiency.

Piano Requirements

All students pursuing a major in music must demonstrate functional keyboard skills. Students in these degree programs must register for MUPR 117 and 118.

Recital Requirements

All students pursuing a major in music must present a senior recital on his/her primary instrument during his/her senior year. Candidates for the Church Music Minor and the Applied Music Minor are also required to present a senior recital.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN MUSIC—42 semester hours.

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUSC 231	Music Theory and Skills III
MUSC 232	Music Theory and Skills IV
MUSC 333	Music History I
MUSC 334	Music History II
MUAM 121-499	Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 109-119	Six hours of ensembles as outlined in the Music Department Handbook
MUPR 117	Class Piano I
MUPR 118	Class Piano II
MUSC 312	Basic Conducting
MUSC 401	World Music
MUSC 423	Form and Analysis
MUSC 424	20th Century Music
MUED 425	Music Core Seminar

ADDENDUM: Voice majors must take MUPR 121 Class Voice and Diction.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN MUSIC— to include the requirements for the Bachelor of Science in Music plus a world language through the intermediate level.

REQUIREMENTS FOR THE BACHELOR OF MUSIC WITH A CONCENTRATION IN CHURCH MUSIC AND WORSHIP – 58 hours

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUSC 231	Music Theory and Skills III
MUSC 232	Music Theory and Skills IV
MUSC 333	Music History I
MUSC 334	Music History II
MUSC 312	Basic Conducting
MUSC 401	World Music
MUSC 422	Arranging
MUSC 423	Form and Analysis
MUAM 121-499	Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUAM 013	Applied Instruments (Guitar)
MUCM 221	Introduction to Church Music and Worship

MUCM 323	Church Music Education
MUCM 424	Worship Styles
MUCM 426	History and Philosophy of Church Music
MUCM 491	Music and Worship Practicum
MUPR 109-119	Six hours of ensembles, attain levels as outlined in the Music Department Handbook
MUPR 121	Class Voice and Diction
MUPR 117	Class Piano I
MUPR 118	Class Piano II
MUPR 219	Guitar Techniques
MUED 421	Vocal Techniques
MUED 425	Music Core Seminar

One conducting course chosen from the following:

MUED 410	Advanced Conducting – Choral
MUED 411	Advanced Conducting – Instrumental

REQUIREMENTS FOR THE BACHELOR OF MUSIC IN MUSIC EDUCATION P-12

Music Education majors should take MUED 130 as a substitution in professional education and/or general education requirements

OPTION I - INSTRUMENTAL—54 semester hours

All of the following:

MUAM 123-499	Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 114, 115	Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117	Class Piano I
MUPR 118	Class Piano II

Four hours of Instrumental technique classes to be chosen from:

MUPR 211	Brass Instruments (Trumpet and Horn)
MUPR 212	Woodwind Instruments (Clarinet and Saxophone)
MUPR 213	Brass Instruments (Trombone, Euphonium, and Tuba)
MUPR 214	Woodwind Instruments (Flute, Oboe, Bassoon)
MUPR 215	Percussion Instruments
MUPR 216	String Instruments
MUPR 219	Guitar Techniques

All of the following:

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUSC 231	Music Theory and Skills III
MUSC 232	Music Theory and Skills IV
MUSC 312	Basic Conducting
MUSC 333	Music History I
MUSC 334	Music History II
MUSC 401	World Music
MUSC 422	Arranging
MUSC 423	Form and Analysis
MUSC 424	20th Century Music
MUED 324	Teaching Music in the Elementary School
MUED 336	Instrumental Methods
MUED 411	Advanced Conducting-Instrumental
MUED 425	Music Core Seminar

Professional Education Courses

OPTION II - VOCAL—54 semester hours

MUAM 121-499	Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 110	Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117	Class Piano I
MUPR 118	Class Piano II
MUPR 121	Class Voice and Diction
MUSC 131	Music Theory and Skills I

MUSC 132	Music Theory and Skills II
MUSC 231	Music Theory and Skills III
MUSC 232	Music Theory and Skills IV
MUSC 312	Basic Conducting
MUSC 333	Music History I
MUSC 334	Music History II
MUSC 401	World Music
MUSC 422	Arranging
MUSC 423	Form and Analysis
MUSC 424	20th Century Music
MUED 324	Teaching Music in the Elementary School
MUED 334	Methods and Materials
MUED 410	Advanced Conducting-Choral
MUED 421	Vocal Techniques
MUED 425	Music Core Seminar

Professional Education Courses

OPTION III - VOCAL AND INSTRUMENTAL—62 semester hours

All of the following:

MUAM 121-499	Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 109-119	Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117	Class Piano I
MUPR 118	Class Piano II
MUPR 121	Class Voice and Diction

Four hours of Instrumental technique classes to be chosen from:

MUPR 211	Brass Instruments (Trumpet and Horn)
MUPR 212	Woodwind Instruments (Clarinet and Saxophone)
MUPR 213	Brass Instruments (Trombone, Euphonium, and Tuba)
MUPR 214	Woodwind Instruments (Flute, Oboe, Bassoon)
MUPR 215	Percussion Instruments
MUPR 216	String Instruments
MUPR 219	Guitar Techniques

All of the following:

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUSC 231	Music Theory and Skills III
MUSC 232	Music Theory and Skills IV
MUSC 312	Basic Conducting
MUSC 333	Music History I
MUSC 334	Music History II
MUSC 401	World Music
MUSC 422	Arranging
MUSC 423	Form and Analysis
MUSC 424	20th Century Music
MUED 324	Teaching Music in the Elementary School
MUED 334	Methods and Materials-Choral, General Music (Middle School)
MUED 336	Instrumental Methods
MUED 410	Advanced Conducting-Choral
MUED 411	Advanced Conducting-Instrumental
MUED 421	Vocal Techniques
MUED 425	Music Core Seminar

Professional Education Courses

Option III candidates: Voice majors must add 2 semesters of Instrumental Ensembles and Instrumental majors must add 2 semesters of Vocal Ensembles. Instrumental majors must also add two semesters of applied voice.

All Music Education majors: All candidates pursuing the Bachelor of Music degree in Music Education MUST be accepted into the Teacher Education program before they will be allowed to register for EDUC 432, Fundamentals of Secondary Education or ELEM 430, Classroom Management and Behavior.

REQUIREMENTS FOR A MINOR IN CHURCH MUSIC AND WORSHIP—26 semester hours as follows:

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUSC 312	Basic Conducting
MUSC 401	World Music
MUPR 117	Class Piano I
MUPR 118	Class Piano II

Two semester hours of applied voice (if voice is not the applied emphasis selected).

Four semesters of applied music on the major instrument attaining levels as outlined in the Music Department Handbook.

Four semesters of the major ensemble most closely related to his/her primary instrument.

Four hours of Church Music and Worship courses (to be chosen from MUCM 221, 323, 424, or 426)

ADDENDUM: Church Music and Worship minors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

REQUIREMENTS FOR AN APPLIED MUSIC MINOR—25 semester hours as follows:

MUSC 131	Music Theory and Skills I
MUSC 132	Music Theory and Skills II
MUPR 117	Class Piano I
MUPR 118	Class Piano II
MUSC 333	Music History I
MUSC 334	Music History II
MUSC 401	World Music

Four semesters of applied music on the major instrument attaining levels as outlined in the Music Department Handbook.

Four semesters of the major ensemble most closely related to his/her primary instrument.

ADDENDUM: Applied Music minors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

REQUIREMENTS FOR A GENERAL MUSIC MINOR—24-26 hours as follows:

MUSC 131	Music Theory and Skills I	3 hours
MUSC 132	Music Theory and Skills II	3 hours
MUSC 333	Music History I	3 hours
MUSC 334	Music History II	3 hours
MUSC 401	World Music	3 hours
MUPR 100	Class Piano	1 hour

Four semesters of ensemble (General music minors are encouraged to participate in the major ensemble of the student's primary applied instrument).

Four semesters of applied music on the major instrument.

ADDENDUM: General Music majors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

Music majors must achieve a grade of "C" or higher in prerequisite courses. Transfer students may have the pattern of prerequisites altered at the discretion of the Department Chair.

Description of Courses

MUSC 130. Music Appreciation

This course provides a study of music from various cultures and historical periods as it relates to society. A brief survey of the elements of music is included in the introduction to the course. Credit, 3 hours. Offered each fall and spring semester.

MUSC 131. Music Theory and Skills I

An introduction to the basic principles of organizing and performing music. Includes the study of rhythm, pitch, scales, and melodic construction. An in-depth study of the diatonic vocabulary of the common practice period. Skills corroborate theory with studies and practice in melodic and harmonic dictation, sight singing, score reading, rhythmic reading, listening, and vocabulary. Credit, 3 hours. Offered each fall semester.

MUSC 132. Music Theory and Skills II

A continuation of the material presented in MUSC 131. An in-depth study of diatonic vocabulary. Prerequisite: MUSC 131. Credit, 3 hours. Offered each spring semester.

MUSC 231. Music Theory and Skills III

A progressive and in-depth study of modulations and chromatic harmony of the common practice period with constant review and application of materials learned in MUSC 131 and MUSC 132. Skills corroborate theory with studies and practice in melodic and harmonic dictation, sight singing, score reading, rhythmic reading, listening and vocabulary. Prerequisite: MUSC 132. Credit, 3 hours. Offered each fall semester.

MUSC 232. Music Theory and Skills IV

A continuation of materials presented in MUSC 231. A progressive and in-depth study of altered chords and modulation to distant and unrelated tonal centers. Prerequisite: MUSC 231. Credit, 3 hours. Offered each spring semester.

MUSC 312. Basic Conducting

A basic course in conducting to include all beat patterns, right and left hand techniques, preparatory beats, releases, cues, fermatas, terms, phrasing, style, dynamics, and tempos. Prerequisite: MUSC 232. Credit, 1 hour. Offered each fall semester.

MUSC 333. Music History I

A study of music from antiquity through c 1750. A theoretical approach to the forms and styles of music through history. Prerequisite: MUSC 232 or junior status. Credit, 3 hours. Offered each fall semester.

MUSC 334. Music History II

A study of music from c 1750 to the 20th century. A theoretical approach to the forms and styles of music through history. Prerequisite: MUSC 232 or junior status. Credit, 3 hours. Offered each spring semester.

MUSC 401. World Music

The content of this course deals with the music of various cultures from around the world. Consideration is given to the structure and composition of music from various world cultures in terms of the basic elements of music which are melody, harmony, rhythm, timbre and form. Additionally, the geography of each area is discussed and cultural characteristics and historical traditions of each region are presented. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours. Offered every semester.

MUSC 422. Arranging

The content of this course focuses on principles and practices of arranging music for choral and instrumental ensembles with emphasis on producing usable arrangements in the public school and local church settings. Credit, 2 hours. Offered each spring semester.

MUSC 423. Form and Analysis

A progressive and in-depth study of sonata form, rondo form, theme and variations, and ternary forms of the eighteenth and nineteenth centuries. Prerequisite: MUSC 232. Credit, 2 hours. Offered each fall semester.

MUSC 424. Twentieth-Century Music

This course is designed to provide the student with a comprehensive knowledge of the theoretical and stylistic characteristics of music and an historical perspective of the significant composers and their contributions from the twentieth century. Prerequisite: MUSC 232, MUSC 333 and MUSC 334. Credit, 2 hours. Offered each fall semester.

MUSC 490. Independent Study in Music

This course is open to students in music with the permission of the instructor and the Chair of the Music Department, for studying approved aspects of music such as composition, not normally taught at this time. Students may earn one to three hours credit each semester with a maximum of nine hours total. Credit, 1 to 3 hours. Offered as needed.

MUPR 100. Class Piano

A competency based course in piano designed for music majors and minors who are not prepared for MUPR 117, Class Piano I. Does not count toward a music major or minor. Credit, 1 hour. Prerequisite: Music major or minor or permission of the Department Chair. Offered each fall and spring semester.

Choral Ensembles

The following choral ensembles are designed to give music majors, music minors, and general college students experience through rehearsal and performance in various types of choral literature in various styles. These courses may be repeated indefinitely. Credit, 1 hour. Offered each fall and spring semester.

MUPR 110	Chorale
MUPR 111	Chamber Choir
MUPR 112	Cumberland Singers

Instrumental Ensembles

The following instrumental ensembles are designed to give music majors, music minors, and general college students experience through rehearsal and performance in various types of instrumental literature in various styles. These courses may be repeated indefinitely. Credit, 1 hour.

MUPR 107	Colorguard (fall semesters)
MUPR 108	University Band (spring semesters) (Does not count toward music major or minor.)
MUPR 109	Percussion Ensemble (fall and spring semesters)
MUPR 113	Theatre Orchestra Ensemble (fall semesters)
MUPR 114	Marching Band (fall semesters)
MUPR 115	Concert Band (spring semesters)
MUPR 116	Jazz Ensemble (fall and spring semesters)
MUPR 119	Pep Band (spring semester) (Prerequisite: Permission of the Department Chair.)

MUPR 117. Class Piano I

This course is designed to equip music majors and minors with the tools needed for effective leadership in the public schools and churches. Prerequisite: MUPR 100 or consent of instructor. Credit, 1 hour. Offered each spring semester.

MUPR 118. Class Piano II

This course is designed to equip music majors and minors with the tools needed for effective leadership in the public schools and churches. Prerequisite: MUPR 117 or consent of instructor. Credit, 1 hour. Offered each fall and spring semester.

MUPR 121. Class Voice and Diction

This course is designed to familiarize the student with the International Phonetic Alphabet and the basic aspects of vocal technique involved in singing: posture, breath support, vocalization, articulation, timbre, resonance, song preparation, and performance. Credit, 2 hours. Offered each fall semester.

MUPR 211. Brass Instruments-Trumpet and Horn

Class instruction in high brass instruments including class performance, discussion of teaching problems, techniques, and materials. Prerequisite: MUSC 132 or permission of the instructor. Credit, 1 hour. Offered spring semester of even numbered years.

MUPR 212. Woodwind Instruments-Clarinet and Saxophone

Class instruction in clarinet and saxophone, including class performance, discussion of teaching problems, techniques and materials. Credit, 1 hour. Offered fall semester of even numbered years.

MUPR 213. Brass Instruments-Trombone, Euphonium, and Tuba

Class instruction in the low brass instruments including class performance, discussion of teaching problems, techniques, and materials. Prerequisite: MUSC 132 or permission of the instructor. Credit, 1 hour. Offered spring semester of odd numbered years.

MUPR 214. Woodwind Instruments-Flute, Oboe, and Bassoon

Class instruction in woodwind instruments, including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered fall semester of odd numbered years.

MUPR 215. Percussion Instruments

Class instruction in percussion instruments including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered each spring semester.

MUPR 216. String Instruments

Class instruction in string instruments, including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered fall semester of even numbered years.

MUPR 219. Guitar Techniques

Class instruction in guitar including class performance, discussion of pedagogy, techniques, and materials. Credit, 1 hour. Offered as needed.

MUED 130. Introduction to Application Software for Music

A general introduction to popular application software packages used in the music education classroom, the church music setting and in the music industry. The course is hands-on in nature with in-class labs conducted weekly. Prerequisite: Music major/minor or permission of the instructor. Credit, 3 hours. Offered fall and spring semesters.

MUED 324. Teaching Music in the Elementary School

A course for music majors and elementary education majors who are music minors to become acquainted with curriculum

methods and materials in all phases of general music for grades P-5. Prerequisite: MUSC 231. Credit, 2 hours. Offered each spring semester.

MUED 331. School Music

A course designed for elementary classroom teachers dealing with the fundamentals of music and materials for grades P-5. Credit, 3 hours. Offered each fall and spring semesters.

MUED 334. Methods and Materials-Choral, General Music (Middle School)

This course is intended to expose the music education student to the philosophy and content of the public school music program as well as equip him with the tools needed to effectively instruct all phases of general music in grades 5-9 and to organize and develop all aspects of a choral program in the elementary, middle and high school. Prerequisite: MUED 324. Credit, 3 hours. Offered each fall semester.

MUED 336. Instrumental Methods

This course is designed to equip the music education major with the role, objectives, and methods of instrumental music in the public schools, including elementary, junior high and senior classes. It is also designed to give the music major an understanding of show design for the high school marching band and the techniques necessary to chart and teach a marching band show. Prerequisite: MUED 324. Credit, 3 hours. Offered each fall semester.

MUED 410. Advanced Conducting-Choral

A course to provide students with the advanced skills necessary to properly conduct a choral ensemble. Prerequisite: MUSC 312. Credit, 1 hour. Offered each spring semester.

MUED 411. Advanced Conducting-Instrumental

A course to provide students with the advanced skills necessary to properly conduct an instrumental ensemble. Prerequisite: MUSC 312. Credit, 1 hour. Offered each spring semester.

MUED 421. Vocal Techniques

A course designed to deal with the problems of teaching voice in the context of private lessons, class voice and the choral rehearsal. Prerequisite: two hours of applied voice and MUPR 121. Credit, 2 hours. Offered each spring semester.

MUED 425. Music Core Seminar

This course is designed as a review of music theory and music history in order to assist music majors with the Departmental Exit Exam and the Music Specialty Area of the PRAXIS. Reviewed topics include: music theory, orchestration, form and analysis, and music history. Prerequisite: MUSC 232, MUSC 333, MUSC 334, MUSC 423 and MUSC 424. Credit, 2 hours. Offered spring semester.

MUCM 221. Introduction to Church Music and Worship

This course focuses on the practical role of the church music worship leader including planning, organizing, promoting and budgeting the entire music program of the church. Credit, 2 hours. Offered spring semesters of even-numbered years.

MUCM 323. Church Music Education

This course focuses on the preparation, implementation and ministerial framework necessary to lead children, teenagers and young adults in music and worship. Credit, 2 hours. Offered fall semester of even-numbered years.

MUCM 424. Worship Styles

The content of this course focuses on the musical, theological and technological principles that are inherent to traditional, blended and contemporary worship. Field experience in worship planning and leadership is required. Credit, 2 hours. Offered spring semesters of odd-numbered years.

MUCM 426. History and Philosophy of Church Music

This course examines the history, theology, and contemporary diversity of music in Christian worship. The course also focuses on the development of a personal philosophy for the ministry of music in the contemporary church. Credit, 2 hours. Offered fall semesters of even-numbered years.

MUCM 491. Music and Worship Practicum

Supervised internship with a mentor in an established music and worship ministry. Credit 1 hour. Offered each fall and spring semester.

MUAM 001. Applied Music Lab

A laboratory, performance course designed to give students practical experience in public performance. No credit given-taken as a part of applied music. Offered each fall and spring semester.

MUAM 011, 021. Applied Music - Voice

This number is assigned to students taking applied voice who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 012, 022. Applied Music - Piano

This number is assigned to students taking applied piano who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 013, 023. Applied Music - Instrumental

This number is assigned to students taking applied instrumental music who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 111, 121. Applied Music - Voice

This number is assigned to students taking applied voice who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 112, 122. Applied Music - Piano

This number is assigned to students taking applied piano who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 113, 123. Applied Music - Instrumental

This number is assigned to students taking applied instrumental music who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 211, 221. Applied Music - Voice

This number is assigned to students taking applied voice who have completed MUAM 111 or 121 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 212, 222. Applied Music - Piano

This number is assigned to students taking applied piano who have completed MUAM 112 or 122 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 213, 223. Applied Music - Instrumental

This number is assigned to students taking applied instrumental music who have completed MUAM 113 or 123 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 311, 321. Applied Music - Voice

This number is assigned to students taking applied voice who have completed MUAM 211 or 221 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 312, 322. Applied Music - Piano

This number is assigned to students taking applied piano who have completed MUAM 212 or 222 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 313, 323. Applied Music - Instrumental

This number is assigned to students taking applied instrumental music who have completed MUAM 213 or 223 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 411, 421. Applied Music - Voice

This number is assigned to students taking applied voice who have completed MUAM 311 or 321 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 412, 422. Applied Music - Piano

This number is assigned to students taking applied piano who have completed MUAM 312 or 322 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 413, 423. Applied Music - Instrumental

This number is assigned to students taking applied instrumental music who have completed MUAM 313 or 323 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 499. Senior Recital

This course number is assigned to students taking applied music in preparation for the completion of a senior recital. Credit, 2 hours. Pre-requisite: Permission of the Department Chair. Offered each fall and spring semester.

THE DEPARTMENT OF PSYCHOLOGY

Purpose Statement

The Psychology Program offers a wide range of courses reflecting the diversity of the discipline as well as the interests of the students and faculty. Courses are designed to provide an educational background appropriate to a liberal arts program, prepare students for careers in areas that value an undergraduate degree in psychology, and provide a strong foundation for graduate study.

Program Goals

1. Students will demonstrate familiarity with the major concepts, perspectives, empirical findings, and historical trends in psychology.
2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretations of findings.
3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
4. Students will understand and apply psychology principles to personal, social, and organizational issues.

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University's School of Lifelong Learning (SLL) should consult SLL publications and their academic advisor for the availability and rotation of courses available for them in an online format.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY—38 semester hours as follows:

Required Core Courses—17 hours:

PSYC 111	Careers in Psychology
PSYC 131	Basic Psychology
PSYC 234	Research Design and Statistics I
PSYC 244	Research Design and Statistics II
PSYC 438	History and Systems in Psychology
PSYC 499	Senior Seminar

Group A— One course (3 hours) selected from the following:

*PSYC 331	Physiological Psychology
*PSYC 436	Learning and Cognition
**PSYC 431	Psychological Testing

Group B Two courses (6 hours) selected from the following:

**PSYC 333	Psychology of Personality
PSYC 334	Social Psychology
PSYC 338	Industrial/Organizational Psychology
**PSYC 435	Abnormal Psychology

Electives—12 hours selected from previous courses (Group A and B) not used to meet the major requirements or from the following (only two 200-level courses can be used as electives):

PSYC 232	Psychology and Human Development
**PSYC 237	Introduction to Counseling
PSYC 238	Psychology of Learning and Exceptionality
PSYC 332	Adult Development
PSYC 401	Sports Psychology
PSYC 402	Psychology of Religion
**PSYC 433	Counseling Psychology
PSYC 434	Forensic Psychology
PSYC 490	Directed Study-Special Topics
*PSYC 491	Directed Study-Research or Readings

*Recommended for students planning to attend graduate school.

**Recommended for students planning to enter the clinical field

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY—includes the requirements for the B.S. plus a world language through the intermediate level.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN PSYCHOLOGY – 56 semester hours as follows:

Required Core Cores -- 38 Hours

PSYC 111	Careers in Psychology
PSYC 131	Basic Psychology
PSYC 232	Psychology and Human Development
PSYC 234	Research Design and Statistics I
PSYC 244	Research Design and Statistics II
PSYC 332	Adult Development
PSYC 333	Psychology of Personality
PSYC 334	Social Psychology
PSYC 431	Psychological Testing
PSYC 436	Learning and Cognition
PSYC 438	History and Systems in Psychology
PSYC 435	Abnormal Psychology
PSYC 499	Senior Seminar

One Area of Concentration – 18 hours

Clinical Concentration

PSYC 237	Introduction to Counseling
PSYC 434	Forensic Psychology
PSYC 433	Counseling Psychology
HSRV 337	Race and Diversity
HSRV 432	Addictions and Recovery
HSRV 435	Ethics in Human Services

Graduate Track

PSYC 237	Introduction to Counseling
PSYC 331	Physiological Psychology
PSYC 338	Industrial/Organizational Psychology
PSYC 433	Counseling Psychology
PSYC 491	Directed Studies
HSRV 432	Addictions and Recovery

Business Psychology

PSYC 237	Introduction to Counseling
PSYC 338	Industrial/Organizational Psychology
PSYC 433	Counseling Psychology
BADM 330	Legal Environment and Business
BADM 339	Human Resource Management
BADM 431	Entrepreneurship

Ministry Concentration

PSYC 237	Introduction to Counseling
PSYC 402	Psychology of Religion
PSYC 433	Counseling Psychology
MSMN 334	Caring for Others
MSMN 337	Ministering to Individuals and Families
HSRV 460	Special Topics: Christian Social Work

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY— 21 semester hours as follows:

Required Core Courses—6 hours:

PSYC 131	Basic Psychology
PSYC 232	Psychology of Human Development

Five courses selected from the following: 15 hours

PSYC 234	Research Design & Statistics I*
PSYC 244	Research Design & Statistics II*
PSYC 237	Introduction to Counseling
PSYC 238	Psychology of Learning & Exceptionality

PSYC 331	Physiological Psychology
PSYC 332	Adult Development
PSYC 333	Psychology of Personality
PSYC 334	Social Psychology
PSYC 338	Industrial/Organizational Psychology
PSYC 401	IS Sports Psychology
PSYC 402	Psychology of Religion
PSYC 433	Counseling Psychology
PSYC 434	Forensic Psychology
PSYC 435	Abnormal Psychology
PSYC 490	Directed Study–Special Topics

Students can take ONLY two 200-level electives for the minor in Psychology

*Students who choose to take BOTH PSYC 234 and 244 may take ONE additional 200-level psychology course to satisfy their minor electives. Also, students who take these two courses may also choose from additional courses for which PSYC 234 and 244 are prerequisites (PSYC 431, 436, 438).

DIRECTED STUDIES:

Majors may include a maximum of 6 hours in directed studies courses up to 3 hours of PSYC 490 and 3 hours of PSYC 491, or 6 hours of PSYC 491. Minors may enroll in PSYC 490 only, and are limited to 3 hours of PSYC 490 credit. The PSYC 491 course is reserved for students who display self-direction and academic excellence. Students enrolling in PSYC 491 must have completed PSYC 131, 232, 234, and 244, have a minimum GPA of 3.0 in Psychology and permission of the Department Chair .

Psychology majors must achieve a grade of C or higher in prerequisite courses.

Transfer students may have the pattern of prerequisites altered at the discretion of the Department Chair.

Description of Courses

PSYC 111. Careers in Psychology

An introduction to careers in psychology that focuses on career goals based on personal interests, abilities, and skills. Discussions of the sub-disciplines and professions in psychology, career paths, including graduate school and/or bachelor's level employment are included. Prerequisite: PSYC 131. Required course for freshmen, transfer students, and upperclassmen that change their major to Psychology. Credit, 1 hour. Offered spring semesters only.

PSYC 131. Basic Psychology

The course emphasizes the etiologies of human behavior and pursues in depth study of motivation, emotion, the human senses, perception, personality, thinking, psychopathology, and measurement in psychology, as applied to physical and mental health. Required as a prerequisite to all courses for Psychology majors and minors; may be taken concurrently with PSYC 111. Credit, 3 hours. Offered fall and spring semesters.

PSYC 232. Psychology of Human Development

A study of human behavior and mental processes as these relate to physical, cognitive and psychosocial development of the individual from conception through adulthood including children identified as exceptional. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall and spring semesters.

PSYC 234. Research Design and Statistics I

The focus of this course is on the methods used to describe, predict, and explain behavior and mental processes. An introduction to descriptive and inferential statistics, including issues related to sampling and hypothesis testing. Prerequisite: PSYC 131 and any college math course. Credit, 3 hours. Offered fall semesters.

PSYC 244. Research Design and Statistics II

A continuation of PSYC 234, including issues related to development of a testable research hypothesis and completion of a research proposal. Prerequisite: PSYC 131 and PSYC 234. Laboratory included. Credit, 4 hours. Offered spring semesters.

PSYC 237. Introduction to Counseling

A study of the basic issues in the counseling process, including: philosophical and ethical concerns, the role of the counselor, the counseling experience and problems in counseling. Public school guidance and counseling will be addressed. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 238. Psychology of Learning and Exceptionality

This course is designed primarily for Education majors and is required to complete a teaching degree. It is a study of

learning as a process of change. The scope of the course includes investigations of the relationship of behavioral, social, cognitive, and information processing learning and motivational theories to instruction, principles of behavior and classroom management, standardized and teacher-constructed tests, exceptionality, and planning of instruction. Prerequisites: PSYC 131, PSYC 232. Credit, 3 hours. Offered fall and spring semesters.

PSYC 331. Physiological Psychology

A study of the brain and central and peripheral systems as these related to neuropsychological explanations of human behavior. Prerequisite: PSYC 131. A Biology course as a prerequisite is suggested. Credit, 3 hours. Offered fall semesters.

PSYC 332. Adult Development

Basic issues of adult development, including the psychological, biological, and social impact of aging. Issues related to biology, social work, business, and public health as they pertain to adulthood will be discussed. Prerequisite: PSYC 131 and PSYC 232. Credit, 3 hours. Offered spring semesters.

PSYC 333. Psychology of Personality

The major contemporary theories of the origin and development of personality are explored, including: behavioral, psychoanalytical, psychophysical, and self-theories. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 334. Social Psychology

The study of how the thoughts, feelings, and actions of people are influenced by the real or perceived presence of other people. A focus on the factors under which social conditions affect people in a universal manner. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 338. Industrial/Organizational Psychology

An investigation of the motives, manipulations and power factors involved in understanding behaviors, predicting outcomes, controlling processes, products and events, and analyzing the psychological effects associated with the man-machine relationship as these pertain to problems of people working in industry and other complex organizations. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 401. Sports Psychology

This course, taught in tandem with HESS 401, provides an overview of psychological theory and research as it relates to sport and exercise at the individual and group levels. Topics of study include personal influences on performance such as motivation, arousal, stress, and anxiety; situational influences on performance such as competition and reinforcement; and strategies for performance enhancement such as imagery and increasing confidence. This Integrated Studies course fulfills a requirement for Section IVb of the General Education Curriculum. Credit, 3 hours. Offered fall semesters.

PSYC 402. Psychology of Religion

This course is designed to present the historic quest of psychology as it investigated man's experience of religion and life. An effort is made to correlate the similar aims of psychology and religion as these two disciplines search for ultimate truth. The student will be provided an opportunity to document from personal life experiences the development of religious/spiritual ideas coupled with current scientific research as it relates to those religious experiences. Students will be challenged to grapple with the inherent conflicts and areas of harmony between science and religion and to integrate these two disciplines in ways that are meaningful to their own beliefs and experiences. Credit, 3 hours. Offered spring semesters.

PSYC 431. Psychological Testing

An introduction to psychological testing including a critical evaluation of current tests of achievement, intelligence, interest, and personality. Prerequisite: PSYC 131, 234, and 244, plus, any college math course. Credit, 3 hours. Offered spring semesters.

PSYC 433. Counseling Psychology

A study of the founders, philosophical, theoretical and background influences of various counseling approaches. Special attention will be paid to Psychodynamic, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Existential, and Family System approaches. Prerequisite: PSYC 131 and PSYC 237. Credit, 3 hours. Offered spring semesters.

PSYC 434. Forensic Psychology

The American Academy of Forensic Psychology notes that "forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system." This course focuses primarily on psychology related to the criminal justice system and will only address civil proceedings peripherally. The purpose of this course is to provide the student with an overview of (a) the theories that support the utilization of psychology in the criminal justice system and (b) how those theories and psychological research are applied in law enforcement, the courts, and corrections. Prerequisite: PSYC 131. Credit, 3 hours. Offered spring semesters.

PSYC 435. Abnormal Psychology

A course dealing with biochemical/genetic, psycho-emotional, cognitive and psycho-social bases of personality disorganization and behavioral disorders as proposed by the American Psychiatric Association. Theories, intervention strategies and experimental evidence from psychopathology are also presented. Clinical evaluations according to DSM IV multiaxial diagnosis criteria are required. Prerequisite: PSYC 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours. Offered spring semesters.

PSYC 436. Learning and Cognition

The study of learning and cognition is crucial to the more general study of human behavior. This course integrates classic learning theory with contemporary issues of human mental processes, and provides a comprehensive understanding of behavioral change as influenced by memory and problem solving. Prerequisite: PSYC 131, 234, and 244. Credit, 3 hours. Offered spring semesters.

PSYC 438. History and Systems in Psychology

A history of modern psychology focusing on the development and decline of different techniques and approaches in German, British, and American psychology. Exploration of the interrelationships among the historical facts and theories providing an integration and awareness of the discipline of psychology. Prerequisite: PSYC 131, 234, and 244. Credit, 3 hours. Offered Fall semesters.

PSYC 490. Directed Study-Special Topics

Appropriate for Majors (may be repeated for up to 6 credit hours) or Minors (may only be taken once for 3 credit hours). The topic of this course will vary according to student and faculty interest and will explore contemporary issues in psychology. Prerequisite: PSYC 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours. Offered fall or spring semesters as needed.

PSYC 491. Directed Study-Research or Readings

An advanced course involving research or exploring issues in psychology. Open to psychology majors only. This course is reserved for students who display self-direction and academic excellence. Prerequisite: PSYC 131, 234, and 244, and permission of the Department Chair. Credit: 1-6 hours. (Total credit allowed: 6 hours). Offered fall and spring semesters.

PSYC 499. Senior Seminar

A course to be taken during the senior year prior graduation which is designed to review and integrate all the course work for the major in Psychology. Students will be assisted in setting goals and objectives for future work in the field of psychology and will participate in a significant capstone experience. Prerequisite: PSYC 131, 234, and 244, and senior status. Credit, 3 hours. Offered fall semesters and during the summer term.

THE DEPARTMENT OF WORLD LANGUAGES

Students pursuing any major will receive a Bachelor of Arts degree if they complete four courses in either French or Spanish (through FREN/SPAN 232). Students may also choose to pursue a major or minor in Spanish or a minor in French and, if desired, work toward P-12 certification to teach Spanish or French in the public schools.

Purpose statement

Through the French minors and the Spanish majors and minors, the Department of World Languages is committed to providing students with the tools to understand both the language and the cultures of the Hispanic and Francophone worlds. To this end, the Department of World Languages offers courses in language, literature, and culture at all levels. In these courses, students develop the four communicative skills of speaking, listening, reading, and writing. In addition, students explore diverse cultures and develop a sense of cultural awareness. As a result of these experiences, students will be prepared for graduate and professional programs and for careers in which knowledge of another language and culture is vital.

Program Goals

1. To teach students to communicate effectively in languages other than English, namely French and Spanish. This goal contains four separate sub-goals to include the skills of language learning: speaking, listening, reading, and writing.
2. To help students gain knowledge and understanding of Hispanic and Francophone cultures, in part by providing hands-on opportunities to participate meaningfully in multilingual communities at home and around the world.
3. To prepare students for career opportunities in such fields as teaching, government, human services, business, law enforcement, medicine, and foreign service.

Receiving Advanced Placement or Other Course Credit in French and Spanish

Students may receive course credit for FREN 131, 132 and for SPAN 131, 132, 231, and 232 either by taking and passing the French or Spanish Bypass examination or by taking and passing the appropriate CLEP examination. In addition, advanced placement and course credit for one or more French or Spanish courses may be earned by scoring a 3 or higher on the appropriate AP examination.

Eligibility for the French or Spanish Bypass Examination

To be eligible to take the French or Spanish Bypass examination, entering students must

1. have two years of the language in high school, earning at least a grade of "B" both years, or
2. be native speakers of the language. Students will receive a letter inviting them to sit for the examination if they are eligible. The Bypass examinations are normally given during summer orientation and immediately prior to the beginning of each term. Students who do not sit for the examination at the scheduled times forfeit the opportunity for bypass credit. Depending upon their performance on the examination, students may be awarded credit for FREN 131 and 132, or for SPAN 131, 132, 231, and 232*. Students with extensive French-language experience, such as native speakers or students in high school immersion programs, may consult with French faculty about the possibility of testing for credit in FREN 231*.

*Students who receive credit for SPAN 231 and 232 or for FREN 231 and who intend to have a minor in Spanish or French, respectively, must replace those classes with upper-level Spanish or French courses in order to fulfill the requirements for the minor.

The French Program

Students may pursue a French minor in language and literature or a French minor leading to P-12 Certification for teacher education candidates. For any of these programs, students must earn a grade of C or better in any course counting toward the French minor.

Study Abroad. French minors are encouraged to enhance their fluency by immersing themselves in the language and culture through study abroad. Appropriate transfer credit will be awarded for language courses and cultural study done overseas under the auspices of an accredited and approved academic institution.

REQUIREMENTS FOR THE FRENCH MINOR – 21 hours

Each of the following is required:

- FREN 131
- FREN 132
- FREN 231*
- FREN 232
- FREN 331

Two or more of the following culture courses are required:

FREN 135 or FREN 401
FREN 332
FREN 333
FREN 334
FREN 490
FREN 491**
FREN 492**

*Minors who receive credit for FREN 231 through either the Bypass Exam or the CLEP exam must replace those classes with upper-level French courses in order to fulfill the requirements for the minor. Students may choose among FREN 332, 333, 334, and 490.

**Requires department chair approval

REQUIREMENTS FOR THE FRENCH MINOR LEADING TO P-12 CERTIFICATION – 27 hours

Each of the following is required:

FREN 131
FREN 132
FREN 231*
FREN 232
FREN 331
FREN 431
FREN 432

Two or more of the following culture courses are required:

FREN 135 or FREN 401
FREN 332
FREN 333
FREN 334
FREN 490
FREN 491**
FREN 492**

In addition, 42 hours in professional education courses as required for certification eligibility.

*Minors who receive credit for FREN 231 through either the Bypass Exam or the CLEP exam must replace those classes with upper-level French courses in order to fulfill the requirements for the minor. Students may choose among FREN 332, 333, 334, and 490.

**Requires department chair approval

Description of Courses

FREN 131. Elementary French I

A communicative approach to French. Basic listening and reading skills are developed, and emphasis is placed on oral and written production. No prerequisite. Credit, 3 hours. Offered fall semesters.

FREN 132. Elementary French II

A continuation of FREN 131. Prerequisite: FREN 131 or equivalent. Credit, 3 hours. Offered spring semesters.

FREN 135. French Culture for English Speakers

Taught in English, this General Education course is open to all students at all levels of study. It provides an overview of French history, as well as an introduction to key products, perspectives, and practices of contemporary French culture. Topics to be explored include religion, family and social structures, movies, literature, fashion, sports, art, and the media. This course will also help students develop the critical thinking skills needed for more advanced courses in history and culture. No prior knowledge of French language or culture is required, and there is no pre-requisite. This course fulfills a requirement in Section IV of the General Education Curriculum. It may count toward the culture requirement of the French minors with advisor approval. Credit, 3 hours. Offered in-seat alternating fall semesters and online most summers.

FREN 231. Intermediate French I

A further development of the basic skills of the language, including more advanced grammar, short compositions, readings

from literature or the media, and more extensive use of video and film. Prerequisite: FREN 132 or equivalent. Credit, 3 hours. Offered fall semesters.

FREN 232. Intermediate French II

A review course to work on strengthening grammar and vocabulary as well as developing communicative skills in French. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered spring semesters.

FREN 331. French Composition and Conversation

A course to aid students in the mastery of vocabulary, structures, and stylistic techniques necessary for correct, effective oral and written expression in French. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered most spring semesters.

FREN 332. Francophone Culture and Communication

A course that enhances reading and writing skills in French, as well as intercultural competence, through the study of the Francophone world as seen in contemporary French-language literature and film of Europe, Africa, Canada, and more. Prerequisite: FREN 232 or instructor consent. Credit, 3 hours. Offered on rotation with FREN 333 and FREN 334.

FREN 333. French Civilization

An in-depth exploration of modern France and the French, including family and home life, government and politics, business and economy, religion, literature and the arts, and popular culture. Prerequisite: FREN 232 or instructor consent. Credit, 3 hours. Offered on rotation with FREN 332 and FREN 334.

FREN 334. Survey of French Literature

A survey of major writers and literary movements in France, from the Middle Ages to the present. Prerequisite: FREN 232 or instructor consent. Credit, 3 hours. Offered on rotation with FREN 332 and FREN 333.

FREN 401. Trends and Themes in French Cinema

This General Education Integrated Studies course is open to juniors and seniors, with no prior experience with the French language or culture required. French minors may, with advisor consent, include this course in the minor. This course explores dominant features of French cinema, particularly in the second half of the 20th century and into the 21st. Specific topics will change with each offering of the course, with likely themes to include the representation of World War II in French film, the adaptation of great works of French literature into film, cinema by and about women, the French New Wave, or postcolonial cinema of the Francophone world (Europe, Canada, Africa, and Southeast Asia). This Integrated Studies course fulfills a requirement in Section IVB of the General Education Curriculum. Credit, 3 hours. Offered some fall semesters.

FREN 431. Methods of Teaching World Languages

Designed to prepare students for the teaching of World Languages in the public schools. Current teaching philosophies, techniques and materials, curriculum innovation, and extracurricular activities are discussed. This course includes limited observation and performance in a language classroom. Taught in English by World Language faculty in conjunction with SPAN 431. Prerequisite: acceptance to teacher education program or instructor consent. Credit, 3 hours. Offered as needed.

FREN 432. Practicum in Francophone Culture

This course provides an in-depth and hands-on study of Francophone culture. Weekly class meetings conducted in French provide the foundation and structure for independent and small group field work in which students learn about Francophone culture through first-hand observation and personal participation. Through activity logs, self-reflective commentary, and cultural analysis, students will gain a deeper understanding of various components of Francophone culture. Normally limited to students pursuing P-12 certification in French. Prerequisite: FREN 232 and instructor consent. Credit, 3 hours. Offered as needed.

FREN 490. Special Topics in French

This course offers intensive study of a specific topic in French or Francophone literature or culture or in the French language. Possible topics include the study of a particular author or literary movement, current events, translation, French in North America, or advanced grammar. This course may be taken more than once as topics vary. Prerequisite: FREN 232 or instructor consent. Credit, 3 hours. Offered as needed.

FREN 491. Cultural Immersion in French.

This course is for students who pursue linguistic and cultural immersion experiences other than study abroad, including but not limited to mission work in the French language and related cultures. The course may be repeated once, for up to six hours total, provided the topics and experiences vary. Students must have the course approved prior to departure, they must maintain regular communication with the supervising instructor, they must provide documentation of their participation from their on-site supervisor, program director, or equivalent (a one-page letter will suffice), and they must make an oral or written presentation of their experience, in French, upon their return. Credit will be determined based on contact hours with the target language and culture (125 contact hours = 3 credit hours). Prerequisite: Sophomore standing or above and

department chair approval. Credit, 1-6 hours. Offered on an arranged basis.

FREN 492. Independent Research in French.

This course allows students to pursue a topic of interest in the French language and related literatures or cultures that is not covered in regular course offerings. Supervising professor will work with the student to create a scaffolded approach to the material. Amount of credit awarded will depend on topic, amount of material, frequency of meetings, and quantity and types of assessment. Course may be repeated once, for up to six hours total, provided the topic varies. Prerequisite: French minor with junior or senior standing and department chair approval. Credit, 1-3 hours. Offered on an arranged basis.

The Spanish Program

Students may pursue a Spanish major or minor by itself, or a major or minor leading to P-12 Certification for teacher education candidates. For any of these programs, students must earn a grade of C or better in any course counting toward the Spanish majors or minors.

Study Abroad. Spanish majors and minors are encouraged to enhance their fluency by immersing themselves in the language and culture through study abroad. Appropriate transfer credit may be awarded for language courses and cultural study done overseas under the auspices of an accredited and approved academic institution.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN SPANISH – 42 hours

Each of the following is required:

- SPAN 131
- SPAN 132
- SPAN 231
- SPAN 232
- SPAN 331
- SPAN 333
- SPAN 334
- SPAN 335
- SPAN 336
- SPAN 433
- SPAN 434
- SPAN 401, SPAN 402, SPAN 403, SPAN 490, SPAN 491**, or SPAN 492**
- Two courses in another language

**Requires department chair approval

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN SPANISH LEADING TO P-12 CERTIFICATION – 48 hours

- SPAN 131
- SPAN 132
- SPAN 231
- SPAN 232
- SPAN 331
- SPAN 333
- SPAN 334
- SPAN 335
- SPAN 336
- SPAN 431
- SPAN 432
- SPAN 433
- SPAN 434
- SPAN 401, SPAN 402, SPAN 403, SPAN 490, SPAN 491**, or SPAN 492**
- Two courses in another language

In addition, 42 hours in professional education courses are required for certification eligibility.

**Requires department chair approval.

REQUIREMENTS FOR A MINOR IN SPANISH – 21 hours

Each of the following is required:

SPAN 131
SPAN 132
SPAN 231*
SPAN 232*
SPAN 331

Two or more of the following courses are required:

SPAN 333
SPAN 334
SPAN 335
SPAN 336
SPAN 433
SPAN 434
SPAN 490
SPAN 491**
SPAN 492**

*Minors who receive credit for SPAN 231 and/or SPAN 232 through either the Bypass Exam or the CLEP exam must replace those classes with upper-level Spanish courses in order to fulfill the requirements for the minor. Students may choose among SPAN 333, 334, 335, 336, 433, 434, and 490.

**Requires department chair approval.

REQUIREMENTS FOR A MINOR IN SPANISH LEADING TO P-12 CERTIFICATION – 27 hours

Each of the following is required:

SPAN 131
SPAN 132
SPAN 231*
SPAN 232*
SPAN 331
SPAN 431
SPAN 432

Two or more of the following courses are required:

SPAN 333
SPAN 334
SPAN 335
SPAN 336
SPAN 433
SPAN 434
SPAN 490
SPAN 491**
SPAN 492**

In addition, 42 hours in professional education courses are required for certification eligibility.

*Minors who receive credit for SPAN 231 and/or SPAN 232 through either the Bypass Exam or the CLEP exam must replace those classes with upper-level Spanish courses in order to fulfill the requirements for the minor. Students may choose among SPAN 333, 334, 335, 336, 433, 434, and 490.

**Requires department chair approval.

Description of Courses

SPAN 131. Elementary Spanish I

An introduction to the Spanish language and Hispanic culture. Grammar emphasis includes present tense, stem-changing, and irregular verbs. Online assignments will reinforce classroom activities. No prerequisite. Credit, 3 hours. Offered in-seat or hybrid most semesters and online some summers.

SPAN 132. Elementary Spanish II

A continuation of SPAN 131. Grammar emphasis includes direct and indirect object pronouns, and the preterit, imperfect,

and command verb tenses. There is further study of Hispanic culture. Online assignments will reinforce classroom activities. Prerequisite: SPAN 131 or equivalent. Credit, 3 hours. Offered in-seat or hybrid most semesters and online some summers.

SPAN 134. Spanish for Public Service

This course will emphasize basic conversation in a public service setting as well as the study of Hispanic culture and lifestyle as they affect interaction with native speakers of Spanish. The ability to use the Spanish language in a practical way is valuable to those who plan to work in the public sector. No prerequisite. Taught in English and Spanish. This course does NOT count toward the requirements of the Spanish majors or minors. Credit, 3 hours. Offered once per academic year.

SPAN 135. Hispanic Culture for English Speakers

Taught in English, this General Education course is open to all students at all levels of study. It provides an overview of Spanish and Spanish American history, as well as an introduction to key products, perspectives, and practices of contemporary Spanish-speaking cultures. Topics to be explored include religion, family and social structures, movies, literature, fashion, sports, art, and the media. This course will also help students develop the critical thinking skills needed for more advanced courses in history and culture. No prior knowledge of the Spanish language or Hispanic cultures is required, and there is no pre-requisite. The course fulfills a requirement in Section IV of the General Education Curriculum. Spanish majors and minors are encouraged to take SPAN 135 to acquire a foundation in Hispanic culture and to obtain General Education credits. However, the course does NOT count toward the requirements of the Spanish majors or minors. Credit, 3 hours. Offered in-seat alternating fall semesters and online most summers.

SPAN 231. Intermediate Spanish I

A continuation of SPAN 132. Grammar emphasis includes the present subjunctive and the past participle. There is further study of Hispanic culture. Online assignments will reinforce classroom activities. Prerequisite: SPAN 132 or equivalent. Credit, 3 hours. Offered most semesters.

SPAN 232. Intermediate Spanish II

A continuation of SPAN 231. Grammar emphasis includes the imperfect subjunctive, future, and conditional verb tenses. There is further study of Hispanic culture. Online assignments will reinforce classroom activities. Prerequisite: SPAN 231 or equivalent. Credit, 3 hours. Offered most semesters.

SPAN 331. Spanish Composition and Conversation

This course will allow students to work toward mastery of their communication skills with special emphasis on writing and speaking in Spanish. Prerequisite: SPAN 231 or instructor consent. Credit, 3 hours. Offered at least once per academic year.

SPAN 333. Survey of Peninsular Spanish Literature

A survey of the literature of Spain with emphasis on major authors and movements. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 334. Survey of Spanish American Literature

A survey of the literature of Spanish America with emphasis on major authors and movements. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 335. Culture and Civilization of Spain

An in-depth exploration of the culture of the Spanish people, including historical highlights, contemporary politics, religion, sports, the arts, and family life. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 336. Culture and Civilization of Spanish America

An in-depth exploration of the culture of the people of Spanish America, including historical highlights, contemporary politics, religion, sports, the arts, and family life. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 401. Hispanic Cuisine

This course enhances understanding of Hispanic culture by introducing students to the variety of cuisine that is enjoyed among the twenty Spanish-speaking countries of the world. Emphasis will be on Hispanic cuisine as it is influenced by geography, history, business, and other disciplines. This course may count toward the requirements of the Spanish majors only, NOT the minors. Taught in English by World Language faculty, this Integrated Studies course fulfills a requirement in Section IV of the General Education Curriculum. Credit, 3 hours. Offered some fall semesters.

SPAN 402. Hispanic Literature in Translation

Taught in English, this Integrated Studies course provides a survey of the Hispanic Literature of Spain, Spanish America and

U.S. Latino-Hispanic literature with emphasis on major authors and significant trends, movements, and themes. This course may count toward the requirements of the Spanish majors only, NOT the minors. Taught in English by World Language faculty, this course fulfills a requirement in Section IV of the General Education Curriculum. No prerequisite. Credit, 3 hours. Offered some fall semesters.

SPAN 403. The Butterfly

Taught in tandem with BIOL 403, this course is an examination of both the science and culture that surrounds butterflies, which for centuries have played on the fascinations of artists and scientists alike. We will examine the general taxonomy, life history and life cycles of butterflies, and survey how butterflies have played an influential role in Hispanic culture through literary symbolism. The integration of scientific and literary readings will help students more fully to understand this wondrous insect. This integrated studies course may count toward the requirements of the Spanish majors only, NOT the minors. Taught in English, with a lab component, this course fulfills a requirement of Section IV of the General Education Curriculum. Credit, 4 hours. Offered some semesters.

SPAN 431. Methods of Teaching World Languages

Designed to prepare students for the teaching of World Languages in the public schools. Current teaching philosophies, techniques and materials, curriculum innovation, and extracurricular activities are discussed. This course includes limited observation and performance in a language classroom. Taught in English by World Language faculty in conjunction with FREN 431. Prerequisite: acceptance to teacher education or instructor consent. Credit, 3 hours. Offered as needed.

SPAN 432. Practicum in Hispanic Culture

This course provides an in-depth and hands-on study of Hispanic culture. Weekly class meetings conducted in Spanish provide the foundation and structure for independent and small group field work in which students learn about Hispanic culture through first-hand observation and personal participation. Through activity logs, self-reflective commentary, and cultural analysis, students will gain a deeper understanding of various components of Hispanic culture. Normally limited students to pursuing P-12 certification in Spanish. Prerequisite: SPAN 232 and either SPAN 335, 336, or 434, or instructor consent. Credit, 3 hours. Offered as needed.

SPAN 433. Topics in Hispanic Literature

An in-depth study of a specific period, genre, or group of related authors of Hispanic literature. The particular focus of the course will change from year to year. Possible topics are the Golden Age, the Generation of '98, Spanish plays, Hispanic women writers, or Hispanic-American writers. This course may be taken more than once as topics vary. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 434. Topics in Hispanic Culture

An in-depth study of one or more aspects of Hispanic culture. The particular focus of the course will change with each offering. Possible topics are medieval Spain, Mayan civilization, 20th-century Spanish artists, contemporary Hispanic musicians, Hispanic cinema, and Caribbean cuisine. This course may be taken more than once as topics vary. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered on regular rotation with other 300- and 400-level courses.

SPAN 490. Special Topics in Spanish

This course offers intensive study of a specific topic in Hispanic literature or culture or in the Spanish language. Possible topics include the study of a particular author or literary movement, current events, geography, Hispanic Americans, or advanced grammar. This course may be taken more than once as topics vary. Prerequisite: SPAN 331 or instructor consent. Credit, 3 hours. Offered as needed.

SPAN 491. Cultural Immersion in Spanish.

This course is for students who pursue linguistic and cultural immersion experiences other than study abroad, including but not limited to mission work in the Spanish language and related cultures. The course may be repeated once, for up to six hours total, provided the topics and experiences vary. Students must have the course approved prior to departure, they must maintain regular communication with the supervising instructor, they must provide documentation of their participation from their on-site supervisor, program director, or equivalent (a one-page letter will suffice), and they must make an oral or written presentation of their experience, in Spanish, upon their return. Credit will be determined based on contact hours with the target language and culture (125 contact hours = 3 credit hours). Prerequisite: Sophomore standing or above and department chair approval. Credit, 1-6 hours. Offered on an arranged basis.

SPAN 492. Independent Research in Spanish.

This course allows students to pursue a topic of interest in the Spanish language and related literatures or cultures that is not covered in regular course offerings. Supervising professor will work with the student to create a scaffolded approach to the material. Amount of credit awarded will depend on topic, amount of material, frequency of meetings, and quantity and types of assessment. Course may be repeated once, for up to six hours total, provided the topic varies. Prerequisite: Spanish major or minor with junior or senior standing and department chair approval. Credit, 1-3 hours. Offered on an arranged basis.

OTHER ACADEMIC PROGRAMS AND COURSES

Intensive English Program

University of the Columbians only grants admission to students who seek to pursue a degree within the regular academic programs of the University. However, for international students with limited English skills, the Intensive English Program (IEP) provides an opportunity to make a successful transition into the baccalaureate program of the University. IEP courses address four areas of English language skills (Grammar, Reading and Vocabulary, Writing, and Listening and Conversation) at two ability levels (Intermediate and Advanced). Each IEP course may be repeated once if needed. Students may require only one or two semesters of remedial IEP coursework before enrolling in regular undergraduate courses. Depending upon their performance on the English placement examination, students may be able to enroll in a few courses within the regular undergraduate program while also enrolling in selected IEP courses.

EIEP 012. Intermediate Reading & Vocabulary

This course focuses on the development of basic reading skills and general background knowledge necessary for college study. The course incorporates reading material and language exercises to help ESL students begin bridging the gap in preparing for undergraduate study. The course features a range of vocabulary building activities aimed at student retention of academic and high-frequency words. Credit, 3 hours.

EIEP 013. Advanced Reading & Vocabulary

This course prepares high-intermediate to advanced level students for the demands of college level reading. The text develops reading competencies and focuses on a number of academic disciplines. The course revisits fundamental reading skills and builds upon this knowledge with more difficult reading opportunities. Vocabulary development is also a key feature of the course as students learn to correctly implement words from the Academic Word List (AWL). Credit, 3 hours.

EIEP 022. Intermediate Writing

This course prepares students for academic writing in U.S. colleges. The class focuses on the basic elements of writing sentences and effective paragraphs. Students review English sentence structure and learn to write paragraphs for various purposes. These purposes include description, persuasion, and reflection. Credit, 3 hours.

EIEP 023. Advanced Writing

This course prepares students for more sophisticated academic written work typically found in undergraduate courses. The goals of Advanced Writing are to build on the knowledge of the students and teach language, content, and rhetoric that students must have to succeed in their future endeavors. Credit, 3 hours.

EIEP 032. Intermediate Grammar

This course deals with helping students become familiar with the language of college and how to use it. The course will use shorter, more controlled exercises to provide essential grammar lessons to students. These skills build upon a student's mastery of grammar and give them the ability to communicate authentically in a college classroom. Credit, 3 hours.

EIEP 033. Advanced Grammar

This course gives students the tools to go beyond sentence-level exercises and use grammar as a resource for comprehending and producing academic discourse. The course familiarizes students with content-based academic vocabulary and strategies for enhancing students' knowledge of using grammar effectively. Credit, 3 hours.

EIEP 042. Intermediate Listening & Conversation

This course prepares students for the demands of college level academic listening and speaking tasks. The fundamental purpose is to prepare non-native speakers of English for academic success in undergraduate programs. Lectures and dialogues focus on various concepts and vocabulary that students will encounter in future college courses. Credit, 3 hours. Offered fall and spring semesters.

EIEP 043. Advanced Listening & Conversation

This course focuses on further development of speaking and listening skills necessary for college study. The course teaches students techniques for learning and using new academic vocabulary, both to recognize the words when they hear them and to use the words in their own spoken English. Students learn how to take information from spoken presentations and then to use that information for other academic tasks such as tests and small group discussions. Credit, 3 hours. Offered fall and spring semesters.

Additional Graduation Requirements

Convocation. Convocation reinforces the University's mission to prepare students for lives of responsible service and leadership, within the context of a caring Christian community. It promotes a wide range of common and shared experiences among UC students in the areas of Faith Development, Academic/Cultural Presentations, and General Interest. Events sponsored throughout the academic year bring to campus notable speakers, scholars, performers, and programs.

Leadership & Community Service. As a requirement for graduation, all students must participate in the Leadership/Community Service Program. This program includes enrollment in the INSIGHTS orientation program for first-time students with fewer than 30 hours of transfer credit, as well as enrollment in a Leadership seminar, recommended to be taken during the sophomore year. Credit, 0.50 hours. Offered fall and spring semesters.

INST 101. Insights

This pass/fail course is designed to equip the freshman student for success at University of the Cumberlands. INSIGHTS will serve to introduce the student to new friends, the campus, the city and region. The skills and attitudes necessary for success in college, specifically at University of the Cumberlands, will be discussed. Credit, 0.50 hours. Offered fall and spring semesters.

LEAD 110. Leadership Seminar

The purpose of this seminar is to help student leaders better understand how leadership is effectively exercised to enhance personal leadership. The seminar will help students strengthen their leadership skills, enhance their ability to analyze and critique the leadership of others, analyze and assess characteristics of good leadership, and understand the importance of the spiritual growth of a leader. Credit, 1 hour. Offered fall and spring semesters.

LEAD 120. Career and Leadership Seminar

This course is divided into two segments. The career development portion is designed to introduce you to career options based on personal interest, abilities and skills. Discussions of the sub-disciplines and professions in your major including career paths and education levels are included. The leadership development portion is designed to help you better understand how leadership is effectively exercised. The portion of the seminar will help you: strengthen your leadership skills, enhance your ability to analyze and critique the leadership of others, analyze and assess characteristics of good leadership, and understand the importance of the spiritual growth of a leader. Credit, 2 hours. Offered fall and spring semesters.

UCEN 101. UC Engage

As a requirement for graduation all full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in UCEN 101 for every semester of enrollment. Students who are 25 years of age or older and/or have dependents at the time of their enrollment are exempt from this requirement. There are no other exemptions. Credit for UC ENGAGE is Pass (A)/Fail (F). The grade received is factored into the student's cumulative grade point average. To receive a passing grade, students must attend six UC ENGAGE designated events per semester: one required event published before the beginning of the semester and five sessions selected by the student from a list of events designated UC ENGAGE. Credit: 0.50 credits. Offered fall and spring semesters.

Additional Courses

INTR 401, 402. Corporate Internship

A full-time residency in the corporate setting, this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to the semester of residence, all students selected for this internship will be required to participate in a workshop designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student's advisor. May be repeated twice not to exceed a total of fifteen semester hours. Credit, 12 hours. Offered as needed.

OLCP 100. Introduction to Online Learning and Career Portfolio Development.

This course will introduce transfer students to online learning at University of the Cumberlands, assisting them in learning to navigate the LMS and complete library resources training. This course will also provide students an opportunity to review and strengthen foundational skills in the writing style appropriate to their discipline, as well as to develop a professional portfolio of academic and work-based artifacts in preparation for their post-collegiate pursuit of a career. Credits from OLCP 100 do not count toward any general education, concentration, major or minor requirements. This independent study course is offered on an as needed basis. Prerequisite: prior approval by the Dean of Academic Affairs. Credits, 1-15 hours.

OREN 120. Orientation to Online Learning

This course will help students gain the skills necessary to excel in UCs online learning environment in the School of Lifelong Learning. The course introduces the tools necessary to effectively navigate an online classroom, highlights campus support

resources, and reviews key university policies and procedures related to enrollment at the University of the Cumberlands. This course must be completed during the first semester of enrollment. Credit, 2 hours.

PASS 100. Patriot Achievement Support Seminar

This seminar series, required of first-year students enrolled in INST 101, is a component of the UC Patriot Readiness Engagement Program (PREP). The series includes sessions chosen from the college-wide Convocation series as well as several Career Planning and College Survival Skills seminars offered throughout the semester. These seminars provide information and strategies for collegiate success in a timely, hands-on format on such topics as active reading and critical thinking, effective note-taking, exam preparation, time management, and career planning. Students enrolled in PASS 100 do not enroll in CONV 101. Credit is awarded as pass (A) / fail (F), with the grad factoring into a student cumulative GPA. Co-Requisite: INST 101. Credit, 0.5 hours.

STSK 120. Discipline Strategies for Academic Success

This course focuses on discipline-targeted competencies for academic success such as critical thinking, logic, oral and written communication skills, research, paraphrasing, not-taking, test-taking, and time management. In addition to class, students will complete required tutoring, research and computer-based assignments. Enrollment typically requires tutoring in one or more disciplines. Offered as needed. Prerequisite: Permission of Undergraduate Studies. Credit, 2 hours.

STSK 130. Principles of Academic and Personal Development

This course focuses on nurturing academic skills for success such as goal setting, time management, communication skills, test-taking, use of campus and online resources, and research skills. Through reading, writing, logic, reflection and interactive assignments, students increase critical thinking skills, habits, and confidence. Prerequisite: Permission of Undergraduate Studies. Credit, 3 hours. Offered fall and spring semesters as needed.

WRIT 111, 121, 131. Critical Reading and Writing

These writing intensive courses are designed to strengthen critical thinking skills through reading and writing activities while bolstering a student's academic standing. Each section will focus upon a particular academic topic, athletic activity, or issue of general interest, and will be taught by faculty appropriate for the topic. Depending upon the topic and the credit assigned (WRIT 111, 1 credit; WRIT 121, 2 credits; WRIT 131, 3 credits), an WRIT course may be offered during the second half of the fall or spring semester or in a special 2- or 3-week intersession during December or August. For each credit earned, the course will culminate in a 5-page, documented paper using the documentation style appropriate to the topic. WRIT courses do not meet any General Education requirement or any major, minor, or restrictive elective requirements. With prior permission, a student may take more than one WRIT course with different topics, earning up to a maximum of 3 credits combined. Prerequisite: Permission of Academic Affairs. Variable Credit, 1-3 hours.

PERSONNEL

BOARD OF TRUSTEES

Term Expiring 2016

Georgetta Gannon	Mount Sterling, Kentucky
Oliver Keith Gannon	Mount Sterling, Kentucky
William David Henard, III	Lexington, Kentucky
J. Hunt Perkins	Lexington, Kentucky
Donnie Rains	Williamsburg, Kentucky
Bruce Rector	Palm Harbor, Florida
Jerry D. Winchester	Corbin, Kentucky

Term Expiring 2017

Paul Estes	Williamsburg, Kentucky
French B. Harmon	Somerset, Kentucky
Richard Knock	Union, Kentucky
Lori Albro Lewis	Jeffersonville, Indiana
Howard Mann	Corbin, Kentucky
David Myers	Corbin, Kentucky
Dallas Petrey	Grayson, Georgia

Term Expiring 2018

Phillip Armstrong	Eatonton, Georgia
Bill Gullett	Gallatin, Tennessee
Bill Hacker	Corbin, Kentucky
Cookie Henson	Manchester, Kentucky
Roland Mullins	Mount Vernon, Kentucky
John Steward	La Grange, Kentucky
John Mark Toby	Scottsville, Kentucky

Term Expiring 2019

Tony Hancock	Lexington, Kentucky
Oscar Hornsby	Somerset, Kentucky
Donnie Patrick	Williamsburg, Kentucky
Carolyn Petry	Grayson, Georgia
Paul Steely	Williamsburg, Kentucky
Scott Thompson	Oneida, Tennessee
Jon Westbrook	Buckner, Kentucky

ADMINISTRATIVE OFFICERS

Larry L. Cockrum, B.S, M.S.Ed., Ed.D.	President
Steve J. Allen, B.S.	Vice President for Student Financial Planning
Emily Coleman, B.S., M.Ed., Ph.D.	Vice President for Student Services
Barbara Kennedy, B.A., M.A.Ed., Ed.S., Ed.D.	Vice President for Academic Affairs and Dean of the University
Donnie Grimes, B.S., M.S., Ph.D.	Vice President for Information Services
Jamirae Hammons, B.S. M.A Ed.	Vice President of Advancement
Jerry Jackson, B.A., M.A., Ed.D.	Vice President for Enrollment and Communications
Chris Rolph, B.S., C.P.A., M.B.A.	Vice President for Finance, Chief Financial Officer

ADMINISTRATIVE STAFF

Pearl Baker, M.A.	Director of Human Resources
Linda Carter, M.Ed.	Dean of Student Life
Nicholas L. Cockrum, M.B.A.	Associate Dean for Academic Affairs (Online)
Mirissa Cumpston, B.S.	Dean of Student Employment
Charles M. Dupier, III, M.B.A.	Registrar
Jo Dupier, B.S.	Bursar
Nathaniel Clouse, M.S.	Student Success Coordinator
Tom Fish, Ph.D.	Dean of Retention and QEP Director
Rick Fleenor, Ed.D.	Assistant to the President Church Relations and Convocation
Brad Hall, B.S.	Assistant to the President
Debbie Harp, M.A.	Director of Career Services, Coordinator of Leadership/Community Service
Erica Harris, B.S.	Director of Admissions
John "Marc" Hensley, B.S.	Director of Mountain Outreach
Jessica Jones, M.A.	Director for Academic Affairs
Chris Kraftick, P.G.A.	Athletic Director
Shonda Powers, M.S.	Director of Graduate and Online Enrollment
Susan Rose, Ed.D.	Associate Dean of Academic Affairs
Leslie Ryser, B.A.	Director of Communications and Marketing
Paul Stepp, B.S.	Director of Alumni Services
Randle Teague, B.S., M.B.A.	Controller
Travis Wilson	Director of Operations
Quentin Young, B.S., C.P.A., M.B.A.	Director of Business Services

ATHLETIC STAFF

Tim Brooks, M.S.M.	Men's Soccer Coach
Kelly Buikus, B.A.	Women's Lacrosse Coach
Don Butcher, M.A.	Men's Basketball Coach
Pete Campbell, B.S.	Men's Lacrosse Coach
Angie Dean, B.S.	Softball Coach
Corissa Dyer, B.S.	Cheerleading Coach
Chris Fleeger, B.A.	Men's Wrestling Coach
Jennifer Floyd, M.S., A.T.C.-L.A.T.	Sports Information Director
Randy Greer, B.S.	Men's and Women's Track and Cross-Country Coach
Steve Hamilton, M.S.	Women's Soccer Coach
Kathryn Hart, B.S., M.A.Ed.	Women's Volleyball Coach
Peggy Haus, M.A., A.T.C.	Head Athletic Trainer
Melissa Irvin, B.S., M.A.Ed.	Women's Basketball Coach
Kevin Reigle, M.A.Ed.	Men's & Women's Bowling Coach
Matt Rhymer, B.S., M.A.T.	Football Coach
Brad Shelton, M.A.	Men's Baseball Coach
Eric Skelly, B.S., M.S.	Men's & Women's Swimming Coach
Donald Stephens, B.S.	Women's Wrestling Coach
Kris Strebeck, B.A.	Men & Women's Archery Coach
Chin Teck Tan, M.B.A., Ed.D.	Men's and Women's Tennis Coach
TBA	Golf Coach

FACULTY

Date in parentheses indicates year of appointment.

Sarah Andrea Below Adkins (2013). Assistant Professor of Health, Exercise and Sport Science
B.S., M.A.T., University of Louisville.

Samuel Aganov (2011). Associate Professor of Psychology
B.A., Bemidji State University, M.S., Kiev National University, Ph.D., California Institute for Human Services

Geraldine Allen (1995). Assistant Professor of Art
B.S., M.A., Cumberland College; Additional Study: University of Tennessee.

Aaron Anderson (2013). Professor of Education
B.S., M.A.Ed., Cumberland College; Ed.D., University of the Cumberlands.

Victor Andzulis (2016). Assistant Professor of Music
B.A., M.A., Pensacola Christian College, M.M., University of South Alabama.

Sara Ash (2000). Professor of Biology
B.S., Cumberland College; M.S., Ph.D., Texas A & M University.

Cailen Baker (2014). Associate Professor of Nursing
A.S., B.S., M.S., D.N., Eastern Kentucky University

Kiersten Baughman (2016). Associate Professor of Psychology
B.S., Morehead State University, M.S., Ph.D., University of Oklahoma

Peggy Blackmore-Haus (1990). Head Athletic Trainer and Instructor of Exercise and Sport Science
B.F.A., University of Cincinnati; M.A., Michigan State University.

Jason Bluemlein (2014). Associate Professor of Counseling and Education
B.S., Northern Kentucky University; M.A., Cincinnati Christian University; Ed.D., University of Cincinnati.

Jarrett Bourne (2004). Assistant Professor of Communications
B.A., Carson Newman College; M.A., Morehead State University.

Gina Bowlin (2008). Associate Professor of Human Services and Director of School of Lifelong Learning
B.S., Cumberland College; M.S.W., University of Kentucky; Ed.D., University of the Cumberlands.

Joyce Bowling (2014). Assistant Professor of Education
B.S., M.A., Union College; Ed.D., University of the Cumberlands

Anita Bowman (2004). Associate Professor and Chair of Health, Exercise and Sport Science
B.S., Manchester College; M.S., Ball State University; Ph.D., University of Kentucky.

James Brock (2016). Assistant Professor of Business Administration
B.A., University of the Cumberlands; M.B.A., University of the Cumberlands; M.A., University of the Cumberlands.

Jack Brown (2014). Associate Professor of Criminal Justice
A.A., Manatee Community College; B.S., University of Southern Mississippi; M.S., University of Southern Mississippi;
Ph.D., University of Southern Mississippi.

Lenora Bunch (2006). Director of the Pegasus Program and Instructor of Mathematics
B.S., Cumberland College; M.A., Eastern Kentucky University.

Melissa Bundy (2015). Assistant Professor of Criminal Justice
B.B.A., Eastern Kentucky University; M.S., Eastern Kentucky University

Theodore Burch (2016). Assistant Professor of Management Information Systems
B.S., University of Louisville; M.S., University of the Cumberlands.

- Bonnie Butcher** (2012). Associate Professor of Special Education
B.A., University of Kentucky; M.A.Ed., Cumberland College.
- Carrie E. Byrd** (2007). Associate Librarian
B.A., Linfield College; M.S.L.S., University of North Texas.
- Jefferson F. Calico** (2015). Assistant Professor of Missions and Ministry
B.A., Transylvania University; M.Div., Southern Theological Seminary; Ph.D., Southern Theological Seminary
- Jordyne Carmack** (2015). Assistant Professor of Communication, Journalism, and Theatre Arts
B.S., University of the Cumberlands, M.S., West Virginia University
- Oline Carmical, Jr.** (1974). Professor of History and Political Science
B.A., Cumberland College; M.A., Ph.D., University of Kentucky; Additional Study: University of Kentucky College of Law.
- Jane Carter** (1985). Associate Professor of Business Administration
B.S., Cumberland College; M.B.A., University of Kentucky; Additional Study: West Georgia College, University of Tennessee at Chattanooga, Philanthropy Tax Institute, New York City.
- Linda L. Carter** (1977). Assistant Professor of Education, Dean of Student Life
B.S., Cumberland College; M.Ed., University of Georgia; M.A., Eastern Kentucky University.
- Jennifer Chambers** (2012). Assistant Professor of Education
B.S., Eastern Kentucky University; M.A.Ed., Eastern Kentucky University; Ed.D., Eastern Kentucky University.
- Kirby L. Clark** (2001). Professor of Missions & Ministry
B.A., University of New Mexico; M.P.S., Western Kentucky University; M.R.E., Ph.D., Southwestern Baptist Theological Seminary; Additional Study: Austin Peay University; Wayland Baptist University; West Texas A & M University.
- Larry Cockrum** (2005). President-Elect and CEO
B.S., School of the Ozarks; M.S.Ed., Missouri State University; Ed.D., Vanderbilt University. Additional Study: Harvard University.
- Lindsey Cockrum** (2014). Assistant Professor of Psychology and Human Services
B.S., University of the Cumberlands; M.A.T., University of the Cumberlands.
- Michael B. Colegrove** (1973-1987, 1989). Professor of Education
B.A., Cumberland College; M.A., Eastern Kentucky University; Ph.D., Vanderbilt University. Additional Study: Command and General Staff of College of the United States Army; United States Army War College.
- Nathan Coleman** (2013). Associate Professor of History
B.S., Cumberland College; M.A., University of Louisville; Ph.D., University of Kentucky.
- Emily Coleman** (2014). Vice President for Student Services
B.S., Cumberland College; M.Ed., University of Louisville; Ph.D., Capella University
- Margaret D. Combs** (2005). Chair and Professor of Business Administration
B.S., Eastern Kentucky University; M.A., Eastern Kentucky University; M.S., University of Kentucky; DBA, University of Sarasota; Additional Study, University of North Florida; CPA.
- James Corcoran** (1997). Associate Professor of Music
B.M., M.M., University of Kentucky.
- Jason Creekmore** (2013). Associate Professor of Education
B.S., Cumberland College; M.A.Ed., University of the Cumberlands; Ed.D., University of the Cumberlands.
- Frederick B. Cummings** (2009). Assistant Professor of Missions & Ministry
B.A., Clear Creek Baptist Bible College; M.Div., Southern Baptist Theological Seminary; Ph.D., Spurgeon's College, University of Wales.
- Reid Davis** (2004). Associate Professor of Mathematics
B.A., University of Tennessee; Ph.D., University of Tennessee; Additional Study, Universität Bielefeld, West Germany.

- Alexandria Deaton** (2014). Assistant Professor of Education
B.S., Eastern Kentucky University; M.A.T., University of the Cumberlands
- Shannon Deaton** (2013). Dean of the School of Education and Assistant Professor of Education
B.A., Alice Lloyd; M.A.Ed., University of the Cumberlands; Ed.D., University of the Cumberlands.
- Justin DeCecca** (2010). Associate Professor of Criminal Justice
B.S., Tiffin University; M.S., Norwich University.
- Laura Dennis** (2001). Chair of the World Languages Department and Professor of French
B.A., Nazareth College of Rochester; M.A., Ph.D., Indiana University; Additional Study Universite Rennes II; L'Institut Mediterranean d'Etudes Francaises.
- Julie Deyrup** (2014). Director of International Academic Services, Assistant Professor of Intensive English and Spanish
B.A., Bowdoin College; M.A., University of Tennessee at Knoxville
- Leif D. Deyrup** (2008). Associate Professor of Biology
B.S., Stetson University; Ph.D., University of Georgia.
- Michael Robert Dickman** (1993). Professor of Communication Arts
B.G.S., Southeast Missouri State University; M.A., Wichita State University; Ph.D. Southern Illinois University at Carbondale.
- Theresa Dickman** (1998). Associate Professor of English
B.A., Wichita State University; M.A., University of Alabama at Birmingham.
- Deborah Dobson** (2013). Associate Professor of Education
B.S., Cumberland College; M.A., Union College.
- Robert C. Dunston** (1983). Chair of the Missions & Ministry Department and Professor of Missions & Ministry
B.S., Virginia Polytechnic Institute and State University; M.Div., Midwestern Baptist Theological Seminary; Th.M., Union Theological Seminary in Virginia; Ph.D., Southern Baptist Theological Seminary.
- Sharlene Dzugan** (1998). Professor of Chemistry
B.S., Wheaton College; Ph.D., Florida State University.
- Thomas P. Dzugan** (1989). Professor of Chemistry
B.S., Wheaton College; M.S., Ph.D., Florida State University.
- Heather Leigh Eisler** (2011). Assistant Professor of Biology
B.A., University of Northern Colorado; M.S., Utah State University; Ph.D., University of Notre Dame.
- Kathy Griffith Fish** (1984). Professor of English
B.A., William Jewell College; M.A., University of Kansas.
- Thomas E. Fish** (1984). Dean of Retention and QEP Director
B.A., Iowa State University; M.A., University of Kansas; M.Phil., University of Kansas; Ph.D., University of Kansas.
- Sarah Flynn** ((2015). Associate Professor of Clinical Psychology
B.A., Miami University, M.S., Ph.D., University of Kentucky
- Thomas B. Frazier** (1976). Chair and Professor of English
B.A., Cumberland College; M.A., Eastern Kentucky University; D.A., Middle Tennessee State University; Additional Study: Eastern Kentucky University, University of Kentucky, University of the Cumberlands.
- Gary Gibson** (2008). Associate Professor of Business Administration
B.B.A., Lincoln Memorial University; M. Accountancy, University of Tennessee; additional work Eastern Kentucky University and University of Kentucky.
- Kendall Gilbert** (2013). Assistant Professor of Physician Assistant Studies
B.S.N., Eastern Kentucky University, M.S., University of the Cumberlands

- Robert Glass** (2008). Assistant Professor of Education
B.S., Duke University; M.A.Ed., University of Louisville; Ed.D., University of Louisville.
- Donald G. Goff** (2013). Associate Professor of Education
B.S., Middle Tennessee State University; M.B.A., Missouri State University; Ed.D., University of South Florida.
- Karen L. Goldman** (2010). Associate Professor of Education
B.S., M.S., Ph.D., University of Tennessee
- David Gover** (2013). Professor of Education
A.A., Hinds Junior College; B.A., Union College; M.A., Eastern Kentucky University; Ed.D., Indiana University.
- Donald Grimes** (1994). Vice President for Information Services and Assistant Professor of Information Technology Sciences
B.S., Cumberland College; M.S., Eastern Kentucky University; Additional Study, Nova Southeastern University.
- Cassie Grogean** (2014). Instructor of Psychology
B.A., Austin College; M.S., Southern Methodist University.
- Sarah Hacker** (2015). Assistant Professor of Mathematics
B.S., M.A.Ed., University of the Cumberlands, M.M., University of Tennessee
- Cristy Lynn Hall** (2011). Assistant Professor of English
B.S., Cumberland College; M.A., Western Kentucky University; Ph.D., Middle Tennessee State University.
- Steven L. Halstead** (2010). Assistant Professor of Human Services
B.S., Cumberland College; M.A.Ed., Lindsey Wilson College.
- Tammy D. Hatfield** (2013). Professor and Director of Clinical Psychology
B.A., University of Kentucky; M.S., Murray State University; Psy.D., Spalding University.
- Warren Headrick** (2015). Associate Professor of Criminal Justice
A.S., Walters State Community College, B.S., Tennessee Wesleyan College, M.S., University of Tennessee, Ph.D., Northcentral University
- Joan R. Hembree** (2000). Associate Professor of Biology
B.S., M.S., University of Tennessee; Ph.D., University of Minnesota; Postdoctoral Study, Case Western Reserve University.
- Gina Herring** (1990). Professor of English
B.A., Freed-Hardeman College; M.A., Memphis State University; Ph.D., Auburn University.
- D. Bruce Hicks** (1986-92, 1996). Associate Professor of History and Political Science
B.A., Furman University; M.Ed., North Georgia College; Ph.D., Emory University.
- John Higgins** (2015). Assistant Professor of Business Administration
B.A., Western Kentucky University; M.S., Indiana Wesleyan University; Ed.D., University of the Cumberlands
- James Hightower** (2014). Professor of Professional Counseling and Counselor Education
Ed.D., University of Cincinnati
- John Andrew Hockert** (2007). Chair and Associate Professor of Biology
B.S., McMurry University; Ph.D., Texas Tech University.
- David Hollingsworth** (2014). Associate Professor of Educational Leadership
B.S., Appalachian State University; M.A., Trinity International University; Ph.D., University of Kentucky
- Connie L. Howard** (1976). Associate Professor of Health
B.S., Cumberland College; M.S., Eastern Kentucky University; Additional Study: Eastern Kentucky University, University of Kentucky.
- Kevin Hub** (2014). Associate Professor of Education
B.S. United States Military Academy; M.A.Ed., Eastern Kentucky University; Ed.D. Spalding University.

- Bobbie Huff** (2013). Assistant Professor of Education
B.S., M.S., University of the Cumberland.
- Bryan Jarboe** (2013) Assistant Professor of School of Lifelong Learning
B.S., M.S., Ph.D., University of the Cumberland
- Michael Joyce** (2011). Assistant Professor of Art
B.F.A., University of Tennessee - Knoxville; M.F.A., University of Georgia.
- Sam Kaninda Tshikala** (2015). Assistant Professor of Business Administration
B.A., University of Kinshasa, M.A., Western Illinois University, M.S., University of Kentucky, Ph.D., University of Georgia
- Mary Keith** (2015). Associate Professor of Education
B.A., Kentucky State University, M.A., University of Louisville, Ed.D., University of the Cumberland
- Barbara Kennedy** (2013). Vice President of Academic Affairs, Dean of the University, and Professor of Education
B.A., M.A.Ed., Ed.S., Morehead State University; Ed.D., University of the Cumberland.
- Jennifer Knuckles** (2010). Chair and Assistant Professor of Human Services
B.S., Cumberland College; M.S.W., University of Kentucky.
- Bret David Kuss** (1989). Professor of Biology
B.S., Southwest Baptist University; Ph.D., The University of Arkansas.
- R. Michael LaGrone** (1998). Professor of Business Administration
B.S., University of Georgia; M.B.A., Indiana University; Ph.D., University of South Carolina.
- Christopher S. Leskiw** (2004). Chair and Associate Professor of History and Political Science
B.A., Niagra University; M.A., Vanderbilt University; Ph.D., Vanderbilt University.
- Chad Lawson** (2015). Assistant Professor of Education
B.S., B.S., M.B.A., University of the Cumberland.
- Stuart Christopher Lockhart** (2013). Associate Professor of Mathematics
B.S., Cumberland College; M.S., Eastern Kentucky University.
- Christen Logue** (2014). Associate Professor of Clinical Psychology
B.A., Cumberland College, M.S., Lee University; Ph.D., University of Tennessee-Knoxville.
- Henry Luckel** (2015). Instructor of Business Administration
B.S., Colorado Christian University, M.Div., Golden Gate Baptist Theological Seminary, Ph.D., Colorado State University
- Lisa K. Lyford** (2005). Associate Professor of Biology
B.S., University of Massachusetts, Amherst; Ph.D., University of North Carolina at Chapel Hill.
- Sandra M. Mahoney** (2009-12, 2014). Professor of Education
A.S., Monroe Community College; B.S., State University of New York, Brockport; M.S.W., State University of New York, Buffalo; Ph.D., Capella University.
- James Ora Manning** (1987). Professor of Physics
B.S., Cumberland College; M.S., Ph.D., University of Kentucky.
- Jennifer Marsh** (2001). Associate Professor of Spanish
B.A., University of Illinois; M.A., City University of New York.
- Jeremiah Massengale** (2007). Assistant Professor of Communication Arts
B.S., University of the Cumberland; M.A., University of Tennessee.
- Douglas Miller** (2013). Professor of Business Administration
B.S., Iowa State University; M.S., Cornell University; M.A., University of California at Berkeley; Ph.D., University of California at Berkeley.

- Kimberly S. Miller** (2008). Associate Professor of Theatre and Director of Theatre
B.A., Knox College; M.A., Iowa State University; Ph.D., University of Kansas.
- John K. Mills** (2012). Chair of Criminal Justice and Associate Professor of Justice Administration
B.A., University of Kentucky; J.D., Northern Kentucky University Chase College of Law.
- Sam Misher** (2014). Associate Professor of Education
B.S., Appalachian State University; M.S.Ed., North Carolina A & T University; Ed.D., Nova Southeastern University.
- Claudia Mitchell** (2015). Associate Professor of Nursing
A.D.N., University of Kentucky; B.S.N., College of Mt. St. Joseph; M.S.N., University of Cincinnati; Ph.D., Northcentral University
- Vonda Moore** (2008). Professor of Business Administration
B.B.A., Eastern Kentucky University; M.A.Ed., Union College; D.B.A., Argosy University.
- Ela Morelock** (2008). Associate Professor of Spanish
B.A., UNAM-México; M.A., Miami University of Ohio; Ph.D., University of Kentucky.
- Gary Moss** (2014). Associate Professor of Business
A.A.S., Community College of the Air Force; A.A., B.A., Columbia College; M.A., Webster University; Ph.D., Capella University
- Lawrence A. Newquist** (1991). Professor of Physics
B.A., Knox College; M.S., Ph.D., University of Missouri-Rolla.
- Douglas Olds** (2014). Associate Professor of Clinical Psychology
B.A., M.A., Ph.D., Spalding University
- Gary Pate** (2000). Associate Professor of Education
B.S., Cumberland College; M.A., Appalachian State University; Ed.S., Western Carolina University; Ed.D., University of North Carolina at Greensboro.
- Gary Patton** (2014). Professor of Professional Counseling and Counselor Education
B.A., Anderson University; M.A., Louisiana Tech University; Ph.D., Ohio University.
- Charles Alan Pilant** (1987). Professor of History
B.A., University of Colorado at Colorado Springs; M.A., University of Colorado at Boulder; Ph.D., Marquette University.
- Elissa Price** (2012). Assistant Professor of Human Services
B.S., University of the Cumberlands; M.S.W., University of Kentucky.
- Jonathan E. Ramey** (1991). Chair and Professor of Mathematics
B.A., Cumberland College; M.A., Ph.D., Vanderbilt University.
- Carolyn Reaves** (2007). Director of the Academic Resource Center and Instructor of Study Skills
B.S., Cumberland College; M.A., Union College; Ed.D., University of the Cumberlands.
- Kenneth Reed** (2011). Assistant Professor of Physician Assistant Studies
A.S., Kettering College of Medical Arts; B.S., Cumberland College; M.S., University of Nebraska Medical Center.
- Deborah Richard** (2012). Professor of School Counseling
M.S., Murray State University; Ph.D., Southern Illinois University.
- Angela Riddel** (2014). Associate Professor of Education
B.A., University of Texas at San Antonio; M.S., Southern Connecticut State University; M.A., Trinity University
- Michael Roadhouse** (2014). Associate Professor of Education
B.S., Spalding University; M.A.Ed., Western Kentucky University; M.S., Drexel University; Ed.D., Walden University.
- Susan R. Rose** (2009). Associate Dean of Academic Affairs and Associate Professor of Education
B.S., University of Louisville; M.Ed., University of Louisville; Ph.D., University of Louisville.

- Eric Rosser** (2014). Associate Professor of Education
B.A., M.A., M.A.Ed., Ph.D., University of Buffalo
- Kathryn Russ** (2014). Associate Professor of Professional Counseling and Counselor Education
B.A., University of Cincinnati; M.A., University of Cincinnati; Ed.D., University of Cincinnati.
- Sara Schumacher** (2011). Assistant Librarian
B.A., University of Texas at Austin; M.A., University of Oregon; M.S., University of Texas at Austin.
- Jeffrey Schwarz** (2004). Assistant Professor of Chemistry
B.S., Georgia Institute of Technology; Further Study, University of Kentucky.
- Thomas Seiler** (2016). Professor of Business Administration
B.A., Capital University; J.D., Capital University Law School; D.B.A., Argosy University.
- Keith D. Semmel** (1990). Chair and Professor of Communication, Journalism, and Theatre Arts
B.A., Mansfield State College; M.A., Ph.D., Bowling Green State University.
- Larry Sexton** (2015). Professor of Counseling
B.S., M.A., Ed.D., Ball State University
- Jolly Kay Sharp** (1991). Professor of English
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INDEX

a	
Academic Accommodations	20
Academic Advising	16
Academic Appeals	20
Academic Regulations	16
Academic Resource Center	8
Accounting	43
Activity Courses	90
Administrative Officers	155
Administrative Staff	155
Admission to the University	9
Advanced Credit	25
Advanced Placement	25
Alumni Association	9
Applied Physics	116
Art	32
Athletics	8
Athletic Staff	155
Attendance Regulations	17
Auditing of Courses	20
Awards	21
b	
Baptist Campus Ministries	7
Biblical Languages	128
Biology	35
Board of Trustees	154
Books	12
Buildings	5
Business Administration	42
c	
Campus	5
Cancellation of Enrollment	13
Career Services	8
Carrying Charge	13
Chemistry	48
Classification of Students	20
Clubs & Organizations	8
College Level Examination Program (CLEP)	25
Communication Arts	53
Community Service	3
Convocation	30, 152
Correspondence Work	20
Course Planning Regulations	18
Creative Writing	80
Credit By Examination	25
Criminal Justice	64
d	
Dean's List	21
Degree Requirements	22
Deferred Payment Plan	13
Disabilities Services	20
Dormitory Reservations	11
Dropping a Course	18
e	
Education	68
Elementary Education	69
Emeriti	165
Endowment	5
Engineering Dual-Degree Program	118
English	79
Exercise and Sport Science	86

Expenses.....	12
f	
Faculty.....	156
Family Educational Rights and Privacy Act (FERPA).....	26
Fees.....	12
Financial Aid.....	14
Financial Clearance.....	12
Financial Information (Tuition & Fees).....	12
Fitness and Sport Management.....	88
Foreign Languages (World Languages).....	144
French.....	144
French Bypass Exam.....	144
Freshman Composition Policies.....	82
g	
General Education Curriculum.....	27
Grade Appeal Process.....	20
Grading System & Grade Reports.....	17
Graduation Requirements.....	22
Graduation Honors.....	25
Greek.....	129
h	
Health.....	86
Health Services.....	9
Hebrew.....	129
History.....	94
History of the University.....	4
Honor Societies.....	21
Honors Program.....	21
How to Apply for Admission.....	9
Human Services.....	104
i	
Independent Directions.....	24
Insights (Freshman Orientation).....	3, 9, 31, 152
Intramural Activities.....	8
Internships.....	25
International Students.....	11
International Study.....	25
j	
Journalism and Public Relations.....	55
l	
Leadership.....	31, 152
Learning Disabilities.....	20
Library.....	6
Loans.....	15
m	
Mathematics and Physics.....	114
Majors/Minors.....	23
Methods of Admission.....	9
Middle School Education.....	71
Ministry and Religious Vocations.....	3
Missions & Ministry.....	123
Music.....	130
Music Education Certification.....	131
n	
National Honor Societies.....	21
o	
Online Courses.....	17
Organizations.....	8
Orientation (Insights).....	3, 9, 31, 152
p	
Patriot Achievement Support Seminar (PASS).....	30
Patriot Readiness and Engagement Program (UC PREP).....	9

Physics	117
Physics Teacher Certification	117
Physical Education Certification	87
Planned Program.....	18
Political Science	96
Pre-Law	24, 97
Pre-Engineering.....	24, 119
Pre-Medicine and Pre-Dentistry	24, 35
Pre-Pharmacy.....	24
Pre-Seminary.....	24
Privacy Rights of Students	26
Probation and Suspension	19
Psychology	139
Public Health	86
q	
Quality Credits.....	17
r	
Refund Policy	13
Regulations.....	8
Religious Life.....	7
Repeating a Course.....	19
Resident Assistant Program	15
Restricted Electives	22
Room and Board	12
Room Reservations	11
s	
Scholarships.....	15
Scholarship Honor Society, The J. T. Vallandingham	20
Secondary Education	73
Semester Hour	16
Social Studies.....	98
Spanish.....	146
Spanish Bypass Exam.....	144
Special Education.....	71, 73
Special Services	8
Student Account Record.....	12
Student Awards	21
Student Financial Aid.....	14
Student Government Association	7
Student Life, Activities, and Special Services.....	7
Student Class Load	16
Student Publications.....	8
Student Teaching.....	76
Summer Session	18
Suspension.....	19
t	
Teacher Certification.....	23
Teacher Education.....	68
Theatre Arts	56
Title IV	13
Transcripts of Credit	25
Transfer Policies.....	10
Tuition and Fees.....	12
v	
Veteran Administration Educational Assistance.....	15
Vocational Rehabilitation	15
w	
Withdrawing from the University.....	18
World Languages	144
Work-study	3, 16

