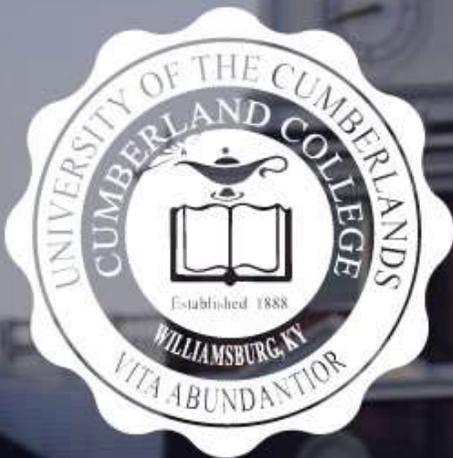


UNIVERSITY OF THE CUMBERLANDS



2015-2016
SCHOOL OF LIFELONG LEARNING
UNDERGRADUATE HANDBOOK

ACCREDITATION

University of the Cumberlands is accredited to award baccalaureate, master's, and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033 • (404) 679-4500 • Fax: (404) 679-4558. Interested constituents may contact SACS 1) to inquire about the University's accreditation status, 2) to file a third-party comment as part of its decennial review, or 3) to file a complaint alleging non-compliance with a standard or requirement. Any other inquiries, such as those concerning admissions requirements, financial aid, educational programs, etc., should be addressed directly to the University and not to the Commission's Office.

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 nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Dr. Michelle Dykes-Anderson
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, michelle.anderson@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex nondiscrimination 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 nondiscrimination policy:

Mr. Steve Morris
Vice President for Business Services
Gatliff Administration Office 001
(606) 539-4597, steve.morris@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"

School of Lifelong Learning

2015-2016

Academic Information and Courses of Instruction Catalog

This catalog describes information pertinent to online students enrolled in the School of Lifelong Learning programs. For complete academic information on undergraduate programs at UC, refer to the 2015-2016 undergraduate catalog.

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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 the Cumberlands 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.

SCHOOL OF LIFELONG LEARNING MISSION

Drawing upon over 120 years of academic excellence, University of the Cumberlands School of Lifelong Learning is committed to providing convenient, flexible, and affordable online degree programs designed to accommodate the distinct needs of the adult learner. Our innovative course delivery provides students with access to cutting-edge technologies, excellent resources, and professional knowledge with real-world applicability while maintaining a traditional and personal approach to education. Our nationally-recognized curriculum is delivered by a dedicated and distinguished faculty, providing a quality education that is both practical and modern.

SCHOOL OF LIFELONG LEARNING PURPOSE STATEMENT

The School of Lifelong Learning at University of the Cumberlands provides students the opportunity to develop a foundation of knowledge and skills that are required to work within a number of professional fields. The general education curriculum provides the foundation for a liberal arts education, while areas of concentration in the disciplines of Business, Criminal Justice, Human Services, and Psychology allow students to become equipped to work in a professional capacity or move forward into graduate education.

PROGRAM GOALS

1. To efficiently provide high quality academic programs for non-traditional students.
2. To offer academic services that are accessible and appropriate for non-traditional students.
3. To deliver online education in a practical way by utilizing modern technology, Information Technology support services, and online library services.

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 which are available online and for review in the admissions office. 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 Cumberland. Every University of the Cumberland 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.

ADMISSION TO THE UNIVERSITY

University of the Cumberland is committed to providing equal education opportunities for students without regard to race, color, sex, handicap, or national origin. As a private educational institution, however, the University of the Cumberland reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the purposes and objectives of the College.

The purpose of the admission process is to identify applicants who are likely to succeed academically at University of the Cumberland 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. And 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.

School of Lifelong Learning Admission

Application for admission can be made at any time during the year. Acceptance for admission may be granted at any time, and students can begin classes at the beginning of any term. Any previous transcripts must be evaluated before admission is final.

A candidate for admission must submit the following items:

1. A completed Application;
2. The application fee (\$30). A waiver may be granted to UC alumni and military personnel/veterans.
3. Submit official transcripts. Official transcripts should be submitted directly to University of the Cumberland from the issuing institution and must be sealed or unopened.
 - Students with 0-11 hours of college credit must submit an official high school transcript showing a cumulative GPA of at least 2.0 on a 4.0 scale. GED students must provide official scores from the General Education Development Test (GED). Additionally, official college transcripts will be required for candidates seeking transfer credit.
 - Students with 12+ hours of college credit must submit an official college transcript with a cumulative GPA of at least 2.0 on a 4.0 scale. High school transcripts are not required for students who have obtained 12+ hours of college credit.
4. 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. However, an official profile is required for athletic eligibility; (In general, home schooled students are expected to fulfill the same entrance requirements as all other students.)
5. Any additional information as requested by the University to determine admission eligibility.

Transfer Admission

A candidate for transfer admission must submit the following items:

1. A completed Application;
2. The application fee (\$30.00);
3. 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;
4. Any additional information as requested 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 Cumberlands 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 Cumberlands, 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 Cumberlands (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 Cumberlands (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 Cumberlands 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 Cumberlands 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 Cumberlands 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 Cumberlands.
- Thirty (30) of the last thirty-six (36) hours must be taken at University of the Cumberlands.
- Articulation agreements may delineate the transfer of credit between other institutions and University of the Cumberlands. For more information on available articulation agreements, contact the School of Lifelong Learning.

FINANCIAL INFORMATION

Tuition and Fees Per Semester, 2015-16*

| | |
|---------------------------------------|----------------------|
| Tuition - (undergraduate credit)..... | \$199.00/credit hour |
| Technology Fee..... | \$50.00/bi-term |

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.

Criminal Justice and Human Services Internships:

| | |
|-----------------------------------|-------|
| CROL 439, HSOL 461, HSOL 462..... | 15.00 |
|-----------------------------------|-------|

| | |
|---|---------------------------------|
| Application for Graduation Fee | 50.00 plus required testing fee |
|---|---------------------------------|

* Expenses per semester for **2015-2016** may be obtained by contacting the Bursar's office, University of the Cumberlands, Williamsburg, Kentucky, 40769: (606) 539-4206.

Books

The cost of books varies according to the number of courses taken and the content of the discipline. Information regarding textbook cost can be located on the University Bookstore web site. The Bookstore buys textbooks back at the end of each semester; thus, some of the cost may be recouped. For more information regarding this process for online students, contact the bookstore at 606-539-4354

Student Financial Account Record

All charges and payments for tuition, fees, 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

There is not a carrying charge for tuition accounts that are collected by the University of the Cumberlands. However, unpaid tuition accounts placed with an outside collection agency may be based a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, we incur in such collection efforts.

Deferred Payment Option

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

Refund Schedule

Courses Fifteen Weeks or Greater in Length

| <u>Official Date of Withdrawal</u> | <u>Charge</u> | <u>Refund</u> |
|------------------------------------|---------------|---------------|
| 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% |

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

| <u>Official Date of Withdrawal</u> | <u>Charge</u> | <u>Refund</u> |
|------------------------------------|---------------|---------------|
| 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% |

Courses Six Weeks or Less in Length

| <u>Official Date of Withdrawal</u> | <u>Charge</u> | <u>Refund</u> |
|------------------------------------|---------------|---------------|
| Last day to Register | 0% | 100% |
| After 1st week of classes | 100% | 0% |

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

Treatment of Title IV Aid when a Student Withdraws

The law specifies how your school 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, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans. You may or may not qualify for one or more of these types of financial aid. When you withdraw during your payment period or period of enrollment, or semester (these are comprised of one, sixteen-week session or two, eight-week sessions) 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 your school 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 the school and/or you. If you sign up for courses during the first and second session of a semester, and then decide not to take the courses during the second session, you may be subject to this calculation.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, 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, your school 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. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

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 your school or parent receives on your behalf) excess Title IV program funds that must be returned, your school 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

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

If your school 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 the holder of the loan 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 must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's refund policy is, you can ask your school for a copy. Your school 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.

ONLINE STUDENT FINANCIAL AID

The Financial Aid Program at the University of the Cumberlands has been established to assist worthy students through grants and loans. 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 as soon as possible after January 1st of the year you plan to attend. Undergraduate Kentucky residents should file quickly in order to qualify for the maximum amount of state grant funds that are available on a first come, first serve basis. If you are unable to use the online format, contact the Financial Planning Office. Through a combination of grants and loans, Cumberlands strives to make a higher education affordable. The total amount of financial aid initially granted to any one student by any combination of sources usually does not exceed the student's direct cost plus an amount for books. Students may request additional funds to help meet other educational expenses by contacting the Office of Student Financial Planning.

In order to receive any form of financial aid at Cumberlands, students must complete the following steps:

- *Complete a FAFSA for the current year
- *Be admitted to a degree-seeking program
- *Be signed-up for all the courses you plan to take during the semester
- *Sign and return one copy of the Student Aid Award Letter
- *Complete the steps necessary to receive student loans for first-time borrowers (if applicable)

If you have not, or are unable to complete all of these steps, please contact the Office of Student Financial Planning as soon as possible. In addition to grants and loans, students may also receive the following sources of funding, depending on individual qualifications:

Veteran's Benefits

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 Certificate 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.

Outside Scholarships

Student may qualify for outside scholarship. Outside scholarships are available through community organizations, local businesses, etc. The student should notify the Office of Student Financial Planning as soon as they are aware of outside funding.

ACADEMIC INFORMATION AND REGULATIONS

Academic Advising

Students will be assigned an appropriate academic advisor. The role of the academic advisor is to work with the student to develop a planned program for degree completion. The advisor will assist with course selection and any other academic needs that may arise. Academic advisors will also monitor retention each semester and follow up regarding any student needs.

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 U.S. mail or UC 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 taken three hours a 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 the equivalent of one hour of recitation.

Student Class Load

A full-time course load is 12-18 credit hours per semester. The normal class load for a School of Lifelong Learning students is 6-9 hours per bi-term with the approval of the academic advisor. Students wishing to exceed 9 hours per bi-term, or 18 hours per semester, must receive approval from the Vice President for Academic Affairs. Students may be permitted to carry as many as 21 hours. During the first semester of enrollment, students typically take 12 credit hours.

Grading Systems and Grade Reports

The following grading system is used:

| | | |
|-----------------|-----------------------|----------------------------|
| A-excellent | I-incomplete | U-unsatisfactory (failure) |
| B-good | E-failure | |
| C-average | S-satisfactory (pass) | |
| D-below average | P-pass | |
| F-failure | W-withdrew | |

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.

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 the Director of the School of Lifelong Learning, in consultation with the academic program Department Chair. 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 the Director of Curriculum for the School of Lifelong Learning 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 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 Cumberlands *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 Cumberlands 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 Cumberlands 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 dispersed 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 dispersed, 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 is replaced.

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.

Change of Address

It is the student's responsibility to maintain a current address on file with University of the Cumberland. Students should contact the Office of the Registrar and the School of Lifelong Learning with any change of address information.

Disability Accommodations

University of the Cumberland 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 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 |

Academic Awards/Honors

As an incentive to and in recognition of academic excellence, University of the Cumberland recognizes several student honors and awards. Some of the honors include the President's List, the Dean's List, and multiple honor societies from the academic disciplines. Additionally, there are several awards: The H.N and Frances Berger Awards, The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards, the Gorman Jones Campus Leadership Award, the T.J. Roberts Campus Leadership Award, the T.E. Mahan Memorial Award, and the A.T. Siler Memorial Award. For more information on each of these awards and their criteria, please reference the current undergraduate catalog.

Undergraduate Satisfactory Academic Progress

Federal regulations require that all students who receive federal or state financial aid make progress toward a degree. All

colleges must have policies that ensure students are making this progress both qualitatively and quantitatively. At Cumberlands, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid that will be reviewed each semester, including the summer term.

Enrollment

Students must have at least 12 credit hours each semester to be considered full-time. Students with 9 to 11 credit hours are considered $\frac{3}{4}$ time and students with 6-8 hours are $\frac{1}{2}$ time. Any student with less than 6 hours is considered less-than $\frac{1}{2}$ time. Enrollment status is determined at 5:00 p.m. on the last day to register for a class. This is called our "Census Date". Most types of financial aid are dependent on enrollment status. For example, the student must be full-time to receive institutional scholarship. Enrollment status will not change after the Census Date for that term, but dropping or withdrawing from classes can cause problems with maintaining SAP. Incompletes will not count against attempted hours until a grade is recorded. Repeating classes can affect SAP.

Quantitative

Students can attempt a maximum of 192 hours. Any student who attempts hours beyond this mark is ineligible for financial aid. All students who receive federal student aid must earn credits in 67% of the cumulative hours they attempt (rounded to the nearest whole percentage number). For example, a student who attempts 15 hours in fall and 18 hours in spring must have earned 22 hours of credit. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Additionally, all transfer courses accepted at Cumberlands count as attempted and earned hours.

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) to maintain SAP.

1 – 29 hours attempted must have at least a 1.60 GPA

30-61 hours attempted must have at least a 1.80 GPA

62+ hours attempted must have and maintain a 2.00 GPA

Evaluation

After each semester, a review will be made of all enrolled students to determine if they meet this policy. If the student fails to meet SAP after one semester, they will be automatically placed on "Financial Aid Warning". The student will be eligible to receive aid for one semester. At the end of the warning semester, the student will be evaluated again. If they regain SAP, there is no further action, and they remain eligible for financial aid. For those students who fail to regain SAP, they will be placed in "SAP Suspension" and be ineligible to receive financial aid.

Appeals

Students who are in SAP Suspension may appeal this decision to the SAP Appeals Committee. The appeal must be made in writing and explain why they failed to make SAP and what has changed that will allow them to make SAP at the next evaluation. This letter should be sent to the Director of Student Financial Planning at 6190 College Station Drive, Williamsburg, KY 40769. The committee will decide if the student will be able to meet SAP standards by the next evaluation or if a plan can be developed to ensure that the student will be able to meet SAP standards by a specific point in the future. If the committee does not approve the appeal, the student may take classes at their own expense to try to regain SAP. If the appeal is approved, they will be placed in "Financial Aid Probation" for one semester. At the end of the next semester the student must be making SAP or successfully following a plan designed by the SAP Appeals Committee. Students who fail to follow the academic plan will become permanently ineligible for financial aid. Appeals of permanent suspension are not allowed. The only way to regain eligibility after permanent suspension is to take courses at their own expense until the standard is met.

Notification

All notifications will be sent by regular mail to their home address and by e-mail to their Cumberlands e-mail address.

DEGREES

Through the School of Lifelong Learning, University of the Cumberlands confers the following undergraduate degrees with majors or concentrations in: Business, Criminal Justice, Health-Science Nursing, Human Services, Missions and Ministry, and Psychology. 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. The application for graduation fee is \$50.00 plus the cost of testing. 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 through the School of Lifelong Learning 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
- g) an approved Independent Directions program.

Other Degree Requirements

Additional degree requirements for School of Lifelong Learning students include:

1. The student must have a 2.0 grade point average on all courses taken.
2. 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.
3. Students selecting the three minor option must present grades of "C" or higher for all courses taken in the minors.
4. 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.
5. A minimum of 36 semester hours numbered 300 or above are required for graduation.
6. A candidate for graduation must have earned 30 of the last 36 hours in residence at University of the Cumberlands.
7. At least twenty-five percent of the total semester hours in any degree requirement must be completed at University of the Cumberlands.
8. 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.
9. Students must submit Planned Program prior to completing 79 hours.

Available Majors through the School of Lifelong Learning

Business Administration
Criminal Justice
Health Science-Nursing (RS-BSN)
Human Services
Missions and Ministry
Psychology

Available Minors through the School of Lifelong Learning

Business Administration
Criminal Justice
Human Services
Missions and Ministry
Psychology

Available Concentrations through the School of Lifelong Learning

Business Administration
Criminal Justice
Human Services
Missions and Ministry
Psychology

A concentration in a given discipline allows the student to complete coursework in the discipline without completing a minor from a different area. Most School of Lifelong Learning students will complete an area of concentration in their chosen discipline rather than a minor. The academic advisor assigned to the student will assist in determining if pursuing a minor, in lieu of an area of concentration, is in the best interest of the student. Depending on course availability, minors in disciplines other than those listed here may be possible. Students wishing to discuss this option should consult with their academic advisor.

A student has the privilege of meeting the requirements and of graduating under the catalog under which he/she 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. The graduation application form is accessible under Student Forms on the University web site.

Students should also note that each of the programs of study require a graduation exam. The students studying Criminal Justice or Human Services will complete their graduation exam on iLearn. The students who study Business Administration or Psychology will complete their tests on campus or at a testing center. A fee for the test may apply.

Internships and International Study--For more information on internships, corporate internships, and international study, refer to your specific academic program and/or the undergraduate catalog.

PRIVACY RIGHTS OF STUDENTS

The University is subject to the provision 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.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. 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 hearing procedures.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes 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); 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 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 of 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.

ACADEMIC DISHONESTY POLICY

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

- Cheating – using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities;
- Lying – falsifying, fabricating, or forging information in either written or spoken presentations;
- Plagiarism – using the published writings, data, interpretations, or ideas of another without proper documentation.

Episodes of academic dishonesty are reported to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes 1) a failing grade on a particular assignment, 2) a failing grade for the entire course, or 3) charges against the student with the appropriate disciplinary body.

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 FOR THE ASSOCIATE DEGREE (31 HOURS)

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University's School of Lifelong Learning (SLL) must also complete the 31-hour General Education curriculum. The courses listed below reflect general education options that are available to School of Lifelong Learning students.

I - Christian Faith (3 Hours)

| | |
|----------|------------------------------|
| MMOL 135 | Exploring the Old Testament |
| MMOL 136 | Exploring the New Testament |
| MMOL 233 | Introducing Christian Ethics |
| MMOL 239 | Exploring World Religions |

II - Writing Competence (6 Hours)

| | |
|----------|------------------------|
| ENOL 131 | English Composition I |
| ENOL 132 | English Composition II |

III - Mathematical and Scientific Reasoning (7 Hours)

A. Mathematics (3 hours)

Any one of the following five courses

| | |
|----------|---------------------|
| MAOL 131 | College Mathematics |
| MAOL 132 | College Algebra |

B. Science (4 hours)

| | |
|------------|--|
| BLOL 130 | General Biology <i>and</i> BLOL 110 General Biology Laboratory |
| CHOL 140 | Chemistry of Everyday Life |
| PHYSOL 137 | Physical Science <i>and</i> PHYSOL 117 Physical Science Laboratory |

IV - Historical and Cultural Understanding (6 Hours)

A. History (3 hours)

| | |
|----------|-------------------------------|
| HIOL 138 | World Civilization since 1648 |
| HIOL 231 | American History to 1877 |

B. Culture (3 hours)

| | |
|-----------|-----------------------------------|
| BUOL 135 | Macroeconomics |
| BUOL 136 | Microeconomics |
| FREOL 135 | French Popular Culture |
| SPAOL 135 | Hispanic Popular Culture |
| PLOL 131 | Introduction to Political Science |
| PLOL 233 | American National Government |
| PSYOL 131 | Basic Psychology |

V - Aesthetic Appreciation (3 hours representing two departments)

| | |
|-----------|----------------------------------|
| ARTOL 131 | Art Appreciation |
| ENOL 330 | Literary Studies |
| ENOL 332 | English Literature 1660-1830 |
| ENOL 333 | English Literature since 1830 |
| ENOL 334 | American Literature through 1865 |
| ENOL 335 | American Literature since 1865 |
| MUOL 130 | Music Appreciation |

i

VI - Social and Professional Awareness (6 hours)

- BMOL 130 Introduction to Application Software
 - COMOL 130 Introduction to Interpersonal Comm or 131 Introduction to Mass Media or JOROL 130 Introduction to Journalism & Public Relations
 - HEOL 236 Health and Wellness
 - SOCOL 131 Introduction to Sociology or CROL 131 Introduction to Criminal Justice or HSOL 131 Survey of Human Services
-

**GENERAL EDUCATION CURRICULUM FOR THE
BACHELOR'S DEGREE (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. As part 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 available in Sections I, III, IV, V, and VI of the General Education curriculum. These courses are special topics upper-level courses open to juniors and seniors. Integrated Studies courses have no prerequisites. Some of these courses are team-taught, cross-disciplinary courses. These courses reflect the University’s commitment to nurturing critical thinking and problem-solving. In some cases Integrated Studies courses will also count in a major or minor. Integrated Studies courses are designated with a 40X course number (COMOL 405, HSOL 403, etc.) and the area of the General Education curriculum which each serves is identified in the course descriptions later in this catalog.

School of Lifelong Learning. Students enrolled in the online baccalaureate programs of the University’s School of Lifelong Learning (SLL) must also complete the 37-hour General Education curriculum. The general education hours earned in completing an associate degree will count toward completion of the General Education requirements for a baccalaureate degree. The courses listed below reflect general education options that are available to School of Lifelong Learning students.

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

- MMOL 135 Exploring the Old Testament
- MMOL 136 Exploring the New Testament
- MMOL 233 Introducing Christian Ethics
- MMOL 239 Exploring World Religions
- _____ Integrated Studies Course

II - Writing Competence (6 Hours)

- ENOL 131 English Composition I
- ENOL 132 English Composition II

III - Mathematical and Scientific Reasoning (7 Hours)

A. Mathematics (3 hours)

Any one of the following five courses

- MAOL 131 College Mathematics
- MAOL 132 College Algebra
- _____ Integrated Studies Course

B. Science (4 hours)

- BLOL 130 General Biology and BLOL 110 General Biology Laboratory
- CHOL 140 Chemistry of Everyday Life
- PHYSOL 137 Physical Science and PHYSOL 117 Physical Science Laboratory
- _____ Integrated Studies Course

IV - Historical and Cultural Understanding (6 Hours)

A. History (3 hours)

| | |
|----------|-------------------------------|
| HIOL 138 | World Civilization since 1648 |
| HIOL 231 | American History to 1877 |
| | Integrated Studies Course |

B. Culture (3 hours)

| | |
|-----------|---|
| BUOL 135 | Macroeconomics |
| BUOL 136 | Microeconomics |
| FREOL 135 | French Popular Culture |
| SPAOL 135 | Hispanic Popular Culture |
| PLOL 131 | Introduction to Political Science |
| PLOL 233 | American National Government |
| PLOL 235 | Introduction to International Relations |
| PSYOL 131 | Basic Psychology |
| | Integrated Studies Course |

V - Aesthetic Appreciation (6 hours representing two departments)

| | |
|-----------|----------------------------------|
| ARTOL 131 | Art Appreciation |
| ENOL 330 | Literary Studies |
| ENOL 332 | English Literature 1660-1830 |
| ENOL 333 | English Literature since 1830 |
| ENOL 334 | American Literature through 1865 |
| ENOL 335 | American Literature since 1865 |
| MUOL 130 | Music Appreciation |
| THROL 130 | Introduction to Theatre |
| | Integrated Studies Course |

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

| | |
|-----------|--|
| BMOL 130 | Introduction to Application Software |
| COMOL 130 | Introduction to Interpersonal Comm or 131 Introduction to Mass Media or JOROL 130 Introduction to Journalism & Public Relations |
| HEOL 236 | Health and Wellness |
| SOCOL 131 | Introduction to Sociology or CROL 131 Introduction to Criminal Justice or HSOL 131 Survey of Human Services |
| | Integrated Studies Course |

Description of General Education Courses

ARTOL 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.

BLOL110. 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: BLOL 130 or equivalent. Credit, 1 hour.

BLOL130.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. Credit, 3 hours

BMOL 130 Introduction to 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. Credit 3 hours.

BUOL 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.

BUOL 136 Microeconomics

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

CHOL 110. Introduction to General Chemistry Laboratory

CHOL 110 is a laboratory course designed to accompany CHOL 131. This course will emphasize selected chemical principles that prepare for further work in CHOL 132 and CHOL 111. Students are introduced to basic laboratory techniques, data manipulation and analysis used in the general chemistry laboratory. Students also learn the proper way to maintain a lab notebook and to write scientific laboratory reports. This course will satisfy part of the Section III requirements of the General Education Curriculum. Co-requisite: CHOL 131. Prerequisite: Two years of high school algebra and Math ACT ≥ 20 or completion of MATH 131. Credit, 1 hour.

CHOL 131. Introduction to General Chemistry

CHOL 131 is an introductory general chemistry course intended for students who have little or no chemistry background. This course is specifically designed to prepare you for CHOL 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. Co-requisite: CHOL 110. Prerequisite: Two years of high school algebra and Math ACT ≥ 20 or completion of MATH 131. Credit, 3 hours.

CHOL 111. General Chemistry Laboratory I

Laboratory for CHOL 132. Three laboratory hours per week. Co-requisite: CHOL 132. Credit, 1 hour.

CHOL 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 MAOL 132 (passing with at least a C grade). If students do not have at least 1 year of high school chemistry, students are strongly encouraged to take CHOL 140. Credit, 3 hours.

CHOL 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. The four and one half class hours per week will include both lecture and laboratory. This course provide no credit toward a chemistry major or a minor. Credit, 4 hours. Prerequisite: None. However, students with an ACT Math of < 18 are strongly encouraged to complete MAOL 131 before taking CHOL 140. Credit, 4 hours.

COMOL 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.

COMOL 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.

CROL 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.

ENOL 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.

ENOL 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: ENOL 131. Credit, 3 hours.

ENOL 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: ENOL 131, ENOL 132. Credit, 3 hours.

ENOL 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: ENOL 131, 132. Credit, 3 hours.

ENOL 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: ENOL 131, 132. Credit, 3 hours.

ENOL 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: ENOL 131, 132. Credit, 3 hours.

ENOL 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: ENOL 131, 132. Credit, 3 hours.

FREOL 135. French Popular Culture

A General Education course open to all students. Provides an introduction to various aspects of French popular culture such as cinema, literature, fashion, sports, and the media while also enhancing critical thinking skills. Taught in English. No pre-requisite. Credit, 3 hours.

HEOL 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.

HIOL 138. World Civilization since 1648

A continuation of HIOL 137 from approximately 1648 to the modern times. Credit, 3 hours

HIOL 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.

HSOL 131. Survey of Human Services

This course offers a survey of the variety of human services issues facing the United States and the world today and the roles that professionals play in human services. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours

JOROL 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.

MAOL 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.

MAOL 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

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 239. Exploring World Religions

A survey of the development and beliefs of the world's major religious traditions. Credit, 3 hours.

MUOL 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.

PHYSOL 117 Physical Science Laboratory

This laboratory course illustrates the scientific method through a series of experiments into physical phenomena. As a companion course to PHYSOL 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. Prerequisite: PHYSOL 137 recommended, but not required. Credit, 1 hour.

PHYSOL 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.

PLOL 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.

PLOL 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.

PLOL 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

PSYOL 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 PSYOL 111. Credit, 3 hours.

SOCOL131. 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

SPAOL 135. Hispanic Popular Culture

Provides an introduction to various aspects of Hispanic culture such as the geography, music, art, cinema, and customs of Spanish-speaking regions. No prerequisite. Taught in English. Credit, 3 hours. Offered as needed. (NOTE: This is a General Education course. Spanish majors and minors are encouraged to take SPAOL 135 to acquire a good foundation in Hispanic culture and to obtain General Education credits. However, the course DOES NOT count toward the requirements of a Spanish major or minor.)

THROL 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.

Integrated Studies Courses

BUOL 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.

BUOL 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.

CHOL 402. Chemistry, Health and Wellness

This 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 college-level chemistry and requires minimal mathematical work. This Integrated Studies course contains a 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. Credit, 4 hours.

COMOL 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.

CROL 401. Child Abuse Investigation

This course, taught in tandem with HSOL 401, 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

HSOL 404. Understanding Child Maltreatment

This 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. Credit, 3 hours. Offered Fall Semesters and as needed

HSOL 403. Human Tragedy and Intervention

This 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 when they take the course. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed.

MMOL 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..

MUOL 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.

Additional Courses

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. University Orientation

This course will help students gain the skills necessary to excel in UCs online learning environment. 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. Two credit hour. Prerequisites: None

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. 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.

HUTTON SCHOOL OF BUSINESS

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.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION – 18 hours

Associate Core Requirements (18 Hours)

| | |
|----------|-------------------------------|
| BAOL 131 | Principles of Accounting I |
| BAOL 132 | Principles of Accounting II |
| BUOL 135 | Principles of Macroeconomics |
| BUOL 136 | Principles of Microeconomics |
| BUOL 330 | Legal Environment of Business |
| BUOL 331 | Principles of Management |

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION – 54 hours

Business Administration Core Requirements (30 hours)

| | |
|----------|-------------------------------|
| BAOL 131 | Principles of Accounting I |
| BAOL 132 | Principles of Accounting II |
| BUOL 135 | Principles of Macroeconomics |
| BUOL 136 | Principles of Microeconomics |
| BUOL 300 | Business Statistics |
| BUOL 330 | Legal Environment of Business |
| BUOL 331 | Principles of Management |
| BUOL 334 | Principles of Marketing |
| BUOL 335 | Financial Management |
| BUOL 438 | Business Policy & Strategy |

Plus twenty-four (24) hours of upper division electives from Accounting and/or Business Administration, and /or no more than six (6) hours of Management Information Systems.

Exit Exam: All Business Administration students must complete the ETS Major Field Test for Business prior to graduation. Fees may be applicable for the exit exam.

Business Electives (24 hours)

Upper-division (300/400 level) business electives might include:

| | |
|----------|-------------------------|
| BUOL 336 | Money, Banking & Credit |
| BUOL 337 | Investments |

| | |
|----------|---|
| BUOL 338 | Managerial Economics |
| BUOL 339 | Human Resource Management |
| BUOL 401 | Personal Finance |
| BUOL 402 | Business Communications |
| BUOL 430 | Advertising |
| BUOL 431 | Entrepreneurship |
| BUOL 433 | Services Marketing |
| BUOL 434 | Sports Marketing |
| BUOL 435 | Consumer Behavior |
| BUOL 436 | International Business |
| BUOL 437 | Business Law |
| BUOL 439 | Professional Development |
| BUOL 450 | Business Ethics |
| BUOL 451 | Marketing Communications and Public Relations |
| BUOL 490 | Special Projects in Business and Related Subjects |
| BMOL 334 | Management Information Systems |
| BMOL 435 | Social and Legal Issues of Technology |

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION – 24 Hours

Business Administration Core Requirements (12 hours)

| | |
|----------|-----------------------------|
| BAOL 131 | Principles of Accounting I |
| BAOL 132 | Principles of Accounting II |
| BUOL 135 | Macroeconomics |
| BUOL 136 | Microeconomics |

Twelve semester hours chosen from the following courses:

| | |
|----------|-------------------------------|
| BUOL 300 | Business Statistics |
| BUOL 330 | Legal Environment of Business |
| BUOL 331 | Principles of Management |
| BUOL 334 | Principles of Marketing |
| BUOL 335 | Financial Management |

Course Descriptions

BAOL 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.

BAOL 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: BAOL 131. Credit, 3 hours

BUOL 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.

BUOL 136. Microeconomics

A study of principles of allocation of resources, distribution of income and operation of the price system.

BUOL 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: MAOL 132. Credit, 3 hours.

BUOL 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 government regulation and federal regulatory agencies which impact business decision-making. Credit, 3 hours.

BUOL 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: BAOL 132 and BUOL 136. Credit, 3 hours.

BUOL 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 BUOL 136. Credit, 3 hours.

BUOL 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: BAOL 132 and BUOL 136. Credit, 3 hours.

BUOL 336. Money, Banking & 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 BUOL 136. Credit, 3 hours.

BUOL 337. Investments

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

BUOL 338. Managerial Economics

Economics concepts that are directly applicable to business decision-making including cost and production, profits, demand and pricing, capital budgeting and investment, and forecasting. Prerequisite BUOL 136. Credit, 3 hours.

BUOL 339. Human Resource 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.

BUOL 401. Personal Finance

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.

BUOL 402. Business Communications

A study of business communications with emphasis on composing effective business letters, reports, and presentations. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum Prerequisite ENOL 132. Credit, 3 hours.

BUOL 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: BUOL 334. Credit, 3 hours.

BUOL 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: BUOL 331 and BUOL 334. Credit, 3 hours.

BUOL 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: BUOL 334. Credit, 3 hours.

BUOL 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: BUOL 334. Credit, 3 hours.

BUOL 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: BUOL 334. Credit, 3 hours.

BUOL 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.

BUOL 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.

BUOL 438. Business Policy & 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.

BUOL 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.

BUOL 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: BUOL 330 and BUOL 334. Credit, 3 hours.

BUOL 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. Prerequisite: BUOL 334. Credit, 3 hours.

BUOL 490. Special 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: Business major with senior standing and consent of department chair. Credit, 3 hours.

BMOL 334. Management Information Systems

An introduction to the management and use of information technology (IT) in organizations. This courses examines the impact of IT on decision-making and organizational operations. Credit 3 hours. Prerequisite: sophomore standing.

BMOL 435. Social and Legal Issues of Technology

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. Prerequisite: sophomore standing. Credit, 3 hours.

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.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A MAJOR IN CRIMINAL JUSTICE – 18 hours

Associate Core Requirements – 18 Hours

| | |
|-----------|---------------------------|
| SOCOL 131 | Intro to Sociology |
| CROL 131 | Intro to Criminal Justice |
| CROL 233 | Corrections |
| CROL 234 | Policing |
| CROL 235 | Police Patrol |
| CROL 236 | Probation and Parole |

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:

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

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

| | |
|----------|------------------------|
| CROL 235 | Police Patrol |
| CROL 236 | Probation and Parole |
| CROL 336 | Criminal Investigation |
| CROL 337 | White Collar Crime |
| CROL 432 | Criminal Victimization |
| CROL 433 | Juvenile Justice |
| CROL 435 | Death Investigation |

CROL 439* Internship
 CROL 490* Special Topics in Criminal Justice
 HSOL 404 Understanding Child Maltreatment

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

Exit Exam: All Criminal Justice students must complete the ACAT Criminal Justice exam prior to graduation. Fees may be applicable for the exit exam.

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

BMOL 130 Intro to Application Software
 CROL 235 Police Patrol
 CROL 337 White Collar Crime
 PSYOL 338 Industrial/Organizational Psychology
 CROL 432 Criminal Victimization
 BMOL 435 Social & Legal Issues of Technology

Criminal Profiling

PSYOL 332 Adult Development
 PSYOL 333 Psychology of Personality
 HSOL 404 Understanding Child Maltreatment
 PSYOL 435 Abnormal Psychology
 CROL 432 Criminal Victimization
 CROL 435 Death Investigations

Forensics

CHOL 140 Chemistry of Everyday Life
 HSOL 404 Understanding Child Maltreatment
 PSYOL 434 Forensic Psychology
 PSYOL 435 Abnormal Psychology
 CROL 432 Criminal Victimization
 CROL 435 Death Investigations

Chaplain/Prison Ministries

MMOL 138 Understanding Cultures
 CROL 236 Probation & Parole
 MMOL 337 Ministering to Individuals & Families
 HSOL 404 Understanding Child Maltreatment
 CROL 432 Criminal Victimization
 HSOL 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 foreign language through the intermediate level.

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE – 24 Hours

Criminal Justice Core Requirements

(18 hours)

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

Two Additional Criminal Justice Electives (6 hours)

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

Transfer Credit. Officers who have successfully completed the Kentucky Department of Criminal Justice's Basic Training course (DOCJT) 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:

| | |
|----------|--|
| CROL 131 | Introduction to Criminal Justice (3 credits) |
| CROL 234 | Policing (3 credits) |
| CROL 235 | Police Patrol (3 credits) |
| CROL 334 | Society and Criminal Law (3 credits) |
| CROL 439 | Internship and Seminar (3 Credits) |

Description of Courses

CROL 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.

CROL 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 Co-requisite: CROL 131. Credit, 3 hours.

CROL 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: CROL 131. Credit, 3

hours.

CROL 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: CROL 131,234. Credit, 3 hours.

CROL 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: CROL 131,233. Credit, 3 hours.

CROL 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: CROL 131. Credit, 3 hours.

CROL 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: CROL 131. Credit, 3 hours.

CROL 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: CROL 131,234. Credit 3 hours.

CROL 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: CROL 131, 233. Credit, 3 hours.

CROL 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: CROL 131,234. Credit 3 hours.

CROL 401. Child Abuse Investigation

This course, taught in tandem with HSRV 401, 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.

CROL 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: CROL 233. Credit, 3 hours

CROL 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: CROL 131, 233. Credit, 3 hours.

CROL 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: CROL 233. Credit, 3 hours.

CROL 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: CROL 131, 233, 234. Credit, 3 hours.

CROL 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: CROL 131, 336. Credit, 3 hours.

CROL 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.

CROL 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: CROL 131. Credit, 3 hours.

THE DEPARTMENT OF HEALTH SCIENCE-NURSING (RN-BSN)

Purpose Statement:

Based on the American Association of Colleges of Nursing's Essentials of Baccalaureate Nursing Education, the RN-BSN program is designed to build on the registered nurse's knowledge and skills in seven areas: leadership, quality improvement, evidence-based nursing practice, nursing informatics, population-focused health promotion and disease prevention, interdisciplinary collaboration, and professionalism. Graduates of the program are prepared to assume roles in leadership positions, in the management of complex clinical care coordination, and in community/public health. Successful completion of the RN-BSN Program provides the academic foundation for graduate study.

Program Goals: The program curriculum is designed

1. To enhance the knowledge base and professional skills of students in community healthcare, child and family healthcare, adult healthcare, and crisis care.
2. To nurture research resources and skills of students for use in an evidence-based nursing practice
3. To strengthen critical thinking and problem-solving skills of students in a healthcare environment
4. To expand data management and communication skills of students appropriate for nursing.
5. To develop management and leadership strategies and skills of students appropriate for the healthcare community

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A NURSING MAJOR- 38 hours

NRSOL 331 – The Nursing Profession Today and Tomorrow (3 credits)

NRSOL 332 – Pathophysiology (3 credits)

NRSOL 333 – Statistics for Nursing (3 credits)

NRSOL 334 – Healthcare Communication (3 credits)

NRSOL 335 – Nursing in a Multicultural Environment (3 credits)

NRSOL 336 – Research and Nursing Practice (3 credits)

NRSOL 337 – Advanced Health Assessment (3 credits)***

NRSOL 339 – Healthcare and Social Policy (3 credits)

NRSOL 432 – Global Health Nursing (3 credits)

NRSOL 441 – Community Healthcare (4 credits)*

NRSOL 445 – Principles of Healthcare Management (4 credits)*

NRSOL 490 – Senior Seminar (3 credits)

While all courses are offered in an online format, some courses have a clinical component*. The health assessment class requires a check off with a preceptor also. *** A preceptor model will be used to provide the student's clinical experience.

All RN-BSN students must complete the exit exam prior to graduation.

Fees may be applicable for the exam.

In addition, students graduating with an area of concentration in Health Science–Nursing must complete the following:

Transfer credits from an accredited AS-RN program posted at the time of admission into the program. These credits must have originally been earned with a grade of "C" or better and will normally include 38 hours of coursework in the following areas:

- o Human Anatomy and Physiology
- o Microbiology / Medical Microbiology
- o Pharmacology
- o Didactic and Clinical Instruction in such venues as Surgical Nursing, Maternal and Newborn Nursing, and Pediatric Nursing

Integrated Studies Course

As part of the General Education curriculum, all students take one Integrated Studies course in place of a standard general education course. These courses are special topics upper-level courses that reflect the University's commitment to nurturing critical thinking and problem solving, often in a cross- or inter-disciplinary context. Depending upon previous coursework, a student with the AS-RN from Gateway Community College (KCTCS) will normally need to be complete a course in one of these areas. The following Integrated Studies courses listed below are recommended choices for nursing students:

BUOL 401-Personal Finance

BUOL 402-Business Communications

CHOL 402-Chemistry, Health and Wellness

COMOL 405-Listening and Nonverbal Communication

CROL 401-Child Abuse Investigation

HSOL 403-Human Tragedy and Intervention

HSOL 404-Understanding Child Maltreatment

MMOL 403 – Exploring the Non-Canonical Works

PSYOL 402 – Psychology of Religion

Course Descriptions

NRSOL 331. The Nursing Profession Today and Tomorrow

This course explores the nursing profession for the RN developing skills and strategies to thrive in a rapidly changing social, scientific, technical and institutional environment. Focus is given to different models of nursing practice. Credit, 3 hours.

NRSOL 332. Pathophysiology

This course explores the pathophysiology of common disease states emphasizing nursing application. The student will address scientific principles essential to understanding alterations in body systems and will develop professional nursing clinical decision making for health promotion, risk reduction, and disease management across the life span. The course examines implications for nursing practice on common alterations in body systems and addresses etiology, clinical presentation, and appropriate treatment of the disease process. This course serves as a pre-requisite for NRSOL 337. Credit, 3 hours.

NRSOL 333. Statistics for Nursing

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This course focuses on enhancing understanding and facilitating the application of statistical information to meet the demands for accountability, achieving and maintain best practices and to make outcome-based decisions. This course must be taken before NRSOL 336. Credit, 3 hours.

NRSOL 334. Healthcare Communication

This course explores the rapidly changing information-sharing networks of modern healthcare systems, as well as the teaching opportunities and responsibilities these provide medical personnel in a holistic approach to health care. Credit, 3 hours.

NRSOL 335. Nursing in a Multicultural Environment

This course explores the challenges faced in healthcare in response to the changing demographics of American culture. The course provides an opportunity for students to examine their personal values and social skills related to practice in a multicultural setting. Credit, 3 hours.

NRSOL 336. Research and Nursing Practice

This course provides an opportunity for the practicing RN to develop analytical and interpretative skills in reading research and applying it to clinical practice. Emphasis is given to clinical problem-solving using case studies. Pre-requisite: NRSOL 333. Credit 3 hours.

NRSOL 337 Advanced Health Assessment

This course provides the RN an opportunity to enhance knowledge and skills in physical assessment of patients throughout the lifespan. Topics include wellness, emergency, chronic and acute assessment principles and procedures. Pre-requisite: NRSOL 332. Credit, 3 hours.

NRSOL 339. Healthcare and Social Policy

This course explores current trends and issues in contemporary society and their impact upon public healthcare policy. Emphasis is given to case studies focusing on the dynamic relationship between developments in medical knowledge and methods with changes in public health policy and institutions. Credit, 3 hours.

NRSOL 432 Global Health Nursing-

The course uses a multidisciplinary perspective to explore global issues affecting personal, community, and international health and development using approaches from health promotion, population health, and primary health care to help frame analyses. Topics include identification & discussion of lifespan issues that affect global health care and comparing and contrasting the concepts of vulnerability and resilience from the standpoint of cultural factors that affect health status and health care with diverse populations. Credits, 3 hours.

NRSOL 441. Community Healthcare

This course focuses on common issues encountered in public health institutions. Topics include the array of challenges faced by and resources available to health professionals and their patients. Emphasis is given to efficient use of resources to promote health and wellness. Credit, 4 hours.

NRSOL 445. Principles of Healthcare Management

This course explores leadership and management principles in healthcare. Topics include strategies for facing challenges with personnel and patients while promoting cost-effective practices in a complex healthcare system. Credit, 4 hours.

NRSOL 490 Senior Seminar

The course serves as a culmination of the students' baccalaureate education and illustrates the values, knowledge, skills and attitudes of the professional nursing role. The senior project utilizes but is not limited to, knowledge of leadership skills, principles of teaching/learning, health care policy, change process, group process, team building, collaboration, health care policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population based care and ethical legal issues. The student will develop a scholarly paper built on knowledge, experience, and scholarship to pursue an area of interest and apply it to practice and will create a program synthesis portfolio demonstrating growth in program outcomes. This course must be taken as the last term of the BSN program. Credit, 3 hours

THE DEPARTMENT OF HUMAN SERVICES

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.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A CONCENTRATION IN HUMAN SERVICES – 18 hours

Associate Core Requirements (18 hours)

| | |
|-----------|--|
| SOCOL 131 | Intro to Sociology |
| HSOL 131 | Survey of Human Services |
| HSOL 234 | Basic Helping Skills |
| HSOL 235 | Human Behavior and the Social Environment I |
| HSOL 236 | Human Behavior and the Social Environment II |
| HSOL 331 | Practice with Individuals and Families |

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN HUMAN SERVICES – 36 hours

Human Services Core Courses (36 hours):

All of the following (27 hours)

| | |
|-----------|--------------------------------------|
| SOCOL 131 | Introduction to Sociology |
| HSOL 131 | Survey of Human Services |
| HSOL 234 | Basic Helping Skills |
| HSOL 331 | Practice with Individuals & Families |
| HSOL 338 | Case Management |
| HSOL 433 | Social Policy Analysis |
| HSOL 435 | Ethics in Human Service |
| HSOL 461* | Internship and Seminar (6 hours) |

One of the following (3 hours)

| | |
|----------|--|
| HSOL 235 | Human Behavior in the Social Environment I: Conception through Adolescence |
| HSOL 236 | Human Behavior in the Social Environment II: Adulthood |

One of the following (3 hours)

| | |
|------------|--------------------------------------|
| HSOL 335** | Social Research |
| HSOL 332 | Practice with Groups and Communities |

One of the following (3 hours)

| | |
|----------|-------------------------|
| HSOL 432 | Addictions and Recovery |
| HSOL 438 | Applied Interventions |

Exit Exam: All Human Services students must complete the exit exam prior to graduation. Fees may be applicable for the exam.

*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.

** HSOL 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 36-hour Core.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN HUMAN SERVICES – 54 hours

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.

Completion of the Human Services Core Courses (36 hours; See above.)

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

Community-Based Intervention Concentration

| | |
|----------|------------------------------------|
| HSOL 332 | Practice with Groups & Communities |
| HSOL 337 | Race and Diversity |
| HSOL 404 | Understanding Child Maltreatment |
| HSOL 460 | Special Topics: School Social Work |
| CROL 131 | Intro to Criminal Justice |
| CROL 331 | Deviance and Society |

Adult Intervention Concentration

| | |
|-----------|--|
| HSOL 236 | Human Behavior in the Social Environment II: Adulthood |
| HSOL 332 | Practice with Groups & Communities |
| HSOL 460 | Special Topics: Mental Health |
| MMOL 237 | Examining Marriage and Family |
| PSYOL 435 | Abnormal Psychology |
| PSYOL 332 | Adult Development |

Christian Service Concentration

| | |
|----------|---|
| HSOL 332 | Practice with Groups & Communities |
| HSOL 403 | Human Tragedy and Intervention |
| HSOL 460 | Special Topics: Christian Social Work |
| MMOL 237 | Examining Marriage and Family |
| MMOL 334 | Caring for Others |
| MMOL 337 | Ministering to Individuals and Families |

International Concentration

| | |
|----------|--------------------------------------|
| HSOL 332 | Practice with Groups and Communities |
| HSOL 337 | Race and Diversity |
| HSOL 403 | Human Tragedy and Intervention |
| MMOL 239 | Exploring World Religions |
| MMOL 138 | Understanding Cultures |
| MUOL 401 | World Music |

Note: HSOL 335 and either BUOL 300 or MAOL 335 is recommended for those intending to pursue graduate studies.

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

REQUIREMENTS FOR A MINOR IN HUMAN SERVICES – 24 Hours:

Human Services Core Courses (18 hours)

| | |
|-----------|--------------------------------------|
| SOCOL 131 | Introduction to Sociology |
| HSOL 131 | Survey of Human Services |
| HSOL 234 | Basic Helping Skills |
| HSOL 331 | Practice with Individuals & Families |
| HSOL 338 | Case Management |

| | |
|----------|--|
| | AND |
| HSOL 235 | Human Behavior & the Social Environment I |
| | OR |
| HSOL 236 | Human Behavior & the Social Environment II |

Two Additional Electives from Human Services (6 hours)

| | |
|----------|------------------------------------|
| HSOL 332 | Practice with Groups & Communities |
| HSOL 337 | Race and Diversity |
| HSOL 432 | Addictions and Recovery |
| HSOL 433 | Social Policy Analysis |
| HSOL 435 | Ethics in Human Services |

Description of Courses

HSOL 131. Survey of Human Services

This course offers a survey of the variety of human services issues facing the United States and the world today and the roles that professionals play in human services. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours.

HSOL 234. Basic Helping 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: HSOL 131. Credit, 3 hours

HSOL 235. Human Behavior in the Social Environment I: Conception through Adolescence

This course is the first of a two-course sequence probing 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 from conception through adolescence and builds 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. The purpose of this course, and its companion course (HSOL 236) is to build student knowledge of how human behavior interacts with the social environment. Prerequisite: HSOL 131.

HSOL 236 Human Behavior in the Social Environment II: Adulthood

This course is the second of a two-course sequence probing 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 from young and middle adulthood through later adulthood and builds 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. The purpose of this course, and its companion course (HSOL 235) is to build student knowledge of how human behavior interacts with the social environment. Junior or senior status preferred. Prerequisite: HSOL 131.

HSOL 331. Practice with Individuals & Families

This course focuses on integrating skills of the assessment and problem-solving processes with practice principles and interventions for families and groups. Research, assessment, and intervention are key components of the learning process within this course. Prerequisite: HSOL 234. Credit, 3 hours.

HSOL 332. Practice with Groups & Communities

This course focuses on integrating practice principles and interventions for groups and communities in the human services realm. The class is designed to foster experiential learning through evaluation and role play within the classroom and active community assessment and intervention. Prerequisite: HSOL 234. Credit, 3 hours.

HSOL 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: HSOL 234. Credit, 3 hours.

HSOL 337. Race and Diversity

This course is intended to introduce students to diverse populations and help them understand the dynamics of practicing with people from backgrounds different from their own within the context of a human services field. The roles of racism, sexism, prejudice, and discrimination in American life and the conflict with basic Christian values will be discussed. Students will engage in hands-on learning about unfamiliar cultures. Credit, 3 hours.

HSOL 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: HSOL 234. Credit, 3 hours.

HSOL 404. Understanding Child Maltreatment

This 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. Credit, 3 hours. Offered Fall Semesters and as needed

HSOL 403. Human Tragedy and Intervention

This 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 when they take the course. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed

HSOL 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: HSOL 131. Credit, 3 hours.

HSOL 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.

HSOL 435. Ethics in Human Services.

This course will introduce students to core questions concerning general morality with regard to ethical decision making. Material will include but not be limited to theories of good versus bad and right versus wrong behavior. The natural norms found in society and how these norms affect professional decision-making will be examined. Ethical guidelines of the professional helping fields will be scrutinized. Prerequisite or co-requisite: HSOL 234. Credit, 3 hours.

HSOL 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: HSOL 234 and HSOL 331. Credit, 3 hours.

HSOL 439 Professionalism in Human Services

This course will help students gain the skills necessary to be successful in the workplace. The course will actively involve the students in developing positive and productive skills that are necessary for professionalism in the human services field. This course must be completed if a student does not meet the GPA requirements to complete HSOL 461/462 Internship and Seminar. This course may also be taken as an elective by minors. Three credit hour. Prerequisites: At least 18 hours of human services courses must be complete before enrolling in this course.

*HSOL 439 will be required for students who do not meet the GPA requirements to enroll in HSOL 461/462 Internship and Seminar.

HSOL 460. Special Topics in Human Services

This course is designed to address specialized topics in human services that are not otherwise available as a separate course. Examples include child welfare, Christian social ministries, aging, mental health, marriage and family, and human services practice in Appalachia. May be repeated once for credit up to a total of 6 semester hours provided topic is different. This course can be taken twice with different topics. Prerequisite: HSOL 131 and SOCOL 131. Credit, 3 hours.

HSOL 461. Internship and Seminar

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

HSOL 462. Internship and Seminar

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.

SOCOL131. 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.

THE DEPARTMENT OF MISSIONS AND MINISTRY

Missions and Ministry Concentration

Purpose Statement

The Missions and Ministry Program seeks to provide an understanding of biblical literature, history, theology, and ethics to help students apply the Christian faith to daily life in word and deed and 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.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A CONCENTRATION IN MISSIONS AND MINISTRY – 18 credit hours

Associate Degree Requirements (18 hours)

| | | |
|------|-----|--------------------------------|
| MMOL | 133 | Introducing Church History |
| MMOL | 136 | Exploring the New Testament |
| MMOL | 234 | Interpreting the Bible |
| MMOL | 235 | Developing Our Spiritual Life |
| MMOL | 236 | Introducing Christian Theology |
| MMOL | 239 | Exploring World Religions |

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN MISSIONS AND MINISTRY – 52 credit hours

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 credit hours):

| | | |
|------|-----|-------------------------------------|
| MMOL | 133 | Introducing Church History |
| MMOL | 234 | Interpreting the Bible |
| MMOL | 235 | Developing Our Spiritual Life |
| MMOL | 236 | Introducing Christian Theology |
| MMOL | 239 | Exploring World Religions |
| MMOL | 331 | Focusing on the Old Testament* |
| MMOL | 332 | Focusing on the New Testament* |
| MMOL | 334 | Caring for Others |
| MMOL | 403 | Exploring the Non-Canonical Works |
| MMOL | 410 | Transitioning to Christian Ministry |
| MMOL | 436 | Developing Disciples |

*Requires a prerequisite

Exit Exam: All Missions and Ministry students must complete the exit exam prior to graduation. Fees may be applicable for the exam.

Missions and Ministry Electives (21 credit hours – 12 credit hours MUST be from courses with the MMOL prefix)

| | | |
|-------|-----|---|
| MMOL | 233 | Introducing Christian Ethics |
| MMOL | 237 | Examining Marriage and Family |
| MMOL | 333 | Planning and Leading Worship |
| MMOL | 335 | Developing Christian Leaders |
| MMOL | 336 | Ministering to Youth |
| MMOL | 337 | Ministering to Individuals and Families |
| MMOL | 432 | Sharing the Gospel |
| HSOL | 337 | Race and Diversity |
| HSOL | 403 | Human Tragedy and Intervention |
| HSOL | 432 | Addictions and Recovery |
| PSYOL | 402 | Psychology of Religion |
| BUOL | 401 | Personal Finance |
| BUOL | 402 | Business Communication |

REQUIREMENTS FOR A MAJOR IN CHRISTIAN STUDIES - 31 credit hours

Required Core Courses (13 credit hours):

| | | | |
|------|-----|-------------------------------------|------------------------------------|
| MMOL | 138 | Understanding Cultures or | MMOL 239 Exploring World Religions |
| MMOL | 234 | Interpreting the Bible | |
| MMOL | 235 | Developing Our Spiritual Life | |
| MMOL | 236 | Introducing Christian Theology | |
| MMOL | 410 | Transitioning to Christian Ministry | |

Biblical Studies Courses (9 credit hours from the following):

| | | |
|------|-----|--------------------------------|
| MMOL | 133 | Introducing Church History |
| MMOL | 331 | Focusing on the Old Testament* |
| MMOL | 332 | Focusing on the New Testament* |

*Requires a prerequisite

Elective Courses (9 credit hours)--from any other MMOL courses

REQUIREMENTS FOR A MINOR IN MISSIONS AND MINISTRY – 21 credit hours

Required courses (12 semester hours):

| | |
|----------|--------------------------------|
| MMOL 135 | Exploring the Old Testament |
| MMOL 136 | Exploring the New Testament |
| MMOL 235 | Developing Our Spiritual Life |
| MMOL 236 | Introducing Christian Theology |

Elective courses (9 semester hours) to be selected from the following courses:

| | |
|----------|---|
| MMOL 237 | Examining Marriage and Family |
| MMOL 239 | Exploring World Religions |
| MMOL 331 | Focusing on the Old Testament* |
| MMOL 332 | Focusing on the New Testament* |
| MMOL 337 | Ministering to Individuals and Families |
| MMOL 403 | Exploring the Non-Canonical Works |

*Requires a prerequisite

Description of Courses

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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 MMOL 135 and MMOL 136 prior to enrolling in the course. Credit, 3 hours.

MMOL 235. Developing Our Spiritual Life

An exploration of how to develop the spiritual disciplines necessary for living an effective Christian life. Credit, 3 hours.

MMOL 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: MMOL 135 and MMOL 136. Credit, 3 hours.

MMOL 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.

MSOL 239. Exploring World Religions

A survey of the development and beliefs of the world's major religious traditions. Credit, 3 hours

MMOL 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: MMOL 135. Credit, 3 hours.

MMOL 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. Credit, 3 hours

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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.

MMOL 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: MMOL 135, MMOL 136, MMOL 234, MMOL 236, and senior standing or permission of the professor. Credit, 1 hour.

MMOL 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.

MMOL 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.

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.

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A MAJOR IN PSYCHOLOGY – 18 Hours

Associate Degree Requirements – 18 Hours

| | |
|-----------|----------------------------------|
| PSYOL 131 | Basic Psychology |
| PSYOL 232 | Psychology and Human Development |
| PSYOL 234 | Research Design and Statistics I |
| PSYOL 237 | Introduction to Counseling |
| PSYOL 334 | Social Psychology |
| PSYOL 333 | Psychology of Personality |

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY—38 semester hours as follows:

Required Core Courses—38 hours:

| | |
|-----------|-----------------------------------|
| PSYOL 111 | Careers in Psychology |
| PSYOL 131 | Basic Psychology |
| PSYOL 232 | Psychology and Human Development |
| PSYOL 234 | Research Design and Statistics I |
| PSYOL 244 | Research Design and Statistics II |
| PSYOL 332 | Adult Development |
| PSYOL 333 | Psychology of Personality |
| PSYOL 334 | Social Psychology |
| PSYOL 431 | Psychological Testing |
| PSYOL 435 | Abnormal Psychology |
| PSYOL 436 | Learning and Cognition |
| PSYOL 438 | History and Systems in Psychology |
| PSYOL 499 | Senior Seminar |

Exit Exam: All Psychology students must complete the ACAT Psychology exam prior to graduation. Fees may be applicable for the exit exam.

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

Clinical Concentration

| | |
|-----------|----------------------------|
| PSYOL 237 | Introduction to Counseling |
| PSYOL 434 | Forensic Psychology |
| PSYOL 433 | Counseling Psychology |
| HSOL 337 | Race and Diversity |
| HSOL 432 | Addictions and Recovery |
| HSOL 435 | Ethics in Human Services |

Graduate Track Concentration

| | |
|-----------|----------------------------|
| PSYOL 237 | Introduction to Counseling |
| PSYOL 331 | Physiological Psychology |

| | |
|-----------|--------------------------------------|
| PSYOL 338 | Industrial/Organizational Psychology |
| PSYOL 433 | Counseling Psychology |
| PSYOL 434 | Directed Studies |
| HSOL 432 | Addictions and Recovery |

Business Psychology Concentration

| | |
|-----------|--------------------------------------|
| PSYOL 237 | Introduction to Counseling |
| PSYOL 338 | Industrial/Organizational Psychology |
| PSYOL 433 | Counseling Psychology |
| BUOL 330 | Legal Environment of Business |
| BUOL 339 | Human Resource Management |
| BUOL 431 | Entrepreneurship |

Ministries Concentration

| | |
|-----------|---|
| PSYOL 237 | Introduction to Counseling |
| PSYOL 402 | Psychology of Religion |
| PSYOL 433 | Counseling Psychology |
| MMOL 334 | Caring for Others |
| MMOL 337 | Ministering to Individuals and Families |
| HSOL 460 | Special Topics: Christian Social Work |

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

Required Core Courses—6 hours:

| | |
|-----------|---------------------------------|
| PSYOL 131 | Basic Psychology |
| PSYOL 232 | Psychology of Human Development |

Five courses selected from the following: 15 hours

| | |
|-----------|--------------------------------------|
| PSYOL 234 | Research Design & Statistics I* |
| PSYOL 244 | Research Design & Statistics II* |
| PSYOL 237 | Introduction to Counseling |
| PSYOL 331 | Physiological Psychology |
| PSYOL 332 | Adult Development |
| PSYOL 333 | Psychology of Personality |
| PSYOL 334 | Social Psychology |
| PSYOL 338 | Industrial Organizational Psychology |
| PSYOL 402 | Psychology of Religion |
| PSYOL 433 | Counseling Psychology |
| PSYOL 434 | Forensic Psychology |
| PSYOL 435 | Abnormal Psychology |
| PSYOL 490 | Directed Study–Special Topics |

Students can take ONLY two 200-level electives for the minor in Psychology

*Students who choose to take BOTH PSYOL 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 PSYOL 234 and 244 are prerequisites (PSYOL 431, 436, 438).

DIRECTED STUDIES:

Majors may include a maximum of 6 hours in directed studies courses up to 3 hours of PSYOL 490 and 3 hours of PSYOL 491, or 6 hours of PSYOL 491. Minors may enroll in PSYOL 490 only, and are limited to 3 hours of PSYOL 490 credit. The PSYOL 491 course is reserved for students who display self-direction and academic excellence. Students enrolling in PSYOL 491 must have completed PSYOL 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.

Course Descriptions

PSYOL 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: PSYOL 131. Required course for freshmen, transfer students, and upperclassmen that change their major to Psychology. Credit, 1 hour.

PSYOL 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 PSYOL 111. Credit, 3 hours

PSYOL 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: PSYOL 131. Credit, 3 hours.

PSYOL 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: PSYOL 131 and any college math course. Credit, 3 hours.

PSYOL 244. Research Design and Statistics II

A continuation of PSYOL 234, including issues related to development of a testable research hypothesis and completion of a research proposal. Prerequisite: PSYOL 131 and PSYOL 234. Laboratory included. Credit, 4 hours.

PSYOL 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: PSYOL 131. Credit, 3 hours. .

PSYOL 331. Physiological Psychology

A study of the brain and central and peripheral systems as these related to neuropsychological explanations of human behavior. Prerequisite: PSYOL 131. A Biology course as a prerequisite is suggested. Credit, 3 hours.

PSYOL 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: PSYOL 131 and PSYC 232. Credit, 3 hours. .

PSYOL 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: PSYOL 131. Credit, 3 hours.

PSYOL 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: PSYOL 131. Credit, 3 hours.

PSYOL 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: PSYOL 131. Credit, 3 hours.

PSYOL 402. Psychology of Religion

A course in the psychology of religious experience. Special emphasis will be given to religious growth, worship, the psychology of belief, and normal religious behavior. Informal lectures and class discussion on assigned readings. Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 431. Psychological Testing

An introduction to psychological testing including a critical evaluation of current tests of achievement, intelligence, interest, and personality. Prerequisite: PSYOL 131, 234, and 244, plus, any college math course. Credit, 3 hours.

PSYOL 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: PSYOL 131 and PSYOL 237. Credit, 3 hours.

PSYOL 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: PSYOL 131. Credit, 3 hours.

PSYOL 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 multi-axial diagnosis criteria are required. Prerequisite: PSYOL 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours.

PSYOL 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: PSYOL 131, 234, and 244. Credit, 3 hours.

PSYOL 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: PSYOL 131, 234, and 244. Credit, 3 hours.

PSYOL 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: PSYOL 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours

PSYOL 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: PSYOL 131, 234, and 244, and permission of the Department Chair. Credit: 1-6 hours. (Total credit allowed: 6 hours).

PSYOL 499. Senior Seminar

A capstone course to be taken the fall before 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. Prerequisite: PSYOL 131, 234, and 244, and, senior status. Credit, 3 hours.

IMPORTANT PHONE NUMBERS

There are many offices across campus that can provide assistance with the needs of online students:

| Office | Assists with: | Contact Information |
|-------------------------------|---|--|
| Academic Affairs | Academic accommodations related to disability, academic appeals and grievances. | (606) 539-4214 Jessica.jones@ucumberlands.edu |
| Bursar's Office | Student billing, payments, and account standing. | (606) 539-4208 bursar@ucumberlands.edu |
| Career Services | Career interest and assessment, resume writing, and job search tactics. | (606) 539-4259 career@ucumberlands.edu |
| Financial Planning | Financial aid questions, award package, and student loans. | (606) 539-4220 finplan@ucumberlands.edu |
| iLearn support | After-hours iLearn support provided Sun-Thurs 5:00p-12:00 a.m. | (877) 633-9146 iLearn@ucumberlands.edu |
| Information Technology | Technical assistance with My UC, student email, and iLearn. | (606) 539-4197 IT@ucumberlands.edu |
| Registrar's Office | Transfer course evaluation and graduation application. | (606) 539-4316 registrar@ucumberlands.edu |
| School of Lifelong Learning | Information regarding all academic programs offered in the School of Lifelong Learning. | (606) 539-4646 Lifelonglearning@ucumberlands.edu |
| SLL Admissions | Admission to the University and first semester enrollment. | (606) 539-4390 gradadm@ucumberlands.edu |
| SLL Academic Advising | Academic advising, course planning and registration. | (606) 539-4646 Lifelonglearning@ucumberlands.edu *Questions regarding discipline specific issues which fall beyond the scope of the academic advisor can be directed to the on-campus Department Chairs. |
| University of the Cumberlands | General number for UC that can direct students to any department across campus. | (606) 549-2200 or (800) 343-1609 |