

— UNIVERSITY —
of the
CUMBERLANDS

**INSIGHTS Insider
Success @ UC**

2016 Edition

Edited by Tom Fish, Debbie Harp, and Amy Hatcher



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UNIVERSITY of the CUMBERLANDS

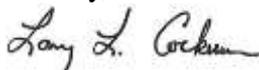
Dear Student:

Welcome to University of the Cumberland! I am pleased that you and your family have decided that Cumberland is the place for you to continue your education. You will find that this is a wonderful place to grow and learn. The entire Cumberland family is dedicated to providing the environment necessary for you to be a successful student as well as a lifelong learner. You will find that our faculty and staff feel a strong sense of calling to be here. They are not here just to do a job; they have a desire to serve others.

If you are a bit nervous about making the transition to the university, that is perfectly natural and understandable. This booklet is part of our attempt to let you know a few of the differences between college and high school. While some things may look the same as high school, many are not. I hope you will take the time to read this material, and it will be interesting and helpful.

You are here not just because you wanted to come to University of the Cumberland but because members of the faculty and staff reviewed your application materials and they believe you have the potential to be successful. We look forward to your educational journey with us and eventually being a proud University of the Cumberland alumna. As you begin your journey, I encourage you to commit yourself to be a responsible student, and I commit to you that we will do our best to help you achieve your goals.

Sincerely,



Dr. Larry L. Cockrum
President

UNIVERSITY of the CUMBERLANDS

Dear Student:

Welcome, welcome to University of the Cumberland! I am so glad you have chosen UC as a place to grow and learn. As the individual who presides over academics, I can assure you that you have chosen a college where things are fresh and exciting as we add new programs and constantly strive to improve existing ones. This is a place where you can read a new book, think a new thought, engage with professors who genuinely care about your learning, and prepare for a career. Along the way, you will explore both the historical and foundational as well as the current and timely. You will find that rather than meeting just a list of requirements or presenting separate ideas that have no relation to others, your courses will complement each other. The result for you is the ability to observe and analyze regardless of where your career path may take you after college.

Your academic journey is going to be exciting if maybe sometimes challenging. When classes seem overwhelming, your two best strategies are to study and to talk about studying. Contact your professors, tutors in the Learning Resource Center, your STRIPE and your STARS. They are all great resources to help you find ways to “study smart” and be academically successful. Your INSIGHTS class and this booklet and then later PASS 100 will also help you explore ways to be a focused and successful student.

What an exciting journey you are beginning as you join the UC community. We here at Cumberland are privileged to be part of your journey as you “prepare for tomorrow today.”

Cordially,

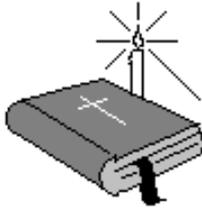
Barbara E. Kennedy

Barbara E. Kennedy, Ed.D.

Vice President for Academic Affairs

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How Is UC a Christian Institution?

University of the Cumberlands is unique in its focus in that it is both a liberal arts university and a campus that is supported by and connected intrinsically to the Kentucky Baptist Convention. Unlike Bible colleges, students at UC are offered a wide range of majors and minors, all in the context of a Christian environment. It also differs from state universities or non-denominationally affiliated universities in that at UC values of the Christian faith tend to be woven throughout various academic disciplines.

One specific way UC's Christian focus is lived out is that you will be required to take two biblical studies courses as part of the general education requirements. Additionally, many social and extracurricular activities on campus have a Christian focus. For instance, through Campus Ministries, students are encouraged to find a local place of worship as well as to participate in on-campus worship, small group Bible study, and a variety of missions and ministry opportunities.

UCEN 101 and PASS 100

UCEN 101 (UC Engage) is a pass/fail class required of most students through the junior year. This course brings together the university community at regular intervals to celebrate the diverse opportunities for learning and growing intellectually, emotionally, physically, and spiritually. For first-year students, **PASS 100** (Patriot Achievement Success Seminar) fulfills the UC Engage requirement during their first semester. **PASS 100** highlights University events and faith experiences but also emphasizes College Survival Skills seminars on everything from reading and note-taking to career and financial planning for college. Whether

spiritual or practical, these events will expose you to new ideas, identify strategies to succeed in college, and provide opportunities to continue to interact with other students.

As a part of PASS 100, first year students must attend

- One Required UC Engage Program (Fall: Opening Session; Spring: Forcht Event)
- The INSIGHTS Reunion PASS 100 Kickoff on Sept. 15
- Four (4) College Survival Skills Seminars
 - One of these will be career-planning session with your major department designed specifically for first-semester students. If you haven't yet declared a major, a career-planning session in an academic area in which you are interested.

Below is a tentative list of topics. Sessions will be scheduled at a variety of times. Be watching for more information on the specific PASS 100 schedule as the semester gets underway:

- Week 3 of the semester: INSIGHTS REUNION / PASS 100 KICKOFF, Sept. 15 at 3 p.m. -- A New Learning Management System (**Required**)
- Week 4: Active Reading: Textbook Comprehension
- Week 5: Note-Taking
- Week 6: Career Planning, Connecting with a Major (**Required**)
- Week 9: From Good Student to Great Learner
- Week 10: Financial Planning
- Week 11: Learning Resources Through the Library
- Week 12: Career Planning and Knowing Your Own Strengths and Weaknesses
- Week 13: Preparing for Crunch Time.

Students receive a Pass (A) or a Fail (F) grade with the grade factored into the GPA. Students who have an F in PASS 100 or UCEN 100 are not eligible for Honors recognitions at graduation.



What Are the Liberal Arts and Why Do I Have To Take Art and Economics?

No matter what major area of study you pursue in college, you will likely have to take several courses in areas that seem unrelated to your interests. This is because most education in the United States is based on the principle of the liberal arts.

A liberal arts education is founded on the idea that all areas of knowledge are related. That is, ideas do not exist in a vacuum but rather feed on and develop from each other. Also essential to the concept is that a person's intellect is best developed by analyzing ideas and connecting these ideas with ideas from other areas.

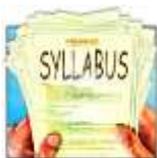
Because of its broader educational focus, a liberal arts education is more adaptable to the changes of a progressive world over that of a vocational school and is especially valued in business and in other fields that require a great deal of public contact. Often, with the strength of liberal arts educations behind them, people are able to change careers in mid-life with only on-the-job training required. Others spend their lives in careers related to their college major but enjoy recreational activities connected with their liberal arts studies.

Strengths of a Liberal Arts Education

- Ability to discern and integrate connections between different fields of study
- Broader and deeper understanding of the world (physical, cultural, economic, religious, etc.)
- Development of stronger critical thinking skills useful in any job field

You may also wonder why some of the courses required for your major or for General Education credit are necessary because you've already had a course on the subject in high school. Your college courses will typically cover the material in greater depth than what was covered in your class in high school.

Many students now begin college with AP or dual enrollment credits. UC also accepts credits through the College Level Examination Program (CLEP); the Registrar's office can give you more information.



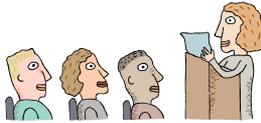
How Is College Different From High School?

In high school, your teacher probably gave you hall passes, lists of assignments, covered all important information in class, provided reviews before tests, offered many homework grades, and counted attitude in your grade. Your teacher probably gave you written grade reports.

As a university student you will see some differences:

- Each professor will provide you with a syllabus that outlines the requirements for the course and details policies regarding late and missed work, deadlines, grading, and test dates. Remember that assignments and dates might change so check with your professor as well as your syllabus for test dates and due dates, especially near breaks.
- If you are having difficulty with the class material, your professors expect you to ask for help and to seek information about missed assignments. If you cannot see your professor during office hours, make an appointment or send an email.

- When a study guide is offered, it usually will list general principles or groups of ideas but not the details that support them. That is why it is better to review your textbook and notes frequently.
- Arriving late, using a cell phone or other electronic devices, sleeping, routinely taking bathroom breaks or putting your head down might result in your being counted absent, even when you attend a class. Check with your professor about policies. Let your professor know if you have a health issue.
- You need to attend class to get your money's worth and master the material in the course. Although you can miss 20% of a course without being dropped, you are responsible for information that you missed. Missed information, tests, or opportunities might lead to a lower grade, perhaps failure. Get missed notes from others, but remember that they might not be complete.
- Attendance, attitude, and class participation are critical for success, but your actual grades on tests and assignments determine your course grade. In order to graduate, you must earn a grade of C or higher in the courses in your major and minor areas of study.
- Your graduation requirements are determined by the catalog in effect when you enter. You have received your catalog on CD. Keep that catalog and understand graduation requirements for your major and minor areas of study. The undergraduate catalog is also available on the university website or on My UC.
- In elementary and high school, you were probably taught that as a sign of respect you should address your teachers as Mr. _____ or Ms. _____. In college, most professors will have graduate degrees. Unless they ask you to call them something different, professors with a PhD, EdD, DA, or MD should be addressed as Dr. (last name) whether they are male or female. If you are unsure about what to call your college teacher, feel free to ask if he or she prefers to be called Mr., Mrs., or Professor (last name).



How Can I Get Off to a Good Study Start – Even Before PASS 100?

- Seemingly minor homework, quizzes, projects, and class participation may equal an exam grade.
- Contact **Mr. Nate Clouse, Student Success Coordinator**, early in the semester if you need special accommodations because of a physical limitation or identified learning issue. You will need to do this **each** semester.
- There are specific dates for adding or dropping a class without it counting as an “F.” Check the Academic calendar in your handbook or on ucumberlands.edu.
- Back up your papers on a flash drive or use a virtual backup system such as [dropbox.com](https://www.dropbox.com) or Google docs.
- Talk to your professor in advance if you cannot complete an assignment on time or will miss a test because of athletic or other conflicts. Contact your professor as soon as possible if you miss a test or assignment because of illness.
- Extra credit is usually not offered.
- Communicate with your professors about any problems that interfere with your mastery of materials.
- Read textbook material before coming to class.



Study Groups

Reach out to help classmates who might be struggling or to learn from others who are doing well.

- Meet regularly, perhaps right after class.
- Meet where you can keep distractions to a minimum.
- Have a specific goal or set of material to cover.
- Allow a few minutes for friendly chat as you get settled, but limit this time to 5 minutes, then get down to business.
- Agree on a time limit for each session – between 45 minutes and 2 hours.
- If some members of the group consistently arrive late, disrupt discussion, or lean on others to do all the work, don't be afraid to kick them out.

One SMART Study Method

S stands for a well known study strategy called **SQ4R**

- **S** Survey headings, pictures, and graphs in your textbook.
- **Q** Question construction: What questions are suggested by headings?
- **R** Read the material for answers.
- **R** Record: Take notes!
- **R** Recite points and terms aloud.
- **R** Review material before class.

M stands for meet with the professor about questions, concerns, needs, goals. Meet with a study partner or group.

A is for assess yourself! Make up potential questions. Get them from the text, study guide, quizzes, and tutors at the ARC.

R means rewrite notes! Use margin notes, graphics, and highlighters.

T stands for what this section has been about: time management that results in quality time for study, work, athletics, social, and personal needs.



Group Assignments

Some of your assignments will involve working with others so that you can develop collaboration skills that will be expected in life. You may have worked on group projects in high school and found that they can be challenging at times. Here are some guidelines that may make the process productive without undue burden on one person or someone being left out.

Get input about the assignment, division of responsibility, and final editing.

Remember to arrange meetings (online or in person) at a time when everyone can attend.

Outline the project so that each member knows how much he or she is expected to contribute.

Understand that people have different abilities, time, and interests. Ask people what they will contribute.

Preview the final product with the whole group in time for members to suggest refinements or revision.



Taking Notes in Class

College classes will move a lot faster than high school classes, but there is simply too much material conveyed during a class period for students to remember it all accurately throughout the semester. *Write it down.*

- Bring your textbook to class! Mark any passages the instructor refers to, discusses, or reads aloud in class. (Don't be afraid to make notes in your text; there is no

difference in the resale value of marked and unmarked texts.)

- For each class period, record -- at a minimum -- the date and topic covered. You may also want to record information on any film watched, activity, and anything that the instructor writes on the board, and add your own details.
- Don't try to write every word; instead, develop your own shortcuts for writing. Write terms, facts, statistics, themes, and examples. Fill in and clarify information later.
- Use bulleted lists when possible.
- Get to know at least 2 or 3 other students in your class during the first week or two of the semester, and make an agreement with them to share notes when one of you misses class.



Remembering Information

Do you remember what you see more than what you hear? Do you like to make charts and lists? Are you a person who listens better when doodling or one who likes music in the background? These are indications of learning style preferences. *Auditory* learners are stimulated by things they hear, *visual* by things they see, *logical-spatial* by things they organize and problems they solve, *interpersonal* by discussing material, *intrapersonal* by working alone, and *kinesthetic* by doing activities. Here are some ideas to help you identify strategies that might work for you:

- Color code your notes; find videos about the topic on YouTube. (Visual/Auditory)

- Rewrite your notes; make outlines of the material. (Reading/Writing/Kinesthetic)
- Read the text aloud; get videos or digital versions of texts. (Reading/Auditory)
- Write a sentence to summarize each section. (Reading/Writing)
- Listen to classical music when studying. (Auditory)
- Find a study partner or go to the ARC to discuss material. (Interpersonal/Auditory)
- Challenge yourself to recall material when doing other activities. (Kinesthetic)
- Put information to song or rhyme. (Auditory)
- Make charts or other graphic organizers. (Kinesthetic/Visual/Logical-Spatial)
- Make or go online for flash cards. (Reading-Writing/Kinesthetic/Visual/Logical-Spatial)
- Go back and do a quick review before you shut the book. (Intrapersonal)

Test Taking Strategies

General Guidelines:

- Set grade goals; plan success.
- Make sure that you know what is to be covered on the test. Is it comprehensive? What has the teacher emphasized?
- The purpose of a study guide is to point you in the right direction, not just give you easy answers to memorize.
- Use textbook website materials.
- If the textbook has questions or exercises at the back of chapters, look through those as a review. Use the self quizzes that often appear on a textbook website.
- Most college exams involve multiple chapters. Set up a schedule in advance so that you study one chapter each night. If the chapter is long, divide it into short sections because you best remember the first and last material that you review in a study session.

- Study when you are most alert. Use breaks between classes when you are fresh instead of late night when you are sleepy.
- Make up potential test questions.

Multiple Choice and True/False Tests:

- Read each question carefully.
- Think of the answer before you look at the alternatives.
- Read all alternatives.
- Cross out wrong alternatives.
- Watch for negatives such as except or not.
- Watch out for qualifiers like always or never.
- Choose all of the above if two answers are definitely right and none are definitely wrong.
- Work the test: the answer to one question may be embedded in another question.

If You Must Guess:

- Select from alternatives that are opposites or the two that are most similar.
- Pick the longest answer with the most qualifiers.
- Look for root words or grammar clues such as singular/plural verbs.

Essay Tests:

- Take study questions/answers to the ARC.
- Open with an overview of your answer. Use all of the strategies of good writing: a thesis, subtopics, and so on.
- Be specific and give examples.
- Answer all parts of each question.
- Underline the key words.
- Know the differences and requirements for these various verbs: define, describe, analyze, compare and contrast.



Time Management

“Lost time is never found again.” Benjamin Franklin

Managing class, study time, work, activities, athletic practice -- all make time management critical to success.

- Keep a log of time/activities for a week. What does your use of time show about your priorities?
- Do reading and papers for all classes before the week begins so that you can use the week for other activities with only some time needed to review for classes. ***Academics must always come first. If you don't make good grades, then you cannot stay at college and nothing else in college will matter.***
- Keep a calendar of due dates and work ahead. Weekends are a good time to do this. Divide major tasks into minor tasks and set deadlines for each.
- Make maximum use of your body's clock. Don't waste your “peak” times doing passive activities such as watching TV.
- Put talk time to “double duty.” Study with teammates, friends, or classmates. Talk about the material outside of class. Share and discuss notes. Challenge yourself to recall information while driving or exercising.
- Start projects the first day that they are assigned. Try to have papers written two weeks in advance so that you have time to revise them.
- Use music or mnemonic devices that you can practice when doing other things.
- If you like to spend time in front of a computer, use online resources to build your skills and content knowledge. Websites such as <http://freerice.com/> enable you to review vocabulary, grammar, arts/humanities, basic math, chemistry, languages, anatomy, and geography. They

donate rice to feed the hungry for each correct answer. Learn multiplication tables if you do not already know them.

- Prevent interference. Set a time for study, work, and play. Don't let other people interfere with your success.



What's My GPA?

GPA stands for Grade Point Average. Your GPA affects your ability to receive financial aid; play sports; join certain clubs or honor societies; receive a fellowship grant; obtain academic recognition at Honors Day and/or graduation; be inducted into the J. T. Vallandingham Society, UC's highest academic honor; and be accepted into graduate or professional schools.

Even a few F's or D's can be devastating to your GPA. An F and an A average out to a C if the courses are each 3 credit hours. The more F's and D's you accumulate, the longer it will take for you to reach a GPA that will allow you to advance academically. In addition to their effect on GPA's, low grades can be devastating to one's self esteem. Furthermore, each student is expected to maintain a standing of 2.00, or an average of C. A student with a cumulative standing of less than 2.00 is automatically placed on academic probation.

In order to understand how GPA is calculated, you must first understand a few other terms. The first of these is **credit hours**. This term refers to the value that a course has in relation to the total number of units required for graduation. A minimum of 128 credit hours is required for graduation with a bachelor's degree from University of the Cumberlands. Most courses are valued at 3 credit hours, so you will need to pass about 43 different courses in order to be eligible for graduation. (Note, however, that credit hours for a course can range from 0.5 to 5 or more.)

You also need to be aware of the term **quality points**, the value in points assigned to common letter grades multiplied by the number of credit hours earned in a particular course. The following letter grades are assigned these point values:

$$A = 4.00 \quad B = 3.00 \quad C = 2.00 \quad D = 1.00 \quad F = 0.00$$

- If you complete a 3 credit hour course and earn a B, your quality points will be 9.00 for that course (3 credit hours times 3 points for the B).
- To calculate your GPA, you take the total number of quality points and divide it by the total number of GRADED credits. For example, if the courses you took gave you a course load of 16 credit hours, those are your GRADED credits for the semester, assuming you will get a grade for each course.
- At the end of each semester, you can view your Grade Report on MyUC. You will also see listed your GPA for that term and your GPA overall.



How Do I Navigate the Digital World at UC?

You already use e-mail and social networks. You probably already use homepages and websites to find out where to order pizza, store hours, and what band is playing where. At UC we let you know about activities, schedule changes, grades, and other items online. Answers to many questions you may have are already available at the University website. Take some time to look around at <http://www.ucumberlands.edu>.



Homepage: Easy to navigate with links to key information about the University including Academics, Athletics and Student Life. UC News and Events help you know what's going on.

- From the UC Homepage, go to the “Students” link for access to iLearn, MyUC, and Webmail. On the “Academics” menu at the bottom of the “Current Students” page, select the appropriate resource
- The “Academics” menu also gives access to the academic calendar, course offerings, ARC tutoring requests, Registrar information, and UC ENGAGE information.
- The “Tools and Resources” menu includes such key links as the library resources, technology resources, possible workstudy jobs, and what’s to eat at the Caf!



Webmail: Campus e-mail.

- During SOAR, you had an opportunity to set up a UC e-mail account. If that wasn’t done or isn’t working, go over to the IT department right away, or alert your INSIGHTS instructor/advisor to get some help.
- **CHECK YOUR UC E-MAIL DAILY!** Instructors use the UC e-mail to update students about assignments, grades, and so on. Administrators will let you know about upcoming activities 😊, accumulating absences ☹, and other important information.
- To check your mail, you can use a mail program, such as Microsoft Outlook, or go to the University’s homepage, click on “Students.” Then scroll down and select “Webmail” from the “Academics” menu to login to your UC email account.



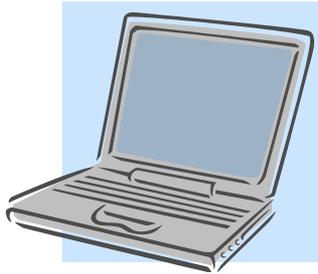
MyUC: Finances, course schedules, registration, grades, and more.

- Click on “Students” on the homepage; then scroll down and select the “MyUC” link on the “Academics” menu to login to your account to access information on courses offered next semester, register for classes, and check your midterm and final grades.



iLearn: Assignments, more grades, drop boxes, hybrid and online courses, discussion boards, due dates, and more.

- Click on “Students” on the homepage; then scroll down and select the “iLearn” link on the “Academics” menu to login and access course homepages for courses, drop boxes for assignments submitted electronically, grades, assignment due dates, reading materials, lectures, outlines, and so on.



How Will Advising Be a Part of My College Experience?

You’ve been doing academic advising throughout your school years, but you may never have realized it. You may have filled out a form indicating the courses you wanted for a semester or a year of high school. Maybe someone talked with you about whether you should take a particular math class or how to choose between two electives. Once you decided to come to UC, you filled out a Course Preference Form and maybe even talked to **Dr. Tom Fish** or **Mr. Nate Clouse** to build a fall schedule. Then your STRIPE has given you several paper copies of that schedule.

Now that you are established here on campus, you need to be a good consumer of all of UC’s advising resources. In other words, even though your STRIPE and other advisors will help, good advising begins and ends with you. Just as in other areas of academic and adult life, you are ultimately responsible for yourself.

The first step in choosing courses for future semesters is knowing what you need. You have already received a copy of the undergraduate catalog on CD. This catalog is also available online and can be found by rolling your mouse over the “Academics” tab at the university homepage. The link to the catalog is at the bottom. It is also a link off of MyUC. This is YOUR catalog: even if changes are made to various academic curricula, you will still follow the catalog edition dated the year you began at University of the Cumberlands.

All of the information in the catalog is important, a sort of initial academic contract between you and UC. However, the most important parts are the General Education Curriculum (perhaps slightly different if you are thinking about an education major) and the possible courses for your potential major(s) and minor(s). Note that the individual course descriptions in the catalog also indicate when or how often a course is likely to be taught and how courses follow each other in sequence.



Advising Meeting
Monday, October 24, 7-9 pm!
Topic: Your Spring 2017 Schedule!

Once you know generally about courses for general education and your major, you are ready to select courses for the next semester. You will work with your STRIPE and STARs at the **Advising Meeting on Monday, Oct. 24, from 7 to 9 p.m.** to further learn how to use MyUC and how to place classes in a cart to send to

your STRIPE. **You will not be authorized to register if you do not attend this meeting.**

As you play around with MyUC, you will discover that you can use MyUC to search for courses using all kinds of limiting criteria such as course numbers, titles, locations, times, and professors. Summer course listings are available at about the same time as fall listings. Aim for a blend of general education courses and courses in a possible major. Feel free to get input from your parents, a coach, friends, or upper division students, but the decision of what to take ultimately rests with you and your STRIPE.



Here are some other important pieces of information to help you send a cart:

- Registration for spring semester for first-time students begins **Oct. 26**. That means you can send a cart to your advisor at midnight on **Oct. 26**, 2 days after the INSIGHTS Advising Meeting, as long as you have no **holds** on your account and your advisor has authorized you for registration. Your advisor will take action on your cart as soon as he/she receives notice it has been sent.
- Freshmen or students who have earned fewer than 30 hours are the last to be able to register for classes, so double-check that a course still has available seats. Your cart will not go through if it contains a course that is already full.
- You will also slow down the registration process if you fill your cart with courses you and your advisor have not discussed or agreed upon. That's why **the INSIGHTS Advising Meeting on Oct. 24 at 7 p.m. in your old INSIGHTS classroom is SO important!** You or your STRIPE may also want to have a 1-on-1 meeting.
- Remember that no spot for you in a course is reserved until you send the cart; only you can initiate the electronic process that leads to you being registered for the next semester.

- If there is a hold on your account, your cart won't go through. Only you can take the actions necessary to remove it (or them). Any holds will be indicated on MyUC.
- A period called "free drop/add" begins after the 2-week advising period. Fees are charged for schedule changes made after the "free drop/add" period.
- During this free period, you can continue to make changes in your schedule by sending them in a new cart to your advisor, but try to avoid making lots of changes. Too many changes can create confusion, which in turn can create errors.
- Registration for fall semester (your third semester) will be in **March 2017**.
- Early in the spring semester, you will probably want to switch from your STRIPE to an advisor in your major. You will follow the same procedure with your new advisor of having a meeting, then sending a cart. Your STRIPE will contact you about switching advisors.
- Although the basic process is outlined here, emails from the Registrar, Academic Affairs, and your advisor will alert you about key dates and information through your years at UC. That's why it's important to check your UC email.

General Education Curriculum

Through the 37-hour General Education Curriculum taken by all students, the University seeks to encourage 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)

I. Christian Faith (6 Hours including either MSMN 135 or 136)	
MSMN 133	Introducing Church History
MSMN 135	Introducing the Old Testament
MSMN 136	Introducing the New Testament
MSMN 233	Introducing Christian Ethics
MSMN 239	Exploring World Religions
_____	Integrated Studies Course
II. Writing Competence (6 Hours)	
ENGL 131	English Composition I
ENGL 132	English Composition II
III. Mathematical and Scientific Reasoning (7 Hours)	
A. Mathematics (3 hours) - Any one of the following five courses	
MATH 131	College Mathematics
MATH 132	College Algebra
MATH 136	Precalculus
MATH 140	Calculus I
MATH 240	Calculus II
_____	Integrated Studies Course
Or both of the following courses	
MATH 130	Mathematics for the Elementary/Middle School Teacher I
MATH 230	Mathematics for the Elementary /Middle School Teacher II
B. Science (4 hours)	
BIOL 130/110	General Biology <i>and</i> General Biology Laboratory
BIOL 134	Introduction to Cellular Biology <i>and</i> Cellular Laboratory
BIOL 231/116	Environmental Science <i>and</i> Environmental Science Lab

CHEM 131/110	Introduction to General Chemistry
CHEM 132/111	General Chemistry I
CHEM 140	Chemistry of Everyday Life
PHYS 137/117	Physical Science <i>and</i> Physical Science Laboratory
PHYS 140	Astronomy
PHYS 241	Physics I
_____	Integrated Studies Course
IV. Historical and Cultural Understanding (6 Hours)	
A. History (3 hours)	
HIST 138	World Civilization since 1648
HIST 231	American History to 1877
_____	Integrated Studies Course
B. Culture (3 hours)	
BADM 135	Macroeconomics
BADM 136	Microeconomics
FREN 135	French Culture for English Speakers
SPAN 135	Hispanic Culture for English Speakers
POLS 131	Introduction to Political Science
POLS 233	American National Government
POLS 235	Introduction to International Relations
PSYC 131	Basic Psychology
_____	Integrated Studies Course
V. Aesthetic Appreciation (6 hours representing two departments)	
ART 131	Art Appreciation
ART 132	Ancient To Gothic Art
ART 133	Renaissance to Modern Art
ART 134	Drawing I
ENGL 330	Literary Studies
ENGL 331	English Literature through 1660
ENGL 332	English Literature 1660-1830
ENGL 333	English Literature since 1830
ENGL 334	American Literature through 1865
ENGL 335	American Literature since 1865
MUPR 108-112, 114-116, 119	Music Ensemble or Band
MUSC 130	Music Appreciation
THTR 130	Introduction to Theatre
_____	Integrated Studies Course
VI. Social and Professional Awareness (6 hours representing two departments)	
ITSS 130	Application Software
COMM 130	Introduction to Interpersonal Communication
COMM 131	Introduction to Mass Media

COMM 230	Introduction to Public Speaking
JOUR 130	Introduction to Journalism & Public Relations
CRJS 131	Introduction to Criminal Justice
HLTH 236	Health and Wellness
HSRV 131	Survey of Human Services
SOCI 131	Introduction to Sociology
_____	Integrated Studies Course

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 newly developed 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 (ART 401, BIOL 403, etc.) and the area of the General Education curriculum it serves.

**Besides the Info I’ll Get in PASS 100,
How Do I Manage Once INSIGHTS Is Finished?**

No need to panic! If you’ve got a problem, there is almost certainly someone here who can help.



- PASS 100 is your study skills lifeline. Choose the sessions that highlight your biggest challenge in your coursework.

- Make sure you eat regular meals but watch out for extra snacks and helpings -- the infamous “freshman fifteen.”
- Go for a walk or play Frisbee; do something active to “de-stress.” You can make new friends and shake off some sleepiness before getting back to work.
- Get plenty of rest. When the work is piling up, it’s tempting to forego a good night’s sleep, but don’t do it. Sleep deprivation can make you fuzzy-headed and cranky, plus it can impair your ability at test time.
- If you have roommate conflicts, have a talk to come up with a plan that’s good for both of you.
- Develop a study schedule even before PASS 100 begins. Then stick to it. An outline to use appears later in this booklet. Cramming just doesn’t work.
- Try exercise and/or journaling if you have a lot going on at home, with friends, boyfriend, girlfriend, or finances.
- College is a big adjustment. Don’t be afraid to get help. Call on friends you’ve made since you got here, friends from home, your INSIGHTS professor, your Resident Assistant (RA) or Residence Hall Director (RHD), or a professor you find easy to talk to.
- Counseling is available on campus. Referrals for counseling can be made by the **Director of Career Services, Debbie Harp**. Just call 539- 4259. Or you may schedule an appointment online at <http://www.ucumberlands.edu/counseling-services>



- Don’t neglect your spiritual life while away at college. If you come from a church-going family and are accustomed to attending at home, consider looking for a church “home-away-from-home.”
- Many churches here in Williamsburg, and even in Corbin or London, love to welcome students into their congregations and give them a place to connect spiritually

while they are at college. Many have youth groups specifically for college students, and some have pizza nights or special meals with college students in mind.

- There are many on-campus ministries that do Bible study and outreach. Some pair worship and/or Bible study with meeting the needs of those in the off-campus community. Key groups include **Appalachian Ministries, Baptist Campus Ministries, Fellowship of Christian Athletes, and Mountain Outreach.**
- Many of the faculty are members of churches in different denominations, and are also good resources when it comes to finding a “church home.”



Did You Know . . . ?

Did you know that there are four main offices in the Gatliff Building that help you keep track of your academic progress?

- **Academic Affairs** is the office where you can find information related to all academic programs. **Dr. Barbara Kennedy is Vice President for Academic Affairs.**
- **The Registrar’s Office** is directly across from Academic Affairs with a window to the hallway. **Mr. Chuck Dupier** serves as **Registrar.**
- **The Bursar’s Office**, directed by **Mrs. Jo Dupier, Bursar,** keeps track of money paid by students for tuition and to students for work study.
- **Financial Planning**, directed by **Vice President Steve Allen**, works with you to plan ways to pay for college, including scholarships, grants, and loans.
- Information about **holds** on your account will come to you via email from these offices and will also be visible when you login to MyUC.

Did you know that besides your STRIPE and STARs, four other people on campus who can help you with most areas of college life?

- **Dr. Emily Coleman, Vice President for Student Services**, maintains a keen interest in students' success, both inside and outside of the classroom. Her office is also in Student Services, and her phone is 539-4171.
- **Ms. Linda Carter, Dean of Student Life**, is your link to anything beyond the classroom including residence hall life, where she works directly with your RA and RHD. Her office in Student Services is just to the right of the main door to the BCC, and her phone number is 539-4230.
- **Mr. Nate Clouse, Student Success Coordinator**, can give you advice and help on a whole range of academic and personal concerns. He also serves as coordinator of **Disability Services**. His office is also in Student Services, right next to Ms. Carter's, and her number is 539-3561.
- **Dr. Tom Fish, Dean of Retention and QEP Director**, can provide assistance connecting you with appropriate academic support services, as well as assisting you with academic problems and advising issues when your regular advisor is unavailable or unable to assist you. His office is in LIB 20/21, near the **Academic Resource Center**. You can reach Dr. Fish at 539-4216 to set up an appointment.
- If these people don't know the answer to your question or solution to your problem, they will know whom to call.

Did you know that UC has a Career Services office that helps students identify career options and prepare résumés?

- Career Services, located adjacent to the ARC in LIB 019, can be useful to you long before your senior year when you start to think about that first real job. The phone number 539-4259 is a number that can connect you to lots of answers.
- If you need some help exploring a career or even just deciding on a major – especially since most college

students change their major at least once – Career Services has many resources to help you tap into your interests and consider what your best career path might be.

- **Debbie Harp, Director**, and her staff can help you work up a résumé and improve your interview skills, whether for a job right now or several years down the road when you're about to finish your degree.
- Career Services is also the place to check about your Community Service hours or to find out how you can participate in UC's Mentoring program. And if you ever feel lonely or overwhelmed, the Career Services staff serves as a liaison to UC Counseling Services.
- **NEW THIS YEAR!** UC's Career Services Office now provides comprehensive career planning programming to help you start on the path to academic and professional success. As part of this programming, we will:
 - Assign a personal Career Planner for every student.
 - Help you complete a self-assessment during your first term and review the results through a phone interview.
 - Help you set up networking pages such as LinkedIn.
 - Help you with your resume.
 - Help you gain practical experience through internships.
 - Help you with job searches and with interviews, as well as with selection of graduate schools.

Watch for additional information from your STRIPE, and for an email from career program coordinator Ms. Sara Brusse to arrange your personal interview.

Did you know that the ARC or Academic Resource Center offers free tutoring?

- You can get help with tallying numbers or wrangling with words in every subject from art to sociology.
- Staffed by trained student tutors, the ARC is open all day during the week and on week nights. Your tutor may have had the same course and even the same professor. You also may work or volunteer in the ARC yourself.

- Call 539-4312, stop by the ARC office on the lower level of the library to chat with **Dr. Carolyn Reaves, Director of the Academic Resource Center**, or fill out an online request form by going to the ARC link available off of the Students tab on the University homepage.



Did you know that UC has an international focus?

- Each year UC has over 100 international students on campus from Brazil, China, and over two dozen other countries. UC graduates have gone on to work in Thailand, Haiti, Peru, and many other parts of the world.
- UC students have opportunities to study abroad in France, Spain, England, and other countries. Contact **Ms. Julie Deyrup**, the Director of International Academic Services at julie.deyrup@ucumberlands.edu or any member of the Modern Foreign Language department.
- UC students have opportunities to serve on international mission teams through Baptist Campus Ministries (phone: ext. 4343; email: bcm@ucumberlands.edu.)



Did you know that UC students have many opportunities for community service, ministry, and campus involvement?

The 40-hour community service requirement illustrates the University's deep commitment to leadership and service as a moral task and ethical responsibility. Besides INSIGHTS, you will also take LEAD 110 (or 120) to learn more about becoming a compassionate agent of change as you use your knowledge and abilities to help others and to become a life-long servant leader.

For more information, contact **Ms. Debbie Harp** by email at debbie.harp@ucumberlands.edu. Here are just a few of options on campus that can produce community service hours:

- Student Government Association—Students can participate as senators in the organization that organizes student activities and provides a voice for student concerns.
- Campus Activity Board – Sponsored by the Office of Student Services, CAB organizes a vast array of recreational, educational, and social activities on campus.
- Appalachian Ministries—UC students minister to area children and families through recreation and Bible lessons.
- Mountain Outreach—No experience is needed to participate in this ministry which is dedicated to building and repairing homes for area families in need.
- Baptist Campus Ministries—BCM coordinates the majority of Christian ministries and mission activities.



Did you know that intramurals can provide another way for you to enjoy sports, stay active, and meet others? It's a great way to relieve stress! The only restriction is that you can't play the same sport in intramurals and at the varsity level. Watch the UC website and email announcements for more information.

Did you know that the area code for all Williamsburg area phones is 606? Then all campus phone numbers begin with 539.

Important Dates 2016-2017

Fall 2016 Academic Calendar

Wednesday, August 24	Classes begin
Wednesday, August 31	Last day to register for classes
Monday, September 5	Labor Day, no classes
Wednesday, October 12	Midterm
Thurs.-Sun., October 13-16	Fall Break
Wednesday, November 16	Last day to drop a class
Wed.-Sun., Nov. 23-27	Thanksgiving Break
Friday, December 9	Last day of fall semester classes
Mon.-Thurs., December 12-15	Final Examinations

Spring 2017 Academic Calendar

Monday, January 9	Confirmation, Registration
Wednesday, January 11	Classes begin
Wednesday, January 18	Last day to register for classes
Wednesday, March 1	Midterm
Mon.-Fri. March 13-17	Spring Break
Wednesday, April 12	Last day to drop a class
Friday, April 14	Good Friday Holiday
Wednesday, April 12	Last day to drop a class
Friday, April 28	Last day of spring sem. classes
Mon.-Thurs., May 1-4	Final Examinations
Saturday, May 6	Graduation

Final Exam Schedule

Monday	
Classes meeting 12 MWF	Final scheduled 8:00-9:55 a.m.
Classes meeting 11 MWF	Final scheduled 10:00-11:55 a.m.
Classes meeting 8 MWF	Final scheduled 1:00-2:55 p.m.
All HIST 137, 138, 231, 232	Final scheduled 3:00-4:55 p.m.
Tuesday	
Classes meeting 9:25 TH	Final scheduled 8:00-9:55 a.m.
Classes meeting 1:40 TH	Final scheduled 10:00-11:55 a.m.
Classes meeting 10:50 TH	Final scheduled 1:00-2:55 p.m.
Classes meeting 10:00 MWF	Final scheduled 3:00-4:55 p.m.
Wednesday	
Classes meeting 9 MWF	Final scheduled 8:00-9:55 a.m.
Classes meeting 8 TH	Final scheduled 10:00-11:55 a.m.
Classes meeting 1 MWF	Final scheduled 1:00-2:55 p.m.
CHEM 111, 211, 321, & 411	Final scheduled 3:00-4:55 p.m.
Thursday	
Classes meeting 12:15 TH	Final scheduled 8:00-9:55 a.m.
Classes meeting 2 MWF	Final scheduled 10:00-11:55 a.m.
Classes meeting 3 MWF	Final scheduled 1:00-2:55 p.m.
Classes meeting 3:05 TH	Final scheduled 3:00-4:55 p.m.
Evening Class Final Schedule	
Thursday evening classes	Scheduled Thursday before finals
Monday evening classes	Final scheduled Monday of finals
Tuesday evening classes	Final scheduled Tuesday of finals



INSIGHTS Essentials Assignment: Alcohol, Drugs, and Sexual Violence

All students enrolled in INSIGHTS must complete the following assignment.

1. Go to **<http://www.mystudentbody.com>**. Click **REGISTER HERE** to create your account.
2. You will be brought to the Register for MyStudentBody page.
3. You will use your college email for your account. Your school code will be patriots. Continue completing the rest of the fields.
4. You will then be asked to complete your profile information in the fields provided, along with your demographic information. Be sure to add your 2 zeros before your student ID. i.e. 001234567
5. After the completion of your demographic questions, you will be able to access the Essentials Courses.
6. As you enter the web page, you will see the Essentials Course Module – Alcohol, Drugs and Sexual Violence. You must complete all of these topics. Under each of the Essential Courses you will see Rate Myself, take a pre-test (about 10 minutes each), read the course material and take a post-test. **You must receive at least a 75% on the post-test to successfully complete the course. The time needed to complete each module (including the post-test) is**
 - **Alcohol Module: about 45 minutes**
 - **Drugs Module: about 30 minutes**
 - **Sexual Violence Module: about 40 minutes**

*Please keep in mind that all individual responses are not available to University of the Cumberlands administrators. Information is only available in **aggregate** form to Mrs. Debbie Harp, Director of Career Services.*

7. After receiving your passing score, **you must print** out your Certificate of Completion to give to your INSIGHTS Instructor or you may email it to the Instructor.

WRITE DOWN HERE THE DUE DATE AS ASSIGNED BY YOUR STRIPE:

Where Will I Be and How Will I Get There?

A Goal-Setting Exercise

List a minimum of three goals for the following time periods in your life. Then, for each goal, list three specific strategies to help you reach that goal.

By the end of first semester, I

Within two years, I

Five years from now, I

Ten years from now, I

Twenty-five years from now, I

When I retire, I

My Study Schedule

	SUN	MON	TUES	WED	THURS	FRI	SAT
6:00 am							
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 pm							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							
9:00 pm							
10:00 pm							
11:00 pm							
12:00 am							

The Seriousness of Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, falsification, and unauthorized access -- all ways to gain unfair academic advantage for yourself or another person. While it is not possible to list here every conceivable act of academic dishonesty, you can understand the spirit of the categories. The penalties are severe, ranging from failing an assignment to being expelled from the University and even, in extreme cases such as those involving forgery, facing criminal charges.



Cheating

- Using notes or study aids during an exam unless approved by your instructor.
- Looking at another student's work during an exam.
- Copying another student's work to hand in as your own, even with that student's permission.
- Collaborating with another student on a class assignment unless approved by your instructor.
- Making changes to work that has been graded and attempting to claim points you did not earn.
- Handing in the same or a similar paper for credit in more than one class without the permission of the instructors of all the courses involved.

Plagiarism

Plagiarism means taking the language, ideas, or thoughts of another person and presenting that language, those ideas, or those thoughts as your own original work. Plagiarism includes the following:

- Copying word for word, or with only minor modification, any portion of any published work.
- Being sloppy with your inclusion of quotation marks, in-text citations, and a works cited page.
- Putting ideas obtained from any portion of a published work into your own words without acknowledging the original source.
- Presenting any portion of another person's paper as your own work.
- Allowing anyone else to write or dictate any portion of your paper.

Falsification

Falsification is an undeniably deliberate attempt to deceive someone, such as the following:

- Inventing information and supplying it as supporting fact in a paper or other assignment.
- Fabricating data while creating the impression that it was collected by approved methods.
- Inventing false citations to create the impression that you have done research or to conceal your carelessness in not collecting the necessary information at the time of research.
- Altering or forging any document used in keeping academic records.
- Providing false or misleading information on any document used in keeping academic records.
- Forging a signature on any document requiring one.

Using Unauthorized Access

Whether your purpose is to gain an academic advantage for yourself or another, to prevent another from getting needed information, or to vandalize, seeking and using unauthorized access to academic materials, records, and systems are acts of academic dishonesty. These include the following:

- Making any attempt to get any portion of an exam prior to the scheduled exam period.
- Circulating or communicating any information about an exam prior to the scheduled exam.
- Using any information about an exam given to you by another.
- Keeping materials you have been directed by the instructor to return.
- Stealing, hiding, or destroying library material, classroom supplies, or textbooks.
- Attempting to gain access to restricted computer records, altering files, or sharing unauthorized information.
- Doing anything that interferes with others' ability to use computer equipment, programs, and systems, or to access authorized information.

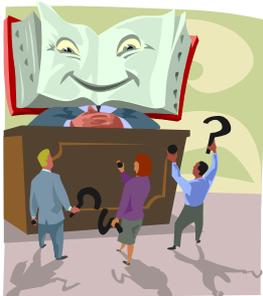
Appropriate Behavior in an Online Learning Environment

Prohibited learner conduct includes but is not limited to the following:

- **Illegal Activities:** Learners may not post, transmit, promote, or distribute content that they know is illegal or could reasonably be expected to know is illegal. Conduct that violates federal, state or local laws is prohibited.
- **Theft:** Learners may not post, transmit, promote, or distribute content that violates copyright or other protected intellectual property rights. Unauthorized use of university

property is prohibited. Theft or abuse of computer resources is prohibited.

- Disrespect: Learners may not harass, threaten, or embarrass others. Learners may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive. Learners must refrain from behavior that may be perceived as inappropriate, offensive, and unfair and must treat all other learners, faculty, staff, and administrators with respect at all times.
- Dishonesty: Learners may not intentionally provide false information, forge, alter, or falsify documents. Learners may not represent the academic work of others as their own.
- Learners engaging in prohibited conduct will be subject to disciplinary action, including but not limited to course failure, probation, suspension, or expulsion. Such sanctions may lead to additional academic and financial consequences. Learners who are unable to complete a course resulting from disciplinary sanctions, suspension, or expulsion are not eligible for tuition refunds.



Mini-Dictionary of UC Terms

Part of becoming a member of an academic community is learning the terminology of the academic world. Listed below are some of the words you will encounter both in conversation and in print in your first few months at University of the Cumberland. Many of these words are **acronyms**.

Absence Policy – Refers to the number of times in a semester you may be absent from a particular class, generally no more than 20% of the course. The penalty for exceeding the number of allowed absences is an aF (Absence Failure) impacting your **GPA**. This policy is described in greater detail in the Undergraduate Catalog.

Academic Probation – Refers to a period, usually a semester, during which a student’s enrollment at University of the Cumberland is reevaluated due to a low **GPA**. During academic probation, the student is given time to study hard and to improve grades in order to ensure continued enrollment. Being placed on probation is a serious matter. A persistently low GPA may lead to Academic Suspension, a period during which a student is not allowed to enroll in classes. See the Catalog for details concerning Academic Probation and Academic Suspension.

Advisor – Your advisor is the faculty member whom you must see when planning your schedule of classes each semester. Your advisor helps make sure you take all the classes you need in order to graduate. For your first year, your advisor will be your **INSIGHTS** professor. After that, you will be assigned an advisor from the department of your major.

AF or aF (Absence Failure) – aF is a grade that will appear on your

transcript if you violate the **absence policy** by exceeding the number of allowed absences. You can receive an AF at any time during the semester. Once you have received it, you may no longer attend the class and you will normally have to repeat the course during another semester. You will be notified about absences, including an aF, through your campus email account. An aF factors into your GPA as a failing grade.

Appalachian – Refers to the region where the University is situated, named for the mountain range spanning several southeastern states and extending into the Northeast. The word also refers to the region's culture.

Appalachian Ministries – This outreach program takes the Gospel of Christ into the surrounding community through UC student-led worship with local children and youth. In addition to activities throughout the academic year, students can apply to serve on a summer mission team which serves locally and in the surrounding county and state.

ARC (Academic Resource Center) – The Academic Resource Center, located on the bottom floor of the Library and directed by Mrs. Carolyn Reaves, offers free tutoring in all undergraduate subjects from trained student tutors. Other resources like worksheets and old tests are also available. Request tutoring by calling 539- 4312 or registering online.

BCM (Baptist Campus Ministries) – This organization hosts weekly worship and small group Bible studies, campus outreach events, campus revival services each semester, special mission projects, and weekly community outreach programs in local communities. Campus Ministries is across the street from the Bennett Building on South 9th Street.

Blended Courses – Also referred to as **Hybrid Courses**, these classes have a mixture of traditional in-seat meetings with online activities and assignments. These courses usually meet on a **MW** schedule rather than a **MWF** schedule. You should be careful to recognize your online responsibilities and deadlines if you are enrolled in a blended course.

Bursar – Refers both to the staff member who holds this title and to the office itself. The Bursar keeps an account of your bill for tuition, room, and board. Payments on your account may be made online or directly to the Bursar's office on the main floor of the Gatliff Building. The Bursar's office also issues parking permits and cashes personal checks.

CAB (Campus Activities Board) – This organization plans social

events throughout the year including movies and special events, particularly during Welcome Week and Spring Fever Week. CAB offices are located in the Boswell Campus Center.

Catalog – This important document provides descriptions of university policies, degree requirements, and courses offered. The catalog is updated yearly; however, it is important to keep your original catalog, as your particular graduation requirements are determined by the requirements listed in the catalog current at the time you enroll. You will receive a copy of the catalog on CD during orientation. The catalog is also available online.

Class Schedule – This term has different meanings depending on the context in which it is used. First, it can refer to the master listing of classes offered each semester. However, when someone asks you what your class schedule is, he or she wants to know what classes you are enrolled in and what time they meet. You will print your own personal class schedule off of MyUC after you have registered. Finally, attached to the **syllabus** for each class may also be what is also called a class schedule or a daily schedule of assignments and activities.

Credit Hour – A unit of value is applied to each course you take to indicate how much that course is worth toward the 128 hours required for graduation. Most courses are worth 3 credit hours, which means that when you complete that course with a passing grade, your transcript will show you have received 3 credit hours toward graduation. You will need at least 128 credit hours to earn a bachelor's degree from University of the Columbians. Most courses at UC are numbered to reflect the number of hours a course carries as well as course sequence.

Dean – Not a name but a title for administrators who offer help and solutions to students. The University is also guided by **Vice Presidents** in a variety of areas and by **President Larry Cockrum**.

Disability Services – Students with documented physical or learning disabilities may receive accommodations by consulting with the Disabilities Services Coordinator, Mr. Nate Clouse. His office is in the Student Services suite in the BCC (phone: 606-539-3561).

Drop – In academic lingo, this is used as a verb to mean that a student enrolled in a course for a time is going to withdraw, or stop taking the course. It is the student's option to drop any course. A fee will be charged for any course dropped. You can also be dropped from a course

with an **aF** by your instructor if you are absent too frequently.

Drop/Add – Refers to a period of a few days either after registration or at the beginning of the semester when you can change your schedule. Make sure you know the important deadlines each semester for dropping or adding a class without charge, and for withdrawing from a class with a **W** that does not affect your GPA.

Drop Slip – A slang term for the form used to **drop** or add a course or to **withdraw** from a course later in the semester. Copies of this Class Schedule Change(s) form are available from the **Registrar** and from your advisor. See your advisor before dropping or adding a class.

FIG – Stands for First-Year Interest Group. In your first semester you share several courses with a small group from your INSIGHTS class so that you feel more connected in class and have someone to study with.

Final – Refers to the final exam, which is the last test of the semester, given in every course. The finals are given during finals week, which begins the day after the last class meetings. The dates and times when finals are scheduled are not the same time as those when the classes meet, so be sure to consult the final exam schedule, available online. Final exams usually make up a large percentage of your grade, often as much as 30% and are generally comprehensive.

General Education Curriculum – Refers to a group of courses outside a student's **major** which the student must take in order to graduate from college. Every college and university in the United States, unless it is a technical or vocational college, has a general education requirement.

GPA (Grade Point Average) - Refers to a numerical average illustrating a student's overall performance in college. The GPA is determined by converting letter grades into points (A = 4.00; B = 3.00; C = 2.00; D = 1.00; F = 0) adding all the points together, then dividing that sum by the total number of credit hours earned for the semester. The GPA is updated every semester. A high overall GPA (3.00 – 4.00) can help students get jobs after graduation or get into graduate school. During college, a very high GPA (3.75– 4.00) makes students eligible for special honors, and sometimes scholarships. Maintaining a 2.0 is very important in order to avoid academic probation and ultimately to graduate.

Hybrid Courses – See **Blended Courses**.

I (Incomplete) – This grade will rarely appear on your **Transcript** because it indicates that for some reason, usually illness or a family emergency, the work in a course could not be completed before the end of the semester. Before this grade is given, the student and instructor sign a contract agreeing on a date by which all the missed work must be completed. All contracts must be approved by the **Academic Dean**.

INSIGHTS – The name of the required first-year orientation course at University of the Cumberlands.

Integrated Studies – IS courses are gen eds usually taken usually during the junior year. They are called “integrated” because they focus on one or more thinking methodologies and particularly highlight critical thinking. Students need to take one of these special courses to graduate.

Major – Refers to the area of study in which you will do most of your college work. If you wish to earn a degree in biology, then biology will be your major, and you will have to take all the courses required by the Biology Department in addition to the courses required by the General Education Curriculum. Some majors are labeled as **concentrations** because of the high number of hours required.

Mid-Term – Refers to the point halfway through each semester. You may have mid-term exams in some classes, which will be important in evaluating your progress in the course. You will also receive mid-term grades, which you may discuss with your advisor.

Minor – Refers to the area of study in which you complete 21-27 semester hours. Many students complete one **major** and one minor in a complementary area; however, there are other combinations of fields of study that lead to a bachelor’s degree. Consult the University Catalog.

MO (Mountain Outreach) – UC’s nationally recognized home-building program. Many students work with MO during the year.

MW – Most courses meet on a MW schedule as opposed to a **MWF** schedule (below) are blended or hybrid classes which include online activities or assignments in lieu of a third class meeting on Friday. The **syllabus** for these courses describe these online tasks for which students are responsible, including deadlines and penalties for failing to complete these assignments or for completing them late.

MWF — This is an abbreviation that appears on the **class schedule**. It means the class indicated meets on Mondays, Wednesdays, and Fridays throughout the semester, at the designated time.

Office Hours – Refers to the hours of operation of various offices around campus, but it also refers to the hours during which professors are available to meet with students. Professors will post their office hours outside their office doors at the beginning of each semester. If you need to see your instructor, it is helpful to make an appointment, but it is acceptable to visit your instructor without an appointment during posted hours. While all professors read and respond to emails, sometimes face-to-face contact is best. Faculty also have phones in their offices and will list their numbers, along with their office hours, on the syllabus.

Online Courses – The University does offer a few online courses available to traditional students enrolled on-campus. These courses often have a different course prefix and normally run for 16 weeks (the entire semester) in the MAIN term. (E.g., HIST is the prefix for an in-seat history course, while HIOL is the prefix for an online history course.) Nearly all **Summer School** courses are taught online in 8-week sessions. Traditional students can enroll in these 8-week summer classes, but cannot enroll normally in the 8-week classes offered during the regular academic year in the IUG and IIUG bi-terms. These terms are reserved for non-traditional students enrolled in the **School of Lifelong Learning**. Traditional students may not enroll in more than 31 hours of online courses during their undergraduate career.

128 Hours – The minimum number of hours required to graduate at UC. It includes the General Education curriculum and the student’s selected major(s), area(s) of concentration, minor(s), teacher education certification, restricted electives, and so on. Students must have a 2.0 cumulative **GPA** in order to graduate.

PASS 100 – The Patriot Achievement Support Seminar blends components of the Major and Faith Development strands of the Convocation series with select seminars on College Survival Skills.

QEP – Every 10 years to meet accreditation requirements, the University adopts a new Quality Enhancement Plan. This means that you are going to hear a lot about “thinking about thinking” while you are a UC student.

RA (Resident Advisor) – This individual is a student who assists the **RHD** in managing the residence hall for the benefit of all living there. Your RA helps with problems, reports maintenance requests, and communicates University policies.

RHD (Residence Hall Director) – manages the residence halls and serves as a liaison between residents and the University.

Registrar – Refers to both the staff member with the title of Registrar and the Office of the Registrar. This office maintains all student academic records and is the place to go to request a **transcript**.

Restricted Electives – Courses taken instead of a **minor**. Combined with a **Major, Restricted Electives** make a student eligible for graduation when the student also completes all requirements for a **major**. The student selects courses totaling 15 credit hours at the 300-400 level from three different disciplines.

School of Lifelong Learning – A limited number of majors are available to nontraditional students through the **School of Lifelong Learning (SLL)**. Courses in the SLL are offered online during 8-week bi-terms designated IUG and IIUG. These courses are normally not available for enrollment by traditional on-campus students. (See **Online Courses**.)

Semester – The period during which a course is taken. Fall and spring semesters last 16 weeks, meaning that you attend each class on your schedule two (**TH**) or three (**MWF**) times a week for 16 weeks. Some courses are offered in sequences and must be taken in their sequence, but no single course spans semesters. The University currently offers two 8-week bi-terms of online courses during the summer semester.

SGA (Student Government Association) – This prominent group on campus represents students' interests, sponsors many activities, and provides a number of services.

STAR – Refers to the two student leaders, one male and one female, who help lead your **INSIGHTS** group. They are available throughout your first semester to assist you in adjusting to college life.

STRIPE – Refers to the faculty or professional staff leader of your **INSIGHTS** group. Your **STRIPE** will lead the **INSIGHTS** sessions and will serve as your academic advisor for your first semester.

Summer School – The University offers summer classes in two 8-week bi-terms that are available to all students. You should work with your advisor in the spring when you are enrolling for fall classes if you are interested in signing up for summer classes. Summer school classes taken at UC contribute to your **GPA**, while classes taken in the summer elsewhere and transferred to UC do not contribute to your **GPA**.

Syllabus – You will receive this important document in each one of your classes at the beginning of every semester, either in hard paper copy and/or online. It contains the course objectives, learning outcomes, types of assessments or tests and activities, course policies, books and supplies, the professor’s contact information, and possibly even a day-by-day calendar of assignments. In short, the syllabus lists what is expected of you in a particular course. **READ EACH SYLLABUS CAREFULLY AND KEEP IT ALL SEMESTER** because once you receive it, you are held accountable for its information.

Transcript – Refers to the official record or listing of courses you have attempted and the grades you earned in these courses. A running transcript is available off of your MyUC account. You may request an official transcript from the **Registrar**. The fee for each official transcript is \$10. Unofficial copies may be obtained for a fee of \$3 each.

TH – An abbreviation that will appear on your **class schedule** indicating that a class indicated meets on Tuesdays and Thursdays

throughout the semester, at the designated time. You must attend that class both days each week.

UC PREP – Stands for Patriot Readiness and Engagement Program and is UC’s way of getting you off to a good start as a first-year student. It includes FIGs, SOAR, and PASS 100 as well as INSIGHTS.

Withdraw – The formal term used when a student decides either to stop taking a particular course (**drop**) or when a student decides to stop taking all courses during a given term and officially ceases to be enrolled.

W (Withdrawn) – A letter grade that may appear on your **transcript**. It indicates that you chose to stop taking a course in which you had enrolled within the first few weeks of the semester. Each semester, there is a deadline for withdrawing.

