

# **Undergraduate Advising Handbook**



**University of the Cumberland**

**2016-2017**

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## **INTRODUCTION**

Advising is an essential component of any academic program. This handbook is intended to aid faculty in assisting students. However, this material can also be valuable to students in being their own advisor.

### **Class Enrollment Information**

Summarized here is information on using MyUC to enroll students in classes, to review class rosters, to record attendance, and to submit grades. Also included are advising and academic calendars for the coming year, as well as key checkpoints on the path toward graduation.

### **Recommended Course Sequences**

This handbook also highlights recommended course sequences in all majors for at least the first four semesters of a student's collegiate program. These materials will assist advisors who work with first- and second-year students still exploring areas of academic interest. But faculty advising majors in their own disciplines should find this information a handy resource, as should students in any discipline.

### **General Education and Teacher Certification**

Whatever their discipline, advisors and students need to track progress in completing the General Education curriculum. Recent changes in general education are highlighted in one section, along with some continuing policies about General Education components that deserve reminders.

Some students in nearly every major are also pursuing teacher certification through the Education Department. Hence, the recommended courses for the first four semesters included for all certification tracks should be useful to advisors across campus, as should the overview of the process of admission to Teacher Education, candidacy for student teaching, and the final steps for certification.

### **Absence Reporting and Early Intervention**

Reporting on class absences and deficiencies in student performance may not be directly related to the advising tasks of registration. However, sharing this information is crucial to academic success. All student absence reports are submitted online -- at least weekly, but preferably

after every class meeting. Attendance information, as well as other information submitted by faculty on problematic student behavior and performance, will enable the Early Intervention Task Force and other academic support groups to counsel at-risk students.

### Advising as Teaching

Most of the information in this handbook focuses on the logistics of advising. A good advisor needs to possess a thorough knowledge of the University's various academic programs and be able to assist students in efficiently completing the steps of registration, enrollment, and progress toward graduation. However, beyond this technical expertise, good advisors recognize that they are teachers, assisting the development of students into effective managers of their own academic lives. This paradigm of advising as teaching conceives of advisement as a kind of independent study in which success requires an effective advisee-advisor relationship. Susan Frost, author of *Academic Advising for Student Success*, offers these suggestions for advisors:

- Consider the advising relationship as an opportunity to teach students. Treat them as partners by sharing responsibility with them.
- Become familiar with students as individuals. Their skills and needs vary. Recognize these differences as you nurture their growth.
- Begin the advising relationship with a discussion of broader purposes of advising: to find a direction for the future and to help students create appropriate and dynamic educational plans. Then move to question concerning majors, courses, and schedules.
- Do not make decisions for students. Encourage them to explore options, frame questions, gather information, and make decisions. Be conscious of moving to stages of greater responsibility for students as the relationship progresses.
- Encourage students to become involved with advising, with academics, and with nonacademic aspects of college life.
- Collaborate with colleagues to improve advising.<sup>1</sup>

Such principles of good advising are both common sense AND challenging, considering the diverse pressures of higher education. However, negotiating this tension is our professional responsibility.

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<sup>1</sup> Frost, Susan H. *Academic Advising for Student Success: A System of Shared Responsibility*. George Washington UP, 1991. 73-74.

## *Class Enrollment Information*

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### **ADVISING STUDENTS USING THE MYUC PORTAL**

Much of the “paperwork” of course registration is handled through the “Self-Service” module of the MyUC Portal. Here is where attendance is reported, and midterm and final grades are submitted. Faculty may also keep an online gradebook for courses through MyUC or through the iLearn class management system. More and more, teachers are using the manifold resources of iLearn to share course information and gather student performance data. In the future, online Planned Programs will be deployed on MyUC. Advisors should be ready to assist students with using the course resources available through iLearn. However, all advising procedures – reviewing grades and transcripts, reviewing attendance records, authorizing registration and approving course schedules, etc. – occur through the MyUC portal.

To visit the portal, browse to <http://myuc.ucumberlands.edu>, and login using your university username and password. Once logged on to the MyUC portal, you will have a number of choices, including the link in the upper-right to the “Self-Service Home” from which class and advising management functions are available. Online video tutorials are already available at <http://www.ucumberlands.edu/it/videos/>. These videos provide clear, step-by-step instructions on using this new utility.

### **REGISTRATION DATES -- 2016-2017**

#### **Advising and Registration for Spring 2017**

Seniors	October 17-18, 2016
Juniors	October 19-21, 2016
Sophomores	October 24-25, 2016
Freshmen	October 26-28, 2016

**Free drop/add: October 31, 2016 -- January 10, 2017**

**Registration opens for new students – November 14, 2016**

**Last day to cancel spring registration – January 2, 2017**

**Advising and Registration for Summer and Fall Semester 2017**

Seniors	March 20-21, 2017
Juniors	March 22-24, 2017
Sophomores	March 27-28, 2017
Freshmen	March 29-31, 2017

- **Free drop/add: Summer – April 3- May 5, 2017**  
**Fall – April 3-August 23, 2017**
- **Registration opens for new students – April 10, 2017**
- **Last day for returning students to cancel fall registration: July 1, 2017**

**OTHER KEY DEADLINES AND DATES**

**Fall Semester 2015**

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., November 22-27	Thanksgiving Break
Friday, December 9	Last day of fall semester classes
Mon.-Thurs., December 12-15	Final Examinations

**Spring Semester 2016**

Wednesday, January 11	Classes begin
Wednesday, January 18	Last day to register for class
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
Friday, April 28	Last day of spring semester classes
Mon.-Thurs., May 1-May 4	Final Examinations
Saturday, May 6	Graduation

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**Final Exam Schedule – Fall/Spring 2016-2017**

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

**Summer Semester 2016**  
**Undergraduate Classes – First Summer Term**  
**(May 8-June 29, 2016)**

Monday, May 8	First day of classes
Thursday, May 15	Last day to register for classes
Monday, June 19	Last day to drop a class
Thursday, June 29	Last day of classes



**Undergraduate Classes – Second Summer Term  
(July 3-August 24, 2016)**

Monday, July 3	First day of classes
Friday, July 10	Last day to register for classes
Monday, August 14	Last day to drop a class
Tuesday, August 22	Last day of classes

**ADVISING CHECKPOINTS**

**Planned Programs**

- Upon completion of 78 semester hours, all students are required to file a degree-planned program with the Registrar.
- Templates for Planned Programs in all undergraduate academic majors are available on the Registrar's website at [http://inside.ucumberlands.edu/academics/registrar/planned\\_programs.php](http://inside.ucumberlands.edu/academics/registrar/planned_programs.php).
- A minimum of 36 semester hours numbered 300 or above is required for graduation.
- Twenty-five percent (25%) of the total semester hours in any degree must be completed at University of the Cumberland.
- Thirty (30) of the last thirty-six (36) hours must be completed at UC.
- One-third of the courses for a major/minor must be completed at UC

**Online Courses**

- Residential students normally may only take up to three hours of **approved** online courses per semester.
- Students normally take at least 12 hours of regular classes to be eligible to take an online class and be considered a full-time student (for purposes of financial aid, residence hall eligibility, etc).

**Correspondence Work**

- Credit for correspondence work will not be granted unless the student obtains prior written permission from the Registrar and the head of the major department.
- No more than 12 semester hours of credit may be earned through correspondence during a calendar year.
- No more than 32 of the 128 semester hours required for a degree, no more than half of the hours required in any field in general education,

and no more than 6 hours in a major/minor field may be completed by correspondence and/or extension.

### **Advanced Credit and Credit by Examination**

- **Advanced Credit** -- Advanced standing enables superior students to receive appropriate placement, credit, or both on the basis of the university-level courses they have taken while in high school. University of the Cumberland reserves the right to evaluate and accept or reject university credit prior to high school graduation.
- **Advanced Standing Through Advanced Placement (AP)** -- Credit is awarded for AP courses taken in high school when the student presents an official score of three (3) or better, and the AP course corresponds with a course offered by the University. Decisions on awarding of AP credit are made by the Registrar in consultation with the departmental chair and the Academic Affairs Office.
- **Credit by Examination** -- University of the Cumberland does not administer College Level Examination Program (CLEP) tests but will review the results of CLEP examinations taken elsewhere. The University does offer examinations in lieu of some courses numbered 100 and 200. Contact the Registrar for further information.

## **APPLICATION FOR GRADUATION**

- Students must make application for a degree in the semester prior to the planned date of commencement/completion.
- Students normally must meet the requirements for graduation under the catalog under which they entered. Accommodations may be made because of changes in degree programs.

### **Graduation Review**

- After applying for graduation, a student must visit the Registrar's Office to complete a graduation review and a senior survey.
- A copy of the graduation review is sent to the student's advisor.

### **Exit Exams Required for Graduation**

Before baccalaureate degrees are conferred, students must have scores on file in the Registrar's Office from the appropriate major subject exam. Exams are determined and scheduled by individual departments.

## *General Education*

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The General Education curriculum outlined below applies to new full-time students enrolling in the 2010-2011 and following academic years.

**Integrated Studies Courses.** Integrated Studies courses are available in Sections I, III, IV, V, and VI of the General Education curriculum. Students must take one Integrated Studies course in place of the “standard” general education courses listed below, and they have the option of taking a second Integrated Studies course as a substitution in another area of the curriculum. Integrated Studies courses are designated with a 40X course number (ART 401, BIOL 403, etc.) and the area of the General Education curriculum which each serves is identified in the course descriptions later in this catalog. Although some Integrated Studies courses may count in a major or minor, these courses are designed as special topics capstones to the General Education curriculum. As such, these courses are open to juniors and seniors but have no prerequisites. Some courses are team-taught, cross-disciplinary courses. Whatever the topic and format, as capstones to the General Education curriculum, Integrated Studies courses reflect the University’s commitment to nurturing higher order thinking and problem-solving, along with the skills of self-reflection, self-regulation and communication that comprise a foundation of the liberal arts and contribute to the University’s mission to prepare students for lives of effective service and leadership.

### **GENERAL EDUCATION CURRICULUM**

(37 hours)

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

MSMN 133	Church History
MSMN 135	Exploring the Old Testament
MSMN 136	Exploring the New Testament
MSMN 233	Introducing Christian Ethics
MSMN 239	Exploring World Religions
_____	Integrated Studies

**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

OR *both* of the following courses

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

B. Science (4 hours)

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

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### IV - Historical and Cultural Understanding (6 Hours)

#### A. History (3 hours)

HIST 138	World Civilization since 1648
HIST 231	American History to 1877

#### 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

### V - Aesthetic Appreciation (6 hours representing 2 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

### VI - Social and Professional Awareness (6 hrs. from 2 departments)

BMIS 130	Introduction to Application Software
COMM 130	Interpersonal Comm (or) 131 Mass Media (or) 230 Public Speaking (or) JOUR 130 Journalism & PR
CRJS 131	Introduction to Criminal Justice
HLTH 236	Health and Wellness

SOCI 131

Intro. to Sociology (or)  
HSRV 131 Survey of Human Services  
Integrated Studies

## GENERAL EDUCATION FOR TEACHER CERTIFICATION CANDIDATES

Teacher Certification candidates must complete the University's General Education Curriculum. Within this curriculum all candidates should take PSYC 131 Basic Psychology in fulfillment of Section IVb since this course is a prerequisite for Professional Education courses. In addition, all teacher education candidates should complete COMM 230 Introduction to Public Speaking and BMIS 130 Introduction to Application Software to fulfill the requirements of Section VI. Depending upon the certification area, candidates should select other General Education courses which may count toward Professional Education requirements. These requirements are outlined in the *Undergraduate Catalog*. Advisors assist candidates in completing General Education and certification requirements in an efficient and timely manner.

### ADVISING UNDERGRADUATE EDUCATION CANDIDATES Steps to Advising for Education Candidates

1. First-Year students are advised by their INSIGHTS teacher.
2. In the spring of the freshman year, students are assigned an education advisor at the Advising Fair. (Secondary and P-12 education candidates will also have a content advisor.)
3. Education advisors help students enroll in coursework, paying attention to the sequence of professional education courses. The initial course in the sequence, EDUC 235 Basic Concepts in Education is typically taken as a first- or second-year student. In this course, students are given information about the procedural requirements for admission to Teacher Education, Student Teaching / Professional Experience, and Graduation. Also, in EDUC 235 students begin to construct an e-portfolio that they will continue to develop throughout their undergraduate program. **The portfolio must be**

**approved by two faculty members prior to their being admitted into the University's Teacher Education program.**

4. Each semester, students schedule an appointment with their education advisor during advising week. Students also meet with their content advisors regularly on content coursework.
5. Students will meet with their education advisor during their sophomore year to develop a planned program of study.
6. Students should apply for admission to the Teacher Education program during enrollment in EDUC 237. An advisor in the School of Education can provide detailed information on current application requirements and procedures.
7. At the beginning of their junior year, education advisors will meet with the candidates to provide assistance and information on the appropriate PRAXIS II exams needed for admittance to student teaching and licensure.
8. The final three (3) courses of all education programs must be taken in sequence:
  - EDUC 331 Special Topics in Education
  - EDUC 430 Classroom Management and Behavior (Elementary and Middle Grades Majors) **or** EDUC 432 Fundamentals of Secondary Education (Secondary and P-12 Majors)
  - EDUC 497 Student-Teaching
9. Education advisors continue to assist candidates in prescribed coursework until Student Teaching. At that time, the students will complete an application for Student Teaching. Once the application is approved, candidates will be registered for student teaching and the Education Department will make arrangements for Student Teaching. All candidates must apply for a graduation review at least a semester before they plan to graduate from the University. The graduation review and application for graduation should occur when the candidate has accumulated 96+ hours of course credit and must be done in collaboration with the education advisor.

**Once students have completed all coursework, Pillars I, II, and III ePortfolio requirements, and student teaching, the Teacher Certification Officer assists candidates in completing their TC-1 (licensure application) for Kentucky.**

## **Checkpoints in the Teacher Education Curriculum**

After admission to the University, students pursuing teacher certification must apply for admission to the Teacher Education program, passing the following checkpoints:

### **1. Admission to Teacher Education (Pillar I)**

- Minimum GPA of 2.75 – Cumulative, Professional Education courses, majors, certifiable minors, specializations or emphasis
- C or better in all cumulative professional education courses, certifiable majors or minors, specializations or emphasis
- C or better in EDUC 235, EDUC 237, ENGL 131, ENGL 132, and SPED 233.
- CASE scores with the following scores: (CASE): Reading (5712) – 156, (CASE): Writing (5722) – 162, (CASE): Mathematics (5732) – 150 or PPST with the following Written or Computer-Based scores: Math 174, Reading 176, Writing 174
- Interview Assessment and Pillar I Portfolio Assessment

### **2. Admission to Student Teaching/Professional Experience (Pillar II)**

- Submission of Application to Student Teaching/Professional Experience
- Registration for PRAXIS II exams – Praxis II Content scores on file and Praxis II PLT scores or verification of registration on file during the 1<sup>st</sup> month of Student Teaching
- Portfolio Assessment Pillar II
- Minimum 2.75 GPA -- Cumulative, Professional Education courses, majors, certifiable minors, specializations or emphasis
- C or better in all cumulative professional education courses, majors, certifiable minors, specializations or emphasis
- Successful completion of the Pillar II Portfolio
- Beginning September 1, 2013, prior to admission to student teaching/professional experience, each teacher candidate shall complete a minimum of **200** clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:
  - (a) Engagement with diverse populations of students, including



1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
  2. Students from different socioeconomic groups;
  3. English language learners;
  4. Students with disabilities; and
  5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
1. Family Resource Centers; or
  2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professionals.

### **3. Program Completion and Graduation (Pillar III)**

- Completion of all requirements for Student Teaching/Professional Experience
- Submission of appropriate Praxis II scores for certification
- Minimum 2.75 GPA
- C or better in all professional education courses, majors, certifiable minors, specialization and/or emphasis areas
- Successful completion of Pillar II Portfolio and Capstone Project

More information on the procedures to be followed by students at each checkpoint or Pillar is available from advisors in the Education Department and may also be found in the *Teacher Education Handbook*.

## **GENERAL EDUCATION ADVISING REMINDERS**

- Students must enroll in Convocation until earning 96 credit hours.
- LEAD 110 or LEAD 120, plus 40 hours of Community Service are graduation requirements for all students, including transfer students.

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- First-time students enroll in INST 101 and PASS 100 for their first term. Then, as a requirement for graduation, all students must enroll in Convocation (CONV 101) each semester until they have earned 96 credit hours and have senior standing.
- ENGL 130 **does not** fulfill a general education requirement.
- Because effective written communication is essential in higher education, students must enroll each semester in ENGL 131, then in ENGL 132, until credit is earned for these classes.
- After completing ENGL 131, students must enroll in ENGL 132 unless all sections are closed.
- Students pursuing teacher certification in elementary education must take science courses including laboratory components or with complementary laboratory sections.
- In preparing their Planned Program and completing their degree(s), students normally follow the catalog in effect when they first registered at the University. However, they may choose to follow a catalog in effect later in their collegiate career. Advisors and students should consult with the Registrar about any questions about preparing or completing a Planned Program, as well as about any problems encountered with taking the courses prescribed on a Planned Program.

*Recommended Course Sequences  
for Major Programs*

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**ART**

*Recommended Course Sequence for Art Major*

**1<sup>st</sup> Year – Fall Semester**

ART 134, Drawing I and ART 132, Ancient to Gothic Art History.

**1<sup>st</sup> Year – Spring Semester**

ART 135 Fundamental Design and ART 133, Renaissance to Modern Art History.

**2<sup>nd</sup> Year – Fall Semester**

ART 231, Drawing II, plus, ART 230, Computer Imaging I, and any 300 level studio or 400 level art history course for which the student has completed the prerequisites.

**2<sup>nd</sup> Year – Spring Semester**

Any 300 to 400 level studio or 400 level art history course for which the student has completed the prerequisites.

**Students pursuing Teacher Certification may take  
ART 331, School Art, either semester.**

## BIOLOGY

### *Recommended Course Sequence for Biology Major*

#### **1<sup>st</sup> Year – Fall Semester**

BIOL 133\* and 113  
CHEM 132\*\* and 111

#### **1<sup>st</sup> Year – Spring Semester**

BIOL 134\* and 114  
CHEM 232 and 112 (If students did not take CHEM 132 in the fall, it is imperative that they take it this semester; they need some basic chemistry knowledge for BIOL 134)

NOTE: Some students will take BIOL 134 before 133. This is not a problem if they have CHEM 132 with BIOL 134.

#### **2<sup>nd</sup> Year – Fall Semester**

BIOL 246 OR one of the following: BIOL 340, BIOL 345

#### **2<sup>nd</sup> Year – Spring Semester**

BIOL 340 OR BIOL 246

**\*Students must have an ACT composite of 23 or better to enroll in BIOL 133 (Population Biology) and an ACT composite of 27 or better to enroll in BIOL 134 (Cellular Biology) before taking BIOL 133. Students with less than a 23 should enroll in BIOL 130 (General Biology) before taking Population Biology or Cellular Biology.**

**\*\*Biology majors should enroll in the Chemistry rotation ASAP! Students must have an ACT Math of  $\geq 23$  to take CHEM 132 and 111. If ACT Math  $< 23$ , students are required to take MATH 132 or MATH 136 (passing with at least a C grade).**

## BUSINESS

### *Recommended Course Sequence for Accounting Major*

#### 1st Year – Fall Semester

BACC 131	Principles of Accounting I*
BADM 135	Macroeconomics

#### 1st Year – Spring Semester

BACC 132	Principles of Accounting II*
BADM 136	Microeconomics

**\*BACC 131 and BACC 132 are pre-requisites for ALL other accounting courses.**

**All of the above listed courses should be completed no later than a student's sophomore year as these classes are pre-requisites for most other Business Administration courses.**

#### 2nd Year – Fall & Spring Semester

BACC 331	Intermediate Accounting I
BACC 332	Intermediate Accounting II

**While students may want to begin their accounting studies during their freshman year, an accounting program can be easily completed by starting these courses during the sophomore year.**

**NOTE: All business majors are required to complete BADM 300 Business Statistics. The pre-requisite for this course is MATH 132 (College Algebra) or higher numbered MATH course. All business majors MUST complete MATH 132 (College Algebra) or higher numbered MATH course.**

## BUSINESS

### *Recommended Course Sequence for Business Administration Major*

#### 1<sup>st</sup> Year – Fall Semester

BACC 131	Principles of Accounting I*
BADM 135	Macroeconomics

#### 1<sup>st</sup> Year – Spring Semester

BACC 132	Principles of Accounting II*
BADM 136	Microeconomics

#### 2<sup>nd</sup> Year – Fall Semester

BACC 131	Principles of Accounting I*
BADM 135	Macroeconomics*

#### 2<sup>nd</sup> Year – Spring Semester

BACC 132	Principles of Accounting II*
BADM 136	Microeconomics*

**\*All of these listed courses should be completed by the end of a student's sophomore year as they are prerequisites for most other Business Administration courses.**

**While students may want to begin their business studies during their freshman year, a business administration program can be easily completed by starting these courses during the sophomore year.**

**NOTE: All business majors are required to complete BADM 300 Business Statistics. The pre-requisite for this course is MATH 132 (College Algebra) or higher numbered MATH course. All business majors MUST complete MATH 132 (College Algebra) or higher numbered MATH course.**

## CHEMISTRY

### *Recommended Course Sequence for Chemistry Major*

Three freshman-level chemistry courses are offered in the fall semester of the first year: CHEM 140, CHEM 131 and CHEM 132. CHEM 132 is the preferred entry course for chemistry majors. However, depending upon the student's skills and background, CHEM 132 or even CHEM 140 may be the appropriate first college chemistry course.

#### **Differences between CHEM 140, CHEM 131 and CHEM 132**

**CHEM 140 – Chemistry of Everyday Life** -- This general education course introduces the principles of chemistry as applied to everyday life. It is intended for students with no previous chemistry coursework who would like to learn how chemistry affects the world we live in. Requiring minimal work with mathematics, the course includes four-and-a-half hours of lecture and laboratory. This course provides 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 MATH 131 or MATH 132 before taking CHEM 140.

**CHEM 131 – Introduction to General Chemistry [usually taken concurrently with CHEM 110]** – This course is designed as an introductory chemistry course for students with little background in chemistry. It does not count in the chemistry major or minor, but prepares students to succeed in later chemistry courses. To enroll in this course, students should have completed two years of high school algebra and have a Math ACT  $\geq 20$  or have completed MATH 131..

**CHEM 132 - General Chemistry I [usually taken concurrently with CHEM 111]** -- 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. Prerequisite: ACT Math of  $\geq 23$ . If ACT Math  $< 23$ , students are required to take MATH 132 or MATH 136 (passing with at least a C grade). If student do not have at least 1 year of high school chemistry, students are strongly encouraged to take CHEM 131. Credit, 3 hours. Offered fall and spring semesters.

### Typical Chemistry Major Course Sequence

If ACT Math $\geq$ 23					
Chemistry major Option I			Chemistry major Option II		
Year	Fall semester	Spring semester	Year	Fall semester	Spring semester
#1	CHEM 132/111	CHEM 232/211	#1	CHEM 132/111	CHEM 232/211
#2	CHEM 331/321	CHEM 332/322 CHEM 336/328	#2	CHEM 331/321	CHEM 332/322 CHEM 336/328
#3	*CHEM 431/411	*CHEM 432/412	#3	-	** CHEM 345
#4	(or *CHEM 431/411)	(or *CHEM 432/412) CHEM 434	#4	-	(or ** CHEM 345) CHEM 434

**Note:**

\*CHEM 431/411 and \*CHEM 432/412 may be taken in Year #3 or #4  
 \*\*CHEM 345 may be taken in Year #3 or #4

**Math and Physics requirements:**

**Option I Major –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Spring of Year #2.
- ii. MATH 140 and MATH 240 should preferably be taken by Spring of Year #2.

**Option II & III –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Fall of Year #3.

**Option III Majors**

- i. MATH 140 should preferably be taken by Fall of Year #3.



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**Additional Notes:**

- i. Electives include Instrumental Analysis, Advanced Organic Chemistry, or Biochemistry. Students should plan their Electives with their advisor(s).
- ii. Often students participate in a summer program at research institutions.
- iii. (iii) Preprofessional students should plan to take MCAT, PCAT, OCAT, DAT, etc., in a timely manner.

**If ACT Math < 23**

If ACT Math < 23					
Chemistry major Option I			Chemistry major Option II		
Year	Fall semester	Spring semester	Year	Fall semester	Spring semester
#1	MATH 132 or MATH 136	CHEM 132/111	#1	MATH 132 or MATH 136	CHEM 132/111
#2	CHEM 232/211	CHEM 336/328	#2	CHEM 232/211	CHEM 336/328
#3	CHEM 331/321	CHEM 332/322	#3	CHEM 331/321	CHEM 332/322 ** CHEM 345
#4	CHEM 431/411	CHEM 432/412 CHEM 434	#4	-	(or ** CHEM 345) CHEM 434

**Note:**

\*\*CHEM 345 may be taken in Year #3 or #4

**Math and Physics requirements:**

**Option I Major –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Spring of Year #2.
- ii. MATH 140 and MATH 240 should preferably be taken by Spring of Year #2.

**Option II Major –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Fall of Year #3.
- ii. MATH 140 should preferably be taken by Fall of Year #3.

**Math and Physics requirements:**

**Option I Major –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Spring of Year #2.
- ii. MATH 140 and MATH 240 should preferably be taken by Spring of Year #2.

**Option II Major –**

- i. PHYS 241 and PHYS 242 should preferably be taken by Fall of Year #3.
- ii. MATH 140 should preferably be taken by Fall of Year #3.

**Additional Note:**

- i. Electives include Instrumental Analysis, Advanced Organic Chemistry, or Biochemistry. Students should plan their required Elective with their Major/Minor Advisor(s).
- ii. Often students participate in a summer program at research institutions.
- iii. Preprofessional students should plan to take MCAT, PCAT, OCAT, DAT, etc. in a timely manner.

**Additional Notes on Other Courses for Chemistry Majors**

- MATH 140–Calculus 1 and MATH 240–Calculus II: MATH 140 and 240 should preferably be taken by the end of the sophomore year to allow a wider choice of chemistry electives in upper-class years.
- The key factor to bear in mind is that **not all** of the upper level Chemistry courses are **offered every semester**. For example, **CHEM 345** – Survey of Physical Chemistry is only offered in Spring semester of even numbered years, i.e., Spring 2012, Spring 2014, and **CHEM 336/328** – Analytical Chemistry and Analytical Chemistry Lab is only offered in the Spring semesters while **CHEM 331/321** - Organic Chemistry I and Biochemistry are only offered in the Fall

semester each year. As a result, you will want to plan carefully to make certain that you fulfill the prerequisites in time to take certain courses in the semester in which they are offered.

Students interested in majoring in one of the sciences or in pursuing one of the pre-professional degrees should recognize that majors in the sciences are highly sequenced with strict course pre-requisites. Therefore, it is important that students begin their programs early in their college careers. The Chemistry Department strongly encourages incoming chemistry or biology, or in pre-medical students with necessary ACT Math scores and prerequisites to register for General Chemistry I (CHEM 132) in the fall semester of their first year. Delaying to take this course often leads to problems in sequencing the remaining required chemistry and/or biology courses.

## COMMUNICATION ARTS

### *Recommended Course Sequence for Communication Arts Major*

#### **1<sup>st</sup> Year – Fall Semester**

COMM 130    Interpersonal Communication  
And/or COMM 230    Introduction to Public Speaking

#### **1<sup>st</sup> Year – Spring Semester**

COMM 131    Introduction to Mass Media  
And/or COMM 230    Introduction to Public Speaking

#### **2<sup>nd</sup> Year – Fall Semester**

COMM 330    Interviewing  
COMM Elective

#### **2<sup>nd</sup> Year – Spring Semester**

COMM 332    Small Group Communication  
COMM Elective

## THEATRE ARTS

### *Recommended Course Sequence for Theatre Arts Major When Students Begin in an Odd-Numbered Academic Year*

#### **1<sup>st</sup> Year – Fall Semester**

THTR 130    Introduction to Theatre (OR in spring)  
THTR 131    Acting I  
THTR 410    Theatre Practicum (Taken any term)

#### **1<sup>st</sup> Year – Spring Semester**

THTR 130    Introduction to Theatre (OR in fall)  
THTR 235    Stagecraft  
THTR 232    Acting II  
THTR 410    Theatre Practicum (any semester)

#### **2<sup>nd</sup> Year – Fall Semester**

THTR 237    Makeup for the stage

THTR 135	Theatrical Design
THTR 410	Theatre Practicum (any semester)

**2<sup>nd</sup> Year – Spring Semester**

THTR 332	Light and Sound Design
THTR 410	Theatre Practicum (any semester)
THTR 431	Principles of Directing

**THEATRE ARTS**

***Recommended Course Sequence for Theatre Arts Major  
When Students Begin in an Even-Numbered Academic Year***

**1<sup>st</sup> Year – Fall Semester**

THTR 130	Introduction to Theatre (OR in spring)
THTR 135	Theatrical Design
THTR 237	Makeup for the Stage
THTR 410	Theatre Practicum (any semester)

**1<sup>st</sup> Year – Spring Semester**

THTR 130	Introduction to Theatre (OR in fall)
THTR 332	Light and Sound Design
THTR 410	Theatre Practicum (any semester)

**2<sup>nd</sup> Year – Fall Semester**

THTR 130	Introduction to Theatre (OR in spring)
THTR 131	Acting I
THTR 334	Stage Management
THTR 410	Theatre Practicum (any semester)

**2<sup>nd</sup> Year – Spring Semester**

THTR 130	Introduction to Theatre (OR in fall)
THTR 235	Stagecraft <b>OR</b> THTR 232 Acting II
THTR 431	Principles of Directing
THTR 410	Theatre Practicum (any semester)

## JOURNALISM AND PUBLIC RELATIONS

### *Recommended Course Sequence for the Journalism and Public Relations Major*

#### 1<sup>st</sup> Year – Fall Semester

JOUR 130 Introduction to Journalism and Public Relations (Offered every semester.)

Following this first semester, students should complete the following majors requirements during the freshman and sophomore years:

JOUR 230 Public Relations Writing  
(Offered every semester)  
JOUR 231 Print and Web Journalism  
(Offered every spring semester)  
JOUR 233 Graphic Design (Offered every fall semester)  
JOUR 339 Media Law (Offered every fall semester)

During these years, students should also complete one of the following:

COMM 334 Introduction to TV Journalism  
(Offered every spring semester)  
JOUR 336 Writing for the Mass Media  
(Offered every fall semester)  
JOUR 330 Editing and Layout for Print  
(Offered spring semester, odd years.)  
JOUR 332 Magazine and Feature Writing  
(Offered fall semester, even years.)  
JOUR 431 New Media and Online Content  
(Offered fall semester, even years.)

## CRIMINAL JUSTICE

### *Recommended Course Sequence for Major in Criminal Justice*

#### **1st Year**

CRJS 131	Introduction to Criminal Justice
CRJS 233	Corrections
SOCI 131	Introduction to Sociology

#### **2nd Year**

CRJS 234	Policing
CRJS 331	Deviance in Society
1 Elective	

#### **3rd Year**

CRJS 334	Society and Criminal Law
CRJS 338	Homeland Security
1 Elective	

#### **4<sup>th</sup> Year**

CRJS 431	Criminology
CRJS 434	Ethics in Criminal Justice
1 Elective	

## EDUCATION

### *Recommended Course Sequence for Elementary Education P-5*

<b>1<sup>st</sup> Year – Fall Semester</b>	<b>1<sup>st</sup> Year– Spring Semester</b>
BMIS 130 Application Software PSYC 131 Basic Psychology ENGL 131 English Composition I One or More General Education Courses in Science, Religion, or History Course in chosen emphasis area	EDUC 235 Basic Concepts ENGL 132 English Comp. II COMM 230 Public Speaking MATH 130 Concepts of Math I Course in chosen emphasis area
<b>2<sup>nd</sup> Year – Fall Semester</b>	<b>2<sup>nd</sup> Year – Spring Semester</b>
SPED 233 Children with Exceptionalities PSYC 232 Human Development Course in chosen emphasis area POLS 233 American National Government Additional General Education course	EDUC 237 Effective Teaching Practices MATH 230 Concepts of Math II Course in chosen emphasis area Additional General Education courses

**Note: Candidates choosing an emphasis in Special Education should take SPED 233 in the spring semester of the 1<sup>st</sup> year, SPED 234 fall of 2<sup>nd</sup> year, and SPED 236 spring of 2<sup>nd</sup> year.**



## EDUCATION

### *Recommended Course Sequence for Middle Grades 5-9*

<b>1<sup>st</sup> Year – Fall Semester</b>	<b>1<sup>st</sup> Year– Spring Semester</b>
BMIS 130 Application Software PSYC 131 Basic Psychology ENGL 131 English Composition I One or More General Education Courses in Science, Religion, or History Course in specialization areas	EDUC 235 Basic Concepts ENGL 132 English Comp. II COMM 230 Public Speaking MATH 131 College Mathematics (or any Math above 131) Course in specialization area
<b>2<sup>nd</sup> Year – Fall Semester</b>	<b>2<sup>nd</sup> Year – Spring Semester</b>
SPED 233 Children with Exceptionalities PSYC 232 Human Development POLS 233 American National Government (required for Social Studies) Course in specialization areas Additional General Education course	EDUC 237 Effective Teaching Practices Courses in specialization area Additional General Education courses

**Note: Candidates choosing a specialization in Special Education should take SPED 233 in the spring of the 1<sup>st</sup> year, SPED 234 in the fall of the 2<sup>nd</sup> year, and SPED 236 in the spring of the 2<sup>nd</sup> year.**

## EDUCATION

### *Recommended Course Sequence for Secondary Education (8-12/P-12)*

<b>1<sup>st</sup> Year – Fall Semester</b>	<b>1<sup>st</sup> Year– Spring Semester</b>
BMIS 130 Application Software PSYC 131 Basic Psychology ENGL 131 English Composition I One or More General Education Courses in Science, Religion, or History Course in specialization areas	EDUC 235 Basic Concepts ENGL 132 English Comp. II COMM 230 Public Speaking MATH 131 College Mathematics (or any Math above 131) Course in specialization area
<b>2<sup>nd</sup> Year – Fall Semester</b>	<b>2<sup>nd</sup> Year – Spring Semester</b>
SPED 233 Children with Exceptionalities PSYC 232 Human Development POLS 233 American National Government Course in Major AND/OR Additional General Education courses	EDUC 237 Effective Teaching Practices Courses in Major AND/OR Additional General Education courses

## ENGLISH

**Advising Note for All UC Students:** Because effective written communication is essential in higher education, students must enroll each semester in ENGL 131, then in ENGL 132, until credit is earned for these classes.

### *Recommended Course Sequences for English Major*

#### *LITERARY STUDIES TRACK*

##### **1<sup>st</sup> Year – Fall Semester**

ENGL 131 English Composition I

FREN/SPAN 131 Elementary French I  
or Elementary Spanish I

##### **1<sup>st</sup> Year – Spring Semester**

ENGL 132 English Composition II

FREN/SPAN 132 Elementary French II  
or Elementary Spanish II

##### **2<sup>nd</sup> Year – Fall Semester**

ENGL 230 Literary Criticism

ENGL 331, 332, 333, 334, or 335

##### **2<sup>nd</sup> Year – Spring Semester**

ENGL 331, 332, 333, 334, or 335

ENGL 439: Descriptive Linguistics

## ENGLISH

**Advising Note for All UC Students:** Because effective written communication is essential in higher education, students must enroll each semester in ENGL 131, then in ENGL 132, until credit is earned for these classes.

### *Recommended Course Sequences for English Major*

#### *TEACHER EDUCATION TRACK*

##### **1<sup>st</sup> Year – Fall Semester**

ENGL 131 English Composition I

FREN/SPAN 131 Elementary French I  
or Elementary Spanish I

##### **1<sup>st</sup> Year – Spring Semester**

ENGL 132 English Composition II

FREN/SPAN 132 Elementary French II  
or Elementary Spanish II

##### **2<sup>nd</sup> Year – Fall Semester**

ENGL 230 Literary Criticism

ENGL 331, 332, 333, 334, or 335

##### **2<sup>nd</sup> Year – Spring Semester**

COMM 230: Introduction to Public Speaking

ENGL 331, 332, 333, 334, or 335

## ENGLISH

**Advising Note for All UC Students:** Because effective written communication is essential in higher education, students must enroll each semester in ENGL 131, then in ENGL 132, until credit is earned for these classes.

### *Recommended Course Sequences for English Major*

#### *CREATIVE WRITING TRACK*

##### **1<sup>st</sup> Year – Fall Semester**

ENGL 131 English Composition I

FREN/SPAN 131 Elementary French I  
or Elementary Spanish I

##### **1<sup>st</sup> Year – Spring Semester**

ENGL 132 English Composition II

FREN/SPAN 132 Elementary French II  
or Elementary Spanish II

##### **2<sup>nd</sup> Year – Fall Semester**

ENGL 239 Introduction to Creative Writing

ENGL 331, 332, 333, 334, or 335\*

##### **2<sup>nd</sup> Year – Spring Semester**

ENGL 339 Creative Writing (Poetry or Fiction)\*\*

ENGL 331, 332, 333, 334, or 335\*

\*Four of these literature surveys are required in the Creative Writing Track.

\*\*Both the poetry and fiction version of ENGL 339 are required in the Creative Writing Track

## HEALTH, EXERCISE AND SPORT SCIENCE

### *Recommended Course Sequence for Major in Public Health (Non-Teaching)*

#### **1<sup>st</sup> Year – Fall and Spring Semester**

HLTH 130 (Fall or Spring)

HESS 233 (Spring)

HESS 234 (Fall or Spring)

#### **2<sup>nd</sup> Year – Fall and Spring Semester**

HESS 233 or Health Elective (200- or 300-Level Course)

HESS 333 (Fall or Spring)

### *Recommended Course Sequence for Major in Health and Physical Education (Teaching)*

#### **1<sup>st</sup> Year – Fall and Spring Semester**

ESS 131 (Fall or Spring)

HESS 234 (Fall or Spring)

HLTH 130 (Fall or Spring)

HESS 221 (Spring)

HESS 233(Spring)

#### **2<sup>nd</sup> Year – Fall and Spring Semester**

HESS 221 (Fall)

HESS 233(Fall)

ESS 013 (Fall or Spring)

ESS 332 (Spring)

HLTH 338 (Spring)

HESS 333 (Spring)

## HEALTH, EXERCISE AND SPORT SCIENCE

### *Recommended Course Sequence for Major in Exercise and Sport Science (Non-Teaching)*

#### **1<sup>st</sup> Year – Fall or Spring Semester**

HESS 234 (Fall or Spring)

ESS 131 (Fall or Spring)

HESS 233 (Spring)

#### **2<sup>nd</sup> Year – Fall or Spring Semester**

HESS 233 (Fall or Spring)

ESS 232 (Spring)

HESS 333 (Spring)

ESS 337 (Spring)

ESS Elective (ESS 231, ESS 235, etc.)

## HEALTH, EXERCISE AND SPORT SCIENCE

### *Recommended Course Sequence For Major in Fitness and Sport Management*

#### **1<sup>st</sup> Year – Fall or Spring Semester**

BMIS 130 (Fall or Spring)

BADM 136 (Fall or Spring)

ESS 131 (Fall or Spring)

ESS 235 (Spring, ESS 131 pre-requisite)

ESS 221 (Spring)

HESS 233 (Spring)

#### **2<sup>nd</sup> Year – Fall or Spring Semester**

ESS 221 (Fall or Spring)

ESS 231 (Spring only)

BACC 131 (Fall or Spring)

HESS 233 (Fall or Spring)

HESS 333 (Spring)

ESS 337 (Spring)

**NOTE: This is only a suggested course sequence. Students will need to seek the advice of their advisors in order to determine if they are academically ready to advance to 300-level courses during their sophomore year.**



## HISTORY AND POLITICAL SCIENCE

### *Recommended Course Sequence for Major in History*

#### **1<sup>st</sup> Year – Fall Semester**

HIST 137      World Civilization to 1648

#### **1<sup>st</sup> Year – Spring Semester**

HIST 138      World Civilization since 1648

#### **2<sup>nd</sup> Year – Fall Semester**

HIST 224      Research Mechanics

HIST 231      American History to 1877

#### **2<sup>nd</sup> Year – Spring Semester**

HIST 232      American History since 1877

HIST 225      Research Composition

### *Recommended Course Sequence for Major in Political Science*

#### **1<sup>st</sup> Year – Fall Semester**

POLS 131\*      Introduction to Political Science

#### **1<sup>st</sup> Year – Spring Semester**

POLS 233\*      American National Government

#### **2<sup>nd</sup> Year – Fall Semester**

HIST 224      Research Mechanics

#### **2<sup>nd</sup> Year – Spring Semester**

HIST 225      Research Composition

POLS 235      Introduction to International Relations

\* POLS 131 and 233 can be interchanged if needed.

## HISTORY AND POLITICAL SCIENCE

### *Recommended Course Sequence for Major in Social Studies*

#### **1<sup>st</sup> Year – Fall Semester**

HIST 137      World Civilization to 1648  
POLS 131      Introduction to Political Science

#### **1<sup>st</sup> Year – Spring Semester**

HIST 138      World Civilization Since 1648  
POLS 233      American National Government

#### **2<sup>nd</sup> Year – Fall Semester**

HIST 224      Research Mechanics  
HIST 231      American History to 1877

#### **2<sup>nd</sup> Year – Spring Semester**

HIST 225      Research Composition  
HIST 232      American History since 1877

## HISTORY AND POLITICAL SCIENCE

### *Recommended Course Sequence for Major in History and Political Science*

#### **1<sup>st</sup> Year – Fall Semester**

HIST 137      World Civilization to 1648  
POLS 131      Introduction to Political Science

#### **1<sup>st</sup> Year – Spring Semester**

HIST 138      World Civilization Since 1648  
POLS 233      American National Government

#### **2<sup>nd</sup> Year – Fall Semester**

HIST 224      Research Mechanics  
HIST 231      American History to 1877

#### **2<sup>nd</sup> Year – Spring Semester**

HIST 225      Research Composition  
HIST 232      American History since 1877

## HUMAN SERVICES

### *Recommended Course Sequence for Major in Human Services*

#### **1<sup>st</sup> Year**

HSRV 131 Survey of Human Services

HSRV 234 Basic Counseling Skills

#### **2<sup>nd</sup> Year**

HSRV 338 Case Management

HSRV 237 Human Behavior in the Social Environment

Or

PSYC 232 Human Development

(if completing Counseling Concentration )

HSRV 336 Human Services Administration

#### **3<sup>rd</sup> Year**

HSRV 436 Human Diversity and Ethics

HSRV 332 Groups Dynamics

HSRV 335 Social Research

#### **4<sup>th</sup> Year**

HSRV 331 Practice with Individuals and Families

HSRV 461 Internship and Seminar (6 hours)

## INFORMATION SYSTEMS SCIENCE

### *Recommended Course Sequence for Information Systems Science*

Students are encouraged to use the following table as a guide to selecting their courses for the Information Systems Science degree. Please refer to the official course catalog for course descriptions and prerequisite information.

#### **1<sup>st</sup> Year – Fall Semester**

ITSS 130 – Application Software (counts in major and in General Education)

ITSS 131 – Intro to Object Oriented Programming

#### **1<sup>st</sup> Year – Spring Semester**

ITSC 230 – Information Security and Assurance

ITSI 231 – Hardware

BADM 136 – Microeconomics (counts in General Education and in Management concentration of major)

#### **2<sup>nd</sup> Year – Fall Semester**

ITSS 230 – Fundamentals of Databases

ITSS 232 – Web Design and Development

#### **2<sup>nd</sup> Year – Spring Semester**

ITSI 331 – Networking

Elective in Concentration

## MATHEMATICS & PHYSICS

### *Recommended Course Sequence for Major in Math*

#### 1<sup>st</sup> Year – Fall Semester

Math 140          Calculus I

#### 1<sup>st</sup> Year – Spring Semester

Math 240          Calculus II

#### 2<sup>nd</sup> Year – Fall Semester

Math 241          Calculus III

#### 2<sup>nd</sup> Year – Spring Semester

Math 430          Differential Equations

Explanatory Notes: Students taking Precalculus during their first semester, should take Calculus I the following Spring Semester. Students who start with College Algebra during their first semester should take Precalculus the following spring and then Calculus I the following fall.

Students pursuing a Math/Secondary Education degree may take Math 335, Introduction to Probability and Statistics, during their second year.

Students should also take Physics I and Physics II during their first two years. Strong students should take Physics I during their first Spring Semester and then take Physics II the following Fall Semester. Other students should take Physics I and Physics II during their second year.

### *Recommended Course Sequence for Physics Major*

#### 1<sup>st</sup> Year – Fall Semester

MATH 140    Calculus I

#### 1<sup>st</sup> Year – Spring Semester

PHYS 241    Physics I  
MATH 240    Calculus II

#### 2<sup>nd</sup> Year – Fall Semester

PHYS 242    Physics II  
MATH 241    Calculus III

#### 2<sup>nd</sup> Year – Spring Semester

PHYS 330    Classical Physics  
MATH 430    Differential Equations

## MATHEMATICS & PHYSICS

### *Recommended Course Sequence for Applied Physics Major*

#### **1<sup>st</sup> Year – Fall Semester**

MATH 140 Calculus I

#### **1<sup>st</sup> Year – Spring Semester**

PHYS 241 Physics I  
MATH 240 Calculus II

#### **2<sup>nd</sup> Year – Fall Semester**

PHYS 242 Physics II  
MATH 241 Calculus III  
CHEM 111 General Chemistry Lab I  
CHEM 132 General Chemistry I

#### **2<sup>nd</sup> Year – Spring Semester**

PHYS 330 Classical Physics  
MATH 430 Differential Equations  
CHEM 211 General Chemistry Lab II  
CHEM 232 General Chemistry II

The applied physics major (3-2 engineering) requires a rigorous schedule to complete in five years (3 at UC and 2 at an engineering school). Students are advised to seek advising assistance from the physics (pre-engineering) faculty as early as possible during the freshman year.

In addition, general education courses should be selected based upon both UC's curriculum and the requirements of the intended engineering school. For the University of Kentucky, see the recommendations listed below.

### *Recommended Courses for Pre-Engineering*

The pre-engineering curriculum is dependent upon the student's choices of field of study and engineering school. The pre-engineering student's objective is to complete a maximum number of transferable courses in 2-3 years at UC.

A well-prepared student should follow the recommended course sequence for the applied physics major. If a student lacks a sufficient math background, MATH 136 Precalculus should be taken during the fall semester of the 1<sup>st</sup> year, MATH 140 Calculus I during the spring semester of the 1<sup>st</sup> year, and postpone PHYS 241 Physics I until the 2<sup>nd</sup> year.

General education courses should be selected based upon the requirements of the intended engineering school. For the University of Kentucky, see the recommendations listed below.

## MATHEMATICS & PHYSICS

### *Recommended Courses for Pre-Engineering (continued)*

#### **Transferring to the University of Kentucky**

The overlap between UC's and UK's general education requirements is limited; therefore, students should take the following:

#### **I – Christian Faith**

- MSMN 135 Exploring the Old Testament
- MSMN 136 Exploring the New Testament

#### **II – Writing Competence**

- ENGL 131 English Composition I (UK CORE V)
- ENGL 132 English Composition II (UK CORE VI)

#### **III – Mathematical and Scientific Reasoning**

##### **A. Mathematics**

- MATH 140 Calculus I (UK CORE VII)

##### **B. Science**

- PHYS 241 Physics I (UK CORE IV)

#### **IV – Historical and Cultural Understanding**

##### **A. History**

- HIST 138 World Civilization since 1648 (UK CORE X)

##### **B. Culture**

- POLS 233 American National Government (UK Core IX)

#### **V – Aesthetic Appreciation**

- MUSC 130 Music Appreciation (UK CORE II)
- THTR 130 Introduction to Theatre (UK CORE I)

#### **VI – Social & Professional Awareness**

- COMM 230 Introduction to Public Speaking (UK CORE VI)
- SOCI 131 Introduction to Sociology (UK CORE III)



## MISSIONS AND MINISTRY

### *Recommended Course Sequence for Major in Missions and Ministry*

#### **1<sup>st</sup> Year – Fall Semester**

MSMN 135 Exploring the Old Testament *or*

MSMN 136 Exploring the New Testament

Options: BLGR/BLHB 231 Elementary Greek I or Elementary Hebrew I

#### **1<sup>st</sup> Year – Spring Semester**

MSMN 135 Exploring the Old Testament *or*

MSMN 136 Exploring the New Testament

MSMN 235 Developing Our Spiritual Life

Options: MSMN 133 Introducing Church History

Continued language courses

#### **2<sup>nd</sup> Year – Fall Semester**

MSMN 234 Interpreting the Bible

Options: MSMN 239 Exploring World Religions

A pastoral ministry course

MSMN 231 Communicating Bible Truths

MSMN 333 Planning and Leading Worship

MSMN 334 Caring for Others

MSMN 335 Developing Christian Leaders

MSMN 432 Sharing the Gospel

Begin or continue Biblical language courses

Church Planting major: MSMN 137 Introducing Church  
Planting

#### **2<sup>nd</sup> Year – Spring Semester**

MSMN 236 Introducing Christian Theology

Options for Missions major:

MSMN 238 Introducing Christian Missions

MSMN 338 Developing Mission Strategies

Options for Youth and Family Ministry major:

MSMN 337 Ministering to Individuals and Families

## MUSIC

### *Recommended Course Sequence for BA in Music*

<p><b><u>1<sup>st</sup> Year – Fall Semester</u></b>  INST 101 Insights  ENGL 131 English Comp I  MUSC 131 Music Theory I  MUAM 001 Departmental  MUAM 011-123 Applied Music *  MUPR 110, 114 Major Ensemble  MSMN 133, 135, 136, 233, or 239</p> <hr style="width: 50%; margin-left: 0;"/> <p><b><u>Voice Majors</u></b>  MUPR 121 Class Voice/Diction  PASS 100 Academic Success</p>	<p><b><u>1<sup>st</sup> Year – Spring Semester</u></b>  ENGL 132 English Comp II  +MUSC 132 Music Theory II  MUAM 121-123 Applied Music  MUAM 001 Departmental  MUPR 110, 115 Major Ensemble  MUPR 100 Class Piano  MATH 131 College Math or any math higher than 131 <u>except</u> 332  _____ Minor or Restrictive Elec. Convocation</p>
<p><b><u>2<sup>nd</sup> Year – Fall Semester</u></b>  LEAD 110 Leadership  HIST 138 or 231  MUAM 001 Departmental  +MUPR 117 Class Piano I  MUPR 110, 114 Major Ensemble  +MUSC 231 Music Theory III  MUAM 221-223 Applied Music  Foreign Language Class –  _____ Minor or Restricted Elec. Convocation</p>	<p><b><u>2<sup>nd</sup> Year – Spring Semester</u></b>  +MUSC 232 Music Theory IV  MUAM 001 Departmental  MUAM 221-223 Applied Music  MUPR 110, 115 Major Ensemble  Foreign Language Class  MUSC 401 World Music  +MUPR 118 Class Piano II  _____ Minor or Restricted Elective Convocation</p>

+ *These courses have prerequisites.*

\**Applied music numbers will be determined by a music committee after each semester. Also applied music numbers for instrumentalists will vary slightly.*

## MUSIC

### *Recommended Course Sequence for BM in Church Music*

<p><b><u>1<sup>ST</sup> Year – Fall Semester</u></b>  INST 101 Insights  ENGL 131 English Comp I  MUAM 001 Departmental  MUAM 011-123 Applied Music*  MUPR 110, 114 Major Ensemble  MUSC 131 Music Theory I  MSMN 133, 135, 136, 233, or 239</p> <hr style="width: 20%; margin-left: 0;"/> <p><b><u>Voice Majors</u></b>  MUPR 121 Class Voice/ Diction  PASS 100 Academic Success</p>	<p><b><u>1<sup>st</sup> Year – Spring Semester</u></b>  +ENGL 132 English Comp II  MATH 131 College Math or any math higher than 131 <u>except</u> 332  MUAM 001 Departmental  MUPR 100 Class Piano  MUAM 121-123 Applied Music  MUPR 110, 115 Major Ensemble  +MUSC 132 Music Theory II  _____ Minor or Restrictive Elec.  Convocation</p>
<p><b><u>2<sup>nd</sup> Year – Fall Semester</u></b>  HIST 138 or 231  MUAM 001 Departmental  +MUPR 117 Class Piano I  MUPR 110, 114 Major Ensemble  +MUSC 231 Music Theory III  MUAM 221-223 Applied Music  ** _____ Church Music Class  _____ Minor or Restricted Elec.  Convocation</p> <p><b><u>Instrumental Majors</u></b>  MUPR 121 Class Voice &amp; Diction</p>	<p><b><u>2<sup>nd</sup> Year – Spring Semester</u></b>  LEAD 110 Leadership  1 class from Gen Ed Sect. IVB  MUAM 001 Departmental  +MUPR 118 Class Piano II  +MUSC 232 Music Theory IV  MUAM 221-223 Applied Music  ** _____ Church Music Class  MUPR 110, 115 Major Ensemble  MUSC 401 World Music  Convocation</p>

+ *These courses have prerequisites.*

\**Applied music numbers will be determined by a music committee after each semester. Also applied music numbers for instrumentalists will vary slightly.*

\*\* *MUCM 323 Church Music Ed, MUCM 324 Church Music Administration, MUCM 425 Hymnology, MUCM 426 History & Philosophy of Church Music*

## MUSIC

### *Recommended Course Sequence for Music P-12*

#### *Option I - Instrumental*

<p><b><u>1<sup>st</sup> Year - Fall Semester</u></b></p> <p>INST 101 Insights\            ENGL 131 English Comp I            MUAM 001 Departmental            MUSC 131 Music Theory I            MUAM 023 Applied Music*            MUPR 114 Marching Band            MSMN 133, 135, 136, 233, or 239            PASS 100 Academic Success</p>	<p><b><u>1<sup>st</sup> Year - Spring Semester</u></b></p> <p>+ENGL 132 English Comp II            +MUSC 132 Music Theory II            MUAM 001 Departmental            MUAM 123 Applied Music            MUPR 115 Concert Band            MATH 131 College Math or any            math higher than 131 <u>except</u> 332            MUPR 100 Class Piano            EDUC 235 Basic Concepts**            Convocation</p>
<p><b><u>2<sup>nd</sup> Year – Fall Semester</u></b></p> <p>LEAD 110 Leadership            COMM 230 Intro to Public                      Speaking            BMIS 130 Intro to App. Software            Or MUED 130 App. Software/Music            SPED 233 Exceptionalities            MUAM 001 Departmental            +MUSC 231 Music Theory III            MUAM 223 Applied Music            MUPR 114 Marching Band            +MUPR 117 Class Piano I            MUPR ____ Instrumental Tech            Convocation</p>	<p><b><u>2<sup>nd</sup> Year – Spring Semester</u></b></p> <p>MUAM 001 Departmental            +MUSC 232 Music Theory IV            MUAM 223 Applied Music            MUPR 115 Concert Band            MUPR ____ Instrumental Tech            +MUED 324 Teaching Music/Elem            MUSC 401 World Music            +MUPR 118 Class Piano II            PSYC 131 Basic Psychology            Convocation</p>

+ *These courses have prerequisites.*

\**Applied music numbers will be determined by a music committee after each semester. Also applied music numbers for instrumentalists will vary slightly.*

\*\* *Enroll prior to Teacher Ed Admission*

## MUSIC

### *Recommended Course Sequence for Music P-12 Option II - Vocal*

<p><b><u>1<sup>st</sup> Year - Fall Semester</u></b>  INST 101 Insights  ENGL 131 English Comp I  MUAM 001 Departmental  MUSC 131 Music Theory I  MUAM 011 Applied Music  MUPR 110 Chorale  MSMN 133, 135, 136, 233, or 239  MUPR 121 Class Voice and Diction  PASS 100 Academic Success</p>	<p><b><u>1<sup>st</sup> Year - Spring Semester</u></b>  +ENGL 132 English Comp II  +MUSC 132 Music Theory II  MUAM 001 Departmental  MUAM 121 Applied Music  MUPR 110 Chorale  MUPR 100 Class Piano  MATH 131 College Math or any  math higher than 131 <u>except</u> 332  EDUC 235 Basic Concepts**  Convocation</p>
<p><b><u>2<sup>nd</sup> Year – Fall Semester</u></b>  LEAD 110 Leadership  BMIS 130 Intro Appl. Software  OR MUED 130 Appl. Software  SPED 233 Exceptionalities  MUAM 001 Departmental  +MUSC 231 Music Theory II  MUAM 221 Applied Music  MUPR 110 Chorale  +MUPR 117 Class Piano  Convocation</p>	<p><b><u>2<sup>nd</sup> Year – Spring Semester</u></b>  COMM 230 Intro to Public  Speaking  PSYC 131 Basic Psychology  MUAM 001 Departmental  +MUSC 232 Music Theory IV  MUAM 221 Applied Music  MUPR 110 Chorale  +MUED 324 Teaching Music/Elem  MUSC 401 World Music  +MUPR 118 Class Piano II  Convocation</p>

+ *These courses may have prerequisites.*

*\*Applied music numbers will be determined by a music committee after each semester. Also applied music numbers for instrumentalists will vary slightly.*

*\*\*Enroll prior to Teacher Ed Admission.*

## MUSIC

### *Recommended Course Sequence for Music P-12 Option III – Vocal & Instrumental*

<p><b><u>1<sup>st</sup> Year – Fall Semester</u></b>  INST 101 Insights  ENGL 131 English Comp I  MUSC 131 Music Theory  MUAM 001 Departmental  MUAM 011-023 Applied Music*  MUPR 110, 114 Major Ensemble  MSMN 133, 135, 136, 233, or 239  MUPR 121 Class Voice/Diction  PASS 100 Academic Success</p>	<p><b><u>1<sup>st</sup> Year – Spring Semester</u></b>  +ENGL 132 English Comp II  +MUSC 132 Music Theory II  MUAM 121-123 Applied Music  MUAM 001 Departmental  MUPR 110, 115 Major Ensemble  MATH 131 College Math or any  math higher than 131 except 332  MUPR 110, 115 non-major ensemble  MUPR 100 Class Piano  EDUC 235 Basic Concepts**  Convocation  <b><u>Instrumental Majors</u></b>  MUAM 011 Applied Voice</p>
<p><b><u>2<sup>nd</sup> Year – Fall Semester</u></b>  LEAD 110 Leadership  BMIS 130 Intro Appl. Software  OR MUED 130 Apl. Software/Music  SPED 233 Exceptionalities  MUAM 001 Departmental  +MUPR 117 Class Piano I  +MUSC 231 Music Theory III  MUAM 221-223 Applied Music  MUPR 110, 114 Major Ensemble  MUPR ____ Instrumental Tech  Convocation  <b><u>Instrumental Majors</u></b>  MUAM 111 Applied Voice</p>	<p><b><u>2<sup>nd</sup> Year – Spring Semester</u></b>  COMM 230 Intro to Public  Speaking  PSYC 131 Basic Psychology  MUAM 001 Departmental  +MUSC 232 Music Theory IV  MUAM 221-223 Applied Music  MUPR 110, 115 Major Ensemble  +MUED 324 Teaching Music/ Elem  MUSC 401 World Music  +MUPR 118 Class Piano II  Convocation</p>

+ *These courses may have prerequisites.*

\* *Applied music numbers will be determined by a music committee after each semester. Also applied music numbers for instrumentalists will vary slightly.*

\*\**Enroll prior to Teacher Ed Admission.*

## PSYCHOLOGY

### *Recommended Course Sequence for Major in Psychology*

#### 1<sup>st</sup> Year – Fall Semester

PSYC 131 Basic Psychology

#### 1<sup>st</sup> Year – Spring Semester

PSYC 111 Careers in Psychology

May possibly add *one* 200 level elective (PSYC 232, 237, 238)

#### 2<sup>nd</sup> Year – Fall Semester

PSYC 234 Research Design and Statistics I

One required 300-level course from Group A or Group B (PSYC 331, 333, 334, 338)

Students with a GPA above 3.0 may consider adding a third course (elective or required)

#### 2<sup>nd</sup> Year – Spring Semester

PSYC 244 Research Design and Statistics II

One required course from either Group A or Group B

Students with a GPA above 3.0 may consider adding a third course (elective or required)

**NOTE: Students normally should not take 400-level courses in their first four semesters even if they meet the prerequisites for the course.**

## WORLD LANGUAGES -- SPANISH

### *Recommended Course Sequences for Spanish Major*

#### **1<sup>st</sup> Year – Fall Semester**

SPAN 131 Elementary Spanish I

#### **1<sup>st</sup> Year – Spring Semester**

SPAN 132 Elementary Spanish II

#### **2<sup>nd</sup> Year – Fall Semester**

SPAN 231 Intermediate Spanish I

#### **2<sup>nd</sup> Year – Spring Semester**

SPAN 232 Intermediate Spanish II\*\*\*

SPAN 331 Spanish Composition and Conversation\*\*\*

\*\*\*NOTE: SPAN 232 and SPAN 331 are prerequisites for all other upper-level courses.



## SUMMARY OF CURRICULAR CHANGES 2015-2016

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Below is a summary of changes made during 2015-2016. In accordance with the *Policies and Procedures Addendum for Faculty*, before final implementation, these changes were approved when appropriate by individual departments, by the General Education Committee, by the Education Policy & Admission Committee, by the Graduate Committee of the Education Department, by the university-wide Catalog and Curriculum Committee, as well as reviewed by the full faculty.

**Business** -- Approved the addition of a fifteen hour Strategic Management Concentration. This includes the addition of five new courses, BUOL 624 (Competitive Strategy), BUOL 625 (Mergers and Acquisitions), BUOL 626 (Management Consulting), BUOL 645 (Strategic Leadership) and BUOL 692 (Special Projects in Strategic Management). (5/2/2016) Approved addition of a Project Management concentration for the Master's in Business Administration, this concentration to be available only to those students completing the degree through the executive format program. (9/10/2015) Approved deployment of the M.B.A. program in an executive format, this version to be based at the University's Northern Kentucky Campus. (8/19/2015)

**Information Technology Science** – Approved revamping of the original Computer Information Systems and current Business Management and Information Systems Bachelors program to new AS, AA, BS and BA programs called Information Technology Science. Included are additions of multiple new courses and revision of current courses under different course codes. (5/2/2016)

**Christian Studies** – Approved addition of an Evangelism Concentration to the Master of Arts program, including the addition of three new classes, MMOL 640 (The Minister's Spiritual Life), MMOL 642 (Evangelistic Preaching) and MMOL 644 (Developing an Evangelistic Church). (5/2/2016)

**Education** – Approved the policies/procedures by School of Education for accepting Credit by Experience using a portfolio based evaluation and awarding process. (3/4/2016) Approved consolidation of student teaching courses under a single course code. (11/5/2015)

**Educational Leadership / Leadership** – Approved revisions in the EdD and PhD programs in Leadership and Educational Leadership to

amend the course title/description of ELCC/OL/LEAC 834 to Historical Development of Leadership Theories. (3/8/2016). Also approved addition of an 18-hour specialty option in Health Science for the Leadership and Educational Leadership programs using existing coursework in the master's program in Health and Human Performance. (3/8/2016) Approved using up to 30 hours courses required for various EdS programs to fulfill partial course requirements for the EdD in Educational Leadership and PhD in Leadership relating to the field of education. (11/5/2015) Approved formation of a new Department of Leadership Studies to house the PhD in Leadership degree while placing the EdD degree under the School of Education. New prefixes for the Leadership core will be LEAS (cross-referenced to ELSOL), LEAC (cross-referenced to ELCOL) and LEAR (cross-referenced to ELROL). (8/19/2015) Also approved addition of a specialization in Information Systems using existing graduate course work to be included as an option in the Leadership/Educational Leadership programs. (8/19/2015)

**English** -- Approved addition of an English minor in Religious Writing, including two new courses, ENGL 240 (Writing for the Christian Market) and ENGL 342 (Religion and Literature). (3/4/2016) Approved addition of a Creative Writing minor using coursework previously approved for the Creative Writing major. (11/5/2015)

**Health, Exercise, and Sport Science** – Approved three minor course: deployment online as HEOL 438 to serve the online elementary education program, course title and description modifications of HHP 536 and HHP 630 to better reflect the content and structure of the courses. These courses in the Master of Health and Human Performance program have not yet been taught. (3/11/2016) Approved deployment of an online version of HLTH 338 (Relationships in Human Behaviors). (11/5/2015)

**Human Services** – Approved revised structure of the Human Services curriculum, amending course titles and descriptions, redistributing program requirements, and adding new courses for a concentration in counseling. (3/6/2016) These changes included moving SOCI 131 Intro to Sociology from core courses into Human Services Concentration; renaming HSRV 234 Basic Counseling Skills; renaming HSRV 331 Families to Individual and Family Assessment; renaming HSRV 332 to Group Dynamics; moving HSRV 433 Policy to Human Services Concentration; adding HSRV 336 Human Services

Administration to the core; renumbering Human Behavior HSRV 237; combining Human Behavior I and II into one course; adding PSYC 232 Human Development as an option in place of HSRV 237 in the Counseling Concentration; combining HSRV 337 Race and Diversity and HSRV 435 Ethics to make HSRV 436 Human Diversity and Ethics; moving HSRV 432 Addictions and Recovery and HSRV 438 Applied Interventions from the core to the Human Services concentration; reducing the number of required core hours from 36 to 33; developing three new concentrations to replace previous concentrations.

**Life-Long Learning** – Approved addition of the following online versions of courses to facilitate students pursuing the online Elementary Education P-5 Bachelor’s Degree: COMOL 230 Public Speaking, EDOL 235 Basic Concepts Concerning Education, MAOL 130 Basic Concepts of Math for the Elementary and Middle School Teacher I, MAOL 136 Pre-Calculus (offered at Barbourville High School as dual credit), MAOL 230 Basic Concepts of Math for the Elementary and Middle School Teacher II. (11/5/2015)

**Professional Counseling** – Approved deletion of a course from the curriculum, COUN 532 (Introduction to Addiction Counseling) and updating the COUN 530 (Intro. to Mental Health Counseling) course description and title to include addiction counseling. Also amended description of COUN 539 (Counseling Theories and Techniques I) and COUN 630 (Counseling Theories and Techniques II) to more closely align them with CACREP standards. (2/2/2016) Also approved addition of three new courses, COUN 538 (Introduction to Play Therapy), COUN 710 (Mindfulness-Based Cognitive Behavioral Interventions in Mental Health Counseling) and COUN 715 (Introduction to Online Counseling and Supervision). (3/4/2016)

**Student Services / Academic Affairs** – Approved renaming and modifying the current convocation program and requirements as UC ENGAGE (UCEN 101). In the revised program, each semester students with less than 96 hours earned would be required to attend one major event and five self-selected UC ENGAGE sessions/seminars from a published list of options. (3/8/2016)

**World Languages** – Approved minor changes to the French and Spanish curricular arrangement along with the addition of four new courses, SPAN/FREN 491 (Cultural Immersion in Spanish /French) and SPAN/FREN 492 (Independent Research Spanish/French). (5/2/2016)

## *Absence Reporting and Early Intervention*

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### CLASS ATTENDANCE

Since class attendance is a basic foundation for active learning and academic success, University of the Cumberland has the following attendance policy: **any student exceeding 20% of the time prescribed for any class, laboratory or studio will be automatically dropped from that class with the grade of “aF.” This grade is placed on the official transcript of the student and is treated as a failing grade.** In general, 20% equates to nine absences in a three-credit MWF class or six absences in a three-credit TH or hybrid MW class. An aF is normally issued on the tenth absence in such MWF classes and on the seventh absence on TH classes. Instructors may count three times tardy or leaving early to be equal to one class absence.

**There are no excused absences**, regardless of the reason for the class having been missed. However, faculty members are obligated to make reasonable provision to allow students to make up work if the absence is due to a university-sponsored function or medical or family emergency and is appropriately documented. Allowance for students to make up work for other reasons is at an instructor’s discretion. The student is responsible for contacting the faculty member in order to make up class assignments. **Class attendance policies are included in course syllabi.**

### REPORTING STUDENT ABSENCES

All student absences are reported online using the course management menus on the Self-Service module of the MyUC Portal. For instructions on accessing this utility and submitting absences online, visit the video tutorials page of the Information Technology website:

**<http://www.ucumberlands.edu/it/videos>.**

In order to facilitate early intervention with struggling students, faculty should report student absences regularly. **Faculty MUST report**

**absences when a student has accumulated half of the number of allowable absences in a class and again when the student has reached the maximum.** On both of these occasions, the Academic Affairs Office will notify a student and the student's advisor. Once a student exceeds the number of allowable absences, this should be reported to the Academic Affairs Office via MyUC, so that an *aF* can be posted and the student notified. Normally absence warnings and *aF* notifications are emailed to students within 24-48 hours of absences being submitted. Faculty can verify that all the appropriate absences have been submitted using the MyUC portal.

Faculty are encouraged to submit absences regularly, at least on a weekly basis, so that students have timely information on their attendance status in their classes. During the first week of the term, faculty should update their course rosters daily using MyUC to aid in taking accurate attendance. In addition, during this initial week, faculty **must** submit absences daily to assist the Registrar in determining which students are actively enrolled.

## **EARLY INTERVENTION**

Concerns about student performance can be shared with the Academic Affairs Office through the comments section of the absence report submitted through the Self-Service module of MyUC Portal. (See information in the preceding section.). Information may also be submitted to Dr. Tom Fish, Dean of Retention (**tom.fish@ucumberlands.edu** or #4216) or to Mr. Nate Clouse (**nate.clouse@ucumberlands.edu** or #3561).