# Table of Contents

## Introduction

Introduction .............................................................................................................................. 1

## Class Enrollment Information

Advising Students Using the MyUC Portal ................................................................. 3
Registration Dates .............................................................................................................. 3
Other Key Deadlines and Dates .................................................................................. 4
Advising Checkpoints ................................................................................................. 6
Application for Graduation ......................................................................................... 7

## General Education

General Education Curriculum ....................................................................................... 8
General Education Curriculum for Teacher Education
Candidates .................................................................................................................. 11
Advising Undergraduate Education Candidates ...................................................... 11
General Education Advising Reminders ...................................................................... 14

## Recommended Course Sequences for Major Programs

Art ................................................................................................................................. 16
Biology .......................................................................................................................... 17
Business – Accounting .............................................................................................. 18
Business – Business Administration ........................................................................ 19
Chemistry .................................................................................................................... 20
Communication Arts .................................................................................................. 25
Theatre Arts ................................................................................................................ 25
Journalism and Public Relations ............................................................................... 27
Criminal Justice .......................................................................................................... 28
Education – Elementary Education ........................................................................... 29
Education – Middle Grades ....................................................................................... 30
Education – Secondary Education ............................................................................. 31
English – Literary Studies Track ................................................................................ 32
English – Teacher Education Track .......................................................................... 33
English – Creative Writing Track .............................................................................. 34
Health, Exercise and Sport Science – Public Health ................................................. 35
Health, Exercise and Sport Science – Health Education ............................................ 35
Health, Exercise and Sport Science – Physical Education ......................................... 35
Health, Exercise and Sport Science – Exercise and Sport Science (Non-Teaching) ..................................................36
Health, Exercise and Sport Science – Fitness and Sport Management ........................................................................37
History.........................................................................................................................................................38
Political Science..........................................................................................................................................38
Social Studies...............................................................................................................................................39
History and Political Science..........................................................................................................................40
Human Services ...........................................................................................................................................41
Information Systems Science ..........................................................................................................................42
Mathematics..................................................................................................................................................43
Physics .........................................................................................................................................................43
Applied Physics..........................................................................................................................................44
Missions and Ministry .................................................................................................................................46
Music – BA in Music....................................................................................................................................47
Music – BM in Church .................................................................................................................................48
Music – Music P-12 Option I Instrumental .................................................................................................49
Music – Music P-12 Option II Vocal .............................................................................................................50
Music – Music P-12 Option III Vocal & Instrumental ..................................................................................51
Psychology ..................................................................................................................................................52
World Languages -- Spanish .........................................................................................................................53

Summary of Curricular Changes – 2015-2016 ..........................................................54

Absence Reporting and Early Intervention
Class Attendance ..........................................................................................................................57
Reporting Student Absences ..................................................................................................................57
Early Intervention .................................................................................................................................58
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.¹

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.

Class Enrollment Information

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>October 17-18, 2016</td>
</tr>
<tr>
<td>Juniors</td>
<td>October 19-21, 2016</td>
</tr>
<tr>
<td>Sophomores</td>
<td>October 24-25, 2016</td>
</tr>
<tr>
<td>Freshmen</td>
<td>October 26-28, 2016</td>
</tr>
</tbody>
</table>

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

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

## 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.
- 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 Cumberlands.
- 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,

~ 6 ~
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 Cumberlands 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 Cumberlands 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

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSMN 133</td>
<td>Church History</td>
</tr>
<tr>
<td>MSMN 135</td>
<td>Exploring the Old Testament</td>
</tr>
<tr>
<td>MSMN 136</td>
<td>Exploring the New Testament</td>
</tr>
<tr>
<td>MSMN 233</td>
<td>Introducing Christian Ethics</td>
</tr>
<tr>
<td>MSMN 239</td>
<td>Exploring World Religions</td>
</tr>
</tbody>
</table>

_______

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

A. History (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 138</td>
<td>World Civilization since 1648</td>
</tr>
<tr>
<td>HIST 231</td>
<td>American History to 1877</td>
</tr>
</tbody>
</table>

B. Culture (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 135</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>BADM 136</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>FREN 135</td>
<td>French Culture for English Speakers</td>
</tr>
<tr>
<td>SPAN 135</td>
<td>Hispanic Culture for English Speakers</td>
</tr>
<tr>
<td>POLS 131</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>POLS 233</td>
<td>American National Government</td>
</tr>
<tr>
<td>POLS 235</td>
<td>Introduction to International Relations</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>Basic Psychology</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 131</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 132</td>
<td>Ancient To Gothic Art</td>
</tr>
<tr>
<td>ART 133</td>
<td>Renaissance to Modern Art</td>
</tr>
<tr>
<td>ART 134</td>
<td>Drawing I</td>
</tr>
<tr>
<td>ENGL 330</td>
<td>Literary Studies</td>
</tr>
<tr>
<td>ENGL 331</td>
<td>English Literature through 1660</td>
</tr>
<tr>
<td>ENGL 332</td>
<td>English Literature 1660-1830</td>
</tr>
<tr>
<td>ENGL 333</td>
<td>English Literature since 1830</td>
</tr>
<tr>
<td>ENGL 334</td>
<td>American Literature through 1865</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>American Literature since 1865</td>
</tr>
<tr>
<td>MUPR 108-112, 114-116, 119</td>
<td>Music Ensemble or Band</td>
</tr>
<tr>
<td>MUSC 130</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>THTR 130</td>
<td>Introduction to Theatre</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 130</td>
<td>Introduction to Application Software</td>
</tr>
<tr>
<td>COMM 130</td>
<td>Interpersonal Comm (or) 131 Mass Media (or) 230 Public Speaking (or)</td>
</tr>
<tr>
<td>JOUR 130</td>
<td>Journalism &amp; PR</td>
</tr>
<tr>
<td>CRJS 131</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>HLTH 236</td>
<td>Health and Wellness</td>
</tr>
</tbody>
</table>
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 1st 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.
- 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

ART

Recommended Course Sequence for Art Major

1st Year – Fall Semester
ART 134, Drawing I and ART 132, Ancient to Gothic Art History.

1st Year – Spring Semester
ART 135 Fundamental Design and ART 133, Renaissance to Modern Art History.

2nd 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.

2nd 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

1st Year – Fall Semester

BIOL 133* and 113
CHEM 132** and 111

1st 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.

2nd Year – Fall Semester

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

2nd 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 ≥ 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

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

2nd Year – Fall Semester
BACC 131 Principles of Accounting I*
BADM 135 Macroeconomics*

2nd 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 ≥ 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 ≥ 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall semester</th>
<th>Spring semester</th>
<th>Year</th>
<th>Fall semester</th>
<th>Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>CHEM 132/111</td>
<td>CHEM 232/211</td>
<td>#1</td>
<td>CHEM 132/111</td>
<td>CHEM 232/211</td>
</tr>
<tr>
<td>#2</td>
<td>CHEM 331/321</td>
<td>CHEM 332/322</td>
<td>#2</td>
<td>CHEM 331/321</td>
<td>CHEM 332/322</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 336/328</td>
<td></td>
<td></td>
<td>CHEM 336/328</td>
</tr>
<tr>
<td>#3</td>
<td>*CHEM 431/411</td>
<td>*CHEM 432/412</td>
<td>#3</td>
<td>-</td>
<td>**CHEM 345</td>
</tr>
<tr>
<td></td>
<td>(or *CHEM 431/411)</td>
<td>CHEM 434</td>
<td></td>
<td>#4</td>
<td>-</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall semester</th>
<th>Spring semester</th>
<th>Year</th>
<th>Fall semester</th>
<th>Spring semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>MATH 132 or MATH 136</td>
<td>CHEM 132/111</td>
<td>#1</td>
<td>MATH 132 or MATH 136</td>
<td>CHEM 132/111</td>
</tr>
<tr>
<td>#2</td>
<td>CHEM 232/211</td>
<td>CHEM 336/328</td>
<td>#2</td>
<td>CHEM 232/211</td>
<td>CHEM 336/328</td>
</tr>
<tr>
<td>#3</td>
<td>CHEM 331/321</td>
<td>CHEM 332/322</td>
<td>#3</td>
<td>CHEM 331/321</td>
<td>*<em>CHEM 345</em></td>
</tr>
<tr>
<td>#4</td>
<td>CHEM 431/411</td>
<td>CHEM 432/412 CHEM 434</td>
<td>#4</td>
<td>-</td>
<td>(or **CHEM 345) CHEM 434</td>
</tr>
</tbody>
</table>

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

1st Year – Fall Semester
COMM 130 Interpersonal Communication
And/or COMM 230 Introduction to Public Speaking

1st Year – Spring Semester
COMM 131 Introduction to Mass Media
And/or COMM 230 Introduction to Public Speaking

2nd Year – Fall Semester
COMM 330 Interviewing
COMM Elective

2nd 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

1st Year – Fall Semester
THTR 130 Introduction to Theatre (OR in spring)
THTR 131 Acting I
THTR 410 Theatre Practicum (Taken any term)

1st Year – Spring Semester
THTR 130 Introduction to Theatre (OR in fall)
THTR 235 Stagecraft
THTR 232 Acting II
THTR 410 Theatre Practicum (any semester)

2nd Year – Fall Semester
THTR 237 Makeup for the stage
Undergraduate Advising Handbook

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

2nd 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

1st 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)  

1st Year – Spring Semester
THTR 130  Introduction to Theatre  (OR in fall)  
THTR 332  Light and Sound Design  
THTR 410  Theatre Practicum (any semester)  

2nd 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)  

2nd Year – Spring Semester
THTR 130  Introduction to Theatre  (OR in fall)  
THTR 235  Stagecraft  OR  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

1st 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**

<table>
<thead>
<tr>
<th>1st Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 131</td>
<td>Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRJS 233</td>
<td>Corrections</td>
<td></td>
</tr>
<tr>
<td>SOCI 131</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 234</td>
<td>Policing</td>
<td></td>
</tr>
<tr>
<td>CRJS 331</td>
<td>Deviance in Society</td>
<td></td>
</tr>
<tr>
<td>1 Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 334</td>
<td>Society and Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CRJS 338</td>
<td>Homeland Security</td>
<td></td>
</tr>
<tr>
<td>1 Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 431</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>CRJS 434</td>
<td>Ethics in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>1 Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDUCATION

Recommended Course Sequence for Elementary Education P-5

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th>1st Year– Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 130 Application Software</td>
<td>EDUC 235 Basic Concepts</td>
</tr>
<tr>
<td>PSYC 131 Basic Psychology</td>
<td>ENGL 132 English Comp. II</td>
</tr>
<tr>
<td>ENGL 131 English Composition I</td>
<td>COMM 230 Public Speaking</td>
</tr>
<tr>
<td>One or More General Education</td>
<td>MATH 130 Concepts of Math I</td>
</tr>
<tr>
<td>Courses in Science, Religion,</td>
<td>Course in chosen emphasis area</td>
</tr>
<tr>
<td>or History</td>
<td></td>
</tr>
<tr>
<td>Course in chosen emphasis area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>2nd Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 233 Children with Exceptionalities</td>
<td>EDUC 237 Effective Teaching Practices</td>
</tr>
<tr>
<td>PSYC 232 Human Development</td>
<td>MATH 230 Concepts of Math II</td>
</tr>
<tr>
<td>Course in chosen emphasis area</td>
<td>Course in chosen emphasis area</td>
</tr>
<tr>
<td>POLS 233 American National Government</td>
<td>Additional General Education courses</td>
</tr>
<tr>
<td>Additional General Education course</td>
<td></td>
</tr>
</tbody>
</table>

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

*Recommended Course Sequence for Middle Grades 5-9*

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th>1st Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 130 Application Software</td>
<td>EDUC 235 Basic Concepts</td>
</tr>
<tr>
<td>PSYC 131 Basic Psychology</td>
<td>ENGL 132 English Comp. II</td>
</tr>
<tr>
<td>ENGL 131 English Composition I</td>
<td>COMM 230 Public Speaking</td>
</tr>
<tr>
<td>One or More General Education Courses in Science, Religion, or History</td>
<td>MATH 131 College Mathematics</td>
</tr>
<tr>
<td>Course in specialization areas</td>
<td>(or any Math above 131)</td>
</tr>
<tr>
<td></td>
<td>Course in specialization area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>2nd Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 233 Children with Exceptionalities</td>
<td>EDUC 237 Effective Teaching Practices</td>
</tr>
<tr>
<td>PSYC 232 Human Development</td>
<td>Courses in specialization area</td>
</tr>
<tr>
<td>POLS 233 American National Government (required for Social Studies)</td>
<td>Additional General Education courses</td>
</tr>
<tr>
<td>Course in specialization areas</td>
<td></td>
</tr>
<tr>
<td>Additional General Education course</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th>1st Year– Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 130 Application Software</td>
<td>EDUC 235 Basic Concepts</td>
</tr>
<tr>
<td>PSYC 131 Basic Psychology</td>
<td>ENGL 132 English Comp. II</td>
</tr>
<tr>
<td>ENGL 131 English Composition I</td>
<td>COMM 230 Public Speaking</td>
</tr>
<tr>
<td>One or More General Education</td>
<td>MATH 131 College Mathematics</td>
</tr>
<tr>
<td>Courses in Science, Religion,</td>
<td>(or any Math above 131)</td>
</tr>
<tr>
<td>or History</td>
<td>Course in specialization area</td>
</tr>
<tr>
<td>Course in specialization areas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>2nd Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 233 Children with Exceptionalities</td>
<td>EDUC 237 Effective Teaching Practices</td>
</tr>
<tr>
<td>PSYC 232 Human Development</td>
<td>Courses in Major</td>
</tr>
<tr>
<td>POLS 233 American National Government</td>
<td>AND/OR</td>
</tr>
<tr>
<td>Course in Major</td>
<td>Additional General Education courses</td>
</tr>
<tr>
<td>AND/OR</td>
<td></td>
</tr>
<tr>
<td>Additional General Education courses</td>
<td></td>
</tr>
</tbody>
</table>
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

1st Year – Fall Semester
ENGL 131 English Composition I
FREN/SPAN 131 Elementary French I
   or Elementary Spanish I

1st Year – Spring Semester
ENGL 132 English Composition II
FREN/SPAN 132 Elementary French II
   or Elementary Spanish II

2nd Year – Fall Semester
ENGL 230 Literary Criticism
ENGL 331, 332, 333, 334, or 335

2nd 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

1st Year – Fall Semester
ENGL 131  English Composition I
FREN/SPAN 131  Elementary French I
or Elementary Spanish I

1st Year – Spring Semester
ENGL 132  English Composition II
FREN/SPAN 132  Elementary French II
or Elementary Spanish II

2nd Year – Fall Semester
ENGL 230  Literary Criticism
ENGL 331, 332, 333, 334, or 335

2nd 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

1st Year – Fall Semester
ENGL 131 English Composition I
FREN/SPAN 131 Elementary French I
or Elementary Spanish I

1st Year – Spring Semester
ENGL 132 English Composition II
FREN/SPAN 132 Elementary French II
or Elementary Spanish II

2nd Year – Fall Semester
ENGL 239 Introduction to Creative Writing
ENGL 331, 332, 333, 334, or 335*

2nd 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)

1st Year – Fall and Spring Semester
HLTH 130 (Fall or Spring)
HESS 233 (Spring)
HESS 234 (Fall or Spring)

2nd 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)

1st 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)

2nd 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)

1st Year – Fall or Spring Semester
HESS 234 (Fall or Spring)
ESS 131 (Fall or Spring)
HESS 233 (Spring)

2nd 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

1st 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)

2nd 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

1st Year – Fall Semester
HIST 137  World Civilization to 1648

1st Year – Spring Semester
HIST 138  World Civilization since 1648

2nd Year – Fall Semester
HIST 224  Research Mechanics
HIST 231  American History to 1877

2nd Year – Spring Semester
HIST 232  American History since 1877
HIST 225  Research Composition

Recommended Course Sequence for Major in Political Science

1st Year – Fall Semester
POLS 131*  Introduction to Political Science

1st Year – Spring Semester
POLS 233*  American National Government

2nd Year – Fall Semester
HIST 224  Research Mechanics

2nd 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

1st Year – Fall Semester
HIST 137  World Civilization to 1648
POLS 131  Introduction to Political Science

1st Year – Spring Semester
HIST 138  World Civilization Since 1648
POLS 233  American National Government

2nd Year – Fall Semester
HIST 224  Research Mechanics
HIST 231  American History to 1877

2nd 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*

**1st Year – Fall Semester**
- HIST 137 World Civilization to 1648
- POLS 131 Introduction to Political Science

**1st Year – Spring Semester**
- HIST 138 World Civilization Since 1648
- POLS 233 American National Government

**2nd Year – Fall Semester**
- HIST 224 Research Mechanics
- HIST 231 American History to 1877

**2nd Year – Spring Semester**
- HIST 225 Research Composition
- HIST 232 American History since 1877
HUMAN SERVICES

Recommended Course Sequence for Major in Human Services

1\textsuperscript{st} Year
HSRV 131  Survey of Human Services
HSRV 234  Basic Counseling Skills

2\textsuperscript{nd} 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\textsuperscript{rd} Year
HSRV 436  Human Diversity and Ethics
HSRV 332  Groups Dynamics
HSRV 335  Social Research

4\textsuperscript{th} 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.

1st Year – Fall Semester
ITSS 130 – Application Software (counts in major and in General Education)
ITSS 131 – Intro to Object Oriented Programming

1st 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)

2nd Year – Fall Semester
ITSS 230 – Fundamentals of Databases
ITSS 232 – Web Design and Development

2nd Year – Spring Semester
ITSI 331 – Networking
Elective in Concentration
MATHEMATICS & PHYSICS

Recommended Course Sequence for Major in Math

1st Year – Fall Semester
Math 140  Calculus I

1st Year – Spring Semester
Math 240  Calculus II

2nd Year – Fall Semester
Math 241  Calculus III

2nd 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

1st Year – Fall Semester
MATH 140  Calculus I

1st Year – Spring Semester
PHYS 241  Physics I
MATH 240  Calculus II

2nd Year – Fall Semester
PHYS 242  Physics II
MATH 241  Calculus III

2nd Year – Spring Semester
PHYS 330  Classical Physics
MATH 430  Differential Equations
MATHEMATICS & PHYSICS

Recommended Course Sequence for Applied Physics Major

1st Year – Fall Semester
MATH 140 Calculus I

1st Year – Spring Semester
PHYS 241 Physics I
MATH 240 Calculus II

2nd Year – Fall Semester
PHYS 242 Physics II
MATH 241 Calculus III
CHEM 111 General Chemistry Lab I
CHEM 132 General Chemistry I

2nd 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 1st year, MATH 140 Calculus I during the spring semester of the 1st year, and postpone PHYS 241 Physics I until the 2nd 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

1st 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

1st 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

2nd 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 332 Sharing the Gospel
Begin or continue Biblical language courses
Church Planting major: MSMN 137 Introducing Church Planting

2nd 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

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th>1st Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 101 Insights</td>
<td>ENGL 132 English Comp II</td>
</tr>
<tr>
<td>ENGL 131 English Comp I</td>
<td>+MUSC 132 Music Theory II</td>
</tr>
<tr>
<td>MUSC 131 Music Theory I</td>
<td>MUAM 121-123 Applied Music</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUAM 011-123 Applied Music*</td>
<td>MUPR 110, 115 Major Ensemble</td>
</tr>
<tr>
<td>MUSM 133, 135, 136, 233, or 239</td>
<td>MUPR 100 Class Piano</td>
</tr>
<tr>
<td>Voice Majors</td>
<td>MATH 131 College Math or any math higher than 131 except 332</td>
</tr>
<tr>
<td>MUPR 121 Class Voice/Diction</td>
<td>_____ Minor or Restrictive Elective</td>
</tr>
<tr>
<td>PASS 100 Academic Success</td>
<td>Convocation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>2nd Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 110 Leadership</td>
<td>+MUSC 232 Music Theory IV</td>
</tr>
<tr>
<td>HIST 138 or 231</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 221-223 Applied Music</td>
</tr>
<tr>
<td>+MUPR 117 Class Piano I</td>
<td>MUPR 110, 115 Major Ensemble</td>
</tr>
<tr>
<td>MUPR 110, 114 Major Ensemble</td>
<td>Foreign Language Class</td>
</tr>
<tr>
<td>+MUSC 231 Music Theory III</td>
<td>MUSC 401 World Music</td>
</tr>
<tr>
<td>MUAM 221-223 Applied Music</td>
<td>+MUPR 118 Class Piano II</td>
</tr>
<tr>
<td>Foreign Language Class –</td>
<td>_____ Minor or Restricted Elective</td>
</tr>
<tr>
<td>_____ Minor or Restricted Elective</td>
<td>Convocation</td>
</tr>
</tbody>
</table>

+ 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

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year – Fall Semester</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 101 Insights</td>
<td>+ENGL 132 English Comp I</td>
</tr>
<tr>
<td>ENGL 131 English Comp I</td>
<td>MATH 131 College Math or any math higher than 131 except 332</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUAM 011-123 Applied Music*</td>
<td>MUPR 100 Class Piano</td>
</tr>
<tr>
<td>MUPR 110, 114 Major Ensemble</td>
<td>MUAM 121-123 Applied Music</td>
</tr>
<tr>
<td>MUSC 131 Music Theory I</td>
<td>MUPR 110, 115 Major Ensemble</td>
</tr>
<tr>
<td>MSMN 133, 135, 136, 233, or 239</td>
<td>+MUSC 132 Music Theory II</td>
</tr>
<tr>
<td><strong>Voice Majors</strong></td>
<td>Minor or Restrictive Elec. Convocation</td>
</tr>
<tr>
<td>MUPR 121 Class Voice/ Diction</td>
<td></td>
</tr>
<tr>
<td>PASS 100 Academic Success</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year – Fall Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 138 or 231</td>
<td>LEAD 110 Leadership</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>1 class from Gen Ed Sect. IVB</td>
</tr>
<tr>
<td>+MUPR 117 Class Piano I</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUPR 110, 114 Major Ensemble</td>
<td>+MUPR 118 Class Piano II</td>
</tr>
<tr>
<td>+MUSC 231 Music Theory III</td>
<td>+MUSC 232 Music Theory IV</td>
</tr>
<tr>
<td>MUAM 221-223 Applied Music</td>
<td>MUAM 221-223 Applied Music</td>
</tr>
<tr>
<td><strong>Church Music Class</strong></td>
<td><strong>Church Music Class</strong></td>
</tr>
<tr>
<td>Minor or Restricted Elec. Convocation</td>
<td></td>
</tr>
<tr>
<td><strong>Instrumental Majors</strong></td>
<td></td>
</tr>
<tr>
<td>MUPR 121 Class Voice &amp; Diction</td>
<td></td>
</tr>
</tbody>
</table>

+ 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**

<table>
<thead>
<tr>
<th><strong>1st Year - Fall Semester</strong></th>
<th><strong>1st Year - Spring Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 101 Insights\</td>
<td>+ENGL 132 English Comp II</td>
</tr>
<tr>
<td>ENGL 131 English Comp I</td>
<td>+MUSC 132 Music Theory II</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUSC 131 Music Theory I</td>
<td>MUAM 123 Applied Music</td>
</tr>
<tr>
<td>MUAM 023 Applied Music*</td>
<td>MUPR 115 Concert Band</td>
</tr>
<tr>
<td>MUPR 114 Marching Band</td>
<td>MATH 131 College Math or any</td>
</tr>
<tr>
<td>MSMN 133, 135, 136, 233, or 239</td>
<td>math higher than 131 except 332</td>
</tr>
<tr>
<td>PASS 100 Academic Success</td>
<td>MUPR 100 Class Piano</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2nd Year – Fall Semester</strong></th>
<th><strong>2nd Year – Spring Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 110 Leadership</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>COMM 230 Intro to Public Speaking</td>
<td>+MUSC 232 Music Theory IV</td>
</tr>
<tr>
<td>BMIS 130 Intro to App. Software</td>
<td>MUAM 223 Applied Music</td>
</tr>
<tr>
<td>Or MUED 130 App. Software/Music</td>
<td>MUPR 115 Concert Band</td>
</tr>
<tr>
<td>SPED 233 Exceptionalities</td>
<td>MUPR ____ Instrumental Tech</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>+MUED 324 Teaching Music/Elem</td>
</tr>
<tr>
<td>+MUSC 231 Music Theory III</td>
<td>MUSC 401 World Music</td>
</tr>
<tr>
<td>MUAM 223 Applied Music</td>
<td>+MUPR 118 Class Piano II</td>
</tr>
<tr>
<td>MUPR 114 Marching Band</td>
<td>PSYC 131 Basic Psychology</td>
</tr>
<tr>
<td>+MUPR 117 Class Piano I</td>
<td>Convocation</td>
</tr>
<tr>
<td>MUPR ____ Instrumental Tech</td>
<td>Convocation</td>
</tr>
</tbody>
</table>

+ 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**

<table>
<thead>
<tr>
<th>1st Year - Fall Semester</th>
<th>1st Year - Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 101 Insights</td>
<td>+ENGL 132 English Comp II</td>
</tr>
<tr>
<td>ENGL 131 English Comp I</td>
<td>+MUSC 132 Music Theory II</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUSC 131 Music Theory I</td>
<td>MUAM 121 Applied Music</td>
</tr>
<tr>
<td>MUAM 011 Applied Music</td>
<td>MUPR 110 Chorale</td>
</tr>
<tr>
<td>MUPR 110 Chorale</td>
<td>MUPR 100 Class Piano</td>
</tr>
<tr>
<td>MSMN 133, 135, 136, 233, or 239</td>
<td>MATH 131 College Math or any math higher than 131 except 332</td>
</tr>
<tr>
<td>MUPR 121 Class Voice and Diction</td>
<td>EDUC 235 Basic Concepts**</td>
</tr>
<tr>
<td>PASS 100 Academic Success</td>
<td>Convocation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>2nd Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 110 Leadership</td>
<td>COMM 230 Intro to Public Speaking</td>
</tr>
<tr>
<td>BMIS 130 Intro Appl. Software</td>
<td>PSYC 131 Basic Psychology</td>
</tr>
<tr>
<td>OR MUED 130 Appl. Software</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>SPED 233 Exceptionalities</td>
<td>+MUSC 232 Music Theory IV</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 221 Applied Music</td>
</tr>
<tr>
<td>+MUSC 231 Music Theory II</td>
<td>MUPR 110 Chorale</td>
</tr>
<tr>
<td>MUAM 221 Applied Music</td>
<td>+MUED 324 Teaching Music/Elem</td>
</tr>
<tr>
<td>MUPR 110 Chorale</td>
<td>MUSC 401 World Music</td>
</tr>
<tr>
<td>+MUPR 117 Class Piano</td>
<td>+MUPR 118 Class Piano II</td>
</tr>
<tr>
<td>Convocation</td>
<td>Convocation</td>
</tr>
</tbody>
</table>

+ 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

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th>1st Year – Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 101 Insights</td>
<td>+ENGL 132 English Comp II</td>
</tr>
<tr>
<td>ENGL 131 English Comp I</td>
<td>+MUSC 132 Music Theory II</td>
</tr>
<tr>
<td>MUSC 131 Music Theory</td>
<td>MUAM 121-123 Applied Music</td>
</tr>
<tr>
<td>MUAM 001 Departmental</td>
<td>MUAM 001 Departmental</td>
</tr>
<tr>
<td>MUAM 011-023 Applied Music*</td>
<td>MUPR 110, 115 Major Ensemble</td>
</tr>
<tr>
<td>MUPR 110, 114 Major Ensemble</td>
<td>MATH 131 College Math or any math higher than 131 except 332</td>
</tr>
<tr>
<td>MSMN 133, 135, 136, 233, or 239</td>
<td>MUPR 110, 115 non-major ensemble</td>
</tr>
<tr>
<td>MUPR 121 Class Voice/Diction</td>
<td>MUPR 100 Class Piano</td>
</tr>
<tr>
<td>PASS 100 Academic Success</td>
<td>EDUC 235 Basic Concepts**</td>
</tr>
<tr>
<td></td>
<td>Convocation Instrumental Majors</td>
</tr>
<tr>
<td></td>
<td>MUAM 011 Applied Voice</td>
</tr>
</tbody>
</table>

### 2nd Year – Fall Semester

| LEAD 110 Leadership       | COMM 230 Intro to Public Speaking |
| BMIS 130 Intro Appl. Software | PSYC 131 Basic Psychology |
| OR MUED 130 Apl. Software/Music | MUAM 001 Departmental |
| SPED 233 Exceptionalities | +MUSC 232 Music Theory IV |
| MUAM 001 Departmental     | MUAM 221-223 Applied Music |
| +MUPR 117 Class Piano I   | MUPR 110, 115 Major Ensemble |
| +MUSC 231 Music Theory III | +MUED 324 Teaching Music/ Elem |
| MUAM 221-223 Applied Music | MUSC 401 World Music |
| MUPR 110, 114 Major Ensemble | +MUPR 118 Class Piano II |
| MUPR _____ Instrumental Tech | Convocation |

### Instrumental Majors

| MUAM 111 Applied Voice |

+ 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

1st Year – Fall Semester
PSYC 131  Basic Psychology

1st Year – Spring Semester
PSYC 111  Careers in Psychology
May possibly add one 200 level elective (PSYC 232, 237, 238)

2nd 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)

2nd 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

1st Year – Fall Semester
SPAN 131  Elementary Spanish I

1st Year – Spring Semester
SPAN 132  Elementary Spanish II

2nd Year – Fall Semester
SPAN 231  Intermediate Spanish I

2nd 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

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

CLASS ATTENDANCE

Since class attendance is a basic foundation for active learning and academic success, University of the Cumberlands 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](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).