ACCREDITATION

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

NON-DISCRIMINATION POLICY

University of the Cumberlands does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran status, because a person is a smoker or nonsmoker, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment, and the University has sought and been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University’s religious tenets.

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

Dr. Tom Fish
Dean of Undergraduate Studies, Retention, and Assessment
Library 021, (606) 539-4216

The following person has been designated to handle inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972:

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

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

Ms. Steve Morris
Vice President for Business Services
Gatliff Administration Office 001, (606) 539-4597

MEMBER

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

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

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

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

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

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

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

COMMITMENT TO LIBERAL ARTS

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

SELF-HELP THROUGH WORK-STUDY

Since its founding in 1889, the self-help feature has been an integral part of University of the Cumberlands. UC believes that the privilege of a university education should be based upon motivation, ability, character, and purpose rather than upon the amount of money a student or his parents might have. The most wholesome type of financial assistance consists in helping students to help themselves. A student aid program should develop qualities of thrift and self-reliance, as does the work-study plan at Cumberlands.

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

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

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

GROWTH THROUGH SERVICE AND WORK

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

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

- INSIGHTS – required orientation during the first semester
- LEAD – Leadership Education And Development (LEAD 100 – Leadership Seminar), recommended to be taken during the sophomore year
- SERVE – Service Experiences Requiring Volunteer Effort – 40 hours of approved community service, recommended during the junior/senior years but may be completed any year while enrolled at University of the Cumberlands. Community Service prior to enrollment will not be approved.
- SUCCESS – Services Unifying Cumberlands’ Commitment to Equip Students for Success - 200 or more hours of approved community service. Students completing over 200 hours are recognized as Hutton Scholars at the time of official graduation from University of the Cumberlands.
HISTORY OF THE UNIVERSITY OF THE CUMBERLANDS*

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

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

The Association minutes show the founders were poor: $366 was the total amount contributed by their eighteen churches during the year 1887-1888 to pastors’ salaries.\(^2\) They, nonetheless, solemnly passed a resolution, through the encouragement of General Green Clay Smith\(^3\) and under the leadership of R. C. Medaris,\(^4\) looking toward the founding of a College then called Williamsburg Institute. The Articles of Incorporation were approved by the State Legislature on April 6, 1888, although the doors did not open until January 7, 1889, the date from which the college celebrates its founding.

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

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

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

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

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

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

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

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

At a meeting in Harlan County, Kentucky, in 1959 the General Association of Baptists voted to allow Cumberland College to resume four-year status, having previously awarded the bachelor’s degree until 1913.\(^5\)

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

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

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

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

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

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

\(^1\) Mount Zion Association, Record Book No. 1, pp. 23-24. Actually as early as 1886 R. C. Medaris had approached Dr. E. S. Moss, a prominent physician, about the need for the College.
Mount Zion Association, Record Book, No. 2, pp. 9-10.
David Leigh Colvin, Prohibition in the United States, (New York), pp. 111-112. Smith came within one vote of being named a running mate of Lincoln. Andrew Johnson of Tennessee beat Green Clay Smith by that vote. Had Smith become president rather than Johnson, history may have been altered considerably.

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

Williamsburg Institute Catalogue, 1889.*Adapted from the history of Cumberland College titled A Bright Shining City Set On A Hill by James H. Taylor, President of Cumberland College.

ENDOWMENT

University of the Cumberlands had a total of $68,265,981 in its endowment as of June 30, 2012.

THE CAMPUS

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

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

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

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

THE BUILDINGS AND FACILITIES

Angel/Dale House-This building is located on Main Street and houses Baptist Campus Ministries.
Archer Hall-The Ruby Gatiff Archer Memorial Hall is a residence for women located on Main Street, west of the T. J. Roberts Memorial Dining Hall. This residence hall, housing 172 women, was occupied in the fall of 1966.
Asher Hall-The George M. Asher Memorial Hall is a residence for women located on Main Street, west of Hutton Hall. This residence hall, housing 156 women, was occupied in the fall of 1976.
Bennett Building-Formerly known as the Gray Brick Building, this two story brick structure is the oldest academic building on campus and was acquired in 1906 with the purchase of Highland College. It is located on the south hill of campus, adjacent to the Gatiff Building. The English Department, the History and Political Science Department, and the Missions and Ministry Department are housed in this building. Following renovations, the building has been named in honor of Clyde V. and Patricia Bennett.
Bock Building-The campus welcome center and surrounding entranceway were constructed in 1988 in memory of Anna M. Bock with financial assistance received from Mrs. Bock’s daughter-in-law, Mrs. Maxine Bock, through the George W. Bock Charitable Trust. It houses the Department of Safety and Security, as well as the campus switchboard.
Boswell Campus Center-The University’s community center, which opened in February, 1972, is named to honor former president and wife, James and Mary Boswell. This brick, glass, and cast panel building consists of two full levels and one-half of a third level on the back side. The street level houses a lobby, a complex of offices, a complete kitchen, the Cyber Net Cafe, a conference room, and rest rooms. The middle level houses the Post Office, Barnes & Noble Bookstore, and Student Government offices. The lower level houses a recreation and game room and the Campus Activity Board office.
Browning Building-The two-story building houses the Office of Multimedia and Athletic Services.
Browning Annex-This building houses the Student Health Clinic.
Buhl Stadium- Named in honor of Doyle Buhl, this stadium is located on Eleventh Street and was completed in the fall of 2000. The facility includes dugout/locker facilities, a press box, a concession stand and seating areas.
Cook Hall-Formerly known as West Hall, this residence hall for men was completed in 1965. Following renovations, the building was named to honor Jim and Joan Cook. The building includes an office, and a lobby area with individual sections of sleeping rooms that share a common hallway and restroom facility.
Cordell House-This property houses the Intensive English Program, as well as offices for Church Relations and International Students.
Correll Science Complex - The Correll Science Complex is the latest addition to the University’s academic buildings. After major multi-year renovations of the former Chemistry and Biology Building, including the Terry & Marion Forcht Medical Wing, an addition modeled after Thomas Jefferson’s Monticello was opened in January 2009. The combined spaces of the Correll Science Complex currently house the departments of Chemistry, Biology, Mathematics and Physics, and Physician Assistant Studies.
Cumberland Inn, Museum, & Center for Leadership Studies - The Cumberland Museum opened during the summer of 1992. It houses a variety of collections including the Henkelmann Life Science Collection, the Williams Cross Collection, the Dehoney Wildlife Collection and the Rodney Lee African Collection. The Cumberland Inn, Patriot Steakhouse and Center for Leadership Studies opened in the spring of 1994, with additional rooms available during the spring of 1995. A total of 50 rooms and suites are available. The Center for Leadership Studies contains three large rooms for workshops and conferences. In addition, these are used regularly for banquets and special events. The Patriot Steakhouse seats 80 in a university decor. The lobby and grand staircase connect all of the Inn. The lobby includes two huge fireplaces and a special dome.

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

E. Taylor House - This property provides space for athletic offices.

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

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

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

Gatiff Gymnasium - The Gatiff Gymnasium was completed in 1928. It has a main auditorium used for class instruction as well as intramural, athletic office space, and the Athletic Training Room.

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

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

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

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

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

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

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

Library - The Norma Jeanne Perkins Hagan Memorial Library houses more than 146,000 volumes, 806,000 microforms, 3,000 media items and provides access to more than 155,000 ebooks, 6,000 online videos, and 50,000 online periodical titles. The Library Collections include the Main Circulation Collection, the Reference Collection, the Periodicals Collection, the Steele-Reese Appalachian Collection, the Owens Collection, Government Documents, the Oversized Collection, the Media Collection, and the Children's Collection. The Library uses the Library of Congress Classification system. Library holdings may be located electronically on the "UC Cat", which is available online through the University's web page. The Library's web page serves as a gateway to a variety of databases that provide access to online journal articles, books, and videos. Materials not available in the Library's collection can be requested from other libraries through interlibrary loan. The Library is open seven days a week during the fall and spring semesters. Library hours are modified during breaks and summer. Library hours are posted on the Library's web page and on the outside of the building.

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

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

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

Moss-Roburn Hall - Moss-Roburn Hall, a three-story brick structure, is the original building constructed in 1888 and known as Williamsburg Institute. Moss-Roburn Hall houses 38 men and the offices of ROTC.

Music Building - The Mary W. McGaw Music Building was occupied in January 1979. The 18,000 square foot facility includes the main office, ten studio-offices, two general music classrooms, a multiple piano laboratory-classroom, an
instrumental rehearsal room and opera-musical facility, sixteen practice rooms, a music library, a College Heritage Room and miscellaneous smaller areas.

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

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

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

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

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

**Siler Hall**-A men’s dormitory that was completed in July of 1985 and houses approximately 100 men.

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

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

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**STUDENT LIFE, ACTIVITIES AND SPECIAL SERVICES**

**Student Government Association**

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

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

**Religious Life**

Campus Ministries at University of the Cumberlands include a variety of opportunities for students to grow on their faith journey. Through Baptist Campus Ministries (BCM), students participate in local, state and national events for spiritual growth and service. Campus Ministries is led by the Director of Campus Ministries, the Associate Director, and the student leaders involved in each ministry area. The Office of Campus Ministries is housed in the Angel-Dale House.

Through BCM, students can serve on ministry teams that lead in worship, creative ministries, nursing home visitation, community outreach, camp outreach, random acts of kindness, coffeehouse, media, missions, publicity and other teams. Additionally, on Thursdays at 8:00 PM, students gather for worship, then small groups, which are a wonderful way to build meaningful friendships and grow spiritually in community. All students are encouraged to participate, regardless of their denominational affiliation or heritage. Revival services are held each fall and spring, and mission projects take place during winter break, spring break, and summer. Appalachian Ministries and Mountain Outreach are unique ministries at UC where students may serve children, youth, and families in the area in a hands-on approach, whether building or repairing homes, or leading in Vacation Bible Schools. All ministries are interdenominational in scope, though they are undergirded by Baptist tradition.

**University Regulations**

Students admitted to the University are subject to the University’s rules and regulations. Some of these may be found in the University’s Catalog and in the Student Handbook which are available online and for review in the admissions office.
While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require.

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

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

Clubs and Organizations

Students have many opportunities to participate in extracurricular activities; among these are American Chemical Society, American Choral Directors Association, Appalachian Ministries (Special Children’s Ministry), Art Club, Beta Beta Beta (Biology), Baptist Campus Ministries, BCM Creative Ministries, Missions Committee, Freshman Fire, Campus Activity Board, Women on Mission, Council for Exceptional Children, Fellowship of Christian Athletes, F.R.I.E.N.D.S. (Non-Traditional Students), Gamma Sigma Pi, Intramural Activities, Mathematics and Physics Club, Mu Phi Epsilon (Music), N.E.A.S.P., HSB Business Club, Psychology Club, Residence Hall Council, Sociology/Social Work Club, Sports Medicine Club, Student Admissions Staff, Student Alumni Relations Council, Student Government Association, and a number of academic honors societies.

Student Publications

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

Athletics

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

Intramural Activities

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

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

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

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

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

Special Services

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

Orientation-INSIGHTS–INST 101, is a half-credit course, taken during the student’s first semester and is designed to give all freshmen and transfers with fewer than thirty hours an orientation to college life. It has a three-pronged focus: to provide group-building activities so that students feel more comfortable on campus, to help students strengthen their study skills and improve their understanding of campus services, and to introduce students to the importance of a liberal arts education.
Career Services—Career Services, located inside the CyberNet Café of the Boswell Campus Center, provides a variety of services for students, faculty and staff. Individual appointments, seminars and class presentations are conducted to assist with career decision-making, with resources available in the following areas, Career Interest and Assessment, Résumé Writing, Interview Skills and Job Search Tactics. Additionally, Career Services maintains current information and resources to assist students by maintaining a current Career Lab/Library, posting full-time, part-time and internship job opportunities via internet and bulletin boards, web-based programming for healthy lifestyle decision-making including drugs, alcohol, stress and sexual assault prevention, as well as referrals to local mental health agencies as needed.

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

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

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

ADMISSION TO THE UNIVERSITY

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

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

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

Freshman Admission

Application for admission should be made as early as possible during the senior year of high school. Acceptance for admission may be granted at any time during the senior year; however, the final high school transcript must be evaluated before admission is final.

A candidate for admission to the freshman class must submit the following items:
1. A completed Application;
2. The application fee ($30) or a waiver of fee request from ACT, SAT, or the high school guidance counselor;
3. An official high school transcript with the grade point average computed on a 4.0 scale. GED students must provide official scores from the General Education Development Test (GED);
4. Official scores from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). ACT and/or SAT score report labels appearing on official High School transcripts are acceptable for admission decisions. However, an official Profile is required for athletic eligibility; (In general, Home Schooled students are expected to fulfill the same entrance requirements as all other students.)
5. Any additional information as requested by the University to determine admission eligibility.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:
1. Payment of the enrollment deposit ($125);
2. An official, after graduation, final high school transcript showing the grade point average computed on a 4.0 scale, the final class rank, and the date of graduation;
3. An official final transcript for any college or university courses taken during high school.
4. A completed Housing Form or a notarized Housing Exemption Form.
   The Housing Exemption Form must be requested from the Office of Student Services;
5. A completed Health Information Form;
6. Any additional information as may be required by the University.
Re-entering Transfer Admission

Attended another college or university since last enrollment at University of the Cumberlands (Cumberland College).

Candidates for admission as a re-entering transfer must submit the following items:
1. A completed Application;
2. The application fee ($30);
3. Official transcripts from all colleges/universities you have attended;
4. Any additional information as may be requested by the University.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:
1. Payment of the enrollment deposit ($125.00);
2. A final official transcript from the college/university you are currently attending (if applicable);
3. A completed Housing or Housing Exemption Form;
4. A completed Health Information Form.

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

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

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

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

SPECIAL: Non-degree seeking student.

OTHER: Student planning to audit a class.

Transfer Admission

A candidate for transfer admission must submit the following items:
1. A completed Application;
2. The application fee ($30.00);
3. An official transcript mailed from all colleges you have attended, regardless of whether credit was earned;
   NOTE: Student MUST be eligible to return to the college from which you are transferring;
4. Any additional information as requested by the University.

After notification of acceptance and before final admission is granted, the candidate must submit the following items:
1. Payment of enrollment deposit ($125);
2. A final official transcript from the college you are currently attending if not already sent;
3. A completed Housing Form or Housing Exemption Form (Housing exemption requests are reviewed by the Vice President for Student Services);
4. A Health Information Form;
5. Any additional information as may be required by the University.

Transfer Policies

• Students will generally receive credit for all college-level work in which a passing grade is earned, provided such credit is earned from an institution which is fully accredited by one of the six regional accrediting associations. Remedial or vocational courses are not transferable. Grades lower than ‘C’ will not be accepted in courses which apply toward the student’s major.

• University of the Cumberlands reserves the right to evaluate and accept or reject college credit earned prior to high school graduation. This evaluation will be done course by course in consultation with the appropriate department.

• To be eligible for admission to the University of the Cumberlands, all transfer students must not be currently on academic or social suspension and must be eligible to return to their previous institution.

• Transfer students admitted with junior or senior standing must complete a minimum of one-third of the course requirements in the major or minor at the University of the Cumberlands (CLEP and departmental bypass exams will not meet this requirement). Specific requirements for each major, or minor may vary with department policies. Please contact the Registrar for specific information.

• At least twenty-five percent of the total semester hours in any degree requirement must be completed at the University of the Cumberlands (CLEP and departmental bypass exams will not meet this requirement).

• Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript, must meet the University of the Cumberlands standards in order to be accepted as transfer credit. Students must present official score reports (AP, CLEP, IB Diploma), and pay required fees and tuition (CLEP) in order to receive credit. Departmental bypass challenge/exams from other institutions are not transferable.
• Courses, which carry less credit, than is required by University of the Cumberlands General Education Program or any other specific college or departmental requirement, may not be substituted for that requirement.

• Only grades earned at University of the Cumberlands will be used in calculating student grade point averages.

• All terms taken at any institution will be counted in calculating full-time terms of attendance.

• A total of thirty-six (36) semester hours or more in courses numbered 300 or above must be presented for graduation from University of the Cumberlands.

• Thirty (30) of the last thirty-six (36) hours must be taken at University of the Cumberlands. If the student is seeking teacher certification, the student teaching course hours do NOT count toward these thirty (30) hours.

• As a requirement for graduation, all full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in CONV 101-01 for every semester of enrollment. Students who are 25 years of age or older at the time of their enrollment are exempt from this requirement. There are no other exemptions. Credit for convocation is Pass/Fail with 0.50 academic credit hours available each semester. The grade received is factored into the student’s cumulative grade point average.

### Admission for International Students

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

• A completed online International Student Admissions Application

• A certified, official secondary school report or transcript and Exit Exam or School Leaving Exam scores, if available. Any school documents submitted in a language other than English must be accompanied by a certified English translation.

• Transfer students must submit official transcripts from all colleges and universities previously attended or currently attending.

• Submit official TOEFL, IELTS and Eiken test scores or scores from the American College Test (ACT) or Scholastic Assessment Test (SAT).

• ACT or SAT 1 scores are not required of international students, however, to be considered for academic scholarship assistance, a score must be submitted.

Students without either the ACT or SAT must submit a score report from the Test of English as Foreign Language (TOEFL); the International English Language Testing System (IELTS); or the Society for Testing English Proficiency (STEP Eiken).

University of the Cumberland’s minimum acceptable scores from language tests for direct admission to the regular undergraduate program are as follows*:

- **Paper-based TOEFL (PBT)**: 550
- **Internet-based TOEFL (IBT)**: 79
- **IELTS**: 6
- **STEP Eiken**: Pre-1

*Conditional acceptance may be offered to international students possessing lower scores on standard language tests, on the basis of strong individual academic records.

**All international students whose first language is not English will be required to take an institutionally based English exam within a few days after their arrival on campus and prior to their registration for courses, regardless of the ACT or SAT, IELTS, TOEFL, or STEP Eiken test scores received.** The outcome of this exam will determine the student’s placement in developmental language courses within the Intensive English Program (IEP) or in regular academic courses. This is to ensure the student a greater degree of potential success within the academic program.

### Reservation of Room

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

Students rooming in residence halls furnish their own towels, pillows, bed linens, blankets and comforters.

The cancellation deadlines for housing reservations are as follows:

<table>
<thead>
<tr>
<th></th>
<th><strong>Fall Term 2013</strong></th>
<th><strong>Spring Term 2014</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning Students</td>
<td>July 1, 2013</td>
<td>January 2, 2014</td>
</tr>
<tr>
<td>Freshman/Transfer</td>
<td>August 1, 2013</td>
<td>January 2, 2014</td>
</tr>
</tbody>
</table>
FINANCIAL INFORMATION

Tuition and Fees Per Semester, 2013-14*

<table>
<thead>
<tr>
<th>Service</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - (undergraduate credit)</td>
<td>$9,820.00</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Room and Meals</td>
<td>$3,750.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$130.00</td>
</tr>
</tbody>
</table>

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

Course fees:
Education Supervisor’s Fee:
- EDUC 237 ............................................................ 50.00
- ELEM 491, EDUC 492, EDUC 493, SPED 499 .................. 200.00

Late Registration Fee ........................................... 50.00
Fee for adding and dropping classes after registration (per class) ............................................. 10.00
Online Course Fee .................................................. 400.00

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

Health and Human Services Internships:
- HLTH 492, HSRV 461, CRJS 439 ................................ 15.00

Theatre:
- THTR 237 (fee for makeup kit) .................................. 40.00

Application for Graduation Fee .................................. 50.00 plus required testing fee

* Expenses per semester for 2014-2015 may be obtained by contacting the Bursar’s office, University of the Cumberlands, Williamsburg, Kentucky, 40769: (606) 539-4206.

Books

The cost of books for the semester, if all books are purchased new, will generally run from $350 to $550 for each student. Since many of the first semester courses continue through the second semester with the same textbook, the cost of the books in the second semester is considerably less than for the first semester. The Bookstore buys textbooks back at the end of each semester; thus, some of this cost may be recouped.

Student Account Record

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

Financial Clearance

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

Carrying Charge

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

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

Cancellation Deadlines

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<tr>
<td>Freshman/Transfer</td>
<td>August 1, 2013</td>
<td>January 2, 2014</td>
</tr>
</tbody>
</table>

Withdrawal Policy

Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

Refund Schedule

Courses Fifteen Weeks or Greater in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4 of classes</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 5 of classes</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>After 5th week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>After 3rd week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Courses Six Weeks or Less in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>After 1st week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

Treatment of Title IV Aid when a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

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

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

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

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:
1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds

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

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

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

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

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

STUDENT FINANCIAL AID

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

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

All students who need financial aid assistance should complete a FAFSA (Free Application for Federal Student Aid). These forms should be completed online at www.fafsa.gov. If you are unable to use the online format, contact the Financial Planning Office.

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

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

Veterans Administration
Educational Assistance

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

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

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

This program provides educational assistance for individuals with physical or mental disabilities. Eligibility is determined by a general medical examination from a medical doctor in accordance with the Vocational Rehabilitation Program. For further information on eligibility, consult your local Vocational Rehabilitation Office.

The Resident Assistant Program

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

Endowed Scholarships, Workships, Loans

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

University Scholarships

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

First-time Freshman Students

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

Students may qualify for only one scholarship in the academic category. Academic Scholarships are for full-time students only. Academic Scholarships are renewable for up to 4 years.

Merit Scholarships are given to beginning full-time freshmen students based upon their ACT/SAT scores and grade point average. Students should submit this information to the Admissions Office prior to May 1. Students will be notified of their scholarship eligibility by the Financial Planning Office. This scholarship can be received by beginning freshmen for four years by maintaining satisfactory academic progress.

Other Scholarships
- Athletic Scholarships
- Bert T. Combs
- Christian Leadership Scholarship
- Outside Scholarship Information

Transfer Students

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

Merit Scholarships are renewable provided the student maintains satisfactory academic progress.

Athletic Scholarships

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

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

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

ACADEMIC INFORMATION AND REGULATIONS

Academic Advising

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

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

Official Notices

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

Semester Hour

The term semester hour or credit hour normally means one hour of recitation or lecture for one semester. Thus, a course taken three hours a week for a semester would usually have a credit value of three semester hours. For most laboratory courses, two or more hours of lab time are the equivalent of one hour of recitation.

Student Class Load

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

Grading Systems and Grade Reports

The following grading system is used:
A-excellent    I-incomplete    U-unsatisfactory (failure)
B-good        aF-failure due to absences   E-failure
C-average      S-satisfactory (pass)
D-below average P-pass
F-failure      W-withdrew

Midterm grades are reported for all classes.

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

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

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

Quality credits are earned in the following manner:
A grade of: A—results in four quality credits per semester hour in any course;
B—results in three quality credits per semester hour in any course;
C—results in two quality credits per semester hour in any course;
D—results in one quality credit per semester hour in any course.

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

Student Class Attendance

Each student is expected to attend classes regularly and punctually. Attendance in the classroom is one of the most vital aspects of a university academic experience. Therefore, the University operates under the following policy:

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

In general, 20% of the semester is equal to three weeks of normal class time. Thus, the absence limit for a class meeting three days a week is normally nine absences, while the limit for a class meeting twice a week is normally six absences.

There are a limited number of exceptions to this policy that include Convocation and INSIGHTS. Class attendance policies are contained in course syllabi for all classes.

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

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

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

Online Courses

Beginning in 2010, nearly all undergraduate summer school classes at University of the Cumberlands are offered online. Most of these are courses that may contribute toward General Education requirements. In addition, during the regular academic year, a few online courses are available for students within the parameters defined below.

Students admitted to the online Bachelor of Science program in Business Administration should consult the Business Online Program Handbook and Course Catalog for the applicable policies and procedures concerning enrollment in online courses. For all other undergraduate students, the following policies apply concerning enrollment in online courses offered by University of the Cumberlands.

1. No student may complete more than 31 semester credit hours of online courses offered by University of the Cumberlands toward a bachelor’s degree. Any hours in excess of this limit will not count toward the 128 hours required for graduation nor toward the requirements of a major, a concentration, or a minor.
2. In addition, at least 75% of the coursework taken at the University toward an academic major or concentration must be completed in traditional in-seat courses.
3. During the fall or spring semester, students normally should be enrolled in at least 12 semester hours of in-seat courses to be eligible to register at the University for a maximum 3 semester hours of online coursework per semester.
4. During the summer semester, students may enroll in up to 6 semester hours of coursework at the University each bi-term, for a maximum of 12 semester hours over the summer.
5. The University does not audit the number of transfer credit hours from courses that may have been taken online at another institution.

NOTE: Additional course fees may be applicable for online classes.

Summer Sessions

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

Upon completing 78 semester hours, students are required to file a degree program with the Registrar. The program must be checked by the advisor and major and minor professors. The University will recognize the degree program for a period of seven years computed from the first semester of the student's enrollment, any changes in institutional requirements to the contrary notwithstanding. This does not preclude the addition of requirements of the State of Kentucky or additions which may arise out of undetected errors or omissions in the original degree program. Any subsequent changes made in the program must have the approval of the advisor and major and minor professors and be noted on the student’s course planning sheet in the Registrar’s Office. THE STUDENT IS EXPECTED TO BE FAMILIAR WITH THE GENERAL AND SPECIFIC REQUIREMENTS OF HIS OR HER CHOSEN PROGRAM. THE STUDENT IS IN ALL CASES RESPONSIBLE FOR MEETING THE REQUIREMENTS FOR GRADUATION.

Dropping a Course

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

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands within any semester must complete required paperwork and receive permission from the Vice President for Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberlands up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade (such as an "aF") has not been previously posted. A "W" carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an "F."
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an "aF" for each class when appropriate. An administrative withdrawal will be posted when aF’s are posted for all courses on a student’s schedule.
4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.
5. The official date of withdrawal will be used by the Bursar’s Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

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

Repeating a Course

Students may repeat any course. The grade from the most recent attempt will be the grade of record and is the one used in calculating the GPA. In such a case, the previous grade is replaced.

Academic Probation and Suspension

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

<table>
<thead>
<tr>
<th># Hours Attempted</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-45 hrs</td>
<td>1.60</td>
</tr>
<tr>
<td>46-61 hrs</td>
<td>1.70</td>
</tr>
<tr>
<td>62-77 hrs</td>
<td>1.80</td>
</tr>
<tr>
<td>78-95 hrs</td>
<td>1.90</td>
</tr>
<tr>
<td>96 hrs or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>
The first time a student is placed on suspension, it is for one semester. The second time a student is placed on suspension, it is for a calendar year. Students who are under suspension from the University of the Cumberlands will not receive credit for any academic work completed at other institutions during the period of suspension.

**Academic Appeals**

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

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

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

**Disability Accommodations**

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

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

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

**Classification of Students**

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

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

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

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

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

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

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

**Correspondence Work**

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

1. Students are expected to complete approved courses within the dates contracted or contract may be voided.
2. Not more than 32 of the 128 semester hours required for a degree and not more than one-half of the hours required in any field in general education and not more than 6 hours in the major or minor field may be completed by correspondence and/or extension.
3. Not more than 12 semester hours of credit may be earned through correspondence during a calendar year.
4. Credit for correspondence work will not be granted unless the student obtains written permission before enrolling in such work from the Registrar and the head of the major department.
5. Correspondence credit is recorded only upon receipt of an official transcript in the Office of the Registrar and at the completion of the final examination. Correspondence credit is regarded as a part of the student's load of the semester or term within which the course is completed; therefore, students enrolled for a full-time program of study shall defer work on all correspondence courses during the term for which they are registered.
6. Grades earned by correspondence will not be used in calculation of the student's grade point average.
7. Credit for the following courses, earned by correspondence, will not be accepted on the issuance or renewal of teaching certificates: ELEM/ELMS 331 and 338, Language and Reading Arts; ELEM 333, Children's Literature.

Dean's List

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

Honors Program

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

Honor Societies

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

The J.T. Vallandingham Scholastic Honor Society

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

Awards

The H. N. and Frances Berger Awards

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

The Algernon Sydney Sullivan and Mary Mildred Sullivan Awards

The Sullivan Awards honor a man and woman of the senior class who have made significant contributions to university life and have demonstrated outstanding spiritual values. These awards are granted at the Honors Day Program each year.
The Gorman Jones Campus Leadership Award
A medallion will be awarded each year at Honors Day Program to the woman of the graduating class who manifests the best qualities of campus leadership.

The T. J. Roberts Campus Leadership Award
A medallion will be awarded each year at Honors Day Program to the man of the graduating class who manifests the best qualities of campus leadership.

The T. E. Mahan Memorial Award
A medallion will be awarded each year to the man of the junior class who manifests the best qualities of potential service to society.

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

DEGREES

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

Each student seeking the baccalaureate degree must have scores from an appropriate department examination, on file in the Office of the Registrar prior to completion of the student’s degree. Teacher education students will be required to take the appropriate PRAXIS specialty examination prior to doing student teaching. The application for graduation fee is $50.00 plus the cost of testing. Check with the Office of the Registrar for more information.

Degree Requirements

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

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

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

Other Degree Requirements

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

Accounting
Art**
Biology*
Business Administration
Business Management Information Systems
Chemistry*
Church Music
Communication Arts
Criminal Justice
Education*
  Elementary Education P-5
  Middle School 5-9
English*
Exercise and Sport Science
Fitнесs and Sport Management*
Health**
History
History and Political Science
Human Services
Journalism and Public Relations
Mathematics*
Missions and Ministry
Music**
Physical Education**
Psychology
Public Health
Social Studies*
Spanish**
Speech/Media Communication Education*
Theatre Arts

* also available with Secondary Education Teacher Certification Program
** P-12 teacher certification available

Available Minors

All of the majors listed above have minors except for Fitness and Sport Management. Other minors are Biblical Languages, French** and Military Science.

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

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

Teacher Certification

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

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

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

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

Preparation for Graduate Studies and Post-Baccalaureate Professional Education

University of the Cumberlands provides students many opportunities to prepare for graduate studies or post-baccalaureate professional education. Many majors include specific options or tracks intended for those preparing for post-baccalaureate study. These curricula are outlined in the programs of study detailed later in this catalog. Among these programs are the following pre-professional areas:
• **Pre-Seminary: The Ministry and Religious Vocations** – University of the Cumberlands encourages students who are preparing for full-time Christian service. We recognize that full-time Christian service includes serving in the local church and in missions, but we also recognize that Christian service goes well beyond these areas of ministry. Churches and denominations need people well-versed in many academic disciplines. The University’s broad-based general education curriculum combined with study in a major field provides excellent preparation for effective ministry in the future. In addition, the curricula of the Department of Missions & Ministry provides several tracks that enable students to develop their interests in particular areas of ministry and religious vocation.

• **Pre-Engineering** – Detailed information for students who planning ultimately to pursue an engineering degree may be found among the programs of the Mathematics and Physics Department. These materials outline the requirements and expectations for those wishing to pursue a rigorous dual degree program, potentially earning an applied physical science degree from UC and an engineering degree from an engineering school over five years of study.

• **Pre-Law** – Information on sound preparation for law school is described with the curricula of the History and Political Science Department. There is no preferred major for admission to law school; however, popular majors have been History, Political Science, English, and Business. Regardless of major, students who go on to law school need to have effective communication and critical thinking skills. Moreover, students should have a basic understanding of our legal system and an appreciation for the values that support it. UC provides a variety of coursework that will prepare pre-law students to sit for the Law School Aptitude Test (LSAT).

• **Pre-Medicine, Pre-Veterinary Science, Pre-Dentistry, Pre-Optometry, Pre-Physical Therapy** – Most students intending to pursue one of these professional areas after graduation choose to major in biology or chemistry. Pre-professional advisors are available in both of these disciplines to assist in planning an appropriate course of study and in understanding the entrance procedures and requirements of various post-baccalaureate programs. More information on a recommended course of studies for these pre-professional interests is provided with the curricula of the Biology Department and the Chemistry Department later in this catalog.

• **Pre-Pharmacy** – Students interested in a pharmacy career generally begin their undergraduate studies as chemistry majors before applying to a pharmacy school after two or three years of coursework. A minimum of 60 hours of undergraduate courses is required for admission to most schools of pharmacy. With the assistance of the Chemistry Department’s pre-pharmacy advisor, students will plan a specific program to meet the requirements of the school of pharmacy to which the student plans to seek admission. More information on an appropriate course of study for pre-pharmacy students may be found with the curricula of the Chemistry Department later in this catalog.

• **Pre-Physician Assistant** – The recommended curriculum for students intended to pursue a career as a physician assistant is detailed later in this catalog in the description of the programs of the Biology Department. This interdisciplinary curriculum includes a rigorous course of studies in biology, chemistry, and mathematics. After three years of undergraduate coursework, strong students may be able to apply to a Physician Assistant Studies program like UC’s dual degree program, which leads to both a B.S. and master’s degree after five years of study. Or students may complete an undergraduate degree and then apply to the PA program at UC or one elsewhere. See the Biology Department for more information on the Pre-PA curriculum.

### Other Special Curricula and Programs

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

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

To be admitted to the Independent Directions Program, students must

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

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

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

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

INTR 401, 402. Corporate Internship
A full-time residency in the corporate setting; this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to commencing the internship, students selected for an internship will be required to participate in a workshop/orientation designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student’s advisor. May be repeated twice not to exceed a total of fifteen semester hours.

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

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

Graduation Honors

Students are graduated with the distinction of Summa Cum Laude who have a standing of 3.95 to 4.00.
Students are graduated with the distinction of Magna Cum Laude who have a standing of 3.85 to 3.94.
Students are graduated with the distinction of Cum Laude who have a standing of 3.70 to 3.84.
Students who have received a failing grade in Convocation or declared Academic Bankruptcy are not eligible for these recognitions.

Requirements for academic honors are subject to change without notice.

Transcripts

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

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

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

Advanced Credit and Credit by Examination

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

Advanced Standing Credit Through Experiential Learning—University of the Cumberlands does not award credit for experiential learning.

Advanced Standing Through Advanced Placement (AP)—University credit will be considered for AP courses taken while in high school when the student presents an official score of three (3) or better and the AP course in question corresponds with a course offered by the University of the Cumberlands. The final decision on whether an AP course is accepted by the University, and if accepted, the course or courses for which an AP course may be substituted, and the number of semester hours which will be granted, will be made by the Registrar of the College in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.
Credit by Examination—University of the Cumberlands participates in the College Level Examination Program (CLEP). A student may receive credit for selected courses through the Subject Examinations approved by the University. Information regarding Subject Examinations appropriate for University of the Cumberlands curriculum and information regarding the CLEP testing program should be obtained from the CLEP Administrator. Cumberland also offers examinations in lieu of many courses numbered 100 and 200, not covered by the CLEP tests. For further information contact the Office of the Registrar.

PRIVACY RIGHTS OF STUDENTS

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

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may also disclose without the student’s consent, “directory information” unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student’s record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: The student’s name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference. The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.

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

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

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

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

Section 1: Christian Faith (6 hours)
Students develop an understanding of core Christian teachings, values and worldviews and the diversity of world religious perspectives.
Outcome 1A: Students identify important elements and issues of religious texts. (conceptual content)
Outcome 1B: Students apply religious and spiritual concepts to specific situations and contexts. (conceptual content & application skills)
Outcome 1C: Students appreciate the significance of Christianity in shaping culture(s). (dispositions)

Section 2: Writing Competence (6 hours)
Students develop the principles and practices of accurate and effective writing, including sound rhetorical choices and critical thinking.
Outcome 2A: Students correctly recognize and revise grammatical and mechanical errors in prose. (conceptual content & application/skills)
Outcome 2B: Students write clear, well-organized and well-developed essays in response to their personal experience and to their reading of essays and other literary genres. (conceptual content & application/skills)
Outcome 2C: Students efficiently and ethically integrate materials from a variety of sources into their writing, properly documenting their use of these sources. (conceptual content, application/skills, & dispositions)

Section 3: Mathematical and Scientific Reasoning (3 hours in math; 4 hours in science)
Students develop basic mathematical skills and a critical understanding of basic scientific concepts and problem-solving skills, along with the role of science in modern society.
Outcome 3A: Students understand basic scientific and mathematic methods and concepts. (conceptual content)
Outcome 3B: Students identify the central concepts, schema, or processes used to organize information in a given
discipline and use the materials to assess specific data or to solve problems. (conceptual content & application/skills)

Outcome 3C: Students recognize and appreciate the role of mathematics and science in modern society. (dispositions)

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

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

Outcome 4A: Students identify useful theories and concepts used to describe cultural and historical phenomena. (conceptual content & application skills)

Outcome 4B: Students apply relevant information to assess cultural, historical, economic phenomena. (conceptual content & application skills)

Outcome 4C: Students show sensitivity to the diversity within and between cultures. (dispositions)

**Section 5:** Aesthetic Appreciation (6 hours)

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

Outcome 5A: Students identify components of various types of literature, art, music, or theatrical production. (conceptual content)

Outcome 5B: Students analyze individual pieces of literature, art, music, or theater, illuminating the value or significance of these cultural experiences. (application/skills)

Outcome 5C: Students grow in their appreciation and understanding of their own performance and the performance of others in literature, art, music, or theater. (dispositions)

**Section 6:** Social and Professional Awareness (6 hours)

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

Outcome 6A: Students recognize important principles and concepts describing various areas of social and professional behavior. (conceptual content & application skills)

Outcome 6B: Students apply relevant information to assess social or professional issues. (conceptual content & application skills)

Outcome 6C: Students understand the importance of self-discipline and ethical behavior in social and professional life. (dispositions)

**GENERAL EDUCATION CURRICULUM (37 HOURS)**

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

**Integrated Studies Courses.** As part of the General Education curriculum, students must take one Integrated Studies course in place of the "standard" general education courses listed below, and they have the option of taking a second Integrated Studies course as a substitution in another area of the curriculum. Integrated Studies courses are available in Sections I, III, IV, V, and VI of the General Education curriculum. These courses are special topics upper-level courses open to juniors and seniors. Integrated Studies courses have no prerequisites. Some of these courses are team-taught, cross-disciplinary courses. These courses reflect the University's commitment to nurturing critical thinking and problem-solving. In some cases Integrated Studies courses will also count in a major or minor. Integrated Studies courses are designated with a 40X course number (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.

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MSMN 133</td>
<td>Church History</td>
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<td>MSMN 135</td>
<td>Exploring the Old Testament</td>
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<tr>
<td>MSMN 136</td>
<td>Exploring the New Testament</td>
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<tr>
<td>MSMN 233</td>
<td>Introducing Christian Ethics</td>
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<td>MSMN 239</td>
<td>Exploring World Religions</td>
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<td></td>
<td>Integrated Studies Course</td>
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II - Writing Competence (6 Hours)
ENGL 131 English Composition I
ENGL 132 English Composition II

III - Mathematical and Scientific Reasoning (7 Hours)
A. Mathematics (3 hours)
Any one of the following five courses
MATH 131 College Mathematics
MATH 132 College Algebra
MATH 136 Precalculus
MATH 140 Calculus I
MATH 240 Calculus II
_________ Integrated Studies Course

Or both of the following courses
MATH 130 Concepts of Mathematics for the Elementary and Middle School Teacher I
MATH 230 Concepts of Mathematics for the Elementary and Middle School Teacher II

B. Science (4 hours)
BIOL 130 General Biology and BIOL 110 General Biology Laboratory
BIOL 133 Introduction to Population Biology and BIOL 113 Intro. to Population Biology Laboratory
BIOL 134 Introduction to Cellular Biology and BIOL 114 Intro. to Cellular Biology Laboratory
BIOL 231 Environmental Science and BIOL 116 Environmental Science Laboratory
CHEM 132 General Chemistry I and CHEM 111 General Chemistry Laboratory I
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 Course

IV - Historical and Cultural Understanding (6 Hours)
A. History (3 hours)
HIST 138 World Civilization since 1648
HIST 231 American History to 1877
_________ Integrated Studies Course

B. Culture (3 hours)
BADM 135 Macroeconomics
BADM 136 Microeconomics
FREN 135 French Popular Culture
SPAN 135 Hispanic Popular Culture
POLS 131 Introduction to Political Science
POLS 233 American National Government
POLS 235 Introduction to International Relations
PSYC 131 Basic Psychology
_________ Integrated Studies Course

V - Aesthetic Appreciation (6 hours representing two departments)
ART 131 Art Appreciation
ART 132 Ancient To Gothic Art
ART 133 Renaissance to Modern Art
ART 134 Drawing I
ENGL 330 Literary Studies
ENGL 331 English Literature through 1660
ENGL 332 English Literature 1660-1830
ENGL 333 English Literature since 1830
ENGL 334 American Literature through 1865
ENGL 335 American Literature since 1865
MUPR 108-112, 114-116, 119 Music Ensemble or Band
MUSC 130 Music Appreciation
CONVOCATION

Convocation reinforces the University’s mission to prepare students for lives of responsible service and leadership, within the context of a caring Christian community. It promotes a wide range of common and shared experiences among UC students in the areas of Faith Development, Academic/Cultural Presentations, and General Interest. Events sponsored throughout the academic year bring to campus notable speakers, scholars, performers, and programs.

As a requirement for graduation all full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in CONV 101-01 for every semester of enrollment. Students who are 25 years of age or older at the time of their enrollment are exempt from this requirement. There are no other exemptions. Credit for convocation is Pass/Fail with 0.50 academic credit hours available each semester. The grade received is factored into the student’s cumulative grade point average. To receive a passing grade, students must attend 8 convocation per semester, including 2 MAJOR Convocation programs, 2 Faith Development programs, 2 Academic/Cultural presentations, and 2 General Interest programs or events.

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

1. Students must arrive on time, have student ID scanned, pick up convocation card and be seated prior to the beginning of the event/program. No IDs will be scanned for attendance purposes once the program begins.
2. Students should behave in an appropriate manner throughout the program. If students cannot conduct themselves in an appropriate manner, they will not be granted attendance credit by the convocation attendants. A student may appeal any such action with the Director of Convocation.
3. Student must remain until the end of the program, or until convocation cards are collected.
4. Students must return their convocation card to a convocation attendant prior to leaving the event. Cards will not be accepted at any other time.

Students who do not meet attendance expectations for each category will receive a failing grade (F) in Convocation for that semester. Students with a failing grade (F) in Convocation are not eligible for Academic Honors. Students with a failing grade in Convocation have one semester to make up any deficiency by working out an agreement with the Director of Convocations. If the deficiency is not satisfied and all current semester requirements are not met, the student will be placed on Convocation Suspension for failure to meet Convocation requirements. Convocation Suspension will serve as a hold on the student’s record until the student meets with the Director of Convocation to resolve the deficiency.

LEADERSHIP & COMMUNITY SERVICE

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

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

Purpose Statement

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

Program Goals

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

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

Core requirements for a major in Art (24 hours)
- ART 132 Ancient to Gothic Art
- ART 133 Renaissance to Modern Art
- ART 134 Drawing I
- ART 135 Fundamental Design
- ART 230 Computer Imaging I
- ART 231 Drawing II
- ART 434 Contemporary Art History
- ART 439 Senior Seminar

6 hours from one of the following sequences:
- ART 335 Painting I and Art 336 Painting II
- ART 436 Sculpture I and Art 437 Sculpture II
- ART 333 Computer Imaging II and Art 334 Photography

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

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

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

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

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

Description of Courses

ART 131. Art Appreciation
The orientation of non art majors to the visual arts through the architecture, painting and sculpture of selected periods in the history of art. Credit, 3 hours. Offered Fall and Spring semesters.

ART 132. Ancient To Gothic Art
An introduction to the history of painting, sculpture, architecture, and minor arts from prehistoric times through the Gothic period. Credit, 3 hours. Offered Fall semesters.
ART 133. Renaissance To Modern Art
An introduction to the history of painting, sculpture, architecture, and minor arts from the Gothic period to the twentieth century. Credit, 3 hours. Offered Spring semesters.

ART 134. Drawing I
Drawings from direct observation and imagination are produced in a variety of media and techniques. Credit, 3 hours. Offered Fall and Spring semesters.

ART 135. Fundamental Design
This course explores the basic principles of two and three-dimensional design using a variety of media. Problems involving color theory, pattern and texture, space, and basic three-dimensional form are stressed as a key to the production of creative works. Credit, 3 hours. Offered Spring semesters.

ART 230. Computer Imaging I
An introduction to various aspects of computer imaging utilizing Adobe Illustrator and Photoshop programs on the Macintosh computer. The course focuses on the use of electronic media as a means to further basic creative drawing and design skills. Prerequisite: ART 134 and 135. Credit, 3 hours. Offered Fall semesters of odd years.

ART 231. Drawing II
Expression, composition and ideas are developed through the fundamentals experienced in Drawing I. Special emphasis is given to landscape imagery and the human figure. Prerequisite: ART 134. Credit, 3 hours. Offered Fall semesters.

ART 331. School Art
A study of the child and the elementary art curriculum with pertinent productive studio/laboratory activities. Note: Art 131 is strongly recommended as a prerequisite for those students who have had no art in high school. Credit, 3 hours. Offered Fall and Spring semester.

ART 332. Lithography
The practice of lithography as a fine art medium. Students explore studio problems in various planographic techniques. Prerequisite: ART 134. Credit, 3 hours. As needed.

ART 333. Computer Imaging II
An advanced use of software programs to create images on the computer. The course focuses on furthering the creative skills learned in Computer Imaging I and helping students develop more individualized images using advanced aspects of electronic media. Prerequisite: ART 230. Credit, 3 hours. Offered Spring semesters of odd years.

ART 334. Photography
An exploration of fundamental principles, techniques and applications of film based black and white photography as a fine art medium. Requires outside shooting and laboratory work Credit, 3 hours. Offered Fall semesters of even years.

ART 335. Painting I
This course emphasizes the basic concepts of painting. Paintings from direct observation involving composition, space, the illusion of volume, and the interaction of color are executed. Prerequisite: ART 134 and 135. Credit, 3 hours. Offered Fall semesters of even years.

ART 336. Painting II
This course is designed to help the student deepen their understanding of the language of painting. The application of various painting methods will be emphasized. Students are encouraged to start working independently. Prerequisite: ART 335. Credit, 3 hours. Offered Fall semesters of odd years.

ART 338. Intaglio and Relief Printmaking
A study of intaglio and relief processes as creative extensions of drawing. Students produce works using each technique. Prerequisite: ART 134. Credit, 3 hours. Offered Fall semesters of even years.

ART 339. Art History: Selected Topics
An examination of selected topics from the History of Art. Individual artists, art movements, or media will be evaluated through an historical perspective. Credit, 3 hours. This course may be repeated as a different topic. As needed.

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

**ART 430. Art Education In The Secondary School**
A study of materials and methods of presentation involved in the secondary art curriculum for art education students. Credit, 3 hours. Offered Spring semester of even years.

**ART 431. American Art History**
A study of art in America from the Colonial period to the present, with emphasis on the nineteenth and twentieth centuries. Credit, 3 hours. Offered Fall semesters of odd years.

**ART 434. Contemporary Art History**
A study of the major developments, personalities and achievements in twentieth century art. Credit, 3 hours. Offered Spring semesters of even years.

**ART 435. Advanced Sculpture**
Further use of the sculpture media with special emphasis on the development of a personal direction. Prerequisite: The student must have taken one previous sculpture course. Credit, 3 hours. As needed.

**ART 436. Sculpture I**
An introduction to basic sculptural methods and concepts. Assignments in carving, casting, modeling, and assemblage are utilized to help students develop an understanding of sculptural form. Prerequisite: ART 134 and Art 135. Credit, 3 hours. Offered Spring semesters of odd years.

**ART 437. Sculpture II**
This course is designed to help the student deepen their understanding of sculptural form. The application of various sculptural materials will be emphasized. Students are encouraged to start working independently. Prerequisite: ART 436. Credit, 3 hours. Offered Spring semesters of even years.

**ART 438. Advanced Painting**
Further use of the printmaking media with special emphasis on the development of a personal direction. Credit, 3 hours. As needed.

**ART 439. Senior Seminar**
Seminar participants will produce a body of independent work, an exhibition, and an oral defense of their work. Additional topics covered in the course include methods of visual documentation and presentation of works of art. Credit, 3 hours. Offered Spring semesters.

**ART 490. Problems In Art**
A directed study in any art studio or history subject can be investigated as a problem in art. The consent of the instructor, Department Head and Dean are required. A total of six hours in any semester cannot be exceeded. Credit, 3 hours. As needed.
THE DEPARTMENT OF BIOLOGY

Purpose Statement

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

Program Goals

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

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

Required Biology Courses: (17 hours)
- BIOL 133 Introduction to Population Biology
- BIOL 113 Introduction to Population Biology Laboratory
- BIOL 134 Introduction to Cellular Biology
- BIOL 114 Introduction to Cellular Biology Laboratory
- BIOL 246 Biodiversity
- BIOL 340 Genetics
- BIOL 495 Senior Seminar or BIOL 498 Senior Thesis

Required Allied Math and Science Courses: (18 hours)
- MATH 132 College Algebra (or higher math course)
- CHEM 132 General College Chemistry I
- CHEM 111 General College Chemistry I Laboratory
- CHEM 232 General College Chemistry II
- CHEM 211 General College Chemistry II Laboratory

Remaining 7 hours selected from the following:
- PHYS 241 Physics I
- PHYS 242 Physics II
- PHYS 137 Physical Science
- PHYS 117 Physical Science Laboratory
- BIOL 231 Environmental Science OR GEOG 231 - Environmental Geography
- BIOL 116 Environmental Science Laboratory

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

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

18 hours of biology electives selected from the following:
- BIOL 331 Vertebrate Embryology
- BIOL 342 Parasitology
- BIOL 345 Microbiology*
- BIOL 346 Biochemistry*
- BIOL 436 Medical Biochemistry
- BIOL 441 Immunology
- BIOL 442 Comparative Vertebrate Anatomy*
- BIOL 443 General Physiology*
- BIOL 445 Molecular Biology
- BIOL 446 Cell Biology in Health and Disease
- BIOL 447 Histology

*Students interested in applying to medical, dental, or veterinary school are strongly encouraged to complete these courses. It is important to review the admissions requirements for each program to which you will apply because the prerequisites for admission may be slightly different among professional schools.
Option 2: Biology Education Emphasis

The following courses are required:

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

Recommended electives to meet 18 hours total:

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

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

Option 3: Cellular and Molecular Biology Emphasis

The following courses are required:

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

Recommended electives to meet 18 hours total:

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

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

Option 4: Biodiversity Studies Emphasis

18 hours of biology electives selected from the following:

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

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

Option 5: Pre-Physician Assistant Curriculum

Undergraduate students interested in applying for early admission to the University’s Master of Physician Assistant Studies (MPAS) program must complete the following coursework in total or in part at the University of the Cumberlands as Pre-PA Biology majors. Additionally, students must complete all requirements of the General Education curriculum for undergraduates as outlined in the University of the Cumberlands Undergraduate catalog. Admission is made during the third
Students who successfully complete the pre-physician assistant curriculum and are accepted into the MPAS program are awarded a Bachelor of Health Science degree by the University after the successful completion of the first year of didactic coursework in the MPAS program. Students are then awarded the Master of Physician Assistant Studies degree after the successful completion of the second year of coursework.

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

- BIOL 113 Introduction to Population Biology Laboratory
- BIOL 114 Introduction to Cellular Biology Laboratory
- BIOL 121 Medical Terminology
- BIOL 133 Introduction to Population Biology
- BIOL 134 Introduction to Cellular Biology
- *BIOL 244 Human Physiology OR BIOL 443 - General Animal Physiology
- BIOL 246 Biodiversity
- BIOL 340 Genetics
- *BIOL 343 Human Anatomy OR BIOL 442 - Comparative Anatomy
- BIOL 345 Microbiology
- CHEM 111 General Chemistry Laboratory I
- CHEM 132 General College Chemistry I
- CHEM 211 General College Chemistry Laboratory II
- CHEM 232 General College Chemistry II
- CHEM 321 Organic Chemistry Laboratory I
- CHEM 331 Organic Chemistry I

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

Upper-level Psychology courses

College Algebra OR higher Math or Statistics

*preferred

**Requirements for the Bachelor of Arts with a Major in Biology**— includes the requirements for the B.S. plus a foreign language through the intermediate level. Students completing this degree will be required to report scores from the ETS subject area exam in biology prior to graduation.

**Requirements for a Minor in Biology**—23 hours. Courses must include BIOL 133, 113, 134, 114, and 246. The remaining hours must be selected from Biology courses numbered above 300.

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

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

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**Description of Courses**

**BIOL 110. General Biology Laboratory**

This laboratory accompanies BIOL 130. Included in this class are exercises in quantitative methods, biochemical processes, organismal diversity, and vertebrate anatomy and physiology. One and one half laboratory hours per week. Co- or prerequisite: BIOL 130 or equivalent. One laboratory hour per week. Credit, 1 hour. Offered fall and spring semesters.
BIOL 113. Introduction to Population Biology Laboratory
This lab accompanies BIOL 133. This lab introduces students to the methods used by population biologists to obtain and analyze information regarding population genetics, natural selection, animal behavior and population ecology. Co- or prerequisite: BIOL 133 or equivalent. Three laboratory hours per week. Offered spring and fall semesters.

BIOL 114. Introduction to Cellular Biology Laboratory
This is a hands-on laboratory course that provides an introduction to the methods by which cell biologists obtain and analyze information about the cell. Co- or prerequisite: BIOL 134 or equivalent. Three laboratory hours per week. Credit, 1 hour. Offered fall and spring semesters.

BIOL 116. Introduction to Environmental Science Laboratory
This lab accompanies BIOL 231. Laboratory work includes study of ecosystems, biodiversity, principles of sampling and environmental monitoring, and other topical environmental concepts. Credit for this course may be used in partial fulfillment of the general education science requirement. Co- or prerequisite: BIOL 231 or equivalent. Three laboratory hours per week. Credit, 1 hour. Offered fall and spring semesters.

BIOL 121. Medical Terminology
An introduction to the construction and definition of scientific and medically related terms. Emphasis is placed on Greek and Latin roots, suffixes, prefixes, and combining forms that comprise the vocabulary of a biological scientist. Special emphasis is placed on pronunciation and spelling. Two lecture hours per week. Credit, 2 hours. Offered spring semesters.

BIOL 130. General Biology
This course is intended for students who have a limited background in biology and related sciences and may not be used to satisfy hours for the biology major or minor. General biology is a survey of important concepts, principles, and processes of biological science. Course topics include the nature of scientific thought; biomolecules; cell structure and function; vertebrate anatomy and physiology; organismal diversity; evolution; and ecology. Students who did not have a chemistry or physical science class in high school are encouraged to complete a college level physical science class before taking General Biology. Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters.

BIOL 133. Introduction to Population Biology
This course provides a detailed introduction to evolutionary and ecological principles of biology. Course topics include inheritance, population genetics, natural selection, life histories, behavior, and population ecology. Three lecture hours per week. Offered spring and fall semesters.

BIOL 134. Introduction to Cellular Biology
This course provides a detailed introduction to biochemical and molecular aspects of biology. Course topics include macromolecules, properties of water, cellular structure and organelles, enzymes, cellular respiration, photosynthesis, DNA replication, transcription, translation, mitosis, meiosis, and the cell cycle. Three lecture hours per week. Pre- or corequisite: CHEM 132 strongly recommended. Offered fall and spring semesters.

BIOL 231. Introduction to Environmental Science
This course focuses on the ecological aspects of biology with special emphasis on the scientific principles that underlie current environmental issues. Topics will include the development of modern environmental ethics, fundamental concepts of ecology, the geophysical nature of the earth, and analysis of selected environmental problems. Special emphasis will be placed on climactic change, resource management, population growth, and preservation of biodiversity. This course may not be used to satisfy the requirement for the biology major or minor. Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters.

BIOL 244. Human Physiology
An introductory course in physiology. Topics of study include cell metabolism, cell division, protein synthesis, and an overview of the physiology of the body systems. Three lecture and three laboratory hours per week. Credit, 4 hours. Credit does not apply to the major or minor in biology. Consent of the instructor. Offered as needed.

BIOL 330. Selected Topics in Biology
This course allows the student to pursue an in-depth study of some topic that is not covered in the existing biology curriculum. This may include topics from biology history or current relevant topics in biology (e.g., medical and health issues, ethical issues, etc.). Three lecture hours per week. Credit, 3 hours. Offered fall and spring semesters.
BIOL 331. Vertebrate Embryology
Gamete formation; oogenesis and spermatogenesis; cleavage, blastulation, and gastrulation; organogeny and development of the nervous, digestive, excretory, circulatory, respiratory, skeletal, and reproductive systems; and formation of the extraembryonic membranes. Three lecture and two laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134. Recommended: BIOL 246. Credit, 3 hours. Offered spring semesters, even years.

BIOL 340. Genetics
History, definition, and aspects of genetics. Topics range from the molecular basis of heredity to the cellular, organismal, and population levels. Modern Mendelian genetics, cytogenetics, and molecular genetics are included. Laboratory experiences include both classical and modern techniques including DNA sequencing, PCR, and nucleic acid hybridization. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133 and 134. CHEM 242 and 211 are strongly recommended. Credit, 4 hours. Offered fall and spring semesters.

BIOL 341. Plant Taxonomy
Types of flowers; structure and arrangement of flower parts; taxonomy and construction of keys; laws of nomenclature; classes, orders, and families of flowering plants. Three lecture and three laboratory-field hours per week. Prerequisite: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semesters, even years.

BIOL 342. Parasitology
The host-parasite relationship. Study of the major protozoan, arthropod, roundworm, flatworm, and annelid parasites of man and animals. Three lecture and two laboratory hours per week. Prerequisite: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semester, odd years.

BIOL 343. Human Anatomy
Topics of study include a review of cell structure and anatomical terminology, an overview of human tissues, and an organ system-based study of human anatomy. Joint and movement topics are included. Physiological functions of organs and systems are introduced but not treated in depth. Three lecture and three laboratory hours per week. Credit, 4 hours. Offered spring semesters.

BIOL 345. Microbiology
A study of the morphology, physiology and taxonomy of bacteria, viruses, and eukaryotic microorganisms. Use of the microscope and staining techniques are emphasized. Includes an introduction to humoral and cell mediated immunities, and a study of pathogens, mechanisms of disease, and control of microorganisms. Three lecture and three laboratory hours per week. Prerequisites: BIOL, 113, 114, 133, 134, and CHEM 211 and 232. Credit, 4 hours. Offered fall and spring semesters.

BIOL 346. Biochemistry
This course focuses upon the chemistry of carbohydrates, lipids, proteins, and nucleic acids and their functions in the cell. Assembly, function, and regulation of these molecules will be emphasized. Laboratory exercises will involve the isolation, identification, and functional assessment of biological molecules. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134, and CHEM 232 and 211. Credit, 4 hours. Offered fall semester every year.

BIOL 347. Invertebrate Zoology
A study of the anatomy, physiology, life history, ecology, classification, and phylogeny of invertebrate animals. The importance of invertebrates as competitors of humans, food sources, economic pests, links in important food chains, indicators of environmental quality, and as experimental subjects is stressed. Three lecture and three laboratory hours per week. Prerequisites: BIOL 113, 114, 133, 134 and 246. Credit, 4 hours. Offered spring semester, even years.

BIOL 349. Plant Biology
Topics include plant diversity, taxonomy, physiology, morphology, anatomy, growth, economic botany, horticulture, plant genetics, phytogeography and evolution. Laboratories will provide traditional in-class observation of slides, specimens and demonstrations as well as opportunities to engage in experimentation, hands-on experience in various phases of plant biology and exploration of the local plant environment. Prerequisites: BIOL 113, 114, 133, 134 and 246. Three lecture and three laboratory hours per week. Credit, 4 hours. Offered fall semesters.

BIOL 401. Natural History: Observing, Reading and Writing about Nature
This team-taught course, taught in tandem with ENGL 401, explores natural history through classic and contemporary essays on the natural world and on human involvement in it. This traditional classroom activity is combined with field/labatory experience involving observation of nature. In response to reading the observations of others and to “reading” observing nature directly, students will complete both informal and formal writing assignments, developing both their basic scientific understanding of the natural world and their written communication skills. This Integrated Studies course can fulfill a requirement in Section IIIB of the General Education Curriculum. Credit, 4 hours.
BIOL 402. Epidemics in America

This course, normally taught in tandem with HLTH 402, explores the effects of various epidemics on the United States populous as revealed in popular science publications. Laboratory activities will further explore the scientific principles that led to development of effective detection and treatments for these diseases. In addition, we will consider the likelihood of a major epidemic occurring in our lifetime, and how we can prepare for this potential catastrophic event. This is an Integrated Studies course fulfills a requirement in Section III of the General Education Curriculum. Credit, 4 hours. Taught spring of odd years.

BIOL 410. Teaching Practicum in Biology

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

BIOL 431. Conservation Biology

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

BIOL 436. Medical Biochemistry

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

BIOL 441. Immunology

A study of the structure and biochemistry of antigens and antibodies, immunological techniques, humoral and cell-mediated immune systems and immunopathology. Three lecture and three laboratory hours per week. Prerequisite: BIOL 340. Pre- or corequisite: BIOL 345. Credit 4, hours. Offered fall semesters, even years.

BIOL 442. Comparative Anatomy

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

BIOL 443. General Animal Physiology

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

BIOL 445. Molecular Biology

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

BIOL 446. Cell Biology in Health and Disease

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

BIOL 447. Histology

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

BIOL 448. General Ecology

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

**BIOL 460. Special Topics in Biology and Independent Research**

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

**BIOL 495. Senior Seminar**

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

**BIOL 498. Senior Thesis**

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

THE DEPARTMENT OF BUSINESS ADMINISTRATION

Business Administration Programs

Purpose Statement

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

Program Goals

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

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

A minimum grade of “C” is required for all prerequisites.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION–54 semester hours as follows:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BACC 131</td>
<td>Principles of Accounting I</td>
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<tr>
<td>BACC 132</td>
<td>Principles of Accounting II</td>
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<tr>
<td>BADM 135</td>
<td>Macroeconomics</td>
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<td>Probability and Sampling</td>
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<td>BADM 331</td>
<td>Principles of Management</td>
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<td>BADM 335</td>
<td>Financial Management</td>
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<td>BADM 438</td>
<td>Business Policy and Strategy</td>
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Plus twenty-four hours of upper division electives from Accounting, and/or Business Administration, and/or no more than six hours of Management Information Systems.

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

<table>
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<tr>
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<tr>
<td>BACC 131</td>
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<td>Business Policy and Strategy</td>
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Plus six hours of upper division electives from Accounting and/or Business Administration.
REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION—24 semester hours as follows:

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

Twelve semester hours chosen from the following courses:

- BADM 300 Probability and Sampling
- BADM 330 Legal Environment of Business
- BADM 331 Principles of Management
- BADM 334 Principles of Marketing
- BADM 335 Financial Management

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN ACCOUNTING—60 semester hours as follows:

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

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS—54 semester hours as follows:

- BACC 131 Principles of Accounting I
- BACC 132 Principles of Accounting II
- BADM 135 Macroeconomics
- BADM 136 Microeconomics
- BADM 300 Probability and Sampling
- BADM 330 Legal Environment of Business
- BADM 331 Principles of Management
- BADM 334 Principles of Marketing
- BADM 335 Financial Management
- BMIS 231 Introduction to Programming
- BMIS 331 Object Oriented Programming
- BMIS 332 Application Programming with Visual Basic
- BMIS 333 Systems Analysis/Project Management
- BMIS 334 Management Information Systems
- BMIS 431 Database Design and Programming
- BMIS 439 Software Engineering

Plus six hours of upper division Management Information Systems electives.

REQUIREMENTS FOR A MINOR IN MANAGEMENT INFORMATION SYSTEMS—24 semester hours as follows:

- BMIS 130 Introduction to Application Software
- BMIS 231 Introduction to Programming
- BMIS 333 Systems Analysis / Project Management
- BMIS 334 Management Information Systems
- BMIS 335 Web Design and Development
Plus 6 hours of upper division electives chosen from BMIS, BACC 337, BACC 339

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

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

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

Description of Courses

Accounting

BACC 131. Principles of Accounting I
An introduction to the study of accounting, a financial information system. The course provides the concepts and techniques of collecting and presenting accurate data about an organization, and the knowledge to understand and interpret that information. Credit, 3 hours. Offered Fall and Spring semesters.

BACC 132. Principles of Accounting II
The course completes the study of financial accounting with topics concerning corporations and the statement of cash flows. The main focus is to provide an introduction to the field of managerial accounting including costing systems, planning and control, and analytical decision support. Prerequisite: BACC 131. Credit, 3 hours. Offered Fall and Spring semesters.

BACC 331. Intermediate Accounting I
A study of the environment under which accounting standards are established; the conceptual framework for financial accounting; the accounting cycle; requirements for the presentation of the income statement, balance sheet, and statement of cash flows; time value of money concepts; and accounting for cash, receivables, and inventories. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 332. Intermediate Accounting II
A study of accounting for acquisition and depreciation of fixed assets, intangible assets, current liabilities, contingencies, long-term liabilities, stockholders’ equity, and retained earnings. Prerequisite: BACC 331. Credit, 3 hours. Offered Spring semesters.

BACC 337. Accounting Information Systems
An exploration of concepts of information systems, procedures and controls employed in systems, analysis and design techniques, and systems development procedures. Prerequisite: BACC 132. Credit, 3 hours. Offered as needed.

BACC 339. Computer Augmented Accounting
A study of the use of microcomputers in accounting. Prerequisite: BMIS 130 and BACC 132. Credit, 3 hours. Offered as needed.

BACC 431. Cost Accounting I
An in-depth study of product costing, budget development and use, and the use of quantitative information to achieve optimal business decisions in areas such as pricing, product selections and special orders. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 432. Cost Accounting II
This course addresses many issues concerning cost allocations, the impact of new and current management approaches on product costing, and the development and evaluation of data concerning large, multi-year projects. Prerequisite: BACC 431. Credit, 3 hours. Offered Spring semesters.

BACC 433. Advanced Accounting
A study of cash flow statement, basic financial statement analysis and methods of full disclosure; and accounting for consolidations, income taxes, pensions, post retirement benefits, Leases, changes and errors, and changing prices. Prerequisites: BACC 332 and senior standing. Credit, 3 hours. Offered Spring semesters.
BACC 435. Accounting Theory
A study of the development of accounting theory and its application to income measurement, asset valuation and equities. Prerequisites to be taken in the final year of the Bachelor of Science with a major in Professional Accounting and after completion of all courses required for the Accounting major. Credit, 3 hours. Offered Spring semesters.

BACC 436. Governmental Accounting
The application of general accounting principles to federal, state, and local governments and non-profit organizations. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 437. Federal Taxation
A study of the federal tax laws and instructions in the preparation of tax returns of individuals. Prerequisite: BACC 132. Credit, 3 hours. Offered Fall semesters.

BACC 439. Auditing
A consideration of auditing theory, practice, and procedure as applied to the problem of balance sheet audits, special investigations, and detailed audits. Time devoted to relationship with client, working papers, audit procedure, preparation of report, and to the ethics of the profession. Prerequisites: BACC 332. Credit, 3 hours. Offered Fall semesters.

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

Business Administration

BADM 135. Macroeconomics
A study of aggregate sectors of the economy covering principles that determine total output, total employment and total price levels. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 136. Microeconomics
A study of principles of allocation of resources, distribution of income and operation of the price system. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 330. Financial Management
This course surveys current finance theory and practice including such topics as financial statement analysis, cash budgeting and working capital management, valuation, and cost of capital and capital budgeting. Prerequisites: BACC 132 and BADM 136. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 336. Money, Banking and Credit
A study of the nature and function of money; the importance of credit; the relation of money and credit to prices; bank
deposits and loans; and a study of banking systems. Prerequisite: BADM 136. Credit, 3 hours. Offered as needed.

**BADM 337. Investments**
A course in the principles of investments, including the demand and the supply of investment funds, flotation of new issues, types of stocks and bonds, the stock exchanges, analysis of different types of securities and the government regulation of the securities market. Prerequisite: BADM 136 and BADM 335, or consent of the instructor. Credit, 3 hours. Offered as needed.

**BADM 338. Managerial Economics**
Economic concepts that are directly applicable to business decision-making including cost and production, profits, demand and pricing, capital budgeting and investment, and forecasting. Prerequisite: BADM 136. Credit, 3 hours. Offered as needed.

**BADM 339. Human Resources Management**
A study of the importance of human resources to an organization and the interrelationships among the various human resource management functions. Credit, 3 hours. Offered as needed.

**BADM 401. Personal Finance**
This course provides an overview of personal and family financial planning with an emphasis on financial record keeping, consumer spending decisions, tax planning, consumer credit, insurance protection, selecting investments and retirement and estate planning. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed.

**BADM 402. Business Communications**
Business Communications is the study of communication skills needed in today's business environment. Course content will include composing effective business letters, reports, presentations, resumes and electronic messages. This course will also address development of basic language skills in grammar, spelling, punctuation, capitalization, number usage and sentence structure. This Integrated Studies course fulfills a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed.

**BADM 430. Advertising**
Concepts and practices of advertising and the role of advertising in the marketing mix. Relationship between media characteristics and various kinds of goods and services and their respective markets will be studied. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

**BADM 431. Entrepreneurship**
Introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunities and assemble the resources to start a new business. Prerequisite: BADM 331 and BADM 334. Credit, 3 hours. Offered as needed.

**BADM 433. Services Marketing**
A study of the sales and marketing of services. Students will examine basic elements of promotion in service industries. The issues of general promotional strategies, personal selling, mass selling and sales promotion techniques will be covered. Major service industries, such as hospitality, education, medical/health services, and legal services will be covered. Prerequisite: BADM 334. Credit 3 hours. Offered as needed.

**BADM 434. Sports Marketing**
Sports Marketing will build upon the marketing knowledge base and provide an overview of all the issues faced by marketing managers within the sports industry and outside the industry who market through sports. Students will be introduced to the unique qualities of the sports product and also examine the promotion mix, pricing and distribution issues as they relate to the sports industry. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

**BADM 435. Consumer Behavior**
An extensive study of the psychological, social and situational influences involved in buying decisions. Students will engage in a balanced study of theory and application. Prerequisite: BADM 334. Credit, 3 hours. Offered as needed.

**BADM 436. International Business**
A study of American firms' involvement in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment. Credit, 3 hours. Offered as needed.
BADM 437. Business Law
A survey of the principles of contacts, sales, negotiable instruments, principal and agent, principal and surety, insurance, bailment, partnerships, real property, personal property, and corporations. Prerequisite: To be taken in the final year of the Bachelor of Science with a major in Professional Accounting and after completion of all courses required for the Accounting major. Credit, 3 hours. Offered Spring semesters.

BADM 438. Business Policy and Strategy
A capstone business course using knowledge compiled from the functional areas of business and integrated into strategic management emphasizing the process of problem solving, decision-making and policy formulating. The ETS major field test for business is a course requirement comprising 10% of the final grade. Prerequisite: Completion of the common core and senior standing. Credit, 3 hours. Offered Fall and Spring semesters.

BADM 439. Professional Development
A course to alert student to the qualities and techniques needed both to find a job and be successful in that job. Prerequisite: Junior standing. Credit, 3 hours. Offered as needed.

BADM 450. Business Ethics
This course examines the ethical aspects of individual and corporate decision making and examines the role ethics plays in sound business decisions and a healthy workplace environment. The course provides resources for making sound ethical decisions within the context of managerial practice and to implement those decisions for an organization in a competitive marketplace. Prerequisites: BADM 330, BADM 334. Credits, 3 hours. Offered as needed.

BADM 451. Marketing Communications and Public Relations
This course addresses the relationship between marketing and public relations in a global economy. The course explores approaches and techniques for conducting research and writing within key corporate communication contexts. Students in this course will examine and utilize research techniques and methodologies for developing successful communication campaigns. Additionally, this course will examine the ethics involved in researching and writing for public relations environments. Prerequisites: BADM 334. Credit, 3 hours. Offered as needed.

BADM 490. Special Topics and Projects in Business and Related Subjects
A course designed to allow the student to engage in intensive study of a specific area of business other than through normal course offerings. Prerequisite: Business major with senior standing and consent of department chair. May be repeated on different topic. Credit, variable. Offered as needed.

INTR 401, 402. Corporate Internship
A full-time residency in the corporate setting, this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to the semester of residence, all students selected for this internship will be required to participate in a work-shop designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student's advisor. May be repeated twice not to exceed a total of fifteen semester hours. Offered as needed.

Management Information Systems

BMIS 130. Introduction to Application Software
A general introduction to popular application software packages used in industry and academia. The course will include applications software for word processing, spreadsheets, database management and presentation management, and an introduction to the operating environment. The course is hands-on in nature with in-class labs conducted weekly. Credit 3 hours. Offered Fall and Spring Semesters.

BMIS 231. Introduction to Programming
An introduction to structured programming. The course will include lecture sessions covering concepts of programming, out-of-class programming, and homework assignments. The assignments will use the computer as a tool to solve mathematical and business problems. Topics will include sequential, selective and repetitive structures, arrays, strings, and file manipulation. Credit 3 hours. Offered Fall Semesters and as needed.

BMIS 331. Object Oriented Programming
Addresses advanced features of programming including: object oriented techniques, pointers, dynamic memory allocation, and data structures. Credit 3 hours, Prerequisite BMIS 231. Offered Spring Semesters.

BMIS 332. Application Programming with Visual Basic
An introduction to Visual Basic programming. Emphasis is given to further development of the student's programming
skills and an in-depth coverage of programming in the Microsoft Windows environment. Credit 3 hours. Prerequisite BMIS 231. Offered Spring Semesters.

**BMIS 333. Systems Analysis/Project Management**

A study of current business systems and problems, determination and definition of business needs and information requirements, evaluation of alternative solutions, exploration of the dimensions and elements of project management concepts, methodologies, strategies, and structures. Attention will be given to cost controls, teamwork, and quality management. Credit 3 hours. Prerequisite sophomore standing. Offered Spring Semesters.

**BMIS 334. Management Information Systems**

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

**BMIS 335. Web Design and Development**

Introduction to Web page design using a professional web development tool. Students learn the general syntax of the HTML language, links, anchors, images, frames, tables, and style sheets. Emphasis is on planning the design, validating work, effective visual alternatives, attracting and retaining visitors, proper use of font and color, and creation of professional graphics. Credit 3 hours. Prerequisite sophomore standing. Offered Fall Semesters even years and as needed.

**BMIS 336. Networking**

An introduction to networking exploring theoretical hardware and software issues of networking. Students get hands on experience setting up network hardware, configuring network software, and exploring network topologies and technologies. Credit 3 hours. Prerequisite sophomore standing. Offered Fall Semesters.

**BMIS 337. Hardware and Architecture**

A general introduction to computer hardware including computer maintenance issues and an overview of computing components (microprocessor, system boards, storage devices). Students get hands on experience diagnosing computer problems and dealing with software and hardware installation issues. Credit 3 hours. Prerequisite sophomore standing. Offered as needed.

**BMIS 341. Database Design and Programming**

Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. Credit 3 hours. Prerequisite BMIS 333. Offered Fall Semesters.

**BMIS 342. Advanced Programming with C#**

The goal of this course is to provide students with the knowledge and skills they need to develop C# applications for the Microsoft .NET Platform. The course focuses on C# program structure, language syntax, and implementation details. Credit 3 hours. Prerequisite BMIS 231. Offered Spring Semesters even years.

**BMIS 333. Web Programming**

An introduction to programming for the Internet focused on both client and server side application development. The student will develop interactive web-based applications that access databases. Applications developed in the course will utilize graphic images, tables, forms, frames, client and server-side programming, and database interfaces in a interactive GUI environment. This course may be repeated by the student when different language options are offered. Credit 3 hours. Prerequisite BMIS 231. Offered as needed.

**BMIS 435. Social and Legal Issues of Technology**

The course explores the impact of technology on society and the complex issue of ethics. The course surveys ethical theories and how they are applied to legal theories of computing. Students will deal with ethical and legal issues related to areas such as copyright, patents, trademarks, discrimination, privacy, information security, freedom of speech, freedom of expression, fairness, and artistic license in relation to the creation, access, and reproduction of materials appropriate for the Internet. Credit 3 hours. Prerequisite BMIS 231. Offered as needed.

**BMIS 439. Software Engineering**

A capstone course that allows the student to integrate the tools acquired in MIS to develop a customized application which will meet the needs of an end user on the University of the Cumberlands campus. The student will apply such tools as proposal drafting, time series analysis, systems analysis and design, customized screen and report design, programming, database management, and development of end user documentation. This capstone course should logically be the last course in the major. The ETS major field test for business is a course requirement comprising 10% of the final grade. Credit 3 hours. Corequisite BMIS 431, Prerequisite BMIS 231, 331, 332, 333, and 334. Offered Fall and Spring Semesters.
BMIS 490. Special Topics and Projects in Information Systems

A course designed to allow students to explore selected topics of specific areas of Information Systems other than through normal course offerings and to keep abreast of current topics. The course may be repeated for credit provided the topics differ each semester. No more than six hours total from BMIS 490 may be counted toward a major or a minor. Prerequisite: Consent of department chair. Credit, variable. Offered as needed.
THE DEPARTMENT OF CHEMISTRY

Purpose Statement

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

Program Goals

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

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

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

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

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

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

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

CHEM 132 General College Chemistry I
CHEM 111 General Chemistry Laboratory I
CHEM 232 General College Chemistry II
CHEM 211 General Chemistry Laboratory II
CHEM 331 Organic Chemistry I
CHEM 321 Organic Chemistry Laboratory I
CHEM 332 Organic Chemistry II
CHEM 322 Organic Chemistry Laboratory II
CHEM 336 Analytical Chemistry
CHEM 328 Analytical Chemistry Laboratory
CHEM 435 Survey of Physical Chemistry and additional elective (see CHEM 491)
Or
CHEM 431 & CHEM 411 Physical Chemistry I & Physical Chemistry Laboratory I and CHEM 432 Physical Chemistry
II (CHEM 412 Physical Chemistry Laboratory II recommended.)
CHEM 434 Inorganic Chemistry
CHEM 490 Senior Research Project, Capstone in Chemistry (2 hours required)
CHEM 491 Selected Topics or BIOL 434 Biochemistry (3 hours required if CHEM 345 is the physical chemistry course chosen)

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

OPTION III: 36 semester hours as described below. This option is for students majoring in Chemistry and pursuing secondary education certification
CHEM 132 General College Chemistry I
CHEM 111 General Chemistry Laboratory I
CHEM 232 General College Chemistry II
CHEM 211 General Chemistry Laboratory II
CHEM 331 Organic Chemistry I
CHEM 321 Organic Chemistry Laboratory I
CHEM 332 Organic Chemistry II
CHEM 322 Organic Chemistry Laboratory II
CHEM 336 Analytical Chemistry
CHEM 328 Analytical Chemistry Laboratory
CHEM 345 Survey of Physical Chemistry

Or
CHEM 431 & CHEM 411 Physical Chemistry I & Physical Chemistry Lab I
CHEM 413 Teaching Practicum in Chemistry
CHEM 434 Inorganic Chemistry
CHEM 490 Senior Research Project, Capstone in Chemistry (2 hours required)
CHEM 491 Selected Topics or BIOL 434 Biochemistry (3 hours required)

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

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

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

REQUIREMENTS FOR A CHEMISTRY MINOR—23 semester hours as follows:
CHEM 132 General College Chemistry I
CHEM 111 General Chemistry Laboratory I
CHEM 232 General College Chemistry II
CHEM 211 General Chemistry Laboratory II
CHEM 331 Organic Chemistry I
CHEM 321 Organic Chemistry Laboratory I
CHEM 332 Organic Chemistry II
CHEM 322 Organic Chemistry Laboratory II
CHEM 336 Analytical Chemistry
CHEM 328 Analytical Chemistry Laboratory

Description of Courses
All prerequisite courses listed below must be passed with a minimum grade of “C”.

CHEM 111. General Chemistry Laboratory I
Laboratory for CHEM 132. Three laboratory hours per week. corequisite: CHEM 132. Credit, 1 hour. Offered fall and spring semesters.

CHEM 132. General College Chemistry I
A foundation course forming the basis of the other more specialized chemistry courses. Fundamental principles and theories of chemistry, chemical calculations, and the properties of the more important elements are stressed. Three lectures per week. Prerequisite: ACT Math of ≥ 23. If ACT Math < 23, students are required to take MATH 132 (passing with at least a C grade). If students do not have at least 1 year of high school chemistry, students are strongly encouraged to take CHEM 140. Credit, 3 hours. Offered fall and spring semesters.
CHEM 140. Chemistry of Everyday Life
A general education course that introduces students to the principles of chemistry as applied to everyday life. Intended for students who have never taken a chemistry course and would like to learn what chemistry is and how it affects the world we live in. This course requires minimal mathematical work. The four and one half class hours per week will include both lecture and laboratory. This course provide no credit toward a chemistry major or a minor. Credit, 4 hours. Prerequisite: None. However, students with an ACT Math of < 18 are strongly encouraged to complete MATH 131 before taking CHEM 140. Course is offered fall semester and when possible also in the spring semesters.

CHEM 211. General Chemistry Laboratory II
Laboratory for CHEM 232. Three laboratory hours per week. Prerequisite: CHEM 111. Corequisite: Enrollment in CHEM 232 or consent of the instructor. Credit, 1 hour. Offered fall and spring semesters.

CHEM 232. General College Chemistry II
A continuation of CHEM 132 emphasizing equilibrium, solution chemistry, thermodynamics, electrochemistry, descriptive inorganic chemistry and elementary organic chemistry. Prerequisite: CHEM 132 or special examination and consent of instructor. Three lectures per week. Credit, 3 hours. Offered fall and spring semesters.

CHEM 321. Organic Chemistry Laboratory I
Laboratory for CHEM 331. The laboratory experiments introduces organic lab skills and techniques used in the preparation, separation, purification, identification, and study of the properties of organic compounds. Emphasis on small scale and green chemistry. Three laboratory hours plus 1 hour of pre-lab meeting per week. Prerequisite: CHEM 211 Co requisite, CHEM 331. Credit, 2 hour. Offered fall semesters.

CHEM 322. Organic Chemistry Laboratory II
Laboratory for CHEM 332. A continuation of CHEM 321 with emphasis on synthesis that highlights the concepts learned in lecture. Emphasis on small scale and green chemistry. Three laboratory hours plus 1 hour of pre-lab meeting per week. Prerequisite: CHEM 321, 331, Corequisite: CHEM 332. Credit, 2 hours. Offered spring semesters.

CHEM 328. Analytical Chemistry Laboratory
Laboratory for CHEM 336. Three laboratory hours and one lecture per week. Prerequisite: or corequisite: CHEM 336. Credit, 2 hours. Offered fall semesters.

CHEM 331. Organic Chemistry I
This course introduces students to the fundamental concepts necessary for understanding organic molecules. Include nomenclature, conformational analysis, stereochemistry, functional groups, isomerism, spectroscopy, reactions of alkanes, cycloalkanes, alkenes, alkynes, alcohols, and alkyl halides. Mechanistic theory of organic chemical reactions in the context of acid-base, free radical reactions, nucleophilic substitution, elimination, and electrophilic addition reactions are studied. Three lectures per week. Prerequisite: CHEM 232. Credit, 3 hours. Offered fall semesters.

CHEM 332. Organic Chemistry II
This course is a continuation of CHEM 331. Further study of the chemistry of carbon compounds from a functional group perspective including nomenclature, properties, reactions and synthesis of conjugated dienes, aromatics, organometallics, alcohols, phenols, ethers, aldehydes and ketones, carboxylic acids and derivatives, and amines are covered. Mechanisms include electrophilic aromatic substitution and nucleophilic addition. Three lectures per week. Prerequisite: CHEM 331. Credit, 3 hours. Offered spring semesters.

CHEM 336. Analytical Chemistry
A study of the fundamental principles of quantitative analysis including gravimetric and volumetric analyses and statistical evaluations of measurements. Introduction to selected instrumental techniques is included. Three lectures per week. Prerequisites: CHEM 232 and 211. Credit, 3 hours. Offered fall semesters.

CHEM 345. Survey of Physical Chemistry
A study of the main aspects of physical chemistry, including properties of gases, thermodynamics, kinetics and quantum mechanics. Prerequisites: MATH 140, CHEM 336, 328, and PHYS 242. Credit, 4 hours (3 hours lecture and 3 hours lab). Offered spring semester of even years.

CHEM 401. Chemistry and Crime
From the crime scene to the lab to the courtroom, chemistry plays a central role in forensic science and thus a working knowledge of the science or “chemical literacy” is important for success. This class introduces basic concepts of chemistry by highlighting how it is used to solve crimes. Criminal investigations are methodical, process-oriented, and often require an understanding of both large-scale and small-scale observations—characteristics familiar to chemists. This Integrated Studies course includes a laboratory component and thus fulfills a requirement in Section IIIB of the General Education Curriculum. Credit, 4 hours. Offered as needed.
CHEM 402. Chemistry, Health and Wellness
This course provides students with a general knowledge of chemistry as applied to the area of health and wellness. Students learn about scientific measurement, nomenclature, matter and energy, atomic theory, the periodic table, gas laws, chemical bonds, quantitative relationships in chemical reactions, and properties of water, acids, bases and solutions. This course assumes no prior background in college-level chemistry and requires minimal mathematical work. This Integrated Studies course contains a laboratory component and fulfills a requirement in Section IIIB of the General Education Curriculum. However, it does not provide credit toward chemistry or health major or a minor. Credit, 4 hours.

CHEM 411. Physical Chemistry Laboratory I
Laboratory experiments providing experience in thermodynamic properties and measurements. Corequisite: CHEM 431. Credit 1 hour. Offered fall semesters.

CHEM 412. Physical Chemistry Laboratory II
Continuation of CHEM 411 including kinetic and spectroscopic experiments. Corequisite: CHEM 432. Credit 1 hour. Offered spring semesters.

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

CHEM 428. Instrumental Analysis Laboratory
A laboratory to accompany CHEM 436, Instrumental Analysis. A laboratory course using selected experiments to illustrate the application of instrumental techniques using NMR, IR, UV-VIS, and AA spectroscopy. Three laboratory hours per week. Corequisite: CHEM 436. Credit, 2 hours. Offered concurrently with CHEM 436.

CHEM 431. Physical Chemistry I
A study of the principles and applications of thermodynamics, equilibria, gases, and solutions. Prerequisite: MATH 140 & 240, CHEM 336 & 328, and PHYS 242. Credit 3 hours. Offered fall semesters.

CHEM 432. Physical Chemistry II
A study of the principles and applications of the kinetic molecular theory of gases, reaction kinetics, and quantum mechanics. Prerequisite: CHEM 431 or consent of instructor. Credit 3 hours. Offered spring semesters.

CHEM 434. Inorganic Chemistry
A study of modern theoretical and descriptive inorganic chemistry with emphasis on physical and chemical principles. Three lectures per week. Prerequisite: completion of a minimum of 12 hours of 300 level or higher chemistry to include CHEM 336, 345, or 431, or consent of instructor. Credit, 3 hours. Offered spring semester annually.

CHEM 436. Instrumental Analysis
A study of the theory and instrumentation used in modern qualitative and quantitative analysis, including instrumental separation techniques. Three lectures per week. Prerequisites: CHEM 336, 328, and 431 or 345 or consent of the instructor. Credit, 3 hours. Offered annually upon sufficient demand.

CHEM 490. Senior Research Project
Working under the direction of a faculty advisor, the student completes a senior project through literature and experimental research in chemistry and upon completion of the research, the student prepares a final written report and an oral presentation. Prerequisites: CHEM 331, 321, 336, 328. Pre- or corequisite: CHEM 431 or CHEM 345. Honors Research may be conducted as part of this course. (See department chairperson for honors research requirements). Credit, 1-3 hours. May be repeated for up to three hours credit. Registration for more than one hour credit requires the approval of department chairperson.

CHEM 491. Selected Topics in Chemistry
A study of selected topics in chemistry of current interest in a specified area of chemistry, such as advanced organic, polymer chemistry, spectroscopy, environmental chemistry, green chemistry, organometallic chemistry, or chemical literature usage. Prerequisites: a minimum of fifteen hours of chemistry.
Departmental Prerequisite Policy Statement

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

Communication Arts Program

Purpose Statement

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

Program Goals

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

Requirements for a Bachelor of Science with a Major in Communication Arts—37 semester hours as follows:

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

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

- COMM 231 Print and Web Journalism
- COMM 233 Communication Graphics
- COMM 235 Introduction to Television Production
- COMM 238 Radio Broadcasting
- COMM 333 Argumentation and Debate
- COMM 334 Introduction to Television Journalism
- COMM 335 Television Directing
- COMM 336 Writing for the Mass Media
- COMM 339 Media Law
- COMM 430 Screenwriting
- COMM 431 Film I
- COMM 433 Senior Studies
- COMM 435 Film II
- COMM 436 Coaching and Managing Forensics Programs
- COMM 437 Advanced Television Reporting
- COMM 438 Film III
- COMM 439 Film IV
- COMM 490 Special Topics in Communication
- COMM 491 Internship
- COMM 412 Forensics
REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN COMMUNICATION ARTS – includes the requirements for the B.S. plus a foreign language through the intermediate level.

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

- COMM 130 Interpersonal Communication
- COMM 131 Introduction to Mass Media
- COMM 230 Introduction to Public Speaking
- COMM 235 Introduction to Television Production
- COMM 332 Small Group Communication
- COMM 333 Argumentation and Debate
- COMM 418 or THTR 418 Senior Colloquium
- THTR 130 Introduction to Theatre
- THTR 131 Acting I
- THTR 235 Stagecraft
- THTR 331 Scene Design
- THTR 431 Principles of Directing

Plus Three Semester Hours of THTR 410 Theatre Practicum

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

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

- COMM 130 Interpersonal Communication
- COMM 131 Introduction to Mass Media
- COMM 230 Introduction to Public Speaking
- COMM 232 Interviewing

Plus nine hours of elective course work in Communication Arts.

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

**Journalism and Public Relations Program**

**Purpose Statement**

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

**Program Goals**

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

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

**Required core courses – 25 hours:**

- JOUR 130 Introduction to Journalism and Public Relations
- JOUR 230 Public Relations Writing
- JOUR 231 Print and Web Journalism
- JOUR 233 Graphic Design
JOUR 339  Media Law
JOUR 418  Senior Colloquium
JOUR 430  Media, Technology and Society
COMM 232  Interviewing
Three semester hours of JOUR 416 – Journalism Practicum

Three courses (9 hours) selected from the following:
JOUR 330  Editing for Print and the Web
JOUR 331  Public Relations and Advertising
JOUR 332  Magazine and Feature Writing
JOUR 333  Print Design
JOUR 336  Writing for the Mass Media
JOUR 431  New Media and Online Content
JOUR 432  Public Relations Management
COMM 333  Argumentation and Debate
COMM 334  Introduction to Television Journalism

Plus 6 additional hours of elective work from the following:
ART 334  Photography
BADM 451  Marketing Communications and Public Relations
COMM 235  Introduction to Television Production
COMM 238  Radio Broadcasting
COMM 433  Senior Studies (Journalism Emphasis)
COMM 490  Special Topics (Journalism Emphasis)
COMM 491  Internship
ENGL 338  Writing and Publishing with the New Media
POLS 233  American National Government

Requirements for a minor in Journalism and Public Relations – 24 semester hours as follows:

Required core courses – 18 hours
JOUR 130  Introduction to Journalism and Public Relations
JOUR 230  Public Relations Writing
JOUR 231  Print and Web Journalism
JOUR 233  Graphic Design
JOUR 339  Media Law
Three semester hours of JOUR 416 Journalism Practicum

Plus 6 hours of elective course work from the following:
JOUR 330  Editing for Print and the Web
JOUR 331  Public Relations and Advertising
JOUR 332  Magazine and Feature Writing
JOUR 333  Print Design
JOUR 336  Writing for the Mass Media
JOUR 430  Media, Technology and Society
JOUR 431  New Media and Online Content
JOUR 432  Public Relations Management
ART 334  Photography
BADM 451  Marketing Communications and Public Relations
COMM 232  Interviewing
COMM 235  Introduction to Television Production
COMM 238  Radio Broadcasting
COMM 333  Argumentation and Debate
COMM 334  Introduction to Television Journalism
ENGL 338  Writing and Publishing with the New Media
POLS 233  American National Government

Theatre Arts Program

Purpose Statement

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

Program Goals

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

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

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

Plus three semester hours of:
- THTR 410 Theatre Practicum

12 hours of credit shall be chosen from the following courses, with approval of the student’s advisor.
- THTR 232 Acting II
- THTR 237 Make-up and Costuming
- THTR 331 Scene Design
- THTR 332 Lighting and Sound Design
- THTR 336 Acting Styles
- THTR 417 Character Improvisation Lab
- THTR 432 Summer Theatre
- THTR 435 Arts Administration
- THTR 437 Character Improvisation
- THTR 490 Independent Study
- THTR 491 Professional Internship
- THTR 492 Special Topics in Theatre

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

REQUIREMENTS FOR A MINOR IN THEATRE ARTS–21 semester hours as follows:
- THTR 130 Introduction to Theatre
- THTR 131 Acting I
- THTR 235 Stagecraft
- THTR 334 Stage Management
- THTR 431 Principles of Directing

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

Description of Courses

COMM 130. Interpersonal Communication
A course designed to help students gain insight into and improve their interpersonal skills and relationships with others. Attention is placed on studying and evaluating communication variables in work, school, family and social settings. Credit, 3 hours. Offered every semester.
COMM 131. Introduction to Mass Media
An introduction to American popular culture from 1945 to the present. This course examines the role of television, film and popular music in shaping and reflecting contemporary American history and culture. Credit, 3 hours. Offered every semester.

COMM 230. Introduction to Public Speaking
An introductory course designed to help students effectively research, organize, construct and deliver their ideas in a variety of speech forms. Other topics include critical listening, audience analysis and language usage. Credit, 3 hours. Offered every semester.

COMM 235. Introduction to Television Production
Development of practical television production technique. Skills covered include camera and lenses, lighting, directing, ENG/EFP, editing, and related post production processes. Emphasis is placed on preproduction planning and strategy. Other skills covered include studio operations and directing techniques. The course is designed to give students an overview to a functioning television production system. Specific attention is focused on television production equipment and its operation, the aesthetics of television production, and the interpersonal skills involved in production teamwork. 2 hours lecture, 2 hours lab. Credit: 3 hours. Offered every fall semester.

COMM 238. Radio Broadcasting
This course is designed to teach students the skills necessary to announce for radio. The focus will be on programming, underwriting, scripting, and radio interviewing. Participation with the campus radio required. Credit, 3 hours. Offered as needed.

COMM 330. Interviewing
This course is designed to introduce students to the professional interviewing process. The focus is on interviews in a business and professional setting with special emphasis given to the employment interview. Units of instruction include: interviewee strategies, interviewer strategies, appraisal interviews, exit and discipline interviews, survey interviews and persuasive interviews. Credit, 3 hours. Offered every spring semester.

COMM 332. Small Group Communication
This class combines theories of small group communication with practical application to prepare students interpersonally for meetings, committees, boards, and other small group settings found in the workplace. Topics include bargaining and negotiating, conflict resolution, and leadership skills. Prerequisite: COMM 230. Credit, 3 hours. Offered every fall semester.

COMM 333. Argumentation and Debate
An introduction to the principles of argumentation and academic debate. The course is designed to develop the student’s ability to think critically and speak persuasively. Students participate in required classroom debates. Credit, 3 hours. Offered every fall semester.

COMM 334. Introduction to Television Journalism
This course is designed to inform students of the process of news reporting for television from start to finish. The focus is on finding, writing, editing and delivering the news on-camera. Prerequisite: COMM 235. Credit, 3 hours. Offered every spring semester.

COMM 335. Television Directing
Practical study in the theory and practice of producing and directing television programs. Emphasis is placed on team skills and leadership skills. Prerequisite: COMM 235. Credit: 3 hours. Offered every fall semester.

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

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

COMM 403. Argument and Culture
This course is designed to increase the students’ critical thinking skills through the use of argumentation in a variety of settings.
The student will become aware of the different spheres of argument and how they are both different and interact with each other. This will be accomplished through a variety of reading and writing assignments in which the student will be expected to apply the concepts of argumentation to topics found in the general culture. Emphasis will be placed on the students’ ability to clearly state their position (clarity). Additionally, students will be expected to fully research their position and be able to use their research appropriately (discernment). Finally, students will be expected to be able to apply the general concepts of critical thinking and argumentation to the specific spheres found in the general culture (integration). Argumentative spheres to be studied will include, but not be limited to: argumentation in law, argumentation in science, argumentation in religion, argumentation in politics. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

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

COMM 405. Listening and Nonverbal Communication
This course focuses on the development of listening and nonverbal theory and skills. This course focuses on the study of theory and research as it relates to the process of listening in human communication. Students who successfully complete this course will gain a better understanding of the physiological and psychological aspects of the listening process, how these aspects impact listening behavior, and how to improve one’s own listening skills in both personal and professional contexts. The university Quality Enhancement Plan (QEP) to promote critical thinking will be utilized in this course through various assignments that will require critical thinking in reading, writing and information literacy. This Integrated Studies course fulfills a requirement in Section VI, Social and Professional Awareness, of the General Education Curriculum. Credit, 3 hours. Offered as needed.

COMM 412. Forensics (Competitive Speech and Debate)
This course provides students with the opportunity to travel and compete in regional and national level collegiate speech and debate tournaments. This course may be repeated twice. Credit, 1 hour. Offered every semester.

COMM 415. Television Production Practicum
This course provides practical experience in advanced video production, including: sound and video editing, graphic design, special effects, scripting, and directing. This course may be repeated twice. Prerequisite: COMM 235. Credit, 1 hour. Offered every semester.

COMM 418. Senior Colloquium
All majors are required to demonstrate their expertise through a public presentation during one of the last two semesters before graduation. The subject will be of the student’s choosing with departmental approval. Each student will work closely with a Communication and Theatre Arts faculty mentor who specializes in the chosen subject. Students may choose to showcase their skills in the performing arts or may choose to present a paper detailing research they have conducted. Students must present their work before an audience of the Communication and Theatre Arts faculty. This presentation serves as the exiting examination for the department. Credit, 1 hour. Offered every semester.

COMM 431. Film I: The Silent Era
This course surveys significant American and international films and filmmakers from 1895 to 1930. Course topics include: the origins motion pictures, the films of the Edison Company, D.W. Griffith, Charles Chaplin, German Expressionism, early French and Russian cinema and the arrival of sound. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other fall semester.

COMM 432. Theories of Persuasion
Designed to aid students in becoming more critical receivers and users of persuasive communication. The course focuses on persuasion theories and methods of evaluating oral and visual forms of communication. The course is designed to develop the student’s ability to think, listen, write and speak critically. Credit, 3 hours. Offered every fall semester.

COMM 433. Senior Studies
A rotating topics course dealing in current problems, topics and areas of research in the fields of Communication, Media and Broadcasting. Topics include Animation History, Advanced Radio Broadcasting, Documentary Film, Rock and Roll History, and Comic Books and Culture. Prerequisite: Consent of instructor. May be repeated once for credit when topic varies. Credit, 3 hours. Offered as needed.

COMM 434. Communication Theory
This course is designed to familiarize students with the major research paradigms in the field of human communication. Topics include: Anglo-American perspectives, and contemporary Continental perspectives. Each perspective is described with its respective paradigmatic assumptions; strengths and weaknesses associated with each perspective are explored. Prerequisite: COMM 130. Credit, 3 hours. Offered every spring semester.
COMM 435. Film II: The Golden Age
This course surveys significant American and international films and filmmakers from 1930 to 1960. Course topics include: the Hollywood Studio System, the Gangster Movie, the Horror film, films of WWII, films of the Cold War Era, Film Noir, Social Realism and Italian Neorealism. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 436. Coaching and Managing Forensics Programs
This course is designed for high school teacher education majors and for future collegiate forensic directors. The student is provided the opportunity to study various forensic event formats including National Forensic League (NFL), American Forensic Association (AFA), National Forensic Association (NFA), Cross Examination Debate Association (CEDA), National Debate Tournament (NDT), Pi Kappa Delta (PKD), and Delta Sigma Rho (DSR). Students will also have the opportunity to learn various aspects of forensic program management including budgeting, tournament management, and coaching philosophy. Credit, 3 hours. Offered as needed.

COMM 438. Film III: The Modern Age
This course surveys significant American and international films and filmmakers from 1960 to the 1990. Course topics include: Stanley Kubrick, the French New Wave, Mel Brooks, Woody Allen, Francis Ford Coppola, Martin Scorsese, the “Lucas-Spielberg Revolution” and New German Cinema. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 439. Film IV: Contemporary Film
This course surveys significant American and international films and filmmakers from 1990 to the present. Course topics include: Tim Burton, the Coen Brothers, Ang Lee, the rise of independent filmmaking, British Cinema, the animation boom, and digital technology. Methods for the analysis and criticism of film are also discussed. Credit, 3 hours. Offered every other spring semester.

COMM 450. Communication Criticism
An examination of classical and contemporary principles of rhetorical criticism and the preparation of critical/systematic investigations for the purpose of better understanding human responses to symbolic acts and artifacts. Emphasis is on oral, written and media texts in the discipline of communication and cultural studies. Credit, 3 hours. Offered every spring semester.

COMM 490. Special Topics in Communication
Designed to allow the student to enroll in classes that are not normally scheduled. Suggested topics include: History and Criticism of Television, Public Relations, Mass Media and Politics, Communication Criticism, Family Communication, and others as interest is expressed. May be repeated once for credit when the topic varies. Credit, 3 hours. Offered as needed.

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

JOUR 130. Introduction to Journalism and Public Relations
This course provides students with an introduction to career opportunities in the field of journalism. Discussions of various professions in journalism and public relations, career paths, and required skills. Skills discussed include: writing for print and electronic media under deadline, information gathering, interviewing, and editing. Credit, 3 hours. Offered every semester.

JOUR 230. Public Relations Writing
This course focuses on developing the essential writing capabilities needed to complete a wide variety of projects in the public relations profession. It is designed to help students gain experience in researching, interviewing, writing, and producing materials used by public relations practitioners. These include biographies, press releases, fact sheets, backgrounders, newsletters, brochures, speeches, etc. Prerequisite: JOUR 130 or instructor's consent. Credit, 3 hours. Offered spring semester of even years.

JOUR 231. Print and Web Journalism
This course is designed to introduce students to writing in a professional environment for the mass media. The emphasis of this course is placed on writing and editing news stories for both print and the Web. This includes writing various news stories under deadline while conforming to AP Style and implementing journalistic principles. Prerequisite: JOUR 130 or instructor's consent. Credit, 3 hours. Offered every spring semester.
JOUR 233. Graphic Design
An introductory course designed to teach the fundamentals of applied visual communication in graphic design. Emphasis is placed on the production process involved in the design of publications, advertisements, and logos. Additional topics discussed include the client interview process, photo editing, principles of marketing, portfolio creation, and the use of graphics editing software. Offered every fall.

JOUR 330. Editing for Print
This course gives students practice in judging news and editing copy to meet generally accepted journalism and AP style. This course will also discuss the role of the editor in selecting news for dissemination to the public and the role of the editor as a leader/manager. Prerequisites: JOUR 130 and JOUR 233. Credit, 3 hours. Offered spring semester of odd years.

JOUR 331. Public Relations and Advertising
This course studies advertising, sales promotion, and the importance of public relations with respect to marketing management. Areas covered include the psychology of advertising; the selection of media; the role of public relations as it relates to marketing; and the economic, social, and ethical effects of advertising. Prerequisite: JOUR 230. Credit, 3 hours. Offered as needed.

JOUR 332. Magazine and Feature Writing
This course gives students practice in writing features and in-depth magazine articles. Topics discussed include the nature and functions of magazines, feature article writing and editing, identifying article ideas and writing query letters. Students will take their projects through the writing, editing and placement process. Prerequisite: JOUR 130. Credit, 3 hours. Offered fall semester of even years.

JOUR 333. Print Design
This course provides principles and practice in the visual aspect of communication in regard to magazine and newspaper layout. Emphasis on graphic design, typography, illustration and photography, printing and production techniques and the overall publication design process. Prerequisite: JOUR 233 or instructor’s approval. Credit, 3 hours. Offered as needed.

JOUR 336. Writing for the Mass Media
This course is designed for students who want to learn about professional writing opportunities and who are committed to professional and personal growth as writers in a variety of media styles. The focus is on writing the personal essay, feature stories, interviewing, press releases, and critical media reviews. Credit, 3 hours. Offered every fall semester.

JOUR 339. Media Law
This course is designed to develop a student’s understanding of legal issues affecting print and electronic media. Emphasized topics include copyright, libel, privacy, freedom of the press, obscenity, and broadcast regulation. Other topics include ethical standards and self-regulation. Credit, 3 hours. Offered as needed.

JOUR 416. Journalism Practicum
This course provides practical experience in writing and editing news stories in a professional environment. The focus of this practicum is typically placed upon writing various news stories under deadline for the campus newspaper or another similar news or public relations organization. Students can also gain practical experience in photography and publication design. This course may be repeated twice. Prerequisite: COMM 231 or JOUR 230. Credit, 1 hour. Offered every semester.

JOUR 430. Media, Technology, and Society
This course analyzes the development of the press and the role of mass communication in American history. This includes newspapers, magazines, radio, TV, cable, satellite, and the Internet. Media effects theories are presented and applied to current issues. Also, the course will discuss the development, impact, and importance of media organizations and of individual journalists in the United States. Credit, 3 hours. Offered every spring semester.

JOUR 431. New Media and Online Content
This course discusses advanced technical skills such as writing and editing for web-based mass communication. Students will gain experience in content management systems, podcasting, online video production, and writing hypertext information for web-based media. Students will apply this learning in a hands-on professional project. Prerequisite: COMM 231. Credit, 3 hours. Offered fall semester of even years.
JOUR 432. Public Relations Management
This course focuses on the organization and management of the public relations function in business, industry, various institutions and public relations firms. Students will develop skills in strategic public relations management based on an analysis of current and historical case studies. Prerequisite: JOUR 331. Credit, 3 hours. Offered as needed.

THTR 130. Introduction to Theatre
This course is designed to provide the student with an appreciation for the art of the theatre through a survey of theatre history, attendance at selected play productions, and involvement with the University of the Cumberlands Theatre productions. Credit, 3 hours. Offered every semester.

THTR 131. Acting I
An introduction to the craft of acting, including techniques employed in improvisation, scene study, and characterization. Credit, 3 hours. Offered fall semester of odd years.

THTR 135. Theatrical Design
This course is designed to introduce students to the elements and principles of Theatrical Design. It will include a history of design, drafting, and drawing for the stage, and introduction to lighting design. Credit, 3 hours. Offered fall semesters of even years.

THTR 232. Acting II
Provides opportunities for advanced work in the craft and art of acting. Further work in characterization, scene work and analysis. Credit, 3 hours. Offered spring semester of odd years.

THTR 235. Stagecraft
This course is designed to introduce the student to the practical aspects of technical theatre, including construction of properties and scenery, scenic painting, lighting, sound, costumes and the running of a production. Credit, 3 hours. Offered spring semesters of odd years.

THTR 237. Makeup and Costuming
This course is designed to introduce students to various styles and methods for stage makeup and theatrical costuming. Lecture and practical applications will be basis for this class. The student is required to apply makeup to his/her face. Credit, 3 hours. Offered fall semesters of even years.

THTR 312. Theatre Management Lab
Supervised practical experience through direct involvement in the University of the Cumberlands Theatre productions in a leadership role. Students can fulfill the lab's requirements through serving either in a stage management or arts management capacity. Credit, 1 hour. Offered every semester.

THTR 330. Summer Theatre
This course is intended to give students credit for working as part of the production team for a summer theatre season. Students will receive credit for working with the University of the Cumberlands Theatre for this course. Credit, 3 hours. Offered summer sessions as needed.

THTR 331. Scene Design
This course is designed to further student knowledge of Theatrical Design in the area of Scenery for the stage. Students will focus on ground plans, working drawings, renderings and models. Prerequisite: THTR 135 or Instructor’s permission. Credit, 3 hours. Offered fall semesters of odd years.

THTR 332. Light and Sound Design
This course is designed to further students’ knowledge of light and sound for the theatre. This class will develop working drawings for lighting designs and have both theoretical and practical applications for lights and sound. Prerequisite: THTR 135 or Instructor’s Permission. Credit, 3 hours. Offered spring semesters of even years.

THTR 334. Stage Management
The objective of this course is to strengthen the students’ understanding of the theatre as an organizational entity. Students will learn the fundamentals of stage management as they apply to the production process. Students will learn effective organizational skills and develop their leadership abilities. Credit, 3 hours. Offered fall semesters of odd years.

THTR 336. Acting Styles
This course is designed to study the performance styles of a particular playwright, period, or medium such as Shakespeare, Restoration or Musical Theatre. Work to include preparation of scenes and musical numbers. Prerequisite: THTR 131 and THTR 232. Credit, 3 hours. Offered fall semesters of even years.
THTR 401. Post-WWII European Drama
This course will consider the historical and social trends embedded within the non-realistic theatre movements in Europe after the Second World War. The course will ask students to understand the cultural fabric that was constructed in Europe after 1945. Students will read works by major International playwrights during this time period including: Harold Pinter, Vaclav Havel, Fernando Arrabal, and Tom Stoppard. In addition to reading examples from dramatic literature, students will read supporting scholarly essays which contextualize the course's selected playwrights. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

THTR 410. Theatre Practicum
Practical experience is provided through involvement in the University of the Cumberlands Theatre productions. This course may be repeated to fulfill requirements. Credit, 1 hour. Offered every semester.

THTR 417. Character Improvisation Lab for Theatre in Diversion
Supervised practical experience in creating a theatre company and mentoring young artists. Participants will teach drama in the Court Designated Worker Program to area juvenile participants, using theatre improvisation to teach individual well-being, acceptance of social rules, and good decision-making skills to juvenile participants and oversee the production of a class showcase. Prerequisite: completion or current enrollment in THTR 437. Credit, 1 hour. Offered spring semester of even years.

THTR 418. Senior Colloquium
All majors are required to demonstrate their expertise through a public presentation during one of the last two semesters before graduation. The subject will be of the student’s choosing with departmental approval. Each student will work closely with a Communication and Theatre Arts faculty mentor who specializes in the chosen subject. Students may choose to showcase their skills in the performing arts or may choose to present a paper detailing research they have conducted. Students must present their work before an audience of the Communication and Theatre Arts faculty. This presentation serves as the exiting examination for the department. Credit, 1 hour. Offered every semester.

THTR 431. Principles of Directing
A study of the theory and practice of directing plays, including selection of material, script analysis, casting, blocking, and actor-director relationships. Recommended prerequisites include THTR 131 and THTR 235 or Instructor’s permission. Credit, 3 hours. Offered spring semester of even years.

THTR 433. Theatre History
A survey of dramatic art and history from its earliest beginnings to the present. Credit, 3 hours. Offered spring semester of odd years.

THTR 435. Arts Administration
A course considering topics within the field of arts administration. This course will expose students to the operational, financial, and administrative tasks within an arts organization (such as theatre, opera, and dance). The course will refine students’ ability to express the financial impact of artistic endeavors. Prerequisite: THTR 130 or instructor’s permission. Credit, 3 hours. Offered spring semesters of odd years.

THTR 437. Character Improvisation
This course is a highly focused study for the advanced acting student, which uses research methods and techniques in conjunction with improvisation to explore characterization. Prerequisite: THTR 131 and THTR 232. Credit, 3 hours. Offered spring semester of even years.

THTR 490. Independent Study in Theatre
An independent study course designed to provide students with further work in an area of their choice. Credit, 3 hours. Offered as needed.

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

THTR 492. Special Topics in Theatre
This course is designed to allow students to enroll in classes that are not normally scheduled. Suggested topics include: Theatre in Education, Masks, Costumes, Acting Technique, Puppetry, Playwriting, Creative Drama, Scene Painting, Computer Aided Design, Prop Construction, and others as interest is expressed. May be repeated once for credit when the topic varies. Credit, 3 hours. Offered as needed.
THE DEPARTMENT OF CRIMINAL JUSTICE

Purpose Statement

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

Program Goals

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

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

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

Criminal Justice Core Courses (36 Hours):

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCI 131</td>
<td>Introduction to Sociology</td>
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<tr>
<td>CRJS 131</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CRJS 233</td>
<td>Corrections</td>
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<tr>
<td>CRJS 234</td>
<td>Policing</td>
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<tr>
<td>CRJS 331</td>
<td>Deviance and Society</td>
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<td>CRJS 334</td>
<td>Society and Criminal Law</td>
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<tr>
<td>CRJS 338</td>
<td>Homeland Security</td>
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<tr>
<td>CRJS 431</td>
<td>Criminology</td>
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<tr>
<td>CRJS 434</td>
<td>Ethics in Criminal Justice</td>
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Core Electives (9 hours) – Three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRJS 235</td>
<td>Police Patrol</td>
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<tr>
<td>CRJS 236</td>
<td>Probation and Parole</td>
</tr>
<tr>
<td>CRJS 336</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>CRJS 337</td>
<td>White Collar Crime</td>
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<tr>
<td>CRJS 401</td>
<td>Child Abuse Investigation</td>
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<td>CRJS 432</td>
<td>Criminal Victimization</td>
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<tr>
<td>CRJS 433</td>
<td>Juvenile Justice</td>
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<tr>
<td>CRJS 435</td>
<td>Death Investigation</td>
</tr>
<tr>
<td>CRJS 439*</td>
<td>Internship</td>
</tr>
<tr>
<td>CRJS 490*</td>
<td>Special Topics in Criminal Justice</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Law Enforcement Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BMIS 130</td>
<td>Intro to Application Software</td>
</tr>
<tr>
<td>CRJS 325</td>
<td>Police Patrol</td>
</tr>
</tbody>
</table>
CRJS 337    White Collar Crime
PSYC 338    Industrial/Organizational Psychology
CRJS 432    Criminal Victimization
BMIS 435    Social & Legal Issues of Technology

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

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

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

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

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE – 24 Hours
Criminal Justice Core Requirements (18 hours)
CRJS 131    Introduction to Criminal Justice
CRJS 233    Corrections
CRJS 234    Policing
CRJS 334    Society and Criminal Law
CRJS 338    Homeland Security
CRJS 431    Criminology

Two Additional Criminal Justice Electives (6 hours)
CRJS 235    Police Patrol
CRJS 236    Probation and Parole
CRJS 331    Deviance and Society
CRJS 336    Criminal Investigation
CRJS 433    Juvenile Justice
CRJS 434    Ethics in Criminal Justice
CRJS 439    Internship and Seminar
CRJS 490    Special Topics in Criminal Justice

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

CRJS 131    Introduction to Criminal Justice (3 credits)
CRJS 234    Policing (3 credits)
CRJS 235    Police Patrol (3 credits)
CRJS 334. Society and Criminal Law (3 credits)

CRJS 439. Internship and Seminar (3 Credits)

Description of Courses

CRJS 131. Introduction to Criminal Justice

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

CRJS 233. Corrections

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

CRJS 234. Policing

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

CRJS 235. Police Patrol

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

CRJS 236. Probation and Parole

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

CRJS 331. Deviance and Society

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

CRJS 334. Society and Criminal Law

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

CRJS 336. Criminal Investigation

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

CRJS 337. White Collar Crime

This course provides a general overview of the topic of white collar crime with a focus on the following topics: occupational and corporate white collar crime; victims of white collar crime; the financial, social and human impact of white collar crime; theoretical explanations; and the regulation and punishments of white collar crime offenders. This course will explore various types of white collar crime, including fraud, tax evasion, perjury, obstruction, computer crime, bribery, corruption, embezzlement, conspiracy, and organizational crime. It will explore the impact that this form of crime has on individuals, businesses, and society. Prerequisites: CRJS 131, 233. Credit, 3 hours.
CRJS 338. Homeland Security
This course is designed to familiarize students with homeland security policies and procedures initiated following the attacks on 9/11. Students will be able to compare and contrast homeland security strategy as it relates to the federal, state, local and private sectors. Students will be able to identify the relations between the government, military and private sector as it relates to the implementation of homeland security policy. Students will be able to clearly identify what role homeland security plays in the daily protection of our borders, airways, land transportation, waterways and ports. Prerequisites: CRJS 131, 234. Credit, 3 hours.

CRJS 401. Child Abuse Investigation
This course, taught in tandem with HSRV 401, offers a basic instruction for students to help them understand the typical profiles of child abusers and the definitions of various forms of child abuse. This course will provide clarity of the definition of child abuse, also focusing on mental and physical abuse which is often difficult to prove in a court of law. This course will allow students to what they need to do to integrate the entire criminal process of investigating a child abuse/neglect case, starting with the official report, leading to the investigation (law enforcement and child protective services), which leads to the arrest and prosecution of alleged child abuse perpetrators. This course meets the general education outcomes for social and professional awareness. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

CRJS 431. Criminology
This course examines the nature and impact of criminal action and the causes in America. Career criminals, types of crime, and public policies concerning crime control will be examined with an emphasis on theoretical explanations and of crime and delinquency. Prerequisite: CRJS 233. Credit, 3 hours. Offered fall semesters.

CRJS 432. Criminal Victimization
This course focuses on the entire victim-offender relationship, while taking a global perspective on the study of victimology. Students will be introduced to traditional victimology theories, the measurement crime, and both civil and criminal processes. Students will discuss responses to victimization, including techniques for empowering victims and the civil remedies available to crime victims. Prerequisites: CRJS 131, 233. Credit, 3 hours.

CRJS 433. Juvenile Justice
This course studies the juvenile justice system and the management of juvenile offenders within the context of society. Attention is given to the special procedures established for juveniles with a focus on prevention and diversion. The challenges of professionals who work with juveniles will be examined. Prerequisite: CRJS 233. Credit, 3 hours. Offered spring semesters.

CRJS 434. Ethics in Criminal Justice
This course provides an insight into the one of the most important aspects of the criminal justice system: ethics. Students will study ethical perspectives from individuals involved in several areas of the criminal justice system including courts, corrections and policing. Students will be able to identify organizational requirements pertaining to ethical behavior by examining the hiring process of law enforcement officers. Special attention will be given to identifying agency interventions designed to maintain the high ethical standards in criminal justice, and agency fallacies that may inadvertently allow for unethical behavior. Prerequisites: CRJS 131, 233, 234. Credit, 3 hours.

CRJS 435. Death Investigation
This course examines contemporary practices for investigating the basic techniques involved in death investigations, whether of natural, suicidal, homicidal, blunt force injury, sharp force injury, gunshot wounds or by accidental manner. As the student focuses on the numerous causes of death and specifics for the appropriate investigation of each, they will then correlate the cause of death with the appropriate manner of death investigation. Students will learn how to conduct a death investigation resulting from suspicious, criminal, known, or undetermined causes. Crime scene investigation and interview techniques are incorporated, so students will be able to prepare mock scene investigation and identify pertinent facts relating to the manner and cause of death. Prerequisites: CRJS 131, 336. Credit, 3 hours.

CRJS 439. Internship and Seminar
This course provides the opportunity for criminal justice students to work within the criminal justice system under the supervision of a professional. The field experiences are systematically selected to provide opportunities in multiple settings. Specific policies and procedures are established to facilitate the field experience. Students are required to complete a minimum of 125 clock hours in a criminal justice agency or institution. Attendance at a weekly seminar is required. Departmental approval must be received one semester prior to being placed. This course may be repeated for additional credit and experience in a second agency but cannot be counted twice in the criminal justice major or minor. Prerequisite: 21 credit hours in core courses for major and approval of department chair. Credit, 3 hours.

CRJS 490. Special Topics in Criminal Justice
This course is designed to address specialized topics in criminal justice that are not otherwise available as a separate course. Examples of possible topics include criminal victimization, court process, organized crime, computer crimes, and gang violence. This course can be counted twice if taken under a different offering. Prerequisite: CRJS 131. Credit, 3 hours.
THE DEPARTMENT OF EDUCATION

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

The Education Department also has an extensive graduate program which offers a Master of Arts in Education and Master of Arts in Teaching degrees, Rank I and Rank II programs, and five Educational Administration certifications. For more information, see the Graduate Catalog.

Purpose Statement

The purpose of University of the Cumberlands’ Education Department is to develop entry-level education students into highly qualified, knowledgeable, and caring teachers. Acknowledging that all children can learn, the Education Department’s responsibility is to provide training and experiences using “Best Practices” for teacher education candidates.

Program Goals

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

Admission and Retention in the Teacher Education Program

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

All students who plan to prepare for teaching are required to make application through the Office of Teacher Education in the Education Department. This application should normally be done during the sophomore year. Students who decide to enter Teacher Education later in their college career may be admitted. This late admission, however, may cause a delay in the actual student teaching experience and recommendation for eligibility for certification.

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

Other requirements for admission to the Teacher Education Program include the following:
1. An official PPST score of Reading 176, Writing 174, Math 174.
2. Completion of ENGL 131 and ENGL 132 with grade “C” or better.
3. Satisfactory completion of SPED 233 Survey of Children with Exceptionalities, which may be taken before or concurrently with EDUC 237 Effective Teaching Practices.
4. A cumulative GPA of 2.75 or above (4.0 scale), and no grades below C within Professional courses, certifiable majors, minors, emphases and specialization areas.
5. Successful completion of a portfolio interview.
6. Demonstration of moral, social, and ethical behavior commensurate with the acceptable standards in the school community, as well as, the community at large, as defined by the Professional Code of Ethics for Kentucky School
Personnel and by the University.

7. Formal application to the Teacher Education/Admissions Committee for admission to the Teacher Education Program subsequent to satisfactory completion of the above.

For a thorough description of the guidelines, requirements and procedures related to admission and retention in the teacher education, see the Teacher Education Handbook available online at http://www.ucumberlands.edu/academics/education/downloads/TeacherEducationHandbook.pdf.

General Education Curriculum

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

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

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

Professional Education Requirements

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

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

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

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

- MATH 130 & MATH 230 – These courses are required of all Elementary Education candidates and together fulfill Section IIa of the General Education Curriculum.
- PSYC 131 (Section IVb) – a prerequisite for courses required Professional Education courses
- POLS 233 (Section IVb)
- BMIS 130 (Section VI)
- COMM 230 (Section VI)

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

P-5 Professional Education Courses – 48 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 235</td>
<td>Basic Concepts Concerning Education</td>
</tr>
<tr>
<td>EDUC 331</td>
<td>Studies in Education: Special Topics in Literacy</td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td>ELEM 331</td>
<td>Reading and Language Arts I</td>
</tr>
<tr>
<td>MATH 332</td>
<td>P-5 Teaching Math</td>
</tr>
<tr>
<td>ELEM 334</td>
<td>P-5 Teaching of Social Studies</td>
</tr>
<tr>
<td>ELEM 338</td>
<td>Reading and Language Arts II</td>
</tr>
<tr>
<td>ELEM 339</td>
<td>P-5 Teaching of Science</td>
</tr>
<tr>
<td>ELEM 430</td>
<td>Classroom Management and Behavior</td>
</tr>
<tr>
<td>ELEM 491</td>
<td>Supervised Student Teaching: P-5</td>
</tr>
<tr>
<td>PSYC 232</td>
<td>Psychology of Human Development (prerequisite: PSYC 131*)</td>
</tr>
<tr>
<td>PSYC 238</td>
<td>Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)</td>
</tr>
<tr>
<td>SPED 233</td>
<td>Survey of Individuals with Exceptionalities (P-12)</td>
</tr>
</tbody>
</table>

67
Required Related Studies – 24 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 331</td>
<td>School Art</td>
</tr>
<tr>
<td>BMIS 130*</td>
<td>Introduction to Application Software</td>
</tr>
<tr>
<td>COMM 230*</td>
<td>Introduction to Public Speaking</td>
</tr>
<tr>
<td>ELEM 233</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>HLTH 438</td>
<td>Health Education in the School and Community</td>
</tr>
<tr>
<td>HSRV 337</td>
<td>Race and Diversity</td>
</tr>
<tr>
<td>POLS 233*</td>
<td>American National Government</td>
</tr>
<tr>
<td>MUED 331*</td>
<td>School Music (taken concurrently with MUED 301)</td>
</tr>
</tbody>
</table>

Academic Emphasis Area – 21-23 hours

1. Interdisciplinary Studies—23 hours

Required Courses

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

Electives

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

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

2. Mathematics Studies—21 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>MATH 132</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 136</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>MATH 230*</td>
<td>Concepts of Mathematics for the Elementary &amp; Middle School Teacher II</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Geometry for the Elementary and Middle School Teacher</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td></td>
<td>Mathematics elective or PHYS 241 Physics I</td>
</tr>
</tbody>
</table>

3. Science—21 hours

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

1) CHEM 140* Chemistry for Everyday Life

2) Four credit hours selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130*/110*</td>
<td>General Biology/Laboratory</td>
</tr>
<tr>
<td>BIOL 133*/113*</td>
<td>Introduction to Population Biology/Laboratory</td>
</tr>
<tr>
<td>BIOL 134*/114*</td>
<td>Introduction to Cellular Biology/Laboratory</td>
</tr>
<tr>
<td>BIOL 246</td>
<td>Biodiversity</td>
</tr>
</tbody>
</table>

3) Four credit hours selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 137*/117*</td>
<td>Physical Science/Laboratory</td>
</tr>
<tr>
<td>PHYS 140*</td>
<td>Astronomy</td>
</tr>
</tbody>
</table>
4. English/Communications—21 hours
   ENGL 131*  English Composition I
   ENGL 132*  English Composition II
   ENGL 438  Advanced Writing or ENGL 439 Descriptive Linguistics
   ENGL 334*  American Literature through 1865 or ENGL 335* American Literature since 1865
   COMM 230*  Introduction to Public Speaking

   The remaining 6 hours may be chosen from:
   COMM 331  Performance Studies
   COMM 332  Small Group Communication
   COMM 432  Theories of Persuasion
   ENGL 230  Literary Criticism
   ENGL 337  Adolescent Literature
   ENGL 431  Studies in British Literature
   ENGL 432  Studies in Modern Literature
   ENGL 433  Women in Literature
   ENGL 437  Studies in British and American Authors
   ENGL 334* or ENGL 335* if not chosen above
   ENGL 438 or ENGL 439 if not chosen above

5. Fine Arts/Humanities—21 hours
   ART 131*  Art Appreciation
   ELEM 333  Children’s Literature
   ESS 233  Physical Education in the Classroom
   MUSC 131*  Music Appreciation

   Remaining nine (9) hours may be chosen from:
   ART 134*  Drawing I
   ENGL 337  Adolescent Literature
   ESS 332  Techniques of Teaching Rhythmic Activities
   THTR 130*  Introduction to Theatre
   THTR 131  Acting I

6. Social and Behavioral Studies—21 hours
   HIST 137  World Civilization to 1648
   HIST 138*  World Civilization since 1648
   HIST 231*  American History to 1877
   HIST 232  American History since 1877

   Remaining three (3) hours may be chosen from:
   HIST 331  Kentucky
   POLS 235*  Introduction to International Relations
   GEOG 131  Human Geography
   GEOG 231  Environmental Geography

   The remaining six (6) hours must include three (3) semester hours each from two of the following disciplines:
   BADM 135*  Macroeconomics
   BADM 136*  Microeconomics
   HSRV 337  Race and Diversity
   POLS 131*  Introduction to Political Science
   SOCI 131*  Introduction to Sociology

7. Special Education-Learning & Behavior Disabilities—21 hours
   SPED 234  Special Education Instructional Programs (P-12)
   SPED 236  Special Education Programs for Adolescents with Mild Disabilities (5-12)
   SPED 238  Special Education Early Childhood (P-5)
   SPED 336  Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I
   SPED 337  Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II
NOTE: Successful completion of this program and the passing scores on required state tests provides certification in Learning and Behavior Disorders, Special Education P-12. In order to obtain certification in Special Education L/BD the student must successfully complete one half of the student teaching and portfolio in special education and pass the required PRAXIS Tests in Special Education LBD. LBD certification is taken concurrently with P-5 Elementary or with another 5-9 Middle School specialization area. A required application for certification in LBD must be submitted upon successful completion of the above.

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

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

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

- MATH 130 & MATH 230 – Candidates may choose to complete General Education Section IIIa by taking both of these courses which are required for the Mathematics specialization.
- PSYC 131 (Section IVb)
- BMIS 130 (Section VI)
- COMM 230 (Section VI)

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

5-9 Professional Education Courses – 48 credit hours

- BMIS 130* Introduction to Application Software
- EDUC 235 Basic Concepts Concerning Education
- EDUC 331 Studies in Education: Special Topics in Literacy
- EDUC 237 Effective Teaching Practices
- ELMS 331 Reading and Language Arts I
- ELMS 335 The Middle School
- ELMS 338 Reading and Language Arts II
- ELMS 430 Classroom Management and Behavior
- ELMS 491 Supervised Student Teaching: Middle Grades
- HSRV 337 Race and Diversity
- PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
- PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
- SPED 233 Survey of Individuals with Exceptionalities (P-12)

Two Specializations – 45- 53 hours

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

1. Mathematics Studies—25 hours
   - MATH 130* Concepts of Mathematics for the Elementary and Middle School Teacher I
   - MATH 132 College Algebra
   - MATH 136 Pre-Calculus
   - MATH 140 Calculus I
   - MATH 230* Concepts of Mathematics for the Elementary and Middle School Teacher II
   - MATH 330 Geometry for the Elementary and Middle School Teacher OR MATH 331 College Geometry
   - MATH 333 Middle School Math Methods
   - MATH 335 Introduction to Probability and Statistics

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

2. Science—26 hours

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

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

3. English/Communications—24 hours
ENGL 131*  English Composition I
ENGL 132*  English Composition II
ENGL 337  Literature of Adolescence
COMM 230*  Introduction to Public Speaking
ENGL 438  Advanced Writing or ENGL 439 Descriptive Linguistics
ENGL 334*  American Literature through 1865 or ENGL 335* American Literature since 1865

The remaining 6 hours may be chosen from the following:
COMM 332  Small Group Communication in Organizations
COMM 432  Theories of Persuasion
ENGL 230  Literary Criticism
ENGL 431  Romantic Literature
ENGL 433  Women in Literature
ENGL 432  Studies in Modern Literature
ENGL 437  Studies in British and American Authors
Any of the options from choices above: ENGL 334*, ENGL 335*, ENGL 438, or ENGL 439

4. Social Studies—27 hours
HIST 137  World Civilization to 1648
HIST 138*  World Civilization since 1648
HIST 231*  American History to 1877
HIST 232  American History since 1877
POLS 233  American National Government
GEOG 131  Human Geography OR GEOG 231 Environmental Geography
POLS 235  Introduction to International Relations
BADM135*  Macroeconomics OR BADM136* Microeconomics
SOCI 131*  Introduction to Sociology

5. Special Education-Learning & Behavior Disabilities—21 hours
SPED 234  Special Education Instructional Programs (P-12)
SPED 236  Special Education Programs for Adolescents with Mild Disabilities (5-12)
SPED 238  Special Education Early Childhood
SPED 336  Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part I
SPED 337  Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II
SPED 435  Special Education Methods and Materials (Mild Disabilities) P -12
SPED 436  Special Education Methods and Materials Emotional/Emotional Disabilities (P-12)

TEACHER CERTIFICATION IN SECONDARY EDUCATION OR P-12 EDUCATION

In cooperation with other departments, the Education Department offers courses leading to certification to teach in grades 8-12 or P-12. Individual programs should be planned in partnership with the candidate’s content major advisor and education advisor.

General Education Courses  – Taking the following General Education courses will facilitate the timely completion of certification requirements detailed below:
PSYC 131 (Section IVb)
BMIS 130 (Section VI)
COMM 230 (Section VI)

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

Professional Education Courses  – 42 credit hours
Required Professional Education courses include the following for both 8-12 and P-12 certification:
 BMIS 130* Introduction to Application Software
 COMM 230* Introduction to Public Speaking
 EDUC 235 Basic Concepts Concerning Education
 EDUC 237 Effective Teaching Practices
 EDUC 331 Studies in Education: Special Topics in Literary
 EDUC 432 Fundamentals of Secondary Education (prerequisite: Formal admission to Teacher Education.)
 EDUC 492 Supervised Student Teaching: Secondary Education
 HSRV 337 Race and Diversity
 PSYC 232 Psychology of Human Development (prerequisite: PSYC 131*)
 PSYC 238 Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)
 SPED 233 Survey of Individuals with Exceptionalities (P-12)

**REQUIREMENTS FOR A GENERAL EDUCATION MAJOR (NON-TEACHING)**

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 331</td>
<td>School Art</td>
</tr>
<tr>
<td>BMIS 130*</td>
<td>Introduction to Application Software</td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Basic Concepts Concerning Education</td>
</tr>
<tr>
<td>ELEM 333</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>HLTH 438</td>
<td>Health, Nutrition and Physical Fitness Method</td>
</tr>
<tr>
<td>HSRV 337</td>
<td>Race and Diversity</td>
</tr>
<tr>
<td>MATH 130*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>MATH 230*</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher II</td>
</tr>
<tr>
<td>MUSC 401*</td>
<td>World Music</td>
</tr>
<tr>
<td>PSYC 232</td>
<td>Psychology of Human Development (prerequisite: PSYC 131*)</td>
</tr>
<tr>
<td>PSYC 238</td>
<td>Psychology of Learning and Exceptionality (prerequisite: PSYC 131*)</td>
</tr>
<tr>
<td>SPED 233</td>
<td>Survey of Individuals with Exceptionalities (P-12)</td>
</tr>
</tbody>
</table>

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

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

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

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

All students must complete 128 hours to complete a Bachelor’s degree; and 36 hours of these hours must be from 300/400 level courses.

**REQUIREMENTS FOR A MINOR IN ELEMENTARY EDUCATION (NON-TEACHING)—24 semester hours as follows:**

**Option I:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 130</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher I</td>
</tr>
<tr>
<td>MATH 230</td>
<td>Concepts of Mathematics for the Elementary and Middle School Teacher II</td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Basic Concepts Concerning Education</td>
</tr>
<tr>
<td>PSYC 232</td>
<td>Psychology of Human Development</td>
</tr>
<tr>
<td>PSYC 238</td>
<td>Psychology of Learning and Exceptionality</td>
</tr>
<tr>
<td>ELEM 333</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>SPED 233</td>
<td>Survey of Individuals with Exceptionalities (P-12)</td>
</tr>
</tbody>
</table>
ART 331  School Art
OR
MUED 331  School Music

Option II:
EDUC 235  Basic Concepts Concerning Education
PSYC 232  Psychology of Human Development
PSYC 238  Psychology of Learning and Exceptionality
ELEM 333  Children’s Literature
SPED 233  Survey of Individuals with Exceptionalities (P-12)
SPED 234  Special Education Instructional Programs (P-12)
SPED 236  Special Education Programs for Adolescents with Mild Disabilities (5-12)
SPED 238  Special Education Early Education (P-5)

This minor may be used in any non-teaching Baccalaureate Degree.

Description of Courses

Many of the following courses require field experiences. Please refer to the Teacher Education Handbook for current requirements.

EDUC 235. Basic Concepts Concerning Education
An overview of teaching through a study of the historical, social, and philosophical foundations of American Education with an orientation to an analysis of the organization and function of today's school. Litigation and legislation related to schools are also presented. This course is required of all students in teacher education. Credit, 3 hours. Offered Fall and Spring semesters.

EDUC 237. Effective Teaching Practices
Candidates will investigate and practice lesson planning, assessment, classroom management, and methods of pedagogy including best practice to support the KERA initiatives. They will engage in practical application of these concepts in their area of concentration in the public school classroom and reflect on their experiences. This class will focus on the strategic pillar of the conceptual framework of the UC Education Department. However, candidates will also draw on conceptual and evaluative knowledge in the pursuit of excellence in the field of education. Prerequisite: EDUC 235. Pre- or Corequisite: SPED233; second semester sophomore standing. Fee: $50. Credit, 3 hours. Offered Fall and Spring semesters.

EDUC 331. Studies in Education: Special Topics in Literacy
This course is designed to address the demands, pedagogy, and possibilities of reading and writing in the content areas, P-12. The course will emphasize “both halves of literacy,” not simply reading, in all public school classrooms. While writing as communication will merit attention, writing for other reasons (especially learning) will also be featured. Similarly, reading in subjects other than Language Arts/English will be studied, especially why and how language varies from one discipline to another and from one grade level to another. There will also be attention to literacies other than print literacy that are becoming increasingly important and powerful in the new millennium (e.g., computer literacy; film literacy). Prerequisite: Passing PPST. Pre- or Corequisite: EDUC 237. Credit, 3 hours. Offered each semester.

EDUC 432. Fundamentals of Secondary Education
This professional education capstone course examines the scope, functions and types of secondary schools. Research-based best practices in content specific subject areas are studied through group work, technologies and case studies. The integration of content area and pedagogical knowledge is required as candidates create interdisciplinary standards-based units that include multiple assessments and differentiated instructional strategies. Candidates utilize conceptual, strategic, evaluative and communicative knowledge as they prepare to help all students learn and close the achievement gap. The Kentucky and University teacher standards and KERA initiatives are an integral part of the course content. This course must be taken the semester immediately prior to student teaching. Prerequisite: Formal admission to Teacher Education program. Credit, 3 hours. Offered Fall and Spring semesters.

EDUC 492. Supervised Student Teaching: Secondary Education
Actual classroom teaching under supervision in cooperating schools. Direct participation in working with young people. Conferences are held with the supervising teacher, college coordinator, and the student. Seminars and diversity experiences are held at appropriate times throughout the semester. Prerequisite: Formal application to student teaching and final vote of the Teacher Education/Admission Committee. Fee: $200. Credit, 12 hours. Offered Fall and Spring semesters.

EDUC 493. Supervised Student Teaching: Music Education
Actual classroom teaching in elementary, middle and/or secondary music under supervision in cooperating schools. Experiences are available in vocal music, instrumental music, or both as appropriate for certification. Conferences are held with the supervising teacher, university coordinator, and student. Seminars are held at appropriate times throughout the semester. Prerequisite: Formal application to student teaching and final vote of the Teacher Education/Admission Committee. Fee: $200. Credit 12 hours. Offered Fall and Spring semesters.
ELEM 331. Reading and Language Arts I
An overview of methods, principles, and practices in teaching of reading and language arts. Various teaching techniques used in developing basic reading and writing skills are studied. Demonstrations of teaching reading at various grade levels are required. Prerequisite: Passing PPST. Pre- or Corequisite: EDUC 237. Credit, 3 hours. Offered Fall semester only.

MATH 130. Concepts of Mathematics for the Elementary and Middle School Teacher I
This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky’s Learning Goals and Valued Outcomes. It is a study of our numeration system and bases, number theory, and the real number system with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout. Critical thinking is sharpened through problem solving investigations requiring the use of fractions, decimals, and per cents. Manipulative aids and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit: 3 hours. Offered fall and spring semesters.

MATH 230. Concepts of Mathematics for the Elementary and Middle School Teacher II
This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky’s Learning Goals and Valued Outcomes. It is a study of probability, statistics, measurement, and geometry with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout with various problem-solving techniques. Manipulative aids, cooperative learning, and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered fall and spring semesters.

MATH 332. P-5 Teaching Math
Introduction of modern methods and teaching mathematics in grades P-5 with emphasis upon practical demonstrations and critiques of methods. Demonstrations of self-made and commercial teaching devices and/or utilization of games are required. Prerequisites: Passing PPST. Pre- or Corequisite: EDUC 237. Credit, 3 hours. Offered each semester.

MATH 333. Middle School Math Methods
This is a course in modern methods of teaching mathematics in grades 5-9 with emphasis on applications of KERA to the middle school mathematics classroom. Prerequisites: Passing PPST. Pre- or Corequisite: EDUC 237 Credit, 3 hours. Offered Spring semester and other semesters by demand.

ELEM 333. Children’s Literature
This course is a comprehensive study of children’s literature. Practical laboratory experiences are provided in story telling, puppetry, dramatization, choral reading, and the use of instructional media aids. Credit, 3 hours. Offered Spring and Fall semesters.

ELEM 334. P-5 Teaching of Social Studies
Methods, principles, and practices in teaching social studies. Techniques, strategies, observations, and demonstrations of lessons are required. Prerequisite: Passing PPST. Pre- or Corequisite: EDUC 237 Credit, 3 hours. Offered Spring semester only.

ELEM 338. Reading and Language Arts II
A continuation of Reading and Language Arts I with the addition of a study of reading disabilities, their diagnosis, and correction. An in-depth focus of the writing process and its implementation in the classroom will be examined as well. Prerequisite: ELEM 331. Credit, 3 hours. Offered Spring semester only.

ELEM 339. P-5 Teaching of Science
Focuses on methods and materials of teaching sciences in grades P-5. Techniques of questioning used in lesson plans, demonstrations, experiments, and evaluations are emphasized. Demonstrations of teaching science at various levels are required. Prerequisite: Passing PPST. Pre- or Corequisite: EDUC 237 Credit, 3 hours. Offered Spring semesters.

ELEM 430. Classroom Management and Behavior
This course serves as the professional education capstone experience. Emphasis is placed on effective, proactive classroom discipline and management strategies. Additional significant course topics include constructing and analyzing student assessments, crafting higher order thinking experiences, developing appropriate professional dispositions and creating differentiated instructional strategies. Candidates utilize conceptual, strategic, evaluative and communicative knowledge as they prepare to help all students learn and close the achievement gap. The Kentucky and University teacher standards and KERA initiatives are an integral part of the course content. This course must be taken the semester immediately prior to student teaching. Prerequisite: Formal admission to Teacher Education program. Credit, 3 hours. Offered Fall and Spring semesters.
ELEM 491. Supervised Student Teaching: Elementary Education
Actual classroom teaching under supervision in cooperating schools, divided evenly between two non-adjacent grade levels with direct participation in working with children. Conferences are held with the supervising teacher, college coordinator, and the student. Prerequisite: Formal application to student teaching and final vote of the Teacher Education/Admission Committee. Seminars and diversity experiences are held at appropriate times during the semester. (ELEM 491 is taken for six (6) hours credit if SPED 499 is taken during the same semester.) Fee: $200. Credit, 12 hours. Offered Fall and Spring semesters.

ELMS 331. Reading and Language Arts I
A study of methods, principles, and practices in the teaching of language arts and reading in the middle grades. Observation, demonstrations, and teaching techniques are emphasized. Pre- or Corequisite: ELMS 237. Credit, 3 hours. Offered Fall semester only.

ELMS 335. The Middle School
An overview of the philosophy curriculum, and organization of instruction in the middle grades. In depth study with emphasis on middle school students. Prerequisite: Passing PPST. Pre- or Corequisite: EDUC 237. Credit, 3 hours. Offered Fall semesters.

ELMS 338. Reading and Language Arts II
A continuation of ELMS 331 with advanced study in teaching of language arts with strong reading emphasis. An in-depth focus of the writing process and its implementation in the classroom will be examined as well. Prerequisite: ELMS 331. Credit, 3 hours. Offered Spring semester only.

ELMS 430. Classroom Management and Behavior
This course serves as the middle school professional education capstone experience. Emphasis is placed on effective, proactive classroom discipline and management strategies. Additional significant course topics include constructing and analyzing student assessments, crafting higher order thinking experiences, developing appropriate professional dispositions, and creating differentiated instructional strategies. Candidates utilize conceptual, strategic, evaluative, and communicative knowledge as they prepare to help all students learn and close the achievement gap. The Kentucky and University teacher standards and KERA initiatives are an integral part of the course content. Prerequisite: Formal admission to Teacher Education. Credit, 3 hours. Offered Fall and Spring semesters.

ELMS 491. Supervised Student Teaching: Middle School
Actual classroom teaching under supervision in the middle school. Assignments shall provide for student teaching in each of the fields in which the student has prepared. Conferences are held with the supervising teacher, college coordinator, and the student. Prerequisite: Formal application to student teaching and final vote of the Teacher Education/Admission Committee. Seminars and diversity experiences are held at appropriate times during the semester. (ELMS 491 is taken for six (6) hours if SPED 499 is taken during the same semester.) Fee: $200. Credit, 12 hours. Offered Fall and Spring semesters.

ENGL 337. Literature of Adolescence
This course is designed for both the English education major and the English major in literature. This course acquaints students with literature about the adolescent experience and with literature written primarily for adolescents that illuminates adolescent sensibilities, behaviors, and relationships. Varying assignments address literature suitable for classroom use and independent reading; as well as provide opportunities for developing teaching strategies and assignments. Possible topics include The American Literary Teenager, Coming of Age Novels, Growing Up Southern, the Multicultural Experience in Adolescent Literature, Fantasy and Science Fiction for Teens, and Victorian Classics Revisited. Course topics may change with each offering. This course does not meet general education requirements; however, this course does fulfill a requirement for certification in English for education majors and can serve as an elective for non-education English majors. Prerequisite: ENGL 131 & 132. Credit: 3 hours. Offered spring of even years.

SPED 233. Survey of Individuals with Exceptionalities (P-12)
This course, required for all students pursuing teacher certification, is an overview of learners with exceptionalities and is required for all education majors and serves as a pre-requisite for all other special education courses. Emphasis is on characteristic analysis, understanding, identification, and prioritization of educational practices, learning environments, instruction strategies and accommodations for learners with low incidence disabilities. Credit, 3 hours. Offered Fall and Spring semesters.

SPED 234. Special Education Instructional Programs (P-12)
Emphasis is on the development, characteristics, and educational services of learners with exceptionalities (i.e., biological, physical, etiological, psychological, cultural, social, environmental and educational characteristics). The services for learners with exceptionalities will address the continuum of services, roles and responsibilities, learning environments, instruction strategies and models, including response to intervention, collaboration, and inclusion. Recommended to be taken fall of the sophomore year for those choosing a special education emphasis or specialization. Pre-requisites or co-requisites: SPED 233 and SPED 238. Credit, 3 hours. Offered Fall semesters only.
SPED 236. Special Education Programs for Adolescents with Mild Disabilities (5-12)

This course addresses the identification, instructional planning, and implementation of transitions for adolescents with mild disabilities from schooling to adult life (i.e., postsecondary education, employment, general education, inclusion, community-based programs and agencies, and collaboration with parents and other professionals). Emphasis is on instructional strategies, inclusive educational systems, educational services, and adolescent participation through the principles of self-determination, choices, and self-advocacy. Candidates will develop an understanding of how to use local, community, and state resources to assist in the transitioning process. Pre-requisites: SPED 233, SPED 234, and SPED 238. Credit, 3 hours. Offered Spring semesters only.

SPED 238. Special Education Early Childhood Programs (P-5)

This course focuses on typical and atypical development, characteristics, and educational services of young learners' birth to age eight. The course addresses developmentally appropriate practices for typical and atypical learners including early identification, assessment, interventions, learning environments, and social interactions. Instructional strategies and classroom settings will include response to intervention, inclusion, programs, co-teaching and collaboration with parents and other professionals. Pre-or Co-requisites: SPED 233 and SPED 234. Credit: 3 hours. Offered Fall semesters only.

SPED 336. Educational Assessment and Prescriptive Programming of Individuals with Disabilities (P-12) Part I

This course develops assessment techniques regarding the design and adaptation of assessments both formal and informal; data collection, organization, and analysis for instruction as well as the selection and use for effective standards-based classroom instruction in academic and behavioral domains. Emphasis is on instructional assessment, planning and construction, assessment of affective traits and dispositions, strategies to monitor student progress, evaluation of student performance, educational/classroom assessment instruments (standardized and informal), grading and reporting student performance. Pre-requisites SPED 233, SPED 234, SPED 236, and passing PPST. Ideally SPED 435 should be taken the same semester. Credit: 3 hours. Offered Fall semesters only.

SPED 337. Educational Assessment and Prescriptive Programming for Individuals with Disabilities (P-12) Part II

This course develops an understanding of how to use assessment information when developing IEP goals and objectives, and when developing academic and behavioral domain instruction for individuals with mild or moderates disabilities in specialized and general education settings. Emphasis is on candidates’ practical application of formal and informal assessment through the development and implementation of an individual education plan, general education or specialized classroom instruction, and response to intervention plans. This includes assessment of young children, students with diverse cultural and linguistic backgrounds, and the assessment of student’s transition needs and preferences. Prerequisites: SPED 233, SPED 234, EDUC 237, SPED 238, SPED 336, and passing PPST. Ideally SPED 436 should be taken within the same semester. Credit, 3 hours. Offered Spring semesters only.

SPED 435. Special Education Methods and Materials (Mild Disabilities) (P-12)

This course addresses curriculum and instructional planning and strategies in all content areas to service learners with mild disabilities, including a diverse body of reluctant and “at risk” learners. Candidates learn how to evaluate, select and develop appropriate curriculum materials with sensitivity to cultural and linguistic diversity. Candidates also develop an understanding of how to write appropriate IEP goals and objectives in academic and behavioral domains, and how to integrated related services into the instructional settings. Emphasis is placed on methods for data collection, universal design for instruction, maximize learning opportunities through cooperative learning, inclusion, co-teaching, differentiated instruction, and creation of an environment where all learners can be successful. Prerequisites: SPED 233, SPED 234, SPED 236 EDUC 237, SPED 238, and passing PPST. Ideally SPED 336 should be taken the same semester. Credit, 3 hours. Offered Fall semesters only.

SPED 436. Special Education Methods and Materials (Learning and Emotional/Behavioral Disabilities) (P-12)

This course provides the knowledge and skills of effective instruction and classroom management. Candidates develop a deeper understanding of how to write appropriate IEP goals and objectives in academic and behavioral domains, how to integrate related services into the instructional settings. Emphasis is placed on the development of a functional IEP, methods for data collection, Universal Design for Learning, positive behavior support systems, cooperative learning, inclusion, co-teaching, differentiated instruction, and transitions. Attention is given to the development of skills that enable the alignment of student learning (academic as well as behavioral) with IEP objectives and the general education curriculum. Prerequisites: SPED 233, SPED 234, SPED 237, EDUC 237, SPED 238, and passing PPST. Ideally SPED 337 should be taken the same semester. Credit, 3 hours. Offered Spring semesters only.
Purpose Statement

Through the English major and minor, the Department of English is committed to enhancing the reading and writing skills of students. In this endeavor, the Department offers courses that familiarize students with a broad range of Western authors, works, and literary concepts. These courses also provide diverse opportunities for students to develop their critical thinking and writing. As students explore the connections of literature with history, philosophy, fine arts, religion and other academic disciplines, the Department seeks to nurture their appreciation of literature and language, to broaden their cultural consciousness, to deepen their personal self-awareness, and to clarify their professional aspirations. Through all of these endeavors, the Department of English is committed to preparing students for graduate and professional programs, and for careers in such fields as teaching, writing, publishing, business, and law.

Program Goals

1. To acquaint students with a broad range of Western writers, works, and concepts of literary history.
2. To strengthen the critical thinking ability of students by nurturing their skills as readers.
3. To strengthen the critical thinking ability of students by nurturing their skills as writers.
4. To enhance the cultural awareness of students and to deepen their appreciation of literature by exploring its connections with history, philosophy, the fine arts, religion, and other areas of social experience and discourse.
5. To develop the abilities of students to do scholarly research and writing.
6. To prepare students for careers in such fields as teaching, writing, publishing, business, and law.

English Major Requirements

Students pursuing an English major must select one of three tracks: Literary Studies, English Education, or Writing Emphasis. The requirements for each version of the English major are outlined below. Students must earn a grade of C or better in any course counting toward the English major.

TRACK ONE - Literary Studies

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ENGLISH – 42 semester hours as follows:

The following two courses are required:
ENGL 230  Literary Criticism
ENGL 439  Descriptive Linguistics

Four of the following are required:
ENGL 331  English Literature through 1660
ENGL 332  English Literature 1660-1830
ENGL 333  English Literature since 1830
ENGL 334  American Literature through 1865
ENGL 335  American Literature since 1865

Three of the following are required:
ENGL 431  Studies in British Literature
ENGL 432  Studies in Modern Literature
ENGL 433  Women in Literature
ENGL 437  Studies in British and American Authors

Three electives of additional 300- or 400-level courses in writing or literature
Two courses in either Spanish or French language are required.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ENGLISH – In addition to the requirements listed above, students must complete courses in a modern foreign language through the intermediate level.
TRACK TWO - English Education

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN ENGLISH FOR SECONDARY CERTIFICATION – 42 semester hours as follows:

Three courses are required:
- ENGL 230 Literary Criticism
- ENGL 438 Advanced Writing
- ENGL 439 Descriptive Linguistics

Four of the following are required:
- ENGL 331 English Literature through 1660
- ENGL 332 English Literature 1660-1830
- ENGL 333 English Literature since 1830
- ENGL 334 American Literature through 1865
- ENGL 335 American Literature since 1865

Three of the following are required:
- ENGL 431 Studies in British Literature
- ENGL 432 Studies in Modern Literature
- ENGL 433 Women in Literature
- ENGL 437 Studies in British and American Authors

Two electives of 300- or 400-level courses in writing or literature

Two courses in either Spanish or French language are required.

Besides these requirements for the major, these additional courses are required for teacher certification in English:

Three courses are required in related fields:
- COMM 230
- THTR 130
- ELMS 338 or READ 536

In addition, 42 hours in professional education courses are also required as defined by the Education Department.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN ENGLISH FOR SECONDARY EDUCATION – In addition to the requirements listed above, students must complete courses in a modern foreign language through the intermediate level.

TRACK THREE - Creative Writing Emphasis

REQUIREMENTS FOR THE BACHELOR OF SCIENCE FOR THE MAJOR IN ENGLISH WITH CREATIVE WRITING EMPHASIS – 42 semester hours as follows:

Four courses are required:
- ENGL 230 Literary Criticism
- ENGL 239 Introduction to Creative Writing
- ENGL 438 Advanced Writing
- ENGL 439 Descriptive Linguistics

Two of the following are required:
- ENGL 339 Studies in Creative Writing: Fiction
- ENGL 339 Studies in Creative Writing: Poetry
- ENGL 339 Studies in Creative Writing: Nonfiction

Four of the following are required:
- ENGL 331 English Literature through 1660
- ENGL 332 English Literature 1660-1830
- ENGL 333 English Literature since 1830
- ENGL 334 American Literature through 1865
- ENGL 335 American Literature since 1865
One of the following is required:
- ENGL 431 Studies in British Literature
- ENGL 432 Studies in Modern Literature
- ENGL 433 Women in Literature
- ENGL 437 Studies in British and American Authors

One of the following is required:
- ENGL 338 Writing and Publishing with the New Media
- One elective of a 300- or 400-level course in writing or literature

Two courses in either Spanish or French are required.

**REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A WRITING EMPHASIS MAJOR IN ENGLISH** – In addition to the requirements listed above, students must complete courses in a modern foreign language through the intermediate level.

**English Minor Requirements**

Students choosing to minor in English may pursue either the Literary Studies track or the Writing Emphasis track. The requirements for each version of the English minor are outlined below. Students must earn a grade of C or better in any course counting toward the English major.

**REQUIREMENTS FOR THE ENGLISH MINOR IN LITERARY STUDIES** – 24 hours of English as follows:

**Three courses are required:**
- ENGL 334 American Literature through 1865
- ENGL 335 American Literature since 1865
- ENGL 439 Descriptive Linguistics

**Two of the following are required:**
- ENGL 331 English Literature through 1660
- ENGL 332 English Literature 1660-1830
- ENGL 333 English Literature since 1830

**One of the following literature courses is required:**
- ENGL 431 Studies in British Literature
- ENGL 432 Studies in Modern Literature
- ENGL 433 Women in Literature
- ENGL 437 Studies in British and American Authors

**Two electives in writing or literature**

**REQUIREMENTS FOR THE ENGLISH MINOR WITH CREATIVE WRITING EMPHASIS** – 24 hours of English as follows:

**Three courses are required:**
- ENGL 239 Introduction to Creative Writing
- ENGL 438 Advanced Writing
- ENGL 439 Descriptive Linguistics

**One of the following is required:**
- ENGL 339 Studies in Creative Writing: Fiction
- ENGL 339 Studies in Creative Writing: Poetry
- ENGL 339 Studies in Creative Writing: Nonfiction

**Two of the following are required:**
- ENGL 331 English Literature through 1660
- ENGL 332 English Literature 1660-1830
- ENGL 333 English Literature since 1830

**One of the following is required:**
- ENGL 334 American Literature through 1865
- ENGL 335 American Literature since 1865
One of the following is required:
ENGL 338    Writing and Publishing with the New Media
One elective of a 300- or 400-level course in writing or literature

Freshman Composition Policies

Receiving Credit for ENGL 131/132

In addition to taking ENGL 131 and ENGL 132 as part of their normal course work, students may receive credit for these classes by
• earning a score of 3 or better on the appropriate AP examination.
• taking and passing the appropriate CLEP examination.
• taking and passing the ENGL 131/132 Bypass examination.

Eligibility for ENGL 131/132 Bypass Examination

To be eligible to take the ENGL 131/132 Bypass examination, entering students must have earned a 25 composite on the ACT and a 28 on the English subscore of the ACT. Eligible entering students will receive a letter inviting them to sit for the examination, normally given during summer orientation and immediately prior to the beginning of the fall term. NOTE: Students who do not sit for the examination at this time forfeit their opportunity for bypass credit.

Depending upon their performance on the examination, students may be awarded credit for ENGL 131 or credit for both ENGL 131 and 132.

Transfer Credit for ENGL 131/132

To receive transfer credit for either ENGL 131 or ENGL 132, students must present a transcript with a grade of “C” or better in an appropriate course from another accredited institution. Students who are awarded transfer credit for ENGL 132 but do not have appropriate credits to transfer for ENGL 131, may either enroll at Cumberland in ENGL 131, or earn credit for ENGL 131 through one of the three examinations described above.

No Drop Policy for ENGL 131/132

Because a mastery of written communication is essential to success in college and in professional life beyond college, students may not drop ENGL 131 or ENGL 132 except under the most extraordinary and dire of circumstances. Any exception to this policy must be approved first by the chair of the English Department and then by the Office of Academic Affairs. In the rare situation in which an exception may be granted, students will be awarded a “W,” a “WP” or a “WF” following the normal calendar and policies for withdrawing from a course.

Description of Courses

ENGL 130. Fundamentals of College Writing
This course prepares students for the challenges of academic reading and writing. It provides practice in organizing ideas, writing paragraphs and editing for accuracy of grammar, punctuation, and spelling. Students also gain experience in the analysis of both expository and literary materials, as well as gain practice in the writing process leading to the five-paragraph essay. Credit, 3 hours. Offered as needed.

ENGL 131. English Composition I
This course provides students with the opportunity to study the basic principles of English composition. These fundamentals help students develop their reading skills, expand their vocabularies, understand and evaluate the various organizational and rhetorical strategies used in expository writing, and practice these strategies in their own writings. Credit, 3 hours. Offered every semester.

ENGL 132. English Composition II
English 132 students are encouraged to master further the reading and writing skills taught in English 131. This course emphasizes objective and critical thinking in response to various literary genres. Class activities and student writing will foster and demonstrate analytical, research, and documentation skills. Prerequisite: ENGL 131. Credit, 3 hours. Offered every semester.

ENGL 230. Literary Criticism
An introduction to various critical approaches to the study of literature. Students in this course will practice the application of different critical principles to literary texts. Ideally English majors should take this course during their sophomore year to help prepare for the reading and writing tasks in other courses. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.
ENGL 239. Introduction to Creative Writing
Students in this course will be introduced to the fundamentals of writing literary fiction, poetry, and creative nonfiction through the analysis of technique in published work and through the development and revision of original creative writing. This course is open to all students, and is required for English majors and minors with Creative Writing Emphasis. Prerequisite: ENGL 131 and 132. Offered every fall semester.

ENGL 330. Literary Studies
This course fosters an appreciation of literature and its place in culture, as well as nurtures critical thinking skills through reading and writing. It may focus on a particular theme, genre, author or literary group drawn from the traditional literary canon or from popular culture. This course may count as an elective in the English major. It may be repeated once if different topic. Prerequisite: ENGL 131, ENGL 132. Credit, 3 hours. Offered every semester.

ENGL 331. English Literature through 1660
This course provides an overall view of English literature from earliest times through the early seventeenth century. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Old English, late Medieval, and Renaissance eras. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 332. English Literature 1660-1830
This course provides an overall view of English literature from the later seventeenth century through the early nineteenth century. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Restoration, Augustan, and Romantic eras. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 333. English Literature since 1830
This course provides an overall view of English literature from 1830 to the present. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Victorian, Modern, or Post-Modern milieu. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 334. American Literature through 1865
This literary survey begins with the first literary glimmerings among the discoverers, Puritans, and Federalists, and traces the search for a unique, new literature through the writings of the authors of the American Renaissance. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 335. American Literature since 1865
Beginning with the poetic realism of Whitman and Dickinson and the fictional realism of Mark Twain, this course follows American literary exploration through naturalism and modernism to the diversity of literature today. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 337. Literature of Adolescence
This course is designed for both the English education major and the English major in literature. This course acquaints students with literature about the adolescent experience and with literature written primarily for adolescents that illuminates adolescent sensibilities, behaviors and relationships. Varying assignments address literature suitable for classroom use and independent reading, as well as provide opportunities for developing teaching strategies and assignments. Possible topics include The American Literary Teenager, Coming of Age Novels, Growing Up Southern, the Multicultural Experience in Adolescent Literature, Fantasy and Science Fiction for Teens, and Victorian Classics Revisited. Course topics may change with each offering. This course does not meet general education requirements; however, this course does fulfill a requirement for certification in English for education majors and can serve as an elective for non-education English majors. Prerequisite: ENGL 131 & 132. Credit: 3 hours. Offered spring of even years.

ENGL 338. Writing and Publishing With the New Media
This course offers an introduction to the principles and practice of effective professional writing and publishing with the new media. Students study the differences between writing and publishing in a traditional print medium and writing and publishing with the new media. With this conceptual background, students develop their communication skills through a variety of individual and small group projects that anticipate writing and publishing tasks they may face in future careers. This course is open to English majors and minors with Creative Writing Emphasis and is open to other students by consent of the department chair. Prerequisites: ENGL 131, 132; ENGL 239. Credit, 3 hours. Offered spring semester of even years.

ENGL 339. Studies in Creative Writing
This course offers concentrated study in a single genre of creative writing. Students will continue the study of writing technique through analysis of published work and through writing and revising original work in the selected genre. The course will be offered in rotation with a focus in Fiction, Poetry, or Creative Nonfiction. Students pursuing an English Major with Creative Writing Emphasis are required to take this course twice, under different topics. Prerequisite: ENGL 239. Credit 3 hours. Offered every spring semester.
ENGL 401. Natural History: Observing, Reading and Writing about Nature
This team-taught course, taught in tandem with BIOL 401, explores natural history through classic and contemporary essays on the natural world and on human involvement in it. This traditional classroom activity is combined with field/laboratory experience involving observation of nature. In response to reading the observations of others and to “reading”/observing nature directly, students will complete both informal and formal writing assignments, developing both their basic scientific understanding of the natural world and their written communication skills. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 4 hours.

ENGL 402. Myths of the American West
This course, taught in tandem with HIST 402, provides an investigation of the myths of the American West as seen in history, literature, and popular culture. The student will be introduced to how the concept of a myth and the creation of national heroes begin with history and end with the public’s desire to see their heroes in action in literature and popular culture such as music, cinema, and television. The primary focus of each offering may change from semester to semester to include, but not be limited to, the pioneers, the town tamers, gunfighters and lawmen, ranching, and frontier women. Prerequisite: junior standing. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ENGL 403. Many Storytellers, Many Truths
Students in this integrated studies course will explore the popular yet sophisticated trend in contemporary literature of telling the story through the framework of multiple narrators or viewpoints. Students will read several contemporary novels and perhaps analyze several movies as they arrive at a decision about the truth(s) behind each story and about the reliability of the various viewpoints. Prerequisite: ENGL 131, ENGL 132. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ENGL 404. Wounded Story Tellers
As F. Scott Fitzgerald once said, there is no greater gulf than the gulf that exists between the healthy and the sick. This class focuses on how people who are sick, or who care for those who are ill, can use writing to explore their condition and what it means. Using guidance from various writers such as Joan Didion, Susan Sontag, and Lorrie Moore, we will discuss how illness is treated in published fiction and nonfiction and can be used to broaden the scope and deepen the emotional stakes of a narrative. In a series of writing exercises, we will also examine how illness can become a writer’s paradoxical gift. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

ENGL 431. Studies in British Literature
This course offers an in-depth study of a specific period and/or genre of English literature. The particular focus of the course will change from year to year. Common topics will be romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drama, Restoration drama, the eighteenth-century novel, and Victorian poetry. English majors and minors may take this course twice on different topics. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 432. Studies in Modern Literature
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g., the Southern Renaissance, expatriate literature of the 1920’s or the Irish Literary Revival), or representative and related authors (such as “Joyce, Yeats, Eliot” or “Williams, Miller, O’Neill”). English majors or minors may take this course twice on different topics. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every fall semester.

ENGL 433. Women in Literature
A survey of major female writers, both British and American, and major female characters generally not emphasized in the required surveys. The course explores the roles of women within their cultural contexts. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered fall semester of even years.

ENGL 437. Studies in British and American Authors
An intensive investigation of one, two, or three major authors. Both prose and poetry may be covered, with the particular writers changing from term to term. This course may be taken twice for credit if different writers are studied. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 438. Advanced Writing
This course is designed for those students who have an interest in improving their written communication skills through extensive practice in the various modes of discourse. Students will read and write essays on topics ranging from the personal to the analytical. Prerequisite: completion of all three general education English requirements with a grade of C or better in each of these courses. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered fall semester of odd years.
ENGL 439. Descriptive Linguistics
A study of phonetics, phonemics, followed by a study of traditional, structural, generative, and transformational grammar. Prerequisite: ENGL 131, 132. Credit, 3 hours. Offered every spring semester.

ENGL 490 Special Topics in English
This course allows English majors and minors to explore areas of English studies, literary research, or writing not normally covered in other classes. The course may examine a particular theme or genre, or explore how literature reflects popular culture. It may also offer opportunities for advanced creative writing projects or professional internship experiences. Restricted to English majors or minors unless permission is granted by the department chair. Prerequisite: ENGL 131, 132. Credit, 1-3 hours. Offered as needed.

MODERN FOREIGN LANGUAGES

Students pursuing any major will receive a Bachelor of Arts degree if they complete four courses in either French or Spanish (through FREN/SPAN 232). Students may also choose to pursue a major or minor in Spanish or a minor in French and, if desired, work toward P-12 certification to teach Spanish or French in the public schools.

Purpose statement
Through the French minor and the Spanish majors and minors, the Modern Foreign Language Program is committed to providing students with the tools to understand both the language and the cultures of the Hispanic and Francophone worlds. To this end, the Modern Foreign Language Program offers courses in language, literature, and culture at all levels. In these courses, students develop the four communicative skills of speaking, listening, reading, and writing. In addition, students explore diverse cultures and develop a sense of cultural awareness. As a result of these experiences, students will be prepared for graduate and professional programs and for careers in teaching, government, Foreign Service, business, and any other field in which knowledge of another language and culture is vital.

Program Goals
1. To teach students to communicate effectively in languages other than English, namely French and Spanish. This goal contains four separate sub-goals to include the skills of language learning: speaking, listening, reading, and writing.
2. To help students gain knowledge and understanding of Hispanic and Francophone cultures, in part by providing hands-on opportunities to participate meaningfully in multilingual communities at home and around the world.
3. To prepare students for career opportunities in such fields as teaching, government, business, and foreign service.

Receiving Advanced Placement or Other Course Credit in French and Spanish
Students may receive course credit for FREN 131, 132 and for SPAN 131, 132, 231, and 232 either by taking and passing the French or Spanish Bypass examination or by taking and passing the appropriate CLEP examination. In addition, advanced placement and course credit for one or more French or Spanish courses may be earned by scoring a 3 or higher on the appropriate AP examination.

Eligibility for the French or Spanish Bypass Examination
To be eligible to take the French or Spanish Bypass examination, entering students 1) must have taken two years of the language in high school, earning at least a grade of “B” in both years, or 2) be native speakers of the language. Students will receive a letter inviting them to sit for the examination if they are eligible. The Bypass examinations are normally given during summer orientation and immediately prior to the beginning of the fall term. NOTE: Students who do not sit for the examination at this time forfeit the opportunity for bypass credit.

Depending upon their performance on the examination, students may be awarded credit for FREN 131 and 132, or for SPAN 131, 132, 231, and 232. Students with extensive French-language experience, such as native speakers, may consult with French faculty about the possibility of testing for credit in FREN 231 and 232.

NOTE: Those students who receive credit for SPAN 231 and 232 or for FREN 231 and 232 and who intend to have a minor in Spanish or French, respectively, must “replace” those classes with upper-level Spanish or French courses in order to fulfill the requirements for the minor.

The French Program
Students may pursue a French minor in language and literature or a French minor leading to P-12 Certification for teacher education candidates.

Study Abroad. French minors are encouraged to enhance their fluency by immersing themselves in the language and
culture through study abroad. Appropriate transfer credit will be awarded for language courses and cultural study done overseas under the auspices of an accredited and approved academic institution.

**REQUIREMENTS FOR THE FRENCH MINOR – 21 hours**

Each of the following is required:
- FREN 131
- FREN 132
- FREN 231
- FREN 232
- FREN 331

One of the following culture courses is required:
- FREN 135
- FREN 333
- FREN 401

One of the following literature courses is required:
- FREN 332
- FREN 334

**REQUIREMENTS FOR THE FRENCH MINOR LEADING TO P-12 CERTIFICATION – 27 hours**

Each of the following is required:
- FREN 131
- FREN 132
- FREN 231
- FREN 232
- FREN 331
- FREN 431
- FREN 432

One of the following culture courses is required:
- FREN 135
- FREN 333
- FREN 401

One of the following literature courses is required:
- FREN 332
- FREN 334

In addition, 42 hours in professional education courses as required for certification eligibility. NOTE: A student pursuing a minor leading to certification must also complete a major in another discipline to fulfill graduation requirements.

**Description of Courses**

**FREN 131. Elementary French I**
A communicative approach to French. Basic listening and reading skills are developed, and emphasis is also placed on oral and written production. No prerequisite. Credit, 3 hours. Offered every fall semester.

**FREN 132. Elementary French II**
A continuation of FREN 131. Prerequisite: FREN 131 or equivalent. Credit, 3 hours. Offered every spring semester.

**FREN 135. French Popular Culture**
A General Education course open to all students. Provides an introduction to various aspects of French popular culture such as cinema, literature, fashion, sports, and the media while also enhancing critical thinking skills. Taught in English. No pre-requisite. Counts toward the culture requirement of the French Minors. Credit, 3 hours. Offered as needed.

**FREN 231. Intermediate French I**
A further development of the basic skills of the language, including more advanced grammar concepts, short compositions, readings from literature or the media, and more extensive use of video and film. Prerequisite: FREN 132 or equivalent. Credit, 3 hours. Offered every fall semester.
FREN 232. Intermediate French II
A review course to work on strengthening basic grammar and vocabulary as well as developing communicative skills in French. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered every spring semester.

FREN 331. French Composition and Conversation
A course to aid students in the mastery of vocabulary structures and stylistic techniques necessary for correct, effective oral and written expression in French. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered as needed spring semesters.

FREN 332. Francophone Culture and Communication
A course that enhances reading and writing skills in French, as well as intercultural competence, through the study of the Francophone world as seen in contemporary French-language literature and film of Europe, Africa, Canada, and more. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered on a regular rotation with FREN 333 and FREN 334.

FREN 333. French Civilization
An in-depth exploration of modern France and the French, including family and home life, government and politics, business and economy, religion, literature and the arts, and popular culture. Prerequisite: FREN 231 or equivalent. Credit, 3 hours. Offered on a regular rotation with FREN 332 and FREN 334.

FREN 334. Survey of French Literature
A survey of major writers and literary movement in France, from the Middle Ages to the present. Prerequisite: FREN 232 or instructor consent. Credit, 3 hours. Offered on a regular rotation with FREN 332 and FREN 333.

FREN 401. Trends and Themes in French Cinema
This General Education Integrated Studies course is open to juniors and seniors with no prior experience with the French language or culture required. French minors may, with advisor permission, include this course in the minor. This course explores dominant features of French cinema, particularly in the second half of the 20th century and into the 21st. Specific topics will change with each offering of the course, with likely themes to include the representation of World War II in French film, the adaptation of great works of French literature into film, cinema by and about women, the French New Wave, or postcolonial cinema of the Francophone world (Europe, Canada, Africa, and Southeast Asia). This Integrated Studies course can fulfill a requirement in Section IVB of the General Education Curriculum. Credit, 3 hours. Offered every fall semester.

FREN 431. Methods of Teaching Foreign Languages
Designed to prepare students for the teaching of foreign languages in the public schools. Current teaching philosophies, techniques and materials, curriculum innovation and extracurricular activities are discussed. This course includes limited observation and performance in a language classroom. Taught in English by foreign language faculty in conjunction with SPAN 431. Prerequisite: acceptance to teacher education or consent of instructor. Credit, 3 hours. Offered every fall semester.

FREN 432. Practicum in Francophone Culture
This course provides an in-depth and hands-on study of Francophone culture. Weekly class meetings conducted in French provide the foundation and structure for independent and small group field work in which students learn about Francophone culture through first-hand observation and personal participation. Through activity logs, self-reflective commentary, and cultural analysis, students will gain a deeper understanding of various components of Francophone culture. Normally limited to students pursuing the French Teaching Minor. Prerequisite: FREN 232 and 333, or instructor consent. Credit, 3 hours. Offered as needed.

FREN 490. Independent Study in French
This course is for students with exceptional ability and interest in a specific area of French or Francophone language, literature or culture. Depending on the topic, this course may fulfill the culture or literature requirement for the minor. Prerequisite: FREN 232. Offered as needed and only with prior instructor consent.

The Spanish Program
Students may pursue a Spanish major or minor by itself, or a major or minor leading to P-12 Certification for teacher education candidates. For any of these programs, students must earn a grade of C or better in any course counting toward the Spanish major or minor.

Study Abroad. Spanish majors and minors are encouraged to enhance their fluency by immersing themselves in the language and culture through study abroad. Appropriate transfer credit may be awarded for language courses and cultural study done overseas under the auspices of an accredited and approved academic institution.
REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN SPANISH – 42 hours

Each of the following is required:
- SPAN 131
- SPAN 132
- SPAN 231
- SPAN 232
- SPAN 331
- SPAN 333
- SPAN 334
- SPAN 335
- SPAN 336
- SPAN 433
- SPAN 434
- SPAN 490 or SPAN 401

Two courses in another foreign language

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN SPANISH LEADING TO P-12 CERTIFICATION – 48 hours

- SPAN 131
- SPAN 132
- SPAN 231
- SPAN 232
- SPAN 331
- SPAN 333
- SPAN 334
- SPAN 335
- SPAN 336
- SPAN 431
- SPAN 432
- SPAN 433
- SPAN 434
- SPAN 490 or SPAN 401

Two courses in another foreign language

In addition, 42 hours in professional education courses are required for certification eligibility.

REQUIREMENTS FOR A MINOR IN SPANISH – 21 hours

Each of the following is required:
- SPAN 131
- SPAN 132
- SPAN 231
- SPAN 232 [NOTE: Those minors who receive credit for SPAN 231 or both 231 and 232 either through the Bypass Exam or the CLEP exam must “replace” those classes with upper-level Spanish courses in order to fulfill the requirements for the minor. In this situation, students’ choices are limited to SPAN 333, 334, 335, 336, 433, 434 and 490.]
- SPAN 331

Plus, ONE of these upper-level literature courses:
- SPAN 333
- SPAN 334
- SPAN 433

Plus, ONE of these upper-level culture courses:
- SPAN 335
- SPAN 336
- SPAN 434

REQUIREMENTS FOR A MINOR IN SPANISH LEADING TO P-12 CERTIFICATION – 27 hours

Each of the following is required:
- SPAN 131
- SPAN 132
SPAN 231
SPAN 232 [NOTE: Those minors who receive credit for SPAN 231 or both 231 and 232 either through the Bypass
Exam or the CLEP exam must “replace” those classes with upper-level Spanish courses in order to fulfill the
requirements for the minor. In this situation, students’ choices are limited to SPAN 333, 334, 335, 336, 433, 434 and 490.]
SPAN 331
SPAN 431
SPAN 432

Plus, ONE of these upper-level literature courses:
SPAN 333
SPAN 334
SPAN 433

Plus, ONE of these upper-level culture courses:
SPAN 335
SPAN 336
SPAN 434

In addition, 42 hours in professional education courses are required for certification eligibility. NOTE: A student pursuing a
minor leading to certification must also complete a major in another discipline to fulfill graduation requirements.

Description of Courses

SPAN 131. Elementary Spanish I
An introduction to the Spanish language and Hispanic culture. Grammar emphasis includes present tense, stem-
changing, and irregular verbs. Use of the Language Laboratory will reinforce classroom activities. No prerequisite. Credit, 3
hours. Offered every fall semester.

SPAN 132. Elementary Spanish II
A continuation of SPAN 131. Grammar emphasis includes direct and indirect object pronouns, and the preterit,
imperfect, and command verb tenses. There is further study of Hispanic culture. Use of the Language Laboratory will
reinforce classroom activities. Prerequisite: SPAN 131 or equivalent. Credit, 3 hours. Offered every spring semester.

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

SPAN 231. Intermediate Spanish I
A continuation of SPAN 132. Grammar emphasis includes the present subjunctive and the past participle. There is
further study of Hispanic culture. Use of the Language Laboratory will reinforce classroom activities. Prerequisite: SPAN 132
or equivalent. Credit, 3 hours. Offered every fall semester.

SPAN 232. Intermediate Spanish II
A continuation of SPAN 231. Grammar emphasis includes the imperfect subjunctive, future, and conditional verb tenses.
There is further study of Hispanic culture. Use of the Language Laboratory will reinforce classroom activities. Prerequisite:
SPAN 231 or equivalent. Credit, 3 hours. Offered every spring semester.

SPAN 331. Spanish Composition and Conversation
This course will allow students to work toward mastery of their communication skills with special emphasis on writing
and speaking in Spanish. Taught in Spanish. Prerequisite: SPAN 231 or instructor consent. Credit, 3 hours. Offered every
spring semester.

SPAN 333. Survey of Peninsular Spanish Literature
A survey of the literature of Spain with emphasis on major authors. Taught in Spanish. Prerequisite: SPAN 232 and
SPAN 331, or consent of instructor. Credit, 3 hours. Offered normally every third semester.

SPAN 334. Survey of Spanish American Literature
A survey of the literature of Spanish America with emphasis on major authors. Taught in Spanish. Prerequisite: SPAN
232 and SPAN 331, or instructor consent. Credit, 3 hours. Offered normally every third semester.
SPAN 335. Culture and Civilization of Spain
An in-depth exploration of the culture of the Spanish people, including historical highlights, contemporary politics, religion, sports, the arts, and family life. Taught in Spanish. Prerequisite: SPAN 232 and 331, or instructor consent. Credit, 3 hours. Offered normally every third semester.

SPAN 336. Culture and Civilization of Spanish America
An in-depth exploration of the culture of the people of Spanish America, including historical highlights, contemporary politics, religion, sports, the arts, and family life. Taught in Spanish. Prerequisite: SPAN 232 and SPAN 331, or instructor consent. Credit, 3 hours. Offered normally every third semester.

SPAN 401. Hispanic Cuisine
This course enhances understanding of Hispanic culture by introducing students to the variety of cuisine that is enjoyed among the twenty Spanish-speaking countries of the world. Emphasis will be on Hispanic cuisine as it is influenced by geography, history, business, and other disciplines. This Integrated Studies course can fulfill a requirement in Section IVB of the General Education Curriculum. Credit, 3 hours.

SPAN 431. Methods of Teaching Foreign Languages
Designed to prepare students for the teaching of foreign languages in the public schools. Current teaching philosophies, techniques and materials, curriculum innovation and extracurricular activities are discussed. This course includes limited observation and performance in a language classroom. Taught in English by foreign language faculty in conjunction with FREN 431. Prerequisite: acceptance to teacher education or consent of instructor. Credit, 3 hours. Offered each fall semester.

SPAN 432. Practicum in Hispanic Culture
This course provides an in-depth and hands-on study of Hispanic culture. Weekly class meetings conducted in Spanish provide the foundation and structure for independent and small group field work in which students learn about Hispanic culture through first-hand observation and personal participation. Through activity logs, self-reflective commentary, and cultural analyzes, students will gain a deeper understanding of various components of Hispanic culture. Normally limited to students pursuing the Spanish Teaching Minor. Limited to students seeking P-12 certification in Spanish. Prerequisite: SPAN 232 and either SPAN 335, 336, or 434, or instructor consent. Credit, 3 hours. Offered as needed spring semesters.

SPAN 433. Topics in Hispanic Literature
An in-depth study of a specific period, genre, or group of related authors of Hispanic literature. The particular focus of the course will change from year to year. Possible topics are the Golden Age, the Generation of ’98, Spanish plays, Hispanic women writers, or Hispanic-American writers. Taught in Spanish. Prerequisite: SPAN 232 and SPAN 331, or instructor consent. Credit, 3 hours. Offered as needed fall semesters.

SPAN 434. Topics in Hispanic Culture
An in-depth study of one or more aspects of Hispanic culture. The particular focus of the course will change with each offering. Possible topics are medieval Spain, the Mayan civilization, 20th-century Spanish artists, contemporary Hispanic musicians, Hispanic cinema, and Caribbean cuisine. Taught in Spanish. Prerequisite: SPAN 232 and SPAN 331, or instructor consent. Credit, 3 hours. Offered normally every third semester.

SPAN 490. Special Topics in Spanish
This course offers an intensive study of a specific topic in Hispanic literature or culture or in the Spanish language. Possible topics include the study of a particular author or literary movement, current events, geography, Hispanic Americans, or advanced grammar. This course may be taken more than once as topics vary. Taught in Spanish. Prerequisite: SPAN 232 and 331, or instructor consent. Credit, 3 hours. Offered as needed.
Purpose Statement

The ultimate purpose of the Health Program at University of the Cumberlands is the improvement of health (physical, mental, emotional, social, occupational, and spiritual) through education. Toward this purpose emphasis is placed on preparing two types of professional personnel: competent teachers of health and competent health specialists in the public health field.

Program Goals

1. To provide a thorough academic foundation for students to gain admission to graduate schools or entry-level professional positions in the fields of health education and/or public health.
2. To assist students in the development, integration and application of health content for the community through teaching and clinical opportunities.
3. To encourage students to recognize their professional and ethical role as a health educator within the school and/or community.
4. To prepare students to access and apply technology and other resources within a variety of settings appropriate to the discipline of health.
5. To prepare students to communicate effectively as health professionals.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN PUBLIC HEALTH – 36 semester hours as follows:

Track 1: Internship Option
HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 230 Introduction to Public Health
HLTH 335 Introduction to the Study of Disease
HLTH 336 Epidemiology
HLTH 431 Public Health Administration
HLTH 462 Public Health Internship (6 semester hours)
Three hours of HLTH and/or HESS electives

Track 2: Non-Internship Option
HESS 233 Functional Human Anatomy and Physiology
HESS 234 First Aid and Safety
HESS 333 Nutrition
HESS 430 Substance Abuse
HLTH 130 Foundations of Health Science
HLTH 230 Introduction to Public Health
HLTH 335 Introduction to the Study of Disease
HLTH 336 Epidemiology
HLTH 431 Public Health Administration

Nine hours of the following courses:
HESS 336 Nature Connection to Health and Wellness
HESS 439 Facility Development and Management
HLTH 338 Family Life
HLTH 432 Environmental Health
HLTH 436 Death and Dying
HLTH 438 Health Education in the School and Community

Note: If someone is double majoring (Public Health and Exercise and Sport Science), only the core classes can be duplicated between the majors. There should not be overlap in elective class hours.

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN PUBLIC HEALTH – to include the requirements for the B.S. plus a foreign language through the intermediate level.
REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH – 24 semester hours as follows:

- HESS 234  First Aid and Safety
- HESS 333  Nutrition
- HESS 430  Substance Abuse
- HLTH 130  Foundations of Health Science
- HLTH 230  Introduction to Public Health
- HLTH 335  Introduction to the Study of Disease
- HLTH 336  Epidemiology

Three hours of HLTH and/or HESS electives

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN HEALTH EDUCATION (Teacher Certification) – 36 semester hours as follows:

- HESS 234  First Aid and Safety
- HESS 333  Nutrition
- HESS 430  Substance Abuse
- HLTH 130  Foundations of Health Science
- HLTH 335  Introduction to the Study of Disease
- HLTH 336  Epidemiology
- HLTH 338  Family Life
- HLTH 436  Death and Dying
- HLTH 438  Health Education in the School and Community

Nine hours of HLTH and/or HESS electives

This major is designed for students pursuing teacher certification in Health Education. Students seeking teacher certification must also take 42 hours of professional education courses. Students seeking certification in P-5 Elementary Education must take HLTH 438 as part of the related studies requirement.

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN HEALTH EDUCATION— to include the requirements for the B. S. plus a foreign language through the intermediate level.

Exercise and Sport Science Program

Purpose Statement

The purpose of the Exercise and Sport Science Program is to provide students interested in pursuing knowledge in the area of movement science with a foundation that will prepare them for a future in physical education, fitness/health, and recreation.

Program Goals

1. To provide a thorough academic foundation for Exercise and Sport Science students to gain admission to graduate schools or entry-level professional positions in physical education, fitness/health, and recreation.
2. To assist students in the development of critical thinking, integration, and application of Exercise and Sport Science content in the classroom and for the community through teaching, laboratory, and clinical opportunities.
3. To provide opportunities to develop technology-based skills appropriate to this discipline.
4. To facilitate students in communication competence within settings appropriate to this discipline.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICAL EDUCATION (Teacher Certification) – 45 semester hours as follows:

- HESS 234  First Aid and Safety
- HESS 333  Nutrition
- HESS 430  Substance Abuse
- ESS 131  Introduction to Exercise and Sport Science
- ESS 232  Sports Skills
- ESS 233  Physical Education for Elementary School K-12
- ESS 330  Kinesiology
- ESS 331  Psychosocial Aspects of Sports
- ESS 332  Techniques of Teaching Rhythmic Activities
- ESS 333  Adapted Physical Education
- ESS 337  History and Principles of Exercise and Sport Science
- ESS 338  Materials and Methods of Exercise and Sport Science
- ESS 435  Physiology of Exercise
This major is designed for students pursuing teacher certification in Physical Education. Students seeking teacher certification must also take 42 hours of professional education courses.

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – 36 semester hours as follows:
- HESS 233 Functional Human Anatomy and Physiology
- HESS 234 First Aid and Safety
- HESS 333 Nutrition
- HESS 439 Facilities Development and Management
- ESS 131 Introduction to Exercise and Sport Science
- ESS 232 Sports Skills
- ESS 330 Kinesiology
- ESS 337 History and Principles of Exercise and Sport Science
- ESS 435 Physiology of Exercise
- ESS 437 Tests and Measurements
- Six hours of Exercise and Sport Science electives

REQUIREMENTS FOR A BACHELOR OF ARTS WITH A MAJOR IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – to include the requirements for the B.S. plus a foreign language through the intermediate level.

REQUIREMENTS FOR A MINOR IN EXERCISE AND SPORT SCIENCE (NON-TEACHING) – 24 semester hours as follows:
- HESS 233 Functional Human Anatomy and Physiology
- HESS 234 First Aid and Safety
- HESS 439 Facilities Development and Management
- ESS 131 Introduction to Exercise and Sport Science
- ESS 232 Sports Skills
- ESS 337 History and Principles of Exercise and Sport Science
- ESS 437 Tests and Measurements
- Three hours of electives

NOTE: ESS activity courses do not apply to the minor.

Fitness and Sport Management Program

Purpose Statement
The purpose of the Fitness and Sport Management program is to develop ethically responsible fitness and sport practitioners who are competent and prepared to promote life-long fitness, as well as implement administrative and organizational procedures involved in management, facilitation, and intervention.

Program Goals
1. To provide a thorough academic foundation for students to be eligible and qualified to take an optional national certification examination in their selected fitness area, to gain admission to graduate school, and/or entry-level professional position.
2. To assist students in the development of critical thinking, integration, and application of Health, Exercise and Sport Science, as well as Business Administration content in the classroom and for the community through teaching, laboratory, and clinical opportunities.
3. To provide opportunities to develop technology-based skills appropriate to this discipline.
4. To facilitate students in communication competence within settings appropriate to this discipline.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN FITNESS AND SPORT MANAGEMENT – 57 semester hours as follows:
- BMIS 130 Introduction to Application Software
- BACC 131 Principles of Accounting I
- BADM 136 Microeconomics
- BADM 331 Principles of Management
- BADM 334 Principles of Marketing
- HESS 233 Functional Human Anatomy and Physiology
- HESS 333 Nutrition
- ESS 131 Introduction to Exercise and Sport Science
- ESS 231 Care and Prevention of Athletic Injuries
HEALTH

Description of Courses

HLTH 130. Foundations of Health Science
A foundation course for Health majors and minors designed for the development of health knowledge and health terminology. Content to include evident contemporary health issues. Credit, 3 hours. Offered fall and spring semesters.

HLTH 230. Introduction to Public Health
An introduction to public health services aimed at preventing disease and disability and in analyzing, improving, promoting and maintaining optimum health of the community. Course topics include community organization, health promotion, program planning, prevention and intervention strategies addressing community health problems. Credit, 3 hours. Offered fall and spring semesters.

HLTH 236. Health and Wellness
This course is designed to provide information necessary for a holistic approach to health and wellness. Strategies include decision-making skills and promoting lifestyle choices for optimal health. Strong emphasis is placed on individual responsibility for personal health promotion. General Education Requirement. This course cannot be used as elective hours toward a Health major or minor. Credit, 3 hours. Offered fall and spring semesters.

HLTH 335. Introduction to the Study of Disease
A study of the clinical aspects of disease in relationship to pathology geared toward determining the biological, physical or chemical variables in regard to disease development. Credit, 3 hours. Offered fall and spring semesters.

HLTH 336. Epidemiology
The study of the nature, cause, control and determinants of the frequency and distribution of disease, disability and death in human populations. Emphasis on: agents, hosts and environment. Prerequisite: HLTH 130. Credit, 3 hours. Offered fall and spring semesters. Prerequisite: HLTH 230 or department chair approval.

HLTH 338. Family Life
A study of healthy relationships, marriage, sexuality, contraceptives, pregnancy and infertility. The biological, social and psychological aspects of human sexuality are presented. Emphasis is placed on the organization and selection of curriculum content in grades K-12. Prerequisite: HLTH 230 or department chair approval. Credit, 3 hours. Offered spring semester.

HLTH 402. Epidemics in America
This course, normally taught in tandem with BIOL 402, explores the effects of various epidemics on the United States populous as revealed in popular science publications. Laboratory activities will further explore the scientific principles that led to development of effective detection and treatments for these diseases. In addition, we will consider the likelihood of a major epidemic occurring in our lifetime, and how we can prepare for this potential catastrophic event. This is an Integrated Studies course that fulfills a requirement in Section VI of the General Education Curriculum. Credit, 4 hours. Taught spring of odd years.

HLTH 431. Public Health Administration
A study of the financial and personnel management concepts and practices applied to health programs. Fundamentals of budgeting, public health laws, cost-containment, grant writing, marketing and leadership qualities are addressed. Students are required to design a community health program and a budget to demonstrate effective program implementation. HLTH 230 is recommended but not required. Prerequisite: HLTH 230 or department chair approval. Credit, 3 hours. Offered spring semesters.

HLTH 432. Environmental Health
A study of one’s health and his/her environment including potential checks, balances and dangers. Emphasis is placed upon population explosion, pollution of water, air, land, pesticides, radiation, noise and accidents. Prerequisite: HLTH 230 or department chair approval. Credit, 3 hours. Offered fall semesters.
HLTH 436. Death and Dying
   The course includes a study of death, dying and bereavement. Emphasis will be placed on attitudes and behaviors, theology and death, postmortem care, consumerism and the legal aspects of dying and death. Credit, 3 hours. Offered fall and spring semesters.

HLTH 438. Health Education in the School and Community
   This course is designed for school and community health instruction with emphasis upon changing of attitudes and behavior through the acquisition of sufficient health knowledge. Health education is an integral part of the role of a health professional and as a health professional, one’s educational responsibilities may include instruction in the school setting, a health department, hospital, or industrial setting. The goal of this course is to introduce future teachers to designing and implementing a comprehensive health education program. The course content will support the Kentucky academic expectations, core content, and program of studies. This course is based on the belief that through planned, effective health education every American can obtain a healthier life. Credit, 3 hours. Offered fall and spring semesters.

HLTH 462. Public Health Internship
   This course provides public health students the opportunity to work with individuals, agencies and community organizations under the supervision of public health professionals. Specific policies and procedures are established to facilitate the field experiences which are systematically selected and provide opportunity for practice in a variety of public health settings. Students must make application to the department for approval one semester before registering for the internship program. Students cannot receive remuneration while receiving credit for the internship. Students are required to complete a minimum of 250 clock hours of field experience with an additional two hour weekly campus-based seminar. Prerequisite: A cumulative GPA of 2.75 or above (4.0 scale), no grades below C within the 27 credit hours of core courses for the Public Health major. Credit, 6 hours. Offered fall, spring and summer semesters.

HESS 233. Functional Human Anatomy and Physiology
   This course will provide the principles of structure and function necessary for understanding the systems of the human body. Credit, 3 hours. Offered fall and spring semesters.

HESS 234. First Aid and Safety
   Designed to recognize, understand and treat emergency situations prior to transportation to a hospital. Emphasis is placed on life-threatening situations as well as aid to the injured at home, on the job, and at leisure activities. Practical demonstrations included. No prerequisite necessary. National Red Cross Certification possible. Credit, 3 hours. Offered fall and spring semesters.

HESS 333. Nutrition
   A scientific study of the essential nutrients and their application in meeting nutritional needs. Emphasis is on diet application, nutrition misinformation, eating disorders and nutrition related health issues. Credit, 3 hours. Offered fall and spring semesters.

HESS 336. Nature Connection for Health and Wellness
   This course will provide an opportunity for students to gain knowledge of encounters with nature to enhance physical, mental and spiritual well-being. It is intended to explain how nature can aid in health, healing and stress reduction. Students will become knowledgeable about the theories related to the use of nature to help improve self-confidence, creativity, attention span, emotional balance, pro-social behavior and spiritual growth. Credit, 3 hours. Offered as needed.

HESS 401. Sports Psychology
   This course, taught in tandem with PSYC 401, provides an overview of psychological theory and research as it relates to sport and exercise at the individual and group levels. Topics of study include personal influences on performance such as motivation, arousal, stress, and anxiety; situational influences on performance such as competition and reinforcement; and strategies for performance enhancement such as imagery and increasing confidence. This Integrated Studies course fulfills a requirement for Section VI of the General Education Curriculum. Credit, 3 hours. Offered fall semesters.

HESS 430. Substance Abuse
   A study of problems related to the use and abuse of substances potentially harmful to health and wellness. Particular attention is given to a research based risk-reduction program designed to prevent alcohol and drug-related health problems taught by a certified Prime for Life instructor. Credit, 3 hours. Offered fall semesters.

HESS 439. Facilities Development and Management
   An introduction to the necessary skills needed for planning, design and implementation of health, physical education, recreation and park areas. A study of facilities, equipment, leadership techniques and programs. The course will focus on site planning, construction, program design, environmental issues and maintaining facility operation for the present and future. Credit, 3 hours. Offered spring semesters.
HESS 491. Special Topics in Health, Exercise and Sport Science

This course is designed to provide information that is of particular interest to the fields of Health, Exercise and Sport Science fields. Topics will vary. Course may be repeated with different topics. Credit, 3 hours. Offered as needed.

EXERCISE AND SPORT SCIENCE

ACTIVITY COURSES

ESS majors are encouraged to enroll in three (3) different activity courses during their academic career. Only three hours credit can be applied to the total hours for the major and does not apply to the minor. Athletes will not be allowed to register for an activity course that is the same sport in which they have earned varsity participation credit.

Description of Courses

ESS 000. Intercollegiate Sports Participation
Credit earned by athletes for full season participation in a varsity sport. Credit is awarded on a one-time basis only. Credit, 1 hour. Offered fall and spring semesters.

ESS 001. Basketball
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. Credit, 1 hour. Offered as needed.

ESS 002. Beginning Swimming
This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, water safety, flotation skills and learning elementary strokes. Credit, 1 hour. Offered as needed.

ESS 003. Intermediate Swimming
This course is designed for individuals who have basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes: butterfly, freestyle, backstroke, and breaststroke. Credit, 1 hour. Offered as needed.

ESS 004. Ballroom Dancing
This course introduces the fundamentals of ballroom dances. Emphasis is placed on basic dance techniques, dances and a brief history of ballroom dance. Upon completion students should be able to demonstrate specific dance skills and perform dances such as the swing, foxtrot, waltz and chacha. Credit, 1 hour. Offered as needed.

ESS 005. Soccer
Introduction to the basics of soccer. Emphasis is placed on rules, strategies and fundamental skills. Upon completion the student should be able to participate in recreational soccer. Credit, 1 hour. Offered as needed.

ESS 006. Tennis
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette and court play. Upon completion, students should be able to play recreational tennis. Credit, 1 hour. Offered as needed.

ESS 007. Walking
This course emphasizes the physical, mental and social benefits of walking. Covers the basic concepts involved in safely and effectively improving cardiovascular fitness through walking. Credit, 1 hour. Offered as needed.

ESS 008. Weight Training
An introduction to the basics of weight training. Emphasis is placed on developing muscle strength, muscle endurance and muscle tone. Upon completion, students should be able to establish and implement a lifetime personal weight training program. Credit, 1 hour. Offered as needed.

ESS 009. Volleyball
This course covers the fundamentals of volleyball. Emphasis is placed on basic skills, rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. Credit, 1 hour. Offered as needed.

ESS 010. Whiffle Ball
This course introduces the fundamentals of the game of whiffle ball. Emphasis is placed on skill development, knowledge of the rules and basic game strategy. Credit, 1 hour. Offered as needed.
ESS 011. Water Aerobics
This course emphasizes the physical, mental and social benefits of water exercise. The course will address basic water skills and water safety. The exercises covered in this fitness class are low impact and easy to master. Upon completion, students should be able to participate in organized water aerobics. Credit, 1 hour. Offered as needed.

ESS 012. Golf
This course covers the fundamentals of golf. Emphasis is placed on basic skills, rules and etiquette of golf. Upon completion, students should be able to participate in recreational golf. Credit, 1 hour. Offered as needed.

ESS 013. Archery
This course covers the fundamentals of archery. Emphasis is placed on basic skills, rules and etiquette of archery. Upon completion, students should be able to participate in recreational archery. In addition, ESS education majors will be equipped with the necessary skills to teach archery. Credit, 1 hour. Offered as needed.

ESS 014. Yoga
This course covers the fundamentals of yoga including basic yoga poses, breathing and relaxation. It is designed for beginners as well as experienced students with modifications demonstrated for all poses. Yoga can be beneficial for "any body" in areas such as stress management, flexibility, focus, strength, endurance, and for one’s overall health. Upon completion, the student will be able to continue a yoga practice on his/her own. Credit, 1 hour. Offered as needed.

ESS 015. Jogging/Running
This course emphasizes the physical, mental and social benefits of jogging and running. Covers the basic concepts involved in safely and effectively improving cardiovascular fitness through jogging and running. Credit 1, Offered as needed.

ESS 016. Lifetime Fitness Activities
This course is designed to provide opportunities for group and individual fitness activities with the emphasis on understanding the principles and techniques of fitness activities. Upon completion, students should have the knowledge and basic skills to participate in a variety of activities that can be continued for a lifetime of healthy physical activity. Credit 1, Offered as needed.

ESS 131. Introduction to Exercise and Sport Science
An introduction to exercise and sport science designed to cover historical foundations to its role in today’s society. By using the most current overview of the field available, this introduction will be a wide range of related topics, including physical and fitness education, professional and classroom ethics, careers and current issues. This course surveys both teaching and non-teaching professions and disciplines, as well as examining current and future trends. Credit, 3 hours. Offered fall and spring semesters.

ESS 224. Lifeguard Certification
American Red Cross Lifeguard Training provides students with basic life guarding skills to work at pools and non-surf beaches. CPR for the professional rescuer is included as a requirement for completion for lifeguard certification. Credit 2 hours. Offered as needed.

ESS 227. Officiating Games
A course outlined for preparing basketball, softball and baseball officials. Field work in officiating required. Optional state examinations in basketball, baseball and softball for certification. Credit, 2 hours. Offered as needed.

ESS 231. Care and Prevention of Athletic Injuries
This course is designed to develop awareness of the injury problems associated with physical activity and sports participation. There will be a concentrated study of methods for prevention, care and rehabilitation of athletic injuries. Credit, 3 hours. Offered spring semesters.

ESS 232. Physical Education for Middle and Secondary School
The study of the rules, teaching techniques and acquisition of basic skills of various sports at the elementary and secondary level. Prerequisite: ESS 131. Credit, 3 hours. Offered fall and spring semesters.

ESS 233. Physical Education in the Elementary School
A study and planning of fundamental activities for use in elementary Instruction. An emphasis on the need for a reflective approach to teaching. Credit, 3 hours. Offered fall semesters.

ESS 235. Fitness and Sport Management
This course will provide students with understanding of administrative and organizational procedures related to current trends in fitness, sports, and athletic management. Prerequisite: ESS 131 or Department Chair approval. Credit, 3 hours. Offered as needed.
ESS 330. Kinesiology
A study of basic anatomy and human motion as a basis for a professional understanding of human movement and the ability to analyze that movement in daily life, physical education and sports. Prerequisite: HESS 233 or Department Chair approval. Credit, 3 hours. Offered fall semesters.

ESS 331. Psychosocial Aspects of Sports
This is a survey course of the psychosocial foundation of sport. Emphasis will be on the study of the sociological and psychological concepts relevant in understanding teaching, coaching, participation and performance of sport in this country and the world. The course will review methods and factors, which influence motor skill acquisition and performance, as well as, psychological benefits of exercise and sport. Prerequisite: ESS 131. Credit, 3 hours. Offered spring semesters.

ESS 332. Techniques of Teaching Rhythmic Activities
Skills in various forms of rhythmic activities, methods and materials, evaluative procedures, experiences in teaching all forms of rhythmic activities to students at the K-12 level. Credit, 3 hours. Offered spring semesters.

ESS 333. Adapted Physical Education
The course will offer content on providing physical activities for persons with varying needs. It will also provide basic information concerning selected disabilities; federal and state laws for persons with disabilities; appropriate teaching and coaching strategies; equipment and behavior management strategies; and disability simulations. Prerequisites: ESS 131 or Department Chair approval. Credit, 3 hours. Offered fall semesters.

ESS 334-Methods of Group Exercise
Students will develop a fundamental knowledge of how to design and lead group exercise classes. This course will emphasis techniques and processes for building group exercise classes that are appropriate for all fitness levels and abilities. Credit, 3 hours. Offered fall semester.

ESS 335. Exercise Prescription
Students will develop an understanding of theoretical and practical aspects of the components of fitness along with assessment of overall fitness levels, design and implement fitness programs and monitor these programs. Prerequisite: HESS 233. Credit, 3 hours. Offered fall semesters.

ESS 336. History and Principles of Exercise and Sport Science
An in-depth study of the history, philosophy and objectives of exercise and sport science. Emphasis on the role of philosophical, sociological and psychological values on exercise and sport science programs. Prerequisite: ESS 131. Credit, 3 hours. Offered spring semesters.

ESS 337. Materials and Methods of Physical Education
A study of methods and available materials for assistance in teaching physical education and recreation and the correlation of physical education and recreation to the total school program. Prerequisite: ESS 232. Credit, 3 hours. Offered fall semesters.

ESS 338. Physiology of Exercise
A course concerned with the details of physiology of exercise relating to the activities of physical fitness and sport. Although not required, HESS 233 or BIOL 244 is highly recommended as a prerequisite to this course. Credit, 3 hours. Offered spring semesters.

ESS 339. Outdoor Recreation
A study of the trends, opportunities, agencies, activities and resources related to the recreational use of the outdoors. Credit, 3 hours. Offered spring semesters.

ESS 340. Tests and Measurements
The study of tests and measurements used in the fields of physical education and exercise and sport science programs. Construction, application and interpretation of tests and measurements pertaining to health, physical education and exercise and sport science will be addressed. An emphasis will be placed on reliability, objectivity and validity of tests. Prerequisite: ESS 232. Credit, 3 hours. Offered fall and spring semesters.

ESS 341. Movement Development
Theory and background of principles and practices of movement development from reflexive to movement acquisition by way of growth and movement education will be addressed. Emphasis is placed on Pre-K through Elementary levels. Credit, 3 hours. Offered spring semester.
ESS 439. Senior Seminar – Capstone Course

By integration and demonstration of topics from the Fitness and Sport Management core classes, competencies in fitness and health promotion will be applied through the design and implementation of various hands-on opportunities. Upon completion, students will have had practical experiences that develop skills for their professional careers. Students must complete all Fitness and Sport Management core courses before registering or with Department Chair approval. Credits, 3 hours. Offered spring semester.
THE DEPARTMENT OF HISTORY
AND POLITICAL SCIENCE

History Program

Purpose Statement

The purpose of the History and Political Science Department is to pursue the intellectual, spiritual, and social objectives of the University. Toward that end, the Department strives to maintain a competent and conscientious Christian faculty who are dedicated to excellence in their profession. The students are the Department’s first priority and therefore, the Department strives to provide them with the skills they need to succeed in their chosen fields of endeavor.

Program Goals

1. To provide students with a general knowledge of American and world civilizations.
2. To provide students with an appreciation of principal cultural issues pertinent to past and present societies.
3. To allow students to demonstrate critical and insightful thinking concerning principal historical issues.
4. To instill in students the knowledge necessary for assuming positions in history related fields and/or pursuing post graduate study.
5. To provide students, by their graduation, a basic understanding of traditional and current schools of thought within the study of history.
6. To provide students with the written and oral capacities to communicate effectively.
7. To instill in students by graduation an understanding and appreciation of the principal values of western society.

REQUIREMENTS FOR A BACHELOR OF SCIENCE WITH A MAJOR IN HISTORY– 45 semester hours as follows:

Required courses are as follows (18 hours):

HIST 137 World Civilization to 1648
HIST 138 World Civilization since 1648
HIST 231 American History to 1877
HIST 232 American History since 1877
HIST 234 Historical Methods
HIST 490 Issues in History

At least six hours in United States History chosen from:

HIST 331 Kentucky
HIST 333 American Diplomacy
HIST 430 Selected Topics
HIST 431 Early America
HIST 433 Expansion and the Civil War Era
HIST 435 Twentieth-Century America

And at least six hours selected from:

HIST 334 England
HIST 335 Twentieth-Century Europe
HIST 337 China and Japan
HIST 430 Selected Topics
HIST 436 The Renaissance and the Reformation
HIST 437 Russia

Six additional hours chosen from the department’s history offerings.

Nine hours selected from appropriate offerings of the following disciplines are required: Art, BMIS, Economics, English, Geography, Mathematics, Music, Political Science, Psychology, Missions & Ministry, and Sociology.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN HISTORY–36 semester hours as follows plus a foreign language through the intermediate level:

Required courses are as follows (18 hours):

HIST 137 World Civilization to 1648
HIST 138 World Civilization since 1648
HIST 231 American History to 1877
HIST 232  American History since 1877
HIST 234  Historical Methods
HIST 490  Issues in History

At least six hours in United States History chosen from:
  HIST 331  Kentucky
  HIST 333  American Diplomacy
  HIST 430  Selected Topics
  HIST 431  Early America
  HIST 433  Expansion and the Civil War Era
  HIST 435  Twentieth-Century America

And at least six hours selected from:
  HIST 334  England
  HIST 335  Twentieth-Century Europe
  HIST 337  China and Japan
  HIST 430  Selected Topics
  HIST 436  The Renaissance and the Reformation
  HIST 437  Russia

Six additional hours chosen from the department’s history offerings.

REQUIREMENTS FOR A MINOR IN HISTORY—24 semester hours as follows:

Required courses are (12 hours):
  HIST 137  World Civilization to 1648
  HIST 138  World Civilization since 1648
  HIST 231  American History to 1877
  HIST 232  American History since 1877

At least three hours in United States History chosen from:
  HIST 331  Kentucky
  HIST 333  American Diplomacy
  HIST 431  Early America
  HIST 433  Expansion and the Civil War Era
  HIST 435  Twentieth-Century America

And at least three hours chosen from:
  HIST 334  England
  HIST 335  Twentieth-Century Europe
  HIST 337  China and Japan
  HIST 436  The Renaissance and the Reformation
  HIST 437  Russia

Six additional hours chosen from the department’s history offerings.

Political Science Program

Purpose Statement
  The purpose of the Department of History and Political Science is to pursue the intellectual, spiritual, and social objectives of the University. Toward that end the Department strives to maintain a competent and conscientious Christian faculty who are dedicated to excellence in their profession. The students are the Department’s first priority and therefore, the Department strives to provide them with the skills they need to succeed in their chosen fields of endeavor.

Program Goals
1. To provide students with an understanding of political institutions and processes, both national and international.
2. To instill in students an awareness of the inevitability of power and politics in human affairs.
3. To enable students to think critically about the proper role of government, both in its range and limits.
4. To stimulate an awareness in students of the relationship between a strong vibrant democracy and their roles as active, informed citizens.
5. To provide students with the fundamental skills necessary for successful professional lives beyond college.
**Requirements for Bachelor of Science with a Major in Political Science** – 45 semester hours as follows:

Required courses are as follows (18 hours):

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>POLS 131</td>
<td>Introduction to Political Science</td>
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<tr>
<td>POLS 233</td>
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<td>POLS 433</td>
<td>Western Political Theory I</td>
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<td>OR</td>
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<tr>
<td>POLS 434</td>
<td>Western Political Theory II</td>
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The remaining 18 hours are to be chosen from the Political Science offerings within the department. Plus 9 hours from Art, BMIS, Economics, English, Geography, History, Mathematics, Music, Psychology, Missions & Ministry and Sociology.

**Requirements for the Bachelor of Arts with a Major in Political Science** – 36 semester hours as follows, plus a foreign language through the intermediate level:

Required courses are as follows (18 hours):

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<tr>
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<tbody>
<tr>
<td>POLS 131</td>
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<td>Introduction to International Relations</td>
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<td>HIST 234</td>
<td>Historical Methods</td>
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<td>AND</td>
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<td>OR</td>
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The remaining 18 hours are to be chosen from the Political Science offerings within the department.

**Requirements for a Minor in Political Science** – 24 semester hours as follows:

Required courses are (12 hours):

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<tr>
<td>POLS 131</td>
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<tr>
<td>POLS 235</td>
<td>Introduction to International Relations</td>
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<td>AND</td>
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<td>POLS 436</td>
<td>Political Ideologies</td>
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<td>POLS 434</td>
<td>Political Theory II</td>
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</tbody>
</table>

Plus 12 elective hours from the political science offerings of the department.

The following majors are combinations of History and Political Science.

**Requirements for the Bachelor of Science with a Major in History and Political Science** – 51 semester hours as follows:

Required courses are as follows (27 hours):

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HIST 137</td>
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<td>American National Government</td>
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<tr>
<td>POLS 235</td>
<td>Introduction to International Relations</td>
</tr>
</tbody>
</table>
POLS 490  Issues in Political Science
OR
HIST 490  Issues in History

At least three hours in United States history chosen from:
- HIST 331  Kentucky
- HIST 333  American Diplomacy
- HIST 430  Selected Topics
- HIST 431  Early America
- HIST 433  Expansion and the Civil War Era
- HIST 435  Twentieth-Century America

And at least three hours selected from:
- HIST 334  England
- HIST 335  Twentieth-Century Europe
- HIST 337  China and Japan
- HIST 430  Selected Topics
- HIST 436  The Renaissance and the Reformation
- HIST 437  Russia

Nine hours of electives in History and Political Science *
* A minimum of 12 hours of POLS courses are required, but no more than 21 hours of POLS are allowed to count on the major.

Nine hours selected from appropriate offerings of the following disciplines are required:  Art, BMIS, Economics, English, Geography, Mathematics, Music, Psychology, Missions & Ministry, and Sociology.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN HISTORY AND POLITICAL SCIENCE – 42 hours as follows plus a foreign language through the intermediate level:

Required courses are as follows (27 hours):
- HIST 137  World Civilization to 1648
- HIST 138  World Civilization since 1648
- HIST 231  American History to 1877
- HIST 232  American History since 1877
- HIST 234  Historical Methods
- POLS 131  Introduction to Political Science
- POLS 233  American National Government
- POLS 235  Introduction to International Relations
- POLS 490  Issues in Political Science
OR
HIST 490  Issues in History

At least three hours in United States history chosen from:
- HIST 331  Kentucky
- HIST 333  American Diplomacy
- HIST 430  Selected Topics
- HIST 431  Early America
- HIST 433  Expansion and the Civil War Era
- HIST 435  Twentieth-Century America

And at least three hours selected from:
- HIST 334  England
- HIST 335  Twentieth-Century Europe
- HIST 337  China and Japan
- HIST 430  Selected Topics
- HIST 436  The Renaissance and the Reformation
- HIST 437  Russia

Nine hours of electives in History and Political Science

A minimum of 12 hours of POLS courses are required, but no more than 21 hours of POLS are allowed to count on the major.
IN ORDER TO OBTAIN CERTIFICATION TO TEACH SOCIAL STUDIES IN THE STATE OF KENTUCKY, THE STUDENT MUST COMPLETE 36 SEMESTER HOURS IN HISTORY AND 24 HOURS IN SOCIAL STUDIES. EACH PREFIX MUST HAVE AT LEAST ONE COURSE SELECTED.

REQUIREMENTS FOR TEACHER CERTIFICATION IN SOCIAL STUDIES—60 semester hours as follows:

Required courses are as follows (18 hours):

HIST 137 World Civilization to 1648
HIST 138 World Civilization since 1648
HIST 231 American History to 1877
HIST 232 American History since 1877
HIST 234 Historical Methods
HIST 490 Issues in History

At least six hours in United States History chosen from:

HIST 331 Kentucky
HIST 333 American Diplomacy
HIST 430 Selected Topics
HIST 431 Early America
HIST 433 Expansion and the Civil War Era
HIST 435 Twentieth-Century America

And at least six hours selected from:

HIST 334 England
HIST 335 Twentieth-Century Europe
HIST 337 China and Japan
HIST 430 Selected Topics
HIST 436 The Renaissance and the Reformation
HIST 437 Russia

Six additional hours chosen from the History Department’s offering.

Twenty-four hours chosen from the following: (6 hours of which must be BADM 135 and BADM 136)

BADM 135 Macroeconomics
BADM 136 Microeconomics
POLS 131 Introduction to Political Science
POLS 233 American National Government
POLS 235 Introduction to International Relations
POLS 338 Comparative Politics
POLS 433 Western Political Theory I
SOCI 131 Introduction to Sociology
PSYC 333 Psychology of Personality
PSYC 334 Social Psychology
BADM 436 International Business
GEOG 131 Human Geography or GEOG 231 Environmental Geography
HSRV 235 Human Behavior and the Social Environment

No more than three hours of the Social Studies minor may count toward completion of General Education Curriculum requirements. Each prefix must have one course selected. Course substitutions will be allowed only with the consent of the advisor and the Chairman of the History and Political Science Department.

Pre-Law Curriculum

There is no preferred major for admission to law school; however, popular majors have been History, Political Science, English, and Business.

In order to be admitted to law school one must successfully complete the Law School Aptitude Test (LSAT). Regardless of major, students who go on to law school need to have effective communication and critical thinking skills. Moreover, students should have a basic understanding of our legal system and an appreciation for the values that support it.

Whatever major may be pursued by the pre-law student, the following courses are highly recommended:

POLS 230 Introduction to Law and Legal Education
POLS 233 American National Government (counts in the General Education Curriculum)
Description of Courses

GEOG 131. Introduction to Human Geography
This course is designed to build and apply a geographic vocabulary and an understanding of approaches to geographic study with a respect to human culture and population. The course pays particular attention to both cultural features as they have developed and spread across space and time. Credit, 3 hrs. Offered fall semesters.

GEOG 231. Environmental Geography
The course provides thematic exploration of the earth with particular attention to its relationship with the sun and other bodies in space as well as human interaction with its natural environments. Special attention is given to interplay between sustainable human population and the natural environment, including potential hazards resulting from natural disaster, human activities, and settlement patterns. Credit, 3 hrs. Offered spring semesters.

HIST 137. World Civilization to 1648
A historical study of the development of mankind from the ancient times to approximately 1648. The course will emphasize those forces which have influenced present-day Western Europe and the United States. It will also, however, give the student an introduction to the rest of the major civilizations of the world. Credit, 3 hours. Offered fall and spring semesters.

HIST 138. World Civilization since 1648
A continuation of HIST 137 from approximately 1648 to the modern times. Credit, 3 hours. Offered fall and spring semesters.

HIST 231. American History to 1877
A study of the origin and development of American society and institutions from the beginning of the colonial period through Reconstruction. Credit, 3 hours. Offered fall and spring semesters.

HIST 232. American History since 1877
A continuation of HIST 231, spanning the period from 1877 to the present. Credit, 3 hours. Offered fall and spring semesters.

HIST 234. Historical Methods
Study and practice of the concepts and techniques of historical research; use of bibliographical guides; evaluation and interpretation of evidence; preparation of the research paper. Credit, 3 hours. Offered fall and spring semesters.

HIST 330. Topics in History
A general study of a historical topic designed to appeal to a broad student population. No Prerequisites. Credit, 3 hours. Offered as needed.

HIST 331. Kentucky
A survey of Kentucky history from 1750 to the present. Credit, 3 hours. Offered fall semester, even years.

HIST 333. American Diplomacy
An intensive chronological and bibliographical study of the history and conduct of United States foreign relations since 1775, the course emphasizes the constitutional and statutory rationales and the development and practices of formal and informal institutions and groups responsible for past and present American diplomacy. Prerequisites: HIST 231 and 232, or the consent of the instructor. Credit, 3 hours. Offered fall semester, odd years.

HIST 334. England
An examination of England from the Renaissance to contemporary times with emphasis on the growth of political institutions and Britain’s rise and decline as a world empire. Prerequisites: HIST 137 and 138 or consent of instructor. Credit, 3 hours. Offered spring semester, odd years.

HIST 335. Twentieth-Century Europe
This course will concentrate on the period from World War I to the outbreak of the Cold War. Topics will include, but are not limited to, the rise of communism and fascism, the pre-war paralysis of democracy, World War II, and post-war conditions of the continent. Credit, 3 hours. Prerequisite: HIST 138 or consent of instructor. Offered spring semester, even years.

HIST 337. China and Japan
A survey of the history of China and Japan from their crucial periods of the 16th Century to the present. Prerequisite: HIST 138 or consent of instructor. Credit, 3 hours. Offered spring semester, even years.

HIST 402. Myths of the American West
This course, taught in tandem with ENGL 402, provides an investigation of the myths of the American West as seen in history, literature, and popular culture. The student will be introduced to how the concept of a myth and the creation of national
heroes begin with history and end with the public’s desire to see their heroes in action in literature and popular culture such as music, cinema, and television. The primary focus of each offering may change from semester to semester to include, but not be limited to, the pioneers, the town tamers, gunfighters and lawmen, ranching, and frontier women. Prerequisite: junior standing. This Integrated Studies course can fulfill a requirement in Section IVA of the General Education Curriculum. Credit, 3 hours.

HIST 430. Selected Topics
The detailed study of a particular historical subject. This course may be substituted for an upper level American History course or a non-American History course, depending upon the topic, with the approval of the student’s advisor and the chairman of the Department. Credit, 3 hours. Offered as needed.

HIST 431. Early America
A survey of the transit of civilization from Europe to British North America; the growth of American life within the British Empire; and the course of the American Revolution, including the writing of the United States Constitution. Prerequisite: HIST 231 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

HIST 433. Expansion and the Civil War Era
A study of the westward expansion and the origins of conflict between the North and the South. It will also focus on the war itself and its effects on the re-united nation. Prerequisite: HIST 231 and 232. Credit, 3 hours. Offered fall semester, odd years.

HIST 435. Twentieth-Century America
The major focus of this course will be the 1920s through the 1960s. Special attention will be given to the changes in societal thinking about politics, foreign policy and American economic development. Other topics will also be considered as time permits. Prerequisite: HIST 232 or consent of instructor. Credit, 3 hours. Offered spring semester, odd years.

HIST 436. The Renaissance and the Reformation
A study of the transformation of western Europe from medievalism to modernity, with stress on the disruption of the unity of Roman Christendom and the resulting reaction. Prerequisites: HIST 137 or consent of instructor. Credit, 3 hours. Offered fall semester, odd years.

HIST 437. Russia
A survey of Russian life from the rise of Muscovy to the present with special attention given to the following topics: the developing contacts with the west, the eighteenth century expansion, the revolution of 1917, and the Soviet period. Other topics may be examined from time to time. Prerequisites: HIST 137, and HIST 138 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

HIST 490. Issues in History
This course will allow a student to examine a problem in history thoroughly. The student will select, research, and analyze the problem and draw conclusions from it. This course will be offered only in the fall semester, and a student must have completed Historical Methods (HIST 234) successfully. This course is open to senior majors only. Credit, 3 hours. Offered fall semester, every year.

POLS 131. Introduction to Political Science
A significant theme of this course is the development of what makes for good government and citizenship. Contemporary domestic and international issues facing citizens will be discussed. The study of political science as a discipline will be introduced with emphasis on its history, scope, method, and development as well as detailed study of major fields of political science. Credit, 3 hours. Offered every semester.

POLS 230. Introduction to Law and Legal Education
This course will help aspiring law students to know what to expect in law school, to examine potential legal careers, to prepare to take the Law School Aptitude Test (LSAT), and to gain practical knowledge in skills essential to success in law school, including writing briefs, locating and understanding case law, using libraries and Internet legal resources. Various legal landmark cases will be examined and the class will engage in mock trial or moot court. Recommended for juniors and seniors considering law school. Offered fall semesters.

POLS 233. American National Government
A survey of American politics with emphases on the structure and functions of the national government, as well as the activities of citizens, political parties, interest groups, and media.

POLS 234. State and Local Government
A study of structures, functions, institutions and policies of state and local governments in the United States with special attention given to Kentucky government and politics. Credit, 3 hours. Offered spring semesters, odd years.
POLS 235. Introduction to International Relations
This course is a survey of both selected classic texts and theories of international relations, and the emerging post-9/11 world. After discussing enduring issues of war, peace and the search for national security, students will be introduced to the major actors, processes and issues in current international politics. Credit, 3 hours, offered spring semester.

POLS 300. Topics in Political Science
A general study of a political science topic designed to appeal to a broad student population. No Prerequisites. Credit, 3 hours. Offered as needed.

POLS 331. Developing Democracy
This course examines one of the most dynamic areas of political science today: the common challenges facing newly democratizing nations, and the linkage between democracy and peace. Sub-topics that will be treated include: the need for effective leadership, elite and mass political culture, the problem of respecting civil liberties, and the differing varieties of democracy from around the world. Prerequisite: POLS 131. Offered fall semester of odd years.

POLS 332. Public Opinion and Voting
A study of the role of public opinion and voting in American democracy. The course will examine several issues, including formation of political opinions and attitudes, how opinions are organized through ideology and partisanship, the content of opinions in relation to specific public policies, and how opinions shape and alter individual voter’s choices and determine election outcomes. Prerequisite: POLS 233 Credit, 3 hours. Offered fall semester, even years.

POLS 334. Congress
A study of the politics of Congress including such topics as representation, congressional elections, party leadership, the committee system, legislative process, floor voting, congressional policy-making, relations with other branches of government, and congressional reform proposals. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered spring semester, even years.

POLS 335. The American Presidency
An examination of the office of President in the American political system including such topics as establishment and development of the office, the presidential selection process, the Vice-Presidency, roles of the President, Presidential power and decision-making, and an evaluation of the Presidency. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered fall semester, odd years.

POLS 336. Political Parties, Interest Groups, and Media
A description, analysis, and evaluation of how three intermediary agencies- political parties, interest groups, and media-transmit and convey public demands. An emphasis will be placed on how these agencies attempt to influence election outcomes and shape public policy in American politics. Prerequisite: POLS 233. Offered spring semester of even years.

POLS 337. Comparative Politics
A core course that both establishes the rationale and frameworks for comparing politics within states, and an in-depth examination of at least one country from Europe, Asia, the Middle East, Africa, and Latin America. Prerequisite: POLS 131. Credit, 3 hours. Offered fall semester, even years.

POLS 339. American Foreign Policy
This course will tackle the fluid nature of challenges to United States national interest and security. After a thorough grounding in the actors and process involved in foreign policy-making, students will be assigned case studies in order to examine concrete situations and use of real-world models. Prerequisite: POLS 235 Offered spring semester of odd years.

This course, taught in tandem with HSRV 402, seeks to capture the essence of the tragedy of human rights abuses worldwide. Human rights abuses include but are not limited to the following: genocide, slavery, sex trafficking, exploitation, abuse, rape, and political persecution. Far too often, cases of crimes against humanity pass virtually unnoticed in the eyes of the industrialized world. This class will attempt to raise awareness about past and contemporary human rights abuses. A framework will be introduced to students as to why and how these abuses unfold. Students will explore and discuss the options for solutions or interventions at any level. Students will satisfy the rigors of the QEP milestones of clarity, discernment, and integration in that they will confront a problem, explore the root causes of the issue, and then be asked to investigate viable solutions. This Integrated Studies course can fulfill a requirement in Section IVB of the General Education Curriculum. Credit, 3 hours.

POLS 430. Selected Topics
The detailed study of a particular subject in the field of political science. Prerequisite: POLS 131 or consent of the instructor. Credit, 3 hours. Offered as needed.
POLS 431. Internship
This internship allows political science majors to work part-time in local government offices under the supervision of public officials and their staffs. The public duties performed by the students will be defined by the nature of the particular office to which the students are assigned. In addition, students will meet goals, follow procedures, and adhere to routines that have been established jointly by their office supervisors and by political science faculty. Students are required to complete a minimum of 125 clock hours at the work site. Departmental approval must be obtained one semester prior to being assigned. Prerequisite: Junior standing in the political science major and permission of the department chair. Credit, 3 hours. Offered fall and spring semesters.

POLS 432. The American Constitution
An examination of the United States Constitutionits origins, development, and interpretation by the federal courts. Case study method is used to study the major Supreme Court cases concerning the Constitution. Strongly recommended for Pre-Law students. Prerequisites: POLS 233, HIST 231, 232, or consent of the instructor. Credit, 3 hours. Offered spring semester, even years.

POLS 433. Western Political Theory I
A study of the origins of political theory in ancient Greece, as well as contributions made to political theory by Christian thinkers in the Middle Ages. The texts of writers to be examined include Plato, Aristotle, St. Augustine, and St. Thomas Aquinas, among others. Prerequisite: POLS 131 or consent of the instructor. Credit, 3 hours. Offered fall semester, even years.

POLS 434. Western Political Theory II
A study of Political theory beginning at the end of the middle ages and extending through the nineteenth century. The texts of writers to be examined include Nicola Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Stuart Mill, and Karl Marx. Prerequisite: POLS 131. Offered fall semester, odd years.

POLS 436. Political Ideologies
This course stresses the importance of ideas in shaping future political reality and action. An in-depth examination of the “isms” of the 19th and 20th centuries: capitalism, socialism, corporatism, communism, and fascism, and their continuing relevance in today’s world. Prerequisite: POLS 131. Offered spring semester, even years.

POLS 437. Public Administration and Public Policy
An introduction to the study of public administration and public policy in the United States. Focus will be on the behavior of public organizations in the American political system. Specific policy areas will be discussed to illustrate the role that public organizations play in the policy-making process. Prerequisite: POLS 233 or consent of the instructor. Credit, 3 hours. Offered spring semester, odd years.

POLS 490. Issues in Political Science
This course will allow a student to examine a topic in political science thoroughly. The student will select, research, and analyze the topic and draw conclusions from it. This course will be offered only in the fall semester, and a student must have completed Historical Methods HIST 234 successfully. This course is open to senior majors only. Credit, 3 hours. Offered fall semester.
THE DEPARTMENT OF HUMAN SERVICES

Human Services Program

Purpose Statement
The Human Services Program provides students the opportunity to develop the foundation of knowledge and skills required to work within the helping profession. The Department’s curriculum emphasizes course work that enhances self-awareness and increases understanding of personal values, while fostering appreciation of diversity and the needs of humanity. Education is provided in the areas of professional helping skills, behavioral theory, and current social issues. Students are equipped to conduct ethical practice, establish appropriate boundaries, and apply their skills within professional environments that offer services to people.

Program Goals
1. To facilitate an appreciation of self-awareness and the diversity of humanity, especially as this relates to the variety of human services careers.
2. To provide students with a core knowledge base in human behavior theory, research methods, and social welfare policy in preparation for a career and/or graduate study.
3. To promote understanding of the human services perspective related to individuals, groups, and communities.
4. To integrate healthy professional boundaries and best ethical practices within a human services capacity.
5. To demonstrate professional helping skills within the classroom and apply the skills within a professional environment.

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

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

Human Services Core Courses (36 hours):
All of the following (27 hours)
- SOCI 131 Introduction to Sociology
- HSRV 131 Survey of Human Services
- HSRV 234 Basic Helping Skills
- HSRV 331 Practice with Individuals & Families
- HSRV 338 Case Management
- HSRV 433 Social Policy Analysis
- HSRV 435 Ethics in Human Services
- HSRV 461* Internship and Seminar (6 hours)

One of the following (3 hours)
- HSRV 235 Human Behavior in the Social Environment I: Conception through Adolescence
- HSRV 236 Human Behavior in the Social Environment II: Adulthood

One of the following (3 hours)
- HSRV 335** Social Research
- HSRV 332 Practice with Groups and Communities

One of the following (3 hours)
- HSRV 432 Addictions and Recovery
- HSRV 438 Applied Interventions

*Internship is a required course for the major and is viewed as an invaluable tool to prepare students for employment in human services. The Human Services Department reserves the right to require alternative coursework in lieu of internship placement when the Department feels this is in the best interest of either the student or the Department. Any student with extenuating and verifiable circumstances which may prevent him/her from successfully completing an internship placement may complete an Internship Exclusion Application and submit it to the Department Chair for consideration.

**HSRV 335 Social Research is recommended for students going on to graduate school.

NOTE: Courses used as part of a concentration area (below) cannot be counted in the 36-hour Core.

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

NOTE: Students completing a concentration in Human Services do not need to complete a minor in order to graduate.
Completion of the Human Services Core Courses (36 hours; See above.)

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

**Community-Based Intervention Concentration**
- HSRV 332 Practice with Groups & Communities
- HSRV 337 Race and Diversity
- HSRV 401 Child Abuse
- HSRV 460 Special Topics: School Social Work
- CRJS 131 Intro to Criminal Justice
- CRJS 331 Deviance and Society

**Adult Intervention Concentration**
- HSRV 236 Human Behavior in the Social Environment II: Adulthood
- HSRV 332 Practice with Groups & Communities
- HSRV 460 Special Topics: Mental Health
- MSMN 237 Examining Marriage and Family
- PSYC 435 Abnormal Psychology
- PSYC 332 Adult Development

**Christian Service Concentration**
- HSRV 332 Practice with Groups & Communities
- HSRV 402 Human Rights Abuses
- HSRV 460 Special Topics: Christian Social Work
- MSMN 237 Examining Marriage and Family
- MSMN 334 Caring for Others
- MSMN 337 Ministering to Individuals and Families

**International Concentration**
- HSRV 332 Practice with Groups and Communities
- HSRV 337 Race and Diversity
- HSRV 402 Human Rights Abuses
- MSMN 239 Exploring World Religions
- MSMN 138 Understanding Cultures
- MUOL 402 World Music

Note: HSRV 335 and either BADM 300 or MATH 335 is recommended for those intending to pursue graduate studies.

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

**REQUIREMENTS FOR A MINOR IN HUMAN SERVICES** – 24 semester hours:

**Human Services Core Courses (18 hours)**
- SOCI 131 Introduction to Sociology
- HSRV 131 Survey of Human Services
- HSRV 234 Basic Helping Skills
- HSRV 331 Practice with Individuals & Families
- HSRV 338 Case Management
- HSRV 235 Human Behavior & the Social Environment I
- OR
- HSRV 236 Human Behavior & the Social Environment II

**Two Additional Electives from Human Services (6 hours)**
- HSRV 332 Practice with Groups & Communities
- HSRV 337 Race and Diversity
- HSRV 432 Addictions and Recovery
- HSRV 433 Social Policy Analysis
- HSRV 435 Ethics in Human Services
Description of Courses

HSRV 131. Survey of Human Services
This course offers a survey of the variety of human services issues facing the United States and the world today and the roles that professionals play in human services. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours. Offered fall and spring semesters.

HSRV 234. Basic Helping Skills
This course provides a study of the skills essential to interviewing and counseling with clients in the field of human services. Such skills include engagement, assessment, analysis, planning, intervening, and evaluating. The class is designed to foster experiential learning using interactive processes through the completion of communication and interviewing exercises and the application of human service interventions. These skills are achieved primarily through role play within the classroom. Prerequisite or Co-requisite: HSRV 131. Credit, 3 hours. Offered fall and spring semesters.

HSRV 235. Human Behavior in the Social Environment I: Conception through Adolescence
This course is the first of a two-course sequence probing a chronological approach to the life span from an ecological/systems perspective and strength framework. The material attends to human diversity and the effects of age, gender, and family structure. It focuses on human functioning from conception through adolescence and builds a knowledge and value base for practice across all system levels (micro, mezzo, and macro). The course incorporates content on culture, empowerment, gender differences, and racial and ethnic stereotypes. The purpose of this course, and its companion course (HSRV 236) is to build student knowledge of how human behavior interacts with the social environment. Prerequisite: HSRV 131. Offered fall semesters.

HSRV 236 Human Behavior in the Social Environment II: Adulthood
This course is the second of a two-course sequence probing a chronological approach to the life span from an ecological/systems perspective and strength framework. The material attends to human diversity and the effects of age, gender, and family structure. It focuses on human functioning from young and middle adulthood through later adulthood and builds a knowledge and value base for practice across all system levels (micro, mezzo, and macro). The course incorporates content on culture, empowerment, gender differences, and racial and ethnic stereotypes. The purpose of this course, and its companion course (HSRV 235) is to build student knowledge of how human behavior interacts with the social environment. Junior or senior status preferred. Prerequisite: HSRV 131. Offered spring semesters.

HSRV 331. Practice with Individuals & Families
This course focuses on integrating skills of the assessment and problem-solving processes with practice principles and interventions for families and groups. Research, assessment, and intervention are key components of the learning process within this course. Prerequisite: HSRV 234. Credit, 3 hours. Offered fall semesters.

HSRV 332. Practice with Groups & Communities
This course focuses on integrating practice principles and interventions for groups and communities in the human services realm. The class is designed to foster experiential learning through evaluation and role play within the classroom and active community assessment and intervention. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 335. Social Research Methods
This course studies the research process as it applies to research with individuals, families, groups, and communities. Attention is given to the methods and techniques of social research, including data collection, data analysis, and presentation of findings. Special attention is given to the issues of research on human beings such as diversity and ethical research. Junior or senior status preferred. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 337. Race and Diversity
This course is intended to introduce students to diverse populations and help them understand the dynamics of practicing with people from backgrounds different from their own within the context of a human services field. The roles of racism, sexism, prejudice, and discrimination in American life and the conflict with basic Christian values will be discussed. Students will engage in hands-on learning about unfamiliar cultures. Credit, 3 hours. Offered fall and spring semesters.

HSRV 338 Case Management
This course will provide training in essential skills for conducting effective case management for individuals, families and groups encountered in the human services field. Students will learn how to serve as brokers of services and learn how to monitor and evaluate the effectiveness of interventions. Special instruction will be provided in maintaining accurate and professional documentation that fits standards for reimbursement and licensure review. Prerequisite: HSRV 234. Credit, 3 hours. Offered spring semesters.

HSRV 401. Child Abuse Investigation
This course, taught in tandem with CRJS 401, offers a basic instruction for students to help them understand the typical profiles of child abusers and the definitions of various forms of child abuse. This course will provide clarity of the definition
of child abuse, also focusing on mental and physical abuse which is often difficult to prove in a court of law. This course will allow students to what they need to do to integrate the entire criminal process of investigating a child abuse/neglect case, starting with the official report, leading to the investigation (law enforcement and child protective services), which leads to the arrest and prosecution of alleged child abuse perpetrators. This course meets the general education outcomes for social and professional awareness. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered fall of even years.

This course, taught in tandem with POLS 402, seeks to capture the essence of the tragedy of human rights abuses worldwide. Human rights abuses include but are not limited to the following: genocide, slavery, sex trafficking, exploitation, abuse, rape, and political persecution. Far too often, cases of crimes against humanity pass virtually unnoticed in the eyes of the industrialized world. This class will attempt to raise awareness about past and contemporary human rights abuses. A framework will be introduced to students as to why and how these abuses unfold. Students will explore and discuss the options for solutions or interventions at any level. Students will satisfy the rigors of the QEP milestones of clarity, discernment, and integration in that they will confront a problem, explore the root causes of the issue, and then be asked to investigate viable solutions. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered spring of even years.

HSRV 432. Addictions and Recovery
This course provides students with an opportunity to explore human behavior from an addiction perspective. It is intended to be an introduction to the effects of psychoactive drugs, from the interactions between chemicals and brain cells, to the psychological and physiological effects on the individual, to the impact upon the community. The course also explores multiple treatment methodologies and theories. Prerequisite: HSRV 131. Credit, 3 hours. Offered fall semesters.

HSRV 433. Social Policy Analysis
This course provides an overview of modern social policy. The formation process and historical basis of social policy within local, state, and federal political structures are studied. Public policies significantly impacting human services are reviewed with special attention given to policy outcomes and applications impacting the field. Credit, 3 hours. Offered fall semesters.

HSRV 435. Ethics in Human Services.
This course will introduce students to core questions concerning general morality with regard to ethical decision making. Material will include but not be limited to theories of good versus bad and right versus wrong behavior. The natural norms found in society and how these norms affect professional decision-making will be examined. Ethical guidelines of the professional helping fields will be scrutinized. Prerequisite or co-requisite: HSRV 234. Credit, 3 hours. Offered fall semesters.

HSRV 438 Applied Interventions.
This course provides an opportunity for students to gain specialized intervention skills applicable in human services settings. Students will become knowledgeable about the theories driving the interventions studied, the application of those interventions within various field settings, and the impact of the interventions on particular client populations. Options for study may include but are not limited to: play therapy, sand tray therapy, kinetic drawing, guided imagery and hypnotherapy. Prerequisites: HSRV 234 and HSRV 331. Credit, 3 hours. Offered spring semesters.

HSRV 460. Special Topics in Human Services
This course is designed to address specialized topics in human services that are not otherwise available as a separate course. Examples include child welfare, Christian social ministries, aging, mental health, marriage and family, and human services practice in Appalachia. May be repeated once for credit up to a total of 6 semester hours provided topic is different. This course can be taken twice with different topics. Prerequisite: HSRV 131 and SOCI 131. Credit, 3 hours. Offered spring semesters.

HSRV 461. Internship and Seminar
This course provides the opportunity for human services students to work with individuals, groups and community organizations under the supervision of a professional in human services. The field experiences are systematically selected and provide opportunity for practice in a variety of human service settings. Specific policies and procedures are established to facilitate the field experiences. Students are required to complete a minimum of 250 clock hours. (Special permission may be granted to earn 3 hours credit (125 hours) during a Fall/Spring semester) A two hour weekly seminar is required. Departmental approval must be received the semester prior to being placed. Prerequisite: 18 credit hours in core courses of major and permission of department chair. Credit, 6 hours. Offered fall, spring, and summer semesters.

SOCI 131. Introduction to Sociology
This course offers a survey of basic concepts, theories, methods and research associated with the analysis of society and the scientific study of human social activity and human nature. Particular attention will be given to the discipline of sociology as it relates to the resolution of current social problems and well-being within a social context. Credit, 3 hours. Offered fall and spring semesters.
THE DEPARTMENT OF MATHEMATICS AND PHYSICS

Mathematics Program

Purpose Statement
The purpose of the mathematics program is to develop a broad understanding of mathematics and an appreciation of its beauty and usefulness in God’s world.

Program Goals
1. To assist students’ learning of the breadth and depth of mathematics.
2. To cultivate students’ understanding and appreciation for the relationship of mathematics to other fields.
3. To assist students to communicate mathematics effectively.
4. To provide content knowledge in mathematics for those students seeking secondary certification.
5. To prepare middle school education students to teach mathematics.
6. To prepare students to pursue graduate work in mathematics or related fields or to enter the job market.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS—41 hours as follows:

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<thead>
<tr>
<th>Calculus</th>
<th>12 hours</th>
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<tr>
<td>MATH 140, MATH 240, MATH 241</td>
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<tr>
<td>Differential Equations</td>
<td>3 hours</td>
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<td>MATH 430</td>
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<td>Abstract Algebra</td>
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<td>MATH 431</td>
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<td>Linear Algebra</td>
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<td>MATH 432</td>
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<td>Discrete Mathematics</td>
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<td>MATH 433</td>
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<td>Real Analysis I</td>
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<td>MATH 436</td>
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<td>Physics I, II</td>
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<td>PHYS 241, PHYS 242</td>
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<td>Mathematics Electives</td>
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<td>from: MATH 331 or above</td>
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<td>(except MATH 332 and 333)</td>
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REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN MATHEMATICS—to include the requirements for the B.S. plus a foreign language through the intermediate level.

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

<table>
<thead>
<tr>
<th>Calculus 1</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 140, MATH 240, MATH 241</td>
<td></td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>9 hours</td>
</tr>
<tr>
<td>from: MATH 331 or above</td>
<td></td>
</tr>
<tr>
<td>(except MATH 332 and 333)</td>
<td></td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (SECONDARY CERTIFICATION—41 hours

| MATH 140 Calculus I                | 4 hours  |
| MATH 240 Calculus II               | 4 hours  |
| MATH 241 Calculus III              | 4 hours  |
| MATH 331 College Geometry          | 3 hours  |
| MATH 335 Introduction to Probability and Statistics | 3 hours |
| MATH 430 Differential Equations    | 3 hours  |
| MATH 431 Abstract Algebra          | 3 hours  |
| MATH 432 Linear Algebra            | 3 hours  |
| MATH 433 Discrete Mathematics      | 3 hours  |
| MATH 436 Real Analysis I           | 3 hours  |
| PHYS 241 Physics I                 | 4 hours  |
| PHYS 242 Physics II                | 4 hours  |
Students pursuing the mathematics major are also encouraged to take additional mathematics courses selected from the following:

- MATH 334 Mathematics History
- MATH 435 Mathematics Statistics
- MATH 437 Real Analysis II
- MATH 490 Topics in Mathematics

Students seeking secondary certification must also take 42 hours of professional education courses.

**Description of Courses**

**MATH 110. Freshman Seminar**
This seminar course introduces the freshman mathematics student to the curriculum, facilities, faculty, and other students in the mathematics program. Credit, 1 hour. Offered fall semesters.

**MATH 130. Concepts of Mathematics for the Elementary and Middle School Teacher I**
This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky’s Learning Goals and Valued Outcomes. It is a study of our numeration system and bases, number theory, and the real number system with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout. Critical thinking is sharpened through problem solving investigations requiring the use of fractions, decimals, and per cents. Manipulative aids and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit: 3 hours. Offered fall and spring semesters.

**MATH 131. College Mathematics**
Topics studied in this course include the arithmetic of whole numbers and integers, order of operations, greatest common divisor, prime numbers, least common multiple, arithmetic of fractions, percents, arithmetic of signed numbers, angles, lines, polygons, circles, ratio, proportion, algebraic expressions, algebra of linear equations, exponents and scientific notation, algebra of polynomials, factoring and special products and algebra of rational expressions. Credit, 3 hours. Offered fall and spring semesters.

**MATH 132. College Algebra**
This is a study of exponents, radicals, polynomials, rational expressions, inequalities, relations and graphs, linear equations, quadratic equations, systems of equations, application problems, and complex numbers. Credit, 3 hours. Offered fall and spring semesters.

**MATH 136. Precalculus**
This course is the study of equations and graphs, polynomial functions, composition of functions, rational functions, trigonometric functions, the solutions of right triangles, oblique triangles, trigonometric functions of multiple angles, and trigonometric identities and equations. Credit, 3 hours. Offered fall and spring semesters.

**MATH 140. Calculus I**
Prerequisite knowledge of trigonometry and proficiency in algebraic operations is required to enter this course. It is the study of analytic geometry, functions, continuity, concept of limit, differentiation of algebraic and trigonometric functions, applications of derivatives, and introduction to the process of integration. Credit, 4 hours. Offered fall and spring semesters.

**MATH 211. Numerical Techniques**
This course focuses on the use of graphing calculators and the numerical techniques in calculus that can be employed using them. This course is strongly recommended for all secondary mathematics education majors. Prerequisite: MATH 140. Credit, 1 hour. This course will be taught during the Spring semester as needed.

**MATH 230. Concepts of Mathematics for the Elementary and Middle School Teacher II**
This course is required of all P-5 elementary education majors, all 7-12 special education majors, and in the mathematics emphasis and specialization for P-5 and middle grades, respectively. The mathematical topics discussed in the course are chosen to reflect the National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics and Kentucky’s Learning Goals and Valued Outcomes. It is a study of probability, statistics, measurement, and geometry with the concepts of algebra, logic, sets, estimation, and relations emphasized throughout with various problem-solving techniques. Manipulative aids, cooperative learning, and available technology will be utilized as appropriate to help foster a constructive belief about mathematics. Credit, 3 hours. Offered fall and spring semesters.
MATH 240. Calculus II
This course is a continuation of MATH 140. Topics include transcendental functions, areas, volumes, inverse functions, techniques of integration, conic sections, polar coordinates, indeterminate forms, and improper integrals. Prerequisite: grade of C or better in MATH 140. Credit, 4 hours. Offered fall and spring semesters.

MATH 241. Calculus III
This is a continuation of MATH 240. Topics include sequences, series, vectors, the calculus of vector-valued functions, and the calculus of functions of more than one independent variable. Prerequisite: grade of C or better in MATH 240. Credit, 4 hours. Offered fall and spring semesters.

MATH 330. Geometry for the Elementary and Middle School Teacher
This course is designed for those elementary and middle school education majors with teaching emphasis in mathematics. It is the study of plane and solid Euclidean geometry as an axiomatic system. (This course does not count toward the mathematics major.) Credit, 3 hours. Offered spring semesters of odd years and other semesters by demand.

MATH 331. College Geometry
This course is the study of Euclidean geometry at the college level and the introduction to development of non Euclidean geometries. Topics include: Historical development, sets and propositions, logical equivalences, axiomatic systems, coordinate systems, and plane hyperbolic geometry. Prerequisite: Proficiency in high school geometry and methods of proof are required to enter this course. Credit, 3 hours. Offered fall semesters.

MATH 332. P-5 Teaching Math
This is a course in modern methods of teaching mathematics in grades P-5 with emphasis on applications of KERA to the primary school mathematics classroom. Prerequisites: MATH 130, 230 and ACT of 21+. Credit, 3 hours. Offered fall and spring semesters.

MATH 333. Middle School Math Methods
This is a course in modern methods of teaching mathematics in grades 5-9 with emphasis on applications of KERA to the middle school mathematics classroom. Prerequisites: MATH 130, 230, and ACT of 21+. Credit, 3 hours. Offered fall and spring semesters.

MATH 335. Introduction to Probability and Statistics
The purpose of this course is to acquaint the student with the basic concepts of statistics and probability and how they are used in handling data. Prerequisite: MATH 132. Credit, 3 hours. Offered fall and spring semesters.

MATH 401. Mathematics History
This course provides the student with the opportunity to study the development of mathematics from the ancient Babylonians to the present day from a historical point of view. An in-depth study is made of the Greek contribution and of the mathematical revolution of the 17th and 18th centuries. This Integrated Studies course can fulfill a requirement in Section IIIA of the General Education Curriculum. Credit, 3 hours.

MATH 430. Differential Equations
First order ordinary differential equations are studied, followed by differential equations of higher order. Prerequisite: MATH 241. Credit, 3 hours. Offered spring semesters.

MATH 431. Abstract Algebra
Topics covered include structure of the number systems, groups, mappings, rings, fields, sets, and metrics. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered fall semesters.

MATH 432. Linear Algebra
Topics covered include topics from matrix algebra, vector spaces, linear transformations, change of bases, orthogonality, determinants, eigenvalues, and eigenspaces. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered spring semesters.

MATH 433. Discrete Mathematics
Topics will include symbolic logic, functions, cardinality, proofs, mathematical induction, pigeonhole principle, permutations, combinations, trees, and graphs. Prerequisite: MATH 241 or consent of instructor. Credit, 3 hours. Offered spring semesters.

MATH 435. Mathematical Statistics
This is an introduction to discrete and continuous distributions, expected values and moments, special probability distributions and densities. Prerequisite: MATH 241. Credit, 3 hours. Offered on demand.
MATH 436. Real Analysis I
This is the study of partial differentiation, application of partial differentiation, line and surface integrals, and Fourier series. Prerequisite: grade of “C” or better in MATH 241. Credit, 3 hours. Offered fall semesters.

MATH 437. Real Analysis II
Topics covered are point set theory, sequences, limits, continuity, and uniform continuity. Prerequisite: MATH 436. Credit, 3 hours. Offered spring semesters.

MATH 490. Topics in Mathematics
Topics are generally selected from complex variables, number theory, numerical analysis, and problems research in mathematics or mathematics education. Enrollment in this course is open only to mathematics majors and minors. Prerequisite: MATH 241. Credit, 1 to 3 hours each topic. A topics course is offered on demand.

Physics Program

Purpose Statement
The Physics Program strives to prepare students for successful careers in physics, engineering, mathematics, and related fields. In particular, the program is committed to providing a solid foundation for those students seeking certification to teach high school physical science with physics emphasis. Integral to achieving these goals, students are provided opportunities to cultivate critical thinking skills, learn to apply physical principles, develop skills in experimental physics, and extend their mathematics prowess. As students develop these cognitive skills, the program also encourages students to recognize their professional and ethical responsibilities to society.

Program Goals
1. To encourage students to recognize their professional and ethical responsibilities to society.
2. To cultivate the student's critical thinking in problem solving and scientific reasoning.
3. To facilitate the learning process as students are introduced to new and increasingly more abstract physical principles.
4. To assist students as they develop their skills in experimental physics.
5. To refine and extend the student's capabilities at using mathematics to solve physical problems.
6. To provide content knowledge in physical science (physics emphasis) for those students seeking teacher certification.
7. To prepare students for careers in physics, engineering, mathematics, and related fields.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS–51 semester hours as follows:

Physics (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 241</td>
<td>Physics I</td>
</tr>
<tr>
<td>PHYS 242</td>
<td>Physics II</td>
</tr>
<tr>
<td>PHYS 330</td>
<td>Classical Physics</td>
</tr>
<tr>
<td>PHYS 335</td>
<td>Quantum Physics</td>
</tr>
<tr>
<td>PHYS 410</td>
<td>Science and Society</td>
</tr>
<tr>
<td>PHYS 300+</td>
<td>Physics Electives (18 hours)</td>
</tr>
</tbody>
</table>

Mathematics (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 140</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 430</td>
<td>Differential Equations</td>
</tr>
</tbody>
</table>

Programming (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 231</td>
<td>Introduction to Programming</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN PHYSICS–Completion of the requirements for the Bachelor of Science with a major in physics plus a foreign language through the intermediate level.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PHYSICS LEADING TO SECONDARY CERTIFICATION–55 semester hours as follows:

Physics (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 241</td>
<td>Physics I</td>
</tr>
<tr>
<td>PHYS 242</td>
<td>Physics II</td>
</tr>
<tr>
<td>PHYS 330</td>
<td>Classical Physics</td>
</tr>
<tr>
<td>PHYS 335</td>
<td>Quantum Physics</td>
</tr>
<tr>
<td>PHYS 410</td>
<td>Science and Society</td>
</tr>
<tr>
<td>PHYS 300+</td>
<td>Physics Electives (9 hours)</td>
</tr>
</tbody>
</table>
Chemistry (8 hours)
CHEM 111 General Chemistry I Laboratory
CHEM 132 General Chemistry I
CHEM 211 General Chemistry II Laboratory
CHEM 232 General Chemistry II

Science¹ (select 8 hours)
PHYS 117 Physical Science Laboratory
PHYS 137 Physical Science
PHYS 140 Astronomy

Mathematics (15 hours)
MATH 140 Calculus I
MATH 240 Calculus II
MATH 241 Calculus III
MATH 430 Differential Equations

¹For physical science and earth science, the corresponding lab course must be taken as well.
Secondary teacher certification in grades 8-12 also requires 42 semester hours of professional education courses as listed by the Department of Education in the College Catalog.

Requirements for the Bachelor of Science with a Major in Applied Physics

Engineering Dual-Degree (3-2) Program¹ with The University of Kentucky²
Civil, Electrical, Materials, Mechanical, and Mining Engineering and Computer Science

102 semester hours at University of the Cumberlands as follows³:

Physics (24 hours)
PHYS 241 Physics I
PHYS 242 Physics II
PHYS 330 Classical Physics
PHYS 335 Quantum Physics
PHYS 410 Science and Society
PHYS 300+ Physics Electives (9 hours)

Chemistry (8 hours)
CHEM 111 General Chemistry I Laboratory
CHEM 132 General Chemistry I
CHEM 211 General Chemistry II Laboratory
CHEM 232 General Chemistry II

Mathematics (21 hours)
MATH 140 Calculus I
MATH 240 Calculus II
MATH 241 Calculus III
MATH 430 Differential Equations
MATH 335+ Mathematics Electives (6 hours)

Programming (6 hours)
BMIS 231 Introduction to Programming
BMIS 331 Object-Oriented Programming

General Education⁴ (34 hours) Includes INSIGHTS, Leadership Seminar, and Convocation

Free Electives (9 hours)

26 semester hours at The University of Kentucky as follows:
Engineering (26 hours) See notes⁵ ⁶

¹The completion of the engineering degree nominally takes two years after transfer. A student need not wait to complete the engineering degree to transfer the necessary credit back to the Cumberlands for completion of the applied physics major.
²Other ABET-accredited engineering schools may be acceptable on a case-by-case basis with appropriate modifications
to the major as recommended by the applied physics advisor and approved by the Registrar.

3If a scheduling conflict prevents any one required course from being completed at the Cumberlands, that course can be completed at the engineering school; however, a minimum of 102 semester hours must be taken at the Cumberlands.

4The Mathematical and Scientific Reasoning section of the General Education Curriculum is fulfilled by courses required elsewhere. A list of recommended courses for fulfilling the requirements of the University of Kentucky’s University Studies Program is provided in the Pre-Engineering section of the Catalog.

5Due to prerequisite requirements, a student should complete some introductory engineering courses during U.K.’s summer sessions after the junior year at the Cumberlands.

6Acceptable courses must have engineering prefixes and meet the degree requirements in the student’s selected program. No more than 6 hours may be at the 200 level with the remainder at 300+ levels.

REQUIREMENTS FOR THE MINOR IN PHYSICS–29 semester hours as follows:

Physics (21 hours)
- PHYS 241 Physics I
- PHYS 242 Physics II
- PHYS 330 Classical Physics
- PHYS 410 Science and Society
- PHYS 300+ Physics Electives (9 hours)

Mathematics (8 hours)
- MATH 140 Calculus I
- MATH 240 Calculus II

Pre-Engineering Curriculum

The goal of our pre-engineering program is to provide a strong science and mathematics background in a supportive environment while providing an opportunity for a student to complete general studies courses. Typically, students remain at the Cumberlands for two or three years and then transfer to an engineering school. (Students interested in participating in the more rigorous, dual-degree (3-2) engineering program, which earns a degree in applied physics from the Cumberlands and an engineering degree from an engineering school, should consult the requirements in the catalog listing for the Department of Mathematics and Physics.)

The Cumberlands’ student must work closely with a pre-engineering advisor to facilitate the transfer process. The following science and mathematics courses are recommended, but specific requirements will vary because engineering schools, as well as individual engineering disciplines, have unique requirements.

Physics
- PHYS 241 Physics I
- PHYS 242 Physics II
- PHYS 330 Classical Physics

Chemistry
- CHEM 111 General Chemistry I Laboratory
- CHEM 132 General College Chemistry I
- CHEM 211 General Chemistry II Laboratory
- CHEM 232 General College Chemistry II

Mathematics
- MATH 140 Calculus I
- MATH 240 Calculus II
- MATH 241 Calculus III
- MATH 430 Differential Equations

Computer Programming
- BMIS 231 Introduction to Programming
- BMIS 331 Object Oriented Programming

Since most of Cumberlands’ pre-engineering students transfer to the University of Kentucky, we list here how a student can fulfill the requirements of the UK Core (their general education program).

I. Arts & Creativity (One Course)
- ART 134 Drawing I (pending)
- THTR 130 Introduction to Theatre (pending)
II. Humanities  (One Course)
   ART 132  Ancient to Gothic Art
   ART 133  Renaissance to Modern Art
   HIST 137  World Civilization to 1648
   MUSC 130  Music Appreciation

III. Social Sciences  (One Course)
   POLS 235  Introduction to International Relations
   SOCI 131  Introduction to Sociology

IV. Natural/Physical Sciences  (One Course)
   CHEM 132/111  General Chemistry I/General Chemistry Lab I
   PHYS 241  Physics I

V. Composition/Comm I  (One Course)
   ENGL 131  English Composition I

VI. Composition/Comm II  (Two Courses)
   ENGL 132  English Composition II
   COMM 230  Introduction to Public Speaking

VII. Quantitative Foundations  (One Course)
   MATH 140  Calculus I

VIII. Statistical Inferential  (One Course)  Not available at Cumberlands

IX. Community, Citizenship  (One Course)
   HIST 231  American History to 1877
   HIST 232  American History since 1877
   POLS 233  American National Government

X. Global Dynamics  (One Course)
   HIST 138  World Civilization since 1648
   MUSC 401  World Music (pending)

XI. Foreign Language
   Two-semester sequence in Spanish or French
   (Or two years of high school foreign language)

   Description of Courses

   PHYS 117  Physical Science Laboratory
   This laboratory course illustrates the scientific method through a series of experiments into physical phenomena. As a companion course to PHYS 137 Physical Science, it provides students an opportunity to view science as a process and not just a body of knowledge. This course also provides prospective teachers with a model for the methods and materials of teaching science. This course fulfills the laboratory requirement for certification in Elementary Education (P-5). One and a half laboratory hours per week. Prerequisite: PHYS 137 recommended, but not required. Credit, 1 hour. Offered fall and spring semesters.

   PHYS 137.  Physical Science
   This introductory course integrates physics, chemistry, and earth sciences to emphasize general principles and their application to real-world situations. As the magnificent order of the physical world is demonstrated, the scientific method is highlighted as a powerful means to discover knowledge that can help us understand and shape our world. Three lectures per week. Prerequisite: None. Credit, 3 hours. Offered fall and spring semesters.

   PHYS 140.  Astronomy
   This introductory course investigates the observations and theories of astronomy. The success of the scientific method is demonstrated through the logical application of the laws of science to construct an understanding of our universe. A descriptive study of our solar system and Milky Way galaxy is highlighted by observation sessions. Three lectures and one and a half laboratory hours per week. Prerequisite: None. Credit, 4 hours. Offered fall and spring semesters.

   PHYS 241.  Physics I
   This algebra-based, introductory course investigates physical phenomena primarily associated with motion, forces, momentum, energy, waves, and thermodynamics. Specific topics are chosen that emphasize the interests of students from physics, chemistry, engineering, medicine, and related fields. Problem solving and the scientific method are stressed throughout the course. Three lectures and three laboratory hours per week. Prerequisite: grade of C or better in MATH 132, MATH 136, or a calculus course. Credit, 4 hours. Offered fall and spring semesters.

   PHYS 242.  Physics II
   This algebra-based, introductory course (a continuation of PHYS 241 Physics I) investigates physical phenomena primarily associated with electricity, magnetism, optics, and quantum physics. Specific topics are chosen that emphasize
the interests of students from physics, chemistry, engineering, medicine, and related fields. Problem solving and the scientific method are stressed throughout the course. Three lectures and three laboratory hours per week. Prerequisite: grade of C or better in PHYS 241. Credit, 4 hours. Offered fall and spring semesters.

**PHYS 330. Classical Physics**
This calculus-based, intermediate course provides a thorough quantitative understanding of physical phenomena primarily associated with mechanics and electromagnetism. This course expands upon the course content of PHYS 241 Physics I and PHYS 242 Physics II. Collectively, these three courses are equivalent to the traditional two-semester, calculus-based physics sequence. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester.

**PHYS 332. Experimental Physics**
This laboratory course provides an experimental component to the undergraduate physics curriculum. Emphasis is placed on experiment design, error analysis, model evaluation, and professional presentations. Six laboratory hours per week. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester of odd years.

**PHYS 335. Quantum Physics**
This calculus-based, intermediate course provides a thorough quantitative understanding of physical phenomena associated with quantum theory. Specific topics include light quanta (photons), matter waves, the Schrödinger equation, the Bohr theory, and hydrogenic atoms. An introduction to relativity is also included. Prerequisites: grades of C or better in PHYS 242 and MATH 241. Credit, 3 hours. Offered fall semester.

**PHYS 337. Electronics**
This laboratory course explores both analog and digital electronics. Specific analog topics include a review of passive components, diodes, transistors, amplifiers, and multivibrators. Specific digital topics include logic gates, flip-flops, registers, pulse generation, memory, and microprocessors. Six laboratory hours per week. Prerequisites: grades of C or better in PHYS 242 and MATH 240. Credit, 3 hours. Offered spring semester of even years.

**PHYS 410. Science and Society**
This seminar course investigates the effect of scientific developments on society, religion, technology, and the environment; the role of science in the history of mankind; and the relationships between the sciences. Society’s perception of scientists and the resulting impact on the development of ideas and support of research are discussed. May be repeated for up to three hours credit; however, only one hour counts toward a physics major or minor. Prerequisite: Junior or senior with a major or minor in biology, chemistry, mathematics or physics. Credit, 1 hour. Offered fall semester.

**PHYS 430. Classical Mechanics**
This traditional course considers the basic experimental laws of mechanics as stated by Sir Isaac Newton and the development of the mathematical formalism that describes these laws. Specific topics include motion of a particle in one dimension, harmonic oscillation, motion in three dimensions, a noninertial reference system, and a central force field. A brief introduction of Lagrangian mechanics is included. Prerequisites: grades of C or better in PHYS 330 and MATH 241. Credit, 3 hours. Offered fall semester of odd years.

**PHYS 431. Electromagnetism**
This traditional course develops the mathematical formalism of Maxwell’s equations from basic experimental laws of electricity and magnetism. Specific topics include the electrostatics of conductors and dielectrics, energy considerations, electrodynamics, electromagnetism, and magnetism. Prerequisites: grades of C or better in PHYS 330 and MATH 241. Credit, 3 hours. Offered fall semester of even years.

**PHYS 436. Lasers**
This application course describes the theory and applications of lasers beginning with the underlying electromagnetic theory. Laser action in terms of photon emission and population inversion is developed from atomic structure and quantum statistics. A variety of lasers are described both in terms of their design and application. Prerequisites: grades of C or better in PHYS 335 and MATH 430 (may be concurrent). Credit, 3 hours. Offered spring semester of even years.

**PHYS 439. Applications of Nuclear Physics**
This application course explores the nucleus of the atom and how its properties can be applied. Specific topics include nuclear physical properties, nuclear reactions, decay, fission, fusion, and interaction of radiation with matter. Applications of these topics include nucleosynthesis, nuclear reactors, radioactive dating, and biological effects of nuclear radiation. Prerequisites: grades of C or better in PHYS 335 and MATH 430 (may be concurrent). Credit, 3 hours. Offered spring semester of odd years.
PHYS 490. Selected Topics in Physics

This course explores selected topics in physics. Topics may include thermodynamics, optics, Lagrangian mechanics, electromagnetic fields and waves, waves and vibrations, relativity, robotics, statistical physics, quantum mechanics, computational physics, medical physics, experimental physics, atomic physics, honors research, or current research areas of interest. Prerequisite: Topic dependent. Credit, 1 to 3 hours. Offered only as needed as determined by physics faculty.
MILITARY SCIENCE

University of the Cumberlands Army Reserve Training Corps (ROTC) program is open to both male and female students and supplements the student’s academic major.

Program goals
1. Provide the student with an understanding of the American military system and its place in our society.
2. Development within students personal qualities of leadership and self-discipline.
3. Motivate students toward useful service to the nation in whatever careers they may choose.
4. Provide the opportunity for selected students to earn a commission as a Second Lieutenant in the United States Army.

Cadets who earn a commission through ROTC will have an Academic Minor in Military Science. A semester of ROTC will also meet the leadership training requirement to graduate from University of the Cumberlands.

The ROTC program is divided into the Basic Course and the Advanced Course. The Basic Course consists of four semesters at the 100- and 200-level. The Basic Course can be taken in its entirety or in part with no military obligation. Qualified members of the Basic Course may contract with ROTC and receive a stipend of $350 for freshmen and $400 for sophomores.

The Advanced Course sequence is taken the junior and senior years. It may also be taken in graduate school. It consists of four semesters and the Leadership Development and Assessment Course (LDAC) which is a 32-day camp at Ft. Lewis, Washington.

To enroll in the Advanced Course sequence the student must have completed one of the following as a qualifying event:
1. Four years of JROTC in High School
2. Four semesters of Basic Courses
3. Attendance at Basic Camp (30 days during the summer at Fort Knox, Kentucky)
4. An Honorable Discharge as a veteran of any military service
5. Membership in the Army Reserves or Army National Guard and previous completion graduation from Basic Combat Training

Advanced Course cadets must make a military commitment and will receive a monthly stipend of $450 for juniors and $500 for seniors. Advanced Course cadets must meet Army physical fitness and height/weight standards. Academically they must maintain a minimum of a 2.0 GPA with a 3.0 GPA in ROTC.

Upon graduation cadets who have completed the Advance Course will be commissioned as a Second Lieutenant in the US Army, either Active Duty, Army Reserves or the Army National Guard.

REQUIREMENTS FOR A MINOR IN MILITARY SCIENCE – 29 semester hours as follows:

MSCI 101 Group Dynamics of Leadership
MSCI 102 Dynamics of Leadership and Operational Teamwork
MSCI 201 Intermediate Leadership I
MSCI 202 Intermediate Leadership II
MSCI 301 Advanced Leadership and Management I
MSCI 302 Advanced Leadership and Management II
MSCI 303 American Military History
MSCI 310 Leadership Assessment and Development Course (Advanced Camp)
MSCI 401 Fundamentals and Dynamics of the Military Team I
MSCI 402 Fundamentals and Dynamics of the Military Team II

Students may be awarded 4 hours of credit toward the Basic Course of the minor for membership in the Reserves, in the National Guard, or for prior military service. In addition, students may also earn 5 hours of credit toward the minor by completing MSCI 210, the summer Leadership Assessment and Development Course.

Description of Courses

Basic Courses

MSCI 001. Crossfit Training
This course in Crossfit Training is appropriate for all healthy individuals regardless of age or fitness level. Initial course activities include an orientation on diet and safety issues in healthy physical fitness programming, as well as an assessment of the fitness and ability levels of each participant. This assessment facilitates development of a personalized training regimen for each student. The program of training in lifts and of gymnastic activities is scaled to meet the needs and abilities of participants. In-season athletes, students with known medical restrictions, and ROTC cadets already participating in a
weekly training program may not enroll without medical clearance (from the Athletic Department for athletes) and instructor permission. Credit, 1 hour. Offered as needed.

**MSCI 101. Group Dynamics of Leadership**
Development of leadership and problem solving abilities; examination of leadership style, counseling, and team building techniques; comparison of civilian and military leadership; and analysis of the constitutional and historical basis for the U.S. Army. Credit, 2 hours. Offered fall semesters.

**MSCI 102. Dynamics of Leadership and Operational Teamwork**
Study theories, principles, techniques, and fundamentals of map reading and their application. Classes are systematically arranged to promote student participation in group leadership development and problem solving techniques. Credit, 2 hours. Offered spring semesters.

**MSCI 201. Intermediate Leadership I**
Introduction to intermediate leadership and management, emphasizing individual leader techniques and basic soldier skills such as first aid, map reading, and drill and ceremony. Individual skills learned during the course provide the requisite foundation necessary to build leadership abilities in small group and team application. Prerequisite: MSCI 101 and MSCI 102. Credit, 2 hours. Offered spring semesters.

**MSCI 202. Intermediate Leadership II**
Develops intermediate leadership abilities by the introduction to small unit and squad operations and tactics. Individual military skill areas include training in advanced map reading, communication equipment and tasks, enhanced drill and ceremonies and individual weapon fundamentals. This course is designed to prepare the motivated and dedicated student for the challenges of the ROTC Advanced Course. Credit, 2 hours. Offered spring semesters.

**MSCI 210. Military Science Practicum Basic**
Introduces Military Science in a comprehensive summer field course designed to be taken in lieu of two of the following courses: MSCI 101, 102, 201 or 203. This course emphasizes practical field application and leadership development. The camp is held at Fort Knox, Kentucky, and the student is paid for attending the camp. (No military obligation) Credit, 5 hours. Offered summers only.

**Advanced Courses**
Prerequisites: Qualifying event as defined above.

**MSCI 301. Advanced Leadership and Management I**
Introduction to advanced leadership and management, emphasizing the branches of the Army, communication systems, and equipment. Defines principles of leadership and develops leadership through practical application as a leader in field training and physical conditioning. Credit, 3 hours. Offered fall semesters.

**MSCI 302. Advanced Leadership and Management II**
Develops leadership and management ability and military skills in military communications, weapons, and tactics. Develops leadership and command presence through student presentations and practical application as a leader in field training and physical conditioning. Credit, 3 hours. Offered spring semesters.

**MSCI 303. American Military History**
Examines U.S. military history from pre-Revolutionary times to post-Vietnam: defines the principles of war; discusses political-military interactions; develops leadership through group contribution in case studies which apply the principles of war to historical periods. Credit, 3 hours. Offered fall and spring semesters.

**MSCI 310. Leadership Assessment and Development Course (Advanced Camp)**
Develops and assesses leadership abilities through an intensive field course of rotating leader/command experience in problem analysis, decision-making and troop leading procedures while providing in-depth coverage of technical and tactical subjects. Cadets who attend this course receive pay. Credit, 6 hours. Offered summers only.

**MSCI 311. Military Science Internship in Leadership**
(Selected cadets) Prerequisites: Advanced course status and completion of MSCI 301, 302 and 310. Cadets are assigned leadership positions with active army units for 3-4 weeks. Students are paid and receive written evaluations of their leadership performance and potential and must complete an after action report upon returning. Credit, 3 hours. Offered summers only.

**MSCI 401. Fundamentals and Dynamics of the Military Team I**
Study of the military justice system, battalion staff organization, administrative/logistical management, army training
Hand-on application of the army writing style, military briefing techniques, time management, and the problem solving process. Credit, 3 hours. Offered fall semesters.

MSCI 402. Fundamentals and Dynamics of the Military Team II
Study of officer customs/traditions, law of war, suicide prevention, environmental laws, defense against terrorism, operations security, soldier counseling, and army family team building. Examines creating an ethical climate, resolving ethical dilemmas, and motivating subordinates. Credit, 3 hours. Offered spring semesters.
THE DEPARTMENT OF MISSIONS AND MINISTRY

Purpose Statement
The Missions and Ministry Program seeks to provide an understanding of biblical literature, history, theology, and ethics and to help students apply the Christian faith to daily life in word and deed and develop the skills needed to engage in effective Christian missions and ministry in the 21st century.

Program Goals
1. To provide students with knowledge in biblical and historical studies, theology, ethics, missions, and church planting.
2. To assist students in developing their ability to analyze, interpret, and apply the Bible in the church and to the world in the 21st century.
3. To assist students in developing an understanding of other faiths and worldviews.
4. To assist students in developing skills for effective ministry in the contemporary world.
5. To assist students in preparing for a lifetime of learning and of responsible service and leadership.

Every student pursuing a major and/or minor in Missions and Ministry needs to take MSMN 135 Exploring the Old Testament and MSMN 136 Exploring the New Testament as part of their General Education Curriculum. These two courses form the basis for other missions and ministry courses.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MISSIONS MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)
- MSMN 138 Understanding Cultures or MSMN 239 Exploring World Religions
- MSMN 234 Interpreting the Bible
- MSMN 235 Developing Our Spiritual Life
- MSMN 236 Introducing Christian Theology
- MSMN 410 Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)
- MSMN 238 Introducing Christian Missions
- MSMN 338 Developing Mission Strategies
- MSMN 493 Practicing Ministry Skills

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHURCH PLANTING MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)
- MSMN 138 Understanding Cultures or MSMN 239 Exploring World Religions
- MSMN 234 Interpreting the Bible
- MSMN 235 Developing Our Spiritual Life
- MSMN 236 Introducing Christian Theology
- MSMN 410 Transitioning to Christian Ministry

Additional Required Courses (12 semester hours)
- MSMN 137 Introducing Church Planting
- MSMN 335 Developing Christian Leaders
- MSMN 437 Planting a High Impact Church
- MSMN 493 Practicing Ministry Skills

Electives (6 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A YOUTH AND FAMILY MINISTRY MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)
- MSMN 138 Understanding Cultures or MSMN 239 Exploring World Religions
- MSMN 234 Interpreting the Bible
- MSMN 235 Developing Our Spiritual Life
- MSMN 236 Introducing Christian Theology
- MSMN 410 Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)
MSMN 237  Examining Marriage and Family
MSMN 336  Ministering to Youth
MSMN 337  Ministering to Individuals and Families

Biblical Studies (3 semester hours from the following)
MSMN 331  Focusing on the Old Testament
MSMN 332  Focusing on the New Testament
Any biblical language course

Electives (6 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHRISTIAN STUDIES MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)
MSMN 138  Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234  Interpreting the Bible
MSMN 235  Developing Our Spiritual Life
MSMN 236  Introducing Christian Theology
MSMN 410  Transitioning to Christian Ministry

Biblical Studies (9 semester hours from the following)
MSMN 133  Introducing Church History
MSMN 331  Focusing on the Old Testament
MSMN 332  Focusing on the New Testament
Any biblical language course(s)

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CHRISTIAN MINISTRIES MAJOR – 31 SEMESTER HOURS

Core Courses (13 semester hours)
MSMN 138  Understanding Cultures or MSMN 239 Exploring World Religions
MSMN 234  Interpreting the Bible
MSMN 235  Developing Our Spiritual Life
MSMN 236  Introducing Christian Theology
MSMN 410  Transitioning to Christian Ministry

Additional Required Courses (9 semester hours)
MSMN 334  Caring for Others
MSMN 337  Ministering to Individuals and Families
MSMN 493  Practicing Ministry Skills

Electives (9 semester hours) – from any other MSMN courses

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH ANY MAJOR IN MISSIONS AND MINISTRY – completion of the requirements for one of the preceding B.S. majors in Missions and Ministry plus successful completion of a Biblical or modern foreign language through the intermediate level.

REQUIREMENTS FOR A MINOR IN MISSIONS AND MINISTRY – 21 SEMESTER HOURS

Required courses (12 semester hours)
MSMN 135  Exploring the Old Testament
MSMN 136  Exploring the New Testament
MSMN 235  Developing Our Spiritual Life
MSMN 236  Introducing Christian Theology

Electives (9 semester hours)
Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Six of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.
REQUIREMENTS FOR A MINOR IN MISSIONS – 21 SEMESTER HOURS

Required courses (12 semester hours)
- MSMN 138 Understanding Cultures or MSMN 239 Exploring World Religions
- MSMN 236 Introducing Christian Theology
- MSMN 238 Introducing Christian Missions
- MSMN 338 Developing Mission Strategies

Electives (9 semester hours)
Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

REQUIREMENTS FOR A MINOR IN CHURCH PLANTING – 21 semester hours

Required courses (15 semester hours)
- MSMN 137 Introducing Church Planting
- MSMN 138 Understanding Cultures or MSMN 239 Exploring World Religions
- MSMN 236 Introducing Christian Theology
- MSMN 335 Developing Christian Leaders
- MSMN 437 Planting a High Impact Church

Electives (6 semester hours)
Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

REQUIREMENTS FOR A MINOR IN YOUTH AND FAMILY MINISTRY – 21 semester hours

Required Courses (15 semester hours)
- MSMN 236 Introducing Christian Theology
- MSMN 237 Examining Marriage and Family
- MSMN 239 Exploring World Religions
- MSMN 336 Ministering to Youth
- MSMN 337 Ministering to Individuals and Families

Electives (6 semester hours)
Electives are to be selected from the courses available in the six majors within the Department of Missions and Ministry. Three of the elective hours must be from 300 or 400 level courses. Courses should be selected with the assistance of one of the professors in the Department of Missions and Ministry.

Description of Courses

MSMN 133. Introducing Church History
A survey of the history of the Christian church concentrating on those individuals, events, and movements that have shaped the church today. Credit, 3 hours. Offered every spring semester.

MSMN 135. Exploring the Old Testament
An exploration of Old Testament literature, history, and faith to help students understand the Old Testament and develop and apply Christian values in contemporary life. Credit, 3 hours. Offered each fall and spring semester.

An exploration of New Testament literature, history, and faith to help students understand the teachings of Jesus and the early church and develop and apply Christian values in contemporary life. Credit, 3 hours. Offered each fall and spring semester.

MSMN 137. Introducing Church Planting
An introduction to the skills and knowledge needed to plant a church in North America. This course will use as a foundation the biblical and theological basis for church planting, as well as the practical aspects of starting a new church. Particular attention will be given to the cultural aspects of church planting with surveys of the various schools of thought concerning church planting and an evaluation of those various methodologies. Credit, 3 hours. Offered fall semester of even years.
MSMN 138. Understanding Cultures
An examination of varying cultures in the United States and around the world with an emphasis on communicating and working within varying cultures as Christians. Credit, 3 hours. Offered fall semester of even years.

MSMN 231. Communicating Bible Truths
A study of how to effectively prepare and deliver sermons and Bible studies that are faithful to the biblical text. Pre-requisites: MSMN 135, MSMN 136 and MSMN 234. Credit: 3 hours. Offered spring semester of even years.

MSMN 233. Introducing Christian Ethics
An exploration of the ethical teachings of the Bible as the basis for Christian ethics with the use of case studies to learn how to apply these teachings to various contemporary ethical issues. Credit: 3 hours. Offered fall semester of odd years.

MSMN 234. Interpreting the Bible
A study of how to use reliable principles for studying, interpreting, and applying the Bible. Practical exercises help students apply what they are learning to an assigned passage of the Bible. Pre-requisites: None, though students are encouraged to take MSMN 135 and MSMN 136 prior to enrolling in the course. Credit: 3 hours. Offered each fall and spring semester.

MSMN 235. Developing Our Spiritual Life
An exploration of how to develop the spiritual disciplines necessary for living an effective Christian life. Credit: 3 hours. Offered each spring semester.

MSMN 236. Introducing Christian Theology
A survey of basic Christian doctrines to help students understand and effectively communicate concepts such as God, Christ, the Holy Spirit, Scripture, the church, salvation, atonement, and eschatology. Prerequisites: MSMN 135 and MSMN 136. Credit, 3 hours. Offered each spring semester.

MSMN 237. Examining Marriage and Family
An examination of skills required for successful marital and family relationships. Students will develop an understanding of the biblical and theological foundation for marriage and family. Credit, 3 hours. Offered fall semester of each year.

MSMN 238. Introducing Christian Missions
A survey of the theology and history of Christian missions. Each student focuses on a specific nation and presents his or her research in a written paper and oral presentation. Credit, 3 hours. Offered spring semester of odd years.

MSMN 239. Exploring World Religions
A survey of the development and beliefs of the world’s major religious traditions. Credit, 3 hours. Offered each fall semester.

MSMN 330. Exploring Special Topics in Religion
A study of a particular issue, discipline, or area of concern within Biblical, theological, or religious studies such as American denominations or Christian apologetics. The course may be repeated as long as the subject matter is different. Credit, 3 hours. Offered most fall and spring semesters.

MSMN 331. Focusing on the Old Testament
An in-depth examination of one section of the Old Testament. The four sections the course cycles through are the Pentateuch, the Prophets, the Psalms and Wisdom Literature, and the History of Israel. Prerequisite: MSMN 135. Credit, 3 hours. Offered each fall semester.

MSMN 332. Focusing on the New Testament
An in-depth examination of one section of the New Testament. The four sections the course cycles through are the Synoptic Gospels, the Life and Letters of Paul, the Johannine Writings, and the General Epistles and Revelation. Prerequisite: MSMN 136. Credit, 3 hours. Offered each spring semester.

MSMN 333. Planning and Leading Worship
An exploration of the various foundations of Christian worship and basic concepts of planning for and leading worship services. Credit: 3 hours. Offered spring semester of even years.

MSMN 334. Caring for Others
An exploration of basic aspects of the Christian tradition of caring for others, as well as the qualifications and skills essential to Christians in caring for others. Credit: 3 hours. Offered fall semester of even years.

MSMN 335. Developing Christian Leaders
An examination of the basic skills required for effective Christian leadership. Students study models of church
organization, methods of developing church leaders, methods of marketing the local church, and the importance of Christian ethics in relationships. Credit: 3 hours. Offered spring semester of odd years.

**MSMN 336. Ministering to Youth**
An exploration of the methods, materials, skills, and organization needed for providing an effective ministry to youth. Students also examine and discuss the qualifications of and spiritual growth resources for the minister to youth/students. Credit, 3 hours. Offered spring semester of even years.

**MSMN 337. Ministering to Individuals and Families**
An examination of the challenges individuals and families face and how Christian ministers can be agents of change. In this course students are introduced to various practices and procedures for ministering to individuals and families in church and para-church settings. Students will be taught how to develop models and methods of ministering to today’s families based upon sound theological, educational, and cultural considerations. Credit, 3 hours. Offered spring semester of each year.

**MSMN 338. Developing Mission Strategies**
A discussion of current challenges and strategies from both theological and practical perspectives. Students develop a plan for missions in a specific area or context. Credit, 3 hours. Offered spring semester of even years.

**MSMN 402. Religion and Film**
A study, taught in tandem with COMM 402, examining the relationship between American religious culture and American film culture during the twentieth century. Specific attention is focused on: 1) the ways in which America’s religious thought and traditions have influenced the form and function of film and 2) the ways in which America’s film culture has reflected and/or challenged our dominant religious beliefs and values. This integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours. Offered each year.

**MSMN 403. Exploring the Non-Canonical Works**
An exploration of the books that were not included in the Old Testament or the New Testament. This integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours. Offered each year.

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

**MSMN 410. Transitioning to Christian Ministry**
An integration of the courses of the missions and ministry majors into a personal, coherent philosophy of Christian faith and ministry. The exit exams required of all missions and ministry majors are an integral part of the course. Prerequisites: MSMN 135, MSMN 136, MSMN 234, MSMN 236, and senior standing or permission of the professor. Credit, 1 hour. Offered each spring semester.

**MSMN 432. Sharing the Gospel**
A study of the theology of, the need for, and the methods for accomplishing the work of Christian evangelism. Credit, 3 hours. Offered fall semester of odd years.

**MSMN 436. Developing Disciples**
A study focusing on helping Christians understand the nature of Christian discipleship as following Christ in obedience. The course explores biblical foundations of Christian discipleship, the distinguishing marks of a Christian disciple, personal approaches to disciple-making, models of discipleship, and how disciples experience God in their personal life. Credit: 3 hours. Offered fall semester of even years.

**MSMN 437. Planting a High Impact Church**
A study of church planting from the practitioner’s point of view. Particular attention will be given to leadership style and skills, recruitment and training of leaders, and the integration of church growth principles with the practice of church planting. Focus will be given to methods which have proven most effective in reaching various age group and cultural demographics. Students will develop a step by step plan for the actual launch of a church in a given locale. Prerequisite: MSMN 137. Credit, 3 hours. Offered fall semester of odd years.

**MSMN 490. Researching in Religion**
A directed supervision experience for individuals engaged in a specific research project in the field of missions, ministry, or religious studies. The course may be repeated up to a maximum of six hours of credit. Prerequisites: MSMN 135 and MSMN 136. Credit, 1 to 6 hours. Offered as needed.
MSMN 493. Practicing Ministry Skills
A practical experience working in an area of missions and/or ministry that assists in developing skills for ministry as students work with experienced ministry supervisors. Pre-requisites: Senior standing; Missions and Ministry major or minor. Credit: 1-6 hours. Course may be repeated for credit for a different experience. A maximum of 6 hours may be applied to the major or minor. Offered each semester.

BIBLICAL LANGUAGES

Purpose Statement
The Biblical Languages program seeks to help students develop grammar, translation, and interpretation skills in Biblical Greek and Biblical Hebrew so they can more effectively interpret and communicate God’s message to believers and non-believers.

Program Goals
1. To assist students in developing skills in understanding and applying Biblical Greek and Biblical Hebrew grammar so they can develop a deeper understanding and appreciation of God’s message.
2. To assist students in applying their Biblical language skills to interpret and communicate God’s message powerfully and effectively to people in the 21st century world.

REQUIREMENTS FOR A MINOR IN BIBLICAL LANGUAGES – 24 semester hours (4 courses each in both languages). Students who pursue a major in the Department of Missions and Ministry and a Biblical Languages minor can apply two biblical language courses to their major.

Description of Courses

BLGR 231, 232. Understanding Biblical Greek I and II
A study of Biblical Greek focusing on the parts of speech, sentence structure, and vocabulary. The professor provides examples of the importance of understanding Greek grammar for interpreting the New Testament throughout the course. Prerequisite: BLGR 231 is a prerequisite for BLGR 232. Credit, 3 hours for each course. BLGR 231 is offered fall semester of even years. BLGR 232 is offered spring semester of odd years.

BLGR 331, 332. Interpreting the Greek New Testament I and II
An application of the principles of Biblical Greek to translating, interpreting, and communicating the truths of the New Testament. Prerequisites: BLGR 231 and BLGR 232 are prerequisites for BLGR 331. BLGR 331 is a prerequisite for BLGR 332. Credit, 3 hours for each course. BLGR 331 is offered fall semester of odd years. BLGR 332 is offered spring semester of even years.

BLHB 231, 232. Understanding Biblical Hebrew I and II
A study of Biblical Hebrew focusing on the parts of speech, sentence structure, and vocabulary. The professor provides examples of the importance of understanding Hebrew grammar for interpreting the Old Testament throughout the course. Prerequisite: BLHB 231 is a prerequisite for BLHB 232. Credit, 3 hours for each course. BLHB 231 is offered fall semester of odd years. BLHB 232 is offered spring semester of even years.

BLHB 331, 332. Interpreting the Hebrew Old Testament I and II
An application of the principles of Biblical Hebrew to translating, interpreting, and communicating the truths of the Old Testament. Prerequisites: BLHB 231 and BLHB 232 are prerequisites for BLHB 331. BLHB 331 is a prerequisite for BLHB 332. Credit, 3 hours for each course. BLHB 331 is offered fall semester of even years. BLHB 332 is offered spring semester of odd years.
THE DEPARTMENT OF MUSIC

Purpose Statement
The purpose of the University of the Cumberlands Music Program is to provide music students with growth in understanding musical concepts, acquiring musical skills and developing positive attitudes toward arts advocacy.

Program Goals
1. To provide Cumberland's music majors and minors an opportunity to develop a fundamental knowledge and understanding of Western art music that encourages them to recognize relationships between the various disciplines within music.
2. To provide Cumberland’s music education majors an understanding of the basic concepts and skills concerning the specialty area of music education.
3. To provide Cumberland’s music majors and minors an opportunity to develop their musical performing skills.

Entrance Requirements
The Music Department requests that all entering music majors schedule an audition for assessing performance skills and keyboard proficiency.

Piano Requirements
All students pursuing a major in music must demonstrate functional keyboard skills. Students in these degree programs must register for MUPR 117 and 118.

Recital Requirements
All students pursuing a major in music must present a senior recital on his/her primary instrument during his/her senior year. Candidates for the Church Music Minor and the Applied Music Minor are also required to present a senior recital.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN MUSIC–42 semester hours.

MUSC 131 Music Theory and Skills I
MUSC 132 Music Theory and Skills II
MUSC 231 Music Theory and Skills III
MUSC 232 Music Theory and Skills IV
MUSC 333 Music History I
MUSC 334 Music History II
MUAM 121-423 Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 109-119 Six hours of ensembles as outlined in the Music Department Handbook
MUPR 117 Class Piano I
MUPR 118 Class Piano II
MUSC 312 Basic Conducting
MUSC 401 World Music
MUSC 423 Form and Analysis
MUSC 424 20th Century Music
MUED 425 Music Core Seminar

ADDENDUM: Voice majors must take MUPR 121 Class Voice and Diction.

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN MUSIC– to include the requirements for the Bachelor of Science in Music plus a foreign language through the intermediate level.

REQUIREMENTS FOR THE BACHELOR OF MUSIC WITH A MAJOR IN CHURCH MUSIC–57 semester hours as follows:

MUSC 131 Music Theory and Skills I
MUSC 132 Music Theory and Skills II
MUSC 231 Music Theory and Skills III
MUSC 232 Music Theory and Skills IV
MUSC 333 Music History I
MUSC 334 Music History II
MUAM 121-423 Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 109-119 Six hours of ensembles as outlined in the Music Department Handbook
MUCM 323 Church Music Education
MUCM 324 Church Music Administration
MUCM 425 Hymnology
MUCM 426 History and Philosophy of Church Music
MUED 410 Advanced Conducting-Choral
OR
MUED 411  Advanced Conducting-Instrumental
MUED 421  Vocal Techniques
MUED 425  Music Core Seminar
MUPR 117  Class Piano I
MUPR 118  Class Piano II

Two hours of instrumental techniques from the following courses:

MUPR 211  Brass Instruments (Trumpet and Horn)
MUPR 212  Woodwind Instruments (Clarinet and Saxophone)
MUPR 213  Brass Instruments (Trombone, Euphonium, and Tuba)
MUPR 214  Woodwind Instruments (Flute, Oboe, and Bassoon)
MUPR 215  Percussion Instruments
MUPR 216  String Instruments

In addition, these required courses:

MUSC 312  Basic Conducting
MUSC 401  World Music
MUSC 421  Orchestration
MUSC 423  Form and Analysis
MUSC 424  20th Century Music

ADDENDUM: Voice majors must take MUPR 121 Class Voice and Diction.

REQUIREMENTS FOR THE BACHELOR OF MUSIC IN MUSIC EDUCATION P-12

Music Education majors should take MUED 130 as a substitution in professional education and/or general education requirements

OPTION I - INSTRUMENTAL—54 semester hours

All of the following:

MUAM 123-423  Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 114, 115  Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117  Class Piano I
MUPR 118  Class Piano II

Four hours of Instrumental technique classes to be chosen from:

MUPR 211  Brass Instruments (Trumpet and Horn)
MUPR 212  Woodwind Instruments (Clarinet and Saxophone)
MUPR 213  Brass Instruments (Trombone, Euphonium, and Tuba)
MUPR 214  Woodwind Instruments (Flute, Oboe, Bassoon)
MUPR 215  Percussion Instruments
MUPR 216  String Instruments

All of the following:

MUSC 131  Music Theory and Skills I
MUSC 132  Music Theory and Skills II
MUSC 231  Music Theory and Skills III
MUSC 232  Music Theory and Skills IV
MUSC 312  Basic Conducting
MUSC 333  Music History I
MUSC 334  Music History II
MUSC 401  World Music
MUSC 421  Orchestration
MUSC 423  Form and Analysis
MUSC 424  20th Century Music
MUED 324  Teaching Music in the Elementary School
MUED 336  Instrumental Methods
MUED 411  Advanced Conducting-Instrumental
MUED 425  Music Core Seminar

Professional Education Courses
OPTION II - VOCAL – 54 semester hours
MUAM 121-421 Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 110 Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117 Class Piano I
MUPR 118 Class Piano II
MUPR 121 Class Voice and Diction
MUSC 131 Music Theory and Skills I
MUSC 132 Music Theory and Skills II
MUSC 231 Music Theory and Skills III
MUSC 232 Music Theory and Skills IV
MUSC 312 Basic Conducting
MUSC 333 Music History I
MUSC 334 Music History II
MUSC 401 World Music
MUSC 421 Orchestration
MUSC 423 Form and Analysis
MUSC 424 20th Century Music
MUED 324 Teaching Music in the Elementary School
MUED 334 Methods and Materials
MUED 410 Advanced Conducting-Choral
MUED 421 Vocal Techniques
MUED 425 Music Core Seminar

Professional Education Courses

OPTION III - VOCAL AND INSTRUMENTAL – 62 semester hours
All of the following:
MUAM 121-423 Six semester hours of Applied Music attaining levels as outlined in the Music Department Handbook
MUPR 109-119 Six hours of Ensembles as outlined in the Music Department Handbook
MUPR 117 Class Piano I
MUPR 118 Class Piano II
MUPR 121 Class Voice and Diction
Four hours of Instrumental technique classes to be chosen from:
MUPR 211 Brass Instruments (Trumpet and Horn)
MUPR 212 Woodwind Instruments (Clarinet and Saxophone)
MUPR 213 Brass Instruments (Trombone, Euphonium, and Tuba)
MUPR 214 Woodwind Instruments (Flute, Oboe, Bassoon)
MUPR 215 Percussion Instruments
MUPR 216 String Instruments
All of the following:
MUSC 131 Music Theory and Skills I
MUSC 132 Music Theory and Skills II
MUSC 231 Music Theory and Skills III
MUSC 232 Music Theory and Skills IV
MUSC 312 Basic Conducting
MUSC 333 Music History I
MUSC 334 Music History II
MUSC 401 World Music
MUSC 421 Orchestration
MUSC 423 Form and Analysis
MUSC 424 20th Century Music
MUED 324 Teaching Music in the Elementary School
MUED 334 Methods and Materials-Choral, General Music (Middle School)
MUED 336 Instrumental Methods
MUED 410 Advanced Conducting-Choral
MUED 411 Advanced Conducting- Instrumental
MUED 421 Vocal Techniques
MUED 425 Music Core Seminar

Professional Education Courses
Option III candidates: Voice majors must add 2 semesters of Instrumental Ensembles and Instrumental majors must add 2 semesters of Vocal Ensembles. Instrumental majors must also add two semesters of applied voice.

All Music Education majors: All candidates pursuing the Bachelor of Music degree in Music Education MUST be accepted into the Teacher Education program before they will be allowed to register for EDUC 432, Fundamentals of Secondary Education or ELEM 430, Classroom Management and Behavior.

REQUIREMENTS FOR A MINOR IN CHURCH MUSIC–26 semester hours as follows:
- MUSC 131 Music Theory and Skills I
- MUSC 132 Music Theory and Skills II
- MUSC 312 Basic Conducting
- MUSC 401 World Music
- MUPR 117 Class Piano I
- MUPR 118 Class Piano II

Two semester hours of applied voice (if voice is not the applied emphasis selected).

Four semesters of applied music on the major instrument attaining levels as outlined in the Music Department Handbook.

Four semesters of the major ensemble most closely related to his/her primary instrument.

Four hours of Church Music courses (to be chosen from MUCM 323, 324, 425, or 426)

ADDENDUM: Church Music minors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

REQUIREMENTS FOR AN APPLIED MUSIC MINOR–25 semester hours as follows:
- MUSC 131 Music Theory and Skills I
- MUSC 132 Music Theory and Skills II
- MUPR 117 Class Piano I
- MUPR 118 Class Piano II
- MUSC 333 Music History I
- MUSC 334 Music History II
- MUSC 401 World Music

Four semesters of applied music on the major instrument attaining levels as outlined in the Music Department Handbook.

Four semesters of the major ensemble most closely related to his/her primary instrument.

ADDENDUM: Applied Music minors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

REQUIREMENTS FOR A GENERAL MUSIC MINOR–24-26 hours as follows:
- MUSC 131 Music Theory and Skills I 3 hours
- MUSC 132 Music Theory and Skills II 3 hours
- MUSC 333 Music History I 3 hours
- MUSC 334 Music History II 3 hours
- MUSC 401 World Music 3 hours
- MUPR 100 Class Piano 1 hour

Four semesters of ensemble (General music minors are encouraged to participate in the major ensemble of the student’s primary applied instrument).

Four semesters of applied music on the major instrument.

ADDENDUM: General Music majors with an emphasis in voice must also take MUPR 121, Class Voice and Diction.

Music majors must achieve a grade of "C" or higher in prerequisite courses. Transfer students may have the pattern of prerequisites altered at the discretion of the Department Chair.

Description of Courses

MUSC 130. Music Appreciation
This course provides a study of music from various cultures and historical periods as it relates to society. A brief survey
of the elements of music is included in the introduction to the course. Credit, 3 hours. Offered each fall and spring semester.

**MUSC 131. Music Theory and Skills I**
An introduction to the basic principles of organizing and performing music. Includes the study of rhythm, pitch, scales, and melodic construction. An in-depth study of the diatonic vocabulary of the common practice period. Skills corroborate theory with studies and practice in melodic and harmonic dictation, sight singing, score reading, rhythmic reading, listening, and vocabulary. Credit, 3 hours. Offered each fall semester.

**MUSC 132. Music Theory and Skills II**
A continuation of the material presented in MUSC 131. An in-depth study of diatonic vocabulary. Prerequisite: MUSC 131. Credit, 3 hours. Offered each spring semester.

**MUSC 231. Music Theory and Skills III**
A progressive and in-depth study of modulations and chromatic harmony of the common practice period with constant review and application of materials learned in MUSC 131 and MUSC 132. Skills corroborate theory with studies and practice in melodic and harmonic dictation, sight singing, score reading, rhythmic reading, listening and vocabulary. Prerequisite: MUSC 132. Credit, 3 hours. Offered each fall semester.

**MUSC 232. Music Theory and Skills IV**
A continuation of materials presented in MUSC 231. A progressive and in-depth study of altered chords and modulation to distant and unrelated tonal centers. Prerequisite: MUSC 231. Credit, 3 hours. Offered each fall semester.

**MUSC 312. Basic Conducting**
A basic course in conducting to include all beat patterns, right and left hand techniques, preparatory beats, releases, cues, fermatas, terms, phrasing, style, dynamics, and tempos. Prerequisite: MUSC 232. Credit, 1 hour. Offered each fall semester.

**MUSC 333. Music History I**
A study of music from antiquity through c 1750. A theoretical approach to the forms and styles of music through history. Prerequisite: MUSC 232 or junior status. Credit, 3 hours. Offered each fall semester.

**MUSC 334. Music History II**
A study of music from c 1750 to the 20th century. A theoretical approach to the forms and styles of music through history. Prerequisite: MUSC 232 or junior status. Credit, 3 hours. Offered each spring semester.

**MUSC 421. Orchestration**
A course in orchestration and arranging for instruments in ensemble and for full band and orchestra. Prerequisite: MUSC 232. Credit, 2 hours. Offered each spring semester.

**MUSC 422. Form and Analysis**
A progressive and in-depth study of sonata form, rondo form, theme and variations, and ternary forms of the eighteenth and nineteenth centuries. Prerequisite: MUSC 232. Credit, 2 hours. Offered each fall semester.

**MUSC 424. Twentieth-Century Music**
This course is designed to provide the student with a comprehensive knowledge of the theoretical and stylistic characteristics of music and an historical perspective of the significant composers and their contributions from the twentieth century. Prerequisite: MUSC 232, MUSC 333 and MUSC 334. Credit, 2 hours. Offered each fall semester.

**MUSC 490. Independent Study in Music**
This course is open to students in music with the permission of the instructor and the Chair of the Music Department, for studying approved aspects of music such as composition, not normally taught at this time. Students may earn one to three hours credit each semester with a maximum of nine hours total. Credit, 1 to 3 hours. Offered as needed.

**MUPR 100. Class Piano**
A competency based course in piano designed for music majors and minors who are not prepared for MUPR 117, Class Piano I. Does not count toward a music major or minor. Credit, 1 hour. Offered each fall and spring semester.
Choral Ensembles

The following choral ensembles are designed to give music majors, music minors, and general college students experience through rehearsal and performance in various types of choral literature in various styles. These courses may be repeated indefinitely. Credit, 1 hour. Offered each fall and spring semester.

MUPR 110  Chorale
MUPR 111  Chamber Choir
MUPR 112  Cumberland Singers

Instrumental Ensembles

The following instrumental ensembles are designed to give music majors, music minors, and general college students experience through rehearsal and performance in various types of instrumental literature in various styles. These courses may be repeated indefinitely. Credit, 1 hour.

MUPR 108  University Band (spring semesters) (Does not count toward music major or minor.)
MUPR 109  Percussion Ensemble (fall and spring semesters)
MUPR 113  Theatre Orchestra Ensemble (fall semesters)
MUPR 114  Marching Band (fall semesters)
MUPR 115  Concert Band (spring semesters)
MUPR 116  Jazz Ensemble (fall and spring semesters)
MUPR 119  Pep Band (spring semester)

MUPR 117.  Class Piano I

This course is designed to equip music majors and minors with the tools needed for effective leadership in the public schools and churches. Prerequisite: MUPR 100 or consent of instructor. Credit, 1 hour. Offered each spring semester.

MUPR 118.  Class Piano II

This course is designed to equip music majors and minors with the tools needed for effective leadership in the public schools and churches. Prerequisite: MUPR 117 or consent of instructor. Credit, 1 hour. Offered each fall and spring semester.

MUPR 121.  Class Voice and Diction

This course is designed to familiarize the student with the International Phonetic Alphabet and the basic aspects of vocal technique involved in singing: posture, breath support, vocalization, articulation, timbre, resonance, song preparation, and performance. Credit, 2 hours. Offered each fall semester.

MUPR 211.  Brass Instruments-Trumpet and Horn

Class instruction in high brass instruments including class performance, discussion of teaching problems, techniques, and materials. Prerequisite: MUSC 132 or permission of the instructor. Credit, 1 hour. Offered spring semester of even numbered years.

MUPR 212.  Woodwind Instruments-Clarinet and Saxophone

Class instruction in clarinet and saxophone, including class performance, discussion of teaching problems, techniques and materials. Credit, 1 hour. Offered fall semester of even numbered years.

MUPR 213.  Brass Instruments-Trombone, Euphonium, and Tuba

Class instruction in the low brass instruments including class performance, discussion of teaching problems, techniques, and materials. Prerequisite: MUSC 132 or permission of the instructor. Credit, 1 hour. Offered spring semester of odd numbered years.

MUPR 214.  Woodwind Instruments-Flute, Oboe, and Bassoon

Class instruction in woodwind instruments, including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered fall semester of odd numbered years.

MUPR 215.  Percussion Instruments

Class instruction in percussion instruments including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered each spring semester.

MUPR 216.  String Instruments

Class instruction in string instruments, including class performance, discussion of teaching problems, techniques, and materials. Credit, 1 hour. Offered fall semester of even numbered years.

MUED 130.  Introduction to Application Software for Music

A general introduction to popular application software packages used in the music education classroom, the church music setting and in the music industry. The course is hands-on in nature with in-class labs conducted weekly. Prerequisite: Music major/minor or permission of the instructor. Credit, 3 hours. Offered fall and spring semesters.
MUED 324. Teaching Music in the Elementary School
A course for music majors and elementary education majors who are music minors to become acquainted with curriculum methods and materials in all phases of general music for grades P-5. Prerequisite: MUSC 231. Credit, 2 hours. Offered each spring semester.

MUED 331. School Music
A course designed for elementary classroom teachers dealing with the fundamentals of music and materials for grades P-5. Credit, 3 hours. Offered each fall and spring semesters.

MUED 334. Methods and Materials-Choral, General Music (Middle School)
This course is intended to expose the music education student to the philosophy and content of the public school music program as well as equip him with the tools needed to effectively instruct all phases of general music in grades 5-9 and to organize and develop all aspects of a choral program in the elementary, middle and high school. Prerequisite: MUED 324. Credit, 3 hours. Offered each fall semester.

MUED 336. Instrumental Methods
This course is designed to equip the music education major with the role, objectives, and methods of instrumental music in the public schools, including elementary, junior high and senior classes. It is also designed to give the music major an understanding of show design for the high school marching band and the techniques necessary to chart and teach a marching band show. Prerequisite: MUED 324. Credit, 3 hours. Offered each fall semester.

MUED 410. Advanced Conducting-Choral
A course to provide students with the advanced skills necessary to properly conduct a choral ensemble. Prerequisite: MUSC 312. Credit, 1 hour. Offered each spring semester.

MUED 411. Advanced Conducting-Instrumental
A course to provide students with the advanced skills necessary to properly conduct an instrumental ensemble. Prerequisite: MUSC 312. Credit, 1 hour. Offered each spring semester.

MUED 421. Vocal Techniques
A course designed to deal with the problems of teaching voice in the context of private lessons, class voice and the choral rehearsal. Prerequisite: two hours of applied voice and MUPR 121. Credit, 2 hours. Offered each spring semester.

MUED 425. Music Core Seminar
This course is designed as a review of music theory and music history in order to assist music majors with the Departmental Exit Exam and the Music Specialty Area of the PRAXIS. Reviewed topics include: music theory, orchestration, form and analysis, and music history. Prerequisite: MUSC 232, MUSC 333, MUSC 334, MUSC 423 and MUSC 424. Credit, 2 hours. Offered spring semester.

MUCM 323. Church Music Education
Philosophy and practice of the church's ministry through music to preschool and the elementary age children. Credit, 2 hours. Offered fall semesters of even-numbered years.

MUCM 324. Church Music Administration
The practical role of the minister of music in the church including planning, organizing, promoting, and budgeting the total music program of the church. Credit, 2 hours. Offered spring semesters of odd-numbered years.

MUCM 425. Hymnology
Study and analysis of the great hymns of the church, their sources, development, and usage. Credit, 2 hours. Offered fall semesters of odd numbered years.

MUCM 426. History and Philosophy of Church Music
A detailed historical study of music within the church relating to its growth and development, as well as the interaction with the other arts, the social climate, and other music in general. Study of values, liturgies, and philosophies that were significant in the development of church music. Focus on development of personal philosophy for ministry of music in the contemporary church. Credit, 2 hours. Offered spring semesters of even numbered years.

MUAM 001. Applied Music Lab
A laboratory, performance course designed to give students practical experience in public performance. No credit given-taken as a part of applied music. Offered each fall and spring semester.
MUAM 011, 021. Applied Music - Voice
This number is assigned to students taking applied voice who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 012, 022. Applied Music - Piano
This number is assigned to students taking applied piano who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 013, 023. Applied Music - Instrumental
This number is assigned to students taking applied instrumental music who have not yet attained level I as designated by the music faculty. Credit 1 or 2 hours depending on the course number. This course may be repeated. Offered each fall and spring semester.

MUAM 111, 121. Applied Music - Voice
This number is assigned to students taking applied voice who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 112, 122. Applied Music - Piano
This number is assigned to students taking applied piano who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 113, 123. Applied Music - Instrumental
This number is assigned to students taking applied instrumental music who can perform music on the college freshman level as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 211, 221. Applied Music - Voice
This number is assigned to students taking applied voice who have completed MUAM 111 or 121 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 212, 222. Applied Music - Piano
This number is assigned to students taking applied piano who have completed MUAM 112 or 122 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 213, 223. Applied Music - Instrumental
This number is assigned to students taking applied instrumental music who have completed MUAM 113 or 123 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 311, 321. Applied Music - Voice
This number is assigned to students taking applied voice who have completed MUAM 211 or 221 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 312, 322. Applied Music - Piano
This number is assigned to students taking applied piano who have completed MUAM 212 or 222 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 313, 323. Applied Music - Instrumental
This number is assigned to students taking applied instrumental music who have completed MUAM 213 or 223 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 411, 421. Applied Music - Voice
This number is assigned to students taking applied voice who have completed MUAM 311 or 321 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.
MUAM 412, 422.  Applied Music - Piano
This number is assigned to students taking applied piano who have completed MUAM 312 or 322 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.

MUAM 413, 423.  Applied Music - Instrumental
This number is assigned to students taking applied instrumental music who have completed MUAM 313 or 323 as outlined in the Music Department Handbook. Credit, 1 or 2 hours depending on course number. This course may be repeated. Offered each fall and spring semester.
THE DEPARTMENT OF PSYCHOLOGY

Purpose Statement
The Psychology Program offers a wide range of courses reflecting the diversity of the discipline as well as the interests of the students and faculty. Courses are designed to provide an educational background appropriate to a liberal arts program, prepare students for careers in areas that value an undergraduate degree in psychology, and provide a strong foundation for graduate study.

Program Goals
1. Students will demonstrate familiarity with the major concepts, perspectives, empirical findings, and historical trends in psychology.
2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretations of findings.
3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
4. Students will understand and apply psychology principles to personal, social, and organizational issues.

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

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

Required Core Courses—16 hours:
- PSYC 111 Careers in Psychology
- PSYC 131 Basic Psychology
- PSYC 234 Research Design and Statistics I
- PSYC 244 Research Design and Statistics II
- PSYC 438 History and Systems in Psychology
- PSYC 499 Senior Seminar

Group A—One course (3 hours) selected from the following:
- *PSYC 331 Physiological Psychology
- *PSYC 436 Learning and Cognition
- **PSYC 431 Psychological Testing

Group B Two courses (6 hours) selected from the following:
- **PSYC 333 Psychology of Personality
- PSYC 334 Social Psychology
- PSYC 338 Industrial/Organizational Psychology
- **PSYC 435 Abnormal Psychology

Electives—12 hours selected from previous courses (Group A and B) not used to meet the major requirements or from the following (only two 200-level courses can be used as an electives):
- PSYC 232 Psychology and Human Development
- **PSYC 237 Introduction to Counseling
- PSYC 238 Psychology of Learning and Exceptionality
- PSYC 332 Adult Development
- PSYC 401 Sports Psychology
- PSYC 430 Psychology of Religion
- **PSYC 433 Counseling Psychology
- PSYC 434 Forensic Psychology
- PSYC 490 Directed Study-Special Topics
- *PSYC 491 Directed Study-Research or Readings

*Recommended for students planning to attend graduate school.
**Recommended for students planning to enter the clinical field

REQUIREMENTS FOR THE BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY—includes the requirements for the B.S. plus a foreign language through the intermediate level.
REQUIREMENTS FOR A MINOR IN PSYCHOLOGY—21 semester hours as follows:

**Required Core Courses—6 hours:**
- PSYC 131 Basic Psychology
- PSYC 232 Psychology of Human Development

**Five courses selected from the following: 15 hours**
- PSYC 234 Research Design & Statistics I*
- PSYC 244 Research Design & Statistics II*
- PSYC 237 Introduction to Counseling
- PSYC 238 Psychology of Learning & Exceptionality
- PSYC 331 Physiological Psychology
- PSYC 332 Adult Development
- PSYC 333 Psychology of Personality
- PSYC 334 Social Psychology
- PSYC 338 Industrial/Organizational Psychology
- PSYC 401 IS Sports Psychology
- PSYC 430 Psychology of Religion
- PSYC 433 Counseling Psychology
- PSYC 434 Forensic Psychology
- PSYC 435 Abnormal Psychology
- PSYC 490 Directed Study–Special Topics

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

*Students who choose to take BOTH PSYC 234 and 244 may take ONE additional 200-level psychology course to satisfy their minor electives. Also, students who take these two courses may also choose from additional courses for which PSYC 234 and 244 are prerequisites (PSYC 431, 436, 438).

**DIRECTED STUDIES:**
Majors may include a maximum of 6 hours in directed studies courses up to 3 hours of PSYC 490 and 3 hours of PSYC 491, or 6 hours of PSYC 491. Minors may enroll in PSYC 490 only, and are limited to 3 hours of PSYC 490 credit. The PSYC 491 course is reserved for students who display self-direction and academic excellence. Students enrolling in PSYC 491 must have completed PSYC 131, 232, 234, and 244, have a minimum GPA of 3.0 in Psychology and permission of the Department Chair.

Psychology majors must achieve a grade of C or higher in prerequisite courses.
Transfer students may have the pattern of prerequisites altered at the discretion of the Department Chair.

**Description of Courses**

**PSYC 111. Careers in Psychology**
An introduction to careers in psychology that focuses on career goals based on personal interests, abilities, and skills. Discussions of the sub-disciplines and professions in psychology, career paths, including graduate school and/or bachelor’s level employment are included. Prerequisite: PSYC 131. Required course for freshmen, transfer students, and upperclassmen that change their major to Psychology. Credit, 1 hour. Offered spring semesters only.

**PSYC 131. Basic Psychology**
The course emphasizes the etiologies of human behavior and pursues in depth study of motivation, emotion, the human senses, perception, personality, thinking, psychopathology, and measurement in psychology, as applied to physical and mental health. Required as a prerequisite to all courses for Psychology majors and minors; may be taken concurrently with PSYC 111. Credit, 3 hours. Offered fall and spring semesters.

**PSYC 232. Psychology of Human Development**
A study of human behavior and mental processes as these relate to physical, cognitive and psychosocial development of the individual from conception through adulthood including children identified as exceptional. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall and spring semesters.

**PSYC 234. Research Design and Statistics I**
The focus of this course is on the methods used to describe, predict, and explain behavior and mental processes. An introduction to descriptive and inferential statistics, including issues related to sampling and hypothesis testing. Prerequisite: PSYC 131 and any college math course. Credit, 3 hours. Offered fall semesters.
PSYC 244. Research Design and Statistics II
A continuation of PSYC 234, including issues related to development of a testable research hypothesis and completion of a research proposal. Prerequisite: PSYC 131 and PSYC 234. Laboratory included. Credit, 4 hours. Offered spring semesters.

PSYC 237. Introduction to Counseling
A study of the basic issues in the counseling process, including: philosophical and ethical concerns, the role of the counselor, the counseling experience and problems in counseling. Public school guidance and counseling will be addressed. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 238. Psychology of Learning and Exceptionality
This course is designed primarily for Education majors and is required to complete a teaching degree. It is a study of learning as a process of change. The scope of the course includes investigations of the relationship of behavioral, social, cognitive, and information processing learning and motivational theories to instruction, principles of behavior and classroom management, standardized and teacher-constructed tests, exceptionality, and planning of instruction. Prerequisites: PSYC 131, PSYC 232. Credit, 3 hours. Offered fall and spring semesters.

PSYC 331. Physiological Psychology
A study of the brain and central and peripheral systems as these related to neuropsychological explanations of human behavior. Prerequisite: PSYC 131. A Biology course as a prerequisite is suggested. Credit, 3 hours. Offered spring semesters.

PSYC 332. Adult Development
Basic issues of adult development, including the psychological, biological, and social impact of aging. Issues related to biology, social work, business, and public health as they pertain to adulthood will be discussed. Prerequisite: PSYC 131 and PSYC 232. Credit, 3 hours. Offered spring semesters.

PSYC 333. Psychology of Personality
The major contemporary theories of the origin and development of personality are explored, including: behavioral, psychoanalytical, psychophysical, and self-theories. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 334. Social Psychology
The study of how the thoughts, feelings, and actions of people are influenced by the real or perceived presence of other people. A focus on the factors under which social conditions affect people in a universal manner. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 338. Industrial/Organizational Psychology
An investigation of the motives, manipulations and power factors involved in understanding behaviors, predicting outcomes, controlling processes, products and events, and analyzing the psychological effects associated with the man-machine relationship as these pertain to problems of people working in industry and other complex organizations. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 401. Sports Psychology
This course, taught in tandem with HESS 401, provides an overview of psychological theory and research as it relates to sport and exercise at the individual and group levels. Topics of study include personal influences on performance such as motivation, arousal, stress, and anxiety; situational influences on performance such as competition and reinforcement; and strategies for performance enhancement such as imagery and increasing confidence. This Integrated Studies course fulfills a requirement for Section IVb of the General Education Curriculum. Credit, 3 hours. Offered fall semesters.

PSYC 430. Psychology of Religion
A course in the psychology of religious experience. Special emphasis will be given to religious growth, worship, the psychology of belief, and normal religious behavior. Informal lectures and class discussion on assigned readings. Prerequisite: PSYC 131. Credit, 3 hours. Offered fall semesters.

PSYC 431. Psychological Testing
An introduction to psychological testing including a critical evaluation of current tests of achievement, intelligence, interest, and personality. Prerequisite: PSYC 131, 234, and 244, plus, any college math course. Credit, 3 hours. Offered spring semesters.

PSYC 433. Counseling Psychology
A study of the founders, philosophical, theoretical and background influences of various counseling approaches. Special attention will be paid to Psychodynamic, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Existential, and Family System approaches. Prerequisite: PSYC 131 and PSYC 237. Credit, 3 hours. Offered spring semesters.
PSYC 434. Forensic Psychology

The American Academy of Forensic Psychology notes that “forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system.” This course focuses primarily on psychology related to the criminal justice system and will only address civil proceedings peripherally. The purpose of this course is to provide the student with an overview of (a) the theories that support the utilization of psychology in the criminal justice system and (b) how those theories and psychological research are applied in law enforcement, the courts, and corrections. Prerequisite: PSYC 131. Credit, 3 hours. Offered spring semesters.

PSYC 435. Abnormal Psychology

A course dealing with biochemical/genetic, psycho-emotional, cognitive and psycho-social bases of personality disorganization and behavioral disorders as proposed by the American Psychiatric Association. Theories, intervention strategies and experimental evidence from psychopathology are also presented. Clinical evaluations according to DSM IV multiaxial diagnosis criteria are required. Prerequisite: PSYC 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours. Offered spring semesters.

PSYC 436. Learning and Cognition

The study of learning and cognition is crucial to the more general study of human behavior. This course integrates classic learning theory with contemporary issues of human mental processes, and provides a comprehensive understanding of behavioral change as influenced by memory and problem solving. Prerequisite: PSYC 131, 234, and 244. Credit, 3 hours. Offered spring semesters.

PSYC 438. History and Systems in Psychology

A history of modern psychology focusing on the development and decline of different techniques and approaches in German, British, and American psychology. Exploration of the interrelationships among the historical facts and theories providing an integration and awareness of the discipline of psychology. Prerequisite: PSYC 131, 234, and 244. Credit, 3 hours. Offered Fall semesters.

PSYC 490. Directed Study-Special Topics

Appropriate for Majors (may be repeated for up to 6 credit hours) or Minors (may only be taken once for 3 credit hours). The topic of this course will vary according to student and faculty interest and will explore contemporary issues in psychology. Prerequisite: PSYC 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours. Offered fall or spring semesters as needed.

PSYC 491. Directed Study-Research or Readings

An advanced course involving research or exploring issues in psychology. Open to psychology majors only. This course is reserved for students who display self-direction and academic excellence. Prerequisite: PSYC 131, 234, and 244, and permission of the Department Chair. Credit: 1-6 hours. (Total credit allowed: 6 hours). Offered fall and spring semesters.

PSYC 499. Senior Seminar

A capstone course to be taken the fall before graduation which is designed to review and integrate all the course work for the major in Psychology. Students will be assisted in setting goals and objectives for future work in the field of psychology. Prerequisite: PSYC 131, 234, and 244, and, senior status. Credit, 2 hours. Offered fall semesters.
University of the Cumberlands only grants admission to students who seek to pursue a degree within the regular academic programs of the University. However, for international students with limited English skills, the Intensive English Program (IEP) provides an opportunity to make a successful transition into the baccalaureate program of the University. IEP courses address four areas of English language skills (Grammar, Reading and Vocabulary, Writing, and Listening and Conversation) at two ability levels (Intermediate and Advanced). Each IEP course may be repeated once if needed. Students may require only one or two semesters of remedial IEP coursework before enrolling in regular undergraduate courses. Depending upon their performance on the English placement examination, students may be able to enroll in a few courses within the regular undergraduate program while also enrolling in selected IEP courses.

**EIEP 012. Intermediate Reading & Vocabulary**
This course focuses on the development of basic reading skills and general background knowledge necessary for college study. The course incorporates reading material and language exercises to help ESL students begin bridging the gap in preparing for undergraduate study. The course features a range of vocabulary building activities aimed at student retention of academic and high-frequency words. Credit, 3 hours.

**EIEP 013. Advanced Reading & Vocabulary**
This course prepares high-intermediate to advanced level students for the demands of college level reading. The text develops reading competencies and focuses on a number of academic disciplines. The course revisits fundamental reading skills and builds upon this knowledge with more difficult reading opportunities. Vocabulary development is also a key feature of the course as students learn to correctly implement words from the Academic Word List (AWL). Credit, 3 hours.

**EIEP 022. Intermediate Writing**
This course prepares students for academic writing in U.S. colleges. The class focuses on the basic elements of writing sentences and effective paragraphs. Students review English sentence structure and learn to write paragraphs for various purposes. These purposes include description, persuasion, and reflection. Credit, 3 hours.

**EIEP 023. Advanced Writing**
This course prepares students for more sophisticated academic written work typically found in undergraduate courses. The goals of Advanced Writing are to build on the knowledge of the students and teach language, content, and rhetoric that students must have to succeed in their future endeavors. Credit, 3 hours.

**EIEP 032. Intermediate Grammar**
This course deals with helping students become familiar with the language of college and how to use it. The course will use shorter, more controlled exercises to provide essential grammar lessons to students. These skills build upon a student’s mastery of grammar and give them the ability to communicate authentically in a college classroom. Credit, 3 hours.

**EIEP 033. Advanced Grammar**
This course gives students the tools to go beyond sentence-level exercises and use grammar as a resource for comprehending and producing academic discourse. The course familiarizes students with content-based academic vocabulary and strategies for enhancing students’ knowledge of using grammar effectively. Credit, 3 hours.

**EIEP 042. Intermediate Listening & Conversation**
This course prepares students for the demands of college level academic listening and speaking tasks. The fundamental purpose is to prepare non-native speakers of English for academic success in undergraduate programs. Lectures and dialogues focus on various concepts and vocabulary that students will encounter in future college courses. Credit, 3 hours. Offered fall and spring semesters.

**EIEP 043. Advanced Listening & Conversation**
This course focuses on further development of speaking and listening skills necessary for college study. The course teaches students techniques for learning and using new academic vocabulary, both to recognize the words when they hear them and to use the words in their own spoken English. Students learn how to take information from spoken presentations and then to use that information for other academic tasks such as tests and small group discussions. Credit, 3 hours. Offered fall and spring semesters.
**Additional Graduation Requirements**

**Convocation.** Convocation reinforces the University’s mission to prepare students for lives of responsible service and leadership, within the context of a caring Christian community. It promotes a wide range of common and shared experiences among UC students in the areas of Faith Development, Academic/Cultural Presentations, and General Interest. Events sponsored throughout the academic year bring to campus notable speakers, scholars, performers, and programs.

**CONV 101. Convocation**
All full-time students in the undergraduate program, with less than senior standing (96 semester hours), must enroll in CONV 101 for every semester of enrollment. Students who are 25 years of age or older at the time of their enrollment are exempt from this requirement. There are no other exemptions. Credit for convocation is Pass (A) / Fail (F) with the grade factored into the student’s cumulative grade point average. To receive a passing grade, students must attend 8 convocation programs per semester, including 2 MAJOR Convocation programs, 2 Faith Development programs, 2 Academic/Cultural presentations, and 2 General Interest programs or events. Credit, 0.50 credits. Offered fall and spring semesters.

**Leadership & Community Service.** As a requirement for graduation, all students must participate in the Leadership/Community Service Program. This program includes enrollment in the INSIGHTS orientation program for first-time students with fewer than 30 hours of transfer credit, as well as enrollment in a Leadership seminar, recommended to be taken during the sophomore year. Credit, 0.50 hours. Offered fall and spring semesters.

**INST 101. Insights**
This pass/fail course is designed to equip the freshman student for success at University of the Cumberlands. INSIGHTS will serve to introduce the student to new friends, the campus, the city and region. The skills and attitudes necessary for success in college, specifically at University of the Cumberlands, will be discussed. Credit, 0.50 hours. Offered fall and spring semesters.

**LEAD 100. Leadership Seminar**
The purpose of this seminar is to help student leaders better understand how leadership is effectively exercised to enhance personal leadership. The seminar will help students: strengthen their leadership skills, enhance their ability to analyze and critique the leadership of others, analyze and assess characteristics of good leadership, and understand the importance of the spiritual growth of a leader. Credit, 0.50 hours. Offered fall and spring semesters.

**Additional Courses**

**INTR 401, 402. Corporate Internship**
A full-time residency in the corporate setting, this internship is open to students who wish to earn academic credit for practical work experience and training in areas approved by the Vice President for Academic Affairs. Prior to the semester of residence, all students selected for this internship will be required to participate in a workshop designed to maximize the potential for growth and productivity in the mentor-mentee relationship. Three, six, nine, or twelve semester hours may be earned, depending upon the requirements of the approved internship, and the recommendation of the student’s advisor. May be repeated twice not to exceed a total of fifteen semester hours. Credit, 12 hours. Offered as needed.

**STSK 120. Principles of Academic and Personal Development**
This course helps students to create habits and vision that pave the way for a rich, full, and rewarding personal, scholastic, and professional life through the adoption of positive strategies and techniques. Credit, 2 hours. Offered fall and spring semesters.
PERSONNEL

BOARD OF TRUSTEES

Term Expiring 2013
Phillip M. Armstrong   Atlanta, Georgia
A . Doyle Baker    Lexington, Kentucky
Bill Gullett   Gallatin, Tennessee
Bill Hacker   Corbin, Kentucky
French B. Harmon   Somerset, Kentucky
Richard Knock    Union, Kentucky
Howard Mann

Term Expiring 2014
Cookie Henson    Manchester, Kentucky
Dave Huff   Corbin, Kentucky
Roland Mullins   Mount Vernon, Kentucky
Carolyn Petre   Grayson, Georgia
Charles L. Roesel   Bushnell, Florida
Paul Steely   Williamsburg, Kentucky
John Mark Toby   Somerset, Kentucky

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Tony Hancock   Lexington, Kentucky
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Scott Thompson    Oneida, Tennessee
Lonnie D. Walden   Williamsburg, Kentucky
Jon Westbroo   Buckner, Kentucky

Term Expiring 2016
Linda D. Boot    Inez, Kentucky
Georgetta Gannon   Mount Sterling, Kentucky
Oliver Keith Gannon   Mount Sterling, Kentucky
William David Henard, III   Lexington, Kentucky
J. Hunt Perkins    Lexington, Kentucky
Donnie Rains   Williamsburg, Kentucky
Jerry D. Winchester   Corbin, Kentucky
ADMINISTRATIVE OFFICERS

James H. Taylor, B.S., M.A., Ed.D. ................................................................. President
Larry Cockrum, B.S., M.S.Ed, Ed.D. .............................................................. Vice President for Academic Affairs and Dean of the University
Sue Wake, B.S., M.A. ................................................................................ Vice President for Institutional Advancement and Assistant to the President for Administration
Michael B. Colegrove, B.A., M.A., Ph.D. ..................................................... Vice President for Student Services, and Director of Leadership Studies
Jana K. Bailey, B.S., M.A. ........................................................................... Vice President for Finance
Kyle Gilbert, A.A., B.S. ................................................................................ Vice President for Operations
Steven Morris, A.A., B.S., M.B.A ................................................................ Vice President for Business Services
Stephen J. Allen, B.S. ................................................................................ Vice President for Student Financial Planning
Randy Vernon, B.S., M.A. ........................................................................... Vice President for Athletics
Donald Grimes, M.S. ................................................................................ Vice President for Information Services
Eddie Perkins, B.S., D.O. ............................................................................. Vice President for Medical Services

ADMINISTRATIVE STAFF

Pearl Baker, M.A. ......................................................................................... Director of Human Resources
David Bergman, B.S., M.A. ......................................................................... Director of Alumni Services
Linda Carter, M.Ed ........................................................................................ Dean of Student Life
Nicholas L. Cockrum, M.B.A. ...................................................................... Associate Dean for Academic Affairs (Online)
Charles M. Dupier, III, M.B.A. ................................................................... Registrar
Jo Dupier, B.S. ............................................................................................. Director of Admissions
Thomas E. Fish, Ph.D. .............................................................................. Dean of Undergraduate Studies, Retention, and Assessment
Rick Fleenor, Ed.D. .................................................................................... Director of International Programs, Church Relations and Convocation
Brad Hall, B.S. ............................................................................................. Assistant to the President
Debbie Harp, M.A. ..................................................................................... Director of Career Services, Coordinator of Leadership/Community Service
Erica Harris, B.S. ........................................................................................ Director of Mountain Outreach
John "Marc" Hensley, B.S. ........................................................................... Director of Athletics
Barbara Kennedy, Ed.D. ............................................................................ Associate Dean for Academic Affairs (Compliance)
Randy Vernon, M.A. .................................................................................. Assistant to the President and Athletic Director
Jennifer Wake-Floyd, M.S., A.T.C. ................................................................. Director of Multimedia & Athletic Services
Susan Weaver, Ed.D. .................................................................................. Director of Teaching and Learning, Director of Assessment
Peggy D. Woods, B.S. ................................................................................. Dean of Student Employment

ATHLETIC STAFF

Brenton Benware, B.S., M.S. ................................................................. Men’s Soccer Coach
John Bland, M.Ed. .................................................................................... Football Coach
Don Butcher, M.A. .................................................................................. Men’s Basketball Coach
Angie Dean, B.S. ..................................................................................... Softball Coach
Peggy Haus, M.A., A.T.C. ............................................................................ Head Athletic Trainer
Melissa Irvin, B.S., M.A.Ed ...................................................................... Women’s Basketball Coach
Chris Kraftick, P.G.A. ............................................................................... Golf Coach
Matthew Lower, B.A., M.S. ..................................................................... Men’s Wrestling Coach
Kevin Reigle, M.A.Ed .............................................................................. Men & Women’s Bowling Coach
Brad Shelton, M.A. .................................................................................. Men’s Baseball Coach
Eric Skelly, B.S., M.S. ............................................................................. Men’s & Women’s Swimming Coach
Donald Stephens, B.S. ........................................................................... Women’s Wrestling Coach
Kris Strebeck, B.A. .................................................................................. Men & Women’s Archery Coach
Floyd Stroud, M.Ed. ................................................................................. Men’s and Women’s Track and Cross-Country Coach
Chin Teck Tan, M.B.A., Ed.D. ................................................................. Men’s and Women’s Tennis Coach
Joseph Townsend, B.S., M.A.Ed ............................................................. Women’s Soccer Coach
Beth Wooley, B.S. ................................................................................... Cheerleading Coach
Kathryn Hart, B.S., M.A.Ed. ................................................................. Women’s Volleyball Coach
Date in parentheses indicates year of appointment.

**Sarah Andrea Below Adkins** (2013). Assistant Professor of Health, Exercise and Sport Science  
B.S., M.A.T., University of Louisville.

**Sam Aganov** (2011). Associate Professor of Clinical Psychology  
B.A., Bemidji State University; M.S. Kiev National University; Ph.D., California Insitute of Human Science.

**Geraldine Allen** (1995). Assistant Professor of Art  
B.S., M.A., Cumberland College; Additional Study: University of Tennessee.

**Aaron Anderson** (2013). Professor of Education  
B.S., M.A.Ed., Cumberland College; Ed.D., University of the Cumberlands.

**Sara Ash** (2000). Professor of Biology  
B.S., Cumberland College; M.S., Ph.D., Texas A & M University.

**Micaiah Bailey** (1973). Associate Professor of Business Administration  
B.S., Cumberland College; M.B.A., Murray State University, CPA, C.M.A.

**Peggy Blackmore-Haus** (1990). Head Athletic Trainer and Instructor of Exercise and Sport Science  
B.F.A., University of Cincinnati; M.A., Michigan State University.

**Jarrett Bourne** (2004). Assistant Professor of Communications  
B.A., Carson Newman College; M.A., Morehead State University.

**Gina Bowlin** (2008) Associate Professor of Human Services and Director of School of Lifelong Learning  
B.S., Cumberland College; M.S.W., University of Kentucky; Ed.D., University of the Cumberlands.

**Anita Bowman** (2004). Associate Professor and Chair of Health, Exercise and Sport Science  
B.S., Manchester College; M.S., Ball State University; Ph.D., University of Kentucky.

**Kimberly Brown** (2009). Assistant Professor of Education  
A.S., Sue Bennett College; B.A., M.A., Eastern Kentucky University.

**Angelia Bryant** (2013). Professor of Addiction Counseling  
B.A., M.A.Ed., Lindsey Wilson College; D.Counseling Education, University of Louisville.

**Lenora Bunch** (2006) Director of the Pegasus Program and Instructor of Mathematics  
B.S., Cumberland College; M.A., Eastern Kentucky University.

**Bonnie Butcher** (2012) Associate Professor of Special Education  
B.A., University of Kentucky; M.A.Ed., Cumberland College.

**Tyrone Bynoe** (2004). Associate Professor of Education  
M.A., M.S., M.A., State University of New York at Albany; Ph.D., Columbia University.

**Carrie E. Byrd** (2007). Associate Librarian  
B.A., Linfield College; M.S.L.S., University of North Texas.

**Melanie Cardell** (2010). Professor of Education  
B.S., Radford University; M.A. Virginia Polytechnic Institute & State University; M.L.S., Florida State University; Ed.S., State University of West Georgia; M.S.I.S., West Virginia College of Graduate Studies; Ph.D., Georgia State University

**Oline Carmical, Jr.** (1974). Professor of History and Political Science  
B.A., Cumberland College; M.A., Ph.D., University of Kentucky; Additional Study: University of Kentucky College of Law.

**Jane Carter** (1985). Associate Professor of Business Administration  
B.S., Cumberland College; M.B.A., University of Kentucky; Additional Study: West Georgia College, University of Tennessee at Chattanooga, Philanthropy Tax Institute, New York City.
Linda L. Carter (1977). Assistant Professor of Education, Dean of Student Life
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Jennifer Chambers (2012) Assistant Professor of Education
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Garnet Chrisman (1994). Associate Professor of Education
B.A., Berea College; M.S., University of Kentucky.

Kirby L. Clark (2001). Professor of Missions & Ministry and Director of Supervised Ministry
B.A., University of New Mexico; M.P.S., Western Kentucky University; M.R.E., Ph.D., Southwestern Baptist Theological Seminary; Additional Study: Austin Peay University; Wayland Baptist University; West Texas A & M University.

Larry Cockrum (2005). Vice President for Academic Affairs and Dean of the University.
B.S., School of the Ozarks; M.S.Ed., Missouri State University; Ed.D., Vanderbilt University. Additional Study: Harvard University.

Michael B. Colegrove (1973-1987, 1989). Vice President for Student Services, Director of Leadership Studies, and Professor of Education
B.A., Cumberland College; M.A., Eastern Kentucky University; Ph.D., Vanderbilt University. Additional Study: Command and General Staff of College of the United States Army; United States Army War College.

Margaret D. Combs (2005). Chair and Professor of Business Administration
B.S., Eastern Kentucky University; M.A., Eastern Kentucky University; M.S., University of Kentucky; DBA, University of Sarasota; Additional Study, University of North Florida; CPA.

James Corcoran (1997). Associate Professor of Music
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B.A., Clear Creek Baptist Bible College; M.Div., Southern Baptist Theological Seminary; Ph.D., Spurgeon’s College, University of Wales

Reid Davis (2004). Associate Professor of Mathematics
B.A., University of Tennessee; Ph.D., University of Tennessee; Additional Study, Universität Bielefeld, West Germany.

Justin DeCecca (2010). Associate Professor of Criminal Justice
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Laura Dennis (2001). Associate Professor of French
B.A., Nazareth College of Rochester; M.A., Ph.D., Indiana University; Additional Study Universite Rennes II; L’Institut Mediterranean d’Etudes Francaises.

Leif D. Deyrup (2008). Assistant Professor of Biology
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Michael Robert Dickman (1993). Professor of Communication Arts
B.G.S., Southeast Missouri State University; M.A., Wichita State University; Ph.D. Southern Illinois University at Carbondale.

Theresa Dickman (1998). Associate Professor of English
B.A., Wichita State University; M.A., University of Alabama at Birmingham.

Robert C. Dunston (1983). Chair of the Missions & Ministry Department and Professor of Missions & Ministry
B.S., Virginia Polytechnic Institute and State University; M.Div., Midwestern Baptist Theological Seminary; Th.M., Union Theological Seminary in Virginia; Ph.D., Southern Baptist Theological Seminary.

Sharlene Dzugan (1998). Professor of Chemistry
B.S., Wheaton College; Ph.D., Florida State University

Thomas P. Dzugan (1989). Professor of Chemistry
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Thomas B. Frazier (1976). Chair and Professor of English
B.A., Cumberland College; M.A., Eastern Kentucky University; D.A., Middle Tennessee State University; Additional Study: Eastern Kentucky University, University of Kentucky.

Gary Gibson (2013). Associate Professor of Business Administration
B.A., Lincoln Memorial University; M. Accountancy, University of Tennessee; additional work Eastern Kentucky University and University of Kentucky

Robert Glass (2008). Assistant Professor of Education
B.S., Duke University; M.A.Ed., University of Louisville; Ed.D., University of Louisville

Gary Goff (2013). Associate Professor of Criminal Justice
B.S., Middle Tennessee State University; M.B.A., Missouri State University; Ed.D., University of South Florida.

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David D. Gray (2013). Associate Professor of Criminal Justice
A.S., Chattahoochee Valley State Community College; B.S., M.S., Troy State University.

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B.A., Freed-Hardeman College; M.A., Memphis State University; Ph.D., Auburn University.

D. Bruce Hicks (1986-92, 1996). Associate Professor of History and Political Science
B.A., Furman University; M.Ed., North Georgia College; Ph.D., Emory University.

John Andrew Hockert (2007). Assistant Professor of Biology
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Connie L. Howard (1976). Associate Professor of Health
B.S., Cumberland College; M.S., Eastern Kentucky University; Additional Study: Eastern Kentucky University, University of Kentucky.

Harold F. Hubbard (1960-1962, 1966). Professor of Business Administration
B.S., Berea College; M.B.A., University of Kentucky; CPA.

Bobbie Huff (2013). Assistant Professor of Education
B.S., M.S., University of the Cumberlands.

Diane M. Jamison (1989). Assistant Professor of Mathematics
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Michael Joyce (2011). Assistant Professor of Art
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Kristy M. Keefe (2010). Associate Professor of Psychology and Director of Clinical Psychology
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Carlton R. Lewis (2013). Professor of Justice Administration
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Lisa K. Lyford (2005). Associate Professor of Biology
B.S., University of Massachusetts, Amherst; Ph.D., University of North Carolina at Chapel Hill.

Melvin Mahone (2011). Associate Professor of Criminal Justice
B.S., Chicago State University; M.S., Chicago State University; Ph.D., Union Institute and University.

James Ora Manning (1987). Professor of Physics
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Cory McClellan (2007). Assistant Professor of English
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B.S., Cumberland College; M.A., Appalachian State University; Ed.S., Western Carolina University; Ed.D., University of North Carolina at Greensboro.

Eddie Perkins (2008). Vice President for Medical Services and Associate Professor of Physician Assistant Studies
B.S., Cumberland College; D.O., University of Health Sciences

Charles Alan Pilant (1987). Professor of History
B.A., University of Colorado at Colorado Springs; M.A., University of Colorado at Boulder; Ph.D., Marquette University.

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Carolyn Reaves (2007). Director of the Academic Resource Center and Instructor of Study Skills
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Kenneth Reed (2011). Assistant Professor of Physician Assistant Studies
A.S., Kettering College of Medical Arts; B.S., Cumberland College; M.S., University of Nebraska Medical Center

Deborah Richard (2012). Professor of School Counseling
M.S., Murray State University; Ph.D., Southern Illinois University

John R. Rigney (2013). Professor and Director of Counseling Education
B.S., David Lipscomb College; M.A., Middle Tennessee University; Ed.D., Tennessee State University; Additional graduate study, Western Kentucky University.

Susan R. Rose (2009). Associate Professor of Education and Director of School Guidance Counseling
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Fred B. Sagester (2010). Chair and Professor of Education
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Jeffrey Schwarz (2004). Assistant Professor of Chemistry
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B.A., Mansfield State College; M.A., Ph.D., Bowling Green State University.

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Kenneth Stephen Sims (1989). Associate Professor of Management Information Systems  

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Eastern Kentucky University

Melvin Charles Smith (2005). Associate Professor of History  
B.A., Samford University; M.A., Auburn University; Ph.D., Auburn University.

Jeff C. Smoak, Jr. (1994). Chair and Professor of Music  
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Linda Cox Story (2012). Assistant Professor of Education  
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Steven Sudduth (2008). Associate Professor of Music and Director of Bands  
B.M., University of Central Arkansas; M.M., Western Michigan University; D.M.A., University of North Carolina at Greensboro

Chin-Teck Tan (1988). Associate Professor of Business Administration  
B.S., Cumberland College; M.B.A., Tennessee Technological University; Ed.D., University of the Cumberlands

Julie Tan (1991). Chair and Professor of Chemistry  
B.S., Cumberland College; Ph.D., University of Tennessee.

James H. Taylor (1968). President and Professor of Education  
B.S., Cumberland College; M.A., Educ., Union College; Ed.D., Nova University; Ed.D., George Peabody College of  
Vanderbilt University; Additional Study: Oklahoma University Institute for Resource Development; Duke University  
Institute for Resource Development; Philanthropy Tax Institute, New York City; Philanthropy Tax Institute, Los Angeles;  
Historic Williamsburg, Virginia Institute for Resource Development.

Jamey Temple (2008). Assistant Professor of English and Journalism  
B.S. Cumberland College; M.F.A., Spalding University.

Darren Testani (2012). Professor of Clinical Psychology  
B.A., Eastern Connecticut State University; M.A., Lesley University; Ph.D., California Institute of Human Science

David Threlkeld (1990). Professor of Music  
B.M.E., Morehead State University; M.M., Northwestern University; Additional Study: University of Tennessee, Tulane  
University, Illinois State University.

Lesley Tipton (2012). Assistant Professor of Physician Assistant Studies  
B.S., University of the Cumberlands; M.S., University of the Cumberlands

Dennis Trickett (1997). Chair and Professor of Psychology  
B.S., Cumberland College; M.S., Ed.D., New Orleans Baptist Theological Seminary.

Patrick Tuck (2007). Associate Professor of Music  
B.M., Queen’s University; M.M., University of Southwestern Louisiana; Ph.D., Louisiana State University.

Haley Crisp Turner (2007). Assistant Professor of Psychology  
B.S., East Tennessee State University; Ph.D., University of Tennessee, Knoxville.
Barry Vann (2008). Professor of Education and Director of Educational Leadership  
B.S., Tennessee Technological University; M.S., Western Kentucky University; Ed.D., University of Arkansas;  
Ph.D., University of Glasgow

John Varley (2011). Assistant Professor of Communication Arts  
B.A., Michigan State University; M.A., University of Florida; M.F.A. Wake Forest University

Eric L. Wake (1967). Chair and Professor of History  
B.A., Cumberland College; M.A., Texas Christian University; Ph.D., Texas Christian University.

Jennifer Wake-Floyd (1999). Instructor of Exercise and Sport Science and Director of Multimedia & Athletic Services  
B.S., Cumberland College; M.S., West Virginia University.

Carl Walling (2010). Assistant Professor of Theatre  
B.A., Susquehanna University; M.F.A., Kent State University; work toward Ph.D., Bowling Green State University

Glenda A. Warren (1984). Professor of Health  
B.A., M.S., Middle Tennessee State University; Ed.D., University of Tennessee.

Russell Scott Weedman (1991). Chair and Associate Professor of Art  
B.A., Centre College; M.F.A., State University of New York at Stony Brook.

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B.S., M.Ed., East Stroudsburg University; M.S., Bloomsburg University of Pennsylvania; Ph.D., University of Pittsburgh.

Martin Cortez Wesley (2013). Professor and Dean of the School of Counseling  
B.S., Liberty University; M.Ed., Northern Arizona University; Ph.D., Walden University.

Jane Whitaker (2007). Instructor of Psychology  
B.M.E., Acadia University; M. Div., The Southern Baptist Theological Seminary.

David B. Williams (2009). Assistant Professor and Medical Director of Physician Assistant Studies  
B.S., Tennessee Technological University; M.D., University of Tennessee College of Medicine.

Mary Lynn Woolsey (2008). Professor of Education  
B.S., Illinois State University, M.Ed., Lewis and Clark College, Ph.D., Ohio State University.

Jennifer J. Woodruff (2010). Assistant Professor of Education  
A.S., Mississippi Gulf Coast Community College; B.S., Univ. of Southern Mississippi; M.A.Ed., William Carey College;  
Ed.S., Ed.D. University of Southern Mississippi.

Marianne Worthington (1990). Associate Professor of Communication Arts  
B.A., Carson-Newman College; M.A., Ball State University.

Janice Kay Chesser Wren (1984). Director of the Library and Librarian  
B.S., Samford University; M.S.L.S., University of North Carolina.

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B.A., Lake Erie College; M.En., Miami University of Ohio; Ph.D., Miami University of Ohio.

Todd Christian Yetter (1990). Chair and Professor of Biology  
B.S., M.S., Wright State University; Ph.D., Miami University.

Sonia Young (2009). Associate Professor of Physician Assistant Studies, Academic Coordinator of Physician Studies  
B.H.S., University of Louisville; D.P.T., Shenandoah University; Ed.D., University of the Cumberlands
Emeriti

Dates in parentheses indicate years of service.

Clarence Martin Brooks (1978-1997). Chair of the Department and Associate Professor of Psychology
John D. Broome (1966-1999). Professor of History
Barbara Carnes (1957-1990). Associate Professor of Education
Frank Ferrell Carnes (1954-1987). Chair of Department and Professor of English
James Crisp (1964-1987). Associate Professor of History
James Davis (1969-1991). Associate Professor of Education
John P. Duke, Jr. (1959-1995). Chair of the Department and Professor of Education
Charles M. Dupier, Jr. (1966-2001). Professor of Geography
Joseph E. Early (1969-2002). Vice President for Academic Affairs and Professor of Mathematics
Richard Foley (1971-2004). Associate Professor of Geography
Janie Hall (1957-1968). Associate Professor of History
Marjory M. Helvey (1965-1984). Associate Professor of History
O. J. Helvey (1965-1989). Chair of the Department and Professor of Physical Education
Betty Herron (1995-2007). Associate Professor of Education
Jimmy R. Hicks (1970-2004). Chair of the Department and Associate Professor of Chemistry
Ann M. Hoffelder (1963-1995). Chair of the Department and Professor of Chemistry
Robert L. Hoffelder (1963-1995). Chair of the Department and Professor of Sociology
Lois Sasser Jones (1962-1990). Associate Professor of Music
Martha E. Johnson (1992-2002). Chair of the Department and Professor of Education
Linda Rose Cox Miller (1966-1977, 1979-2004). Associate Professor of Business Administration
Orena Morgan (1973-1983). Professor of Education
Jeannette M. Palmer (1961-1989). Associate Professor of English
George G. Ramey (1968-2003). Vice President for Business Affairs and Treasurer and Professor of Missions and Ministry
Lolan Redden (1981-1986, 1988-2004). Chair of the Department of Mathematics and Physics and Associate Professor of Mathematics
G. Willard Reeves (1963-1990). Chair of the Department and Professor of Missions and Ministry
Jim Ross (1987-2007). Associate Dean for Academic Affairs and Professor of Biology
Jennifer Reed Sexton (1980-2004). Associate Professor of Mathematics
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