

UNIVERSITY OF THE CUMBERLANDS



2016-2017
SCHOOL OF LIFELONG LEARNING
UNDERGRADUATE HANDBOOK

ACCREDITATION

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

NON-DISCRIMINATION POLICY

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

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

Mr. Nate Clouse
Student Success Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-3561, nate.clouse@ucumberlands.edu

The following person has been designated as the University's Title IX Coordinator to handle inquiries or complaints regarding the sex nondiscrimination policy and compliance with Title IX of the Education Amendments of 1972:

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

Dr. Emily Coleman
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center, Student Services Office Suite
(606) 539-4171, emily.coleman@ucumberlands.edu

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

Mr. Quentin Young
Director of Business Services
Gatliff Administration Office 001
(606) 539-4597, quentin.young@ucumberlands.edu

MEMBER

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

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

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

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

UNIVERSITY *of the* CUMBERLANDS

WILLIAMSBURG, KENTUCKY 40769

"serving the heart of Appalachia since 1889"

School of Lifelong Learning

2016-2017

Academic Information and Courses of Instruction Catalog

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

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THE MISSION STATEMENT

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

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

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

COMMITMENT TO LIBERAL ARTS

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

SCHOOL OF LIFELONG LEARNING MISSION

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

SCHOOL OF LIFELONG LEARNING PURPOSE STATEMENT

The School of Lifelong Learning at University of the Cumberlands provides students the opportunity to develop a foundation of knowledge and skills that are required to work within a number of professional fields. The general education curriculum provides the foundation for a liberal arts education, while majors and areas of concentration in a variety of disciplines allow students to become equipped to work in a professional capacity or move forward into graduate education. This serves Strategic Plan priority 1 by providing recruitment and retention for academic programs and promoting the University in a positive light.

PROGRAM GOALS

1. To efficiently provide online academic programs that are parallel in content and quality to corresponding in-seat programs.
2. To offer accessible and appropriate academic and student support services for online students.
3. To deliver online education in a practical way by utilizing quality training and support for students and faculty.
4. To develop critical thinking and metacognition skills in the online classroom.

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.

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.

School of Lifelong Learning Admission

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

A candidate for admission must submit the following items:

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

Transfer Admission

A candidate for transfer admission must submit the following items:

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

Transfer Policies

- Students will generally receive credit for all college-level work in which a passing grade is earned, provided such credit is earned from an institution which is fully accredited by one of the six regional accrediting associations. Remedial or vocational courses are not transferable. Grades lower than 'C' will not be accepted in courses which apply toward the student's major.
- University of the Cumberlands reserves the right to evaluate and accept or reject college credit earned prior to high school graduation. This evaluation will be done course by course in consultation with the appropriate department.
- To be eligible for admission to the University of the Cumberlands, all transfer students must not be currently on academic or social suspension and must be eligible to return to their previous institution.
- Transfer students admitted with junior or senior standing must complete a minimum of one-third of the course requirements in the major or minor at the University of the Cumberlands (CLEP and departmental bypass exams will not meet this requirement). Specific requirements for each major or minor may vary with department policies. Please contact the Registrar for specific information.
- At least twenty-five percent of the total semester hours in any degree requirement must be completed at the University of the Cumberlands (CLEP and departmental bypass exams will not meet this requirement).
- Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript, must meet the University of the Cumberlands standards in order to be accepted as transfer credit. Students must present official score reports (AP, CLEP, IB Diploma), and pay required fees and tuition (CLEP) in order to receive credit. Departmental bypass challenge/ exams from other institutions are not transferable.
- Courses, which carry less credit, than is required by University of the Cumberlands General Education Program or any other specific college or departmental requirement, may not be substituted for that requirement.
- Only grades earned at University of the Cumberlands will be used in calculating student grade point averages.
- All terms taken at any institution will be counted in calculating full-time terms of attendance.
- A total of thirty-six (36) semester hours or more in courses numbered 300 or above must be presented for graduation from University of the Cumberlands.
- Thirty (30) of the last thirty-six (36) hours in a bachelor's program must be taken at University of the Cumberlands.
- Fifteen (15) of the last eighteen (18) hours in an associate's program must be taken at University of the Cumberlands.
- Articulation agreements may delineate the transfer of credit between other institutions and University of the Cumberlands. For more information on available articulation agreements, contact the School of Lifelong Learning.

FINANCIAL INFORMATION

Tuition and Fees Per Semester, 2016-17*

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

Tuition charges and refunds are based upon the opening date of the semester as announced in the catalog. All charges are subject to change as required by increased costs.

Criminal Justice and Human Services Internships:

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

Application for Graduation Fee.....50.00

* Expenses per semester for **2016-2017** may be obtained by contacting the Bursar's office, University of the Cumberlands, Williamsburg, Kentucky, 40769: (606) 539-4206.

Books

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

Student Financial Account Record

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

Financial Clearance

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

Carrying Charge

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

Deferred Payment Option

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

Refund Schedule

Courses Fifteen Weeks or Greater in Length

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

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

<u>Official Date of Withdrawal</u>	<u>Charge</u>	<u>Refund</u>
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
After 3rd week of classes	100%	0%

Courses Six Weeks or Less in Length

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

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

ONLINE STUDENT FINANCIAL AID

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

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

All students who need financial aid assistance should complete a FAFSA (Free Application for Federal Student Aid). These forms should be completed online at www.fafsa.gov as soon as possible after January 1st of the year you plan to attend. Undergraduate Kentucky residents should file quickly in order to qualify for the maximum amount of state grant funds that are available on a first come, first serve basis. If you are unable to use the online format, contact the Financial Planning Office. Through a combination of grants and loans, Cumberlands strives to make a higher education affordable. The total amount of financial aid initially granted to any one student by any combination of sources usually does not exceed the student's direct cost plus an amount for books. Students may request additional funds to help meet other educational expenses by contacting the Office of Student Financial Planning.

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

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

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

WITHDRAWAL AND RETURN TO TITLE IV POLICY

Occasionally it is necessary for a student to withdraw or drop some or all of their classes. When this occurs, University of the Cumberland (UC) students should contact the Academic Affairs Office at 606-539-4214, AcadDean@ucumberlands.edu, or go to their office on campus in the Gatliff Building. Federal guidelines specify how UC must determine the amount of Federal Title IV program assistance you (the student) can earn if you withdraw from school. The Title IV programs covered under these guidelines are the **Federal Direct Loans (unsubsidized and subsidized), Federal Perkins Loans, Federal Direct PLUS Loans (Graduate and Parent), Federal Pell Grant, Iraq Afghanistan Service Grant, and Federal Supplemental Education Opportunity Grant (FSEOG)**. If you withdraw from UC, the school, you, and/or your parents may be required to return some or all of the federal funds awarded to you for the semester.

The formula used in the federal Return to Title IV (R2T4) calculation divides the aid disbursed to your student account into “**earned aid**” and “**unearned aid**.” During the first 60% of the payment period (semester), you “**earn**” Title IV funds in direct proportion to the length of time you remain enrolled. If you remain enrolled beyond the 60% point of the semester, then aid is considered earned for the period (semester). “**Unearned**” Title IV funds is the amount of disbursed aid that exceeds the amount of aid earned under the formula. If you are contemplating withdrawal from all classes **PRIOR** to completing 60% or more of the semester, then you should contact the Financial Planning Office (FPO) to discuss how this will affect your financial aid. **It is in your best interest to talk with the FPO regarding your options of withdrawing from classes, especially if you received any federal financial aid assistance.**

If you, UC, or your parent received less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you, UC, or your parent earned, the excess funds must be returned by the appropriate party.

If you did not receive funds you earned, you may be due a **post-withdrawal** disbursement. If the post-withdrawal disbursement includes Direct Subsidized/Unsubsidized Loan funds and/or PLUS funds, UC must get permission before those funds can be disbursed to your account. You and/or your parent may choose to decline some or all of the Direct Subsidized/Unsubsidized Loan funds and/or PLUS funds so additional debt is not incurred. UC will send a written notice to you and/or your parent outlining the guidelines of the loans. You and/or your parent will have fourteen days to make your decision and respond to the university (which can be done by letter, email, or phone call). UC will automatically use all or a portion of your post-withdrawal disbursement of grant funds (Pell Grant, Iraq Afghanistan Service Grant, and FSEOG) for tuition, fees, and room and board charges on your account. UC will need your permission to use those funds for other charges, and if permission is not granted, you will be offered the funds. However, it may be in your best interest to allow UC to keep the funds to reduce the bill owed to the university.

Determining the date the student withdrew:

- Students who are enrolled in on-campus (not on-line) programs, are bound to an attendance policy. This policy also limits the number of times a student can miss class (please consult your catalogue, course syllabus, and/or student handbook for specifics) before they earn an “aF” for absence failure. The withdrawal date is always the last date of attendance in a class as reported by their professors. This applies to students who complete the formal withdrawal process and to students who receive all “aF’s”.
- Students who are enrolled in on-line (not on-campus) programs, do not have an attendance policy. Students with all “F’s” during a semester will be identified within 30 days of the last day of that semester. Their withdrawal date will be the mid-point of the semester, unless the student can document otherwise by contacting the Financial Planning Office.

University of the Cumberland's Withdrawal Refund Policy (not the same as the Federal Return R2T4 policy)

The Return of Title IV funds calculation is separate from the Cumberland's Withdrawal Refund Policy. Please refer to the Bursar's Office published refund/withdrawal calendar by going to <http://www.ucumberlands.edu/downloads/aid/refund-policy.pdf>.

The school may bill you for any unpaid institutional charges.

The Financial Planning Office will evaluate tuition/fee reductions to non-title IV aid programs on a case-by-case basis. Aid will be returned to aid programs in the following priority: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Perkins Loan, Federal Direct Graduate PLUS Loan, Federal Direct Parent PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Iraq Afghanistan Service Grant, other Title IV, outside alternative loans, institutional loans, state grants, state scholarships, institutional student financial aid, and outside scholarships. If any funds are left on your account after all adjustments to the other aid sources, the credit will be returned to you.

The net amount (as opposed to the gross amount of the loan borrowed) of Direct Federal (subsidized and unsubsidized) and Federal PLUS Loans (graduate and parent) will be used in the return calculation.

Please remember all financial aid recipients, whether receiving Federal Student Aid or not, will be held accountable under the university's Satisfactory Academic Progress (SAP) policy.

The Financial Planning Office is required by federal regulation to evaluate students receiving all or a combination of Passing, Failing, Incomplete, Unsatisfactory, or Withdrawal grades for the semester. It is always in your best interest to talk with the Financial Planning Office regarding your options and to understand the implications of withdrawing or receiving 'F' grades. At the end of each semester, the Financial Planning Office is required to review all students' grades, especially students who have all 'F' grade(s) to determine if the student ceased attendance.

Examples of Return to Title IV policy:

NOTE: In all examples, the student needs to be aware he/she would be evaluated under the Satisfactory Academic Progress Policy, and the student will be responsible for any balance owed to UC as a result of aid adjustments made.

1. Stephanie was enrolled in 12 hours of regular courses and dropped 6 hours before attending classes for the fall term. She was scheduled to have a Pell Grant for \$2,888 (full-time). Since she dropped 6 hours prior to attending classes, her Pell Grant would be reduced to \$1,444 (part-time). A Return to Title IV calculation is not needed since Stephanie is still enrolled. If she enrolls in another 6 credit hours after the drop/add period or census date is over, the Financial Planning Office cannot adjust the Pell Grant back to the full-time award amount, because the class was added after the drop/add period and census date. The Financial Planning Office uses the day following the end of the drop/add period during each semester to determine the census date for the respective term. Even though Stephanie is now enrolled in 12 credit hours, she is only receiving the Pell Grant for the 6 credit hours she was enrolled as of the census date for the term.
2. Thomas dropped from 8 to 2 hours of regular courses after the census date and only has a fully disbursed Federal Direct Unsubsidized Loan. A Return of Title IV aid calculation is not required since Thomas is still enrolled. Since Thomas did not drop before attending all 8 hours and was enrolled at least half-time at the point his loan was disbursed, no adjustments are needed to his account.
3. Donna dropped from 12 to 6 hours of regular courses after the census date, and 3 out of the 6 hours she withdrew from she did not begin attendance nor academically participate in. She received a Pell Grant for \$2,888 (full-time) and a Direct Subsidized Loan for \$2,239. No adjustment is necessary to the Subsidized Loan. The Pell Grant would be reduced from \$2,888 (full-time) to \$2,166 (three-quarters). Though she was enrolled in 12 hours as of the census date (the day following the last day to drop/add), her Pell has to be recalculated based on 9 hours since she did not begin attendance or academically participate in 3 of the hours she withdrew from.
4. Kerry (an undergraduate, resident student) withdrew from all classes (12 hours) after the census date for the spring semester. The term is 106 days in length, after excluding spring break (7 days). The date of withdrawal was on the 9th day of the term. She was disbursed a Federal Direct Unsubsidized Loan (\$5,103), a Federal Direct Subsidized Loan (\$1,083), a Federal Pell Grant (\$2,822), a Kentucky CAP grant (\$950) and an institutional scholarship (\$1,450) for the term.

The Return of Title IV calculation is completed as follows:

a) Percentage completed	9 days attended/106 total days = 0.0849 (8.50%)
b1) Total Loans disbursable aid	\$6186.00 (Unsub + Sub)
b2) Total Grant disbursable aid	\$2822(Pell Grant)
b3) Total aid disbursable for term	\$9008 (b1 + b2)
c) Earned aid	\$765.68 (b3 x a)
d) Total Unearned aid	\$8242.32 (b3 – c)
e) School charges x % unearned	\$5050.80 (school charges of \$5520 x 0.9150)
f) University's TIV return share	\$5050.80 (lesser of d or e)
g) Student's TIV return share	\$3191.52 (\$8242.32 – 5050.80) {d-e}
h) Repayment of Student's loans	\$1135.20 (b1 – f)
i) Initial Amt of Grant funds to Rtn	\$2056.32 (g – h)
j) Amount of Grant Protected	\$1411.00 (b2 x 50%)
k) Amount of Grants student returns	\$645.32 (i – j)

Allocation of Title IV Aid to be returned is as follows:

Aid to be returned by UC= \$5050.80 Aid to be returned by Student= \$645.32

Source	Amount	Source	Amount
Unsubsidized Loan	\$ 5,050.80	Unsubsidized Loan	\$ 0.00
Subsidized Loan	\$ 0.00	Subsidized Loan	\$ 0.00
Perkins Loan	\$ 0.00	Perkins Loan	\$ 0.00
Parent PLUS Loan	\$ 0.00	Parent PLUS Loan	\$ 0.00
GRAD/Professional PLUS	\$ 0.00	GRAD/Professional PLUS	\$ 0.00
Pell Grant	\$ 0.00	Pell Grant	\$ 645.32
SEOG Grant	\$ 0.00	SEOG Grant	\$ 0.00

The amount of grants the student must return (k - \$645.32) is returned by UC on behalf of the student, leaving the student owing a balance to UC.

Kentucky CAP and **Institutional Scholarships and Grants** are excluded from the Return to Title IV calculation since they are not federal grants.

All Direct Loans and grant adjustments/returns are rounded up to the nearest dollar.

You will be sent a letter outlining the funds returned by the school, the amount returned on your behalf, and the amount you owe. The letter will contain the detailed information about the funds returned and the date of the transaction.

If the student owes a refund from an overpayment, Cumberlands will return this money on their behalf and work with you to resolve the debt this has created with us.

All funds will be returned **as soon as possible** but no later than 45 days after the date UC determines that the student withdrew.

Return of Title IV Policy for Courses Offered in Modules

Cumberlands offers some modular classes during the fall and spring semesters and mostly modular classes during the summer semester. A program is offered in modules if, for a payment period or semester, a course or courses in the program do not span the entire length of the payment period. Federal guidelines indicate we follow the procedures below to determine if your account should be considered a withdrawal or not for each payment period (semester).

How Cumberlands determines if you have withdrawn for Title IV purposes when taking modular courses:

1. After beginning attendance in the payment period, did you cease to attend or fail to begin attendance in course you were scheduled to attend?
If the answer is **no**, this is not a withdrawal. If the answer is **yes**, go to question 2.
2. When you ceased to attend or failed to begin attendance in a course you were scheduled to attend, were you still attending any other courses?
If the answer is **yes**, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply. If the answer is **no**, go to question 3.
3. Did you confirm attendance in a course in a module beginning later in the period (for non-term and non-standard term programs, this must be no later than **45 calendar days** after the end of the module the student ceased attending)?
If the answer is **yes**, this is not a withdrawal, unless you do not return. If the answer is **no**, this is a withdrawal and the Return of Title IV Funds requirements apply.

Examples of using the three questions above to determine whether a student who is scheduled to complete two courses in each of the two, 8-week modules within a payment period has withdrawn:

Scenario 1

The student begins attendance in both courses in the first module, but ceased to attend both courses after just a few days and does not confirm he/she will return for the courses he/she is scheduled to attend in module two. The student is a withdrawal, because he/she ceased to attend courses he/she was scheduled to attend (**Yes to question 1**), was not currently attending any other courses when he/she ceased to attend (**No to question 2**), and did not confirm his/her

attendance in the courses he/she is enrolled for module 2 **(No to question 3)**.

Scenario 2

If, however, the student begins attendance in both courses in the first module but drops just one of the courses after just a few days, the student is not a withdrawal. Although the student ceased to attend a course he/she was scheduled to attend **(Yes to question 1)**, the student was still attending another course **(Yes to question 2)**.

Scenario 3

If the student officially drops both courses in module two while still attending the courses in module one and successfully completes the courses in module one, the student is not a withdrawal. Although the student ceased to attend a course he/she was scheduled to attend **(Yes to question 1)**, because the student officially dropped both courses in module two while still attending courses in module one **(Yes to question 2)**, the student is not considered a withdrawal. However, because the student did not begin attendance in all courses, other regulatory provisions concerning recalculation may apply.

Examples of Summer Sessions and Scenarios:

Summer 1 session = May 11 - July 2

Summer 2 session = July 6 – August 25

1. Stacy is enrolled in one course during Summer 1 and one course during Summer 2, begins attendance in the Summer 1 session on 5/11, and decides to withdraw from Summer 1 after attending the class for seven days. Stacy withdrew from the Summer 1 class but is still enrolled in the Summer 2 class, which does not begin until 7/6. When Stacy withdrew from the Summer 1 class, she was no longer currently enrolled; however, she does intend to start her Summer 2 class on 7/6. Stacy will have to provide written confirmation to the Financial Planning Office that she plans to begin attendance in the latter summer modular session or she will be considered a withdrawal for the summer term. If Stacy fails to provide the written confirmation, a R2T4 calculation will be performed.
2. Jack is enrolled in two classes in Summer 1 and one class in Summer 2 and begins attendance in the Summer 1 session on 5/11. Jack dropped one of the classes in Summer 1 after attending for ten days but remains enrolled in the other Summer 1 class along with the Summer 2 class. When Jack withdrew from the one class in Summer 1, he was still attending another class in Summer 1, and therefore is not considered to have withdrawn from classes. Jack’s account would not require a R2T4 calculation.

All 'F' Grade Recipients In-Seat Students

If you receive all 'F' grades, Cumberlands is required to comply with the Federal Title IV Refund Policy (R2T4), as well as the Satisfactory Academic Progress Policy. When federal financial aid either partially or fully pays educational expenses and you receive all 'F' grades, the Financial Planning Office must, by federal regulations, comply with the Title IV Refund Policy.

The chart below describes grade types that must be investigated for in-seat classes only as they have an attendance policy. 'F' grades are required to be documented internally as F or aF which both count on a grade report as a 'F.'

UC Code	Why Grade is Assigned by Instructor	How It Affects the Student's Federal Financial Aid Assistance
F (earned F)	If the student completed the course and all required work, then the student's grade shows as an earned F grade.	No change in student's financial aid if all of the grades show as F's, aF, and/or I grades as long as there is one "F" grade.
aF (unearned F)	If the student began attendance and participated in the class up to some point, but then walked away and never completed the course, it is considered an 'Absence Failure.' The last date of the student's participation in any academically related activity for the course must be recorded.	If all of the student's grades for the term are aF's and/or aF's and W's, a part of the student's federal financial aid will have to be refunded based on the last date of participation as recorded by an instructor.

How federal aid is adjusted based on F-grade received:

'F' grades: Financial aid considers you to have completed all of the course material, even though you could not pass the course material. No adjustment is needed towards any of the disbursed federal aid on your account, as long as the student has at least one documented F.

'aF' grades: Financial aid considers you as being an **"Unofficial Withdrawal"** from the course(s). No adjustment is needed towards any of the disbursed federal aid on your account, as long as the student received an earned grade (F or passing grade) in combination with the aF grade(s). If you receive all aF grades, you are considered to have withdrawn. The instructor is to record a last date of participation showing your participation in any academically-related activity for the course. The latest date of participation for all aF classes is the date used to perform the calculation of the Title IV refund calculation.

When a Title IV Refund calculation is completed, the aid cancellation will be sent back to the federal programs in the following order: **Federal Direct Loans (unsubsidized and then subsidized), Federal Perkins Loan, Federal Direct PLUS Loans (Graduate and Parent), Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), and Iraq Afghanistan Service Grant.**

Scenario 1 - Student Received no credit for the 14 Total Hours of Enrollment

Official Grade Units Taken Instructor Notes

aF	3	n/a
F	3	n/a
F	1	n/a
F	1	n/a
aF	3	n/a
aF	3	n/a

The student in this scenario earned both F and aF grades for the semester and received both Federal Pell Grant and Stafford Loan funds. This student is not considered withdrawn because they "earned" at least one F.

Scenario 2 - Student Received aF Grades in 6 Hours of Enrollment and withdrew from the other 6 hours of their total enrollment of 12 hours.

Official Grade Units Taken Instructor Notes

aF	3	n/a
aF	3	n/a
W	3	n/a
W	3	n/a

The student in this scenario earned both aF grades and withdrew from courses during the semester and received both Federal Pell Grant and Direct Loan funds. The last date of attendance at an academically related activity will have to be documented by contacting the instructors. This is usually completed by the Registrar's Office. **If the instructor(s) indicates the grades are correct**, then a R2T4 calculation will be performed using the last date of attendance at an academically related activity.

All 'F' Grade Recipients On-line Students

If you receive all 'F' grades, Cumberland is required to comply with the Federal Title IV Refund Policy (R2T4), as well as the Satisfactory Academic Progress Policy. When federal financial aid either partially or fully pays educational expenses and you receive all 'F' grades, the Financial Planning Office (FPO) must, by federal regulations, comply with the Title IV Refund Policy.

On-line students do not have an attendance policy. Therefore all students with all 'F' grades will be identified within 30 days of the end of the payment period and a Federal Return to Title IV (R2T4) will be performed. The mid-point of the

semester (50% of the payment period) will be used as the withdrawal date unless students can document that they attended an academically related activity past this point. A letter will be sent to all students informing them of the withdrawal, what funds had to be returned, and any balance that may be due to the Bursar's Office.

Why does University of the Cumberlands Financial Planning Office monitor students receiving 'F' grades?

UC's Student Financial Planning Office is obligated by federal regulations to review financial aid recipients receiving 'F' grades. If not monitored, it could result in the UC paying monetary fines and jeopardizing its federally funded aid programs. The assumption behind the law is a student receiving 'F' grades, especially all aF (Unofficial Withdrawals) grades, walked away from the semester without properly withdrawing from the university. The Financial Planning Office must identify students with 'F' grades within 30 days from the date final grades are recorded every semester. The Financial Planning Office reviews the grades of all students with federal financial aid disbursements. The Financial Planning Office reviews students receiving a grade of Incomplete when the student's other grades are all non-passing grades (F or aF grades). The Financial Planning Office sends a written notification to the professor(s) asking for them to verify the student is still working to complete the course(s) for a passing grade.

ACADEMIC INFORMATION AND REGULATIONS

Academic Advising

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

Official Notices

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

Semester Hour

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

Student Class Load

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

Grading Systems and Grade Reports

The following grading system is used:

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

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

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

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

Quality Credits

Quality credits are earned in the following manner:

A grade of: A-results in four quality credits per semester hour in any course;
 B-results in three quality credits per semester hour in any course;
 C-results in two quality credits per semester hour in any course;
 D-results in one quality credit per semester hour in any course.

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

Course Planning Regulations

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

Dropping a Course

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

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands *at any time* must complete required paperwork and receive permission from the Vice President for Academic Affairs. *The withdrawal process normally begins in the Office of Academic Affairs.* The following policies and procedures govern withdrawal from the University for the current term.

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

Medical/Emergency Withdrawal. Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop *participating in classes.* This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition and continuing treatment requirements, or on the student's personal emergency that necessitates the withdrawal request. If the medical/emergency

withdrawal is granted, the student will receive a grade of “W” in all current classes. NOTE: Normally, partial medical/emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal. A student may be withdrawn from all classes by administrative action based upon

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Services, or other university officer;
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an aF, F, W in other classes.

Final Date of Active Enrollment. Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Bursar’s Office and the Financial Planning Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student’s schedule at least once during the confirmation period. For on-line courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar’s Office administers the procedures by which enrollment is confirmed.

NOTE: Student Aid is not dispersed by the Financial Planning Office until enrollment is verified. A student’s receipt of aid confirms the student’s intent to complete all courses on the schedule for the semester. Once enrollment is confirmed and aid is dispersed, all policies and procedures described elsewhere are followed regarding tuition refund and aid remission should a student choose to drop individual classes or withdraw from all classes.

Repeating a Course

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

Academic Probation and Suspension

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

<u># Hours Attempted</u>	<u>Minimum GPA</u>
24-45 hrs	1.60
46-61 hrs	1.70
62-77 hrs	1.80
78-95 hrs	1.90
96 hrs or more	2.00

The first time a student is placed on suspension, it is for one semester. The second time a student is placed on suspension, it is for a calendar year. Students who are under suspension from the University of the Columbians will not receive credit for any academic work completed at other institutions during the period of suspension.

Academic Appeals

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

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

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

Change of Address

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

Disability Accommodations

University of the 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 Services Coordinator.

Classification of Students

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

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

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

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

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

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

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

Academic Awards/Honors

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

Undergraduate Satisfactory Academic Progress

Federal regulations require that all students who receive federal or state financial aid make progress toward a degree. All colleges must have policies that ensure students are making this progress both qualitatively (GPA) and quantitatively (hours attempted versus hours earned and time frame). At Cumberland, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid (federal, state, and institutional) that will be reviewed each semester, including the summer term.

Enrollment

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

Quantitative

The maximum time frame in which a student must complete their degree cannot exceed 150% of the published length of the student's major. All undergraduate majors at Cumberland require a minimum of 128 hours to complete the degree. Students can therefore attempt a maximum of 192 hours ($128 \times 150\%$) and remain eligible. Any student who attempts hours beyond this mark is ineligible for financial aid. All semesters and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed courses, withdrawals, courses taken from a change in major, and transferred hours will count as credit hours attempted toward the maximum time frame.

In order to complete the necessary number of credit hours within the allowable time frame, all students must earn credits in 67% of all hours they attempt. Grades of W, I, F, and transfer hours are counted as attempted hours, however, grades of W, I, and F will NOT count as earned hours. Below are some examples:

<u>Fall Hours Attempted</u>	<u>Spring Hours Attempted</u>	<u>Total Hours Attempted</u>	<u>Student Must Earn</u>
12	12	$24 \times .67$	16
9	9	$18 \times .67$	12
6	6	$12 \times .67$	8

Qualitative

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

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

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

62+ hours attempted must have and maintain a 2.00 GPA

Evaluation

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

Appeals

Students who are in SAP Suspension may appeal this decision to the SAP Appeals Committee. The appeal must be made in writing and explain why they failed to make SAP and what has changed that will allow them to make SAP at the next evaluation. This letter should be sent to the Director of Student Financial Planning at 6190 College Station Drive, Williamsburg, KY 40769 or by email at finplan@ucumberlands.edu. The committee will decide if the student will be able to meet SAP standards by the next evaluation or if a plan can be developed to ensure that the student will be able to meet SAP standards by a specific point in the future. If the appeal is approved, they will be placed in "Financial Aid Probation" for one semester. At the end of the next semester the student must be making SAP or successfully following a plan designed by the SAP Appeals Committee or become ineligible to receive financial aid.

How to Regain Eligibility

1. For maximum time frame, graduate and advance to a new academic level (UG to GR).
2. For hours attempted versus hours earned, take courses at your own expense to meet or exceed the quantitative standard. You must then contact the Financial Planning Office.
3. For GPA, take courses at your own expense to meet or exceed the qualitative standard. You must then contact the Financial Planning Office.

Notification

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

DEGREES

Through the School of Lifelong Learning, University of the Cumberland's confers the following undergraduate degrees with majors or concentrations in: Business, Criminal Justice, Elementary Education (P-5), Health-Science Nursing, Human Services, Computer Information Technology Science, Missions and Ministry, and Psychology. In addition, at the graduate level the University confers the following degrees: the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Arts in Education, the Master of Business Administration, the Education Specialist, the Doctorate of Education, and the Doctor of Philosophy.

Each student seeking the baccalaureate degree must have scores from an appropriate department examination, on file in the Office of the Registrar prior to completion of the student's degree. The application for graduation fee is \$50.00 plus the cost of testing. Check with the Office of the Registrar for more information.

Degree Requirements

Believing there is a commonality of learning essential to enable the individual to function intelligently, University of the Cumberland's 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 Cumberland's through the School of Lifelong Learning are the completion of at least 128 semester hours, including 37 hours in the General Education curriculum. Each program presented for graduation must include:

- a) a major and 15 semester hours of Restricted Electives; or
- b) a major and a minor; or
- c) two majors; or
- d) three minors; or
- e) an area of concentration; or
- g) an approved Independent Directions program.

Other Degree Requirements

Additional degree requirements for School of Lifelong Learning students include:

1. The student must have a 2.0 grade point average on all courses taken.
2. All courses taken in the major or an area of concentration must have a grade of "C" or higher. A student earning a

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

Available Majors through the School of Lifelong Learning

Business Administration
 Computer Information Technology Science
 Criminal Justice
 Elementary Education (P-5)
 Health Science-Nursing (RN-BS)
 Human Services
 Missions and Ministry
 Psychology

Available Minors through the School of Lifelong Learning

Business Administration
 Computer Information Technology Science
 Criminal Justice
 Human Services
 Missions and Ministry
 Psychology

Available Concentrations through the School of Lifelong Learning

Business Administration
 Computer Information Technology Science
 Criminal Justice
 Elementary Education (P-5)
 Human Services
 Missions and Ministry
 Psychology

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

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

To be eligible for a degree at any commencement, the student must file with the Registrar an application for such degree in the semester prior to the commencement date. The University requires the student to use his full and proper name in

registering and applying for a degree, and on other official college records. Candidates for graduation must attend practice sessions and Commencement exercises. The graduation application form is accessible under Student Forms on the University web site.

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

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

PRIVACY RIGHTS OF STUDENTS

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

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
The University may also disclose without the student's consent, "directory information" unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.
The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: The student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference.
The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202 4605.

ACADEMIC DISHONESTY POLICY

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

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

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

UNIVERSITY OF THE CUMBERLANDS GENERAL EDUCATION CURRICULUM

Purpose Statement

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

General Education Goals and Intended Learning Outcomes

With this vision of the pursuit of Vita Abundantior (the Life More Abundant), through the six sections of the General Education Curriculum the University encourages students

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

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

Section 1: Christian Faith (6 hours for bachelor; 3 hours for associate)

Students develop an understanding of core Christian teachings, values and worldviews and the diversity of world religious perspectives.

- Outcome 1A: Students identify important elements and issues of religious texts. (conceptual content)
- Outcome 1B: Students apply religious and spiritual concepts to specific situations and contexts. (conceptual content & application skills)
- Outcome 1C: Students appreciate the significance of Christianity in shaping culture(s). (dispositions)

Section 2: Writing Competence (6 hours)

Students develop the principles and practices of accurate and effective writing, including sound rhetorical choices and critical thinking.

- Outcome 2A: Students correctly recognize and revise grammatical and mechanical errors in prose. (conceptual content & application/skills)

- Outcome 2B: Students write clear, well-organized and well-developed essays in response to their personal experience and to their reading of essays and other literary genres. (conceptual content & application/skills)
- Outcome 2C: Students efficiently and ethically integrate materials from a variety of sources into their writing, properly documenting their use of these sources. (conceptual content, application/skills, & dispositions)

Section 3: Mathematical and Scientific Reasoning (3 hours in math; 4 hours in science)

Students develop basic mathematical skills and a critical understanding of basic scientific concepts and problem-solving skills, along with the role of science in modern society.

- Outcome 3A: Students understand basic scientific and mathematic methods and concepts. (conceptual content)
- Outcome 3B: Students identify the central concepts, schema, or processes used to organize information in a given discipline and use the materials to assess specific data or to solve problems. (conceptual content & application/skills)
- Outcome 3C: Students recognize and appreciate the role of mathematics and science in modern society. (dispositions)

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

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

- Outcome 4A: Students identify useful theories and concepts used to describe cultural and historical phenomenon. (conceptual content & application skills)
- Outcome 4B: Students apply relevant information to assess cultural, historical, economic phenomena.(conceptual content & application skills)
- Outcome 4C: Students show sensitivity to the diversity within and between cultures. (dispositions)

Section 5: Aesthetic Appreciation (6 hours)

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

- Outcome 5A: Students identify components of various types of literature, art, music, or theatrical production. (conceptual content)
- Outcome 5B: Students analyze individual pieces of literature, art, music, or theater, illuminating the value or significance of these cultural experiences. (application/skills)
- Outcome 5C: Students grow in their appreciation and understanding of their own performance and the performance of others in literature, art, music, or theater. (dispositions)

Section 6: Social and Professional Awareness (6 hours)

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

- Outcome 6A: Students recognize important principles and concepts describing various areas of social and professional behavior. (conceptual content & application skills)
- Outcome 6B: Students apply relevant information to assess social or professional issues. (conceptual content & application skills)
- Outcome 6C: Students understand the importance of self-discipline and ethical behavior in social and professional life. (dispositions)

GENERAL EDUCATION FOR THE ASSOCIATE DEGREE (31 HOURS)

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

I - Christian Faith (3 Hours)

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

II - Writing Competence (6 Hours)

ENOL	131	English Composition I
ENOL	132	English Composition II

III - Mathematical and Scientific Reasoning (7 Hours)**A. Mathematics (3 hours)****Any one of the following courses:**

MAOL	131	College Mathematics
MAOL	132	College Algebra

B. Science (4 hours)

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

IV - Historical and Cultural Understanding (6 Hours)**A. History (3 hours)**

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

B. Culture (3 hours)

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

V - Aesthetic Appreciation (6 hours representing two departments)

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

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

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

**GENERAL EDUCATION CURRICULUM FOR THE
BACHELOR'S DEGREE (37 HOURS)**

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

Integrated Studies Courses. As part of the General Education curriculum, students must take one Integrated Studies course in place of the “standard” general education courses listed below, and they have the option of taking a second Integrated Studies course as a substitution in another area of the curriculum. Integrated Studies courses are available in Sections I, III, IV, V, and VI of the General Education curriculum. These courses are special topics upper-level courses open to juniors and seniors. Integrated Studies courses have no prerequisites. Some of these courses are team-taught, cross-disciplinary courses. These courses reflect the University’s commitment to nurturing critical thinking and problem-solving. In some cases Integrated Studies courses will also count in a major or minor. Integrated Studies courses are designated with a 40X course number (COMOL 405, HSOL 403, etc.) and the area of the General Education curriculum which each serves is identified in the course descriptions later in this catalog.

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

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

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

II - Writing Competence (6 Hours)

ENOL 131	English Composition I
ENOL 132	English Composition II

III - Mathematical and Scientific Reasoning (7 Hours)

A. Mathematics (3 hours)

Any one of the following courses:

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

B. Science (4 hours)

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

IV - Historical and Cultural Understanding (6 Hours)

A. History (3 hours)

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

B. Culture (3 hours)

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

V - Aesthetic Appreciation (6 hours representing two departments)

ARTOL 131	Art Appreciation
ENOL 330	Literary Studies
ENOL 332	English Literature 1660-1830
ENOL 333	English Literature since 1830

ENOL 334	American Literature through 1865
ENOL 335	American Literature since 1865
MUOL 130	Music Appreciation
THROL 130	Introduction to Theatre
_____	Integrated Studies Course

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

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

Description of General Education Courses

ARTOL 131. Art Appreciation

The orientation of non-art majors to the visual arts through the architecture, painting and sculpture of selected periods in the history of art. Credit, 3 hours.

BLOL110. General Biology Laboratory

This laboratory accompanies BIOL 130. Included in this class are exercises in quantitative methods, biochemical processes, organismal diversity, and vertebrate anatomy and physiology. One and one half laboratory hours per week.

Co- or prerequisite: BLOL 130 or equivalent. Credit, 1 hour.

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.

BLOL130.General Biology

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

BUOL 135. Macroeconomics

A study of aggregate sectors of the economy covering principles that determine total output, total employment and total price levels. Credit, 3 hours.

BUOL 136. Microeconomics

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

CHOL 110. Introduction to General Chemistry Laboratory

CHOL 110 is a laboratory course designed to accompany CHOL 131. This course will reinforce selected concepts covered in CHOL 131 lecture that are necessary for further work in CHOL 132 and CHOL 111. Emphasis is placed on introducing the student to basic laboratory techniques, data manipulation and analysis used in the general chemistry laboratory. The student will also learn the proper way to maintain a lab notebook and to write scientific laboratory reports. This course is intended for science majors needing to prepare for CHOL 132 and CHOL 111. It does not count toward the chemistry major but does satisfy the General Education science lab requirement. Required course materials: Textbook and lab kit. Prerequisite: Two years of high school algebra and Math ACT \geq 20 or completion of MATH 131. Co-requisite: CHOL 131. Credit, 1 hour.

CHOL 111. General Chemistry Laboratory I

Laboratory to accompany CHEM 132. This course provides the student with an introduction to laboratory work. Students will learn about the use of basic glassware and equipment and safety. Students will also learn the proper method to record data and maintain a laboratory notebook and perform chemical analyses to reinforce concepts introduced in CHOL 132. Three laboratory hours per week. Co-requisite: CHOL 132. Credit, 1 hour. Offered fall and spring semesters.

CHOL 131. Introduction to General Chemistry

Chemistry 131 is an introductory general chemistry course intended for students who have little or no chemistry background. This course is specifically designed to prepare students for CHOL 132-General Chemistry I. It is both a conceptual and mathematical course that covers atomic and molecular structure, the periodic table, chemical systematic naming schemes, chemical reactions, stoichiometry, gasses, solutions, acid/bases, and an introduction to oxidation/reduction, chemical equilibrium, and nuclear chemistry. This course will also partially satisfy a requirement of Section III of the General Education Curriculum. Prerequisite: Two years of high school algebra and Math ACT ≥ 20 or completion of MAOL 131. Co-requisite: CHOL 110. Credit, 3 hours. This course provides no credit toward a chemistry major or minor.

CHOL 132. General College Chemistry I

A foundation course forming the basis of the other more specialized chemistry courses. Fundamental principles and theories of chemistry, chemical calculations, and the properties of the more important elements are stressed. Three lectures per week. Prerequisite: ACT Math of ≥ 23 . If ACT Math < 23 , students are required to take MAOL 132 (passing with at least a C grade). If students do not have at least 1 year of high school chemistry, students are strongly encouraged to take CHOL 140. Credit, 3 hours.

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. This course includes both lecture and laboratory. Required course material: textbook and lab kit. This course provides no credit toward a chemistry major or a minor. Prerequisite: None. However, students with an ACT Math of < 18 are strongly encouraged to complete MATH 131 before taking CHEM 140. Credit, 4 hours. Offered fall and spring semesters.

COMOL 130. Interpersonal Communication

A course designed to help students gain insight into and improve their interpersonal skills and relationships with others. Attention is placed on studying and evaluating communication variables in work, school, family and social settings. Credit, 3 hours.

COMOL 131. Introduction to Mass Media

An introduction to American popular culture from 1945 to the present. This course examines the role of television, film and popular music in shaping and reflecting contemporary American history and culture. Credit, 3 hours.

COMOL 230. Introduction to Public Speaking

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.

CROL 131. Introduction to Criminal Justice

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

ENOL 131. English Composition I

This course provides students with the opportunity to study the basic principles of English composition. These fundamentals help students develop their reading skills, expand their vocabularies, understand and evaluate the various organizational and rhetorical strategies used in expository writing, and practice these strategies in their own writings. Credit, 3 hours.

ENOL 132. English Composition II

English 132 students are encouraged to master further the reading and writing skills taught in English 131. This course emphasizes objective and critical thinking in response to various literary genres. Class activities and student writing will foster and demonstrate analytical, research, and documentation skills. Prerequisite: ENOL 131. Credit, 3 hours.

ENOL 330. Literary Studies

This course fosters an appreciation of literature and its place in culture, as well as nurtures critical thinking skills through reading and writing. It may focus on a particular theme, genre, author or literary group drawn from the traditional literary canon or from popular culture. This course may count as an elective in the English major. It may be repeated once if different topic. Prerequisite: ENOL 131, ENOL 132. Credit, 3 hours.

ENOL 332. English Literature 1660-1830

This course provides an overall view of English literature from the later seventeenth century through the early nineteenth

century. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Restoration, Augustan, and Romantic eras. Prerequisite: ENOL 131, 132. Credit, 3 hours.

ENOL 333. English Literature since 1830

This course provides an overall view of English literature from 1830 to the present. The course introduces students to major writers and literary texts, as well as to the cultural background that defines the Victorian, Modern, or Post-Modern milieu. Prerequisite: ENOL 131, 132. Credit, 3 hours.

ENOL 334. American Literature through 1865

This literary survey begins with the first literary glimmerings among the discoverers, Puritans, and Federalists, and traces the search for a unique, new literature through the writings of the authors of the American Renaissance. Prerequisite: ENOL 131, 132. Credit, 3 hours.

ENOL 335. American Literature since 1865

Beginning with the poetic realism of Whitman and Dickinson and the fictional realism of Mark Twain, this course follows American literary exploration through naturalism and modernism to the diversity of literature today. Prerequisite: ENOL 131, 132. Credit, 3 hours.

FREOL 135. French Culture for English Speakers

Taught in English, this General Education course is open to all students at all levels of study. It provides an overview of French history, as well as an introduction to key products, perspectives, and practices of contemporary French culture. Topics to be explored include religion, family and social structures, movies, literature, fashion, sports, art, and the media. This course will also help students develop the critical thinking skills needed for more advanced courses in history and culture. No prior knowledge of French language or culture is required, and there is no pre-requisite. This course fulfills a requirement in Section IV of the General Education Curriculum. It may count toward the culture requirement of the French minors with advisor approval. Credit, 3 hours.

HEOL 236. Health and Wellness

This course is designed to provide information necessary for a holistic approach to health and wellness. Strategies include decision-making skills and promoting lifestyle choices for optimal health. Strong emphasis is placed on individual responsibility for personal health promotion. General Education Requirement. This course cannot be used as elective hours toward a Health major or minor. Credit, 3 hours.

HIOL 138. World Civilization since 1648

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

HIOL 231. American History to 1877

A study of the origin and development of American society and institutions from the beginning of the colonial period through Reconstruction. Credit, 3 hours.

HSOL 131. Survey of Human Services

This course offers an introduction into the many current human services issues facing the United States and the world today. The history of the human services field and the roles that professionals play are introduced to assist students with personal career exploration and professional growth. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours.

ITSSOL 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. Credit, 3 hours.

JOROL 130. Introduction to Journalism and Public Relations

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

MAOL 131. College Mathematics

Topics studied in this course include the arithmetic of whole numbers and integers, order of operations, greatest common divisor, prime numbers, least common multiple, arithmetic of fractions, percents, arithmetic of signed numbers, angles, lines, polygons, circles, ratio, proportion, algebraic expressions, algebra of linear equations, exponents and scientific notation, algebra of polynomials, factoring and special products and algebra of rational expressions. Credit, 3 hours.

MAOL 132. College Algebra

This is a study of exponents, radicals, polynomials, rational expressions, inequalities, relations and graphs, linear equations, quadratic equations, systems of equations, application problems, and complex numbers. Credit, 3 hours

MMOL 133. Introducing Church History

A survey of the history of the Christian church concentrating on those individuals, events, and movements that have shaped the church today. Credit, 3 hours.

MMOL 135. Exploring the Old Testament

An exploration of Old Testament literature, history, and faith to help students understand the Old Testament and develop and apply Christian values in contemporary life. Credit, 3 hours.

MMOL 136. Exploring the New Testament

An exploration of New Testament literature, history, and faith to help students understand the teachings of Jesus and the early church and develop and apply Christian values in contemporary life. Credit, 3 hours.

MMOL 233. Introducing Christian Ethics

An exploration of the ethical teachings of the Bible as the basis for Christian ethics with the use of case studies to learn how to apply these teachings to various contemporary ethical issues. Credit: 3 hours.

MMOL 239. Exploring World Religions

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

MUOL 130. Music Appreciation

This course provides a study of music from various cultures and historical periods as it relates to society. A brief survey of the elements of music is included in the introduction to the course. Credit, 3 hours.

PHYSOL 117 Physical Science Laboratory

This laboratory course illustrates the scientific method through a series of experiments into physical phenomena. As a companion course to PHYSOL 137 Physical Science, it provides students an opportunity to view science as a process and not just a body of knowledge. This course also provides prospective teachers with a model for the methods and materials of teaching science. This course fulfills the laboratory requirement for certification in Elementary Education (P-5). One and a half laboratory hours per week. Prerequisite: PHYSOL 137 recommended, but not required. Credit, 1 hour.

PHYSOL 137. Physical Science

This introductory course integrates physics, chemistry, and earth sciences to emphasize general principles and their application to real-world situations. As the magnificent order of the physical world is demonstrated, the scientific method is highlighted as a powerful means to discover knowledge that can help us understand and shape our world. Three lectures per week. Prerequisite: None. Credit, 3 hours.

PLOL 131. Introduction to Political Science

A significant theme of this course is the development of what makes for good government and citizenship. Contemporary domestic and international issues facing citizens will be discussed. The study of political science as a discipline will be introduced with emphasis on its history, scope, method, and development as well as detailed study of major fields of political science. Credit, 3 hours.

PLOL 233. American National Government

A survey of American politics with emphases on the structure and functions of the national government, as well as the activities of citizens, political parties, interest groups, and media. Credit, 3 hours.

PLOL 235. Introduction to International Relations

This course is a survey of both selected classic texts and theories of international relations, and the emerging post-9/11 world. After discussing enduring issues of war, peace and the search for national security, students will be introduced to the major actors, processes and issues in current international politics. Credit, 3 hours

PSYOL 131. Basic Psychology

The course emphasizes the etiologies of human behavior and pursues in depth study of motivation, emotion, the human senses, perception, personality, thinking, psychopathology, and measurement in psychology, as applied to physical and mental health. Required as a prerequisite to all courses for Psychology majors and minors; may be taken concurrently with PSYOL 111. Credit, 3 hours.

SOCOL131. Introduction to Sociology

This course offers a survey of basic concepts, theories, methods and research associated with the analysis of society and the scientific study of human social activity and human nature. Particular attention will be given to the discipline of sociology as it relates to the resolution of current social problems and well-being within a social context. Credit, 3 hours

SPAOL 135. Hispanic Culture for English Speakers

Taught in English, this General Education course is open to all students at all levels of study. It provides an overview of Spanish and Spanish American history, as well as an introduction to key products, perspectives, and practices of contemporary Spanish-speaking cultures. Topics to be explored include religion, family and social structures, movies, literature, fashion, sports, art, and the media. This course will also help students develop the critical thinking skills needed for more advanced courses in history and culture. No prior knowledge of the Spanish language or Hispanic cultures is required, and there is no pre-requisite. The course fulfills a requirement in Section IV of the General Education Curriculum. Spanish majors and minors are encouraged to take SPAN 135 to acquire a foundation in Hispanic culture and to obtain General Education credits. However, the course does NOT count toward the requirements of the Spanish majors or minors. Credit, 3 hours.

THROL 130. Introduction to Theatre

This course is designed to provide the student with an appreciation for the art of the theatre through a survey of theatre history, attendance at selected play productions, and involvement with the University of the Cumberland's Theatre productions. Credit, 3 hours.

Integrated Studies Courses**BUOL 401. Personal Finance**

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

BUOL 402. Business Communications

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

CHOL 402. Chemistry, Health and Wellness

This course provides students with a general knowledge of chemistry as applied to the area of health and wellness. Students learn about scientific measurement, nomenclature, matter and energy, atomic theory, the periodic table, gas laws, chemical bonds, quantitative relationships in chemical reactions, and properties of water, acids, bases and solutions. This course assumes no prior background in college-level chemistry and requires minimal mathematical work. This Integrated Studies course contains a laboratory component and fulfills a requirement in Section IIIB of the General Education Curriculum. However, it does not provide credit toward chemistry or health major or a minor. Credit, 4 hours.

COMOL 405. Listening and Nonverbal Communication

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

CROL 401. Child Abuse Investigation

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

HSOL 403. Human Tragedy and Intervention

This course seeks to provide an opportunity for students to learn about human tragedy, both past and modern day. A historical basis for human suffering will be established, and any number of issues may be explored: public crises, genocide, human slavery, sex trafficking, and oppression. Micro, mezzo, and macro level experiences will be examined, along with options for intervention at each of these levels. Current instances of human suffering and/or tragedy, whether regional, national, or global, will be integrated into the course material in an effort to keep the course relevant and applicable for students when they take the course. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours. Offered as needed.

HSOL 404. Understanding Child Maltreatment

This course seeks to provide an opportunity for students to learn about child maltreatment and how they are investigated by child protective services. This course will provide clarity of the definition of child abuse, also focusing on mental and physical abuse which is often difficult to prove in a court of law. The history of child welfare and neglect will be examined in this class. Additionally, this class explains case management procedures and focuses on how various professionals become involved in the child protection process and how treatment is undertaken. This class will conclude with an overview of functional and dysfunctional families, and contrasts healthy child development with development hampered by abuse. Credit, 3 hours. Offered Fall Semesters and as needed

MMOL 403. Exploring the Non-Canonical Works

An exploration of the books that were not included in the Old Testament or the New Testament. This integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours..

MUOL 401. World Music

The content of this course deals with the music of various cultures from around the world. Consideration is given to the structure and composition of music from various world cultures in terms of the basic elements of music which are melody, harmony, rhythm, timbre and form. Additionally, the geography of each area is discussed and cultural characteristics and historical traditions of each region are presented. This Integrated Studies course can fulfill a requirement in Section V of the General Education Curriculum. Credit, 3 hours.

PSYOL 402. Psychology of Religion

This course is designed to present the historic quest of psychology as it investigated man's experience of religion and life. An effort is made to correlate the similar aims of psychology and religion as these two disciplines search for ultimate truth. The student will be provided an opportunity to document from personal life experiences the development of religious/spiritual ideas coupled with current scientific research as it relates to those religious experiences. Students will be challenged to grapple with the inherent conflicts and areas of harmony between science and religion and to integrate these two disciplines in ways that are meaningful to their own beliefs and experiences. Credit, 3 hours.

Additional Courses**OLCP 100. Introduction to Online Learning and Career Portfolio Development.**

This course will introduce transfer students to online learning at University of the Cumberland, assisting them in learning to navigate the LMS and complete library resources training. This course will also provide students an opportunity to review and strengthen foundational skills in the writing style appropriate to their discipline, as well as to develop a professional portfolio of academic and work-based artifacts in preparation for their post-collegiate pursuit of a career. Credits from OLCP 100 do not count toward any general education, concentration, major or minor requirements. This independent study course is offered on an as needed basis. Prerequisite: prior approval by the Dean of Academic Affairs. Credits, 1-15 hours.

OREN 120. University Orientation

This course will help students gain the skills necessary to excel in UCs online learning environment. The course introduces the tools necessary to effectively navigate an online classroom, highlights campus support resources, and reviews key university policies and procedures related to enrollment at the University of the Cumberland. This course must be completed during the first semester of enrollment. Two credit hour. Prerequisites: None

WRIT 111, 121, 131. Critical Reading and Writing

These writing intensive courses are designed to strengthen critical thinking skills through reading and writing activities while bolstering a student's academic standing. Each section will focus upon a particular academic topic, athletic activity, or issue of general interest, and will be taught by faculty appropriate for the topic. For each credit earned, the course will culminate in a 5-page, documented paper using the documentation style appropriate to the topic. WRIT courses do not meet any General Education requirement or any major, minor, or restrictive elective requirements. With prior permission, a student may take more than one WRIT course with different topics, earning up to a maximum of 3 credits combined. Prerequisite: Permission of Academic Affairs. Variable Credit, 1-3 hours.

HUTTON SCHOOL OF BUSINESS

Purpose Statement

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

Program Goals

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

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

Associate Core Requirements (18 Hours)

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

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

Business Administration Core Requirements (30 hours)

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

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

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

Business Electives (24 hours)

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

BUOL 336	Money, Banking & Credit
BUOL 337	Investments
BUOL 338	Managerial Economics
BUOL 339	Human Resource Management
BUOL 401	Personal Finance
BUOL 402	Business Communications
BUOL 430	Advertising
BUOL 431	Entrepreneurship
BUOL 433	Services Marketing

BUOL 434	Sports Marketing
BUOL 435	Consumer Behavior
BUOL 436	International Business
BUOL 437	Business Law
BUOL 439	Professional Development
BUOL 450	Business Ethics
BUOL 451	Marketing Communications and Public Relations
BUOL 490	Special Projects in Business and Related Subjects
ITSMOL 334	Management Information Systems
ITSCOL 431	Legal and Ethics

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION – 24 Hours

Business Administration Core Requirements (12 hours)

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

Twelve semester hours chosen from the following courses:

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

Course Descriptions

BAOL 131. Principles of Accounting I

An introduction to the study of accounting, a financial information system. The course provides the concepts and techniques of collecting and presenting accurate data about an organization, and the knowledge to understand and interpret that information. Credit, 3 hours.

BAOL 132. Principles of Accounting II

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

BUOL 135. Macroeconomics

A study of aggregate sectors of the economy covering principles that determine total output, total employment and total price levels. Credit, 3 hours.

BUOL 136. Microeconomics

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

BUOL 300. Business Statistics

The course is designed to provide students with fundamental knowledge of statistical theory and procedure. The course includes such topics as descriptive statistics, basic probability theory and parametric procedures including hypothesis tests, ANOVA and regression. Prerequisite: MAOL 132. Credit, 3 hours.

BUOL 330. Legal Environment of Business

Law and the legal system; social forces that make the law; business response to the social and legal environment. Focus on government regulation and federal regulatory agencies which impact business decision-making. Credit, 3 hours.

BUOL 331. Principles of Management

A general introduction to the principles and problems of business organization and management; careful consideration is given to the policies and problems of management with respect to coordination of production, finance, marketing, personnel, and accounting in a going concern. Prerequisites: BAOL 132 and BUOL 136. Credit, 3 hours.

BUOL 334. Principles of Marketing

A comprehensive survey of the problems involved in the movement of goods and services from producers to consumers and some of the methods which have been used to solve these problems. Prerequisite BUOL 136. Credit, 3 hours.

BUOL 335. Financial Management

This course surveys current finance theory and practice including such topics as financial statement analysis, cash budgeting and working capital management, valuation, and cost of capital and capital budgeting. Prerequisites: BAOL 132 and BUOL 136. Credit, 3 hours.

BUOL 336. Money, Banking & Credit

A study of the nature and function of money; the importance of credit; the relation of money and credit to prices; bank deposits and loans; and a study of banking systems. Prerequisite BUOL 136. Credit, 3 hours.

BUOL 337. Investments

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

BUOL 338. Managerial Economics

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

BUOL 339. Human Resource Management

A study of the importance of human resources to an organization and the interrelationships among the various human resource management functions. Credit, 3 hours.

BUOL 401. Personal Finance

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

BUOL 402. Business Communications

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.

BUOL 430. Advertising

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

BUOL 431. Entrepreneurship

Introduces students to the basic concepts and skills required to understand the nature of entrepreneurship, recognize opportunities and assemble the resources to start a new business. Prerequisite: BUOL 331 and BUOL 334. Credit, 3 hours.

BUOL 433. Services Marketing

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

BUOL 434. Sports Marketing

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

BUOL 435. Consumer Behavior

An extensive study of the psychological, social and situational influences involved in buying decisions. Students will engage in a balanced study of theory and application. Prerequisite: BUOL 334. Credit, 3 hours.

BUOL 436. International Business

A study of American firms' involvement in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision making in the international environment. Credit, 3 hours.

BUOL 437. Business Law

A survey of the principles of contracts, sales, negotiable instruments, principal and agent, principal and surety, insurance, bailment, partnerships, real property, personal property, and corporations. Prerequisite: To be taken in the final year of the Bachelor of Science with a major in Professional Accounting and after completion of all courses required for the Accounting major. Credit, 3 hours.

BUOL 438. Business Policy & Strategy

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

BUOL 439. Professional Development

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

BUOL 450. Business Ethics

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

BUOL 451. Marketing Communications and Public Relations

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

BUOL 490. Special Projects in Business and Related Subjects

A course designed to allow the student to engage in intensive study of a specific area of business other than through normal course offerings. Prerequisite: Business major with senior standing and consent of department chair. Credit, 3 hours.

ITSMOL 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. Offered Fall Semesters.

ITSCOL 431. Legal and Ethics

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. Offered Fall Semesters.

THE DEPARTMENT OF CRIMINAL JUSTICE

Purpose Statement

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

Program Goals

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

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

Associate Core Requirements – 18 Hours

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

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

Criminal Justice Core Courses (36 Hours):

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

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

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

CROL 235	Police Patrol
CROL 236	Probation and Parole
CROL 336	Criminal Investigation
CROL 337	White Collar Crime
CROL 432	Criminal Victimization
CROL 433	Juvenile Justice
CROL 435	Death Investigation
CROL 439*	Internship
CROL 490*	Special Topics in Criminal Justice
HSOL 404	Understanding Child Maltreatment

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

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

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

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

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

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

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

Law Enforcement Management

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

Criminal Profiling

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

Forensics

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

Chaplain/Prison Ministries

MMOL 138	Understanding Cultures
CROL 236	Probation & Parole
MMOL 337	Ministering to Individuals & Families
HSOL 404	Understanding Child Maltreatment
CROL 432	Criminal Victimization
HSOL 432	Addictions and Recovery

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

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE – 24 Hours

Criminal Justice Core Requirements (18 hours)

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

Two Additional Criminal Justice Electives (6 hours)

CROL 235	Police Patrol
CROL 236	Probation and Parole
CROL 331	Deviance and Society
CROL 336	Criminal Investigation
CROL 433	Juvenile Justice

CROL 434	Ethics in Criminal Justice
CROL 439	Internship and Seminar
CROL 490	Special Topics in Criminal Justice

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

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

Description of Courses

CROL 131. Introduction to Criminal Justice

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

CROL 233. Corrections

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

CROL 234. Policing

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

CROL 235. Police Patrol

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

CROL 236. Probation and Parole

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

CROL 331. Deviance and Society

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

CROL 334. Society and Criminal Law

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

CROL 336. Criminal Investigation

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

CROL 337. White Collar Crime

This course provides a general overview of the topic of white collar crime with a focus on the following topics: occupational and corporate white collar crime; victims of white collar crime; the financial, social and human impact of white collar crime; theoretical explanations; and the regulation and punishments of white collar crime offenders. This course will explore various types of white collar crime, including fraud, tax evasion, perjury, obstruction, computer crime, bribery, corruption, embezzlement, conspiracy, and organizational crime. It will explore the impact that this form of crime has on individuals, businesses, and society. Prerequisites: CROL 131, 233. Credit, 3 hours.

CROL 338. Homeland Security

This course is designed to familiarize students with homeland security policies and procedures initiated following the attacks on 9/11. Students will be able to compare and contrast homeland security strategy as it relates to the federal, state, local and private sectors. Students will be able to identify the relations between the government, military and private sector as it relates to the implementation of homeland security policy. Students will be able to clearly identify what role homeland security plays in the daily protection of our borders, airways, land transportation, waterways and ports. Prerequisites: CROL 131,234. Credit 3 hours.

CROL 401. Child Abuse Investigation

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

CROL 431. Criminology

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

CROL 432. Criminal Victimization

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

CROL 433. Juvenile Justice

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

CROL 434. Ethics in Criminal Justice

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

CROL 435. Death Investigation

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

CROL 439. Internship and Seminar

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

CROL 490. Special Topics in Criminal Justice

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

PRE-ELEMENTARY EDUCATION

The School of Lifelong Learning offers a pre-elementary education program for students who aspire to enter the School of Education and complete a teacher education program. Students desiring this major enter into the School of Lifelong Learning and complete some foundational coursework prior to application to the School of Education. For more information, please consult the Online Elementary Education Handbook.

Admission and Retention in the Teacher Education Program

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

All students who plan to prepare for teaching are required to make application through the Office of Teacher Education in the School of Education. This application should normally be completed once the prerequisites are complete, usually in their 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. For a thorough description of the guidelines, requirements and procedures related to admission and retention in the Teacher Education Program, see the Teacher Education Handbook available online.

Students transferring to University of the Cumberland or returning student who have not enrolled at the University any semester during the past three years must attend University of the Cumberland 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.

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 PSYOL 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 ITSSOL 130 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.

Pre-Teacher Ed requirements:

EDOL 235	Basic Concepts Concerning Education
EDOL 237	Effective Teaching Practices
SPOL 233	Survey of Individuals with Exceptionalities

Following the completion of these courses, students apply to the School of Education and are switched to an academic advisor there.

Additional required coursework:

ARTOL 331	School Art
COMOL 230	Introduction to Public Speaking
HEOL 438	Health Education in the School and Community
HSOL 436	Human Diversity and Ethics
ITSSOL 130	Application Software
MAOL 130	Concepts of Mathematics for the Elementary and Middle School Teacher I
MAOL 230	Concepts of Mathematics for the Elementary and Middle School Teacher II
MUOL 331	School Music
PLOL 233	American National Government
PSYOL 232	Psychology of Human Development (prerequisite PSYOL 131)
PSYOL 238	Psychology of Learning and Exceptionality (prerequisite PSYOL 232)

Academic Emphasis Area – 21-23 hours

Elementary Education majors are required to have an academic emphasis area. The emphasis of Interdisciplinary Studies is currently offered through the School of Lifelong Learning.

Interdisciplinary Studies—23 hours

Required Courses

BLOL 130*	General Biology (with BLOL 110* General Biology Laboratory)
CHOL 140*	Chemistry for Everyday Life OR PHYSOL 137*/117* Physical Science with Lab OR PHYS 140 Astronomy
HIOL 137	World Civilization to 1648 or HIST 138* World Civilization since 1648
MAOL 130*	Concepts of Mathematics for the Elementary and Middle School Teacher I

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.

BUOL 135	Principles in Macroeconomics
BUOL 136	Principles in Microeconomics
BLOL 231	Introduction to Environmental Science
COMOL 130	Interpersonal Communications
COMOL 332	Small Group Communication in Organizations
ENOL 330-335	Literary Studies
FREOL 131	Elementary French I
GEOL 131	Human Geography
GEOL 231	Environmental Geography
HEOL 234	First Aid and Safety
HEOL 338	Family Life
MUOL 401	World Music
PHYSOL 140	Astronomy
PHYSOL 241	Physics I
PLOL 131	Introduction to Political Science
PLOL 235	Introduction to International Relations
SOCOL 131	Introduction to Sociology
SPAOL 131	Elementary Spanish I

*Though all of these courses are elective options, all of the above courses may not be offered in an online format through the School of Lifelong Learning.

Description of Pre-Elementary Education Courses

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

EDOL 235. Basic Concepts Concerning Education

An overview of teaching through a study of 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. Field experience required.

EDOL 237. Effective Teaching Practices

This course is designed to assure that candidates will understand the concept of pedagogy and explore the various instructional strategies, methods and materials specific to teaching in the content areas. Specific pedagogical approaches congruent with CHETL standards and appropriate to Language Arts, English, Math, Science, Social Studies, Art, and Special Education will be investigated and practiced. Candidates will investigate and practice lesson planning assessment, classroom management, co-teaching strategies and best practice in the content areas. They will engage in practical application of these concepts in their areas of concentration in the public school classroom through teaching lessons and completing prescribed reflections on their experiences. Clinical Hours: Forty hours for elementary, middle school and 45 hours for high school are required. Fee: \$50. Credit: 3 hours. Offered every semester.

MAOL 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 Core Academic Standards. 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.

MAOL 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 Core Academic Standards. 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.

SPOL 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 disabilities. Credit, 3 hours. Offered Fall and Spring semesters. Field experience required.

Other Courses Offered to Support Teacher Education Program**ARTOL 331. School Art**

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

COMOL 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.

HEOL 438. School Health Education

This course examines instructional methods and strategies relevant to implementing comprehensive health education content for grades P-8. Credit, 3 hours.

MUOL 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.

PSYOL 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: PSYOL131, PSYOL 232. Credit, 3 hours.

Note: Course descriptions not listed here can be located within the General Education section of this handbook.

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

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

Goals/Purpose:

The purpose of the RN-BSN program is to:

1. Enhance the knowledge and skills of students in practicing caring for individuals, families, groups, and communities across the lifespan and the continuum of healthcare environments
2. Strengthen research skills and knowledge of students for use in an evidence-based nursing practice
3. Nurture critical thinking and problem-solving skills of students in a healthcare environment
4. Expand data management and communication skills of students in order to improve the quality and safety of nursing care
5. Expand management and leadership strategies and skills of students to meet the needs of the healthcare community

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING - 38 hours

NRSOL 331 – The Nursing Profession Today and Tomorrow (3 credits)
NRSOL 332 – Pathophysiology (3 credits)
NRSOL 333 – Statistics for Nursing (3 credits)
NRSOL 334 – Healthcare Communication (3 credits)
NRSOL 335 – Nursing in a Multicultural Environment (3 credits)
NRSOL 336 – Research and Nursing Practice (3 credits)
NRSOL 337 – Advanced Health Assessment (3 credits)
NRSOL 339 – Healthcare and Social Policy (3 credits)
NRSOL 432 – Global Health Nursing (3 credits)
NRSOL 441 – Community Healthcare (4 credits)*
NRSOL 445 – Principles of Healthcare Management (4 credits)*
NRSOL 490 – Senior Seminar (3 credits)

While all courses are offered in an online format, some courses have a clinical component*.

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

Fees may be applicable for the exam.

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

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

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

Integrated Studies Course

As part of the General Education curriculum, all students take one Integrated Studies course in place of a standard general education course. These courses are special topics upper-level courses that reflect the University's commitment to nurturing critical thinking and problem solving, often in a cross- or inter-disciplinary context. The following Integrated Studies courses listed below are recommended choices for nursing students:

BUOL 401	Personal Finance
BUOL 402	Business Communications
CHOL 402	Chemistry, Health and Wellness
COMOL 405	Listening and Nonverbal Communication
CROL 401	Child Abuse Investigation
HSOL 403	Human Tragedy and Intervention
HSOL 404	Understanding Child Maltreatment
MMOL 403	Exploring the Non-Canonical Works
PSYOL 402	Psychology of Religion

Course Descriptions

NRSOL 331. The Nursing Profession Today and Tomorrow

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

NRSOL 332. Pathophysiology

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

NRSOL 333. Statistics for Nursing

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

NRSOL 334. Healthcare Communication

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

NRSOL 335. Nursing in a Multicultural Environment

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

NRSOL 336. Research and Nursing Practice

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

NRSOL 337 Advanced Health Assessment

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

NRSOL 339. Healthcare and Social Policy

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

NRSOL 432. Global Health Nursing

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

NRSOL 441. Community Healthcare

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

NRSOL 445. Principles of Healthcare Management

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

NRSOL 490. Senior Seminar

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

THE DEPARTMENT OF HUMAN SERVICES

Purpose Statement

The Human Services Program provides students the opportunity to develop the foundation of knowledge and skills required to work within the helping profession. The Department's curriculum emphasizes course work that enhances self-awareness and increases understanding of personal values, while fostering appreciation of diversity and the needs of humanity. Education is provided in the areas of professional helping skills, behavioral theory, and current social issues. Students are equipped to conduct ethical practice, establish appropriate boundaries, and apply their skills within professional environments that offer services to people.

Program Goals

1. To facilitate an appreciation of self-awareness and the diversity of humanity, especially as this relates to the variety of human services careers.
2. To provide students with a core knowledge base in human behavior theory, research methods, and social welfare policy in preparation for a career and/or graduate study.
3. To promote understanding of the human services perspective related to individuals, groups, and communities.
4. To integrate healthy professional boundaries and best ethical practices within a human services capacity.
5. To demonstrate professional helping skills within the classroom and apply the skills within a professional environment

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

Associate Core Requirements (18 hours)

SOCOL 131	Intro to Sociology
HSOL 131	Survey of Human Services
HSOL 234	Basic Helping Skills
HSOL 237	Human Behavior
HSOL 332	Group Dynamics
HSOL 331	Practice with Individuals and Families

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

Human Services Core Courses (33 hours):

All of the following (30 hours)

HSOL 131	Survey of Human Services
HSOL 234	Basic Counseling Skills
HSOL 331	Individual and Family Assessment
HSOL 332	Group Dynamics
HSOL 335	Research Methods in Human Services
HSOL 336	Human Services Administration
HSOL 338	Case Management
HSOL 436	Human Diversity and Ethics
HSOL 461*	Internship and Seminar (6 hours)

One of the following (3 hours)

HSOL 237	Human Behavior
PSYOL 232	Psychology and Human Development (For Counseling Concentrations)

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

*Internship is a required course for the major and is viewed as an invaluable tool to prepare students for employment in human services. The Human Services Department reserves the right to require alternative coursework in lieu of internship placement when the Department feels this is in the best interest of either the student or the Department. Any student with extenuating and verifiable circumstances which may prevent him/her from successfully completing an internship placement may complete an Internship Exclusion Application and submit it to the Department Chair for consideration.

** HSOL 335 Social Research is recommended for students going on to graduate school.

NOTE: Courses used as part of a concentration area (below) cannot be counted in the 33-hour Core.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN HUMAN SERVICES – 51 hours

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

Completion of the Human Services Core Courses (33 hours; See above.)

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

Human Services Concentration (Choose 18 hours)

SOCOL 131	Intro to Sociology
HSOL 433	Social Policy
HSOL 432	Addictions and Recovery
HSOL 438	Applied Interventions
HSOL 404	Understanding Child Maltreatment
HSOL 430	Human Services in Schools
HSOL 431	Spirituality and Values in the Helping Profession
HSOL 437	Mental Health
HSOL 402	Human Tragedies and Interventions
MATH 335	Probability and Statistics

Counseling-Addictions Concentration

HSOL 431	Spirituality and Values in the Helping Profession
HSOL 432	Addictions and Recovery
COUN 445	Grief and Crisis
COUN 451	Family Therapy and Addiction Treatment
COUN 457	Drug Abuse Education and Prevention
PSYOL 435	Abnormal Psychology

Counseling-Mental Health Concentration

HSOL 431	Spirituality and Values in the Helping Profession
HSOL 432	Addictions and Recovery
COUN 445	Grief and Crisis
COUN 456	Marriage and Family Counseling
COUN 458	Child and Adolescent Counseling
PSYOL 435	Abnormal Psychology

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

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

REQUIREMENTS FOR A MINOR IN HUMAN SERVICES – 24 Hours:

Human Services Core Courses (18 hours)

SOCOL 131	Intro to Sociology
HSOL 131	Survey of Human Services
HSOL 234	Basic Counselling Skills
HSOL 331	Individual and Family Assessment
HSOL 338	Case Management

One of the following (3 hours)

HSOL 237 Human Behavior and the Social Environment
PSYOL 232 Psychology and Human Development

Two of the following (6 hours)

HSOL 332 Practice with Groups and Communities
HSOL 432 Addictions and Recovery
HSOL 433 Social Policy Analysis
HSOL 436 Human Diversity and Ethics

Description of Courses

HSOL 131. Survey of Human Services

This course offers an introduction into the many current human services issues facing the United States and the world today. The history of the human services field and the roles that professionals play are introduced to assist students with personal career exploration and professional growth. This course provides multiple perspectives about many social welfare issues. Credit, 3 hours.

HSOL 234. Basic Counseling Skills

This course provides a study of the skills essential to interviewing and counseling with clients in the field of human services. Such skills include engagement, assessment, analysis, planning, intervening, and evaluating. The class is designed to foster experiential learning using interactive processes through the completion of communication and interviewing exercises and the application of human service interventions. These skills are achieved primarily through role play within the classroom. Prerequisite or Co-requisite: HSOL 131. Credit, 3 hours

HSOL 237. Human Behavior

This course takes a chronological approach to the life span from an ecological/systems perspective and strengths framework. The material attends to human diversity and the effects of age, gender, and family structure. It focuses on human functioning throughout the lifespan to provide the student with 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. This course also offers an interdisciplinary viewpoint focusing on theories of human development commonly used in the social sciences to understand human behavior. Human behavior draws upon a multitude of theoretical foundations, principles, and methodologies. Prerequisite: HSRV 131. Credit, 3 hours. Offered fall semesters.

HSOL 331. Individual and Family Assessment

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

HSOL 332. Group Dynamics

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

HSOL 335. Research Methods in Human Services

This course studies the research process as it applies to research with individuals, families, groups, and communities. Attention is given to the methods and techniques of social research, including data collection, data analysis, and presentation of findings. Special attention is given to the issues of research on human beings such as diversity and ethical research. Junior or senior status preferred. Prerequisite: HSOL 234. Credit, 3 hours.

HSOL 336 Human Services Administration

This course provides an overview of Human Services Administration as a profession. The course will examine the roles and functions of Human Services workers/administrators related to managing budgets, monitoring expenditures, planning, evaluating and other current issues related to human services. The ethical principles that guide the Human Services Administration profession will also be examined. Prerequisite: HSRV/HSOL 331
Credit, 3 hours.

HSOL 338 Case Management

This course will provide training in essential skills for conducting effective case management for individuals, families and groups encountered in the human services field. Students will learn how to serve as brokers of services and learn how to monitor and evaluate the effectiveness of interventions. Special instruction will be provided in maintaining accurate and professional documentation that fits standards for reimbursement and licensure review. Prerequisite: HSOL 234. Credit, 3 hours.

HSOL 404. Understanding Child Maltreatment

This Integrated Studies course seeks to provide an opportunity for students to learn about child maltreatment and how they are investigated by child protective services. This course will provide clarity on the definition of child abuse, also focusing on mental and physical abuse which is often difficult to prove in a court of law. The history of child welfare and neglect will be examined in this class. Additionally, this class explains case management procedures and focuses on how various professionals become involved in the child protection process and how treatment is undertaken. This class will conclude with an overview of functional and dysfunctional families, and contrasts healthy child development with development hampered by abuse. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

HSOL 403. Human Tragedy and Intervention

This course seeks to provide an opportunity for students to learn about human tragedy, both past and modern day. A historical basis for human suffering will be established, and any number of issues may be explored: public crises, genocide, human slavery, sex trafficking, and oppression. Micro, mezzo, and macro level experiences will be examined, along with options for intervention at each of these levels. Current instances of human suffering and/or tragedy, whether regional, national, or global, will be integrated into the course material in an effort to keep the course relevant and applicable for students when they take the course. This Integrated Studies course can fulfill a requirement in Section VI of the General Education Curriculum. Credit, 3 hours.

HSOL 430. Human Services in Schools

This course will use a variety of activities to assist the student with being prepared to develop the skills to work in a school as a human services professional. The class will analyze different theories that a professional would utilize while working in the education system. The history of human service personnel will be studied to show the progress of the profession as well as the duties of a human services professionals in the current times. This course will be taught from a generalist perspective, as the human services professionals are often placed in a variety of positions in schools. Credit, 3 hours. Prerequisite: HSRV/ HSOL 131 and SOCI/SOCOL 131

HSOL 431 Spirituality and Values in the Helping Profession

This course will explore how spirituality, religion, and faith may represent important aspects of individuals seeking services from human service professionals. The course will explore the role spirituality, religion and faith may be expressed in different cultures and over the lifespan. This course will be culturally sensitive, educational, introspective and expressive.

HSOL 432. Addictions and Recovery

This course provides students with an opportunity to explore human behavior from an addiction perspective. It is intended to be an introduction to the effects of psychoactive drugs, from the interactions between chemicals and brain cells, to the psychological and physiological effects on the individual, to the impact upon the community. The course also explores multiple treatment methodologies and theories. Prerequisite: HSOL 131. Credit, 3 hours.

HSOL 433. Social Policy Analysis

This course provides an overview of modern social policy. The formation process and historical basis of social policy within local, state, and federal political structures are studied. Public policies significantly impacting human services are reviewed with special attention given to policy outcomes and applications impacting the field. Credit, 3 hours.

HSOL 436. Human Diversity and Ethics

This course is designed to teach students about the systems which maintain differential access to power and privilege at the expense of marginalized populations (including but not limited to the Appalachia population), skills for understanding and evaluating their own values and belief system, and ways to advocate for the human services' core value of social justice. Ethical decision-making, understanding and applying ethical codes and laws, and opportunities to develop critical thinking skills will also be emphasized and practiced throughout the course. Students will engage in project based learning related to unfamiliar cultures. Credit 3 hours. Junior or senior status preferred.

HSOL 437 Mental Health

This course is designed to address specialized mental health issues related to individuals and families. The course will explore diagnosing mental health disorders and how those disorders affect the everyday lives of the individuals with the disorder as well as those around them. Students will be instructed on how to intervene in a range of different settings with client systems of any size. The common body of knowledge, values, and skills used in mental health will be taught. This course will emphasize the main concept that the most effective change occurs when a professional addresses problems on micro, mezzo, and macro levels. Credit, 3 hours.

Prerequisites: HSRV 131, SOCI 131

HSOL 438 Applied Interventions

This course provides an opportunity for students to gain specialized intervention skills applicable in human services settings. Students will become knowledgeable about the theories driving the interventions studied, the application of those interventions within various field settings, and the impact of the interventions on particular client populations. Options for study may include but are not limited to: play therapy, sand tray therapy, kinetic drawing, guided imagery and hypnotherapy. Prerequisites: HSOL 234 and HSOL 331. Credit, 3 hours.

HSOL 439 Professionalism in Human Services

This course will help students gain the skills necessary to be successful in the workplace. The course will actively involve the students in developing positive and productive skills that are necessary for professionalism in the human services field. This course must be completed if a student does not meet the GPA requirements to complete HSOL 461/462 Internship and Seminar. This course may also be taken as an elective by minors.

Prerequisites: At least 18 hours of human services courses must be complete before enrolling in this course.

Credit, 3 hours. NOTE: HSOL 439 will be required for students who do not meet the GPA requirements to enroll in HSOL 461/462 Internship and Seminar.

HSOL 461. Internship and Seminar

This course provides the opportunity for human services students to work with individuals, groups and community organizations under the supervision of a professional in human services. The field experiences are systematically selected and provide opportunity for practice in a variety of human service settings. Specific policies and procedures are established to facilitate the field experiences. Students are required to complete a minimum of 250 clock hours. A two hour weekly seminar is required. Departmental approval must be received the semester prior to being placed. Prerequisite: 18 credit hours in core courses of major and permission of department chair. Credit, 6 hours

HSOL 462. Internship and Seminar

This course provides the opportunity for human services students to work with individuals, groups and community organizations under the supervision of a professional in human services. The field experiences are systematically selected and provide opportunity for practice in a variety of human service settings. Specific policies and procedures are established to facilitate the field experiences. Students are required to complete a minimum of 125 clock hours. A two hour weekly seminar is required. Departmental approval must be received the semester prior to being placed. Prerequisite: 18 credit hours in core courses of major and permission of department chair. Credit, 3 hours. May be repeated once. Offered fall, spring, and summer semesters.

SOCOL 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.

Counseling Courses**COUN 445. Grief and Crisis**

This course will provide the student an understanding of the theories of crisis and bereavement services and intervention strategies for those touched by grief and crisis.

COUN 451. Family Therapy in Addiction Treatment

This course introduces the family as a dynamic system focusing on the effects of addiction on family roles, rules, and behavior patterns. Attention is given to the effects of mood altering substances, behaviors, and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

COUN 456. Marriage and Family Counseling

This course provides an overview of marriage and family models. Students will be introduced to the historical development of marriage and family counseling, as well as family systems theory. Attention is given to the major family interactional patterns which lead to family system breakdowns as well as the development of skills in the identification of such patterns and how to effectively work within this system.

COUN 457. Drug Abuse Education and Prevention

This course will provide a comprehensive review of approaches to drug abuse education and prevention. Course content includes drug control policies and the impact of abused substances on all segments of society. The course will focus on the resources of multiple societal sectors to reduce the demand for drugs.

COUN 458. Child and Adolescent Counseling

This course will explore various problematic issues and behaviors specific to children and adolescents. Provides ways to prevent, assess, and treat these problems. Theoretical foundations, ethical concerns, and developmental issues and norms will also be reviewed as they are applied to children and adolescents.

School of Computer and Information Sciences

THE DEPARTMENT OF INFORMATION TECHNOLOGY SCIENCES

Purpose Statement

The purpose of the School of Computer and Information Sciences is to provide instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.

Program Goals

1. To ensure that students in the program are knowledgeable and well versed in modern technology concepts.
2. To enable the students in the program to effectively use information resources, do intellectual research, and communicate scientific knowledge.
3. To cultivate critical thinking and problem solving skills in our students.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A MAJOR IN INFORMATION TECHNOLOGY SCIENCES—36 semester hours as follows:

Required Core Courses—36 hours:

ITSSOL 130	Application Software
ITSSOL 131	Introduction to Object Oriented Programming
ITSSOL 230	Fundamentals of Databases
ITSCOL 230	Information Security and Assurance
ITSIOL 231	Hardware
ITSSOL 232	Web Design
ITSIOL 331	Networking
ITSIOL 336	Server Administration
ITSSOL 337	Business Intelligence
ITSSOL 438	Capstone

Plus six hours of electives from ITS

REQUIREMENTS FOR THE BACHELOR OF SCIENCE WITH A CONCENTRATION IN INFORMATION TECHNOLOGY SCIENCES—54 semester hours as follows:

Required Common Core Courses—36 hours

ITSSOL 130	Application Software
ITSSOL 131	Introduction to Object Oriented Programming
ITSSOL 230	Fundamentals of Databases
ITSCOL 230	Information Security and Assurance
ITSIOL 231	Hardware
ITSSOL 232	Web Design
ITSIOL 331	Networking
ITSIOL 336	Server Administration
ITSIOL 337	Business Intelligence
ITSSOL 438	Capstone

Plus six hours of electives from ITS from outside of your concentration

Select one 18-hour concentration

Cybersecurity Concentration- 18 hours

ITSCOL 330	Prevention and Protection Strategies in Cybersecurity
ITSCOL 331	Ethical Hacking
ITSSOL 332	Database Administration

ITSCOL 430	Information Security Management
ITSCOL 431	Legal and Ethics
ITSCOL 439	Capstone II: Cybersecurity

Infrastructure Concentration- 18 hours

ITSIOL 332	Interconnecting Network Devices
ITSIOL 333	Data Center
ITSIOL 335	Cloud Computing
ITSIOL 432	Routing and Switching
ITSIOL 433	Wireless
ITSIOL 439	Capstone II: Infrastructure

Management Concentration- 18 hours

ITSMOL 334	Management Information Systems
BACCOL 131	Principles of Accounting I
BACCOL 132	Principles of Accounting II
BADMOL 136	Microeconomics
BADMOL 331	Principles of Management
BADMOL 334	Principles of Marketing

Software Engineering Concentration- 18 hours

ITSSOL 332	Database Administration
ITSSOL 333	Video Game Programming
ITSSOL 334	Web Programming
ITSSOL 338	Programming of Mobile Devices
ITSSOL 435	Software Engineering
ITSSOL 439	Capstone II: Software Engineering

REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY SCIENCES—21 semester hours as follows:

ITSSOL 130	Application Software
ITSSOL 131	Introduction to Object Oriented Programming
ITSSOL 230	Fundamentals of Databases
ITSCOL 230	Information Security and Assurance
ITSIOL 231	Hardware
ITSIOL 331	Networking

Plus three hours of electives from ITS

REQUIREMENTS FOR THE ASSOCIATE OF SCIENCE WITH A CONCENTRATION IN INFORMATION TECHNOLOGY SCIENCES—18 semester hours as follows:

Required Core Courses—18 hours:

ITSSOL 130	Application Software
ITSSOL 131	Introduction to Object Oriented Programming
ITSSOL 230	Fundamentals of Databases
ITSIOL 231	Hardware
ITSSOL 232	Web Design
ITSIOL 331	Networking

Description of Courses

Cybersecurity

ITSCOL 230. Information Security and Assurance

An introduction to network security, compliance, operation security, threats, vulnerabilities, application security, and host security. Other topics that will be discussed include access control, identity management, and cryptography. Credit 3 hours. Offered Spring Semesters.

ITSCOL 330. Prevention and Protection Strategies in Cybersecurity

An in-depth study of the theories and practices for prevention of cyber-attacks. Countermeasures discussed include training, encryption, VPN's, policies, practices, access controls, secure systems development, software assurance arguments, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Business continuity plans and disaster recovery plans (BCP, DRP) are also discussed. Strategies for large-scale prevention are also discussed, such as critical infrastructure protection, international collaboration, and law enforcement. Credit 3 hours. Prerequisite ITSCOL 230. Offered Fall Semesters.

ITSCOL 331. Ethical Hacking

This course will immerse the students into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will also learn about intrusion detection, policy creation, social engineering, DDoS attacks, buffer overflows and virus creation. Credit 3 hours. Prerequisite ITSCOL 230. Offered Fall Semesters.

ITSCOL 430. Information Security Management

Promotes international security practices and recognizes management, design, and oversight of enterprise information security. Topics include information security governance, risk management and compliance, program development and management, and incident management. Credit 3 hours. Prerequisite ITSCOL 230. Offered Spring Semesters.

ITSCOL 431. Legal and Ethics

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. Offered Fall Semesters.

ITSCOL 439. Capstone II: Cybersecurity

This course requires the student to apply the research conducted in ITSSOL 438 and ITSCOL related coursework. This course is required for students pursuing a cybersecurity area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSSOL 438 and consent of department chair. Offered Spring Semesters.

Infrastructure

ITSIOL 231. Hardware

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. Offered Spring Semesters.

ITSIOL 331. 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. Offered Fall and Spring Semesters.

ITSIOL 332. Interconnecting Network Devices

An introduction to the skills required for entry-level network support positions. The course covers networking fundamentals, WAN technologies, basic security and wireless concepts, routing and switching fundamentals, and configuring simple networks. Credit 3 hours. Prerequisite ITSIOL 331. Offered Spring Semesters.

ITSIOL 333. Data Center

An introduction to design, implementation, and troubleshooting of data center components. Topics covered will include network diagrams and topologies, virtual LANs, layer 2 switching, IPv4, IPv6, and routing protocols. Credit 3 hours. Prerequisite ITSIOI 332. Offered Spring Semesters.

ITSIOI 335. Cloud Computing

An introduction to cloud computing that includes cloud characteristics and models, cloud deployments, basic knowledge of cloud compute and networking, and providing end-user support. The course also covers cloud reporting, provisioning, monitoring, and remediation. Credit 3 hours. Prerequisite ITSIOI 332. Offered Fall Semesters.

ITSIOI 336. Server Administration

An introduction to the installation and administration of network servers. Topics covered will include server installation and configuration, server roles, storage, Active Directory and Group Policy, file, print, and web services, remote access, virtualization, application servers, troubleshooting, performance, and reliability. Credit 3 hours. Prerequisite ITSIOI 331. Offered Fall Semesters.

ITSIOI 432. Routing and Switching

This course validates the ability to install, configure, operate, and troubleshoot medium-size routed and switched networks. Topics include: operation of IP data networks, LAN switching technologies, IP addressing, IP routing technologies, IP services, network device security, troubleshooting, and LAN technologies. Credit 3 hours. Prerequisite ITSIOI 332. Offered Spring Semesters.

ITSIOI 433. Wireless

This course validates the knowledge and skills necessary to configure, implement, and support wireless LANs in small to medium-size businesses and enterprise networks. Topics include: RF theory, 802.11x standards, wireless access security, wireless network management options, and client mobility. Credit 3 hours. Prerequisite ITSIOI 332. Offered Fall Semesters.

ITSIOI 439. Capstone II: Infrastructure

This course requires the student to apply the research conducted in ITSSOL 438 and ITSIOI related coursework. This course is required for students pursuing an infrastructure area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSSOL 438 and consent of department chair. Offered Spring Semesters.

Management

ITSMOL 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. Offered Fall Semesters.

Software Engineering

ITSSOL 130. 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.

ITSSOL 131. Introduction to Object Oriented Programming

An introduction to object oriented 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, file manipulation, pointers, dynamic memory allocation, and data structures. Credit 3 hours. Offered Fall Semesters and as needed.

ITSSOL 230. Fundamentals of Databases

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. Offered Fall Semesters.

ITSSOL 232. Web Design

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. Offered Fall Semesters as needed.

ITSSOL 332. Database Administration

This course extends the topics introduced in ITSSOL 230 to include basic Transact-SQL queries, Microsoft SQL Server maintenance, data warehouse creation, and data cleansing and validation. Credit 3 hours. Prerequisite ITSSOL 230. Offered Spring Semesters.

ITSSOL 333. Video Game Programming

This course provides an introduction to the topic of developing video games. Topics introduced in the course include graphics programming, game's physics engine, AI to develop the logic to simulate intelligence in opponents or enemies, and user interfaces. Credit 3 hours. Prerequisite ITSSOL 131. Offered Spring Semesters.

ITSSOL 334. 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 an interactive GUI environment. This course may be repeated by the student when different language options are offered. Credit 3 hours. Prerequisite ITSSOL 131, ITSSOL 230, and ITSSOL 232. Offered Spring Semesters.

ITSSOL 337. Business Intelligence

An introduction to software solutions that enables an organization to gain insight into its critical operations through reporting applications and analysis tools. Students will learn how to integrate disparate data sources into a single coherent framework for real-time reporting and detailed analysis by anyone in the organization – customers, partners, employees, managers, and executives. Credit 3 hours. Prerequisite ITSSOL 230. Offered Spring Semesters.

ITSSOL 338. Programming of Mobile Devices

An introduction to programming for mobile devices, including Apple iOS and Android. Student will learn how to program mobile devices using the software development kits (SDK) provided by mobile manufactures. Credit 3 hours. Prerequisite ITSSOL 131. Offered Spring Semesters.

ITSSOL 435. Software Engineering

Study of the tools and techniques used in the lifecycle of large software systems. Topics include waterfall, iterative and incremental software development practices, phases of the software lifecycle (e.g. requirements analysis, specifications, design, coding, testing), Unified Modeling Language and other tools for modeling and designing various aspects of software systems, and quality assurance and testing. Credit 3 hours. Prerequisite ITSSOL 131 and ITSSOL 230. Offered Spring Semesters.

ITSSOL 438. Capstone I

Provides opportunity for students to integrate learning from throughout the Information Technology coursework. Students will do major practical or research projects requiring comprehension of complex literature. Meets the capstone course requirement in the major. Credit 3 hours. Prerequisite Common Core and consent of the department chair. Offered Fall Semesters.

ITSSOL 439. Capstone II: Software Engineering

This course requires the student to apply the research conducted in ITSSOL 438 and ITSSOL related coursework. This course is required for students pursuing a software engineering area in ITS and it is an elective for majors. Credit 3 hours. Prerequisite ITSSOL 438 and consent of department chair. Offered Spring Semesters.

THE DEPARTMENT OF MISSIONS AND MINISTRY

Missions and Ministry Concentration

Purpose Statement

The Missions and Ministry Program seeks to provide an understanding of biblical literature, history, theology, and ethics to help students apply the Christian faith to daily life in word and deed and develop the skills needed to engage in effective Christian missions and ministry in the 21st century.

Program Goals

1. To provide students with knowledge in biblical and historical studies, theology, ethics, missions, and church planting.
2. To assist students in developing their ability to analyze, interpret, and apply the Bible in the church and to the world in the 21st century.
3. To assist students in developing an understanding of other faiths and worldviews.
4. To assist students in developing skills for effective ministry in the contemporary world.
5. To assist students in preparing for a lifetime of learning and of responsible service and leadership.

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

Associate Degree Requirements (18 hours)

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

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

CREDIT HOURS Note: Students completing a concentration in Missions and Ministry do not need to complete a minor in order to graduate.

Required Core Courses (31 credit hours):

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

*Requires a prerequisite

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

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

MMOL	233	Introducing Christian Ethics
MMOL	237	Examining Marriage and Family
MMOL	333	Planning and Leading Worship
MMOL	335	Developing Christian Leaders
MMOL	336	Ministering to Youth
MMOL	337	Ministering to Individuals and Families
MMOL	432	Sharing the Gospel
MMOL	493	Practicing Ministry Skills
HSOL	337	Race and Diversity
HSOL	403	Human Tragedy and Intervention
HSOL	432	Addictions and Recovery
PSYOL	402	Psychology of Religion
BUOL	401	Personal Finance
BUOL	402	Business Communication

REQUIREMENTS FOR A MAJOR IN CHRISTIAN STUDIES - 31 credit hours

Required Core Courses (13 credit hours):

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

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

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

*Requires a prerequisite

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

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

Required courses (12 semester hours):

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

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

MMOL 233	Introducing Christian Ethics
MMOL 237	Examining Marriage and Family
MMOL 239	Exploring World Religions
MMOL 331	Focusing on the Old Testament*
MMOL 332	Focusing on the New Testament*
MMOL 333	Planning and Leading Worship
MMOL 336	Ministering to Youth
MMOL 337	Ministering to Individuals and Families
MMOL 403	Exploring the Non-Canonical Works
MMOL 432	Sharing the Gospel
MMOL 493	Practicing Ministry Skills

*Requires a prerequisite

Description of Courses

MMOL 133. Introducing Church History

A survey of the history of the Christian church concentrating on those individuals, events, and movements that have shaped the church today. Credit, 3 hours.

MMOL 135. Exploring the Old Testament

An exploration of Old Testament literature, history, and faith to help students understand the Old Testament and develop and apply Christian values in contemporary life. Credit, 3 hours.

MMOL 136. Exploring the New Testament

An exploration of New Testament literature, history, and faith to help students understand the teachings of Jesus and the early church and develop and apply Christian values in contemporary life. Credit, 3 hours.

MMOL 138. Understanding Culture

An examination of varying cultures in the United States and around the world with an emphasis on communicating and working within varying cultures as Christians. Credit, 3 hours.

MMOL 233. Introducing Christian Ethics

An exploration of the ethical teachings of the Bible as the basis for Christian ethics with the use of case studies to learn how to apply these teachings to various contemporary ethical issues. Credit, 3 hours.

MMOL 234. Interpreting the Bible

A study of how to use reliable principles for studying, interpreting, and applying the Bible. Practical exercises help students apply what they are learning to an assigned passage of the Bible. Pre-requisites: None, though students are encouraged to take MMOL 135 and MMOL 136 prior to enrolling in the course. Credit, 3 hours.

MMOL 235. Developing Our Spiritual Life

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

MMOL 236. Introducing Christian Theology

A survey of basic Christian doctrines to help students understand and effectively communicate concepts such as God, Christ, the Holy Spirit, Scripture, the church, salvation, atonement, and eschatology. Prerequisites: MMOL 135 and MMOL 136. Credit, 3 hours.

MMOL 237. Examining Marriage and Family

An examination of skills required for successful marital and family relationships. Students will develop an understanding of the biblical and theological foundation for marriage and family. Credit, 3 hours.

MSOL 239. Exploring World Religions

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

MMOL 331. Focusing on the Old Testament

An in-depth examination of one section of the Old Testament. The four sections the course cycles through are the Pentateuch, the Prophets, the Psalms and Wisdom Literature, and the History of Israel. Prerequisite: MMOL 135. Credit, 3 hours.

MMOL 332. Focusing on the New Testament

An in-depth examination of one section of the New Testament. The four sections the course cycles through are the Synoptic Gospels, the Life and Letters of Paul, the Johannine Writings, and the General Epistles and Revelation. Credit, 3 hours

MMOL 333. Planning and Leading Worship

An exploration of the various foundations of Christian worship and basic concepts of planning for and leading worship services. Credit, 3 hours.

MMOL 334. Caring for Others

An exploration of basic aspects of the Christian tradition of caring for others, as well as the qualifications and skills essential to Christians in caring for others. Credit, 3 hours.

MMOL 335. Developing Christian Leaders

An examination of the basic skills required for effective Christian leadership. Students study models of church organization, methods of developing church leaders, methods of marketing the local church, and the importance of Christian ethics in relationships. Credit, 3 hours.

MMOL 336. Ministering to Youth

An exploration of the methods, materials, skills, and organization needed for providing an effective ministry to youth. Students also examine and discuss the qualifications of and spiritual growth resources for the minister to youth/students. Credit, 3 hours.

MMOL 337. Ministering to Individuals and Families

An examination of the challenges individuals and families face and how Christian ministers can be agents of change. In this course students are introduced to various practices and procedures for ministering to individuals and families in church and para-church settings. Students will be taught how to develop models and methods of ministering to today's families based upon sound theological, educational, and cultural considerations. Credit, 3 hours.

MMOL 403. Exploring the Non-Canonical Works

An exploration of the books that were not included in the Old Testament or the New Testament. This Integrated Studies course can fulfill a requirement in Section I of the General Education Curriculum. Credit, 3 hours.

MMOL 410. Transitioning to Christian Ministry

An integration of the courses of the missions and ministry majors into a personal, coherent philosophy of Christian faith and ministry. The exit exams required of all missions and ministry majors are an integral part of the course. Prerequisites: MMOL 135, MMOL 136, MMOL 234, MMOL 236, and senior standing or permission of the professor. Credit, 1 hour.

MMOL 432. Sharing the Gospel

A study of the theology of, the need for, and the methods for accomplishing the work of Christian evangelism. Credit, 3 hours.

MMOL 436. Developing Disciples

A study focusing on helping Christians understand the nature of Christian discipleship as following Christ in obedience. The course explores biblical foundations of Christian discipleship, the distinguishing marks of a Christian disciple, personal approaches to disciple-making, models of discipleship, and how disciples experience God in their personal life. Credit, 3 hours.

MMOL 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.

THE DEPARTMENT OF PSYCHOLOGY

Purpose Statement

The Psychology Program offers a wide range of courses reflecting the diversity of the discipline as well as the interests of the students and faculty. Courses are designed to provide an educational background appropriate to a liberal arts program, prepare students for careers in areas that value an undergraduate degree in psychology, and provide a strong foundation for graduate study.

Program Goals

1. Students will demonstrate familiarity with the major concepts, perspectives, empirical findings, and historical trends in psychology.
2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretations of findings.
3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
4. Students will understand and apply psychology principles to personal, social, and organizational issues.

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

Associate Degree Requirements – 18 Hours

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

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

Required Core Courses—38 hours:

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

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

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

Clinical Concentration

PSYOL 237	Introduction to Counseling
PSYOL 434	Forensic Psychology
PSYOL 433	Counseling Psychology
HSOL 436	Human Diversity and Ethics
HSOL 432	Addictions and Recovery
HSOL 437	Mental Health

Graduate Track Concentration

PSYOL 237	Introduction to Counseling
PSYOL 331	Physiological Psychology
PSYOL 338	Industrial/Organizational Psychology

PSYOL 433	Counseling Psychology
PSYOL 434	Directed Studies
HSOL 432	Addictions and Recovery

Business Psychology Concentration

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

Ministries Concentration

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

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

Required Core Courses—6 hours:

PSYOL 131	Basic Psychology
PSYOL 232	Psychology of Human Development

Five courses selected from the following: 15 hours

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

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

*Students who choose to take BOTH PSYOL 234 and 244 may take ONE additional 200-level psychology course to satisfy their minor electives. Also, students who take these two courses may also choose from additional courses for which PSYOL 234 and 244 are prerequisites (PSYOL 431, 436, 438).

DIRECTED STUDIES:

Majors may include a maximum of 6 hours in directed studies courses up to 3 hours of PSYOL 490 and 3 hours of PSYOL 491, or 6 hours of PSYOL 491. Minors may enroll in PSYOL 490 only, and are limited to 3 hours of PSYOL 490 credit. The PSYOL 491 course is reserved for students who display self-direction and academic excellence. Students enrolling in PSYOL 491 must have completed PSYOL 131, 232, 234, and 244, have a minimum GPA of 3.0 in Psychology and permission of the Department Chair.

Psychology majors must achieve a grade of C or higher in prerequisite courses.

Transfer students may have the pattern of prerequisites altered at the discretion of the Department Chair.

Course Descriptions

PSYOL 111. Careers in Psychology

An introduction to careers in psychology that focuses on career goals based on personal interests, abilities, and skills. Discussions of the sub-disciplines and professions in psychology, career paths, including graduate school and/or

bachelor's level employment are included. Prerequisite: PSYOL 131. Required course for freshmen, transfer students, and upperclassmen that change their major to Psychology. Credit, 1 hour.

PSYOL 131. Basic Psychology

The course emphasizes the etiologies of human behavior and pursues in depth study of motivation, emotion, the human senses, perception, personality, thinking, psychopathology, and measurement in psychology, as applied to physical and mental health. Required as a prerequisite to all courses for Psychology majors and minors; may be taken concurrently with PSYOL 111. Credit, 3 hours

PSYOL 232. Psychology of Human Development

A study of human behavior and mental processes as these relate to physical, cognitive and psychosocial development of the individual from conception through adulthood including children identified as exceptional. Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 234. Research Design and Statistics I

The focus of this course is on the methods used to describe, predict, and explain behavior and mental processes. An introduction to descriptive and inferential statistics, including issues related to sampling and hypothesis testing. Prerequisite: PSYOL 131 and any college math course. Credit, 3 hours.

PSYOL 237. Introduction to Counseling

A study of the basic issues in the counseling process, including: philosophical and ethical concerns, the role of the counselor, the counseling experience and problems in counseling. Public school guidance and counseling will be addressed. Prerequisite: PSYOL 131. Credit, 3 hours. .

PSYOL 238. Psychology of Learning and Exceptionality

This course is primarily designed 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: PSYOL 131, PSYOL 232. Credit, 3 hours.

PSYOL 244. Research Design and Statistics II

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

PSYOL 331. Physiological Psychology

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

PSYOL 332. Adult Development

Basic issues of adult development, including the psychological, biological, and social impact of aging. Issues related to biology, social work, business, and public health as they pertain to adulthood will be discussed. Prerequisite: PSYOL 131 and PSYC 232. Credit, 3 hours. .

PSYOL 333. Psychology of Personality

The major contemporary theories of the origin and development of personality are explored, including: behavioral, psychoanalytical, psychophysical, and self-theories. Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 334. Social Psychology

The study of how the thoughts, feelings, and actions of people are influenced by the real or perceived presence of other people. A focus on the factors under which social conditions affect people in a universal manner Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 338. Industrial/Organizational Psychology

An investigation of the motives, manipulations and power factors involved in understanding behaviors, predicting outcomes, controlling processes, products and events, and analyzing the psychological effects associated with the man-machine relationship as these pertain to problems of people working in industry and other complex organizations. Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 402. Psychology of Religion

This course is designed to present the historic quest of psychology as it investigated man's experience of religion and life. An effort is made to correlate the similar aims of psychology and religion as these two disciplines search for ultimate truth. The student will be provided an opportunity to document from personal life experiences the development of religious/spiritual ideas coupled with current scientific research as it relates to those religious experiences. Students will be challenged to grapple with the inherent conflicts and areas of harmony between science and religion and to integrate these two disciplines in ways that are meaningful to their own beliefs and experiences. Credit, 3 hours.

PSYOL 431. Psychological Testing

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

PSYOL 433. Counseling Psychology

A study of the founders, philosophical, theoretical and background influences of various counseling approaches. Special attention will be paid to Psychodynamic, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, Existential, and Family System approaches. Prerequisite: PSYOL 131 and PSYOL 237. Credit, 3 hours.

PSYOL 434. Forensic Psychology

The American Academy of Forensic Psychology notes that "forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system." This course focuses primarily on psychology related to the criminal justice system and will only address civil proceedings peripherally. The purpose of this course is to provide the student with an overview of (a) the theories that support the utilization of psychology in the criminal justice system and (b) how those theories and psychological research are applied in law enforcement, the courts, and corrections. Prerequisite: PSYOL 131. Credit, 3 hours.

PSYOL 435. Abnormal Psychology

A course dealing with biochemical/genetic, psycho-emotional, cognitive and psycho-social bases of personality disorganization and behavioral disorders as proposed by the American Psychiatric Association. Theories, intervention strategies and experimental evidence from psychopathology are also presented. Clinical evaluations according to DSM IV multi-axial diagnosis criteria are required. Prerequisite: PSYOL 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours.

PSYOL 436. Learning and Cognition

The study of learning and cognition is crucial to the more general study of human behavior. This course integrates classic learning theory with contemporary issues of human mental processes, and provides a comprehensive understanding of behavioral change as influenced by memory and problem solving. Prerequisite: PSYOL 131, 234, and 244. Credit, 3 hours.

PSYOL 438. History and Systems in Psychology

A history of modern psychology focusing on the development and decline of different techniques and approaches in German, British, and American psychology. Exploration of the interrelationships among the historical facts and theories providing an integration and awareness of the discipline of psychology. Prerequisite: PSYOL 131, 234, and 244. Credit, 3 hours.

PSYOL 490. Directed Study-Special Topics

Appropriate for Majors (may be repeated for up to 6 credit hours) or Minors (may only be taken once for 3 credit hours). The topic of this course will vary according to student and faculty interest and will explore contemporary issues in psychology. Prerequisite: PSYOL 131. Recommended: 6 hours of courses in Psychology. Credit, 3 hours

PSYOL 491. Directed Study-Research or Readings

An advanced course involving research or exploring issues in psychology. Open to psychology majors only. This course is reserved for students who display self-direction and academic excellence. Prerequisite: PSYOL 131, 234, and 244, and permission of the Department Chair. Credit: 1-6 hours. (Total credit allowed: 6 hours).

PSYOL 499. Senior Seminar

A course to be taken during the senior year prior 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 and will participate in a significant capstone experience. Prerequisite: PSYOL 131, 234, and 244, and senior status. Credit, 3 hours.

IMPORTANT PHONE NUMBERS

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

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

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