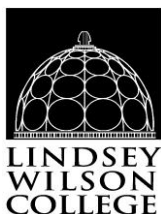


LINDSEY WILSON COLLEGE

Catalog

15 August 2021 to 14 August 2022



210 Lindsey Wilson Street
Columbia, Kentucky 42728
Main Number: (270) 384-2126 or (800) 264-0138
LWC Online: (270) 384-8224

Accreditation

Lindsey Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, and doctoral 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 Lindsey Wilson College. The college is also accredited by the University Senate of The United Methodist Church.

The Doctor of Philosophy in counselor education & supervision and the Master of Education in counseling & human development are accredited through the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).

The education program at Lindsey Wilson College is accredited by the Council for the Accreditation of Education Preparation (CAEP) and by the Kentucky Education Professional Standards Board (EPSB).

The Bachelor of Arts in business administration is accredited by the International Accreditation Council for Business Education (IACBE).

The baccalaureate degree program in nursing at Lindsey Wilson College is accredited by the Commission on Collegiate Nursing Education (CCNE) at 655 K Street, NW, Suite 750, Washington, DC, 20001, (202) 887-6791.

The Lindsey Wilson College Program of Nursing is a member of the American Association of Colleges of Nursing (AACN) at 655 K Street, NW, Suite 750, Washington, DC, 20001, (202) 463-6930.

The Kentucky Council on Postsecondary Education has authorized Lindsey Wilson College to offer programs at various locations in the state.

Lindsey Wilson College is authorized by the following states to offer programs:

- The Ohio Department of Higher Education has authorized Lindsey Wilson College to offer programs at Southern State Community College in Hillsboro.
- The State Council of Higher Education for Virginia (SCHEV) has certified Lindsey Wilson College to operate in Virginia at Southwest Virginia Community College and Wytheville Community College.

- The West Virginia Higher Education Policy Commission has authorized Lindsey Wilson College to operate in West Virginia at the Southern West Virginia Community & Technical College-Logan Campus.
- Lindsey Wilson College is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. In order to view detailed job placement and completion information on the programs offered by Lindsey Wilson College, please visit <<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/authorized-institutions-and-data.html>>.
- The California Bureau for Private Postsecondary Education (BPPE) has authorized Lindsey Wilson College to offer programs at the Lindsey Wilson-San Diego Campus at San Diego City College. Lindsey Wilson College is a private institution approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means Lindsey Wilson College has met the standards set by the California Education Code (CEC) and Title 5 of the California Code of Regulation.

Lindsey Wilson College Policy on Accreditation

Lindsey Wilson College describes itself in identical terms to all accrediting bodies recognized by the U.S. Department of Education with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body. The college will notify the Southern Association of College and Schools Commission on Colleges of any change in its accreditation status by other recognized accrediting bodies.

Lindsey Wilson College does not discriminate against any person on the basis of race, color, sex, age, national and ethnic origin, religion, or disability. Lindsey Wilson College complies with the provisions of Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1967.

Equal access to employment opportunities, admissions, educational programs, and all other college activities is extended to all persons. Questions regarding statutes and regulations pertaining to equal opportunity may be addressed to the vice president for Administration & Finance at Lindsey Wilson College.

This catalog is for information only and does not constitute a contract. Lindsey Wilson College reserves the right to make necessary changes without further notice in courses, programs, or financial charges. Additional specific academic information can be obtained from the Registrar's Office.

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

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Lindsey Wilson College Creed

Preamble: We believe there is a basic plan of civilization and the basic plan is that every human being deserves the opportunity to develop to greater potential in character, personality, and productivity.

1. We believe in the love of God as revealed in Jesus Christ.
2. We believe in the value of each individual and that each deserves active caring and Christian concern.
3. We believe in the love, nurture, and support of family life as well as the love, nurture, and support of the Lindsey Wilson family.
4. We believe that every human contact is a source of mutual personal enrichment and that we are obligated to make it constructive.
5. We believe that every human being can learn and grow.
6. We believe that each of us should make a positive difference in the lives of others.
7. We believe in the power of church-related higher education as a part of a lifelong learning experience.
8. We believe in unqualified integrity in all aspects of our conduct among ourselves and toward others.
9. We believe the influence of Lindsey Wilson College should extend beyond the campus through our service to society.

Lindsey Wilson College Mission

The mission of Lindsey Wilson College is to serve the educational needs of students by providing a living-learning environment within an atmosphere of active caring and Christian concern where every student, every day, learns and grows and feels like a real human being.

Institutional Goals

To strive for the highest degree of educational excellence by providing programs based upon the findings of research and sound professional practice.

To create the best possible environment for the individual growth of students through the intentional and cooperative efforts of the entire college community.

To prepare students for life and a career in a rapidly changing world.

To develop intellect, character, and self-esteem through value-centered learning experiences.

Academic Excellence

Academic excellence is the demonstrated ability to achieve the highest standards in communication, critical inquiry, and cultural literacy through curiosity and creativity as well as profound knowledge in academic disciplines. It is intrinsically connected to developing important intellectual habits and traits associated with critical thinking. In order to help students accomplish academic excellence, teaching institutions engage students in a variety of rigorous learning experiences both inside and outside the classroom within a context of individualized support and with instructors who have records of achievements in their fields and in teaching. By achieving academic excellence, students are prepared not only for sustained success in their future professions but also to become lifelong learners, to respond to the challenges of an ever-changing, increasingly global world, and to empower themselves and their communities.

A Brief History

Lindsey Wilson College was founded in 1903 as Lindsey Wilson Training School by the Louisville Conference of the Methodist Episcopal Church, South. The school was named in memory of Lindsey Wilson, the deceased nephew and stepson of Mrs. Catherine Wilson of Louisville, Ky. (Today, Lindsey Wilson College continues its affiliation with the Kentucky Annual Conference of The United Methodist Church.)

Mrs. Wilson contributed \$6,000 toward the construction of one of the school's first buildings, which now serves as the L.R. McDonald Administration Building. Funding also came from the citizens of Columbia and from Mrs. James Phillips of Lebanon, Ky., for whom Phillips Hall, a women's residence hall, is named. Mrs. Kizzie Russell of Columbia also made substantial gifts.

In its early years, Lindsey Wilson educated grades one through 12. Concentration was on "normal work" to prepare students to be teachers; many continued their education at Vanderbilt University.

In 1923, the school's curriculum was reorganized, and a college department offering a junior college degree was added. In 1934, Lindsey Wilson College closed its academy, and the school became exclusively a junior college. The college, however, maintained a Model Training School from 1933 through 1979.

In 1951, the college was accredited by the Southern Association of Colleges and Schools Commission on Colleges, and in 1985, the college's trustees voted to become a four-year liberal arts college. Lindsey Wilson graduated its first baccalaureate class in May 1988.

The college added a master's degree in Counseling & Human Development in April 1993. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and it has been cited by CACREP as a model small-college graduate program. Since then, additional master's programs in business administration and technology management have been added. In fall 2014, the college began offering a Doctor of Philosophy degree in counselor education & supervision, which received CACREP accreditation in January 2018. A Doctor of Nursing Practice in executive leadership will be added in January 2022.

While historically the college's focus has been to serve the citizens of Southcentral Kentucky, Lindsey Wilson serves a diverse group of students. In 2020-2021, the college enrolled more than 2,700 undergraduate and graduate students, including 978 residential students, with the student body representing 107 of Kentucky's 120 counties, 33 U.S. states and territories, and 36 foreign countries. The college also has community campuses in the Kentucky cities of Ashland, Cumberland, Elizabethtown, Hazard, London, Louisville, Prestonsburg, Radcliff, Scottsville, and Somerset, with other community campuses in Virginia (Cedar Bluff and Wytheville), West Virginia (Logan), Tennessee (Gallatin and Oak Ridge), and Ohio (Hillsboro).

Columbia: A.P. White Campus

Lindsey Wilson's A.P. White Campus is located on more than 200 partially wooded acres on a hilltop in Columbia, which is in the Kentucky Heartland – a region synonymous with outdoor recreation, camping, boating, and hiking. The A.P. White Campus is near several major Kentucky tourist attractions: Lake Cumberland, one of the largest man-made lakes in the world; Mammoth Cave, one of the Seven Wonders of the World; Green River Lake and Reservoir; and Cumberland Falls, Kentucky's highest waterfall and the only spot in the Western Hemisphere that produces a "moonbow."

Columbia, the county seat of Adair County, has a population of about 4,500. Adair County's primary industries are agriculture and light manufacturing. Columbia offers students a variety of shops,

restaurants, and churches within walking distance from campus. It also provides an appealing small-town charm yet is only a one-hour drive from Bowling Green, Ky.; a two-hour drive from Louisville or Lexington, Ky.; or a two-hour drive from Nashville, Tenn.

Lindsey Wilson College has completed major renovations to more than 25 buildings on the A.P. White Campus in Columbia in the last 20 years – the result of one of the most aggressive and ambitious building programs in Kentucky higher education.

The college completed the \$53 million “Changing Lives” campaign on June 30, 2010. The campaign’s highlights include:

- The 186-bed, four-story Harold J. Smith Hall opened in fall 2010.
- Doris & Bob Holloway Health & Wellness Center: Opened in February 2010, this 73,223-square-foot health and wellness center provides myriad opportunities for students, faculty, and staff to lead healthy lives. The Holloway Health & Wellness Center includes an aerobic and dance studio; cardiovascular equipment area; racquetball court; machine- and free-weights room; three basketball/volleyball courts; eight-lane indoor swimming pool; recreational pool with volleyball and basketball areas; 40-person capacity hot tub; walking track; and multipurpose room. It is home to the Lindsey Wilson swimming teams and includes the wrestling program’s training room.
- A new Plant Operations Building for the physical plant division was completed in 2010.
- The Blue Raider Band Building, home of the college’s marching and concert bands, was opened in fall 2009.
- The Pines at Lindsey Wilson was acquired in February 2009. An 18-hole golf course located less than five miles from the A.P. White Campus in Columbia, the Pines at Lindsey Wilson is open to members.
- The Lindsey Wilson Scottsville Campus, founded in 1992, was renovated in 2009.
- Lindsey Wilson Sports Park was opened in fall 2009. The park features Egnew Park, home to LWC baseball; Marilyn D. Sparks Park, home to LWC softball; and Blue Raider Stadium, home to LWC football and track & field. In spring 2021, the LWC football team won its first NAIA National Championship.
- The Jim & Helen Lee Fugitte Science Center, a three-story, 42,000-square-foot building that houses the college’s mathematics and science programs, was opened for the 2006-2007 academic year. The Fugitte Science Center includes laboratories, smart classrooms, and a greenhouse.
- The T.D. & Rowena Everett Center, renovated in 2007, houses the Academic Success Center and First-Year Experience offices.

Since completion of the “Changing Lives” campaign, the A.P. White Campus in Columbia received the following additions:

- A twenty-acre parcel of land near campus was purchased in 2016 and serves as the home of the Blue Raiders archery team.
- Keefe Hall, a 46-bed residence hall, opened in fall 2014.
- V.P. Henry Auditorium, a 325-seat theater housed in the L.R. McDonald Administration Building, underwent a \$200,000 renovation during summer 2012.
- The Dr. Robert & Carol Goodin Nursing & Counseling Center – a 27,100-square-foot, two-story building that is home to the college’s nursing program, School of Professional Counseling, and Technology Center – opened in fall 2011.
- The Jerry & Kendrick McCandless Hall, a 156-bed residence hall, opened in fall 2011.
- The six-court Henry Baughman Tennis Complex opened in fall 2010.
- A Natural Garden was established in fall 2010 through an Eastern Kentucky PRIDE Environmental Education grant. It features plants and flowers native to Kentucky and is used to

teach ecology and natural areas restoration. In the years since, this effort devoted to instruction and student engagement has been expanded to include a woodlot near T.J. Sampson Hospital.

Before the “Changing Lives” campaign was launched, the A.P. White Campus in Columbia had already undergone a dramatic, two-decade transformation, which included:

- The president’s home, which hosts events for students and the campus community, was renovated in fall 2009 and renamed the Emily Hundley President’s Home.
- The adjoining Sumner Campus Ministry Center and Norma & Glen Hodge Center for Discipleship were opened in 2005 and 2009, respectively. The one-story, 3,000-square-foot Sumner building serves as a gathering place for the campus’s myriad spiritual life groups and activities, and it also includes classrooms, faculty offices, and a small library. The Hodge Center offers a 3,000-square foot worship space that is also used for meetings and conferences.
- The Holloway Building, which houses the Katie Murrell Library, was opened in 1986. The Katie Murrell Library houses a locally owned collection of 22,875 books and audiovisual titles. A growing virtual library provides access to nearly 872,501 ebooks and numerous other catalogued online resources with literary, business, scientific, statistical, and reference information, streaming music, and video recordings. Students may also access more than 59,000 magazines, newspapers, and journals in online and print formats. The online catalog allows students access to 47,000 federal documents and government websites. Users may also access numerous other online resources with literary information and reference materials. Through its online interlibrary loan system, the Katie Murrell Library enables users to search for and request items from libraries around the nation. A 10,000 square foot addition to the Holloway Building was completed in 2002, nearly doubling the size of the Katie Murrell Library. The addition features the Thomas D. Clark Reading Room, named in honor of the late Kentucky historian laureate and home to a collection of Dr. Clark’s books and personal items.
- A campus quadrangle, which includes a 150-seat amphitheater and park area, was completed during the 2002-2003 academic year.
- Richardson Hall was opened in August 2001. The 154-bed residence hall offers students an apartment-style setting while maintaining the atmosphere and community of a residence hall.
- The Walter S. Reuling Stadium opened in 1998. The European-style soccer field is the premier soccer park in Kentucky and is home of the Lindsey Wilson men’s and women’s soccer teams. The men’s team is nine-time NAIA National Men’s Soccer Champions (1995, 1996, 1998, 1999, 2000, 2001, 2005, 2009 & 2011), and the women’s team is four-time NAIA National Women’s Soccer Champions (2004, 2006, 2012 & 2014).
- The John B. Begley Chapel opened in 1997. The \$2 million structure was designed by world-renowned architect E. Fay Jones, a protégé of Frank Lloyd Wright and a recipient of the American Institute of Architects’ prestigious Gold Medal. The Begley Chapel is a center for contemplation, services, and related programs.
- The renovated W.W. Slider Humanities Center re-opened in 1996. The Center houses an 85-seat recital hall, the Lucretia C. Begley Art Gallery, classrooms, faculty offices, and art studios. It is also the home of the college’s regional Arts & Lectures series.
- The Roberta D. Cranmer Dining & Conference Center was opened in 1993. In addition to serving Lindsey Wilson students, faculty, and staff, the regional center is utilized by thousands of citizens and groups throughout Southcentral Kentucky to hold receptions, meetings, and conferences.
- A major addition to the Cralle Student Union Building was added in 1987; a 3,800-square-foot wing was added to the building in 2000.
- The J.L. Turner Leadership Center was opened in 1987. It houses the School of Business, the communication program, classrooms, a computer laboratory, and a conference center.
- Biggers Sports Center, which seats 1,500, was added to the campus in 1984. It is the home of the Blue Raiders men’s and women’s basketball teams, the women’s volleyball team, and the men’s wrestling team. The women’s volleyball team was the NAIA National Champion in 2017.

- The cycling program has a BMX track 1-1/2 miles west of the A.P. White Campus in Columbia. The course offers multiple large jumps, a pair of straightaways, and a rhythm section. It also features a competition dual slalom and downhill course.

State Authorizations

Lindsey Wilson College is authorized for operation as a postsecondary educational institution by the following state agencies. These authorizations must be renewed each year and are based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

- Kentucky: Kentucky Council on Postsecondary Education, 100 Airport Road, Frankfort, KY 40601; (502) 573-1555.
- California: Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834; P.O. Box 980818, West Sacramento, CA 95798-0818.
- Ohio: Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (614) 466-6000.
- Tennessee: Tennessee Higher Education Commission, 312 Rosa Parks Avenue, 9th Floor, Nashville, TN 37243; (615) 741-3605.
- Virginia: Commonwealth of Virginia, P.O. Box 1475, Richmond, VA 23212; (804) 786-3586.
- West Virginia: West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd, East-Ste. 700, Charleston, WV 25301; (304) 558-2101.

Community Outreach to Working Adults

Lindsey Wilson College offers evening, online, hybrid, and/or weekend classes for adults who need a fully accredited degree program that fits into their schedule.

Weekend Programs

Classes for the Bachelor of Arts degree in human services & counseling and the Master of Education degree in counseling & human development are scheduled on a weekend format, on a semester system that includes summer sessions.

Online and Hybrid Programs

Lindsey Wilson College launched LWC Online in 2014, providing a number of fully online degree programs. Currently, LWC Online is certified to offer online degrees in 49 states in addition to Kentucky through our National Council for State Authorization Reciprocity Agreement (NC-SARA). Four bachelor's, two master's degrees, and a doctoral program are available fully online as well as a certificate program. Online degree programs are typically offered in an eight-week format utilizing two sessions per semester. Online programs allow students to earn the following degrees:

- Bachelor of Arts in business administration (emphasis in marketing or management), criminal justice, or human services & counseling;
- Bachelor of Science in nursing R.N. B.S.N.;
- Master of Education in counseling & human development;
- Master of Business Administration (emphasis in general business or project management); *and*
- Doctor of Nursing Practice in executive leadership.

The following degrees are offered in the hybrid format:

- Master of Business Administration (emphasis in general business or project management); *and*
- Master of Science in Technology Management (emphasis in general technology management or project management).

Online counseling & human development students may also have the opportunity to work toward the certificate in substance abuse counseling (master's level coursework).

For additional information about all online programs, please contact the online admissions team at (800) 264-0138 or at LindseyOnline@lindsey.edu.

For additional information about the hybrid graduate programs (M.B.A. or M.S.T.M.), please contact the graduate admissions team at (270) 384-7400 or GraduateAdmissions@lindsey.edu.

Scottsville Campus, Scottsville, Kentucky

At the Lindsey Wilson Scottsville Campus, located at 116 Public Square, Scottsville, KY 42164, students can begin several of the degree programs offered by the A.P. White Campus in Columbia.

Bachelor of Arts degree programs in business administration and human services & counseling can be completed through seated and online classes at the Scottsville Campus. The Master of Education degree in counseling & human development is also offered. The classes for these degree programs are available in the evenings and on the weekend, with some additional courses available online. Accelerated summer and winter intersessions are also scheduled.

Lindsey-San Diego Campus, San Diego, California

Students can complete the hybrid Master of Science in technology management and the hybrid Master of Business Administration degree programs through the Lindsey-San Diego Campus. It is located at San Diego City College, 1313 Park Blvd., San Diego, CA 92101.

Community Campuses

Lindsey Wilson College offers programs at campus sites in Kentucky, Ohio, Tennessee, Virginia, and West Virginia, including:

- **Ashland Community Campus** – Ashland Community & Technical College, 1400 College Drive, Ashland, KY 41101.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Cumberland Community Campus** – Southeast Kentucky Community & Technical College, 700 College Road, Cumberland, KY 40823.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Elizabethtown Community Campus** – Elizabethtown Community & Technical College, 600 College Street Road, Elizabethtown, KY 42701
 - The Bachelor of Arts in human services & counseling is offered.
- **Gallatin Community Campus** – Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066.
 - The Tennessee Higher Education Commission has authorized Lindsey Wilson College to offer the Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development.
- **Hazard Community Campus** – University Center of the Mountains, Hazard Community & Technical College, One Community College Drive, Hazard, KY 41701.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Hillsboro Community Campus** – Southern State Community College, 100 Hobart Drive, Hillsboro, OH 45133.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.

- **Logan Community Campus** – Southern West Virginia Community & Technical College, 2900 Dempsey Branch Road, Mount Gay, WV 25637.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **London Community Campus** – Somerset Community College-Laurel Campus, 100 University Drive, London, KY 40741.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Louisville Community Campus** – Jefferson Community & Technical College, 109 East Broadway, Louisville, KY 40202.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Oak Ridge Community Campus** – Roane State Community College, 701 Briarcliff Avenue, Oak Ridge, TN 37830.
 - The Tennessee Higher Education Commission has authorized Lindsey Wilson College to offer the Bachelor of Arts in business administration, criminal justice, and human services & counseling programs; the Bachelor of Science in Nursing R.N. B.S.N. program; the Master of Business Administration; the Master of Education in counseling & human development; and the Master of Science in technology management.
- **Prestonsburg Community Campus** – Big Sandy Community & Technical College, One Bert T. Combs Drive, Prestonsburg, KY 41653.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Radcliff Regional Education Center** – 620 South Wilson Road, Radcliff, KY 40160.
 - The Master of Education in counseling & human development is offered.
- **Richlands Community Campus** – Southwest Virginia Community College, 724 Community College Road, Cedar Bluff, VA 24609.
 - Programs offered are the Bachelor of Arts in human services & counseling, the Master of Education in counseling & human development, and the certificate in substance abuse counseling.
- **Somerset Community Campus** – Somerset Community College, 808 Monticello Street, Somerset, KY 42501.
 - The Bachelor of Arts in human services & counseling and the Master of Education in counseling & human development are offered.
- **Wytheville Community Campus** – Wytheville Community College, 1000 East Main Street, Wytheville, VA 24382.
 - Programs offered are the Bachelor of Arts in human services & counseling, the Master of Education in counseling & human development, and the certificate in substance abuse counseling.

Community Program Support

Lindsey Wilson College supports its nontraditional students with experienced faculty, personal attention, and convenient class scheduling. A counselor who understands the needs of adult students is available at each community campus. The counselor provides individual pre-enrollment counseling and academic advising, as well as information about financial aid and the transfer of credit for college-level work completed at another institution.

Admission Requirements – Undergraduate Students

General admission decisions are based on academic promise, personal objectives, maturity, motivation, and a reasonable potential for success at the college level. Prospective students who do not meet expected requirements will be reviewed by the Admissions Committee, upon recommendation from the dean of

Admissions or the Regional Admissions Committee. If favorably reviewed by the committee, applicants will be accepted to the college. However, applicants may be subject to academic limitations such as a reduced course load and/or developmental coursework. These requirements apply to students seeking admission on the A.P. White Campus in Columbia, at community campuses, and for online programs.

Lindsey Wilson College uses a rolling admissions plan that enables the Admissions Office to notify applicants of admission decisions. Students may be accepted on a conditional basis as regular students in an eligible degree program until they provide documentation such as academic transcripts. Students accepted on a conditional basis must submit all required documents by the end of their first semester. Traditional high school students may be accepted during their senior year prior to graduation once an Application for Admission is completed and a current high school transcript is provided. For the 2021-2022 academic year, students may choose to enroll as a test optional student. Students must request in writing to be considered test optional. Students may be asked to participate in a virtual or face-to-face interview and/or provide recommendation letters if test optional. Students are encouraged to submit the results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) if the results are available.

Traditional High School Graduates

Students may apply for admission at any time, but it is recommended that applications be filed *as early as possible during the senior year in high school* to maximize financial aid opportunities. Students applying for admission must submit the following:

1. A completed Application for Admission;
2. An official high school transcript indicating graduation date or GED (General Education Development) test scores with a minimum of 145 on each of the four tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies; *and*
3. The results of the American College Test (ACT) or the Scholastic Assessment Test (SAT). These scores help ensure correct placement in courses. Students taking the test late in the summer are required to submit scores prior to pre-registration for the second semester of enrollment.

Home-Schooled Graduates

Lindsey Wilson College welcomes and supports the enrollment of home-schooled students. In order to be considered for admission, a student must take the following steps:

1. Complete an Application for Admission;
2. Submit an official transcript of all coursework completed at the high school level;
3. List the curriculum utilized as well as the texts used for each class; *and*
4. Submit either the results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) or request to be test optional.

General Education Development (GED) Graduates

GED graduates must submit the following:

1. Application for Admission; *and*
2. GED test scores with a minimum of 145 on each of the four tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

Nontraditional Students

For academic purposes, nontraditional students are typically students who:

- Delay enrollment, i.e. who do not enter postsecondary education within a year or two of finishing high school;
- Work full time (35 hours or more per week) while enrolled;
- Are married;
- Have dependents other than a spouse (usually children but sometimes others);
- Are single parents (either not married or married but separated and having dependents); *and/or*

- Are veterans of the U.S. Armed Forces.

These students may apply for admission at any time, but it is recommended that applications be filed as early as possible to maximize financial aid opportunities. Students applying for admission must submit the following:

1. A completed Application for Admission; *and*
2. An official high school transcript indicating graduation date or GED (General Education Development) test scores with a minimum of 145 on each of the four tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies.

High School/Dual Enrolled Students

Qualified high school students who wish to begin college work may apply for admission to Lindsey Wilson College. The following application materials are required:

1. A completed Application for Admission;
2. A transcript of high school work;
3. The results of the American College Test (ACT) or the Scholastic Assessment Test (SAT); *and*
4. Approval from the high school guidance office.

Transfer Students

Lindsey Wilson College accepts academic credit from two-year and four-year colleges with U.S. Department of Education recognized institutional accreditation. Candidates for admission as transfer students must submit the following (high school transcripts may be required for some transfer students):

1. An Application for Admission; *and*
2. An official transcript from all colleges and universities attended.

For admissions decisions, the cumulative GPA of students transferring to Lindsey Wilson College will include hours attempted and quality points earned from all previously attended institutions. Students transferring with a 2.00 cumulative GPA or below will be reviewed by the Admissions Committee.

Transfer students placed on probation by their previous institution will be placed on warning or probation by Lindsey Wilson College. All students admitted on probationary status will be given individualized plans that will specify how they are to achieve minimum acceptable academic progress within a specified time. Courses completed at the 1000-2000 level will transfer to Lindsey Wilson College as 1000-2000 level credits only. A maximum of 64 credit hours may be accepted from junior or community colleges with U.S. Department of Education recognized institutional accreditation. Additional credit hours will be accepted only when appropriate and when permission is given by the Registrar's Office and, if needed, the relevant school dean.

International Students

Lindsey Wilson College welcomes applications from international students. International students who demonstrate a high level of English proficiency and a desire for an education will be considered for admission. International applicants must adhere to the following:

1. All international applications for admission to Lindsey Wilson College must be completed by the individual applying for the program. Friends or relatives may not act as intermediaries;
2. Students must submit a high school transcript and/or a diploma reflecting their graduation date, class rank, and GPA. The document must be translated into English; *and*
3. Students transferring from another college or university must submit all postsecondary education transcripts, including transcripts from language institutes. The transcripts must be translated into English.

All international students must submit an affidavit of financial support from a bank or employer reflecting available funds for college expenses or other proof that financial obligations will be met.

International students and students who have been out of high school one year or more and who are applying to undergraduate programs may have the American College Test (ACT) or the Scholastic Assessment Test (SAT) requirement waived. Students without scores from either the ACT or SAT may be required to take a series of placement tests on campus.

An acceptable level of English proficiency is required of all international students applying to undergraduate programs. Proof of English proficiency may be demonstrated as follows:

- TOEFL minimum score:
 - Internet-based (iBT): 45*,
 - Paper based: 450, *or*
 - Revised Paper-based: 45;
- IELTS Band 5;
- Duolingo 75;
- English is the student's native language; *or*
- Student is from a TOEFL exempt country.

**Nursing requires iBT 83.*

Visiting Students

A student enrolled at another college may apply for admission to Lindsey Wilson College as a visiting student. Prior to acceptance, a visiting student must submit an official statement of approval from the academic dean or registrar of the institution in which he or she is currently enrolled.

Non-degree Admission

Upon application, non-degree admission may be granted to those who wish to enroll in courses but who do not intend to pursue a degree. Any person interested in enrolling in undergraduate courses but who is not pursuing a degree should contact the Admissions Office for additional information.

If a student who is enrolled in the non-degree category subsequently wishes to seek a degree, s/he must submit an application as a degree-seeking student. If approved, all undergraduate hours will be evaluated for acceptance into the official degree program.

Students with Disabilities

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students are encouraged to identify and document the nature of their disabilities with Mr. Ben Martin, the ADA coordinator. It is the responsibility of the student to provide the ADA coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson College provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at lwcadaofficer@lindsey.edu or (270) 384-7479.

Readmission

Students who have previously attended Lindsey Wilson College and desire to re-enter must complete a new Application for Admission and submit transcripts from all colleges and universities attended since

leaving Lindsey Wilson. All applicants for readmission will be reviewed for academic, financial, and social standing by the Admissions Committee or by the Regional Admissions Committee. All readmit students who are not in good standing academically will be reviewed by the Admissions Committee for acceptance consideration.

Credit by Examination and Transfer

Transfer Credit Approval

To assure credit for a course(s) accepted in general education or as a general elective taken at another institution, prior approval from the Registrar's Office must be obtained. For a course(s) in a student's major, written approval must be obtained from the dean and the Registrar's Office. Upon completion of the course(s), an official transcript must be submitted to the Registrar's Office. Transfer credit is accepted only from colleges and universities with U.S. Department of Education recognized institutional accreditation. Technical and vocational credit hours from a college or university with U.S. Department of Education recognized institutional accreditation are evaluated on a case-by-case basis.

Credits earned at Lindsey Wilson College are transferable to another institution at the discretion of the receiving institution.

General Education Transfer Certification

All Kentucky Community & Technical College System (KCTCS) students who have earned an A.A. or A.S. degree will be deemed as having met the general education requirements at Lindsey Wilson College, with the following expectations:

- ENG 101 and ENG 102 must be passed with a C or higher. If ENG 105 is taken, it must be passed with a C or higher and ENG 101 is waived.
- MAT class must be passed with a C or higher.
- KCTCS students who have taken REL 120, REL 121, REL 130, REL 135, or REL 150 will have met the religious beliefs general education requirement. Students who have not taken one of these classes will be required to take one of the requisite religion courses at Lindsey Wilson College.

For KCTCS students who have not yet earned an A.A. or A.S. degree, courses may be transferred to Lindsey Wilson College and meet general education requirements on a course-by-course basis. Students are encouraged to complete a course audit through the Registrar's Office when transferring to Lindsey Wilson College.

Outside of Kentucky's community colleges, Lindsey Wilson College negotiates transfer agreements with individual institutions. It currently has general education articulation agreements with community colleges in Virginia and Ohio and with some private institutions.

All general education transfer arrangements are reviewed to ensure ongoing compliance with accreditation requirements and are evaluated to ensure consistency with institutional requirements. The review is conducted annually by the Academic Affairs Office (vice president for Academic Affairs and assistant vice president for Academic Affairs) and the Registrar's Office.

Advanced Placement and Credit by Examination

Students who have completed College Board Advanced Placement courses (AP) and earned scores of 3 or higher will receive credit in the appropriate discipline. Because the AP proficiency examination follows the completion of a college-level course taken while the student is in high school, details may be obtained from the high school counselor. The AP score should be sent to the Admissions Office at the time of application or as soon as possible thereafter.

Placement in writing courses is determined through the student's score on the English section of the ACT (American College Test) or through a writing sample administered to new students. An ACT English sub-

score of 25 or above waives the ENGL 1013 requirement, allowing the student an additional three hours of elective credit.

Placement in mathematics courses is determined through the student's score on the mathematics section of the ACT.

Credit for Completion of International Baccalaureate Certificate or Diploma Programs

Placement and/or credit is available for Higher-Level Exams with scores of 5, 6, or 7 (on either the certificate or the diploma). Students must obtain course equivalency recommendations from the relevant programs or schools. Coursework from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

College Level Examination Program (CLEP) Examinations

A maximum of 15 credit hours may be awarded on the basis of College Level Examination Program (CLEP) examinations for associate degree programs, and a maximum of 30 hours of CLEP credit may be applied to bachelor's degree programs. Lindsey Wilson College is a limited CLEP testing center, which means CLEP tests may be taken on campus and results may be submitted to other institutions as well. A score of 500 or 50, depending on how the scores are reported, is required for passing, except for the general examination for English composition, for which the minimum score is 610. To count for Lindsey Wilson College coursework, CLEP credit must be pre-approved by the Registrar's Office.

Dual Credit Courses

A dual credit course is one high school students nominated by their high school may take at or through Lindsey Wilson College. Any earned credits will count for college credit and may also count for high school credit, depending upon the high school's guidelines. In order for Lindsey Wilson College to assume full responsibility for the academic quality of the dual credit courses it offers, the following conditions must be met:

- The course is one that has been approved by Lindsey Wilson College faculty in the normal manner for all recognized course offerings at the college;
- The course is instructed by a person who meets normally applied college standards with regard to credentials, experience, etc.;
- The number of credits is appropriate to the normally applied college standards for the number of contact hours and other work expectations;
- In those cases where the course is taught at the high school rather than in a college facility and where that facility must support laboratories or other special needs, the college will examine the facility and determine if it is adequate for the course in question prior to the semester in which the course is offered;
- If the instructor is not a member of the college faculty, that person will meet all criteria normally applied for appointment at the rank of instructor. The syllabus for the course and all quizzes, tests, and other graded material will be reviewed by the program coordinator/director and approved by the relevant dean sponsoring the course prior to the semester in which the course is offered. The student learning outcomes (SLOs) for the course are required to be the same as those for the course as taught at the college. The instructor will be required to follow college guidelines as stated in the adjunct section of *The Faculty Handbook*; and
- The course follows the syllabus, including SLOs and assessment normally used in the course. SLOs are determined by the academic program.

Students enrolled in a dual credit course will have all rights of access to academic materials normally afforded students at the college. They will also have all rights of appeal normally afforded Lindsey Wilson College students in the event of any differences with regard to grades or other academic matters.

Dual credit students may enroll in 1000- and 2000-level courses. Registration in 3000- or 4000-level courses by dual credit students requires permission of the instructor and the academic advisor.

Institutional financial assistance will not be extended to students enrolled in dual credit courses. Applicable fees will be applied by the Business Office and must be paid prior to the beginning of the course in question. See Tuition and Fees for dual credit tuition charges.

Credit for Military Training

Upon presentation of an authenticated DD 214 form, Lindsey Wilson College will examine, validate, and may award credit for military training according to American Council on Education (ACE) guidelines. Such credit will not exceed 30 credits or 25 percent of the credit hours applied toward a degree and will be applied to general education, elective, or major requirements, according to college policy.

Veterans are eligible for financial assistance. The college participates in the Yellow Ribbon Programs for veterans. Its academic and financial aid policies have been deemed military-friendly.

Prior Learning Assessment Policy

Lindsey Wilson College recognizes that college-level learning may occur from a variety of life and work experiences. Students who have earned a minimum of 12 credits of college-level work and who are currently in good academic standing at Lindsey Wilson College are eligible to participate in prior learning assessment.

Students may earn up to 25 percent of the requirements for their degree program through prior learning assessment. Students must meet residency requirements for the college and must earn at least half of the credit hours required for their major from the college.

Prior learning must match existing courses using the course descriptions and student learning outcomes for guidance. The following guidelines and methods are acceptable for validating prior learning for the purpose of awarding credit:

1. Credit demonstrated by successfully passing national for-credit examination programs, specifically CLEP (the College Board College Level Examination) and Advanced Placement (AP) exams. The scores that constitute a passing score are available elsewhere in the college catalog;
2. Credit recommendations made by the American Council on Education (ACE), if approved by the appropriate program;
3. Individual portfolios evaluated by Council for Adult and Experiential Learning's (CAEL) national prior learning assessment service, see LearningCounts.org; National College Credit Recommendation Service (NCCRS); or by college faculty who have been trained in portfolio assessment;
4. Challenge exams developed and/or approved by faculty and approved by the program offering the course that is challenged; *and/or*
5. Performance-based assessments developed and evaluated by faculty trained in performance assessment and approved by the program that offers credit for the assessment.

Prior learning credits shall be applied to meeting degree or program requirements in the same manner as credits earned at the awarding institutions. Prior learning credit is transcribed with course title and number for the credit awarded. Grades of Credit/No Credit (CR/NC) are awarded; letter grades are not awarded.

The receiving institution's policies will determine whether credits earned through prior learning assessment will be transferable.

Policy on Continuing Education Programs and Units

The Continuing Education Unit (CEU) measures individual participation in noncredit continuing education. All significant postsecondary level learning experiences for which degree credit is not earned will be recognized through the use of the CEU. The term “credit” is reserved for those learning activities which typically lead to a degree.

CEUs are issued in whole and half hour increments and are quantified as the number of instructional hours divided by ten. Partial increments are rounded down to the next nearest half hour. Approved CEU programs should normally be offered for no less than five contact hours (.5 CEU credits).

Admission Requirements – Graduate Students

The admission criteria for the college’s Doctor of Philosophy in counselor education & supervision, Doctor of Nursing Practice in executive leadership, Master of Education degree program in counseling & human development, Master of Business Administration, and Master of Science in technology management are specific to each program. Individuals interested in these programs should consult the appropriate Program Application Procedure section of the catalog.

Transfer Students

All graduate programs offered by Lindsey Wilson College accept transfer students. Individuals interested in transferring to the college should consult the appropriate Transfer of Credit section of the catalog.

International Students

International students applying to the Master of Business Administration (M.B.A.) or the Master of Science in technology management (M.S.T.M.) degree program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79 composite, *or*
 - Paper-based: 550;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student’s native language; *or*
- Student completed an undergraduate or a graduate program at an accredited U.S. institution or equivalent English-speaking institution.

Students who fail to demonstrate English proficiency may still be considered for admission to the M.B.A. or M.S.T.M. program but will be required to successfully complete a provisional ESL (English as a Second Language) course before being officially accepted into the program and enrolling in classes.

The English proficiency standards apply to domestic students applying to the M.B.A. or M.S.T.M. program who have not received an undergraduate degree from an English-speaking institution.

International students applying to all other graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79* composite with 21 writing and 19 reading,
 - Paper-based: 550, *or*
 - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student’s native language; *or*

- Student completed an undergraduate or a graduate program at a U.S. institution with U.S. Department of Education recognized institutional accreditation.

**Nursing requires iBT 83.*

Non-degree Admission

Upon application, non-degree admission may be granted on a space-available basis to those who wish to enroll in courses but who do not intend to pursue a degree. Non-degree seeking applicants will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable program application fee;
2. Send official transcripts showing completion of a bachelor's degree, and for doctoral classes the completion of a master's degree, from a college or university with U.S. Department of Education recognized institutional accreditation to the Lindsey Wilson College Registrar's Office; *and*
3. If requested, successfully complete an interview with program faculty.

If a student who is enrolled in the non-degree category subsequently wishes to seek a degree, s/he must make application to the program requesting a change in status and must meet all criteria for admission. If approved, a student may carry forward no more than 12 hours of credit earned as a non-degree student.

Students with Disabilities

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need extended time to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students are encouraged to identify and document the nature of their disabilities with Mr. Ben Martin, the ADA coordinator. It is the responsibility of the student to provide the ADA coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson College provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at lwcadaofficer@lindsey.edu or (270) 384-7479.

Readmission

Students who have previously attended Lindsey Wilson College and desire to re-enter must complete a new Application for Admission and submit transcripts from all colleges and universities attended since leaving Lindsey Wilson. All applicants for readmission will be reviewed for academic, financial, and social standing by the Admissions Committee or by the Regional Admissions Committee. All readmit students who are not in good standing academically will be reviewed by the Admissions Committee for acceptance consideration.

Credit by Examination and Transfer

Transfer Credit Approval

For a course(s) in a student's major, written approval must be obtained from the dean and the Registrar's Office. Upon completion of the course(s), an official transcript must be submitted to the Registrar's Office. Transfer credit is accepted only from colleges and universities with U.S. Department of Education recognized institutional accreditation.

Credits earned at Lindsey Wilson College are transferable to another institution at the discretion of the receiving institution.

Credit for Military Training

Upon presentation of an authenticated DD 214 form, Lindsey Wilson College will examine, validate, and may award credit for military training according to American Council on Education (ACE) guidelines. Such credit will not exceed 30 credits or 25 percent of the credit hours applied toward a degree and will be applied to graduate degree requirements, according to college policy.

Veterans are eligible for financial assistance. The college participates in the Yellow Ribbon Programs for veterans. Its academic and financial aid policies have been deemed military-friendly.

Katie Murrell Library Services

The Katie Murrell Library, housed in the Holloway Building on the A.P. White Campus in Columbia, is a 24,000 square foot facility that serves the educational and other needs of the college community. Extensive library resources are available to all students via the Katie Murrell Library web page. The library provides access to a multimedia collection of 957,042 cataloged titles. This includes 22,875 physical books and AV titles, nearly 872,501 ebooks, and numerous other online resources with literary, scientific, business, statistical, and reference information as well as streaming music and video titles. A juvenile and curriculum collection supports students in the teacher education programs, and a popular materials collection provides access to recreational reading.

The library has 46 public access terminals where students can do research, write papers, complete assignments, and use the Internet. Laser printers and scanners are available all hours the library is open. Students at the A.P. White Campus in Columbia receive a printing allowance each semester that can be used in the library. The library supports and maintains classroom technology at the A.P. White Campus in Columbia.

Library facilities include individual study carrels, group tables, a computer lab, the juvenile/ curriculum collection, a conference room, and group study rooms. Sofas and other casual seating can be found near the circulation desk and in the Thomas D. Clark Reading Room. A wireless network allows Internet access through laptops, tablets, or other mobile devices. Library staff members work to make the library a center of the A.P. White Campus in Columbia and to provide support and instruction to students on the use of the library, its collections, and technology.

Periodicals, Magazines, and Full-Text Databases

Students may access more than 59,000 magazines, newspapers, and journals in online and print formats. The library incorporates numerous full-text databases into its collection, both specialized and general, through the Kentucky Virtual Library and the Appalachian College Association. Students and faculty members have remote and 24-hour access to significant academic and learning resources. In addition to the databases, there are tailored library subjects guides, created by the library staff, for various areas of study. A full list of these guides can be found on the library's web page.

Network, Consortia Affiliations, and Interlibrary Loan Services

The library is a member of the Kentucky Library Network and participates in regional networks of libraries under the Kentucky Virtual Library, Online Computer Library Center (OCLC), the Appalachian College Association (ACA), the Association of Independent Kentucky Colleges & Universities (AIKCU), and the Federation of Kentucky Academic Libraries (FoKAL). Under these partnerships, patrons may borrow books and articles from libraries within Kentucky, in the larger region, and around the country. Using an online interlibrary loan system, students may search for and request items from libraries around the nation. A statewide courier system delivers books and articles from libraries within Kentucky twice a week.

Government Documents

The Katie Murrell Library is a member of the Federal Depository Library Program (FDLP). It receives selected government documents in print and electronic formats. Using the online catalog, students may access over 56,000 documents and government websites. These include periodicals, statistics, census data, legislative information, consumer literature, agency directories, government spending data, and research summaries from all branches of the federal government. A guide to these materials can be found on the library's web page.

Library Orientation and Instruction

Entering students on the A.P. White Campus in Columbia are oriented to the library and to other academic support services as part of their First-Year Experience Seminar course. The library offers general and specialized instruction to all levels of students through individual assistance, instruction, class visits, and online tutorials. Instructional videos are also available through the library web page and from the online course management system. During their time at Lindsey Wilson College, students work with a professional, student-centered staff to develop their research, knowledge, and information literacy skills.

Community Campus and Online Services

The library provides library services to its faculty and students at all of its community campuses. These include substantial online collections, information packets, online training videos, delivery of books and articles, embedded email assistance, and phone access through a toll-free phone number. Library staff provides video conferencing for library instruction and individual consultations and create tutorials customized for distance and online students.

Area Resident Services

The library provides measured access to library collections, including the juvenile/curriculum collection, databases, and services for area residents. Visitors may use library computers, printers, and the photocopier, and they may access the campus wireless network. To check items out, area residents must verify their address and also complete and sign an Area Resident Application form.

Campus Life

Arts & Lecture Series

The college's Cultural Affairs & Enrichment Committee coordinates an annual Arts & Lectures Series for the A.P. White Campus in Columbia. Authors, scholars, and musicians are invited to campus to speak or perform, allowing students to engage with a variety of writers, thinkers, performers, and musicians. Some years a writer or scholar from the Woodrow Wilson Fellows program spends a week in residency, meeting with classes, students, and faculty. Events also include performances by the college theatre program as well as by the college choral and instrumental ensembles. Events in the Arts & Lecture series are an important part of the educational experience at the college, and students are encouraged to attend.

Lucretia C. Begley Gallery

An important extension of campus life and the community, the Lucretia C. Begley Gallery hosts exhibitions by artists working in a wide range of media and subjects. In addition to fostering greater appreciation for the visual arts and exemplifying working practices of artists, a primary function of the gallery is to feature exhibitions of Art Major Seminar students, required of art majors before they graduate. The gallery is located in the W.W. Slider Humanities Center.

Other Cultural Events

Student Services presents a number of lectures and interactive cultural events each semester on a changing schedule. The Student Activities Office in the Cralle Student Union Building (SUB) may be contacted for the schedule of events.

The Academic Affairs Office plans Academic Celebrations near the end of the fall and spring terms where students are invited to present their research and service-learning projects in poster sessions and short presentations. The events are open to college and community members.

The Lindsey Players, the LWC Band, and choral groups present a variety of plays and concerts each semester. Recitals by instrumental and vocal students are also open to the public.

Bonner Program

Based in Princeton, N.J., the Bonner Program is a national initiative that supports service programs at U.S. colleges and universities. Lindsey Wilson College became a college that provides a Bonner Leader Program in fall 2005 and a Bonner Community Scholar Program in 2011. In agreement with the Bonner Foundation, the Lindsey Wilson Bonner Program's mission is to transform the lives of its students and members, the life of the college, the local community, and the world around through service and leadership. The Bonner Program includes both Bonner Scholars and Bonner Volunteers.

- Bonner Scholars apply, interview, and are selected. Many Bonner Scholars receive funding through Federal Work Study or through Lindsey Wilson College Work Study. Based on level of funding, Bonner Scholars commit to serving 280-344 hours each academic year. Bonner Scholars also commit to one Summer of Service, consisting of 280 hours served at a non-profit organization, during their college experience.
- Anyone can apply to and join Bonner Volunteers. Bonner Volunteers receive no funding and commit to fewer hours, serving 100 hours each academic year. They are not required to complete a Summer of Service. They are welcome at all Bonner meetings, workshops, and social events.

Food Recovery Network

The Food Recovering Network (FRN) is the largest student movement fighting hunger and waste in America. FRN is focused on "Fighting Waste and Feeding People," and their model seeks to recover food that would otherwise go to waste and to deliver it to a Hunger-Fighting Partner to then be distributed. The Food Recovering Network at Lindsey Wilson College (FRNLWC) is one of more than 170 chapters that empower student leaders to join the movement against food waste. The college's initial effort to help food-insecure individuals and families in Adair County was started in 2016 as the LWC Campus Kitchen. The college officially transitioned to the FRNLWC in November 2019. Volunteers with FRNLWC recover excess food from the Robert D. Cranmer Dining & Conference Center and donate it to JOY Ministries where clients in the Columbia and Adair County community may access resources.

Center for Civic Engagement

The Center for Civic Engagement houses efforts to promote the civic engagement and service involvement of students, faculty, and staff at Lindsey Wilson College.

- The Community-Engaged Learning Initiative, first funded by a grant and launched in fall 2019, provides faculty with training and stipend incentives to implement community-engaged learning components in their courses. Center staff, in partnership with a Faculty Fellow, works to build a campus-wide understanding and appreciation of community-engaged learning, recognized as a high-impact practice.
- Center staff is responsible for compiling and distributing data about community service and community-engaged learning at Lindsey Wilson College each year.
- August 2019 saw the first Freshman Service Plunge, which was implemented as a mandatory component of the opening weekend for roughly 300 incoming freshmen to gain a deeper connection with the Adair County community.

Spiritual Life

Activities and programs to foster a spiritual climate and contribute to the development of spiritual growth are available to students at Lindsey Wilson College. Faculty, staff, and students coordinate regular chapel services, and student organizations provide opportunities dedicated to personal growth and commitment.

The college employs a full-time chaplain to coordinate religious programming and to provide pastoral counseling services to all students. Students are urged to maintain relationships with their home churches, but they are also encouraged to attend one of the many area churches.

Intercollegiate Sports

Lindsey Wilson College offers a comprehensive program for student athletes who wish to participate in intercollegiate athletics. Men's varsity sports include baseball, basketball, bowling, cross country, football, golf, soccer, swimming, tennis, track and field, and wrestling. Men's JV sports include baseball, basketball, bowling, golf, soccer, tennis, and wrestling. Women's varsity sports include basketball, bowling, cross country, golf, soccer, softball, swimming, tennis, track and field, and volleyball. Women's JV sports consist of basketball, soccer, softball, tennis, and volleyball. The college also participates in co-ed intercollegiate competition in men's and women's archery, cycling, dance, and cheerleading. Lindsey Wilson men and women participate in the Mid-South Conference (MSC) under the direction of the National Association of Intercollegiate Athletics (NAIA).

Intramural Programs

As part of Lindsey Wilson College's campus recreation, intramural sports offer opportunities for a variety of activities that may improve wellness and fitness. The program also provides competitive and cooperative activities along with opportunities to learn and practice leadership and planning. Additional information may be found at the intramural program's web-page.

Student Government Association

The Lindsey Wilson College Student Government Association (SGA) is responsible for coordinating student clubs and organizations for the purpose of student development and student leadership. It is active in assisting with the planning, promotion, and coordination of student activities and community-service projects. SGA exists to provide leadership opportunities through student governance and to serve as a voice for student concerns and needs.

Officers are elected in the spring semester for the following academic year. SGA members represent the recognized student organizations with additional members-at-large. The diversity of membership provides many opportunities for involvement in campus leadership.

Clubs and Organizations

Clubs and organizations are formed to meet student needs and interests. These include both academic and special interest clubs. Some of the clubs and organizations active on campus are:

- Adventure Recreation Club
- Alpha Chi (National Honor Society)
- Alpha Phi Sigma (National Criminal Justice Honor Society, Mu Sigma Chapter)*
- Alpha Psi Omega (National Theater Honor Society)
- Black Student Union*
- Chi Sigma Iota Honor Society (Counseling)
- Crafts & Hobbies Club*
- Fellowship of Christian Athletes*
- The Honor Society for Sustainability*
- Honors Association*
- Kentucky Education Association Student Program (KEA-SP)*
- Lambda Pi Eta (National Communication Honor Society)
- Lindsey Wilson College Alliance*
- Lindsey Wilson College Young Republicans*
- Lindsey Wilson Players*
- Lindsey Wilson Singers*
- Mosaic*
- National Association for Music Education*
- Phi Beta Lambda (Business Honor Society)
- Responsible Alcohol Values through Education (RAVE)
- Sigma Tau Delta (International English Honor Society)*

- Sigma Theta Tau (Nursing Honor Society)*
- Student Activities Board*
- Student Ambassadors
- Student Athlete Advisory Council*
- Student Government Association (SGA)*
- Sustainability & Environmental Club*
- Tea Club*
- Turning Point USA
- United Nations Club*
- Women’s Student Union
- Young Democrats*

**Members of Student Government*

Lindsey Wilson College is also a participant in the Bonner Leader Program and in Kentucky Campus Compact, both of which support service to the campus and the community. For descriptions or additional information, please refer to the *Lindsey Wilson College Student Handbook*.

Student Publications

Lindsey Wilson College offers students the opportunity to refine journalism, writing, and organizational skills through participation in several scholarly and creative publications. Students produce three general circulation journals:

- *RaiderView* is the student newspaper and online journal. For more information, contact the faculty advisor, Mr. David Goguen.
- *Orpheus* is the annual literary journal. First published in 1999, it provides a forum for creative student expression in multiple genres and media, including poetry, short fiction, creative nonfiction, photography and artwork. Editorial positions are open to any current Lindsey Wilson College student based on experience or interest. For more information, contact Dr. Karolyn Steffens or Dr. Rachel Carr, the faculty advisors.
- *Alpha Kappa Review* is a peer-reviewed annual undergraduate research journal that publishes critical essays written by current and recently graduated students. The editorial board is comprised of members of the college’s chapter of Sigma Tau Delta, the International English Honor Society. Questions may be directed to Dr. Karolyn Steffens or Dr. Rachel Carr, the faculty sponsors.

Students also have the opportunity to have their work included in *Thespis*, an anthology of new plays by Lindsey Wilson College students who participated in the theatre program’s Playwriting and Advanced Playwriting classes. The plays collected are the culmination of a semester-long exploration of the craft of writing for the stage. For more information, contact Mr. Robert Brock or Mr. Jeremy Cloyd.

The Beacon is a peer-reviewed research journal with a multidisciplinary human services focus. Critical essays and professional papers written by students and faculty across the college are reviewed by the editorial board who are members of the School of Professional Counseling that includes students from the Counselor Education & Supervision (Ph.D.) and Counseling & Human Development (M.Ed.) programs and faculty. For further information, contact the editors, Dr. Hannah Coyt or Dr. Darlene Vaughn.

Conduct Policies

Conduct

Lindsey Wilson College students are expected to conduct themselves in a manner consistent with the ideals of the college community. Enrollment at Lindsey Wilson College is regarded as a privilege which may be withdrawn from anyone who does not respect the standards of the college or the rights of others. Rules and regulations, which govern the lives and conduct of Lindsey Wilson College students, are stated in the *Lindsey Wilson College Student Handbook*.

All students are responsible for behaving appropriately as a citizen. The *Lindsey Wilson College Student Handbook* is available on the college’s website as a PDF document. All students are instructed to log into

MyLWC Portal to update their student records and to electronically sign that they have read and understood the student handbook.

Drug-Free Environment

Lindsey Wilson College is committed to providing a healthy and safe environment for its students. The college is in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. Standards of conduct relating to the unlawful possession, use, dispensing, distribution, or manufacturing of alcohol or illicit drugs are available for review in the *Lindsey Wilson College Student Handbook*. These standards of conduct will be applicable while on Lindsey Wilson College property, and elsewhere while on college business, and/or while attending college-sponsored activities.

Student Services

The Student Services Office, located on the second floor of the L.R. McDonald Administration Building on the A.P. White Campus in Columbia, is responsible for coordinating the following areas: admissions, athletics, student activities, career services, international students, student government, residence life, campus recreation, intramural activities, public safety and security, student health services, public relations, Bonner Scholars, civic engagement, and student leadership. Each department has a staff member responsible for day-to-day operations. Their respective office locations and extension numbers may be found by visiting the Lindsey Wilson College website.

Health Services/Campus Nurse

The director of Health Services/campus nurse is located in the Blue Raider Sports Medicine Office, which is in the basement of Phillips Hall. The office is open to all students for the purpose of consultation, administering prescribed medication (e.g., allergy shots), checking blood pressure, and providing overall health information and general minor treatments and referrals. Office hours are posted on the Lindsey Wilson College website and appointments can be made by emailing cootst@lindsey.edu.

Public Safety & Security

A college security officer is scheduled to be on duty on the A.P. White Campus in Columbia 24 hours each day. The main security office is located in the Cralle Student Union Building. All students should assist the college and campus security officers in maintaining adequate protection within the residence halls and on campus. As members of the campus community, students should immediately notify the residence hall directors or security officer on duty concerning the presence of unauthorized individuals in residence halls or any situation requiring their assistance. In the event of a situation on campus, contact Public Safety at (270) 384-8106. If campus phone lines are inoperative, Public Safety & Security can be reached directly by dialing (270) 634-1147 (mobile or text). If there is a situation or emergency that needs immediate attention, it is always appropriate to dial 911 for police, fire, and ambulance. Emergency call boxes on the A.P. White Campus in Columbia are located behind the J.L. Turner Leadership Center, Biggers Sports Center, Richardson Hall, Draper Apartments, and Phillips Hall. During fall and spring semesters, the academic buildings will open at 7 a.m. CT Monday through Friday and will close at 10:45 p.m. CT Monday through Thursday and at 5 p.m. CT on Friday.

Community campus security is provided in partnership with the community college campuses.

Cralle Student Union Building (SUB)

The Cralle Student Union Building is the hub of social activity on campus. Known as the SUB, it is the central meeting place of students, faculty, and staff. The SUB houses the college Bookstore and several offices vital to students and staff: the Service Center, the central office for mail and phone services on campus; Public Safety & Security; Student Activities; and Student Government Association. Students and staff can meet at the Blue Raider Café for food and conversation, and a Starbucks kiosk serves a wide

assortment of hot and iced coffees and teas. The campus game room, TV areas, and internet café are favorite places for students to enjoy breaks from their studies.

Bookstore

The Lindsey Wilson College Bookstore is located in the Cralle SUB. It carries a wide variety of classroom supplies, new and used textbooks, greeting cards, toiletries, and a line of fashion wear and mementoes exclusively designed for Lindsey Wilson College students. Bookstore hours are Monday through Friday from 7:30 a.m. to 4:30 p.m. CT. Students can determine what textbooks are needed for their courses by going to Bookstore's web page. Books can be ordered by calling (270) 384-8053 or emailing bookstore@lindsey.edu. Visa, MasterCard, and Discover are honored.

Food Services

The Roberta D. Cranmer Dining & Conference Center is available to students and campus visitors. Opened in 1993, the facility is recognized to be among the finest in the region. All residential students are required to purchase the standard college meal plan. The Cranmer Dining & Conference Center provides a broad menu of entrées, grill items, pasta, sandwiches, soup, salads, and desserts. Students are encouraged to offer comments and suggestions to the director of Auxiliary Services to improve the campus dining experience.

The Blue Raider Café in the Cralle Student Union Building serves a variety of lighter menu items.

Residence Halls

Any full-time Lindsey Wilson College student on the A.P. White Campus in Columbia who does not live with a parent or guardian must live in one of the residence halls, unless he or she qualifies as an independent student under policies described in the *Lindsey Wilson College Student Handbook*. All housing assignments are managed by the Residence Life Office. Room assignments are made on the basis of double occupancy. Single rooms, at an extra charge, are available by request provided there are vacancies.

Students desiring housing may complete a housing application and forward it with the designated housing fee to: Residence Life Office, Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, KY 42728. A room will be reserved once a room and board contract is signed and a housing fee is received and on file in the Residence Life Office. The standards and guidelines pertaining to residence life are explained in the *Lindsey Wilson College Student Handbook*.

Students applying for room assignments may indicate a preference of a roommate. Whenever possible, such requests are granted. Returning students' requests are given first consideration.

While changes in room assignments are sometimes possible, permission must be granted by the appropriate residence director.

Rooms are normally furnished with the following: television cable with service hookups, Ethernet computer data lines, wireless data connections, single beds, chests of drawers, mirrors, closets, and study desks. Sheets, blankets, pillows, and towels must be furnished by the student. Students are responsible for items of personal property they bring on campus or have in their rooms. The college is not responsible for damage to or loss of a student's property.

Vehicles

Students on the A.P. White Campus in Columbia must register their vehicles during orientation/registration or within 24 hours of bringing the vehicle on campus if the session already has begun. Proof of insurance and a \$20.00 fee must be presented in order to receive a parking permit. Permits are issued

by Public Safety & Security. Students are directed to park in designated areas on campus. Blue lots are reserved for residential students, and white lots are reserved for commuter students.

Advising Services

First-Year Experience Advisors

Lindsey Wilson College provides a staff of full-time First-Year Experience advisors who, along with faculty, work with freshmen on the A.P. White Campus in Columbia during their first year in college. The First-Year Experience advisors are located in T.D & Rowena Everett Center. Freshmen are assigned to a First-Year Experience advisor or to a faculty advisor. First-Year Experience advisors teach many of the First-Year Experience Seminar classes, monitor class attendance and academic performance, coordinate study halls, evaluate testing results, conduct periodic surveys of student needs, participate in campus social activities with freshmen, assist students with course selection and registration, and meet regularly with their advisees.

Online Admissions Counselors and Enrollment Coordinators

Online admissions counselors and enrollment coordinators advise new online and community campus students during their first semester. Faculty and enrollment coordinators will advise students beginning in their second semester. An online success coach, along with faculty, will monitor participation in online courses and student performance. The online success coach and enrollment coordinator will provide assistance and access to many services available to students.

Faculty Advisors

Many freshmen and all other students are regularly advised by full-time faculty members. The advisors guide students to successful college graduation. Advising includes helping students set educational and career goals, assisting students in understanding the culture and expectations of the college, providing support in planning a program consistent with a student's interests and abilities, monitoring academic progress, and integrating the resources of the institution to help an advisee succeed. Advisors seek to serve as role models while developing reciprocal professional relationships with students.

Tutoring Services

Academic Success Center

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students' academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact the Academic Success Center at (270) 384-8038 or at asc@lindsey.edu.

Mathematics Tutoring

Tutoring for mathematics is scheduled through and provided in the Academic Success Center.

Writing Center

The Writing Center provides one-to-one assistance and group or class workshops to undergraduate and graduate students, faculty, and staff in an effort to support its belief that writing serves as one of the primary means for learning and communicating. Services are free to all experience levels and at any point in the writing process. The center is located in Room 200 of the W.W. Slider Humanities Center. Online sessions are available to Lindsey Wilson College writers at community campuses and to those enrolled in

online degree programs. Please contact lwcwc@lindsey.edu for further information and assistance or go to the Writing Center's web page to schedule an appointment online.

Counseling and Career Services

Counseling Services

Personal and confidential counseling is provided by a licensed professional from The Adanta Counseling Group and by the college's chaplain and assistant chaplains. Whether it is a religious question, a personal relationship issue, a career decision, or the need for an unbiased opinion, counselors are available and ready to provide assistance. Referral to outside agencies is also available when requested or needed.

Career Services

The Career Services Office is located in the Center for Civic Engagement & Student Leadership. The office assists students, including those enrolled in online degree programs and at the community campuses, seeking employment and offers career counseling. Services include:

- Career advice and counseling through personal counseling and computer use;
- A library of employment and career information, employer literature, and graduate school information;
- Workshops about job-search strategies;
- Job vacancy announcements and personal job referrals;
- Credential services for students and alumni; *and*
- Assistance locating off-campus employment.

Please contact Ms. Laura Burwash, director of Career Services, at (270) 384-8065 or at careerservices@lindsey.edu for further information and assistance.

Financial Information

Undergraduate Tuition per Semester (Fall and Spring) – A.P. White Campus in Columbia

12-18 credit hours	\$12,720
More than 18 hours, per credit hour	\$1,060
Less than 12 hours, per credit hour	\$1,060

Other Programs

Undergraduate

Community Campuses, per credit hour	\$424
Summer classes, A.P. White Campus in Columbia, per credit hour	\$424
Winter classes, A.P. White Campus in Columbia, per credit hour	\$1,060
Online program, Business Administration, per credit hour	\$285
Online program, Criminal Justice, per credit hour	\$285
Online program, R.N. B.S.N., per credit hour	\$285
Online program, Human Services, per credit hour	\$424

Master's

Community Campuses, per credit hour	\$484
A.P. White Campus in Columbia, per credit hour	\$690
Online program, Master of Business Administration, per credit hour	\$480
Online program, Counseling & Human Development, per credit hour	\$484
Blended programs (M.B.A. & M.S.T.M.), per credit hour	\$515

Doctoral programs

Counselor Education & Supervision (Ph.D.), per credit hour	\$725
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Executive Leadership (D.N.P.), per credit hour	\$725
Student Activity Fee per Semester	\$82
Full-time students; includes ID card, campus activities, and regular season athletic events	
Student Technology Fee per Semester	\$57
Room per Semester	
Residence Hall – Double occupancy	\$1,725
Residence Hall – Single occupancy	\$3,450
Board per Semester	\$3,022.50
<u>The meal plan is required of residential students.</u> It includes 19 meals per week: three peak meals a day, Monday through Friday, and two meals a day on Saturday and Sunday. Monday through Friday there is continuous dining from 7:00 a.m. until 6:30 p.m. where students can come into the Dining Center and partake of soup, salad, deli, pasta, desserts, and grill items if they aren't able to dine during peak meal times.	
Commuting students may eat in the Dining Center on a per-meal basis; prices vary depending on meal and day of week, or they can choose to purchase a meal plan just like residential students. Call (270) 384-8097 for more information.	
<i>Note:</i> Summer room and board is available only to students who are enrolled in summer session courses. Summer room and board rates are the same as those stated above, prorated by the period of enrollment.	
Dual-Credit Courses (High School) – 3 Credit Hours	\$187
Special Services Fees	
Art Studio	\$35
Private Music Lesson, per semester	\$70
Student Teaching	\$155
Course Audit Fee, per credit hour	\$1,060
Prior Learning Assessment, per credit hour	\$60
Transcript Fee	\$10
Graduation	\$60
Nursing Fee (undergraduate programs), per semester	\$515
Parking Fines	\$5-45
Parking Permit	\$20
Key Replacement	\$12
ID Replacement	\$5
Returned Check Fee	\$20
(checks returned marked “insufficient funds” or “account closed”)	
Housing Fee	\$50
Hard Waiver Athletic Accident Plan (can be waived with proof of primary coverage)	\$350
Blended Programs (M.B.A. & M.S.T.M.)	
Application Fee	\$100
Matriculation Deposit	\$250
Inclusive Book Fee, per course	\$80
Late Payment	\$250
Residency Make-up Fee	\$300

Financial Assistance

General Information

Lindsey Wilson College's financial aid program offers a variety of federal, state, and institutional funds. Financial aid awards may include grants, loans, and student employment. Scholarships may also be awarded to degree-seeking students based on their financial need and/or academic achievement. Applications for admission will be reviewed for scholarship eligibility. All financial aid programs administered through the college require acceptance for admission to the college and completion of the Free Application for Federal Student Aid (FAFSA). Students who complete these requirements and, if necessary, the verification process by November 1 receive priority. Applications submitted after that date will be subject to availability of funds. Each applicant will be notified of financial aid eligibility. Awards will be made to qualified students until funds are depleted. Students who are not eligible for federal programs due to default status or drug-related charges or who are rejected by the federal government for other reasons will not be eligible to receive any financial assistance.

Students who are enrolled simultaneously in a bachelor or master's degree program and a certificate program are eligible for federal financial assistance if they meet the eligibility requirements for Title IV aid. Students who are enrolled in a certificate program and who are pursuing a bachelor or master's degree are eligible for federal financial assistance if they are enrolled at least half-time and if they meet the eligibility requirements for Title IV aid.

Note: Institutional grants and scholarships are awarded only in amounts equal to the direct educational assistance needed for the academic year at hand. Direct educational expenses at Lindsey Wilson College are defined as tuition and fees, in addition to room and board for residential students. Institutional grants and scholarships are awarded, according to individual need, after federal and state awards have been made. Institutional grants and scholarships will be adjusted to prevent over-awarding.

No student will receive more than one institutional academic scholarship. Except for the Begley Scholarship and the Wesley Scholars Program, all tuition scholarships and grants will cover only the first 12-18 hours each fall and spring semester. Students must pay for any hours more than 18.

Institutional grants and scholarships are available for eight consecutive semesters for bachelor's degree programs and four consecutive semesters for associate degree programs, when all other restrictions are met. Only those students enrolled full-time on the A.P. White Campus in Columbia are eligible for **institutional grants and scholarships** unless otherwise noted. All institutional scholarships and grants are subject to change without notice.

In accordance with federal regulations for students receiving federal assistance, Lindsey Wilson College has a policy concerning a drug-free environment. This policy is available for review in the Office of the Vice President for Administration & Finance.

Federal Financial Aid

Students may receive federal financial aid as a full-time or part-time student. Part-time attendance will be prorated accordingly. To remain eligible, the student must meet the conditions of minimum satisfactory academic progress (SAP).

Grants

Challenge Grant

This is a need-based grant for first-time, full-time freshmen up to \$13,000 per year. It is renewable for three years. Students are not eligible for this grant if they receive an academic scholarship.

Federal Pell Grant

This federally funded grant is awarded on the basis of financial need. This grant is the foundation upon which all other aid is based.

Lindsey Wilson Grant

This grant, funded by Lindsey Wilson College, is designed to help meet a student's financial aid need as determined from the Free Application for Federal Student Aid (FAFSA). This grant program helps ensure that all students have an opportunity to benefit from a Lindsey Wilson College education.

Federal Supplemental Educational Opportunity Grant

This federally funded grant is awarded to students based on financial need. Limited funds are available, and priority is given to Pell Grant recipients.

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

Students who intend to teach in a public or private elementary or secondary school that serves students from low-income families may be eligible for this grant. In exchange for receiving a TEACH grant, students must agree to serve as a full-time teacher in a high-need field in a school that serves low-income families. Students must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH grant. Failure to complete this service obligation will result in the grant being converted to a Federal Direct Unsubsidized Loan.

Iraq & Afghanistan Service Grant

This federally funded grant is for students whose parent or guardian died as a result of military service in Iraq or Afghanistan. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed cost of attendance. Students must complete the Free Application for Federal Student Aid (FAFSA) and meet the eligibility requirements below to qualify:

- Student is not eligible for a Federal Pell Grant on the basis of expected family contribution, *but*
- Student meets the remaining Federal Pell Grant eligibility requirements; *and*
- Student's parent or guardian was a member of the U.S. armed forces and died as a result of the military service performed in Iraq or Afghanistan after the events of 9/11; *and*
- The student was under 24 years old, or was enrolled in college at least part time at the time of the parent or guardian's death.

Once the student has earned a bachelor's degree or first professional degree or has used up all 12 semesters of eligibility, s/he is no longer eligible to receive an Iraq & Afghanistan Service Grant.

Kentucky State Grants

These grants, funded by the Commonwealth of Kentucky, are awarded according to the need of Kentucky residents attending Kentucky colleges and are subject to availability of funds. The grants are available as a Kentucky Tuition Grant (KTG) or College Access Program Grant (CAP).

Christian Service Grant

This grant is available to the unmarried children under age 24 and/or spouses of a Kentucky United Methodist minister who is employed in full-time service of the Church. Up to one-half of the tuition will be granted, depending on other financial assistance awarded. It is also available to unmarried children under age 24 and/or spouses of a deceased full-time Kentucky United Methodist minister.

Loans

Federal Direct Subsidized Loan

This need-based program enables students to borrow a student loan. The loan is insured by the federal government, and the federal government pays the interest while the borrower is enrolled in school at least half-time, during a grace period, and during authorized periods of deferment. Interest will begin to accrue from the beginning of the repayment period.

Federal Direct Unsubsidized Loan

This is a non-need-based loan. This loan is insured by the federal government. Interest begins accruing when the loan is disbursed. The interest rate is determined annually by the federal government. The student is responsible for the interest during in-school and deferment periods.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan is a low interest rate, unsubsidized loan for graduate and professional students. The program allows a graduate student to borrow up to the cost of attendance, minus any other financial aid received. Graduate or professional students must be enrolled at least half-time at an eligible school in a program leading to a graduate or professional degree and must meet the eligibility requirement established by the U.S. Department of Education.

Federal Direct Parent PLUS Loan

This loan program enables parents with approved credit to borrow for each child who is enrolled at least half-time and who is a dependent student. There is no grace period for these loans. Interest is determined annually by the federal government.

Ministerial Loan/Grant

This assistance is offered to students who plan to enter the ministry of The United Methodist Church. It is given in the form of a need-based loan for up to one-half tuition, which will be forgiven if the student remains in full-time service to the Church for five years after attending Lindsey Wilson College.

Lindsey Wilson Bagby Loan

This assistance is funded by a gift from the late George Bagby. It is awarded to needy students who might otherwise be unable to attend Lindsey Wilson.

Lindsey Wilson-Fenley Loan

This loan is funded by a gift from the late R.B. Fenley, a 1909 Lindsey Wilson College alumnus. This loan is awarded to needy students who might otherwise be unable to attend college.

Charles Schell Foundation Loan

This loan program is funded by the Charles E. Schell Foundation. This loan is awarded to students who are citizens of Ohio, Kentucky, West Virginia, or adjoining states. Students must be between the ages of 18 and 25. Students must be loyal to the United States and its institutions, including the Army, Navy, and Air Force. Students must maintain a 2.0 GPA on a 4.0 scale.

River Foundation Loan

This loan is awarded to students who are residents of the following counties in Kentucky: Fayette, Garrard, Jessamine, Lincoln, Madison, Pulaski, or Wayne. This loan is awarded to needy students who might otherwise be unable to attend college.

Employment

Student Employment Programs

Federal and state programs provide part-time employment opportunities for students who need financial assistance. Employment in the college's student employment program takes place mostly on campus and is based on need.

Scholarships

Academic Scholarships

Academic scholarships require that students maintain a cumulative GPA of at least 2.50 and complete a minimum of 24 credit hours per academic year or meet the standards specified by a particular academic program. Failure to maintain these requirements will result in forfeiture of the scholarship. Upon resumption of the minimal qualifying requirements, students may reapply through the appropriate scholarship granting body. Renewal of a previously lost scholarship is not guaranteed and is subject to availability of funds. No student will receive more than one institutional academic scholarship except for the Begley Scholars and the Wesley Scholars Programs.

Program scholarships are offered in the following areas: Art, Choral Music, and Instrumental Music. Additional information may be obtained by contacting a faculty member in the program.

Begley Scholars Program

This scholarship is given in honor of Dr. John B. Begley, who served as the president of the college from 1977-1997. The Begley scholarship is merit-based and covers tuition, fees, room, and board. If a student chooses to commute, the scholarship will cover tuition and fees only. This is a competitive scholarship for graduating high school seniors based on the following requirements:

- A minimum ACT composite score of 24;
- A minimum high school GPA of 3.0;
- Admission and financial aid paperwork (FAFSA);
- Completion of the Begley Scholarship process:
 1. A typewritten essay (one to two pages in length) on a topic chosen by the scholarship committee;
 2. Three letters of reference (two from high school instructors; one from any source); *and*
 3. Submitted Application for Admission to Lindsey Wilson College, a current high school transcript, and ACT/SAT scores.
- Attendance at Begley Scholars' Day to participate in an interview conducted by one of the Begley Scholars committees.

One scholarship per year is also awarded to a returning student. The selection process is based upon nominations from faculty and staff as well as a typewritten essay.

A.P. White Scholarship

This scholarship is given in honor of A.P. White, who served as the president of the college from 1932 to 1942. This need-based scholarship up to \$16,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 21 and 23 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

V.P. Henry Scholarship

This scholarship is given in honor of Dr. Victor P. Henry, who served as the president of the college from 1942 to 1954. This need-based scholarship up to \$18,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 27 and 29 and a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Award for Excellence Scholarship

This is a need-based, academic scholarship awarded to first-time, full-time freshmen who are National Merit Semifinalists and National Achievement Semifinalists. Students with a minimum ACT composite score of 24 and a minimum high school GPA of 3.0 may receive up to a full tuition scholarship. Students with an ACT composite of less than 24 or a high school GPA of less than 3.0 may receive a partial scholarship.

John B. Horton Scholarship

This scholarship is given in honor of John B. Horton, who served as the president of the college from 1954 to 1971. This need-based scholarship up to \$15,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 18 and 20 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Kentucky Educational Excellence Scholarship (KEES)

This program is administered by the Kentucky Higher Education Assistance Authority (KHEAA), which offers Kentucky high school students an opportunity to earn college scholarships. This scholarship is based upon ACT scores and high school grade point averages. Students who have met the academic requirements for KEES will have their accounts automatically credited according to the amount they have earned. Students do not have to apply for a KEES award; it is sent automatically to the college once the college notifies KHEAA the student is enrolled.

Kentucky Governor's Scholars Scholarship

This is a need-based scholarship awarded to first-time, full-time freshmen who are selected as a Kentucky Governor's Scholar or as a Kentucky Governor's Scholar for the School for the Arts. Students with a composite ACT score of 24 and a minimum high school GPA of 3.0 may receive up to a full tuition scholarship. Students with a composite ACT score of less than 24 or a high school GPA of less than 3.0 may receive a partial scholarship.

L.R. McDonald Scholarship

This scholarship is given in honor of Dr. L.R. McDonald, who served as the president of the college from 1971 to 1977. This need-based scholarship up to \$17,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 24 and 26 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Phi Theta Kappa Scholarship

This need-based scholarship is awarded to students who have been members of Phi Theta Kappa at a community college and who are transferring to any Lindsey Wilson College community campus. Students must have earned a minimum of 60 credit hours with a minimum 3.5 cumulative GPA. Proof of Phi Theta Kappa membership is required. Students must also submit an essay to the Office of Student Financial Services describing their experience as a member of Phi Theta Kappa.

Rogers Scholar Scholarship

This is a need-based scholarship awarded to first-time, full-time freshmen who are selected as Rogers Scholars. Students with a composite ACT score of 24 and a minimum high school GPA of 3.0 or above may receive up to a full tuition scholarship. Students with a composite ACT score of less than 24 or a high school GPA of less than 3.0 may receive up to a one-half tuition scholarship.

Trustee Scholarship

This need-based scholarship up to full tuition is available to first-time, full-time freshmen. Students who have a composite ACT score of 30 or above and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Walter S. Reuling Scholarship

This scholarship is given in honor of Dr. Walter S. Reuling, who served as the college's provost & dean of the faculty from 1992 to 1996 and then president from 1997 to 1998. This academic scholarship is available to high school valedictorians who attend Lindsey Wilson College as first-time, full-time freshmen with a minimum ACT composite score of 24 and a minimum high school GPA of 3.0. These students may receive up to full tuition. Partial awards are available to high school valedictorians with an ACT composite score of less than 24 or a GPA of less than 3.0. This scholarship is need-based and may be awarded each year to one student from each high school.

Wesley Scholars Program

This program is designed for graduating high school seniors who are active in their local church. Applicants should have a minimum GPA of 3.0 on a 4.0 scale, have demonstrated leadership in their church, and have career plans that include service to God and their church. This is a competitive scholarship based on the following criteria:

- Complete an application to Lindsey Wilson College and the Wesley Scholars program;
- Complete the Free Application for Federal Student Aid (FAFSA);
- Submit letters of reference from a pastor and teacher; *and*
- Attend Wesley Scholars Day held during the Talent Showcase in the spring.

Wesley Scholars must maintain a 3.0 GPA grade point average. They may choose any major in the curriculum but must also concurrently earn a major in Christian ministries.

Additional Types of Financial Assistance

Bonner Leader Program

The mission of the Bonner Leader program is to transform the lives of students and members, the life of their campuses, their local communities, and the world through service and leadership. The Bonner Leader program is designed to heighten the overall education students and members receive by asking them to engage in ongoing service work and by helping them to develop the experience, skills, knowledge, and values necessary to make that work meaningful and lasting. This award can be up to \$2,500.

The Bonner Leader program holds these common commitments:

- Social Justice
- Civic Engagement
- Spiritual Exploration
- Diversity
- International Perspective
- Community Building

Alumni Legacy Scholarship

Dependent students whose parent(s) or grandparent(s) graduated from Lindsey Wilson College are eligible for an Alumni Legacy Scholarship up to \$1,500. Students must meet all financial aid guidelines and provide the relative's full name (as printed on his or her Lindsey Wilson College diploma), address, Social Security number, date of birth, and year of graduation from the college.

Athletic Grants-in-Aid

Awarded by the college upon the recommendation of the Athletic department, these grants vary in amount and are based on athletic ability and need.

Bill & Jayne Squires Scholarship

Established in honor of Bill and Jayne Squires, this scholarship is for students from Green County with consideration of high school GPA, ACT score, and financial need. The scholarship award is up to \$2,500.

Claude Lee & Dollie Beatrice Cooley Scholarship

The scholarship was established in honor of Claude Lee and Dollie Beatrice Cooley and is awarded to students from Adair or Russell County based on high school GPA, ACT score, and financial need. The scholarship award is up to \$2,500.

Distinguished Young Women Scholarship

This is a need-based scholarship for outstanding young women who are winners from Kentucky of the Distinguished Young Women Competition. Students must be a first-time, full-time freshman with a minimum 3.0 cumulative high school GPA and acceptance for admission to Lindsey Wilson College.

Categories for Distinguished Young Women scholarship opportunities include:

- Scholastic Winner: Up to \$3,500
- First Place Winner: Up to \$3,500
- First Runner-Up: Up to \$3,000
- Second Runner-Up: Up to \$2,500
- Non-placing Participants: Up to \$1,000

These scholarships are renewable for three years and will be available as long as the student meets academic scholarship requirements as stated in this catalog.

Note: Recipients will receive only one scholarship regardless of the number of pageants the student has won or competed in for the state of Kentucky.

E.O. Robinson Scholarship

These need-based scholarships up to \$1,100 are awarded to qualifying students from eastern Kentucky. These scholarships are funded by the E. O. Robinson Foundation.

Eagle Scout Scholarship

This is a need-based, academic scholarship up to \$1,000 for outstanding young men and women who have obtained the rank of Eagle Scout through the Scouts BSA. Students must be a first-time, full-time freshman and meet the following requirements: rank of Eagle Scout by age 18, a minimum ACT composite score of 24, a minimum 3.00 cumulative high school GPA, and acceptance for admission to Lindsey Wilson College. In addition, the applicant must submit two letters of reference (one from a Scouting official and one from another source) as well as a written essay on how Scouting has benefited him/her.

Girl Scout Gold Award Scholarship

This is a need-based, academic scholarship up to \$1,000 for outstanding young women who have obtained the highest award that a Girl Scout may earn through the Girl Scouts of the USA. Students must be a first-time, full-time freshman and meet the following requirements: gold award by age 18, a minimum ACT composite score of 24, a minimum 3.0 cumulative high school GPA, and acceptance for admission to Lindsey Wilson College. In addition, the applicant must submit two letters of reference (one from a Scouting official and one from another source) as well as a written essay on how Scouting has benefited her.

International Student Scholarship

This is an established scholarship for international students determined from information provided on the I-20 form.

Leadership Scholarship

This is a competitive, need-based scholarship for outstanding young people who have demonstrated leadership potential. Applicants must have held a leadership position, must have a minimum ACT composite score of 17, must have earned a minimum high school GPA of 2.50, and must have been

accepted for admission to Lindsey Wilson College. This scholarship is also available to transfer students on the A.P. White Campus in Columbia with a GPA greater than 3.0.

Lindsey Wilson United Methodist Scholarship

This is a need-based scholarship up to \$1,000 requiring that the student be an active member of The United Methodist Church. Applicants must present a written recommendation from their minister that verifies church membership.

Margaret McDonald Scholarship

Named in honor of Dr. Margaret McDonald for her commitment and dedication to Lindsey Wilson College, this scholarship is for students from Taylor County with consideration of high school GPA, ACT score, and financial need. The scholarship award is up to \$2,500.

Military Service Scholarship

These scholarships will be awarded to full-time and part-time undergraduate or graduate students who qualify and have remaining eligibility to receive educational funding from any Veterans Affairs Tuition Assistance Program from any branch of the military.

National United Methodist Scholarships

These need-based scholarships are awarded to qualifying United Methodist students. The scholarships are funded by The General Board of Higher Education and Ministry and The United Methodist Higher Education Foundation.

William Randolph Hearst Endowed Scholarship Fund for Minority Students

This scholarship is for minority students and is awarded on an annual basis to an entering or currently enrolled student who has demonstrated a record of academic achievement and commitment to personal service in his/her community. It is a one-year award up to \$1,000 and is subject to possible renewal upon application.

Priority is given to candidates who have been accepted into the Lindsey Wilson College education program. Additional criteria for the Hearst Scholarship include:

- A high school GPA of 3.30 or above on a 4.00 scale;
- A record of community service as demonstrated by involvement in school, civic, church, or other projects that reflect a helping orientation; *and*
- Extracurricular activity.

Application procedure for the Hearst Scholarship:

- Completion of a William Randolph Hearst Endowed Scholarship application (available from the education program or the Financial Aid Office); *and*
- Submission of a short (approximately two page) biography addressing professional aspiration, community service, extracurricular involvement, and financial need.

Veterans Educational Benefits

Lindsey Wilson College certifies veterans, reservists, servicepersons, and other eligible persons under the provisions of Chapters 30, 32, 33, and 35, Title 38, U.S. Code; and Chapter 1606, Title 10, U.S. CODE (CFR21.4253). Students using U.S. Department of Veterans Affairs (V.A.) Post 9/11 G.I. Bill^{®*} (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, Lindsey Wilson College will not:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding; *or*

- Deny them access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

**G.I. Bill is a registered trademark of the U.S. Department of Veterans Affairs (V.A.).*

However, to qualify for this provision, such students may be required to:

- Produce the V.A.'s Certificate of Eligibility by the first day of class;
- Provide written request to be certified; *and/or*
- Provide additional information to properly certify the enrollment as described in other institutional policies (see the college's V.A. School Certifying Official for all requirements).

The Virginia State Approving Agency (SAA) is the approving authority for education and training programs for Virginia. Their office investigates complaints of G.I. Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact their office via email at saa@dvs.virginia.gov.

Yellow Ribbon Grant

Lindsey Wilson College proudly participates in the Post-9/11 Chapter 33 Yellow Ribbon Program, making additional funds available for the recipient's education without an additional charge to the G.I. Bill®* entitlement. Qualification in the Yellow Ribbon Program will be stated on the student's Certificate of Eligibility.

**G.I. Bill is a registered trademark of the U.S. Department of Veterans Affairs (V.A.).*

The student's responsibilities are as follows:

- Apply for Veterans Affairs (V.A.) educational benefits at the G.I. Bill® website;
- Submit the Certificate of Eligibility and DD214 to the V.A. coordinator;
- Complete the Lindsey Wilson College Veterans Enrollment form every semester once the student has registered for classes; *and*
- Notify the V.A. coordinator of any changes that occur in the course schedule.

Additional Assistance

Lindsey Wilson College administers several other types of scholarships and institutional loan programs. Information can be obtained by contacting the Office of Student Financial Services.

Named Endowed Scholarships

Endowed scholarships are established by friends and families who make donations to the college. Most of the endowed scholarships have specific requirements established by the donors. The scholarship awards have various amounts and are available to new and returning students on the A.P. White Campus in Columbia.

Dr. Oris Aaron
Adair County Teachers
Valerie Adams Non-Traditional
Mr. & Mrs. Joseph P. Allen
Vista & Sandidge Allison
Alumni
Alumni Walkway
Norman, Dora & Joey Antle
Athletic
Awakening Ministry

William Cashman Ayer
Frank M. Bacon Cycling
Mattie B. Baker & Son's
Peggy E. Baker
Mary Christine Randolph Baugh
Charles D. & Jeanette Bennett
R.V. Bennett
Gilbert M. & Covella H. Biggers
Cordella & Bertram F. Bonner
Tyler & Mary Lula Bow

Boyd Lubker
 William R. & Mary Deane Brantley
 Myrl & Marcella Brashear
 L. Foster & Ruth Brewer
 Junius E. Bryant
 Burger/Hummel
 B.J. & Mary Burnett
 Brandon Burns Memorial
 John & Dean Burr
 Elsie C. Butcher
 William Campbell
 Caleb Capps Baseball Memorial
 Edith Carroll
 Rev. Lester B. & Mabel Spears Carter
 Tom & Julialice Carter
 Merrill & Beth Challman
 Clyde & Christine Cheatham
 Chowning-Pence
 Patricia Merkley Christiansen
 Dr. Thomas D. Clark for History
 Class of 1963
 Class of 1965
 Margaret Clayton
 JoAnn Vanada & Rev. J. Smiley Collins
 J.W. & Frances Compton
 Claude Lee & Dollie Beatrice Cooley
 Bertha Hamilton Coomer
 Rev. John L. Coomer
 Clarine Elizabeth Cooper
 William Patterson Crenshaw
 Hershel Denney
 Rev. Ernest S. & Mary B. Denton
 John C. Dorsey
 Unessis Dewitt (Dee) & Cora Vaughn Dowell
 Floyd & Magdalene Dudgeon
 Dr. Frank L. & Elizabeth F. Duncan
 Jackaline B. Dunlap Horizons
 Mose Dunning, Jr. Science Award
 Dr. Mark Dunphy Memorial Pequod
 W. Norris Duvall
 Linda Levally Early
 Elihu & Cordelia Eastridge
 Chris D. Estes
 Tom & Rowena Everett
 Mary Louise Ott-Fanelli
 Guy M. & Lena C. Fenley
 Helen Gilpin Flatt
 The Reverend Chandler E. Ford Family
 Charles E. Fouser Award for Research in
 Environmental Issues
 Olive D. Freeman
 Rev. Virgil J. & Ruth Fryman
 Dr. Edward L. Gambill
 Evelyn Rogers Gamble Memorial

Jerry L. & Elaine F. Garver
 Kenneth George II Memorial
 Rev. S. Ray & Lorene Gilliam
 Glasgow Family Memorial
 Ronald D. & Lily Glosser
 Robert R. Goodin Family
 Coach Don Green
 Fred Gribbins Ministerial
 Drs. Charles S. & Vera Guthrie
 W. Paul & Lillian McAllister Hale
 Greg V. & Teresa M. Hall
 Wood & Marie Hannah for Choral Music
 Havens/LWC
 William Randolph Hearst
 Virginia M. & Ronald E. Heath Nursing
 Helm-Baker
 Pearl Helm
 John L. & D.D. Hendrickson
 Henry
 Stanley & Lue Ella Hickerson
 Coach Doug Hines
 Jo S. Hoefelman
 Leona S. Holland
 Doris Zenger Holloway
 Sam & Allene Holmes for Christian Ministries
 John B. Horton Memorial
 Dr. & Mrs. F. Bennett Hulse, Jr.
 Chester & Jewell Humphress
 Mattie Hyams
 Intrepid USA Healthcare Service Varna Holt
 Jamestown High School Class of 1949
 Dr. Ernest & Betty Brown Johnson
 Walter M. & Lois G. Jones
 Bob & Fran Keefe Athletic
 Dr. Carolyn Keefe
 The Keefe Family Non-Traditional
 Ella & Raymond A. Kessel Memorial
 L. Carman King & Linda Underwood King
 Mary Kloth
 Dr. Adam Komosa
 Emmett W. & Mildred P. Kottke
 Vivian Landrum
 Dr. Gary T. & Doris McKinney Lane
 James P. & Bettye M. Long
 Jeremy & Mary Lord
 Mary Lucy Lowe
 Julia Loy
 William T. Luckey, Jr.
 William T. Luckey, Jr. (Hendrickson)
 Vicki Main
 Cecil Major Athletics
 Patricia Ann Massey & Sandra Diane Lone
 Honorary
 Rev. R.V. & Anna Belle Matthews

Dr. Emil D. McAdams
 R.W. & Frances R. McCandless Memorial
 Dr. L. Rodford McDonald
 McKenzie/Adams
 Shirley Brenton McKinnon Memorial
 Millennium (Class of 1950)
 Bernice Miller
 L.A. & Grace Miller
 Orville & Mamie Miller
 Delorah Jewell Moore Endowed English
 Doug & Betty Jean Moseley
 Katie Murrell – Sponsor Jerry Garver '62
 Louise Page Newberry
 Jennifer-Jeanne Lucille Nickerson
 Chloe M. Niehaus
 Dr. J. Howard Olds
 Samuel Orr
 Willard Mae Yarberry Overstreet
 Allan M. & Bunny C. Parnell
 Dr. Susan F. Patterson
 Kennard & Melva Peden
 Jannetta Peers
 Irene Pendleton for Nursing
 Gertrude & Donald Perry
 William & Nadine Pettus
 John & Jeanette Pierce for Christian Ministries
 Curtis J. & Beatrice H. Powell
 Lenn R. Pruitt
 Keith & Mary Radford
 Aleen Ensor Ralph
 Ramseyer/Lindsey Wilson College
 Robert M. Rawls
 John C. & Nora L. Redman
 Lowell Reeg
 Walter S. Reuling
 Lee & Gertrude Reynolds
 Edward & Beulah Richards
 Doug & Alberta Richardson
 Elizabeth Ann Cravens & Eldridge Richards
 Marit B. Robb & Shelia K. Robb Nursing
 Advocacy Award
 Henry C. & Elsie B. Rogers
 Marshall Rowe Family
 Saunier-Arnold Education
 Dr. Joseph & Dorothy Thrasher Schickel
 Rev. Alice Bondurant Scott
 Kathryn Reese Sengel
 William B. Shearer
 Asa, Allie & David Shelton
 Dorothy "Tillie" Wood Shelton
 Lois Cooper & Rev Louis Shepherd for Teachers

Eddie & Nancy Sinclair
 Dr. William W. Slider
 Smiley
 Harold J. & Helen H. Smith
 Rev. Dr. Jerry Allen & Carol G. Smith
 Jessica Smith for Women's Golf (The Jessica)
 S. Russell, Sr. & Jean Olive Smith
 S. Russell Smith, Jr.
 W.K. Snyder
 Marilyn D. Sparks
 Billy C. & Faye C. Spencer
 Jimmie Spurling
 L.D. & Marie Squires
 M. Keith Stearns
 Dr. Barry C. Stephens Memorial
 Dr. Julius M. & Hazel B. Stephenson
 Sue Cravens Stivers
 Mary Louise Stoltz
 Asa James Swan Christian Service
 Terry W. & Cinda L. Swan
 Joe & Margaret Quinn Taylor
 Teacher Education
 Dr. Cyrintha Terry
 Horace H. & Wilma Thompson
 Shelly Thrasher Memorial
 Brashear Thurman Library
 Margaret S. Thurman
 Keith & Katherine Venable
 Emily Vickers Endowed Award in Art
 Ed & Linda Marcum Waggener Writers
 Richard L. & Mary Ann Wagner
 Mary Evelyn Walker & Louise Brock
 William "Bill" Walker
 Jean Walters Memorial
 Dr. Jerry Westerfield Endowed Theatre
 A.P. White
 Elizabeth & Ken Whitfield for Nursing
 Bob & Lorene Whitmer
 John & Lanye Wigginton
 Rose Willis
 Dr. M.A. & Portia Winchester
 Dr. Ralph D. & Mrs. Nellie Winchester
 Noma Dix Winston
 Rev. L.E. & Rose Woodcock
 Lewis & Mary Woodward
 W. Ruel & Runa Wooten
 Collins, Russell, Wortham
 Sean Wright & McKaylee Gilmore Memorial
 Leo & Betty Young
 Joseph W. & Margaret Zinn

Withdrawal Refund Policy

Official withdrawals from the college require that a formal withdrawal process be followed. This includes the completion of an official Withdrawal form that requires authorizing signatures from the Academic Affairs, Financial Aid, Registrar's, and Business Offices. Contact the Business Office at (270) 384-8011 for specific semester dates and refund amounts. Students who withdraw are subject to the following tuition refund policy:

- 100 percent before the second day of the semester.
- On the second day of the semester and thereafter, tuition refunds are calculated by determining the percentage of instructional days the student will not be attending to the total number of instructional days in the semester. The student will receive a pro-rated refund, to the student account, based upon that percentage.
- In the case of the winter term, no refunds will be made after the end of registration (first day of classes), with the exception of students covered by the Virginia refund policy.
- Should the official withdrawal date occur after 60 percent of the instructional days in the semester have been completed, no refunds will be granted. **This policy applies to A.P. White Campus in Columbia, online, and community campus classes with the exception of students covered by the Virginia refund policy.**
- In determining the percentage of the payment period or period of enrollment completed for a student who withdraws from a program offered in modules, the school includes in the denominator (the total number of calendar days in the payment period or period of enrollment) all days within the period that the student was scheduled to complete prior to ceasing attendance. Unless a student provides written confirmation of future attendance in the payment period or period of enrollment, a student who drops all the future classes that s/he was scheduled to attend between modules (when the student is not attending classes) is considered to have withdrawn, and a Return of Title IV Funds calculation is required.

If second module class(es) are dropped prior to the break between modules and the student is still enrolled in the first module, this is treated as a schedule change and no charges are removed for the second module class(es); however, if applicable, the student's Pell Grant is adjusted accordingly.

If second module class(es) are dropped after the first module is completed but during the break between the first and second module, then charges are removed for the second module class(es) and Return of Title IV (R2T4) is completed accordingly.

If second module class(es) are dropped after attending classes the first day of the second module or a later date in the second module, the student is treated as a full-term withdrawal and R2T4 would apply.

The official date for the refund calculation of "instructional days not attended" shall be the date on the official Withdrawal form presented to the Business Office. The Office of Student Financial Services will review unofficial withdrawals (F or NC grades) at midterm and at the end of each semester to determine if a Return of Title IV Funds calculation is necessary.

The formula used in the federal Return of Titles IV Funds calculation divides the aid disbursed to the student account into "earned aid" and "unearned aid." During the first 60 percent of the period of enrollment (semester), the student "earns" Title IV funds in direct proportion to the length of time the student remains enrolled. If the student remains enrolled beyond the 60 percent point of the semester, then aid is considered earned for the period (semester). "Unearned" Title IV funds are the amount of disbursed aid that exceeds the amount of aid earned under the formula.

Note: Also see the following policies: Transcript Records of Dropped Courses and Adding and/or Dropping a Course.

Terms of Payment

All tuition and fees are payable at the Business Office. No student is permitted to complete registration or attend classes until all fees and charges are paid or students have set up and are current with a payment plan at Educational Computer Systems, Inc. (ECSI).

Transcripts will not be released to students who are indebted to the college. Registration at the college for another semester will not be permitted until any indebtedness is fully paid. In addition, the Business Office will hold the diploma of any student who has met all graduation requirements but who has an outstanding student account balance. The diploma will be released to the student when the account is paid in full.

Other Refund Rules**Dropping a Course**

In all cases, once a financial aid disbursement check is mailed to the student or deposited into a student bank account, there will be no refunds given on any courses dropped. If a course is dropped before it begins and adjustments are made to the student's account, the financial aid package will be adjusted accordingly. For courses taken on the A.P. White Campus in Columbia, no refund will be made on a course dropped after the second week following the first day of classes for the fall and spring semesters. For Lindsey Wilson College courses at community campus locations and in online courses, no refunds will be given on a dropped course once the course has begun.

Winter Session Courses

No refunds of charges are granted after the registration deadline with the exception of students covered by the Virginia refund policy.

Summer Session Courses

Refunds of charges are based on the number of hours and the term(s) for which the student is registered.

Board

The official withdrawal date determines the amount of prorated refund, if any, a student may receive.

Residence Hall Room

No refund will be made on residence hall rent after the first week of classes because rooms are engaged for the entire semester.

Student Activity Fee

This fee is non-refundable after the first week of classes. The fee covers the cost of activities the college has contracted in advance.

Student Technology Fee

The fee is non-refundable. This fee covers the cost of software licensing and the availability of technology that must be provided at the start of the term.

Virginia Refund Policy

Students residing in Virginia who are enrolled and taking classes in Virginia or online shall be subject to the following refund policy:

- Full refund if the student withdraws during the drop/add period.
- 75 percent refund if 0-25 percent of class completed.
- 50 percent refund if 26-50 percent of class completed.
- 25 percent refund if 51-75 percent of class completed.

- No refund if 75-100 percent of class completed.

Title IV

Lindsey Wilson College participates in “federal student aid” programs which is synonymous with the term “Title IV.” Title IV aid is acquired once a student fills out the Free Application for Federal Student Aid (FAFSA) form for every aid year and their final expected family contribution (EFC) is calculated to determine a student’s eligibility. In order for students to receive Title IV aid, they must complete all verification requirements and make sure they have provided resolution to any conflicting information that the Office of Student Financial Services has requested. Lindsey Wilson College has partnered with the Kentucky Higher Education Assistance Authority (KHEAA) to complete the verification process.

Return of Title IV Federal Student Aid

If a student completely withdraws from the college during the first 60 percent of a semester, a portion of the federal Title IV aid disbursed to the student must be returned to the financial aid programs. The percentage of Title IV aid required to be returned is based on the percentage of time remaining in the semester as of the student’s date of withdrawal. This is the date a student provides a properly completed Withdrawal form to the Registrar’s Office indicating the student’s intent to completely withdraw from the college. The amount of assistance that a student has earned is determined on a pro-rata basis.

The formula used in the Federal Return of Title IV Funds (R2T4) calculation divides the aid disbursed to the student account into “earned aid” and “unearned aid.” During the first 60 percent of the period of enrollment (semester), the student “earns” Title IV funds in direct proportion to the length of time the student remains enrolled. If a student is enrolled beyond the 60 percent point of the semester, then aid is considered earned for the entire period (semester). “Unearned” Title IV funds are the amount of disbursed aid that exceeds the amount of aid earned under the formula.

Calculation of the percentage of Title IV funds a student has earned upon withdrawal is based on:

- $\text{Number of calendar days completed} \div \text{total calendar days in the payment period} = \% \text{ of the Title IV aid earned.}$
- $\text{Percentage of Title IV aid earned} \times \text{total amount disbursed} + \text{aid that could have been disbursed} = \text{dollar amount of Title IV aid earned.}$
- Scheduled breaks of five or more days are excluded from the number of days in a payment period.

It is the college’s responsibility to return unearned aid within 45 days of withdrawal.

Funds will be returned first to the Title IV loan programs and then the Title IV grant programs in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct Graduate PLUS Loan
4. Federal Direct Parent PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. TEACH Grant
8. Iraq & Afghanistan Service Grant

If a student’s withdrawal results in Title IV funds earned but not yet disbursed, the student may be entitled to a post-withdrawal disbursement which Lindsey Wilson College will disburse within 45 days. Loans will be offered to the student within 30 days of withdrawal. Notification will be sent to their

personal email address and Lindsey Wilson College email address and a letter will be mailed to them. Students will have 14 days from the date of the letter to submit the loan request.

If a student is required to return Title IV funds, Lindsey Wilson College will notify the student within 30 days of withdrawal via the student's personal and Lindsey Wilson College email addresses of the amount the student must repay. A letter will also be mailed to the student's home address.

If a student unofficially withdraws, Lindsey Wilson College will use the last date of attendance to determine the withdrawal date. This date may be determined by a completed assignment, contact with instructors for last date of attendance, or information from other college personnel.

Financial Aid Satisfactory Academic Progress (SAP) Policy

Department of Education regulations require all students who receive Title IV or state financial aid to make measurable academic progress toward a degree. Progress is determined quantitatively (pace) and qualitatively (grade point average). Only credits applicable to students' current level (undergraduate or graduate) are considered when determining SAP status. The Office of Student Financial Services monitors SAP at the end of each term.

Enrollment

The minimum standard of enrollment, as determined by federal regulations, for full-time status is 12 credit hours per term. The minimum standard for part-time enrollment is six credit hours per term.

Quantitative and Qualitative Components

Students who meet the following quantitative and qualitative components for SAP are considered to be in Good SAP standing.

Maximum Timeframe: The maximum timeframe in which students must complete their degree cannot exceed 150 percent of the length of their program. Bachelor's degrees at Lindsey Wilson College require a minimum of 120 credit hours, and associate degrees require a minimum of 60 credit hours. Graduate programs at Lindsey Wilson College vary in length.

- Associate degree seeking students can attempt up to 90 credit hours;
- Bachelor's degree seeking students can attempt up to 180 credit hours;
- Master's degree seeking students can attempt up to 90 credit hours; *and*
- Doctoral students can attempt up to 108 credit hours.

Once the maximum number of hours has been attempted, eligibility for Title IV aid and state aid is terminated. All credit hours attempted are used toward the 150 percent regardless whether Title IV and/or state aid was received. All withdrawals (W), incompletes (I), repeated courses, no credit courses (NC), failed courses (F), and transferred hours that are accepted toward a student's program of study are counted as hours attempted in the maximum time frame.

Completion Rate: The completion ratio is used to assess the quantitative (pace) component of SAP and is determined by dividing the number of overall attempted credits by the overall earned credit hours. To meet the quantitative (pace) component of SAP, students must successfully complete a percentage of their cumulative courses as listed in the table below to be eligible for Title IV and state aid. All credits at the students' current level, including transfer hours, are used in assessing completion ratio. Grades of W, F, I, and NC and repeated courses will count as credit hours attempted.

For example, if a student attempts six credit hours in the fall and six credit hours in the spring term, s/he must earn eight credit hours to remain in good standing: $12 \times 66.7\% = 8$.

Grade Point Average: To meet the qualitative (GPA) component of SAP, students must meet the minimum GPA as listed in the table below to be eligible for Title IV and state aid.

Student Rank	Semester Count	Overall Completion Ratio	Overall GPA
Undergraduate Students	1	50%	1.25
	2	50%	1.5
	3	50%	1.75
	4	50%	1.75
	5	75%	1.90
	6	75%	1.90
	7+	75%	2.0
Graduate Students	1+	66.7%	3.0

Coursework

Repeats

The grade earned the last time a course is repeated becomes the official grade for the course and will be used in calculating the qualitative component. Students may repeat a course one time and have it count toward their credits for eligibility and receive Title IV and state aid. If a student takes a course for a third time, that course cannot be used toward his/her eligibility for Title IV and state aid. For example, if the student takes nine other credit hours plus the failed course for the third time, the student would receive aid for only nine credit hours. If a student takes 12 other credit hours plus the failed course for the third time, s/he is deemed to be full time and can receive full Title IV and state aid for the term.

Developmental

Developmental courses (0800 and 0900) are included when calculating the enrollment status for Title IV and state aid eligibility purposes. Developmental courses are counted in attempted and earned credits and are calculated in the cumulative grade point average. These courses are also included when evaluating satisfactory academic progress (SAP).

If a student must repeat a developmental course more than once, the second repeated course cannot be calculated in the enrollment status for Title IV and state aid purposes. If a grade of NC (no credit) is received on a developmental course, it is not considered a passing grade.

Miscellaneous

Only transfer credits that are accepted and count toward the degree, along with all Lindsey Wilson College credits, will be used to determine SAP.

Grades and courses attempted will be used to determine SAP for students regardless of whether they declare academic bankruptcy through the academic policy.

Financial Aid Sanctions

Students failing to meet minimum satisfactory academic progress (SAP), as outlined above, are subject to the following sanctions:

- **Financial Aid Warning:** Students who fall below the minimum SAP for the first time and complete one or more credit hour will be placed on Financial Aid Warning for the following

semester. Students who are placed on Financial Aid Warning status may continue to receive Title IV and state aid without submitting an appeal.

Student status will be reviewed at the end of the warning semester. If a student does not meet SAP at the end of the Financial Aid Warning semester, students will be placed on Financial Aid Termination status.

- **Financial Aid Termination:** Students who fall below the minimum SAP and do not qualify for Financial Aid Warning status are placed on Financial Aid Termination status.

Students may regain eligibility for Title IV and state financial aid by taking courses at their own expense and/or utilizing other funding sources until the minimum GPA and Completion Ratio requirements are met. However, students who exceed 150% of the credit hours required for their program may regain eligibility only through an appeal process.

To appeal the SAP determination, reference the Regaining Eligibility section below.

- **Financial Aid Probation:** Students who qualify for Financial Aid Termination status but who have an approved appeal are placed on Financial Aid Probation status. Academic progress is reviewed at the end of each enrolled term. Students must meet the minimum overall GPA and completion ratio SAP standards for the term(s) enrolled to maintain Financial Aid Probation status.

If the minimum overall SAP standards are not met for the term reviewed, students will be placed in Financial Aid Termination status. To regain eligibility, students may submit another appeal based on a reason different from the first appeal.

If it is determined that the student can meet SAP at the end of the subsequent semester, s/he will be placed in good SAP status.

Regaining Eligibility

Students may regain eligibility for Title IV and state financial aid by taking courses at their own expense and/or utilizing other funding sources until the minimum GPA and completion ratio requirements are met. However, students who exceed 150 percent of the credit hours required for the program may regain eligibility only through an appeal process.

The Appeal Process

When students fail to meet SAP, they have the right to appeal the determination if there were extenuating circumstances that prevented them from meeting SAP. Extenuating circumstances include but are not limited to illness, injury, or death of a family member.

The appeal must be submitted in writing to the Office of Students Financial Services and an explanation of the following must be given:

- The reason SAP was not met, *and*
- What has changed that will allow SAP to be met at the end of the next term.

Notification of Results

Students will be notified of the appeal decision via email and mail, and the status of the appeal decision is made visible on Banner Self Service. Possible decisions are:

- Denial: Students with a denied appeal may continue to attend but must pay all tuition and fees. Denied appeals result in SAP status of Financial Aid Termination; *or*

- **Approval:** Students with an approved appeal are set to Financial Aid Probation status and must meet the minimum overall GPA and completion ratio SAP standards for the term(s) enrolled to maintain eligibility.

Academic Policies and Regulations

Academic requirements and regulations of Lindsey Wilson College are published in this catalog, the *Lindsey Wilson College Student Handbook*, and in other college announcements. Throughout their period of enrollment at the college, students must know and observe the requirements of the curriculum in which they are enrolled as well as general academic policies and other regulations of the college.

Petitions for Exceptions to Academic Policies

Petitions requesting exceptions to academic policies follow the process outlined within the respective policy. Where no exception/appeal policy is designated, the petition is written to the Academic Affairs Council and must be accompanied by a letter of support from the advisor. Petitions must be submitted by November 1 for consideration during the fall semester and by April 1 for consideration during the spring semester.

Academic Schedule

Lindsey Wilson College offers programs in different formats and schedules. Calendars are located at the back of this catalog.

The A.P. White Campus in Columbia Undergraduate Program

This program offers traditional day classes and online classes. Undergraduate programs operate on a semester system. The two full-length terms of the regular academic year are a fall semester and spring semester. Summer sessions are offered to provide convenient choices for students who wish to accelerate degree completion or who are enrolled in year-round programs. The summer term includes fifteen-week, eight-week, and three-week sessions. A three-week, winter intersession is also offered, during which students may take up to three credit hours.

Graduate Programs

Lindsey Wilson College's graduate programs operate on a semester-based, year round schedule.

Online Programs

Lindsey Wilson College's online degree programs are typically offered in an 8-week format utilizing two sessions per semester.

Credit Hours

One semester credit hour will be awarded for a minimum of 750 minutes of instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of instruction (1,500 minutes).

Instruction may take place in a variety of modes, including faculty-led instruction and faculty-mediated learning experiences. Instruction may be virtual as well as face-to-face. Each credit hour awarded requires at least one week of reflection and study on the subject matter of the course.

Guidelines for Contact Hour to Credit Hour Ratio for Different Modes of Instruction

1. **Lecture, discussion or seminar:** Fifteen contact hours and 30 out-of-class hours constitute one credit hour.

2. **Self-contained laboratory or problem/exercise period** (preparation for associated course is the only required preparation for the lab or practice period): Forty-five contact hours constitute one credit hour.
3. **Advanced laboratory session** (requires preparation by the student before lab at a level beyond the preparation required for the associated class): Thirty contact hours and 15 out-of-class hours constitute one credit hour.
4. **Studios:** Twenty-two and a half contact hours constitute one credit hour.
5. **Field placements/internships/practica** (experiential learning at on-campus or off-campus sites): Forty hours constitute one credit hour. In some disciplines, the standards or practice in the discipline or the accrediting body for the discipline may require more hours than indicated here. In those cases, the guidelines for the accrediting body or standards of practice in the discipline will govern the number of contact hours required.
6. **Applied music** (individual lessons): Seven and a half contact hours constitute one credit hour.

Definitions

- **Laboratory definition:** Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that, for the most part, has already been delivered in the lecture class. Content in a lab is based on theory or content from an associated course. All the students in the room are following a similar set of instructions.
- **Studio definition:** Studio describes a class in which all students are engaged in creative or artistic activities, which are new and unique. Every student in the room is performing a creative activity to obtain a specific outcome. Limited whole-class instruction by lecture and demonstration occurs. Individual guidance of students is required.
- **Field Placements/Internships/Practica:** Field placements, internships and practica are professional, experiential learning opportunities that allow students to apply knowledge and skills they have learned in their discipline. Such experiences are required for entry in some disciplines.

Level of Credit Awarded

- **0800-0900 Level:** Developmental courses; pre-college level courses in reading, writing, and mathematics designed to provide students with the skills and resources needed to succeed in college. Credit-earning but not applicable toward credits for a degree.
- **1000 Level:** Lower-division, introductory courses that constitute the beginning of college work in a major or in general education and which require little or no previous college experience. Open to upper division students.
- **2000 Level:** Lower division courses designed at the sophomore level. Open to upper division students. Constitute intermediately link between beginning and advanced work in a given field and general education courses that require previous college experience.
- **3000 Level:** Upper division courses, normally taken by junior and senior students. Sophomore students may enroll in 3000-level courses, but freshmen may not without permission from the student's academic advisor and the instructor of the course in question. Advanced courses that build upon lower division work; upper division prerequisites to specialized work in a major; core courses in professional education; the highest number for courses primarily concerned with development of skills.
- **4000 Level:** Upper division courses that may be limited to more advanced students, normally taken by juniors and seniors, and whose content requires a high degree of intellectual maturity on the part of the student. Should also meet one or more of the following specific criteria:
 - Have specific prerequisites at the 1000-2000 level;
 - Be supported by a substantial body of 1000-3000 level offerings from which a student could normally be expected to gain adequate background for the 4000 level course;
and/or
 - Be restricted in scope, aiming at depth rather than breadth.

- **5000 Level:** Courses intended primarily for graduate students; undergraduate students could be approved for enrollment under specific circumstances. Content requires significant independent thinking on the part of the student and may offer opportunity for research. Designed for a graduate curriculum (e.g., an introductory course to current topics in the field).
- **6000 Level:** Courses limited to graduate students. Intended mainly for master's programs; may be taken as part of a doctoral degree with prior approval of the doctoral program director and the appropriate dean.
- **7000-9000 Levels:** Courses limited to graduate students. Intended mainly for doctoral programs; require depth of knowledge in a specific discipline or prepare students for dissertation research.

Credit Hour Requirement for Associate Degree Candidates

All associate degree candidates for graduation must complete a minimum of 60 credit hours of acceptable academic work with a minimum grade point average (GPA) of 2.00 on a 4.00 scale. Required courses in the major must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. Some students, depending upon their major and/or general education choices, may exceed the 60-hour minimum. Only courses at the 1000-level and above meet degree requirements for an associate degree.

Credit Hour Requirement for Bachelor's Degree Candidates

All bachelor's degree candidates for graduation must complete a minimum of 120 credit hours of acceptable academic work with a minimum cumulative grade point average (GPA) of 2.00 on a 4.00 scale. Some programs (education and human services & counseling) require a higher GPA. Required courses in the major and/or minor must be completed with a minimum grade of C unless a school or program specifies a higher grade requirement. Some students, depending upon their major, minor, and/or general education choices, may exceed the 120-hour minimum.

To earn a second undergraduate degree (i.e., Bachelor of Arts or Bachelor of Science), a minimum of 30 additional credit hours in residence that do not apply to the other degree earned are required.

Only courses at the 1000-level and above meet degree requirements for a bachelor's degree.

Credit Hour Requirement for Master's Degree Candidates

All master's degree candidates for graduation must complete a minimum of 30 credit hours of acceptable graduate coursework with a minimum cumulative grade point average of 3.00 on a 4.00 scale. Refer to specific degree program for additional requirements. Most master degree programs exceed the 30-hour minimum.

Credit Hour Requirement for CES Doctoral Candidates

All CES doctoral degree candidates must complete a minimum of 72 credit hours of acceptable graduate coursework, including dissertation research, beyond the 60 graduate credit hours of training in an approved counseling program with a minimum cumulative grade point average of 3.00 on a 4.00 scale and with no more than 2 Cs. Some students may exceed the minimum number of credit hours.

Credit Hour Requirement for D.N.P. Candidates

All D.N.P. degree candidates must complete a minimum of 68 credit hours of acceptable graduate coursework, including the capstone research courses, with a minimum cumulative grade point average of 3.00 on a 4.00 scale. D.N.P. candidates must earn a minimum grade of B in each course. They may repeat up to six hours or the equivalent of two courses and may repeat each course only once. If a student accumulates two C or below grades, s/he will be dismissed from the program.

Academic Load

Undergraduate Load

The minimum academic load per semester that qualifies a student for full-time status and financial assistance is 12 semester hours. Incoming freshmen cannot register for more than 17 credit hours their first semester unless approved by the Academic Affairs Office. A.P. White Campus in Columbia students are limited to two online or web courses during a fall or spring semester.

All students are restricted to pre-registering for a maximum of 18 hours. Between semesters or during the first week of classes, additional hours can be added to a student's fall or spring schedule using a Drop/Add form and with permission from the Academic Affairs Office if the following requirement is met:

- Second semester freshmen and all sophomores and juniors are required to earn a 3.0 GPA the previous term.
- Seniors must have earned a 2.75 GPA the previous term.

Summer Load

A recommended maximum load for each 8-week term during the summer is six hours. Students attending for the full summer semester may take 12 hours. Preregistration is restricted to 12 hours; students at the A.P. White Campus in Columbia who meet GPA requirements defined in this policy may register for an additional three hours of classes with permission from the Academic Affairs Office.

Load for Three-Week Terms

Students are normally limited to no more than three semester hours for any three-week term.

Graduate Load

The minimum academic load for full-time master's or doctoral level graduate status is six semester hours, with the following exceptions:

- Master of Education program in counseling & human development: Full-time enrollment is 10 semester hours;
- Doctor of Nursing Practice in executive leadership: Full-time enrollment is seven semester hours; *and*
- Doctor of Philosophy in counselor education & supervision: Full-time enrollment is three semester hours during the dissertation.

Advising and Selection of a Major

Advisor Guidance

Incoming freshmen (0-23 hours of college credit) on the A.P. White Campus in Columbia will be contacted by a First-Year Experience advisor or a faculty advisor to discuss their initial advising needs. Incoming students enrolled in online or community campus programs will be contacted by their online admission counselor or enrollment coordinator for initial advising.

New students on the A.P. White Campus in Columbia are tested for proficiency in reading, writing, and mathematics. After a review of test scores and other background data (such as ACT or SAT scores and high school records), they may be advised or required to register in prerequisite or developmental courses. (See Placement in Developmental Courses)

The Academic Affairs Office assigns a faculty or staff member as an academic advisor to those students on the A.P. White Campus in Columbia who have earned 24 or more hours of college credit. When students select a major, they ordinarily are assigned to an advisor in that field. Academic advisors assist students in developing and achieving their academic goals and career goals and in developing a course of study consistent with their goals and values. While every student is responsible for planning and

managing his or her own academic program, the academic advisor guides the student in making important decisions about his or her academic plans. Students are required to consult with their academic advisors before registering for courses each semester, and students and advisors regularly discuss academic opportunities and problems. Students registering electronically obtain their PIN (personal identification number) from their advisor after appropriate consultation. Students registering in traditional paper mode must have their advisors sign their Registration form.

Catalog Requirements

To graduate from Lindsey Wilson College, students must meet all general education and major requirements specified in the catalog in effect when they entered the college or all requirements specified by a catalog published in a subsequent year. If a student leaves the college for a calendar year or longer, s/he must satisfy all graduation requirements in effect in the catalog year when the student returns or in a subsequent year. Students who obtain a Leave of Absence (up to two semesters for A.P. White Campus in Columbia students and three semesters for CES, community campus, and online students) may complete the general education and major requirements with the catalog in place at the time the Leave of Absence was granted.

Declaration of Major

All students seeking to obtain an associate or bachelor's degree must declare a major in an approved degree program. A Change of Major form may be submitted should a student decide to change his/her major after enrolling.

Change of Major or Academic Advisor

Students who wish to change their major or academic advisor must meet with their current advisor and complete a Change of Major/Advisor form. The form is available from all academic advisors or online. Completed forms that include advisor changes are submitted to the Academic Affairs Office. Once the change(s) have been made, the applicable advisor and the student are informed, and the form is then forwarded to the Registrar's Office for the major change. Completed forms for major changes only are submitted directly to the Registrar's Office.

Academic Opportunities

First-Year Experience on the A.P. White Campus in Columbia

The mission of First-Year Experience (FYE) is to empower freshmen to become academically successful and socially responsible students at Lindsey Wilson College.

FYE promotes successful student transition from high school to Lindsey Wilson College. The First-Year Experience advisors, some designated faculty, and the dean of Admissions establish a working relationship with students through intensive advising that guides them through course selection and registration as well as provides information, referrals, and coordination with campus services. Lindsey Wilson College requires all first-time, full-time students to complete the First-Year Experience Seminar course. This seminar provides an in-depth exploration into behaviors and activities that promote success in college, including student skill-development, service-learning, and healthy social living.

The FYE incorporates curricular and co-curricular elements. The two courses that are part of the FYE are First-Year Experience Seminar and Peer Mentor Leadership.

The FYE program, formerly the Freshman Advising program, was established with Title III funding in 2004. The program has evolved over the years in which it has been in operation. The peer mentoring program was added in the 2008-2009 academic year.

FYE program's objectives are:

1. Students will discover and gain insight into their personality, interests, and skills related to major and career exploration;
2. Students will define how their personality, interests, and skills provide the foundation for their academic success and career readiness; *and*
3. Students will become confident in their knowledge of major and degree requirements to create an individualized path to graduation from Lindsey Wilson College.

R.V. Bennett Program on the A.P. White Campus in Columbia

Established in 2008 and named for Reginald V. Bennett, the first president of Lindsey Wilson College and a scholar in the areas of mathematics and Biblical Studies, the honors program is designed to enrich the education of participating students by providing challenging and engaging curricular and co-curricular experiences. It is a member of the National Collegiate Honors Council and the Kentucky Honors Roundtable.

Students who are invited to apply and who are accepted into the program are expected to participate in three aspects of the honors program, specifically by:

1. Enrolling in the Honors Seminar in at least six of their eight semesters of attendance. Seminars will focus on current topics of interest to honors students in an atmosphere of intellectual exchange and active student involvement in the learning process. The seminar may involve speakers, projects, and service-learning opportunities.

Exceptions to the six-semester requirement will be made for honors students who:

- a. Participate in a semester abroad (one semester will be waived).
 - b. Graduate more than two semesters early as a result of dual credits. These will be examined on a case-by-case basis.
 - c. Transfer to the R.V. Bennett Honors program from a comparable honors program at another institution. These will be examined on a case-by-case basis.
2. Successfully participating in honors projects during at least six semesters. Each semester that honors students participate in an honors project, they must complete a project as part of a course in which they are enrolled. Over the course of the semester, they work with the professor of that course on a project that goes beyond the standard requirements assigned for the course. If the student successfully completes the project, that course will receive an honors designation (an H on their transcript). To receive an honors designation, the completed project must be approved by the supervising professor, and the student must make an acceptable presentation of his/her honors project at the Honors Symposium. If the student makes an approved, acceptable honors presentation and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honors program graduate's final, official transcript will also have a designated section listing all of the completed honors project titles and the courses for which they were completed.

Exceptions to the above mentioned requirements might be made under the following circumstances:

- a. A semester abroad may be substituted in lieu of one honors project if, upon return, the student gives a presentation to the Honors Seminar about his/her experience.
- b. An honors student graduates more than two semesters early as a result of dual credits. Such instances will be examined on a case-by-case basis and may require the student to meet additional/alternative requirements.

- c. A student wishes to conduct research that requires more than one semester to complete (such as an experiment, etc.). Such instances will be examined on a case-by-case basis and may require the student to meet additional/alternative requirements.
3. Participating in the Honors Association: Students enrolled in the Honors Seminars will also be members of the Honors Association. The Honors Association will sponsor social, experiential, and service opportunities for honors students.

Center for Public Life

Lindsey Wilson College's Center for Public Life, developed in conjunction with Kentucky Campus Compact and the support of the Kettering Foundation, fosters and facilitates constructive civic deliberation and dialogue on important public issues.

Arranged Course and Directed Study

In exceptional cases, an Arranged Course (listed in the catalog but taught to less than a full class) or Directed Study (specially designed, individualized course) may be developed by a faculty member in order to meet a student's particular need. Courses require the approval of the student's advisor, applicable dean, the Academic Affairs Office, and the Registrar's Office. Approval is contingent upon a variety of factors. Applicants applying for a Directed Study must have a minimum 2.50 GPA and demonstrated capability for independent work. Students seeking an associate degree may have no more than six such credits; those seeking a bachelor's degree are limited to 12 hours. Applications are available in the Registrar's Office; faculty may also access the application through the MyLWC Portal. Students must register for Arranged Courses/Directed Studies during the normal registration period.

Internships

Required in some majors and elective in others, internships give students the opportunity to apply the skills and understandings learned in their majors in a professional setting. Working closely with a faculty member and an on-site professional supervisor, the intern receives valuable work experience and may receive an advantage in competition for full-time, ongoing employment after graduation. Pre-approved internship opportunities – paid and unpaid – are available in certain majors and may be taken during the fall or spring semester or during the summer.

General internships at the undergraduate level are approved by academic programs and reviewed by the Academic Affairs Office. Faculty members who supervise internships offered by their programs assume responsibility for developing internship syllabi, ensuring compliance with established procedures, monitoring student performance throughout the internship, assessing the intern's academic and work progress, and grading the internship experience commensurate with the student's final evaluation by the work site supervisor and the degree to which the intern meets academic expectations. Internships are normally graded Credit/No Credit (CR/NC). Undergraduate internships consisting of four or more credit hours must be submitted to the Academic Affairs Council as a student petition.

Note: An international student who wishes to participate in a paid internship or any off-campus employment must have authorization from the director of International Student Services prior to internship approval, registration, or start of the internship.

Semester in Frankfort

Through an arrangement with the Association of Independent Kentucky Colleges & Universities (AIKCU), a student may apply to spend the spring semester studying and interning in Frankfort, the state capitol of Kentucky. Students take two courses that deal with Kentucky government, legislative process, and the media and intern 30 hours a week in either the legislative or executive branch. Students are placed in an office that complements their academic strengths and professional ambitions. The program is excellent preparation for students interested in careers in law, the media, or public service. Up to 15

Lindsey Wilson College credit hours may be earned through the program. For additional information, contact the Academic Affairs Office.

United Methodist College Washington Consortium

Lindsey Wilson College is a member of the United Methodist College Washington Consortium. The Consortium offers students the experience of living, interning, and studying in the heart of Washington, D.C. Students participating in the Capitol Hill Internship Program (CHIP) offered by the Consortium live in attractive apartments on Capitol Hill, intern in both government and non-governmental offices as part of select programs available only in Washington, D.C., and learn in challenging seminars and courses that are tailored to enrich their internship experience. Up to 15 Lindsey Wilson credit hours may be earned through the program. Applications for the program are available in the Academic Affairs Office.

Student Exchange Programs and Sister Schools Overseas

Lindsey Wilson College has sister school relationships (both two-way tuition exchange and one-way study abroad programs) with five universities in Japan and two universities in South Korea. Every year, students from these universities attend Lindsey Wilson College for either a semester or a year as part of their degree program at their home university. In turn, Lindsey Wilson College students can also study for a semester or year at sister schools with which the college has a two-way tuition exchange program. For these programs, Lindsey Wilson College students need to register first at Lindsey Wilson College as “Study Abroad” and pay their tuition fees at the college. Generally students pay no additional tuition with our sister school and are responsible only for room and board and textbooks. A GPA of 3.0 is recommended for these students. Typically, students will take a combination of foreign language courses and content courses taught in English during their semesters overseas. For further information about our sister school relationships, please see the Academic Affairs Office or Ms. Sabine Eastham, the director of International Student programs.

- Sister Schools in Japan
 - Kansai Gaidai University, in Osaka (Two-way tuition exchange program)
 - Nagoya University of Foreign Studies in Nagoya (Two-way tuition exchange program)
 - Toyo University in Tokyo (Two-way tuition exchange program)
 - Baika Women’s University (One-way study abroad at LWC)
 - Kinjo Gakuin University (One-way study abroad at LWC)
- Sister Schools in South Korea
 - Kyonggi University in Suwon-si (Two-way tuition exchange program)
 - University of Incheon in Incheon (Two-way tuition exchange program)

Northern Ireland (Irish American Scholarship)

Formerly known as Business Education Initiative (BEI), Study USA is a two-way tuition exchange program offered through the British Council in Northern Ireland.

Our past BEI students were students from Queen’s University of Belfast, University of Ulster, and other Irish universities. Reciprocally, these universities offer a limited number of places on the Irish American Scholarship programs each year. A Lindsey Wilson College student with junior standing and a GPA of 3.2 or above is eligible to apply for one or two semesters of study abroad in Northern Ireland. The student may choose courses in any subject area available for which tuition fees will be waived; living costs and other expenses are the responsibility of the student.

Students interested in participating should contact the Academic Affairs Office the year prior to anticipated travel.

Travel Opportunities for Academic Groups

In addition, Lindsey Wilson College performing groups, classes, and organizations periodically plan for and engage in travel to metropolitan areas in the United States and the world. Study, service, and

performances have been the goals of recent trips by a number of student groups. The Lindsey Wilson College Singers have performed on trips to France, Italy, England, Canada, and several regions of our country. Each year, various classes from humanities, fine arts, science, business, and social science engage students in the study of their disciplines by traveling within and beyond our region. Students also have learned more about the United States by doing service work locally and in a variety of distant locations such as California, Florida, and Washington, DC.

Additional Study Abroad Opportunities

The college participates in other programs that provide international travel and academic opportunities to a variety of locations. For more information, contact the Academic Affairs Office.

Registration

Freshmen normally preregister at designated times during the spring or summer preceding their first enrollment. Returning students normally preregister for the following semester during pre-designated advising weeks. Students may adjust their schedules before or at the start of each semester. Students are responsible for planning their program of study and for fulfilling graduation requirements in consultation with, and with the approval of, their advisor.

Students must complete registration during the designated times. Credit is not allowed for a course unless the student is properly registered. While students are responsible for dropping or withdrawing from courses which they do not plan to complete within the time limits specified in the Academic Calendar, Lindsey Wilson College reserves the right to administratively withdraw any student who has not attended a class during the first five days and/or during the first two class meetings.

Changes in Registration: Adding and/or Dropping a Course

For undergraduate classes at the A.P. White Campus in Columbia and for online program students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add form, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college's academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless registration forms for those courses are submitted to the Registrar's Office by the last day to add a course.

Transcript Records of Dropped Courses

When a course drop is properly authorized and submitted to the Registrar's Office, the course will appear on the student's transcript record with a designation of W (dropped/withdrawn). No course drops are permitted after more than 75 percent of the instructional days in a course are completed.

Students who wish to drop a course must complete a Drop/Add form, include the instructor and advisor signatures, and submit it to the Registrar's Office, Scottsville enrollment manager, or site enrollment coordinator, as appropriate. Failure to do so will result in a grade of F for the course. Drop/Add forms

may be obtained from the Registrar's Office, the Academic Affairs Office, or the student's academic advisor.

Course Audit

Special arrangements may be made at the time of registration to audit courses without receiving credit. An auditor is defined as a student who attends a course regularly without being required to take part in recitation, written work, or final examination.

Placement in Courses

ACT, SAT, or Equivalent Testing and Placement

Students are strongly urged to take the American College Test (ACT) or the Scholastic Assessment Test (SAT). Students on the A.P. White Campus in Columbia who do not provide ACT or SAT scores are expected to undergo equivalent testing through the Academic Success Center. For the Scottsville campus, this testing is administered by the Scottsville enrollment manager. Based upon these scores, students will be placed into the appropriate level in the reading, writing, and mathematics sequences.

Placement in Developmental Courses

Adequate skills in reading, writing, and mathematics are necessary for success in all college-level courses. Developmental courses in reading, writing, and mathematics are designed to provide students with the skills and resources needed to succeed in college. Based on ACT or other test scores, students may be placed in the appropriate level course(s) in reading, writing, and mathematics during their first year at Lindsey Wilson College. (Courses numbered 0900 or below are considered developmental courses.) Successful completion of each course is required before a student can advance to the next course in the sequence. Students should complete all courses in the sequence, beginning with the class into which they are placed and ending with the last course in the sequence. Students may be required to register for a sequenced course each semester until all courses in the sequence have been completed successfully. Developmental courses are included in calculating full-time status for financial aid purposes but do not count toward the 60 credit hours required for an associate degree or the 120 credit hours required for a bachelor's degree.

Note: Students are not allowed to withdraw from some of the developmental courses unless the requirements for a placement appeal have been met. (See the Placement Appeals Process.)

English as a Second Language (ESL) Sequence

1. ENGL 0803 – ESL: Listening & Speaking
2. ENGL 0804 – ESL: Reading & Writing
3. ENGL 0854 – ESL: College-Level Skills

Writing Studies Sequence

1. ENGL 0903 – Introduction to Writing Studies* – or – ENGL 0904 – Introduction to Writing Studies with Lab
2. ENGL 1013 – Writing Studies I
3. ENGL 1023 – Writing Studies II

**ENGL 0903 sections identified as ESL are recommended for international students.*

Reading Sequence

1. READ 0903 – Reading Fundamentals
2. READ 0913 – College Reading I
3. READ 0923 – College Reading II

Note: A minimum grade of a C is required prior to enrolling in the next course in the Reading Sequence. Grading: A through C or NC.

Mathematics Sequence

The specific sequence students follow is based in part upon their major, their minor, and their other interests. In particular, College Algebra is required for many degree programs. Students are advised to check the degree requirements of the programs in which they are interested before deciding on which mathematics sequence to pursue.

College Algebra Sequence

1. MATH 0903 – Basic Mathematics – or – MATH 0901, MATH 0911, MATH 0921 – Percents & Proportions, Variable & Equations, and Charts, respectively
2. MATH 0923 – Precollege Algebra
3. MATH 1013 – College Algebra
4. MATH 1124 – Precalculus

Topics in Mathematics Sequence

1. MATH 0903 – Basic Mathematics – or – MATH 0901, MATH 0911, MATH 0921 – Percents & Proportions, Variable & Equations, and Charts, respectively
2. MATH 1003 – Topics in Mathematics

Placement Appeals Process

In order to maximize their academic success, students must remain in the developmental courses into which they have been placed unless they complete one of the following appeals-process options:

- Students who have provided test scores that place them into developmental courses are urged to retake the ACT or SAT and submit new scores.
- Students may submit Kentucky Online Testing (KYOTE) scores.
- Students may choose to take any or all parts of the placement challenge test (includes English and reading). Testing is offered prior to the beginning of each semester by the director of the Academic Success Center. Testing dates are announced during the New Student Orientation.
- Students who have provided test scores that place them into developmental courses may appeal their placement by taking tests administered by the college. To exercise this option, the student must contact the director of the Academic Success Center prior to the beginning of the semester. Students who wish to appeal their placement after the beginning of the semester (beginning with the first day of classes) must refer items 1-4 below.
- Students who wish to appeal their placement based upon ACT, SAT, KYOTE, or other test scores may do so through a written request to the instructor of the course following the procedure outlined below. This process must be completed by the last day to add a class.
 1. The student must attend the first class meeting and must make the appeal request in writing, to the instructor, as soon as possible.
 2. The instructor of the course, in consultation with the applicable academic program coordinator, may choose to administer an assessment instrument (other than the test administered by the Academic Success Center) to determine whether the student can demonstrate competency in the skills taught in that particular course.
 3. If the instructor of the course is satisfied that the student has demonstrated competency in those skills, the instructor will complete a Drop/Add form, which will indicate the student may drop the course. The instructor will then add the next course in the sequence to the student's schedule. The student will need to obtain his or her advisor's signature on the Drop/Add form before submitting it to the Registrar's Office.
 4. If the student tests out of the last class in any sequence, the student will need to consult with his or her advisor to choose another course.

Attendance Policies

Class Attendance during the First Week of Classes

All students are expected to attend classes during the first week of classes (the drop/add period). For seated classes, physical attendance at the class is expected. For online classes, attendance is based on a student entering the online platform and completing an academic activity. In rare instances, a student may contact the instructor for permission to remain in a class without meeting attendance criteria during the first week of class.

Students in the blended Master of Science in technology management and Master of Business Administration, in addition to attendance in the first week of class, are required to attend residency each semester to remain eligible for enrollment.

Class Attendance and Student Success

At Lindsey Wilson College, students are responsible for regular class attendance, in-class participation, and completion of assignments. Students enrolled in online courses are likewise responsible for regular activity and participation in their courses. Specific expectations concerning attendance and class performance in each course are stated in the course syllabus. When a pattern of excessive absence, inactivity, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

1. Request the student make special arrangements to improve his or her performance (e.g., utilizing a tutor);
2. Enter the student in Engaged for Success (E4S), a system that electronically notifies the student's advisor, the Academic Affairs Office, the Student Affairs Office, and coaches (if the student is an athlete) of the attendance issue; *and*
3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course.

Authorized Student Activities and Class Absence

A student's principal responsibility is to the academic program. However, the living-learning nature of campus life may impose additional and sometimes conflicting expectations and demands on the individual. Participation in student government, choral activities, and athletic events are examples of authorized activities that may create conflicts for the student. The college policy concerning absence from class includes the following:

- Absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences;
- Students must notify their instructors prior to the absence;
- Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time;
- By the end of the first week of classes, coaches are expected to communicate directly and clearly with instructors as to schedules and rosters of students involved, including subsequent follow-up as changes occur. Sponsors, directors, and instructors responsible for other activities should notify faculty as far in advance as possible; *and*
- Faculty members are encouraged to remind students that participation in extracurricular activities (intercollegiate athletics in particular) places additional demands and responsibilities on them and therefore requires that any additional absences be kept to a minimum.

Final Examinations

All classes are required to have final examinations or other culminating final activities during a specified final exam time at the end of each term. The final exam schedule is available on the college website prior to the beginning of the academic semester and near the back of this catalog. Any student with more than three examinations scheduled in one day may request rescheduling of one examination at the discretion of

the vice president for Academic Affairs or assistant vice president for Academic Affairs. ***Students will not be permitted to take early finals unless extenuating circumstances exist.*** *Extenuating circumstance* means illness, a verified family emergency, or participation in officially sponsored travel in support of an event arranged by the college. All requests for early finals must be made in person to the vice president for Academic Affairs or assistant vice president for Academic Affairs.

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams, and other assignments as appropriate: On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Plagiarism also consists of "self-plagiarism," whereby a student uses his/her own work from a previous class and submits this work as new material for a subsequent class.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an F for the activity in question, a zero for the activity in question, or an F for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear or if a second offense occurs at any time in the student's academic career, the Academic Affairs Office will refer the case to the Academic Integrity Committee for review. A second offense typically results in an F in the course, but could result in suspension from the college depending on the severity of the violation. A third offense typically results in suspension from the college but could result in expulsion from the college depending on the severity of the violation. Students who receive an F in a course based on an academic integrity violation may not continue attending the course or have the F removed by virtue of withdrawing.

Note: The college has access to a web product used to detect plagiarized documents. Faculty members are encouraged to use this tool.

Institutional Review Board for the Protection of Human Subjects (IRB)

Lindsey Wilson College is committed to following high ethical standards in fulfilling its mission of teaching, research, and public service. This commitment is safeguarded by the Institutional Review Board (IRB). The IRB reviews the ethical suitability of all projects (research, simulation, or training) involving human subjects as participants. The following guidelines and ethical principles apply to the IRB in its review of the projects:

1. All activities involving humans in research, training, and simulation must provide for the safety, health, and welfare of every individual. Rights, including the right to privacy, must not be unduly infringed.
2. The direct or potential benefits to the subject and/or the importance of the knowledge gained must outweigh the inherent risks to the individual.
3. Participation in projects must be voluntary. Informed consent must be obtained from all subjects, unless this requirement is waived by the IRB.
4. An individual has the right to withdraw from a project at any time or may refuse to participate without loss of benefits to which s/he would be otherwise entitled. In case of a class requirement, this restriction may be waived.
5. Maintaining confidentiality of information gained about an individual during a project is a primary responsibility of the investigator.

Research proposals may be divided into two categories for purposes of the protection under this policy: Exempt and Non-Exempt. The determination of whether a study involving human subjects is exempt or non-exempt is made by the IRB.

Exempt

1. Research involving the collection or study of existing data, documents, or records if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
2. Research and demonstration projects that are designed to study, evaluate, or otherwise examine:
 - Public benefit or service programs;
 - Procedures for obtaining benefits or services to those under these programs; *and*
 - Possible changes in methods or levels of payments for benefits or services under these programs
3. Research conducted in established educational settings, involving normal educational practices, such as:
 - Research in regular and special educational instruction strategies, *or*
 - Research on the effectiveness of the comparison among instructional techniques, curricula, or classroom management methods.
4. Research that involves the use of educational tests (cognitive, aptitude, achievement), surveys, interview procedures, or observations of public behavior UNLESS:
 - The information is recorded in such a way that human subjects can be identified directly or through identifiers linked to subjects.
 - Any disclosure of the human subject's responses outside the research could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

Non-Exempt

1. Research, including surveys that involve minors, the elderly, prisoners, clinical populations, inclusive of any clients in any therapeutic setting/relationship with a potential researcher, or any other vulnerable populations, should undergo IRB review.
2. If data can be linked to a participant's identity, and thus there is a lack of anonymity or confidentiality, or if there is explicit or implicit coercion, inclusive of a therapeutic relationship, IRB review is required.
3. A completed proposal, including an informed consent form and debriefing statement, must be provided. Detailed information may be found in *The Faculty Handbook* or by contacting the Academic Affairs Office.

Information on membership and guidelines for submitting proposals are available from the Academic Affairs Office, in the online Faculty Forms folders, and *The Faculty Handbook*.

Institutional Animal Care & Use Committee (IACUC)

Lindsey Wilson College's Institutional Animal Care & Use Committee (IACUC) provides guidance to investigators in meeting their obligation to conduct animal research in accordance with scientific, humane, and ethical principles. The IACUC ensures that all research and teaching protocols using live vertebrate animals are designed and conducted in a humane manner that complies with all applicable laws, policies, and guidelines. The IACUC is responsible for reviewing all protocols involving live vertebrate animals, ensuring compliance with federal regulations, inspecting animal facilities and laboratories, and overseeing training that ensures appropriate animal care.

Assurance

The college provides this assurance that it will comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals (PHS Policy). This assurance applies to all research, research training, experimentation, biological testing, and related activities involving live, vertebrate animals conducted at the college.

The college will comply with all applicable provisions of the Animal Welfare Act and other federal statutes and regulations relating to animals. Specifically:

- The college is guided by the U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.
- The college accepts responsibility for the care and use of animals involved in activities covered by this policy. The college will make a reasonable effort to ensure that all individuals involved in the care and use of laboratory animals understand their responsibility for compliance with this policy and other laws and regulations pertaining to animal care and use.
- The college will establish and maintain programs that are in compliance with the Guide for the Care and Use of Laboratory Animals.

Grades

Outcomes Assessment

Lindsey Wilson College participates in programs and assessment services designed to evaluate student learning outcomes in general education courses and in the students' major course of study. Therefore, students may be required to take tests or other evaluations designed to assess educational outcomes at various points in their program of study.

Grading Scale and Quality Points

Students receive a letter grade in each course taken for credit. Each semester hour of credit for each letter grade carries the number of quality points indicated as follows:

Grade	Quality Points	Grade	Quality Points	Grade	Quality Points
A	4.0	B	3.0	C	2.0
A-	3.7	B-	2.7	D	1.0
B+	3.4	C+	2.4	F	0.0

Grade Point Average

A grade point average (GPA) is determined by dividing the total number of quality points by the total number of credit hours attempted in graded courses.

Credit/No Credit Courses

One exception to the standard grading scale is Credit/No Credit grades (CR or NC). These grades are given in specified courses and result in earned credit hours if they are completed successfully. The courses do not result in quality points, and they have no impact on a student's GPA, whether for the semester or cumulatively. For that purpose, they are not considered to be graded courses, though the CR and NC designations are listed on the transcript with all other grades.

CR/NC courses are noted as such in the course descriptions. A student may repeat a CR/NC course in which a grade of NC is received. CR/NC courses, if they are at or above the 1000-level, may be counted toward graduation as elective hours up to a maximum of 12 hours, but such courses may not count toward completion of major or general education requirements unless that is noted specifically in the course description or list of program requirements.

The following courses are graded CR/NC:

- English ESL courses (ENGL 0800 series),
- Introduction to Writing Studies courses (ENGL 0900 series),
- Basic Mathematics (MATH 0903),
- Percents & Proportions (MATH 0901), Variable & Equations (MATH 0911), and Charts (MATH 0921),
- Reading Fundamentals (READ 0903), and
- Most practica and internships.

Other Exceptions to the Standard Grading Scale

College Reading I (READ 0913) and College Reading II (READ 0923) are graded as A through C and NC. Thus, while successful completion of the courses results in quality points and impacts the student's GPA, an NC grade does not.

The pre-licensure B.S.N., R.N. B.S.N., and D.N.P. programs use a grading scale different from other programs of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The pre-licensure B.S.N. and R.N. B.S.N. programs use the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. Grades will be rounded.

Students are advised to refer to course syllabi for academic standards and grading information that may vary across programs and courses.

Mid-term Grade Reports

Mid-term grades are submitted electronically at mid-term of each semester according to the deadline issued by the Registrar's Office. Mid-term grades are not part of the student's permanent record. All students may view their mid-term grades online through BannerWeb.

Semester End Grade Reports

All final grades are reported to the Registrar's Office at the end of each semester. All students may view their end of semester grade reports online through BannerWeb.

Incomplete Grades

A grade of I (Incomplete) is given when circumstances beyond a student's control prevent completion of course requirements and when a student has made a formal request for an incomplete prior to the end of the term. Students receiving incompletes are not eligible for the Dean's and President's Lists. The student must complete the coursework within six weeks. That deadline may be extended to 15 weeks if mutually agreed upon with the instructor. Approval of the instructor, the dean, and the Academic Affairs Office is

required before an incomplete grade can be given. If work is not completed within 15 weeks, the I grade will automatically be changed to an F grade, unless special arrangements for extension have been made by the faculty member and approved by the Academic Affairs Office. Work submitted by a student after a faculty member posts final grades will not be accepted for credit unless arrangements for an incomplete grade were made prior to the end of the term.

Deferred Grades

A grade of R (Deferred Grade) is appropriate for project-based courses in which a student's work is evaluated when the project is completed. A deferred grade may be given for graduate thesis and dissertation courses where the nature of the coursework overlaps across semesters.

The deferred grade is not intended as a substitute for incomplete grades and may not be used with single semester courses where students have failed to meet the course requirements. Students with a deferred grade in any required coursework are not eligible for graduation until such time as the grade is resolved. Deferred grades have no GPA value.

Deferred grades are generally not subject to change to an F after a set period of time, so long as the student is engaged in continuous work on the project or is on a leave of absence. If work is interrupted due to extenuating circumstances, a special arrangement between student and instructor must be made on a semester-by-semester basis.

Repeating a Course

Courses in which the student has a final grade of D or F may be repeated for credit. Graduate students may also repeat courses in which they have earned a grade of C or C+ or as permitted by specific programs. An undergraduate student who earns a final grade of C may be approved by the vice president for Academic Affairs or the assistant vice president for Academic Affairs to repeat a course if the repeat is needed to meet graduation requirements. The grade earned the last time the course is repeated becomes the official grade for the course.

Academic Integrity Appeals

When a faculty member suspects a violation of the college's academic integrity policy, that faculty member contacts the student and then files an Academic Integrity Violation Report with the Academic Affairs Office. The student is notified by letter that the report has been filed. A student who wishes to appeal the finding of an academic integrity violation must submit an appeal in writing (email is acceptable) to the Academic Affairs Office within ten days. The Academic Integrity Committee will then schedule an appeals hearing. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Academic Integrity Appeals Panel.

Questioning a Grade – The Student Academic Complaint Policy

A student who wishes to question **an assignment grade or other academic issue other than an academic integrity appeal** should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the Registrar's Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the dean of the school in which the grade was assigned. Upon receipt of such request, that dean will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the dean will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the dean's decision, the student or faculty member may, within seven (7) days by written request to the dean, ask that the matter be reviewed by a Grade Appeals Panel* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten (10) calendar days of when the grade was issued. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.*

**The Grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs, and the school dean. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

Note: During winter break or during the summer, timelines may be extended due to participants' unavailability.

Students attending campus locations in the following states may contact the corresponding state agency listed below if their complaint has not been resolved at the institutional level to their satisfaction. Students will not be subject to unfair actions as a result of initiating a complaint proceeding.

- **Kentucky:** CPE Complaint, Council on Postsecondary Education, 1024 Capital Center Drive, Ste. 320, Frankfort, KY 40601; (502) 573-1555. Students may also visit the Council for Postsecondary Education website for their online form.
- **California:** A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site: <<https://www.bppe.ca.gov>>.
- **Ohio:** Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (614) 466-6000 or (614) 728-3095. Students may also visit the Ohio Department of Higher Education website for their online form.
- **Tennessee:** Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1520-01-02 may file a complaint with the Tennessee Higher Education Commission, Division of Postsecondary State Authorization at DPSA Complaints, Tennessee Higher Education Commission, Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243-0830; (615) 741-5293. Students may also visit the Tennessee Higher Education Commission website for their online form.
- **Virginia:** State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Bldg., Richmond, VA 23219; (804) 225-2600. Students may visit the State Council of

Higher Education for Virginia website for their online form or may contact council staff to file a complaint about the school as a last resort.

- **West Virginia:** Executive Vice Chancellor for Administration, West Virginia Council for Community & Technical College Education, West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd East, Ste. 700, Charleston, WV 25301; (304) 558-5719. Students may also visit the West Virginia Council for Community & Technical College Education website for their online form.

Academic Standing – Undergraduate Students

Student Rank

An undergraduate student’s academic rank or classification is determined by the number of hours earned, indicated as follows:

Hours Earned	Rank	Hours Earned	Rank
1-23	Freshman	55-90	Junior
24-54	Sophomore	91+	Senior

Academic Sanctions

Sanctions are issued annually for students after the spring semester. Academic sanctions are issued as follows:

12-30 hours attempted	GPA
Warning	1.80-1.99
Probation	1.50-1.79
Suspension	Below 1.50
31-60 hours attempted	GPA
Warning	1.90-1.99
Probation	1.70-1.89
Suspension	Below 1.70
61-90 hours attempted	GPA
Probation	1.90-1.99
Suspension	Below 1.90
91 Plus Hours Attempted	GPA
Probation	1.90-1.99
Suspension	Below 1.90

Academic Warning: Students who are placed on academic warning are encouraged to meet with their academic advisor to develop a plan to avoid further academic sanctions.

Academic Probation: During the probation term, sanctions may include repeating of courses, limitation of credit hours, structured study time in the Academic Success Center, development of individual learning contracts, adjustment of housing assignments, or limitation on participation in non-class, college-sponsored activities. While probation is in effect, a student is subject to suspension from Lindsey Wilson College at any time when, in the opinion of instructors and the vice president for Academic Affairs or designee, the student’s academic effort or social conduct fails to demonstrate a responsible approach to studies. Student status will be reviewed at the end of the probationary period.

Suspension Semester: At the end of the probation semester, students who continue to fall below the minimum acceptable standards for academic progress will be suspended from Lindsey Wilson College for a semester. When this happens, a student has the following options for gaining reinstatement:

1. During the suspension term, the student cannot take classes. The suspended student may write a letter to the Admissions Committee requesting readmittance to the college. The letter should outline a plan for being successful upon return to the college. Readmittance should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.
2. Students placed on suspension have the right to appeal. Student appeals to the Academic Affairs Council will be reviewed individually according to the following considerations:
 - a. Past performance;
 - b. Mitigating circumstances (e.g., health, family, personal considerations);
 - c. The performance trend as reflected in the GPA performance over earlier semesters;
 - d. Achieving the minimum GPA for the student's credit hour standard as defined above;
 - e. Performance/compliance within the programs assigned as condition of probation; *and*
 - f. Other individual circumstances and considerations.

Other Causes for Academic Suspension

Students who demonstrate a callous disregard for learning as stated in the Student Codes section of the *Lindsey Wilson College Student Handbook* may be subject to suspension by the vice president for Academic Affairs, in conjunction with either the vice president for Student Services & Enrollment Management or the dean of students. In addition, students who commit academic dishonesty may be subject to suspension or expulsion from the college (see Academic Integrity policy).

Readmission after Academic Suspension

Students may be reviewed for readmission to the college after serving the semester-long suspension through application to the Admissions Committee at the A.P. White Campus in Columbia. The readmission decision will be based upon students' compliance with conditions of suspension, evidence suggesting potential for improvement, and/or other individual factors. Readmission to the college is not guaranteed and should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.

Academic Bankruptcy Policy

A student may write a letter to the Registrar's Office requesting academic bankruptcy under the following conditions:

1. If fewer than three calendar years have elapsed since the semester for which the student seeks to declare academic bankruptcy, the student may declare bankruptcy for all coursework taken during that semester, provided that the student has successfully completed at least 18 credit hours at the college since the semester for which bankruptcy declaration is sought. None of the coursework, including coursework that was successfully completed, taken during the semester for which bankruptcy is requested will be counted in the student's cumulative GPA or hours earned.
2. If more than three calendar years have elapsed since the semester(s) for which the student seeks to declare academic bankruptcy, the student may declare bankruptcy for one to three semesters provided that the student has successfully completed at least 18 credit hours at the college since the most recent semester for which the student seeks to declare bankruptcy. None of the coursework, including coursework that was successfully completed, taken during the semester for which bankruptcy is requested will be counted in the student's cumulative GPA.
3. Students who declare bankruptcy during their college career are not eligible to graduate with honors.

When academic bankruptcy is declared, the term "Academic Bankruptcy" will be reflected on the transcript for each semester affected. The phrase "Academic Bankruptcy Implemented" will be stamped

on the transcript for the semester in which bankruptcy is implemented. Courses removed or changed as a result of academic bankruptcy are counted in determining satisfactory academic progress (SAP) for financial aid eligibility. Students may declare academic bankruptcy only once. Students should be aware that academic bankruptcy may not be recognized by graduate or professional schools.

Academic Standing – Graduate Students

Student Rank

Rank or classification as a graduate student is determined by acceptance into a graduate program.

Minimum Acceptable Academic Progress

A student's academic performance will be reviewed at the end of the fall, spring, and summer semesters. A student must meet minimum acceptable academic progress by complying with the standard in order to achieve and/or maintain good academic standing. Any students with a 0 to 2.0 cumulative GPA may be placed on probation or suspended. Any student receiving a cumulative total of three or more grades of F will be suspended.

The minimum acceptable GPA for graduate students is 3.0. Graduate students must have a GPA of 3.0 in order to have a degree conferred. Students are responsible for monitoring their GPA and repeating classes, if necessary, to meet graduation requirements.

Note: Compliance with standards of minimum acceptable academic progress does not imply that students meet program criteria applicable to particular major fields. In addition, student athletes must adhere to the standards of their individual sports program in order to maintain athletic eligibility.

Probation Semester: Students who fall below the minimum acceptable standards for academic progress will be placed on probation. While probation is in effect, a student is subject to suspension from Lindsey Wilson College at any time when, in the opinion of instructors and the vice president for Academic Affairs or designee, the student's academic effort or social conduct fails to demonstrate a responsible approach to studies. Student status will be reviewed at the end of the probation semester.

Suspension Semester: Students will be suspended if they earn three or more grades of F during their program of study. When this happens, a student has the following options for gaining reinstatement:

1. During the suspension term, the student cannot take classes. The suspended student may write a letter to the Admissions Committee requesting readmittance to the college. The letter should outline a plan for being successful upon return to the college. Readmittance should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.
2. Students placed on suspension have the right to appeal. Student appeals to the Academic Affairs Council or Appeals Committee will be reviewed individually according to the following considerations:
 - a. Past performance;
 - b. Mitigating circumstances (e.g., health, family, personal considerations);
 - c. The performance trend as reflected in the GPA performance over earlier semesters;
 - d. Achieving the minimum GPA for the student's credit hour standard as defined above;
 - e. Performance/compliance within the programs assigned as condition of probation; *and*
 - f. Other individual circumstances and considerations.

Other Causes for Academic Suspension

Students who demonstrate a callous disregard for learning as stated in the Student Codes section of the *Lindsey Wilson College Student Handbook* may be subject to suspension by the vice president for Academic Affairs, in conjunction with either the vice president for Student Services & Enrollment

Management or the dean of students. In addition, students who commit academic dishonesty may be subject to suspension or expulsion from the college (see Academic Integrity policy).

Readmission after Academic Suspension

Students may be reviewed for readmission to the college after serving the semester-long suspension through application to the Admissions Committee at the A.P. White Campus in Columbia. The readmission decision will be based upon students' compliance with conditions of suspension, evidence suggesting potential for improvement, and/or other individual factors. Readmission to the college is not guaranteed and should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.

Leave of Absence and Withdrawal Policies

Leave of Absence

Students who contemplate leaving Lindsey Wilson College voluntarily and who anticipate that they will not be able to return *the semester following their withdrawal* are encouraged to file for Leave of Absence (LOA) of up to one year (two semesters for A.P. White Campus in Columbia students; three semesters for CES, community campus, and online students except for Virginia residents. Students taking classes in Virginia and Virginia residents enrolled in online courses are eligible for only up to 180 days of LOA in any 12-month period).

If unable to return at the end of the first semester on a LOA, a student on LOA may make application for continuation by writing or calling the Academic Affairs Office. The LOA assures re-admission without further paperwork or review by the Admissions Committee and the ability of the student to continue under the terms of the academic requirements that applied at the time the LOA was granted. At any time after return to full-time status, a student who has been on LOA may opt to study under the terms of a later catalog. The Leave of Absence application is available in the Registrar's and Academic Affairs Offices and must be approved by the vice president for Academic Affairs.

Withdrawal from the College

A student contemplating withdrawal from the college should first consult with his or her advisor. If after advisor consultation the student still wishes to withdraw, he or she must contact the Academic Affairs Office, the vice president for Student Services & Enrollment Management, or the LWC Online Office to complete an official Withdrawal form. A student withdrawing from the college before the end of a semester or module forfeits credit for work done in that semester or module. Students who need to withdraw from all of their courses should refer to the Withdrawal Refund Policy located in this catalog.

- Withdrawal from the college is not permitted during the last 30 days of the semester.
- Students who do not complete the withdrawal process as stated above may receive grades of F in all courses in which they were enrolled. These Fs may result in loss of eligibility for financial assistance, whether at Lindsey Wilson College or another institution to which the student transfers.
- Proper withdrawal from the college is important!
- Students who withdraw will be deemed to have met academic progress but may face financial aid sanctions.

Student Records

Family Educational Rights and Privacy Act of 1974 (FERPA)

Student records are maintained under the provision of the Family Educational Rights and Privacy Act of 1974 (FERPA). This federal act seeks to protect students' rights to access and to privacy by limiting access to student records to those persons authorized by the FERPA regulations or by individual students. Admissions, financial aid, and student service files are retained for five years following the last date of enrollment.

The college reserves the right to contact a dependent student's parent (or a physician of the student's choice) when, in the opinion of the college, notification is necessary to protect the health, well-being, or safety of a student or other persons.

Access to Records

Students may inspect all records pertaining to them that are maintained by the college. The only exceptions to this access are those records exempted under FERPA:

- Directory information, as listed in this publication, is public unless the student requests, in writing, to the Registrar's Office that all or part of such information not be published;
- Name, local and home addresses, telephone numbers, and date of birth;
- Dates of attendance, major field of study, and degrees and awards received; *and*
- Participation in recognized activities, organizations, and sports (including weight and height or membership on athletic teams).

Access to any other information, except by persons authorized by the student, is strictly limited in accordance with FERPA regulations.

Reproduction of Records and/or Transcripts

A transcript of credits may be obtained from the Registrar's Office for \$10.00. Copies of other documents to which the student has legal access are available to the student free of charge. Transcripts will be forwarded to other educational institutions, agencies, or firms by the Registrar's Office upon written request of the student. The cost is \$10.00, payable in advance. Requests for transcripts will usually be processed within two working days; however, during registration periods and immediately following the end of a semester, there may be some delay.

Note: Transcripts will not be released if the student's financial accounts at the college are not fully paid at the time of the request.

Records Maintained by the College

A number of offices and departments maintain records on students, including the following:

- **Admissions:** All materials submitted on behalf of applicants are maintained by the Admissions Office. Upon final registration, these files are transferred to the Registrar's Office.
- **Academic:** Once a student enrolls, all academic records are maintained by the Registrar's Office. Transcripts are permanent college records. Records of academic discipline are held by the Academic Affairs Office for five years following the last date of enrollment.
- **Advising:** First-Year Experience advisors and faculty advisors maintain advising folders on their advisees which may include notes on meetings, copies of the student's schedule, Drop/Add forms, unofficial high school and college transcripts, etc. These folders may be in paper or electronic format.
- **Financial Aid:** All information submitted and collected for the evaluation and disbursement of financial aid is maintained by the Financial Aid Office.
- **Student Accounts:** Records of student accounts with the college are maintained by the Business Office, under the control of the vice president for Administration & Finance.
- **Career Services:** Materials made available by the student for career placement, along with materials collected in the course of career planning consultations, are maintained by the Career Services Office.
- **Disciplinary:** Judicial records will be maintained by the office authorized to determine the propriety of the conduct in question. Records of suspension from residence halls and suspension or dismissal from the college are permanent. Files developed in cases in which a lesser sanction has been imposed will be retained for a period of one year after graduation or four years after the

date of the action, unless the sanction specifies that it should be retained for a longer period. Judicial records of a student who has voluntarily withdrawn from the college shall be destroyed after two consecutive years of such withdrawal, unless the records include sanctions of suspension from residence halls or suspension or dismissal from the college. In those cases, the records are permanent.

- **Judicial:** These records may be inspected by college officials who have a professional justification for such information. Under no circumstances shall any personally identifiable information be released by anyone to any individual, agency, or organization without prior written consent of the student or as provided by law.
- **Other Non-Academic Records:** Information about co-curricular activities and awards, on-campus residence, and materials gathered for individual student consultations are maintained by the Student Services Office.
- **Health and Counseling Records:** These records are covered by additional regulations and are not available for student review. However, students may request that an appropriate professional of their choice be allowed to inspect these records. Health records are kept by the director of Health Services/campus nurse, and counseling records are kept only by the individual(s) consulted by the student.

Questions and Challenges

Students have the right to question the accuracy of their records. The appropriate person in any of the offices listed below will answer questions and interpret information in the files under his/her jurisdiction:

- **Academic Records (classes, grades, etc.):** See Student Academic Complaint Policy or refer to the *Lindsey Wilson College Student Handbook*
- **Co-Curricular Records (activities, career development, discipline, etc.):** Office of Student Services
- **Financial Aid Records:** Director of Student Financial Services
- **Student Account Records:** Vice president for Administration & Finance

If a student believes, after talking with the appropriate officer, that an error exists in the records, he or she may file a written request for a formal hearing. The hearing will be conducted by a panel appointed by the president of the college.

Further Information

The above policies and procedures are designed in coordination or compliance with the requirements of FERPA. Copies of the complete college policy on records and implementation of FERPA regulations are available for review in the college library and Student Services Office. Students may also request additional explanation and interpretation of the policy.

Personal Information Privacy Policy

Protecting the privacy of students, vendors, and all individuals and entities doing business with Lindsey Wilson College is very important to the college. This Privacy Policy Notice explains the type of information we may have about particular persons and the type of information we sometimes share with others, as well as the type of information we will not share.

- **Categories of Nonpublic Personal Information Collected by the College**
 - Information received on applications or other forms.
 - Information received from external governmental, financial, testing, or other organizations.
 - Information received in processing accounts with us and the transactions in those accounts.
- **Categories of Nonpublic Information Disclosed by the College**
 - Information provided to the college required for verification of financial aid eligibility.

- Information regarding accounts that needs to be available to third-party contractors for collection of delinquent account balances or loans due the college or governmental loan programs.
- Information requested by an authorized law enforcement process or court order.

Disclosure of Information to Affiliated and Nonaffiliated Third Parties

The college may disclose certain nonpublic personal information to nonaffiliated third parties as permitted by law. The third party must adhere to the privacy principles pertaining to such information with regard to confidentiality. The exchange of information with these entities is deemed important in order to maximize the accuracy and detail of information reported. Information is provided in the following instances:

- The student requests the information be sent.
- Disclosure is required by law.

The college believes that the security and accuracy of nonpublic personal information are confidential and should only be made available to persons who have a need for the information to provide services properly, to act upon a request from the student, or to fulfill the employee's job responsibility.

Any concerns for the security or accuracy of personal information should be directed to the college's privacy compliance officer by phone at (270) 384-8023 or in writing at Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, KY 42728.

Intellectual Property Rights Policy

The Intellectual Policy Rights Policy applies to individuals employed by or enrolled at Lindsey Wilson College. This policy seeks to ensure the rights of individuals to the works and ideas they produce and to protect the name and rights of the college.

The college encourages its faculty, staff, and students to contribute to their discipline and professional organizations in their research and scholarship. The general policy of the college is to grant all intellectual property rights to the creator or creators, who will determine how to disseminate the intellectual property and who will keep all income derived from their intellectual property works.

Intellectual property refers to inventions, patents, processes, research articles, artistic creations, or other products that can be copyrighted or patented under U.S. laws. This would include:

- Patents or inventions, pharmaceutical products, medical technology, or equipment;
- Books, booklets, or electronically-published works;
- Articles in professional journals or magazines;
- Articles submitted to open access databases such as ERIC;
- Artistic works: paintings, sculptures, fabric art, drawings, photographs, digital art;
- Musical compositions or recordings;
- Literary works, plays, fiction, poetry, or creative non-fiction;
- Theatrical works;
- Performance art; *and*
- Software programs or applications.

This policy applies to intellectual property developed on- or off-campus; during a teaching term, sabbatical, vacation, or faculty fellowship; and developed with normal use of office space, library resources, photocopiers, printers, and office computers.

Exceptions to the general policy include the following situations:

1. **Assigned tasks:** Lindsey Wilson College owns intellectual property developed in the performance of assigned college duties. Such intellectual property includes online classes, lectures, presentations, and material developed for use in distance learning.
2. **Outside agreements:** When intellectual property is developed through a sponsored grant or contract with an outside entity or organization, the provisions contained in the grant or contract determine the ownership of the intellectual property. If the grant or contract does not address ownership, the general college policy applies, and the work becomes the property of the creator or creators.
3. **Significant use of college-administered resources:** When the development of intellectual property is significantly assisted by the use of college facilities, resources, or personnel, the college is entitled to a share of royalty or other income from that intellectual property. Significant use of college-administered resources does not include resources ordinarily available (e.g., office space, personal office equipment, library) or incidental involvement of students who receive funding from the college.

Responsibility: The college officer to whom an employee reports, whether this is a supervisor, dean, or chief academic officer, is responsible for ensuring this policy is followed.

When either the college or the employee determines that a formal assignment or sharing of intellectual property rights between the employee and the college exists, the terms of any agreements concerning intellectual property rights will be negotiated with the creator or creators by the appropriate college officer, subject to final review and approval by the president. Shared rights and benefits include but are not limited to:

- Recognition of the use of the college's facilities, resources, and/or personnel;
- Liabilities and responsibilities concerning the use of facilities, resources, and/or personnel; and
- Percentage or portion of royalty income or other compensations to be received by the college and the employee.

Residency and Graduation Requirements

Residency Requirement for Associate Degrees

In order to earn an associate degree from Lindsey Wilson College, students must successfully complete a minimum of 21 credit hours at the college, and at least 50 percent of the credits required in a major must be earned at the college. Hours transferred to the need approval of the Registrar's Office. An associate degree and a bachelor's degree may not be conferred in the same semester. Programs have the authority to require students to complete program assessments prior to graduation.

Residency Requirement for Bachelor's Degrees

In order to earn a bachelor's degree from Lindsey Wilson College, students must successfully complete a minimum of 42 credit hours at the college, and at least 50 percent of the credits required in a major or minor must be earned at the college. Hours transferred to the college need approval of the Registrar's Office. Education methods classes may not be transferred to the college. Programs have the authority to require students to complete program assessments prior to graduation.

Graduation and Degree Conferral

Students must complete an Application for Graduation form in the semester prior to their intended graduation in order to be considered a candidate for graduation. The graduation application must be submitted by the student and is available online in the Student Forms section of the Registrar's Office's webpage. Payment of a \$60 graduation fee is required.

Formal commencement exercises are held at the end of the fall and spring semesters. All requirements for a degree must be met prior to participation in the graduation ceremony. Attendance at commencement and baccalaureate is strongly encouraged.

Summer graduates may participate in the fall or spring commencement ceremony following completion of all requirements for a degree.

Degrees are conferred on the first of each month, except in months with commencement ceremonies, when they are conferred on the date of the ceremony. Degrees will be conferred on the next conferral date after students complete all degree requirements, resolve all incomplete grades, and submit all required forms and official transcripts for transfer work.

Academic Honors

Undergraduate honors calculations are based on a minimum of 12 semester hours of new coursework that receives letter grading. Courses that are graded on a Credit/No Credit (CR or NC) basis are not included in honors calculations.

President's List

Full-time undergraduate students who achieve a grade point average of 4.00 and who are in good academic standing for the semester are named to the President's List.

Dean's List

The Dean's List consists of the names of those full-time undergraduate students who have achieved a grade point average of 3.50 or above and who are in good academic standing for the semester.

The President's Award

The President's Award is given to the graduate who, in the judgment of the president of the college, has made the greatest contribution to the life of the college through Christian leadership, scholastic achievement, and devotion to the ideals and aims of Lindsey Wilson College.

Academic Program Awards

Academic Program Awards are given in each academic discipline. Students who exhibit outstanding performance based on GPA, class participation, effort, and attitude are bestowed academic awards at the annual Honors Convocation ceremony each spring.

Who's Who among Students in American Universities and Colleges

Lindsey Wilson College participates in Who's Who among Students in American Universities and Colleges, one of the most highly regarded and long-standing honors programs in the nation. In March or April of each year, a nominating committee of faculty, administration, and students names recipients of this prestigious award.

Alpha Chi

Lindsey Wilson College is affiliated with Alpha Chi, the National Honor Society to which juniors and seniors in the top ten percent of their class are invited. The Lindsey Wilson College chapter was chartered in 1994.

Alpha Phi Sigma

Alpha Phi Sigma is a national honor society of criminal justice students. Mu Sigma, the Lindsey Wilson College chapter of Alpha Phi Sigma, was chartered in spring 2011. Among other awards, a double blue-yellow/gold honor cord is given to members in recognition of academic excellence. Students must maintain a GPA above 3.2 in criminal justice courses and in all other academic courses.

Alpha Psi Omega

Alpha Psi Omega is a theater honor society for the purpose of providing acknowledgment to those demonstrating a high standard of accomplishment in theater and, through the expansion of Alpha Psi Omega among colleges and universities, providing a wider fellowship for those interested in theater. The society is not intended to take the place of any regular theater clubs or producing groups, but as students qualify, they may be rewarded by election to membership in this society.

The Alpha Eta Gamma chapter of Alpha Psi Omega was organized to stimulate interest in theater activities at the college and to secure for the college all the advantages and mutual helpfulness provided by a large national honor society. By electing students to membership, the society provides a reward for their participation in theater activities at Lindsey Wilson College.

Chi Sigma Iota Honor Society

Chartered in 1995, the purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in counselor education and the practice of counseling. Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. Students must have a 3.50 minimum grade point average and one or more terms of full-time counselor education study or its equivalent to be eligible.

Membership in Chi Sigma Iota can make a valuable contribution to the student's professional development by enabling the student to become a part of a network of professional counselors who subscribe to high standards of scholarship and practice. Local chapters encourage these aspirations through speakers, programs, and awards. The Society also supports these goals through such activities as leadership training, the International newsletter, membership networking, leadership and research recognition awards, support services to chapters, an annual meeting, and collaboration with others on counselor advocacy and professionalization. A certificate of membership and lapel pins are outward symbols of commitment to excellence as a professional counselor.

Honor Society for Sustainability

The Honor Society for Sustainability is an exclusive honors society aiming to foster a network of sustainability scholars who have demonstrated academic excellence and are committed to solving global challenges of sustainability. The society envisions a future where sustainable practices are a reality in global society. Through personal responsibility and commitment, the society furthers economic development, advances social justice, and fosters environmental stewardship. Chartered in 2020, Lindsey Wilson College's Gamma chapter is only the third chapter of the Honor Society for Sustainability.

Honors Association

The Honors Association is a society which all students who are participating in the R.V. Bennett Honors program are eligible to join. The Honors Association encourages active participation through scholarship, research, and service by its members.

Lambda Pi Eta Honor Society

The Lambda Pi Eta Honor Society is the official national honor society of the communication discipline. Lindsey Wilson College's Xi Psi chapter was chartered in fall 2002.

Phi Beta Lambda Honor Society

Also known as Future Business Leaders of America, Phi Beta Lambda is the premier business fraternity for students who are preparing for careers in business and business-related fields. Phi Beta Lambda was founded in 1958; Lindsey Wilson College's chapter received its charter in 2013.

Sigma Tau Delta Honor Society

The Alpha Kappa Phi Chapter of Sigma Tau Delta, an international English honor society, was chartered in the summer of 2002. The central purpose of the honor society is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. One of the largest members of the Association of the college Honors Societies, Sigma Tau Delta provides exceptional students with opportunities for advancing the study of language and literature, for developing skills in creative and analytical writing, and for meeting other scholars and professionals in the discipline of English.

Sigma Theta Tau Honor Society

The Lindsey Wilson College chapter of Sigma Theta Tau, an international nursing honor society, was chartered in the fall of 2020. The mission of Sigma Theta Tau International is to advance world health and to celebrate nursing excellence in scholarship, leadership, and service. Students must have completed one-half of the nursing curriculum, achieve academic excellence by maintaining a 3.0 GPA, rank in the upper 35 percent of the graduating class, and meet the expectation of academic integrity.

The Society for Collegiate Journalists

The National Council of the Society for Collegiate Journalists is the National Honor Society of Collegiate Mass Communications. The Lindsey Wilson College chapter was chartered in spring 2007.

Graduation Honors

Special honors are awarded to students at the time of graduation in recognition of demonstrated scholarship based on their cumulative overall and cumulative Lindsey Wilson College grade point average. Students who declare academic bankruptcy are not eligible to qualify for honors at graduation.

- **Associate Degrees:** Students who have earned at least 32 of the 60 credit hours for an associate degree at Lindsey Wilson College and have a 3.50 or above GPA are eligible for associate honors.
- **Bachelor's Degrees:** A student must have earned at least 48 of the 120 credit hours required for a bachelor's degree at Lindsey Wilson College. In addition, all coursework required for the degree in question must be completed. The graduation honors are awarded as follows:
 - 3.50-3.69: Cum Laude (with distinction)
 - 3.70-3.89: Magna Cum Laude (with high distinction)
 - 3.90-4.00: Summa Cum Laude (with highest distinction)
- **Master's Degrees:** Honors are not awarded to master's degree recipients.
- **Doctoral Degrees:** Honors are not awarded to doctoral degree recipients.

Academic Degrees

Lindsey Wilson College offers associate (A.A.), bachelor's (B.A., B.S., B.S.N.), master's (M.B.A., M.Ed., M.S.), and doctoral (D.N.P., Ph.D.) degrees. Program faculty and the Academic Affairs Office staff can assist students to make academic plans for their future by answering questions they may have about academic programs and policies or by assisting them with advising or registration.

Undergraduate Programs

Associate of Arts

- Engineering Mechanics
- Health Science

Bachelor of Arts

- Art
 - Emphases offered in:*
 - Studio
 - Digital Arts
- Art Education P-12
- Business Administration
 - Emphases offered in:*
 - Accounting
 - Marketing
 - Management
 - Concentrations offered:*
 - General
 - Entrepreneurial
 - Human Resources
- Christian Ministries
 - Emphases offered in:*
 - Missional Leadership
 - Worships Arts
 - Vocational Ministries
 - Concentrations offered:*
 - Age-Level
 - Pastoral
- Communication
- Criminal Justice
- Elementary Education P-5
- English
- History
- Human Services & Counseling
- Integrated Music Education P-12
- Interdisciplinary Studies
- Mathematics
- Media Studies
 - Emphases offered in:*
 - Journalism
 - Public Relations
 - Media Arts
- Middle Grades Education 5-9
 - Emphases offered in:*
 - English
 - Mathematics
 - Sciences
 - Social Studies
- Physical Education & Health P-12
- Political Science
- Psychology
- Recreation, Tourism & Sport Management
 - Emphases offered in:*
 - Business
 - Communication/Leadership
- Secondary Education 8-12
 - Majors offered in:*
 - English
 - Mathematics
 - Social Science
- Social Science
- Sustainability & Environmental Studies
- Theatre
- Women's & Gender Studies

Bachelor of Science

- Biology
Emphases offered in:
 - Cell & Molecular
 - Environmental & Organismal
 - Health & Medicine
 - Secondary Education
 - General
- Biology Education 8-12
- Nursing (B.S.N.)
Majors offered in:
 - Pre-licensure B.S.N.
 - R.N. B.S.N.
- Psychophysiology
Emphases offered in:
 - Psychology Graduate School
 - Pre-Pharmacy
 - Pre-Medical/Dental/Veterinary

Minors

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Christian Ministries
- Communication
- Criminal Justice
- English
- History
- Journalism
- Mathematics
- Physics
- Political Science
- Psychology
- Recreation, Tourism & Sport Management
- Spanish
- Sustainability & Environmental Studies
- Theatre
- Women's & Gender Studies

Graduate Programs

Master of Business Administration

Emphases offered in:
General Business
Project Management

Master of Education

Counseling & Human Development
Specializations offered in:
Mental Health Counseling
Certificate offered in:
Substance Abuse Counseling

Master of Science

Technology Management
Emphases offered in:
General Technology Management
Project Management

Doctor of Nursing Practice

Executive Leadership

Doctor of Philosophy

Counselor Education & Supervision



Undergraduate

Programs

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Catalog Requirements

To graduate from Lindsey Wilson College, students must meet all general education and major requirements specified in the catalog in effect when they entered the college or all requirements specified in a subsequent year. If a student leaves the college for a calendar year or longer, s/he must satisfy all graduation requirements in effect in the catalog year when the student returns or in a subsequent year. Students who obtain a Leave of Absence (up to two semesters for A.P. White Campus in Columbia students and three semesters for community campus and online students) may complete the general education and major requirements with the catalog in place at the time the Leave of Absence was granted.

Credit Hours

All associate degree candidates for graduation must complete a minimum of 60 credit hours of acceptable academic work with a minimum grade point average (GPA) of 2.00 on a 4.00 scale. Required courses in the major must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. Some students, depending upon their major and/or general education choices, may exceed the 60-hour minimum. Only courses at the 1000-level and above meet degree requirements for an associate degree.

Only courses at the 1000-level and above meet degree requirements for an associate degree.

As part of the 60 credit hours, associate degree candidates must also complete

1. General education requirements (typically 27-33 credit hours),
2. First-Year Experience Seminar (FYE 1001) *or* waiver (applies only to students enrolled at the A.P. White Campus in Columbia),
3. A major (typically 24 credit hours), and
4. Elective hours.*

**No student may graduate with an associate degree with fewer than 60 total earned hours; therefore, elective hours may be necessary.*

Residency Requirement for Associate Degrees

In order to earn an associate degree from Lindsey Wilson College, students must successfully complete a minimum of 21 credit hours at the college. At least 50 percent of the credits required in a major must be earned at the college.

Hours transferred to the college need approval of the Registrar's Office. Programs have the right to require students to complete program assessments prior to graduation.

First-Year Experience Seminar

The First-Year Experience Seminar (FYE 1001) promotes successful student transition from high school to college. FYE 1001 is a one-hour course required of all students who enroll on the A.P. White Campus in Columbia. Non-traditional students and transfer students with more than 15 credit hours who enroll on the A.P. White Campus in Columbia may request exemption through the First-Year Experience advisor and the Academic Affairs Office. The waiver will allow one additional hour of elective credit.

FYE 1001 is not required for community campus or LWC Online students.

General Education Curriculum

Lindsey Wilson College's general education curriculum provides a foundation for lifelong development of intellectual, social, and spiritual qualities traditionally associated with liberally educated persons and necessary for success in 21st century workplaces.

The liberal arts – written and verbal communication, mathematics and sciences, behavioral and social sciences, arts and humanities – are central to Lindsey Wilson College’s mission of serving students’ educational needs. In order to accomplish this aim, the college is committed to the following outcomes:

1. **Communicate Effectively:** Students will demonstrate the ability to formulate clear written and oral arguments, speak articulately, and correspond with others using appropriate means.
2. **Critical Thinking:** Students will exhibit the skills necessary to evaluate information by accessing and collecting pertinent facts, recognizing appropriate hypotheses, identifying relationships, applying scientific principles, evaluating claims, and solving problems by employing suitable strategies.
3. **Cultural Literacy:** Students will acquire the capacity for self-evaluation, demonstrate an awareness of global perspectives and diversity, recognize the values and beliefs of multiple societies, and exhibit a familiarity of the arts.
4. **Breadth and Depth of Knowledge:** Students will have the ability to integrate a wide range of knowledge across multiple academic disciplines and will be prepared for career success with the appropriate skills to grow intellectually through the comprehensive study of an academic discipline:
 - Completion of the three key areas (1-3 above) in the general education curriculum, and
 - Completion of a major.

Program Prerequisites – Developmental Courses

Based on ACT and other test scores, developmental courses in reading, writing, and/or mathematics may be required prior to taking some college-level courses. Please refer to the catalog section titled Placement in Courses for more complete information. Developmental courses may be required from the following sequences:

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0804, ENGL 0854
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 0913, READ 0923
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

Curriculum Requirements

1 – Effective Communication: 6-9 hours

1A – Written Communication (select both of the following): 3-6 hours

- Writing Studies I (ENGL 1013) – 3 hours*
- Writing Studies II (ENGL 1023) – 3 hours

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement, allowing an additional three hours of elective credit.*

Note: ENGL 1013 and ENGL 1023 must be passed with a grade of C or above.

1B – Choose one additional course: 3 hours

- Principles of Communication (COMM 1003) – 3 hours
- Public Speaking (COMM 2103) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Creative Communication (COMM 2613) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours

2 – Critical Thinking (take six or more hours with at least one course from 2A and at least one course from 2B): 6-9 hours

2A – Mathematics: 3-5 hours

- Topics in Mathematics (MATH 1003) – 3 hours
- College Algebra (MATH 1013) – 3 hours
- Precalculus (MATH 1124) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Experimental Statistics (MATH 2403) – 3 hours

Note: All general education mathematics courses must be passed with a grade of C or above.

Note: All majors in engineering mechanics and health science must take MATH 1013.

2B – Science: 3-4 hours

- Principles of Biology (BIOL 1103) – 3 hours
- Introduction to Cellular Biology with Lab (BIOL 1204 and BIOL 1200) – 4 hours
- Introduction to Biodiversity with Lab (BIOL 1214 and BIOL 1210) – 4 hours
- Principles of Chemistry with Lab (CHEM 1104 and CHEM 1100) – 4 hours
- General Chemistry I with Lab (CHEM 1214 and CHEM 1210) – 4 hours
- General Chemistry II with Lab (CHEM 1224 and CHEM 1220) – 4 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- Topics in Science (SCI 1013) – 3 hours

3 – Cultural Literacy: 15 hours**3A – Religious Beliefs (select one of the following): 3 hours**

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) – 3 hours
- New Testament (RELI 1023) – 3 hours
- World Religions (RELI 1203) – 3 hours

3B – Humanity & Behavior (select one of the following): 3 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Marriage & Family (HS 2203) – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOC 1003) – 3 hours
- Introduction to Women's & Gender Studies (WS 1003) – 3 hours

3C – Artistic Appreciation (select one of the following): 3 hours

- Understanding Visual Art (ART 1003) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Survey of Musical Masterworks (MUSI 2003) – 3 hours
- Music in American Culture (MUSI 2103) – 3 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours

3D – Historical Perspectives (select one of the following): 3 hours

- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

3E – Global Perspectives (select one of the following): 3 hours

- World Literature (ENGL 2203) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours

Mark L. McKinnon, Ph.D., Dean, School of Mathematics & Sciences

Program Coordinator

Jim & Helen Lee Fugitte Science Center, Room 323

(270) 384-8092 mckinnonm@lindsey.edu

Full-time program faculty: Tim Curry, M.S.; D. Scott Dillery, Ph.D.; Calvin J. Gregory, Ph.D.; Brian Hilker, Ph.D.; Andrew Johnson, Ph.D.; John D. LaGrange, Ph.D.; Mark L. McKinnon, Ph.D.; Michael Ratliff, Ph.D.

Mission Statement

The mission of the engineering mechanics program is to encourage students to develop the analytical skills and knowledge to succeed in an engineering discipline.

The Associate of Arts degree in engineering mechanics provides the curriculum necessary to become prepared to succeed in an engineering discipline. This two-year program is designed to provide the foundational material in both lecture and laboratory settings for the first two years of the undergraduate curriculum in engineering. The student will then complete the bachelor's degree in engineering by transferring to a school of engineering for the remaining undergraduate work.

This program is designed in conjunction with the University of Kentucky's College of Engineering, but students who complete this curriculum are also prepared to enter many other engineering schools. A student interested in engineering or actively pursuing this program should consult often with the program coordinator. In addition, students intending to continue study in engineering should consult the engineering entrance requirements for the institution in question in order to ensure that admission issues are properly addressed.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (associate degrees) section of this catalog for information on the general education program.

Program Requirements: 41-48 hours

Along with the general education program, students must complete the major's prerequisites and core requirements.

A. Prerequisites: 0-7 hours

- College Algebra (MATH 1013) or a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and MATH/CIS 2713 – 4 hours

B. Core Requirements: 41 hours

- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours
- Engineering Physics I (PHYS 2211) – 1 hour
- Engineering Physics II (PHYS 2221) – 1 hour
- Statics (PHYS 3103) – 3 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours

- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Calculus III (MATH 3314) – 4 hours
- Differential Equations (MATH 3323) or Engineering Mathematics (MATH 4303) – 3 hours

Exit Assessment

Program assessments are integrated into the course examinations during the final courses of the program.

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Laura Nissley, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 123
(270) 384-8229 nissleyl@lindsey.edu

Full-time program faculty: Michael J. Bosela, Ph.D.; Melissa Clauson, Ph.D.; Tabitha Ellis, M.S.; Sarah Fauque, Ph.D.; Calvin J. Gregory, Ph.D.; Brian Hilker, Ph.D.; Andrew Johnson, Ph.D.; Laura Nissley, Ph.D.

Mission Statement

The Associate of Arts degree in health science is designed for students who want to get a head start on pre-professional programs in the health sciences at other colleges and universities. Successful completion of the program, with careful selection of electives and general education options, will prepare students for transfer to colleges and universities in nursing, pre-pharmacy, pre-veterinary, and pre-medicine.

Note: Completion of the program does not guarantee successful transfer. It is essential that pre-professional students maintain close and continuing contact with their Lindsey Wilson College advisor and the receiving college or university.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (associate degrees) section of this catalog for information on the general education program.

Program Requirements: 28-31 hours

Along with the general education program, students must complete the major's prerequisites, core requirements, and related studies requirements as indicated.

A. Prerequisites: 4-7 hours

- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- College Algebra (MATH 1013), Precalculus (MATH 1124), Analytical Geometry & Calculus I (MATH 2315), *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1204 and BIOL 1214 – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours

B. Program Requirements: 16 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours

C. Related Studies Requirements: 8 hours

- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours

Catalog Requirements

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Credit Hours

All bachelor's degree candidates for graduation must complete a minimum of 120 credit hours of acceptable academic work with a minimum cumulative grade point average (GPA) of 2.00 on a 4.00 scale. Some programs (education and human services & counseling) require a higher GPA. Required courses in the major and/or minor must be completed with a minimum grade of C unless a school or program specifies a higher grade requirement. Some students, depending upon their major, minor, and/or general education choices, may exceed the 120-hour minimum. Only courses at the 1000-level and above meet degree requirements for a bachelor's degree.

In order to earn a second undergraduate degree (i.e., Bachelor of Arts or Bachelor of Science), a minimum of 30 additional credit hours in residence that do not apply to the other degree earned are required.

As part of the 120 credit hours, bachelor's degree candidates must also complete

1. General education requirements (typically 33-40 credit hours),
2. First-Year Experience Seminar (FYE 1001) or waiver (applies only to students enrolled at the A.P. White Campus in Columbia),
3. A minimum of 39 credit hours of courses at the 3000-4000 level,
4. A major that consists of a minimum of 12 credit hours of courses at the 3000 and/or 4000 level within the discipline to develop a depth of knowledge, *and*
5. Elective hours.*

**No student may graduate with a bachelor's degree with fewer than 120 total earned hours; therefore, elective hours may be necessary.*

Residency Requirement for Bachelor's Degrees

In order to earn a bachelor's degree from Lindsey Wilson College, students must successfully complete a minimum of 42 credit hours at the college. At least 50 percent of the credits required in a major or minor must be earned at the college.

Hours transferred to the college need approval of the Registrar's Office. Education methods classes may not be transferred to the college. Programs have the right to require students to complete program assessments prior to graduation.

First-Year Experience Seminar

The First-Year Experience Seminar (FYE 1001) promotes successful student transition from high school to college. FYE 1001 is a one-hour course required of all students who enroll on the A.P. White Campus in Columbia. Non-traditional students and transfer students with more than 15 credit hours who enroll at the A.P. White Campus in Columbia may request exemption through the First-Year Experience advisor and the Academic Affairs Office. The waiver will allow one additional hour of elective credit.

FYE 1001 is not required for community campus or LWC Online students.

General Education Curriculum

Lindsey Wilson College's general education curriculum provides a foundation for lifelong development of intellectual, social, and spiritual qualities traditionally associated with liberally educated persons and necessary for success in 21st century workplaces.

The liberal arts – written and verbal communication, mathematics and sciences, behavioral and social sciences, arts and humanities – are central to Lindsey Wilson College's mission of serving students' educational needs. In order to accomplish this aim, the college is committed to the following outcomes:

1. **Communicate Effectively:** Students will demonstrate the ability to formulate clear written and oral arguments, speak articulately, and correspond with others using appropriate means.
2. **Critical Thinking:** Students will exhibit the skills necessary to evaluate information by accessing and collecting pertinent facts, recognizing appropriate hypotheses, identifying relationships, applying scientific principles, evaluating claims, and solving problems by employing suitable strategies.
3. **Cultural Literacy:** Students will acquire the capacity for self-evaluation, demonstrate an awareness of global perspectives and diversity, recognize the values and beliefs of multiple societies, and exhibit a familiarity of the arts.
4. **Breadth and Depth of Knowledge:** Students will have the ability to integrate a wide range of knowledge across multiple academic disciplines and will be prepared for career success with the appropriate skills to grow intellectually through the comprehensive study of an academic discipline:
 - a. Completion of the three key areas (1-3 above) in the general education curriculum, and
 - b. Completion of a major.

Program Prerequisites – Developmental Courses

Based on ACT and other test scores, developmental courses in reading, writing, and/or mathematics may be required prior to taking some college-level courses. Please refer to the catalog section titled Placement in Courses for more complete information. Developmental courses may be required from the following sequences:

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0804, ENGL 0854
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 0913, READ 0923
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

Curriculum Requirements

1 – Effective Communication: 6-9 hours

1A – Written Communication (select both of the following): 3-6 hours

- Writing Studies I (ENGL 1013) – 3 hours*
- Writing Studies II (ENGL 1023) – 3 hours

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement, allowing an additional three hours of elective credit.*

Note: ENGL 1013 and ENGL 1023 must be passed with a grade of C or above.

1B – Choose one additional course: 3 hours

- Principles of Communication (COMM 1003) – 3 hours
- Public Speaking (COMM 2103) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours

- Creative Communication (COMM 2613) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours

2 – Critical Thinking (take nine or more hours with at least one course from 2A and at least one course from 2B): 9-13 hours

2A – Mathematics: 3-9 hours

- Topics in Mathematics (MATH 1003) – 3 hours
- College Algebra (MATH 1013) – 3 hours
- Precalculus (MATH 1124) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Experimental Statistics (MATH 2403) – 3 hours

Note: All general education mathematics courses must be passed with a grade of C or above.

Note: College Algebra is required for many degree programs. Students are advised to check the degree requirements of the programs in which they are interested before registering for a specific mathematics course.

2B – Science: 3-8 hours

- Principles of Biology (BIOL 1103) – 3 hours
- Introduction to Cellular Biology with Lab (BIOL 1204 and BIOL 1200) – 4 hours
- Introduction to Biodiversity with Lab (BIOL 1214 and BIOL 1210) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Principles of Chemistry with Lab (CHEM 1104 and CHEM 1100) – 4 hours
- General Chemistry I with Lab (CHEM 1214 and CHEM 1210) – 4 hours
- General Chemistry II with Lab (CHEM 1224 and CHEM 1220) – 4 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- Topics in Science (SCI 1013) – 3 hours*

**Topics in Science may be taken only once.*

2C – Additional Electives: 0-3 hours

- Critical Thinking & Communication (COMM 2003) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- Introduction to Philosophy (PHIL 1003) – 3 hours

3 – Cultural Literacy: 18 hours

3A – Religious Beliefs (select one of the following): 3 hours

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) – 3 hours
- New Testament (RELI 1023) – 3 hours
- World Religions (RELI 1203) – 3 hours

3B – Humanity & Behavior (select one of the following): 3 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours

- Marriage & Family (HS 2203) – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOC 1003) – 3 hours
- Introduction to Women's & Gender Studies (WS 1003) – 3 hours

3C – Artistic Appreciation (select one of the following): 3 hours

- Understanding Visual Art (ART 1003) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Survey of Musical Masterworks (MUSI 2003) – 3 hours
- Music in American Culture (MUSI 2103) – 3 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours

3D – Historical Perspectives (select one of the following): 3 hours

- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

3E – Global Perspectives (select one of the following): 3 hours

- World Literature (ENGL 2203) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours

3F – Elective (choose one additional course from 3A-3E not already taken): 3 hours

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Mission Statement

The mission of the art program is to provide students with the opportunity to develop the skills and knowledge leading toward deeper appreciation of the visual arts, professional preparation, and individualized creative expression.

Complemented by an outcomes based liberal arts curriculum, the art program serves to engage students in the visual arts with studio concentrations, digital arts, art history, and content area requirements for art education.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 50-54 hours

Along with the general education program, students must complete the major's core requirements, must select one of its emphasis areas (Studio or Digital Arts), and must complete the requirements and electives for that area.

A. Recommended and Prerequisite Courses: 3-6 hours

- Writing Studies I (ENGL 1013), unless waiver requirements are met, is recommended for ART 2733 and ART 2743 – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ART 3753 – 3 hours

B. Core Requirements: 21 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- 3D Design (ART 2174) – 4 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours

Note: ART 2733 and ART 2743 need not be taken in sequence.

C. Emphasis Area (select one of the following areas): 26-27 hours

1a – Studio Emphasis Requirements: 14-15 hours

- Digital arts elective – 3 hours
- ART elective (outside emphasis area) – 3-4 hours
- Art Majors Seminar I (ART 4914) – 4 hours
- Art Majors Seminar II (ART 4924) – 4 hours

1b – Studio Emphasis Electives: 12 hours (choose one area)

- Advanced Studio: Drawing (ART 3234) – 4 hours
or
- Beginning Studio: Painting (ART 2314) – 4 hours
- Advanced Studio: Painting (ART 3334) – 4 hours
or
- Beginning Studio: Ceramics (ART 2414) – 4 hours
- Advanced Studio: Ceramics (ART 3434) – 4 hours
or
- Beginning Studio: Sculpture (ART 2514) – 4 hours
- Advanced Studio: Sculpture (ART 3524) – 4 hours

Note: The advanced studio courses (ART 3234, ART 3334, ART 3434, ART 3524) may be repeated for credit. The twelve hours in a concentration are earned through repeating the specific advanced studio course.

2a – Digital Arts Emphasis: 18 hours

- Introduction to Photography (ART/JRNL 2153) – 3 hours
- Computer Graphics I (ART 2623) – 3 hours
- Computer Graphics II (ART 3633) – 3 hours
- Digital Video Arts (ART 3643) – 3 hours
- Interactive Media Design (ART/JRNL 3413) – 3 hours
- Internship (ART PN03) – 3 hours

2b – Digital Arts Emphasis Electives: 8 hours

- Beginning and/or advanced studio elective(s) – 4-8 hours

Exit Assessment

Successful completion of a portfolio of work undertaken for the Art Majors Seminars or Art Internship.

Art Education P-12 Program

Students pursuing a bachelor's degree in art also have the option to complete the art education P-12 program through the education program and to be eligible for teacher certification. The program requires 39 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of the education program for education program advising.

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Mission Statement

The mission of the biology program is to provide students with the resources to develop a broad knowledge base in biology and the skills necessary to be successful in attaining their chosen career goals for entry into pre-professional health care fields such as medicine, dentistry, or pharmacy or for entry into biology graduate programs or entry-level positions in field biology. In addition to the factual content, students learn the historical basis and the scientific methodology of each major conceptual area of biology.

Students in the biology major have the option of obtaining a general biology degree that offers maximal flexibility in terms of the different combinations of program electives or of graduating with an emphasis in one of three topic areas: cell & molecular biology, environmental & organismal biology, or health & medicine. Students who choose to major with an emphasis will take program electives related to their focus area as outlined below. The cell & molecular biology emphasis is designed for students interested in research careers. The environmental & organismal biology emphasis is designed for students interested in careers in natural resources management or field biology. The health & medicine emphasis is designed for students interested in earning degrees from professional schools (medical school, pharmacy school, physical therapy school, veterinary school, etc.). A student's transcript will indicate the emphasis.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Acceptance into the biology program is predicated on the successful completion of freshman biology courses BIOL 1204 and BIOL 1214 with a minimum grade of C.

Program Requirements: 50-68 hours

Along with the general education program, students must complete the major's prerequisites and core requirements, must select an emphasis area, and must complete the requirements for that area.

A. Prerequisites: 11-24 hours

- Introduction to Cellular Biology (BIOL 1204) is a prerequisite for BIOL 2204, BIOL 2314, BIOL 2603, BIOL 3103, BIOL 3204, BIOL 3304, and SCI 2101 – 4 hours

- College Algebra (MATH 1013), Precalculus (MATH 1124), Analytical Geometry & Calculus I (MATH 2315), *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1204 and BIOL 1214 – 3-5 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, and CHEM 3313 – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) and Organic Chemistry II Laboratory (CHEM 3322) are prerequisites for CHEM 4104 – 5 hours
- Principles of Psychology (PSYC 1003) is the prerequisite for PSYC 4403 – 3 hours

B. Core Requirements: 27-28 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Animal Diversity (BIOL 2204) *or* Plant Diversity (BIOL 2314) – 4 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL 3304) *or* Theory of Natural Selection (BIOL 3403) – 3-4 hours
- Seminar I (BIOL 4912) – 2 hours
- Seminar II (BIOL 4921) – 1 hour
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Experimental Statistics (MATH 2403) – 3 hours
- Introduction to Scientific Communication (SCI 2101) – 1 hour

C. Emphasis Area (select one of the following areas): 12-16 hours

Select at least four courses within the emphasis not taken as core requirements. Two of the courses must be 3000-4000 level (6-8 hours). Students who do not wish to major with an emphasis (General) must take four courses from any of the emphasis areas.

1 – Cell & Molecular Biology Emphasis (choose four of the following courses): 13-15 hours

- Microbiology (BIOL 2104) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Immunology (BIOL 3703) – 3 hours
- Human Genetics (BIOL 4213) – 3 hours
- Molecular Biology (BIOL 4404) – 4 hours
- Biochemistry (CHEM 4104) – 4 hours

2 – Environmental & Organismal Biology Emphasis (choose four of the following courses): 13-16 hours

- Animal Diversity (BIOL 2204) if not taken for the Core – 4 hours
- Plant Diversity (BIOL 2314) if not taken for the Core – 4 hours
- Environmental Science (BIOL 2604) – 4 hours
- Ecology (BIOL 3304) if not taken for the Core – 4 hours
- Theory of Natural Selection (BIOL 3403) if not taken for the Core – 3 hours
- Economic Botany (BIOL 3503) – 3 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Plant Propagation (BIOL 4214) – 4 hours
- Animal Physiology (BIOL 4314) – 4 hours
- Aquatic Biology (BIOL 4604) – 4 hours

3 – Health & Medicine Emphasis (choose four of the following courses): 12-16 hours

- Microbiology (BIOL 2104) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Pathophysiology (BIOL 3203) – 3 hours
- Immunology (BIOL 3703) – 3 hours
- Human Genetics (BIOL 4213) – 3 hours
- Biochemistry (CHEM 4104) – 4 hours
- Physiological Psychology (PSYC 4403) – 3 hours

4 – Biology Education Emphasis (choose four of the following courses): 14-16 hours

- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) if not taken for the Core – 4 hours
- Plant Diversity (BIOL 2314) if not taken for the Core – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Ecology (BIOL 3304) if not taken for the Core – 4 hours
- Theory of Natural Selection (BIOL 3403) if not taken for the Core – 3 hours

Students pursuing a bachelor's degree in biology have the option to concurrently complete the secondary education 8-12 program through the education program and be eligible for teacher certification. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

5 – General Biology Emphasis: 12-16 hours

Select any four BIOL courses not taken for the Core Requirements. Students may also choose Biochemistry (CHEM 4104) or Physiological Psychology (PSYC 4403).

Exit Assessment

Students must develop and write a novel research proposal on a selected biology topic; the research proposal must be written in an acceptable scientific format. Completion of the ETS Major Field Exam in biology is also required to exit the biology program.

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Mission Statement

The mission of the business program is to prepare students for advancing employment in accounting, general management, entrepreneurial management, human resources management, and marketing; for the pursuit of career paths of increasing professional and managerial responsibility; for application and admission to graduate programs in business, accounting, or other professional schools; and for preparation to sit for examinations for professional certificates. Consistent with Lindsey Wilson College's mission as a liberal arts, teaching-centered institution and in accordance with the guidelines of its accrediting body – the International Accreditation Council for Business Education – the business program is committed to students' growth and development through values-centered classroom instructions, cooperative learning experiences, and the awakening of an appreciation for lifelong learning.

In addition to the college's accreditation by the Southern Association of Colleges and Schools Commission on Colleges, our well-balanced and academically sound bachelor's degree program in business is fully accredited by the International Accreditation Council for Business Education (IACBE).

The bachelor's degree in business administration offers students a common core of coursework and a choice of three emphasis areas: accounting, marketing, and management. The management emphasis allows students to choose among concentrations in general management, entrepreneurial management, and human resources.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the entrepreneurial concentration within the management emphasis provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 69-75 hours

Along with the general education program, students must complete the major's prerequisite and core requirements, must select one of its three emphasis areas (accounting, marketing, management), and must complete the requirements for that area.

A. Prerequisite: 3 hours

- Writing Studies II (ENGL 1023) is a prerequisite for BUSI 2303 – 3 hours

B. Core Requirements: 42-45 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for ACCT 2113, ECON 2033, ECON 2043, and ECON 2203 – 3 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Law (BUSI 2713) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Business Computer Applications (BUSI 3503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Operations Management (BUSI 4763) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours
- Business Policy (BUSI 4793) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- Statistics for Business & Economics (ECON 2203) – 3 hours

C. Emphasis Area (select one of the following areas): 24-27 hours

1 – Accounting Emphasis Requirements: 27 hours

- Intermediate Accounting I (ACCT 3113) – 3 hours
- Intermediate Accounting II (ACCT 3123) – 3 hours
- Cost Accounting (ACCT 3303) – 3 hours
- Taxation I: Taxation of Individuals (ACCT 3453) – 3 hours
- Accounting Information Systems (ACCT 3973) – 3 hours
- Auditing (ACCT 4353) – 3 hours
- Taxation II: Taxation of Business Entities (ACCT 4453) – 3 hours
- Advanced Accounting (ACCT 4553) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours

Note: The Commonwealth of Kentucky State Board of Accountancy (and most other states) requires Certified Public Accountant (CPA) and Certified Managerial Accountant (CMA) examination candidates to have completed a bachelor's degree from a recognized and accredited college or university. The Lindsey Wilson College business administration-accounting emphasis program provides the required hours in accounting and business to sit for the CPA/CMA exams. To qualify for CPA certification, students must also complete additional undergraduate hours to accumulate at least 150 college credit hours. Students who intend to pursue a CPA or CMA designation should keep the Board's requirements in mind.

2 – Marketing Emphasis Requirements: 24 hours

- Consumer Behavior (BUSI 3103) – 3 hours
- Introduction to Marketing Research (BUSI 3303) – 3 hours
- Digital Marketing (BUSI 3403) – 3 hours
- Integrated Marketing Communications (BUSI 3513) – 3 hours
- International Marketing (BUSI 3943) – 3 hours
- Topics in Marketing (BUSI 3TX3) – 3 hours
- Marketing Capstone Project (BUSI 4103) – 3 hours
- 3000-4000 level elective (ACCT, BUSI, CIS, ECON) – 3 hours

3 – Management Emphasis Requirements (select one of the following concentrations): 24 hours

3a – General Management

- Small Business Management (BUSI 2933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours
- International Business Operations (BUSI 3993) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours
- Human Relations in Business (BUSI 4773) – 3 hours
- 3000-4000 level electives (ACCT, BUSI, CIS, ECON) – 6 hours

3b – Entrepreneurial Management

- Entrepreneurship (BUSI 2203) – 3 hours
- Entrepreneurship Project (BUSI 2216) *or* Entrepreneurship Internship (BUSI PN06) – 6 hours
- Small Business Management (BUSI 2933) – 3 hours
- Personnel Management (BUSI 3953) *or* Human Relations in Business (BUSI 4773) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours
- 3000-4000 level elective (ACCT, BUSI, CIS, ECON) – 3 hours

3c – Human Resources Management

- Employee & Labor Relations (BUSI 3603) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours
- Acquiring & Developing Talent (Workforce Planning) (BUSI 3983) – 3 hours
- International Business Operations (BUSI 3993) – 3 hours
- Compensation & Benefits (BUSI 4603) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours
- Human Relations in Business (BUSI 4773) – 3 hours

Exit Assessment

All business administration majors are required to take the ETS Major Fields Test in Business during the final semester of their senior year. Examinees pay a fee of approximately \$25.

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Mission Statement

The mission of the Christian ministries program is to prepare students to be leaders in church institutions.

The Christian ministries major is a broad-based program in applied religion that prepares students for a variety of opportunities for service as leaders in church institutions. Students may also prepare for seminary or graduate school as well as take religion electives as part of general education.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 45-54 hours

Along with the general education program, students must complete the major's prerequisites and core requirements, must select one of its emphasis areas (Missional Leadership, Vocational Ministries, Worship Arts), and complete the requirements and electives for that area.

A. Prerequisites: 3-6 hours

- Public Speaking (COMM 2103) must be taken to fulfill the general education requirement in communication – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for elective RELI 4393 – 3 hours

B. Core Requirements: 21 hours

- Christian Beliefs (RELI 1003) – 3 hours
- Choose two courses from the following:
 - Old Testament (RELI 1013) – 3 hours
 - New Testament (RELI 1023) – 3 hours
 - World Religions (RELI 1203) – 3 hours
- Christian Ministry (RELI 3103) – 3 hours
- Christian Theology (RELI 3503) – 3 hours
- Practicum I (RELI 4933) – 3 hours
- Practicum II (RELI 4943) – 3 hours

C. Emphasis Area (select one of the following areas): 21-27 hours

1a – Missional Leadership Emphasis Requirements: 15 hours

- Gospel, Church & Culture (RELI 2113) – 3 hours
- Contextual Ministry (RELI 3293) – 3 hours
- Christian Apologetics (RELI 3413) – 3 hours
- Discipleship (RELI 3423) – 3 hours
- Missional Leadership (RELI 4413) – 3 hours

1b – Missional Leadership Emphasis Electives: 6 hours

- Choose three of the one-hour Ministry Seminars – 3 hours
 - Ministry Seminar: Youth Camps & Conferences (RELI 4001) – 1 hour
 - Ministry Seminar: Small Church Ministry (RELI 4011) – 1 hour
 - Ministry Seminar: Missions (RELI 4021) – 1 hour
 - Ministry Seminar: Ministry to Senior Adults & Their Families (RELI 4031) – 1 hour
 - Ministry Seminar: Campus Ministry (RELI 4041) – 1 hour
 - Ministry Seminar: Recovery Ministry (RELI 4051) – 1 hour
 - Ministry Seminar: Spiritual Authority (RELI 4061) – 1 hour
 - Ministry Seminar: Urban Ministry (RELI 4071) – 1 hour
 - Ministry Seminar: Church Planting (RELI 4081) – 1 hour
 - Ministry Seminar: Ministry Explorations (RELI 4091) – 1 hour
 - Ministry Seminar: Ministry to Preschoolers & Their Families (RELI 4101) – 1 hour
- Select any RELI course not already required for the program – 3 hours

2a – Vocational Ministries Emphasis Requirements: 9 hours

- Age-Level Ministry (RELI 3153) – 3 hours
- Christian Education (RELI 3203) – 3 hours
- Choose three of the one-hour Ministry Seminars – 3 hours
 - Ministry Seminar: Youth Camps & Conferences (RELI 4001) – 1 hour
 - Ministry Seminar: Small Church Ministry (RELI 4011) – 1 hour
 - Ministry Seminar: Missions (RELI 4021) – 1 hour
 - Ministry Seminar: Ministry to Senior Adults & Their Families (RELI 4031) – 1 hour
 - Ministry Seminar: Campus Ministry (RELI 4041) – 1 hour
 - Ministry Seminar: Recovery Ministry (RELI 4051) – 1 hour
 - Ministry Seminar: Spiritual Authority (RELI 4061) – 1 hour
 - Ministry Seminar: Urban Ministry (RELI 4071) – 1 hour
 - Ministry Seminar: Church Planting (RELI 4081) – 1 hour
 - Ministry Seminar: Ministry Explorations (RELI 4091) – 1 hour
 - Ministry Seminar: Ministry to Preschoolers & Their Families (RELI 4101) – 1 hour

2b – Vocational Ministries Emphasis Requirements (complete the courses listed for the Pastoral Ministry Concentration or the Age-Level Ministry Concentration): 12 hours

Pastoral Ministry

- Select two of the following courses: 6 hours
 - Worship (MUSI/RELI 3123) – 3 hours
 - Discipleship (RELI 3423) – 3 hours
 - Spiritual Formation (RELI 4103) – 3 hours
 - Homiletics (RELI 4603) – 3 hours
- Select any two RELI courses not already required for the program – 6 hours

Age-Level Ministry

- Youth Ministry (RELI 3113) – 3 hours
- Children’s Ministry (RELI 3163) – 3 hours
- Select any two RELI courses not already required for the program – 6 hours

3a – Worship Arts Emphasis Requirements: 20 hours

- Creative Communication (COMM 2613) – 3 hours
- Piano Skills I (MUSI 1201) *or* Private Piano (MUSI 1311) – 1 hour
- Piano Skills II (MUSI 1301) *or* Private Piano (MUSI 2311) – 1 hour
- Voice (MUSI 1501) *or* Private Voice (MUSI 1411) – 1 hour
- Music Theory I (MUSI 1612) – 2 hours
- Worship (MUSI/RELI 3123) – 3 hours
- Church Music Methods & Materials (MUSI 3553) – 3 hours
- Music Ensemble (any combination) – 6 semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour

3b –Worship Arts Emphasis Electives (select two): 6-7 hours

- Design & Color (ART 2164) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Computer Graphics II (ART 3633) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours*
- Directing I (THEA 2433) – 3 hours

**This course may not be used to fulfill the general education requirement in communication. All Christian ministries majors must take Public Speaking (COMM 2103).*

Exit Assessment

Graduation from the bachelor’s degree program in Christian ministries requires:

1. Successful completion of all program requirements and assessments; *and*
2. Completion of the Advanced Credo in RELI 3503.

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The discipline of communication is a cornerstone of liberal arts education. While recognizing and supporting the broader aims associated with the liberal arts, communication also is an inherently practical discipline with a strong tradition of preparing students for effective and ethical leadership in human affairs as well as providing solid foundations for a variety of professional careers.

Mission Statement

The mission of the communication program, consistent with the stated mission of the college, is to prepare students for effective and ethical leadership in human affairs and to provide solid foundations for a variety of professional careers by helping students become more competent communicators.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major may provide fewer than the required 39 hours of 3000-4000 level coursework; therefore, students may need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students can begin taking sophomore-level courses in the communication major during the fall semester of their second year, contingent upon successfully completing college requirements described in this catalog and prerequisite courses with a minimum grade of C.

Upon declaring a communication major, the following conditions apply for acceptance into the program:

- Choose a communication faculty member as academic advisor;
- Complete the Change of Advisor form;
- Meet with the new academic advisor immediately to plan the student's program; *and*
- Submit an acceptable writing sample to the program coordinator.

Students who submit evidence of deficient writing skills will be advised to complete additional writing courses (such as Introduction to Modern English Grammar, ENGL 2703), submit additional writing samples upon completion of those courses, and reapply for admission to the program.

Program Requirements: 48-51 hours

Along with the general education program, students must complete the major's core requirements and select program electives as indicated.

A. Recommended Course: 0-3 hours

- Writing Studies I (ENGL 1013), unless waiver requirements are met, is recommended for COMM 2103 – 3 hours

B. Core Requirements: 36 hours

- Principles of Communication (COMM 1003) – 3 hours
- Public Speaking (COMM 2103) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Nonverbal Communication (COMM 3203) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Family Communication (COMM 3403) – 3 hours
- Organizational Communication (COMM 3503) – 3 hours
- Intercultural Communication (COMM 3603) – 3 hours
- Gender & Communication (COMM 3713) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Communication Capstone (COMM 4993) – 3 hours

C. Program Electives (select from the following): 12 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Creative Communication (COMM 2613) – 3 hours
- Advanced Public Speaking (COMM 3103) – 3 hours
- Public Relations: Principles & Practices (COMM 3113) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Internal Communication (COMM 3333) – 3 hours
- Communication & Aging (COMM 3703) – 3 hours
- Environmental Communication (COMM 3613) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Social Media Communication (COMM 4743) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours

Exit Assessment

Each student will participate in an exit interview with a panel of communication faculty as a condition of completing the communication major.

Recommended General Electives

Communication majors are encouraged to develop computer literacy skills, especially their abilities in computer-mediated communication (e.g., email, Internet research, presentation software, web page creation, and word processing). To this end, selected coursework in computer information systems is recommended. Courses in accounting, art, business administration, economics, English, history, human services & counseling, journalism, political science, psychology, and sociology are also recommended.

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Mission Statement

The mission of the criminal justice program is to prepare students for careers and further study in the three main substantive areas of criminal justice: policing, courts, and corrections.

The criminal justice program provides a Bachelor of Arts degree in criminal justice as well as an Associate of Arts degree and a minor in criminal justice. The program is also appropriate for students who plan to attend graduate schools in criminal justice or law.

Graduation Requirements

Some courses taken for the major may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

The following conditions apply for acceptance into the program:

- Completion of 30 hours or more of coursework with a minimum GPA of 2.00;
- Completion of Introduction to Criminal Justice (CRJS 1003) with a minimum grade of C;
- Filing the required application for admission form to the program with the program coordinator;
- Securing the approval by the program coordinator;
- Assignment of an academic advisor from the program; *and*
- Filing the approved application to the program form with the Registrar's Office.

The bachelor's degree in criminal justice offers students a common core of coursework and a choice among several different electives.

Program Requirements: 45-48 hours

Along with the general education program, students must complete the major's prerequisites and core requirements and select program electives as indicated.

A. Recommended and Prerequisite Courses: 3-6 hours

- Writing Studies I (ENGL 1013) is recommended for CRJS 1003 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for CRJS 2103 – 3 hours

B. Core Requirements: 27 hours

- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses – 3 hours
- Criminology (CRJS 2103) – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Statistics in Criminal Justice (CRJS 3613) – 3 hours
- Research Methods in Criminal Justice (CRJS 3623) – 3 hours
- Criminal Justice Capstone: Ethics & Professionalism (CRJS 4303) – 3 hours
- Professional Internship in Criminal Justice (CRJS PN03) – 3 hours

C. Program Electives (select from the following): 15 hours

- Juvenile Offender (CRJS 2213) – 3 hours
- American Legal Systems (CRJS 3003) – 3 hours
- Police Investigation (CRJS 3023) – 3 hours
- U. S. Constitutional Law (CRJS 3213) – 3 hours
- Probation & Parole (CRJS 3403) – 3 hours
- Rural Crime (CRJS 3573) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Criminal Procedure (CRJS 3903) – 3 hours
- Green Criminology (CRJS 4113) – 3 hours
- Homeland Security (CRJS 4173) – 3 hours
- Evidence (CRJS 4273) – 3 hours
- Topics in Criminal Justice (CRJS 4TX3) – 3 hours

Exit Assessment

All criminal justice seniors are required to take the ETS Major Field Exam in criminal justice.

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The education program at Lindsey Wilson College is accredited by the Council for the Accreditation of Education Preparation (CAEP) and by the Education Professional Standards Board (EPSB).

Lindsey Wilson College Mission

The mission of Lindsey Wilson College is to serve the educational needs of students by providing a living-learning environment within an atmosphere of active caring and Christian concern where every student, every day, learns and grows and feels like a real human being.

Education Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

The Education Program Vision

This unit's mission statement is the root of the vision Lindsey Wilson education faculty share: "To prepare teachers who are effective leaders and reflective educators in 21st century educational settings." This vision is realized in the education conceptual framework theme: *Teacher as Leader for the 21st Century*.

Conceptual Framework

Our conceptual framework, *Teacher as Leader for the 21st Century*, undergirds all the programs of the unit. All college faculty work to help candidates develop the knowledge, skills, and dispositions of 21st century teachers in the conceptual framework. Specifically, the unit prepares professionals who model best practices and who continually strive to lead their students and schools to accomplish meaningful goals that improve learning, both in initial and advanced programs.

Initial Candidate Learning Goals:

The program focuses on four learning goals.

Knowledge: Candidates demonstrate in-depth understanding of processes, concepts, knowledge, and 21st century skills in their content area(s) by:

- A. Demonstrating a theoretical and practical understanding of the current knowledge base of their content area(s). (KTPS 4, 5)
- B. Demonstrating the ability to communicate current and accurate content knowledge that impacts student performance and contributes to the learning of all students. (KTPS 1, 2, 3, 4, 5, 7, 8)
- C. Demonstrating critical thinking skills germane to the content area(s) and incorporating critical thinking in classroom learning. (KTPS 4, 5, 7, 8)

Pedagogy: Candidates effectively plan and implement classroom strategies including research-based best practices that foster 21st century skills and effective learning by:

- A. Demonstrating knowledge of effective learning strategies/techniques for all students that address 21st century skills. (KTPS 1, 2, 3, 4, 5, 6, 7, 8)
- B. Designing and implementing effective classroom instruction employing research-based best practices that promotes student achievement. (KTPS 1, 2, 3, 4, 5, 6, 7, 8)
- C. Self-assessing their performances based on data and the Kentucky Teacher Performance Standards. (KTPS 5, 7, 8, 9)

Leadership: Candidates provide leadership in the school and in the community fostering the development of 21st century skills through collaboration by:

- A. Demonstrating ability to lead instructional programs to promote student learning through developing the professional skills of colleagues and improving the quality of the school. (KTPS 4, 9, 10)
- B. Demonstrating leadership in community-based projects that enhance the school learning climate. (KTPS 4, 9, 10)

Reflective Best Practice: Candidates develop dispositions as caring, reflective, self-assessing thinkers and professional teachers by:

- A. Demonstrating ethical and dependable behaviors in roles and responsibilities. (KTPS 1, 2, 3, 4, 5, 6, 7, 8)
- B. Demonstrating behaviors and instructional practices that model for students the value of learning. (KTPS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- C. Demonstrating respect for students and colleagues as individuals in order to positively affect student learning. (KTPS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- D. Responding competently and maturely to all students/peers. (KTPS 3, 9, 10)
- E. Reflecting on feedback and assessment of their teaching and identifying areas for growth. (KTPS 4, 5, 7, 8, 9)
- F. Committing to professional growth through critical reflection for improvement, reading of research-based literature, and seeking professional growth opportunities. (KTPS 9, 10)

Conceptual Framework Emblem



The Conceptual Framework Emblem for the unit depicts the mission, vision, motto, and four Key Concepts of Lindsey Wilson College's education unit. It is appropriate that the Conceptual Framework representation incorporates the structural design of the John B. Begley Chapel, a "bold symbol and expression of the spiritual dimension of Lindsey Wilson College" (Lindsey Wilson College website, 2010). The image of the chapel dome supports the college's commitment to providing a United Methodist Church-related liberal arts curriculum that provides educational opportunities to students in an active

caring and Christian environment. The college's mission of "Every Student, Every Day" and the Kentucky Teacher Performance Standards which are the base for the Conceptual Framework, symbolically provide a foundation for the entire emblem. The unit's theme, *Teacher as Leader for the 21st Century*, arches above the chapel encompassing the entire emblem.

The rings and arcs of the chapel represent the interlocking concepts that define the knowledge, skills, and dispositions of the unit. The four Key Concepts of Knowledge, Pedagogy, Leadership, and Reflective Best Practice are arranged inside the rings and arcs. Reflective Best Practice is located at the middle of the dome to denote the central importance of the candidate's disposition of caring, respect, and compassion; critical reflection; and professional integrity. The dispositions are essential in order to develop the other three Key Concepts of Knowledge, Pedagogy, and Leadership. Assessment feedback is integral to the success of the unit, and Continuous Assessment is strategically placed on either side of the dome to represent a commitment to program evaluation through continuous assessment.

Diversity Policy

The Lindsey Wilson College education program is committed to recruiting and retaining a diverse body of education candidates and fulfilling the college's credo: "Every student, every day." All students, regardless of race, ethnicity, socioeconomic status, exceptionalities, religion, geographic origin, or gender, are welcome at Lindsey Wilson College and in the education program. The education unit (program) is committed to structuring the program experiences to integrate the application of equity and diversity in all levels of development of our candidates. Through coursework, field/clinical experience, community service, and professional development, candidates gain competence in their ability to plan and implement instruction while creating a learning environment that meets the diverse needs of all students.

Education Programs

The education program offers several challenging and rewarding Bachelor of Arts degree programs and one Bachelor of Science degree program that lead to the granting of the Kentucky Provisional Certificate through the Kentucky Education Professional Standards Board:

- Art education P-12 major (B.A. degree)
- Biology education 8-12 major (B.S. degree)
- Elementary education P-5 major (B.A. degree)
- Integrated music education P-12 major (B.A. degree)
- Middle grades education 5-9 major with choice of one or two emphasis areas: English, mathematics, sciences, and/or social studies (B.A. degree)
- Physical education & health P-12 major (B.A. degree)
- Secondary education 8-12 program with majors in English, mathematics, or social science (B.A. degree)

Curricula are developed in consultation with the Kentucky Education Professional Standards Board, and program requirements are subject to modification. When the major is declared and admission requirements are met, a faculty advisor in teacher education will provide current information about program requirements.

Transfer of Credit

Lindsey Wilson College accepts course credits from two- and four-year colleges with U.S. Department of Education recognized institutional accreditation. All prior coursework is included in GPA computations, without exception, and is recorded on the transcript. Transfer students will be individually advised as to the proper courses to take.

Prospective candidates who possess a bachelor's degree from an accredited college or university and who seek only state certification (not a degree from Lindsey Wilson College) will not be required to satisfy Lindsey Wilson's general education requirements.

Entrance Criteria for the Teacher Education Program

Candidates may apply for admission to the teacher education program when they have completed, or are in the process of completing the required 30 hours within the semester, and meet the admission criteria listed, normally during their sophomore year. When all criteria for admission have been met, an admission interview is scheduled. Interviews will not be scheduled for candidates who do not meet the minimum criteria. Following review of the applicant's interview, scores, and application materials, one of the following recommendations will be made:

- Admission,
- Admission pending completion of a course,
- New interview required, *or*
- Denial.

The education program will present the recommendations to the Teacher Education Committee for admission or denial to the program. Candidates are notified of the decision by letter. All application materials are filed with the education program.

Candidates may not enroll in professional education methods courses until they have been admitted into the teacher education program.

Criteria for Admission

Each candidate must:

1. Submit an application for admission to the teacher education program.
2. Have completed or be in the process of completing a minimum of 30 semester hours of college coursework or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college coursework at Lindsey Wilson College.
4. Have a cumulative overall grade point average of 2.75, or 3.0 on the last 30 hours of completed coursework.
5. Be a person whose moral, social, and ethical behavior is acceptable in the school and wider community by meeting the Lindsey Wilson College Code of Conduct and have a signed Kentucky Code of Ethics Declaration form on file in the education program.
6. Have successfully completed or be in the process of completing Fundamentals of Elementary & Middle Grades Education (EDUC 3413) or Fundamentals of Secondary Education (EDUC 3403) with a grade of C or above.
7. Meet pre-professional requirements by taking the Praxis Core Academic Skills for Educators (CASE) exams with minimum scores for Reading (5712) of 156; Writing (5722) of 162; and Mathematics (5732) of 150.
8. Have completed the following required courses with a grade of C or above:
 - a. ENGL 1013 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
 - b. COMM 2103 Demonstration of Communication competency, *and*
 - c. MATH course for general education requirement determined by major.
9. Have a LWC Teacher Education Program Candidate Handbook Acknowledgment form signed and on file in the education program.
10. Have obtained three disposition recommendations which indicate satisfactory performance in the areas of professional integrity; caring, respect, compassion; and critical reflection. One recommendation will be completed by the instructor of EDUC 2123 (The Teaching Profession). A second recommendation will be completed by the instructor of EDUC 3403 (Fundamentals of

Elementary & Middle Grades Education) or EDUC 3413 (Fundamentals of Secondary Education). The candidate is responsible for obtaining one additional recommendation from a faculty member in the candidate's emphasis area. Middle Grades candidates who have two emphasis areas may choose which emphasis area faculty member to complete the third recommendation. The letters of recommendation must be completed on the LWC Disposition Assessment Instrument.

11. Have scores at the acceptable (2), target (3), or exceeds target (4) level on the Recommendation/Disposition Assessment Instrument. If a candidate does not have this minimum score, s/he must meet with an education faculty member, as designated by the director, to develop and implement a remediation plan for improving dispositions appropriate for a professional educator as adopted by the education program. The candidate may reapply after one semester. The candidate must obtain three new recommendations from three new instructors: one from a professor in the candidate's emphasis area; one from a liberal arts faculty member; and one from the candidate's professional education teacher/advisor/program coordinator. The score on these three new recommendations must be at the acceptable, target, or exceeds target level to be eligible for admission to the teacher education program. The candidate will not be allowed to repeat this process again.
12. Demonstrate competency in critical thinking, creativity, communication, and collaboration and in the ability to demonstrate competency in content knowledge and professional standards by obtaining an overall acceptable score on the Stage 1 Entry Portfolio as assessed through the Entry Portfolio Rubric & Criteria based on the Kentucky Teacher Performance Standards.
13. Demonstrate satisfactory performance in the Stage 1 portfolio and interview as scored on rubrics based on the Kentucky Teacher Performance Standards.
14. Demonstrate satisfactory performance on an On Demand Writing sample at the time of the interview. (Communication competency)
15. Have completed or be in the process of completing 30 field hours with positive teacher recommendation (acceptable level or above) and a disposition rating at the acceptable level or above on the Cooperating Teacher Field Experience Evaluation form.

Note: November 1 and April 1 are normally the application completion deadlines for an interview invitation in the fall and spring semester, respectively.

Note: A candidate who has completed items 1, 2, 3, 8, and 9 of the Admission Criteria and who has completed 60 hours of coursework but who has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program, the education program must make a recommendation to the Teacher Education Committee for program admission or denial based on the listed criteria. If all criteria cannot be met within the next semester, the program may recommend denial without an interview.

When criteria for admission into teacher education have been met, the student's name will be presented to the Teacher Education Committee, which has final jurisdiction on approving or denying a candidate's admission into the teacher education program. The education director will advise students on the decisions of the committee.

Criteria for Admission to Student Teaching

1. Senior standing shall be a prerequisite for admission to student teaching.
2. Each candidate for student teaching must be approved by the Teacher Education Committee. Acceptance into the teacher education program does not mean automatic approval for student teaching.
3. Official transcripts of all college work must be on file in the Registrar's Office.

4. Each student must have a current criminal check and a copy of a current medical examination, including a tuberculosis test, in his/her file. The medical examination form must be submitted one month prior to the beginning of the student teaching semester.
5. Each student must have completed 200 hours of clinical and field-based experiences prior to student teaching at sites and with student populations that meet regulatory requirements listed in 16 KAR 5:040 section 3. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities that meet regulatory requirements.
6. Each candidate must have a minimum cumulative grade point average of 2.75 on all college work attempted.
7. Each candidate must have a cumulative grade point average of 2.75 on professional education courses, with no grade lower than C.
8. Each candidate must have a cumulative grade point average of 2.75 in each area of emphasis/major, with no grade lower than C.
9. Each candidate must have completed the following:
 - a. All professional preparation courses;
 - b. All courses in the area(s) of emphasis/major;
 - c. All general education requirements; *and*
 - d. All elective hours.
10. A candidate may earn no more than 15 hours credit during the student teaching semester, which is limited to 12 hours of student teaching and three hours of practicum. A candidate may not be gainfully employed for more than 20 hours per week during the semester of student teaching.
11. The student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
12. Applications for fall and spring student teaching must be completed and submitted to the coordinator of student teaching two semesters prior to placement.
13. The candidate must have a successful Stage 2 Presentation with a portfolio scored at the Target level or above. If candidate scores are not at the Target level, the candidate may remediate any conditions cited, within two weeks from when the candidate is notified of scored results. If the stipulated conditions are not met in that time period, the candidate will not student teach and must participate in Stage 2 process again when presentations are normally scheduled in a subsequent semester.
14. Candidates must have a current KEA-SP membership or proof of liability insurance.
15. Candidates must have a score of acceptable or above on the Recommendation/ Disposition Assessment Instrument which is completed by the Classroom Management faculty member and by the chair of the Stage 2 Interview Committee. (If the chair of the committee is the same as the Classroom Management faculty member, the chair will appoint another member of the committee to complete the recommendation.)

Note: Candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for art education P-12 majors, elementary education P-5 majors, integrated music education P-12 majors, middle grades education 5-9 majors, and physical education & health P-12 majors and for candidates receiving secondary certification are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*

7. Successful completion of Stage III Exit Portfolio.

In order to receive teacher certification, candidates must not only successfully complete the education program and receive a degree; they must also pass the Praxis II exam in the content certification area(s) and the PTL exam. Teacher certification requirements are subject to change and governed by the Kentucky Education Professional Standards Board (EPSB). The education program makes the recommendation for certification, but certification is given by the EPSB.

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Art Program Mission Statement

In cooperation with the education program, the art program provides students with the opportunity to develop the skills and knowledge leading toward deeper appreciation of the visual arts, professional preparation as art educators, and individualized creative expression.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course, as determined by the candidate's general education program.

Program Requirements: 87-90 hours

To earn an art education P-12 degree, students will complete a minimum of 42 hours of art courses and 39 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Recommended and Prerequisite Courses: 6-9 hours

- Writing Studies I (ENGL 1013), unless waiver requirements are met, is recommended for ART 2733 and ART 2743 – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ART 3753 – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

B. Core Requirements – Art: 42 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Computer Graphics I (ART 2623) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Art Education 6-12 (ART/EDUC 3623) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours
- Two-dimensional ART elective – 4 hours
- Three-dimensional ART elective – 4 hours
- Studio elective (3000 level) – 4 hours

Note: ART 2733 and ART 2743 need not be taken in sequence.

C. Professional Preparation – Education: 39 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
7. Successful completion of Stage III Exit Portfolio.

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Biology Program Mission Statement

In cooperation with the education program, the biology program provides students with the resources to develop a broad knowledge base in biology and the skills necessary to be successful educators. In addition to the factual content, students learn the historical basis and the scientific methodology of each major conceptual area of biology.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

The biology program requires successful completion of freshman biology courses BIOL 1204 and BIOL 1214 with a minimum grade of C.

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- College Algebra (MATH 1013).

Program Requirements: 101-106 hours

To earn a biology education 8-12 degree, students will complete a minimum of 56 hours of biology and other science courses and 42 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites. Students may exceed the total hours required for graduation.

A. Prerequisites: 19-27 hours

- Introduction to Cellular Biology (BIOL 1204) is a prerequisite for BIOL 2204, BIOL 2314, BIOL 3103, BIOL 3204, and BIOL 3304 – 4 hours

- College Algebra (MATH 1013), Precalculus (MATH 1124), Analytical Geometry & Calculus I (MATH 2315), *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1204 and BIOL 1214 – 3-5 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours
- Experimental Statistics (MATH 2403) is a prerequisite for BIOL 4912) – 3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, and CHEM 3313 – 4 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours
- Introduction to Scientific Communication (SCI 2101) is a prerequisite for BIOL 3204 – 1 hour

B. Core Requirements – Biology: 36 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL 3304) – 4 hours
- Theory of Natural Selection (BIOL 3403) – 3 hours
- Seminar I (BIOL 4912) – 2 hours

C. Supplemental Requirements – Chemistry: 5 hours

- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours

D. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 3 hours
- Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;

4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
7. Successful completion of Stage III Exit Portfolio.

B.A.**Education: Elementary Education P-5**

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course, as determined by the candidate's general education program.

Program Requirements: 101-105 hours

To earn an elementary education P-5 degree, students will complete a minimum of 47 hours of interdisciplinary coursework and 48 hours of education courses along with the general education program and prerequisites.

A. Prerequisites: 6-9 hours

- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703 – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours
- Completion of the general education mathematics requirement *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for MATH 2213 – 3 hours

B. Interdisciplinary Program Requirements: 47-48 hours

- World Regional Geography (GEOG 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- Topics in Science (SCI 1013) (biology-related topic) *or* Introduction to Cellular Biology (BIOL 1204) – 3-4 hours
- First Aid (PHED 1201) – 1 hour

- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- Earth Science (PHSC 1204) – 4 hours
- Music Education P-5 (EDUC/MUSI 2203) – 3 hours
- Mathematics for Elementary Teachers I (MATH 2213) – 3 hours
- Mathematics for Elementary Teachers II (MATH 2223) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- Children’s Literature (EDUC 2243) – 3 hours
- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Kentucky Studies (HIST 3103) – 3 hours
- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours

C. Professional Preparation – Education: 48 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Teaching Reading & Language Arts P-5 (EDUC 3223) – 3 hours
- Methods/Materials P-5 Mathematics (EDUC 3233) – 3 hours
- Fundamentals of Elementary & Middle Grades Education (EDUC 3413) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Methods/Materials P-5 Science (EDUC 4243) – 3 hours
- Methods/Materials P-5 Social Studies (EDUC 4253) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
7. Successful completion of Stage III Exit Portfolio.

B.A.**Education: Integrated Music Education P-12**

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course, as determined by the candidate's general education program.

Program Requirements: 94 hours

To earn an integrated music education P-12 degree, students will complete a minimum of 46 hours of music courses and 42 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Prerequisites and Other Requirements: 6 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours
- History of Music Literature (MUSI 2533) is a prerequisite for MUSI 3102 – 3 hours

B. Music Requirements: 46 hours**1 – Core Requirements: 26 hours**

- Piano Skills I (MUSI 1201) – 1 hour
- Music Theory I (MUSI 1612) – 2 hours
- Music Theory II (MUSI 1713) – 3 hours
- Music Theory III (MUSI 2613) – 3 hours
- Music Theory IV (MUSI 2713) – 3 hours

- Music History I (MUSI 3102) – 2 hours
- Music History II (MUSI 3112) – 2 hours
- Conducting (MUSI 3212) – 2 hours
- Woodwinds Methods (MUSI 3231) – 1 hour
- Brass Methods (MUSI 3241) – 1 hour
- Percussion Methods (MUSI 3251) – 1 hour
- Strings Methods (MUSI 3261) – 1 hour
- Marching Band Techniques (MUSI 4522) *or* Choral Pedagogy & Literature (MUSI 4532) – 2 hours
- Orchestration & Arranging (MUSI 4542) – 2 hours

2 – Ensemble and Lessons Requirements: 19 hours

- Primary Ensemble – 5 semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour
- Secondary Ensemble – 2 Semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour
- Applied Music (MUSI 1512 and MUSI 2512) – 4 semesters – 2 hours
- Applied Music (MUSI 3512 and MUSI 4512) – 2 semesters – 2 hours

3 – Piano Proficiency: 1 hour

The integrated music education P-12 program contains a piano skills requirement called “Piano Proficiency.” The student must take piano until the requirements for the Piano Proficiency Exam have been satisfied. This exam may be administered during any semester of Piano Skills I-IV or Private Piano I-IV in which the instructor considers the student’s playing level ready for the proficiency examination. The exam consists of the ability to prepare in advance and play one or more parts of elementary choral or instrumental literature (including three-part vocal score) with correct rhythm and notation, playing major scales and arpeggios in root position for two-octave performance, and playing minor scales and arpeggios in root position for one-octave performance. The student should play intermediate repertoire comparable to Sonatinas 1-3, Op. 36 of Clementi. Other emphases in the exam include the memorization of two pieces (one contrapuntal and the other a movement from a sonatina), preparation of simple accompaniments of vocal and instrumental pieces and play by ear musically acceptable harmonizations of familiar tunes.

C. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Teaching Elementary School Music (MUSI 4613) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Teaching Music in Secondary Schools (MUSI 4623) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours

- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

B.A.**Education: Middle Grades Education 5-9**

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Middle grades education 5-9 is a teacher education program designed to prepare candidates to teach middle school in grades 5-9. Lindsey Wilson College offers programs in four academic emphasis areas including English language arts, mathematics, science, and social studies.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program and academic emphasis area(s).

Program Requirements

Lindsey Wilson College offers two options for middle grades certification. Candidates may choose two academic emphasis areas (recommended), or candidates may choose only one area of emphasis. Required number of credit hours for each academic emphasis area may vary, depending on the content area. If two academic emphasis areas are chosen, students may exceed the total hours required for graduation.

Along with the general education requirements, the major's prerequisites, and its professional education requirements, students must select one or two academic emphasis areas and complete the requirements for the chosen area(s).

A. Prerequisites

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123, EDUC 3143, and EDUC 3303 – 3 hours
- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203, unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703 and ENGL 4503 – 3 hours

- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for 3000-4000 level English literature courses – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1214, CHEM 1214, MATH 1124, and MATH 2153 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours

B. Academic Emphasis Area(s) – Select one or two of the following areas (English Language Arts, Mathematics, Science, or Social Studies):

1 – English Language Arts Requirements (double emphasis areas): 24 hours

- Literature for Grades 5-9 (EDUC 3313) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- World Literature (ENGL 2203) – 3 hours
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- American Literature I (ENGL 3113) *or* American Lit II (ENGL 3123) – 3 hours
- British Literature I (ENGL 3213) *or* British Literature II (ENGL 3223) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours

or English Language Arts Requirements (single emphasis area): 36 hours

- Complete the requirements listed above in #1 – 24 hours
- Select an additional 12 hours of 3000-4000 level ENGL courses approved by the advisor.

2 – Mathematics Requirements (double emphasis areas): 26 hours

Note: A student with College Algebra and Trigonometry skills may elect to enroll in MATH 2315 and MATH 2325.

- Precalculus (MATH 1124) – 4 hours
- Finite Mathematics (MATH 2153) – 3 hours
- Introduction to Statistics (MATH 2203) – 3 hours
- Mathematics for Elementary Teachers I (MATH 2213) – 3 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Geometry (MATH 3113) – 3 hours
- Choose two courses from the following:
 - Mathematics & Technology (MATH 2301) – 1 hour
 - History's Great Problems (MATH 3121) – 1 hour
 - History's Great Mathematicians (MATH 3131) – 1 hour
 - Mathematics Education I (MATH 3151) – 1 hour
 - Mathematics Education II (MATH 3161) – 1 hour

or Mathematics Requirements (single emphasis area): 36 hours

- Complete the requirements listed above in #2 – 26 hours
- Analytical Geometry & Calculus II (MATH 2325) – 5 hours
- Select an additional 5 hours of 3000-4000 level MATH courses approved by the advisor.

3 – Science Requirements (double emphasis areas): 28 hours

- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- Introduction to Biodiversity (BIOL 1214) – 4 hours

- Biology electives – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- Select one of the following groups:
 - Introduction to Physical Science (PHSC 1104) – 4 hours
 - General Chemistry I with Lab (CHEM 1214) – 4 hours
 - General Chemistry II with Lab (CHEM 1224) – 4 hours
 - or*
 - General Chemistry I with Lab (CHEM 1214) – 4 hours
 - College Physics I (PHYS 2114) – 4 hours
 - College Physics II (PHYS 2124) – 4 hours
 - or*
 - General Chemistry I with Lab (CHEM 1214) – 4 hours
 - Introduction to Physical Science (PHSC 1104) – 4 hours
 - College Physics I (PHYS 2114) – 4 hours

or Science Requirements (single emphasis area): 37-40 hours

- Complete the requirements listed above in #3 – 28 hours
- Select an additional 9-12 hours of 3000-4000 level science courses approved by the advisor.

4 – Social Studies Requirements (double emphasis areas): 24 hours

- Principles of Sociology (SOC 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

or Social Studies Requirements (single emphasis area): 36 hours

- Complete the requirements listed above in #4 – 24 hours
- Select an additional 12 hours of 3000-4000 level social science courses approved by the advisor.

C. Professional Preparation – Education: 45 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Fundamentals of Elementary & Middle Grades Education (EDUC 3413) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Curriculum & Methodology in the Middle Grades (EDUC 4333) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

B.A.**Education: Physical Education & Health P-12**

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program.

Program Requirements: 88 hours

To earn a physical education & health P-12 degree, students will complete a minimum of 31 hours of physical education courses, 18 hours of health courses, and 36 hours of education courses along with the general education program and prerequisite.

A. Prerequisite: 3 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and HS 3103 – 3 hours

B. Core Requirements – Physical Education: 31 hours

- Foundations of Health & Physical Education (PHED 2053) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Fitness, Wellness & Conditioning (PHED 2553) – 3 hours
- Psychology/Sociology of PE/Sport (PHED 3002) – 2 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- Adaptive Physical Education for PE/Health Majors (PHED 3143) – 3 hours
- Skills & Techniques of Team & Lifetime Activities (PHED 3163) – 3 hours

- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Middle/Secondary Methods for Physical Education/Health (PHED 4023) – 3 hours

C. Core Requirements – Health Education: 18 hours

- First Aid (PHED 1201) – 1 hour
- Basic Injury Care for the Coach & Trainer (PHED 2012) – 2 hours
- Nutrition (PHED 2013) – 3 hours
- Personal, School & Community Health (PHED 2253) – 3 hours
- Epidemiology (PHED 3103) – 3 hours
- Contemporary Health Issues (PHED 4103) – 3 hours
- Life Span Development (HS 3103) – 3 hours

D. Professional Preparation – Education: 36 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
7. Successful completion of Stage III Exit Portfolio.

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Unit Mission Statement

The mission of the education program is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.

The secondary education program offers several challenging and rewarding Bachelor of Arts degree programs and one Bachelor of Science degree program that lead to the granting of the Kentucky Provisional Certificate through the Kentucky Education Professional Standards Board.

- Biology education 8-12 (B.S. degree)
- Secondary education 8-12 program with majors in English, mathematics, or social science (B.A. degrees)

In addition, there are three P-12 Bachelor of Arts degree programs which can also lead to secondary teaching positions: art education P-12, integrated music education P-12, and physical education & health P-12.

Candidates are assigned a content area advisor and work with an education advisor as they progress through their specific content requirements and through the sequential professional education requirements to earn a Bachelor of Arts or Bachelor of Science degree.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program.

Program Requirements: 45 hours

Along with the general education requirements, students seeking secondary certification must complete the professional education requirements and prerequisite. They must also select an academic major and complete the prerequisites, core requirements, and electives for the chosen major. Hours for the academic major vary.

A. Prerequisite: 3 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

B. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

C. Academic Major (select one of the following programs)**1 – Biology Education 8-12 (B.S.)**

- The courses required for a B.S. degree in biology education 8-12 are located in this catalog following the art education P-12 major.
- Biology education 8-12 majors may earn more than the total hours needed to meet graduation requirements.

2 – English (B.A.)

- Please see the information in this catalog on the English secondary education track for a complete list of major requirements.
- English majors seeking secondary certification may earn more than the total hours needed to meet graduation requirements.

3 – Mathematics (B.A.)

- Please see the information in this catalog on the mathematics major for a complete list of major requirements.

4 – Social Science (B.A.)

- Please see the information in this catalog on the social science major for a complete list of major requirements.
- While the major is social science, the secondary certification is earned in social studies.
- World Civilization I: Prehistory to 1500 (HIST 2233) and World Civilization II: 1500 to Present (HIST 2243) are strongly recommended as electives to strengthen preparation for the content area of the Praxis II exam.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
7. Successful completion of Stage III Exit Portfolio.

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Mission Statement

Literature and Writing Studies: The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

Students must have completed ENGL 1013, ENGL 1023, and ENGL 2103 with a minimum grade of C.*

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement, allowing students an additional three hours of elective credit.*

Program Requirements: 48-54 hours

Along with the general education program, students must complete the major's prerequisites and core requirements and must select program electives as indicated. English majors who wish to become certified in secondary education must instead follow the secondary education track.

A. Prerequisites: 6-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703, ENGL 3733, and ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours*

**English majors are required to take ENGL 2103.*

B. Core Requirements: 30 hours

- Major Authors Seminar (ENGL 3053), Women Writers (ENGL 3163), *or* Shakespeare (ENGL 3603) – 3 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- American Literature I (ENGL 3113) – 3 hours

- American Literature II (ENGL 3123) – 3 hours
- British Literature I (ENGL 3213) – 3 hours
- British Literature II (ENGL 3223) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- English Majors Seminar (ENGL 4903) – 3 hours

C. Program Electives or the Secondary Education Track (select one of the following areas)

1 – Program Electives (select from the following): 15 hours*

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Major Authors Seminar (ENGL 3053) – 3 hours
- Creative Writing (ENGL 3103) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Literary Cultures (ENGL 3373) – 3 hours
- Studies in Genre (ENGL 3413) – 3 hours
- Transnational Literature (ENGL 3553) – 3 hours
- Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Writing & Technology (ENGL 3633) – 3 hours
- Greek Myth & Literature (ENGL 3643) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Advanced Creative Writing (ENGL 4203) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours

**Choose courses from among those not taken for the Core Requirements.*

2 – Secondary Education Track: 12 hours

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Choose three courses from the following:
 - Major Authors Seminar (ENGL 3053) – 3 hours
 - Creative Writing (ENGL 3103) – 3 hours
 - Women Writers (ENGL 3163) – 3 hours
 - Literary Cultures (ENGL 3373) – 3 hours
 - Studies in Genre (ENGL 3413) – 3 hours
 - Transnational Literature (ENGL 3553) – 3 hours
 - Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
 - Greek Myth & Literature (ENGL 3643) – 3 hours
 - Transnational Literature (ENGL 3553) – 3 hours
 - Topics in Writing & Rhetoric (ENGL 4703) – 3 hours

**Choose courses from among those not taken for the Core Requirements.*

Exit Assessment

Students applying for graduation with a bachelor's degree in English must have a minimum GPA in their major courses of 2.50. In the fall semester of their senior year, students are required to take English Majors Seminar (ENGL 4903).

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in English also have the option to concurrently complete the secondary education 8-12 program through the education program. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

Recommended Minor

History and women's & gender studies minors are good choices for English majors. Courses taken for a minor reduce the number of general electives a student must take.

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Full-time program faculty: Elizabeth Tapscott, Ph.D.; Caleb Wittum, Ph.D.

Mission Statement

The history faculty is committed to a program which stresses academic excellence. The history curriculum seeks to prepare students for graduate or professional school and focuses on the development of historical literacy, critical thinking, and proficiency in primary historical skills.

The history program offers a bachelor's degree in history and a minor in history for students majoring in another discipline. History courses also help students fulfill general education requirements and provide elective courses for all students.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides only 18 of the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students must complete 45 hours or more of coursework with a minimum grade point average of 2.00 and file a Declaration of Major form with the Registrar's Office. In addition, students must have completed at least one introductory-level history course required for the major.

Program Requirements: 30 hours

Along with the general education program, students must complete the major's core requirements and select program electives as indicated.

A. Core Requirements: 15 hours

- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- History Seminar (HIST 4903) – 3 hours

B. Program Electives: 15 hours

- **Select at least two of the following advanced courses in American history – 6 hours**
 - Colonial America (HIST 3033) – 3 hours
 - Age of Jackson (HIST 3053) – 3 hours
 - A History of the Old South (HIST 3063) – 3 hours

- Civil War & Reconstruction (HIST 3073) – 3 hours
 - Diplomatic History of the United States (HIST 3093) – 3 hours
 - Women in the American Experience (HIST 3143) – 3 hours
 - American Revolution & Early Republic (HIST 3153) – 3 hours
 - America in World War & Cold War (HIST 3163) – 3 hours
 - Colloquium in American History (HIST 4013) – 3 hours
- **Select at least two of the following advanced courses in non-American history – 6 hours**
 - Ancient & Medieval Europe (HIST 3213) – 3 hours
 - History of Christianity to the Reformation (HIST 3223) – 3 hours
 - The Reformation (HIST 3253) – 3 hours
 - Tudor & Stuart Britain (HIST 3273) – 3 hours
 - Modern Europe Since 1789 (HIST 3303) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
 - A Cultural History of Latin America (HIST 3453) – 3 hours
 - Women in World History (HIST 3633) – 3 hours
 - Colloquium in European History (HIST 4003) – 3 hours
 - History & Literature of Empire (HIST/ENGL 4353) – 3 hours
- **Select one additional 3000-4000 level HIST course – 3 hours**

Exit Assessment

Students applying for graduation with a bachelor's degree in history must schedule an exit interview with the history program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. Prior to the exit interview, each student will prepare written responses to questions drawn from the history program student learning outcomes. (These questions are available from the history program coordinator.) The program coordinator must indicate to the Registrar's Office that the student has achieved the program's student learning outcomes for graduation approval.

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School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Human Services & Counseling Program Mission Statement

The mission of the human services & counseling (HS) program is to provide Lindsey Wilson College students an academic and experiential foundation that is centered in the helping professions, distinguished by academic excellence, and hallmarked by an empathetic personal orientation and demonstrated respect for humanity.

The Bachelor of Arts degree in human services & counseling is an interdisciplinary program comprised of coursework in psychology, sociology, and social work in combination with broad-based general education courses. (Most human services & counseling coursework is designated by an HS prefix.) Each course is taught by faculty with advanced degrees and experience in the course content area. Practicum experiences will equip the student with the skills to enter a variety of work settings. The human services & counseling program is offered in a variety of locations throughout Kentucky, Ohio, Tennessee, Virginia, and West Virginia.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Entrance Criteria

The following conditions apply for acceptance to the program:

- Each student must have completed at least one semester of college coursework with a minimum overall GPA of 2.25 before applying to the program.
- Each student is expected to complete an Application for Admission to the program prior to or as a part of the requirement for Introduction to Human Services (HS 2103).
- The application process also requires a letter of recommendation from each of the following people:

- A Lindsey Wilson College faculty member;
- A community leader; *and*
- An employer (if the student has never been employed, another category will be assigned).
- The student must have his/her advising file transferred to human services & counseling.
- A personal interview may be conducted by a committee of human services & counseling faculty and staff. This committee will review each application, letters of recommendation, and interview content. A majority of the committee must have a favorable recommendation for the student to be admitted into the program.
- Students will be notified in writing when the committee has acted on their application to the program. Possible committee action includes acceptance, probationary acceptance, or denial of admission.
- If admission is denied, the student may appeal to the dean for the School of Professional Counseling. If admission is denied, an alternative program of study will be recommended.
- Transfer students (as well as others out of the expected course sequence) should consult their advisor regarding the application process.

Program Requirements: 48 hours

Along with the general education program, students must complete the major's prerequisite and core requirements as indicated.

A. Prerequisite and Recommended Course: 3 hours

- Principles of Psychology (PSYC 1003) is recommended for HS 2103 and is a prerequisite for HS 3103 – 3 hours

B. Core Requirements: 45 hours

- Introduction to Human Services (HS 2103) – 3 hours
- Introduction to Counseling Theory (HS 2903) – 3 hours
- Life Span Development (HS 3103) – 3 hours
- Principles & Techniques of Group Counseling (HS 3113) – 3 hours
- Abnormal Psychology (HS 3153) – 3 hours
- Case Management, Intake & Referral (HS 3233) – 3 hours
- Human Services Practicum I (HS 3503) – 3 hours
- Research Methods (HS 4003) – 3 hours
- Introduction to Counseling Techniques (HS 4153) – 3 hours
- Ethics & Multicultural Diversity (HS 4253) – 3 hours
- Assessment in the Helping Professions (HS 4293) – 3 hours
- Substance Abuse (HS 4343) – 3 hours
- Mental Health Administration (HS 4893) – 3 hours
- Human Services Practicum II (HS 4943) – 3 hours
- Human Services Practicum III (HS 4953) – 3 hours

Exit Assessment

A comprehensive examination is required for the human services & counseling program. The exam is taken in HS 4953 during the second semester of the senior year. This examination is graded on a 200-point scale. A student must pass each section with 50 percent or better to pass. A passing grade is required for graduation.

Human services & counseling majors are required to earn a 2.25 cumulative GPA.

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Full-time program faculty: Mary Baker, M.A.

Mission Statement

The mission of the interdisciplinary studies program is to provide a meaningful educational experience for students who desire a personalized and flexible plan within their course of study and prefer to think critically and engage subjects through more than one perspective.

The interdisciplinary studies program provides a course of study leading to a Bachelor of Arts degree that will prepare students for entry into the professional world or into graduate studies.

Graduation Requirements

Some courses taken for the major may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the interdisciplinary studies major may provide fewer than the 39 hours of 3000-4000 level coursework; therefore, students may need to complete additional 3000- 4000 level coursework to meet this requirement.

Program Requirements: 39 hours

Students who pursue a degree in interdisciplinary studies must choose a two-discipline or three-discipline emphasis.

A. Prerequisites

Some courses may require prerequisites within some disciplines.

B. Core Requirement: 3 hours

- Interdisciplinary Studies Seminar (AIS 4903) – 3 hours

C. Emphasis Areas (select one of the following areas): 36 hours**1 – Two-Area Emphasis**

- Student chooses two areas of study with a minimum of 15 credit hours in each and a total of 36 credit hours.
- At least 12 credit hours at the 3000-4000 level are required within each emphasis in the major.
- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

2 – Three-Area Emphasis

- Student chooses three areas of study with 12 credit hours in each for a total of 36 credit hours.
- At least nine credit hours at the 3000-4000 level are required within each discipline.

- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

Additional information and course listings may be found under specific discipline listings in the catalog. The proposed plan of study must be submitted to the Academic Affairs Office for review and approval.

Note: LWC Online students may pursue the interdisciplinary studies major provided they choose emphasis areas from those available online.

Exit Assessment

A capstone project, as part of Interdisciplinary Studies Seminar (AIS 4903), is proposed and completed in the student's senior year. Students, under the supervision of a faculty mentor, design and complete a project through the application of knowledge and critical perspectives synthesized from the selected interdisciplinary emphasis areas within their major. Students may also, upon approval from the Interdisciplinary Studies program coordinator and the Academic Affairs Office, substitute a capstone course from one of their chosen disciplines to satisfy the capstone requirement for the major, provided that the required project shows a meaningful synthesis between disciplines chosen for the major.

Note: The B.A. in Interdisciplinary Studies is not applicable to a second bachelor's degree.

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Mission Statement

The mission of the mathematics program is to prepare students: 1) to enter the workforce in a mathematics-related position; 2) to enter graduate programs in mathematics; or 3) to teach secondary mathematics content (upon completion of teacher certification requirements).

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 38-45 hours

Along with the general education program, students must complete the major's prerequisites and its basic, foundational, and modeling program requirements. Students must also select program electives as indicated.

A. Prerequisites: 0-7 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for MATH 1124 and MATH/CIS 2713 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and MATH 2503 – 4 hours

B. Core Requirements: 26 hours

- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours
- Linear Algebra (MATH 3003) – 3 hours
- Probability & Statistics (MATH 3203) – 3 hours
- Calculus III (MATH 3314) – 4 hours

C. Foundational Requirements (select one of the following): 3 hours*

- Abstract Algebra (MATH 4113) – 3 hours
- Number Theory (MATH 4203) – 3 hours
- Foundations of Analysis (MATH 4413) – 3 hours

D. Modeling Requirements (select one of the following): 3 hours*

- Differential Equations (MATH 3323) – 3 hours
- Engineering Mathematics (MATH 4303) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours

E. Program Electives (select from the following; no more than 3 one-hour courses may be selected): 6 hours*

- Mathematics & Technology (MATH 2301) – 1 hour
- Geometry (MATH 3113) – 3 hours
- History's Great Problems (MATH 3121) – 1 hour
- History's Great Mathematicians (MATH 3131) – 1 hour
- Mathematics Education I (MATH 3151) – 1 hour
- Mathematics Education II (MATH 3161) – 1 hour
- Topology (MATH 4123) – 3 hours
- Advanced Calculus (MATH 4513) – 3 hours

**A second course from Group C or Group D may count as an elective for Group E.*

Note: Candidates seeking secondary certification must take MATH 3113 and either MATH 3151 or MATH 3161.

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in mathematics also have the option to concurrently complete the secondary education 8-12 program through the education program. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

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Full-time program faculty: David Goguen, M.F.A.; Daniel Koger, Ph.D.; Greg Phelps, Ph.D.; Tim Smith, M.F.A.

Mission Statement

The mission of the media studies program is to provide students with the knowledge and skills to critically evaluate, create, and distribute information for mass audiences and to develop effective and responsible communicators who contribute in productive and positive ways to society.

This degree is recommended for students interested in assuming professional roles in print, online, and broadcast journalism, public relations, business communication, marketing and promotion, and advertising. The curriculum features a strong interdisciplinary approach, integrating the disciplines of journalism, communication, and art.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 44-48 hours

Along with the general education program, students must complete the major's prerequisites and core requirements, must select one of its emphasis areas (journalism, public relations, media arts), and must complete that area's requirements and experiential component.

A. Prerequisites: 6-9 hours

- Introduction to Photography (ART/JRNL 2153) – 3 hours
- Public Speaking (COMM 2103) – 3 hours
- Writing Studies I (ENGL 1013), unless waiver requirements are met, or instructor's permission is a prerequisite for JRNL 2403 – 3 hours

B. Core Requirements: 20 hours

- Principles of Communication (COMM 1003) – 3 hours
- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Design & Color (ART 2164) – 4 hours
- Media Writing & Reporting (JRNL 2403) – 3 hours
- Interactive Media Design (JRNL 3413) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Media Studies Seminar (JRNL 4901) – 1 hour

C. Emphasis Area (select one of the following areas)

1 – Journalism: 12 hours

- Community Reporting (JRNL 3103) – 3 hours
- Editing & Media Management (JRNL 3203) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Broadcast Journalism (JRNL 4123) – 3 hours

2 – Public Relations: 12 hours

- Public Relations Principles & Practices (COMM 3113) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Advanced Public Relations (COMM 4113) – 3 hours
- Crisis Communication (4203) *or* Political Communication & Public Affairs (COMM 4733) – 3 hours

3 – Media Arts: 13 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Computer Graphics II (ART 3633) – 3 hours
- Digital Video Arts (ART 3643) – 3 hours

D. Experiential Component (select the experiential component that corresponds with the emphasis area chosen): 6 hours

1 – Journalism Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the journalism emphasis or repeated for three hours and combined with JRNL PN03.

- Practicum: Student Media Productions (JRNL XNF1 and/or JRNL XNS1) – 1-6 hours
- Journalism Internship (JRNL PN03) – 3 hours

2 – Public Relations Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the public relations emphasis or repeated for three hours and combined with COMM 4903.

- Practicum: Student Media Productions (JRNL XNF1 and/or JRNL XNS1) – 1-6 hours
- Professional Internship in Communication (COMM 4903) – 3 hours

3 – Media Arts Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the media arts emphasis or repeated for three hours and combined with ART PN03.

- Practicum: Student Media Productions (JRNL XNF1 and/or JRNL XNS1) – 1-6 hours
- Art Internship (ART PN03) – 3 hours

Exit Assessment

Students applying for graduation in the media studies program are required to present an electronic portfolio of work based on their area of emphasis. The portfolio will be developed throughout the program and will be completed in the student's senior year. The portfolio must be reviewed and approved by at least two faculty members associated with the media studies program. The portfolio will be discussed in an exit interview between the student and media studies program coordinator. The program coordinator must certify to the Registrar's Office that the student has successfully completed the electronic portfolio to satisfy graduation requirements.

Recommended Minor

Art, communication, English, political science, Spanish, theatre, and women's & gender studies are good choices for media studies majors. Courses taken for a minor reduce the number of general electives a student must take.

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Mission Statement

The mission of the Bachelor of Science in Nursing programs is to provide quality undergraduate nursing education that prepares students for baccalaureate-generalist professional nursing practice.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Vision

With the intentional and cooperative efforts of the entire college community and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson College Bachelor of Science in Nursing programs aspire to:

- Be the regional leader in providing an exceptional nursing education;
- Create the best possible environment for the individual growth of students;
- Graduate students who are prepared for life and professional nursing practice in a complex, rapidly changing world and health care environment; *and*
- Advance health at the local, regional, and global arenas through scientific evidence and sound professional practice.

B.S.N. Program Student Learning Outcomes (PSLOs)

1. Upon completion of the Lindsey Wilson College pre-licensure B.S.N. program, graduates will:
2. Utilize written, verbal, nonverbal, and emerging technologies to communicate effectively;
3. Demonstrate clinical reasoning/judgment, critical thinking, and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate, patient-centered care;
4. Integrate theories and concepts from undergraduate liberal arts education into baccalaureate-generalist nursing practice;
5. Understand the nature of human values and ethical responsibility;
6. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
7. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
8. Utilize information management and technologies to deliver safe, effective, patient-centered care;
9. Evaluate professional standards, health care policy, finance, and regulatory environments with regard to nursing practice, quality care, and patient safety;
10. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; *and*
11. Embrace lifelong learning and professional development (provider, manager of care, and member of the profession).

Admission Criteria

All nursing applicants must first apply and be admitted to the college before applying to the pre-licensure B.S.N. program. Admission to the college does not guarantee admission to the pre-licensure B.S.N. program.

Before an application to the B.S.N. program will be considered for admission, all applicants must meet and complete the following requirements:

- Admission to Lindsey Wilson College. All admission and transfer requirements outlined in the current catalog apply.
- Submission of completed electronic application to the pre-licensure B.S.N. program by designated deadline of the calendar year for which the student is seeking admission.
- A minimum cumulative GPA of 3.0.
- Completion of all pre-licensure B.S.N. prerequisite coursework with an earned minimum grade of C:
 - Human Anatomy (BIOL 2614) – 4 hours
 - Principles of Chemistry (CHEM 1104) – 4 hours
 - Writing Studies I (ENGL 1013) unless waiver requirements are met – 3 hours
 - Writing Studies II (ENGL 1023) – 3 hours
 - First-Year Experience Seminar (FYE 1001) unless waiver requirements are met – 1 hour
 - Nursing Assistant Preparatory Course (HLCA 1013) – 3 hours*
 - Medical Communication (HLCA 2013) – 3 hours
 - College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent – 3 hours
 - Fundamentals of Nutrition (NUTR 1003) – 3 hours
 - Principles of Psychology (PSYC 1003) – 3 hours
- Demonstration of overall passing standard score of 83 on the Test of English as a Foreign Language (TOEFL iBT) by applicants who document English as a second language.
- Completion of the HESI Nursing Admission Assessment (A2) exam. The HESI A2 exam will be given at Lindsey Wilson College. A copy of the scores should accompany the application. The HESI A2 exam evaluates general knowledge in the areas of reading comprehension, anatomy and physiology, mathematics, chemistry, learning styles, vocabulary, and grammar. Students may take the HESI A2 exam one time during each application cycle. The HESI A2 exam scores are valid for one calendar year. Scores will be ranked to determine admission.
- Possible participation in a preadmission interview.

**Waiver of HLCA 1013 will be granted for students with active, unencumbered listing for State Registry Nursing Assistant (SRNA) in any U.S. state.*

Admission to the pre-licensure B.S.N. program is a very competitive process during which the best qualified applicants are ranked by admission criteria. The most qualified applicants are chosen to fill a limited number of seats. Meeting the minimum criteria does not guarantee admission to the pre-licensure B.S.N. program and the nursing major. The number of students admitted to the pre-licensure B.S.N. program is based on Kentucky Board of Nursing regulations and recommendations for number of students admitted per nursing program/per admission cycle.

Application Process and Deadlines

- Students may apply to the pre-licensure B.S.N. program beginning January 1 through March 1. In the event the March 1 deadline falls on a weekend, the deadline for application will be extended to the following Monday at 5:00 p.m.

- Students seeking admission to the B.S.N. degree program must complete additional B.S.N. program requirements.
- The HESI Nursing Admission Assessment (A2) exam must be completed. HESI A2 Exam information, including dates, is available on the nursing program web page.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Email confirmation of acceptance of conditional admission and intent to enroll to the pre-licensure B.S.N. program must be sent by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- The entry point into the pre-licensure B.S.N. program occurs with enrollment in Introduction to Professional Nursing (NURS 2002) on the last day to register for a seated or online course established by the college's academic calendar.

Transfer Students and Credit by Examination and Transfer

Students desiring to transfer from another accredited pre-licensure B.S.N. program must complete all admission criteria and application steps as outlined above. A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application. Transfer applicants from another accredited pre-licensure B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria

Progression criteria for the pre-licensure B.S.N. program are outlined in *The B.S.N. Student Handbook* that is published on the Nursing program web page.

Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing program uses a grading scale different from other programs of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The nursing program uses the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. Grades will be rounded.

Program Requirements: 94-104 hours

Along with the general education program, students must complete the major's prerequisites, program requirements, and professional nursing courses. Students must receive a minimum grade of C in the prerequisites, program requirements, and the professional nursing courses.

A. Prerequisites: 20-30 hours

- Human Anatomy (BIOL 2614) – 4 hours
- Principles of Chemistry (CHEM 1104) – 4 hours
- Writing Studies I (ENGL 1013) unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) – 3 hours
- First-Year Experience Seminar (FYE 1001) unless waiver requirements are met – 1 hour
- Nursing Assistant Preparatory Course (HLCA 1013) – 3 hours*
- Medical Communication (HLCA 2013) – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours

**Waiver of HLCA 1013 will be granted for students with active, unencumbered listing for State Registry Nursing Assistant (SRNA) in any U.S. state.*

B. Program Requirements: 17 hours

- Microbiology (BIOL 2104) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- Public Speaking (COMM 2103) – 3 hours
- Life Span Development (HS 3103) – 3 hours
- Experimental Statistics (MATH 2403) – 3 hours

C. Professional Nursing Courses: 57 hours

- Introduction to Professional Nursing (NURS 2002) – 2 hours
- Health Assessment (NURS 2013) – 3 hours
- Foundations of Professional Practice (NURS 2024) – 4 hours
- Pharmacology (NURS 3013) – 3 hours
- Adult Health Nursing I (NURS 3105) – 5 hours
- Pathophysiology (NURS 3204) – 4 hours
- Maternal/Newborn/Family Centered Nursing (NURS 3305) – 5 hours
- Pediatric/Family Centered Nursing (NURS 3355) – 5 hours
- Nursing Research (NURS 4003) – 3 hours
- Mental Health Nursing (NURS 4105) – 5 hours
- Community Health Nursing (NURS 4154) – 4 hours
- Leadership in Nursing (NURS 4204) – 4 hours
- Adult Health Nursing II (NURS 4304) – 4 hours
- Nursing Synthesis (NURS 4402) – 2 hours
- Capstone in Nursing (NURS 4504) – 4 hours

Exit Assessment

All students earning the pre-licensure B.S.N. degree must meet established program benchmarks outlined in *The B.S.N. Student Handbook* to successfully complete the pre-licensure B.S.N. program of study.

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Mission Statement

The mission of the Bachelor of Science in Nursing programs is to provide quality undergraduate nursing education that prepares students for baccalaureate-generalist professional nursing practice.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Vision

With the intentional and cooperative efforts of the entire college community, and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson College Bachelor of Science in Nursing programs aspire to:

- Be the regional leader in providing an exceptional nursing education;
- Create the best possible environment for the individual growth of students;
- Graduate students who are prepared for life and professional nursing practice in a complex, rapidly changing world and health care environment; and
- Advance health at the local, regional, and global arenas through scientific evidence and sound professional practice.

R.N. B.S.N. Program Student Learning Outcomes (PSLOs)

Upon completion of the Lindsey Wilson College R.N. B.S.N. program, graduates will:

1. Utilize written, verbal, nonverbal, and emerging technologies to communicate effectively;
2. Demonstrate clinical reasoning/judgment, critical thinking, and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate, patient-centered care;
3. Integrate theories and concepts from undergraduate liberal arts education into baccalaureate-generalist nursing practice;
4. Understand the nature of human values and ethical responsibility;
5. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
7. Utilize information management and technologies to deliver safe, effective, patient-centered care;
8. Evaluate professional standards, health care policy, finance, and regulatory environments with regard to nursing practice, quality care, and patient safety;

9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; *and*
10. Embrace lifelong learning and professional development (provider, manager of care, and member of the profession).

Admission Criteria

All nursing applicants must first apply and be admitted to the college before applying to the R.N. B.S.N. program. Admission to the college does not guarantee admission to the R.N. B.S.N. program.

Before an application to the R.N. B.S.N. program will be considered for admission, all applicants must meet and complete the following requirements:

- Admission to Lindsey Wilson College. All admission and transfer requirements outlined in the current catalog apply. Students must be unconditionally accepted before they can be accepted into the R.N. B.S.N. program.
- Submission of completed electronic application to the R.N. B.S.N. program.
- Cumulative minimum GPA of 2.0 at the entry point to the program.
- Completion of Associate of Applied Science or Associate of Science degree from an accredited institution of higher education and a state-approved pre-licensure associate degree nursing program, as evidenced by the transcript.
- Active, unencumbered state registered nurse licensure. Applicants awaiting results of examination for licensure (NCLEX-RN) may be admitted on a conditional basis for one semester until notified of licensure.
- Email confirmation of acceptance of admission and intent to enroll to the R.N. B.S.N. program by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- Interview may be required.

Application Process and Deadlines

- Lindsey Wilson College uses a rolling admission plan for the R.N. B.S.N. program. Applications are accepted year round. It is recommended applications be submitted by July 1 for fall admission and November 1 for spring admission.
- Students seeking admission to the R.N. B.S.N. degree program must complete additional BSN applications and requirements.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Students are notified of admission to the program by the director of nursing.
- The entry point into the R.N. B.S.N. program is defined by the program as enrollment in Transition to Professional Nursing Practice (NURN 3012) on the last day to register for a seated or online course established by the college's academic calendar.

Transfer Students and Credit by Examination and Transfer

Students desiring to transfer from another accredited R.N. B.S.N. program must complete all admission criteria and application steps as outlined above. A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application. Transfer applicants from another accredited R.N. B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria

Progression criteria for the R.N. B.S.N. program are outlined in *The B.S.N. Student Handbook* that is published on the nursing program web page.

Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing program uses a grading scale different from other programs of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The nursing program uses the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. Grades will be rounded.

Program Requirements: 48-57 hours

Along with the general education program, students must complete the major's program requirements and professional nursing courses. Students must receive a minimum grade of C in the program requirements and professional nursing courses.

A. Program Requirements: 6 hours

- College Algebra (MATH 1013) is a prerequisite for MATH 2403 – 3 hours
- Experimental Statistics (MATH 2403) – 3 hours

B. Program Recommended Coursework: 3 hours

- Fundamentals of Nutrition (NUTR 1003) – 3 hours

C. Professional Nursing Courses: 39-48 hours

- Transition to Professional Nursing Practice (NURN 3012) – 2 hours*
- Comprehensive Health Assessment (NURN 3024) – 4 hours
- Complex Disease Concepts & Care (NURN 3114) – 4 hours
- Health Care Informatics (NURN 3122) – 2 hours
- Population Health (NURN 3313) – 3 hours
- Global Health (NURN 4213) – 3 hours
- Health Care Ethics (NURN 4323) – 3 hours
- Art & Science of Leadership (NURN 4413) – 3 hours
- Evidence-Based Practice (NURN 4423) – 3 hours
- Internship (NURN PN00) – 3-12 hours
- Organizational & Systems Leadership (NURN 4614) – 4 hours
- Interprofessional Education & Collaboration (NURN 4622) – 2 hours
- Nursing Certification & Credentials (NURN 4713) – 3 hours

**This course must be taken during the first session of the first term of enrollment.*

General Electives

A minimum of 120 hours is required for graduation, thus some students may need to take general electives to meet that requirement.

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Full-time program faculty: Trudy Dawkins Morlino, Ph.D.; Mohammed Pourheydarian, Ph.D.; Matthew Powers, Ph.D.

Mission Statement

The mission of the political science program is to develop students' understanding of politics, or the study of government. The foundation of the program focuses on American politics, American political thought, modern European political thought, and American law. Students can then choose from a series of electives to complete the program. Critical thinking, written and oral communication skills, and research skills are cultivated and emphasized in the program.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 48-62 hours

Along with the general education program, students must complete the major's prerequisites, core and international perspectives requirements and must select program electives as indicated.

A. Prerequisites: 6-11 hours

- Completion of the general education mathematics requirement is a prerequisite for ECON 2023 – 3-5 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent and Microeconomics (MATH 2033) are prerequisites for ECON 2043 – 3 hours
- Introduction to Women's & Gender Studies (WS 1003) *or* Women in Global Perspective (WS 1013) is the prerequisite for elective WS 2213 – 3 hours

B. Core Requirements: 30 hours

- United States Government (POSC 1003) is a prerequisite for all other POSC courses – 3 hours
- Modern & Contemporary Political Thought (POSC 2103) – 3 hours
- United States Congress (POSC 2203) – 3 hours
- Comparative Politics (POSC 2303) – 3 hours
- Public Policy (POSC 3213) – 3 hours
- American Political Thought (POSC 4103) – 3 hours
- The American Presidency (POSC 4203) – 3 hours
- Capstone in Political Science (POSC 4903) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- Survey of Economic Issues (ECON 2023) *or* Macroeconomics (ECON 2043) – 3 hours

C. International Perspectives Requirement (select from the following): 6 hours

- International Relations (POSC 2213) – 3 hours
- U.S. Foreign Policy (POSC 2403) – 3 hours
- Politics of the Middle East (POSC 3503) – 3 hours
- Special Topics in International Issues in Political Science (POSC 3TX3) – 3 hours

D. Program Electives (select from the following): 6-15 hours

- Criminal Law (CRJS 3703) – 3 hours
- Classical Political Thought (POSC 3203) – 3 hours
- Special Topics in Political Science & Politics (POSC 4TX3) – 3 hours
- Professional Internship in Political Science (POSC PN00) – 3-12 hours
- Gender & Politics (WS 2213) – 3 hours

Exit Assessment

Students applying for graduation with a bachelor's degree in political science are required to take Capstone in Political Science (POSC 4903). As part of the course, students will complete a seminar paper which will be assessed according to the program SLOs for critical thinking, information literacy, and integrative learning.

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Mission Statement

The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

The Bachelor of Arts degree in psychology is designed to help students develop a theoretical and applied understanding of individual and social behavior. The program offers courses for majors and non-majors. The courses emphasize writing, research, and critical-thinking skills necessary for a liberally educated person to function in a dynamic, changing world.

A psychology degree prepares students for graduate training in areas such as clinical, counseling, experimental, and social psychology. Additionally, a psychology degree is appropriate for students who plan to enter business or social services, or it can also serve as preparation for post-baccalaureate work in professions such as social work, theology, business administration, or law. Students with an interest in psychology but who have career aspirations elsewhere often choose a major in another field and minor in psychology.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides only 36 hours of the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students who wish to major in psychology must schedule an interview with the program coordinator to discuss program requirements and to select a psychology advisor.

Program Requirements: 39-42 hours

Along with the general education program, students must complete the major's prerequisites and core requirements and must select program electives as indicated.

A. Prerequisites: 3-6 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for PSYC 4703 – 3 hours

B. Core Requirements: 27 hours

- Theories of Personality (PSYC 3203) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Cognitive Psychology (PSYC 3503) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Developmental Psychology (PSYC 3903) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- History & Issues of Psychology (PSYC 4503) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

C. Program Electives (select from the following): 9 hours

- Animal Behavior (BIOL 3513) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Psychology of Religion (RELI 4393) – 3 hours
- Special Topics (PSYC 3803) – 3 hours
- Special Topics (PSYC 4803) – 3 hours

Exit Assessment

All students design and conduct an individual research project. They present the results of their research during a symposium at the end of the spring semester; they also write up the results of their project as an APA-formatted research paper.

Recommended Minor

A minor is strongly recommended. Courses taken for a minor reduce the number of general electives a student must take.

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Mission Statement

The mission of the psychophysiology program is to provide the scientific knowledge and skills needed for admission to medical, dental, veterinary, pharmacy, or psychology graduate schools.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Requirements

Students who wish to major in psychophysiology must schedule an appointment with the program coordinator to begin the process of admission into the program.

Program Requirements: 60-65 hours

In addition to the appropriate general education program, students must complete the major's prerequisites and core requirements, select one of its emphasis areas (psychology graduate school, pre-pharmacy, or pre-medical/dental/veterinary), and complete the requirements for that area.

A. Prerequisites: 7-8 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013), Precalculus (MATH 1124), Analytical Geometry & Calculus I (MATH 2315), *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1204 and BIOL 1214 – 3-5 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 and PSYC 4703 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours

B. Core Requirements: 44 hours

- Psychopathology (PSYC 3033) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- Introduction to Cellular Biology (BIOL 1204) – 4 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Psychophysiology Capstone Course (SCI 4DS3) – 3 hours

C. Emphasis Area (select one of the following areas): 9-13 hours

1 – Psychology Graduate School: 9 hours

- Introduction to Statistics (MATH 2203) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

2 – Pre-Pharmacy: 12 hours

- Microbiology (BIOL 2104) – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Introduction to Statistics (MATH 2203) – 3 hours

3 – Pre-Medical/Dental/Veterinary: 13 hours

- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours

Exit Assessment

Seniors are required to take one of the following exams: MCAT, PCAT, DCAT, or GRE.

B.A.**Recreation, Tourism & Sport Management**

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Mission Statement

The recreation, tourism & sport management (RTSM) program focuses on preparing students to enter professional careers that involve developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities. As RTSM professionals, graduates will be involved in improving the quality of people's lives and the livability of their communities by developing, communicating, and applying knowledge and educating professionals committed to providing recreation, tourism, and sport resources that are environmentally, socially, and economically beneficial.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the business emphasis may provide fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 63-66 hours

Along with the general education program, students must complete the major's core requirements, must select program electives as indicated, and must select one of its two emphasis areas (business or communication/leadership) and complete the requirements for that area.

A. Core Requirements: 30 hours

- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Pre-Internship Seminar (RTSM 3901) – 1 hour
- Senior RTSM Seminar (RTSM 4102) – 2 hours
- Professional Event Management (RTSM 4303) – 3 hours
- RTSM Internship (RTSM 4903) – 3 hours

B. Program Electives (select from the following): 12 hours

- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Outdoor Living Skills (RTSM 3503) – 3 hours
- Outdoor Recreation & Rural Tourism Consortium (RTSM 3523) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Park & Open Space Planning & Design (RTSM 4203) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

C. Emphasis Area (select one of the following): 21-24 hours

1 – Business Emphasis Requirements: 21-24 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for ACCT 2113 and ECON 2033 – 3 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Survey of Economic Issues (ECON 2023) *or* Microeconomics (ECON 2033) – 3 hours
- Approved BUSI Elective – 3 hours

Note: Completion of the business emphasis requirements will result in a minor in business administration if the application for the minor is filed in the Registrar's Office.

2 – Communication/Leadership Emphasis Requirements: 21 hours

- Principles of Communication (COMM 1003) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Conflict Resolution (COMM 4103) *or* Crisis Communication (COMM 4203) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- 3000-4000 level COMM electives – 9 hours

Note: Completion of the communication/leadership emphasis requirements will result in a minor in communication if the application for the minor is filed in the Registrar's Office.

Exit Assessment

In RTSM 4903, a ten-week, 400-hour internship related to the student's concentration must be successfully completed. Seniors also develop and complete a special project to benefit the internship site.

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Mission Statement

The social science program faculty is committed to a program which stresses academic excellence. The social science program curriculum is designed to meet the needs of students concurrently enrolled in the secondary education certification program but is also open to any student seeking intellectual development in the social sciences.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides only 24 hours of the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Each student must complete at least 45 hours of coursework with a minimum grade point average of 2.00 and file a Declaration of Major form with the Registrar's Office. In addition, each student must have completed at least one introductory-level social science course required for the major.

Program Requirements: 39-54 hours

Along with the general education program, students must complete the major's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisites: 0-15 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for ECON 2033 and ECON 2043 – 3 hours
- U.S. History: 1492 to 1865 (HIST 1033) is a prerequisite for HIST 3033, HIST 3053, HIST 3063, HIST 3073, HIST 3093, and HIST 3153 – 3 hours
- U.S. History: 1865 to Present (HIST 1043) is a prerequisite for HIST 3073, HIST 3093, and HIST 3163 – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) is a prerequisite for HIST 3433, HIST 4003, and HIST 4353 – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) is a prerequisite for HIST 3273, HIST 3303, HIST 3323, HIST 3433, HIST 4003, and HIST 4353 – 3 hours

B. Core Requirements: 30 hours

- Two 3000-4000 level courses in American history – 6 hours
- Two 3000-4000 level courses in non-American history – 6 hours

- United States Government (POSC 1003) – 3 hours
- Principles of Sociology (SOC1 1003) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- History Seminar (HIST 4903) – 3 hours

C. Program Electives: 9 hours

Students must take nine credit hours of 3000-4000 level courses from the social science area.

Exit Assessment

Students who apply for graduation with a bachelor's degree in social science must schedule an exit interview with the social science program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. Prior to the exit interview, each student will prepare written responses to questions drawn from the social science program student learning outcomes. The program coordinator must indicate to the Registrar's Office that the student has achieved the social science program student learning outcomes for graduation approval.

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in social science also have the option to concurrently complete the secondary education 8-12 program through the education program. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

B.A.

Sustainability & Environmental Studies

Mark L. McKinnon, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 323
(270) 384-8092 mckinnonm@lindsey.edu

Jamie Thorn, Ph.D., Program Coordinator
Goodhue Academic Center, Room 310
(270) 384-8132 thornj@lindsey.edu

Full-time program faculty: Jamie Thorn, Ph.D.

Mission Statement

The sustainability & environmental studies program is founded on the principles of environmental ethics and the science of sustainability. The program offers students the opportunity to study the basic principles of sustainability; to examine the complications to achieving a more sustainable society; and to envision, propose, and apply the philosophies of environmental stewardship to their careers, communities, and daily lives.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 48 hours

Along with the general education program, students must complete the major's science and core requirements and must select program electives as indicated.

A. Science Requirements: 8 hours

- Environmental Science (BIOL 2604) – 4 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours

B. Core Requirements: 34 hours

- Introduction to Sustainability (SES 1123) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Environmental Education (SES 3123) – 3 hours
- Solid Waste Management & Recycling (SES 3423) – 3 hours
- Sustainable Natural Resource Management (SES 4223) – 3 hours
- Research Methods in Sustainability & Environmental Studies (SES 4323) – 3 hours
- Sustainability Internship (PN03) – 3 hours
- Sustainability & Environmental Studies Senior Capstone (SES 4924) – 4 hours
- Environmental Communication (COMM 3613) – 3 hours
- Green Criminology (CRJS 4113) – 3 hours
- United States Government (POSC 1003) – 3 hours

C. Program Electives (select from the following): 6 hours

- Global Energy Development (SES 2123) – 3 hours

- Topics in Sustainability & Environmental Studies (SES 3323) – 3 hours
- Sustainable Agriculture (SES 3623) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Classical Political Thought (POSC 3203) – 3 hours
- Science, Technology & Society (SCI 4303) – 3 hours

Exit Assessment

All sustainability & environmental studies majors are required to complete a capstone project as part of SES 4924.

Allison Egnew Smith, Ph.D., Interim Dean, School of Arts & Humanities
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Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 302
(270) 384-7382 brockr@lindsey.edu

Full-time program faculty: Robert Brock, M.F.A., Jeremy Cloyd, M.A.

Mission Statement

The mission of the theatre program is to provide a nurturing and challenging artistic environment that celebrates our history and anticipates our future and to enhance the cultural and aesthetic experience of our campus and community through quality productions and educational outreach.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Program Requirements: 44 hours

Along with the general education program, students must complete the major's core requirements and select program electives as indicated.

A. Core Requirements: 22 hours

- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Theatre Practicum (THEA 1341) – 1 hour
- Directing I (THEA 2433) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours
- Theatre History (THEA 3623) – 3 hours
- Life in the Theatre (THEA 4003) – 3 hours
- Senior Seminar (THEA 4903) – 3 hours

B. Program Electives (select from the following): 22 hours

- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Directing II (THEA 3433) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Special Topics in Theatre (THEA 3800) – 1-3 hours
- Shakespeare (ENGL 3603) – 3 hours

- Feminist Writing & Film (WS 3313) – 3 hours

Exit Assessment

Students must successfully complete THEA 4903.

Allison Egnew Smith, Ph.D., Interim Dean, School of Arts & Humanities
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(270) 384-8158 smitha@lindsey.edu

Rachel Carr, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 301
(270) 384-8083 carr@lindsey.edu

Full-time program faculty: Rachel Carr, Ph.D.; Allison Egnew Smith, Ph.D.

Mission Statement

The women's & gender studies program at Lindsey Wilson College is an interdisciplinary program that understands and emphasizes the vital connections between education, personal empowerment, and social transformation. The curriculum engages students in a variety of learning experiences, including service-learning, that prepares them to place women's experiences at the center of critical inquiry, to understand gender as a cultural phenomenon that involves power, privilege, and intersectionality, and to use a feminist lens of analysis in a variety of contexts. In doing so, the women's & gender studies program fosters personal growth, professional success in a diverse global environment, and engaged citizenship.

To prepare students for success in the discipline, the curriculum is specifically designed to introduce key concepts and skills that are fundamental to the discipline and then to progressively build upon and develop prior knowledge. More specifically, 1000-level courses introduce students to women's and gender studies as a discipline, especially its practice of placing women's experience at the center of critical inquiry and its focus on cultural constructions and implications of gender. The 2000-level intermediate classes teach students to utilize gender as a critical lens to analyze and evaluate a wide range of social issues, institutions, and practices in ways that are sensitive to power, privilege, and intersectionality. The 3000-level intermediate classes develop students' ability to analyze feminist texts, to comprehend and apply key concepts in feminist theory, and to participate in theory-informed feminist activism. Finally, the 4000-level mastery courses offer students the opportunity to integrate their learning and engage in advanced study of both critical issues in the discipline and gender issues relevant to their majors and future professional lives, which culminate in an individualized capstone research project with a service-learning component.

Graduation Requirements

Some courses taken for the major will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the major provides fewer than the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students must complete WS 1003 and file a Declaration of Major form with the Registrar's Office.

Program Requirements: 44-47 hours

Along with the general education program, students must complete the major's prerequisites and core requirements and select program electives as indicated.

A. Prerequisite and Recommended Courses: 3-12 hours

- Principles of Communication (COMM 1003) is recommended for elective COMM 3713 – 3 hours
- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for WS 3203, WS 3213, and WS 4903 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for elective ENGL 3163 – 3 hours

B. Core Requirements: 27 hours

- Introduction to Women's & Gender Studies (WS 1003) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours
- Gender & Popular Culture (WS 2203) – 3 hours
- Gender & Politics (WS 2213) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours
- Women, Violence & Feminist Activism (WS 3213) – 3 hours
- Feminist Writing & Film (WS 3313) – 3 hours
- Critical Issues in Women's & Gender Studies (WS 4103) – 3 hours
- Women's & Gender Studies Seminar (WS 4903) – 3 hours

C. Program Electives (select from the following): 9 hours

- Gender & Communication (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Women in the American Experience (HIST 3143) – 3 hours
- Women in World History (HIST 3633) – 3 hours
- Marriage & Family (HS 2203) – 3 hours
- Gender Studies (HS 4013) – 3 hours
- Women in Religion (RELI 3273) – 3 hours
- Special Topics (WS 3803) – 3 hours

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

Exit Assessment

A required service-learning activity and a research project completed in WS 4903 will assess mastery of the program's student learning outcomes.

Minors

Many programs at Lindsey Wilson College have designed academic minors for the convenience of bachelor degree seeking students. A minor is a structured group of courses that leads to considerable knowledge and understanding of a subject, although with less depth than a major. Some employers consider minors desirable, as do some graduate programs. Some students choose to complement their major program with a minor in a related field or even in an entirely different field of interest. The college offers minors in 20 fields of study.

Students are encouraged to declare their minors early in their academic career and to seek guidance from the program coordinator. Courses for the minor must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. A minor is not required for graduation. Please note that undergraduate students can complete a minor only *in addition to* and as a *complement to* a major. The college does not award stand-alone or independent minors.

Katie M. Curry, M.Acc., Program Coordinator
J.L. Turner Leadership Center, Room 104C
(270) 384-8063 curryk@lindsey.edu

Mission Statement

The mission of the minor in accounting program is to provide a foundation of generally accepted accounting principles, an understanding of financial and managerial accounting, and other elements of accounting that relate to accounting reports and decision making.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-27 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisites: 0-3 hours

- Intermediate Accounting I (ACCT 3113) is a prerequisite for electives ACCT 3123 and ACCT 3973 – 3 hours

B. Core Requirements: 12-15 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for ACCT 2113 and ECON 2023 – 3 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours

C. Program Electives (select from the following): 9 hours

- Intermediate Accounting II (ACCT 3123) – 3 hours
- Cost Accounting (ACCT 3303) – 3 hours
- Taxation I: Taxation of Individuals (ACCT 3453) – 3 hours
- Accounting Information Systems (ACCT 3973) – 3 hours
- Auditing (ACCT 4353) – 3 hours
- Taxation II: Taxation of Business Entities (ACCT 4453) – 3 hours
- Advanced Accounting (ACCT 4553) – 3 hours
- Not-for-Profit Accounting (ACCT 4653) – 3 hours
- CPA Exam Prep (ACCT 4803) – 3 hours

Exit Assessment

At the intermediate accounting level, students earning an accounting minor will successfully:

- Compose a basic financial statement;
- Complete a Master Budget Income Statement and Cash Budget; *and*
- Analyze a business's financial standing by calculating and interpreting key financial ratios.

Tim Smith, M.F.A., Program Coordinator
W.W. Slider Humanities Center, Room 101A
(270) 384-8079 smitht@lindsey.edu

Mission Statement

The mission of the art program is to provide students with the opportunity to develop the skills and knowledge leading toward deeper appreciation of the visual arts, professional preparation, and individualized creative expression.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor may contribute up to eight hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-32 hours

Along with the general education program and a major, students must complete the minor's core requirements and select program electives as indicated.

A. Recommended and Prerequisite Courses: 0-6 hours

- Writing Studies I (ENGL 1013), unless waiver requirements are met, is recommended for ART 2733 and ART 2743 – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for elective ART 3753 – 3 hours

B. Core Requirements: 18 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- 3D Design (ART 2174) – 4 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours

Note: ART 2733 and ART 2743 need not be taken in sequence.

C. Program Electives (select two courses): 6-8 hours

- Beginning Studio: Painting (ART 2314) – 4 hours
- Beginning Studio: Ceramics (ART 2414) – 4 hours
- Beginning Studio: Sculpture (ART 2514) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Advanced Studio: Painting (ART 3334) – 4 hours
- Advanced Studio: Ceramics (ART 3434) – 4 hours
- Advanced Studio: Sculpture (ART 3524) – 4 hours
- Computer Graphics II (ART 3633) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours

Exit Assessment

A portfolio review will be conducted by program faculty prior to completion of the Art minor.

Laura Nissley, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 123
(270) 384-8229 nissleyl@lindsey.edu

Mission Statement

The mission of the biology program is to provide students with the resources to develop a broad knowledge base in biology and the skills necessary to be successful in attaining their chosen career goals for entry into pre-professional health care fields such as medicine, dentistry, or pharmacy or for entry into biology graduate programs or entry-level positions in field biology. In addition to the factual content, students learn the historical basis and the scientific methodology of each major conceptual area of biology.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between four and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 31-42 hours

Along with the general education program and a major, students must complete the minor's prerequisites, core requirements, and related studies requirements and must select program electives as indicated.

A. Prerequisites: 4-13 hours

- Introduction to Cellular Biology (BIOL 1204) is the prerequisite for BIOL 2204, BIOL 2314, BIOL 2603, BIOL 3103, BIOL 3204, BIOL 3304, and SCI 2101 – 4 hours
- Human Anatomy (BIOL 2614) is the prerequisite for elective BIOL 2624 – 4 hours
- College Algebra (MATH 1013), Precalculus (MATH 1124), Analytical Geometry & Calculus I (MATH 2315), *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for BIOL 1204 and BIOL 1214 – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours

B. Core Requirements: 13 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Animal Diversity (BIOL 2204) *or* Plant Diversity (BIOL 2314) – 4 hours
- Genetics (BIOL 3204) – 4 hours
- Introduction to Scientific Communication (SCI 2101) – 1 hour

C. Program Electives (select two courses): 6-8 hours

- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) if not taken for the Core – 4 hours
- Plant Diversity (BIOL 2314) if not taken for the Core – 4 hours
- Conservation Biology (BIOL 2603) – 3 hours
- Environmental Science (BIOL 2604) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Pathophysiology (BIOL 3203) – 4 hours

- Theory of Natural Selection (BIOL 3403) – 3 hours
- Economic Botany (BIOL 3503) – 3 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Immunology (BIOL 3703) – 3 hours
- Plant Ecology (BIOL 4204) – 4 hours
- Human Genetics (BIOL 4213) – 3 hours
- Plant Propagation (BIOL 4214) – 4 hours
- Animal Physiology (BIOL 4314) – 4 hours
- Molecular Biology (BIOL 4404) – 4 hours
- Aquatic Biology (BIOL 4604) – 4 hours

D. Related Studies Requirements: 8 hours

- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours

Trudy Dawkins Morlino, Ph.D., Program Coordinator
Online Office
(270) 384-8030 morlinot@lindsey.edu

Mission Statement

The mission of the business program is to prepare students for advancing employment in accounting, general management, entrepreneurial management, human resources management, and marketing; for the pursuit of career paths of increasing professional and managerial responsibility; for application and admission to graduate programs in business, accounting, or other professional schools; and for preparation to sit for examinations for professional certificates. Consistent with Lindsey Wilson College's mission as a liberal arts, teaching-centered institution and in accordance with the guidelines of its accrediting body – the International Accreditation Council for Business Education – the business program is committed to students' growth and development through values-centered classroom instructions, cooperative learning experiences, and the awakening of an appreciation for lifelong learning.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes up to 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-30 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisites: 0-6 hours

- Writing Studies II (ENGL 1023) is a prerequisite for elective BUSI 2303 – 3 hours
- Statistics for Business & Economics (ECON 2203) is a prerequisite for elective BUSI 4763 – 3 hours

B. Core Requirements: 12-15 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for ACCT 2113 and ECON 2023 – 3 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours

C. Program Electives (select from the following): 9 hours

- Cost Accounting (ACCT 3303) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Law (BUSI 2713) – 3 hours
- Small Business Management (BUSI 2933) – 3 hours
- Business Computer Applications (BUSI 3503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Operations Management (BUSI 4763) – 3 hours

Exit Assessment

Students who earn a business minor will:

- Be required to complete case studies in BUSI 2903 to assess their ability to identify, formulate, and solve business problems;
- Demonstrate their ability to analyze the impact of business solutions in a global, economic, environmental, ethical, and societal context in BUSI 2713 and BUSI 3933; *and*
- Be required to complete a set of formal financial statements in ACCT 2113 and a case study in BUSI 2903 to demonstrate knowledge of the fundamental areas of mathematics and business.

Kalvin Gregory, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 330
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Mission Statement

The mission of the chemistry minor is to enhance the foundation of chemical knowledge of students pursuing biochemical or health-related professions.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes 14 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 30-37 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must complete the related studies requirements as indicated.

A. Prerequisites: 0-7 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for CHEM 1214 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours

B. Core Requirements: 22 hours

- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours

C. Related Studies Requirements: 8 hours

- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours

Jordan Wessling, Ph.D., Program Coordinator
Sumner Campus Ministry Center
(270) 384-8208 wesslingj@lindsey.edu

Mission Statement

The mission of the Christian ministries program is to prepare students to be leaders in church institutions.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's core requirements as indicated.

A. Core Requirements: 21 hours

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) *or* New Testament (RELI 1023) – 3 hours
- Christian Ministry (RELI 3103) – 3 hours
- Worship (MUSI/RELI 3123), Discipleship (RELI 3423), *or* Spiritual Formation (RELI 4103) – 3 hours
- Youth Ministry (RELI 3113), Age-Level Ministry (RELI 3153), Children's Ministry (RELI 3163), *or* Christian Education (RELI 3203) – 3 hours
- Christian Theology (RELI 3503) – 3 hours
- Practicum I (RELI 4933) – 3 hours

Exit Assessment

Graduation with the minor in Christian ministries requires:

- Successful completion of all program requirements and assessments; *and*
- Completion of the Advanced Credo in RELI 3503.

Jennifer Dudley Furkin, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 104A
(270) 384-7431 furkinj@lindsey.edu

Mission Statement

The mission of the communication program, consistent with the stated mission of the college, is to prepare students for effective and ethical leadership in human affairs and to provide solid foundations for a variety of professional careers by helping students become more competent communicators.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between six and 18 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's prerequisite and must select program electives as indicated.

A. Prerequisite: 3 hours

- Principles of Communication (COMM 1003) – 3 hours

B. Program Electives (choose from the following): 18 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Creative Communication (COMM 2613) – 3 hours
- Advanced Public Speaking (COMM 3103) – 3 hours
- Public Relations: Principles & Practices (COMM) 3113) – 3 hours
- Nonverbal Communication (COMM 3203) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Internal Communication (COMM 3333) – 3 hours
- Family Communication (COMM 3403) – 3 hours
- Organizational Communication (COMM 3503) – 3 hours
- Intercultural Communication (COMM 3603) – 3 hours
- Environmental Communication (COMM 3613) – 3 hours
- Communication & Aging (COMM 3703) – 3 hours
- Gender & Communication (COMM 3713) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Social Media Communication (COMM 4743) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours

Allen Copenhaver, Ph.D., Program Coordinator
Durham Center, Room 103
(270) 384-8231 copenhaverr@lindsey.edu

Mission Statement

The mission of the criminal justice program is to prepare students for careers and further study in the three main substantive areas of criminal justice: policing, courts, and corrections.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between nine and 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-27 hours

Along with the general education program and a major, students must complete the minor's prerequisites and core requirements and must select program electives as indicated.

A. Recommended & Prerequisite Courses: 0-6 hours

- Writing Studies I (ENGL 1013) is recommended for CRJS 1003 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for elective CRJS 2103 – 3 hours

B. Core Requirements: 15 hours

- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Ethics (PHIL 3003) – 3 hours

C. Program Electives: 6 hours

Select any two three-hour courses offered in criminal justice not taken to fulfill the minor's core requirements.

Karolyn Steffens, Ph.D., Program Coordinator
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(270) 384-7461 steffensk@lindsey.edu

Mission Statement

Literature and Writing Studies: The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between 18 and 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-30 hours

Along with the general education program and a major, students must complete the minor's prerequisites and core requirements and must select program electives as indicated.

A. Prerequisites: 6-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 3733 and ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours

B. Core Requirements: 9 hours

- American Literature I (ENGL 3113) *or* American Literature II (ENGL 3123) – 3 hours
- British Literature I (ENGL 3213) *or* British Literature II (ENGL 3223) – 3 hours
- Writing & Culture (ENGL 3733) *or* Advanced Writing (ENGL 4503) – 3 hours

C. Program Electives (select courses from the following not already taken for the Core Requirements): 12 hours

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Major Authors Seminar (ENGL 3053) – 3 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- Creative Writing (ENGL 3103) – 3 hours
- American Literature I (ENGL 3113) – 3 hours
- American Literature II (ENGL 3123) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- British Literature I (ENGL 3213) – 3 hours
- British Literature II (ENGL 3223) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours

- Literary Cultures (ENGL 3373) – 3 hours
- Studies in Genre (ENGL 3413) – 3 hours
- Transnational Literature (ENGL 3553) – 3 hours
- Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Writing & Technology (ENGL 3633) – 3 hours
- Greek Myth & Literature (ENGL 3643) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Advanced Creative Writing (ENGL 4203) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours

Elizabeth Tapscott, Ph.D., Program Coordinator
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(270) 384-8187 tapscotte@lindsey.edu

Mission Statement

The history faculty is committed to a program which stresses academic excellence. The history curriculum seeks to prepare students for graduate or professional school and focuses on the development of historical literacy, critical thinking, and proficiency in primary historical skills.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Core Requirements: 12 hours

- U. S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U. S. History: 1865 to Present (HIST 1043) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

B. Program Electives: 9 hours

- **Select one of the following courses**
 - Colonial American (HIST 3033) – 3 hours
 - Age of Jackson (HIST 3053) – 3 hours
 - A History of the Old South (HIST 3063) – 3 hours
 - Civil War & Reconstruction (HIST 3073) – 3 hours
 - Diplomatic History of the United States (HIST 3093) – 3 hours
 - Women in the American Experience (HIST 3143) – 3 hours
 - American Revolution & Early Republic (HIST 3153) – 3 hours
 - America in World War & Cold War (HIST 3163) – 3 hours
 - Colloquium in American History (HIST 4013) – 3 hours

- **Select one of the following courses**
 - Ancient & Medieval Europe (HIST 3213) – 3 hours
 - History of Christianity to the Reformation (HIST 3223) – 3 hours
 - The Reformation (HIST 3253) – 3 hours
 - Tudor & Stuart Britain (HIST 3273) – 3 hours
 - Modern Europe Since 1789 (HIST 3303) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
 - A Cultural History of Latin America (HIST 3453) – 3 hours
 - Women in World History (HIST 3633) – 3 hours
 - Colloquium in European History (HIST 4003) – 3 hours
 - History & Literature of Empire (HIST/ENGL 4353) – 3 hours

- **Select one additional 3000-4000 level HIST course**

Exit Assessment

Students applying for graduation with a bachelor's degree or a minor in history must schedule an exit interview with the history program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. The interview will focus on questions drawn from the history program's student learning outcomes. Written responses to program questions may be required as well.

David Goguen, M.F.A., Program Coordinator
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Mission Statement

The mission of the journalism program is to provide students with the knowledge and skills to critically evaluate, create, and distribute information for mass audiences, and to develop as effective and responsible communicators who contribute in productive and positive ways to society.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-24 hours

Along with the general education program and a major, students must complete the minor's prerequisite, its core requirements, and the experiential component as indicated.

A. Prerequisites: 0-3 hours

- Writing Studies I (ENGL 1013) is a prerequisite for JRNL 2403 unless waiver requirements are met – 3 hours

B. Core Requirements: 18 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Media Writing & Reporting (JRNL 2403) – 3 hours
- Community Reporting (JRNL 3103) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Editing & Media Management (JRNL 3203) *or* Interactive Media Design (JRNL 3413) *or* Broadcast Journalism (JRNL 4123) – 3 hours

C. Experiential Component: 3 hours

For the experiential component of the minor, students may choose either practicum or internship credit. Practicum may be repeated up to three hours to satisfy capstone requirements for the journalism minor, or the student may select the three-credit JRNL PN03 Journalism Internship.

- Practicum: Student Media Productions (JRNL XNF1 and/or JRNL XNS1) – 1-3 hours
- Journalism Internship (JRNL PN03) – 3 hours

Exit Assessment

Completion of the journalism minor requires a minimum grade of C in all general education requirements in English and a minimum grade of C in all courses required for the minor.

John D. LaGrange, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 112
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Mission Statement

The mission of the mathematics program is to prepare students: 1) to enter the workforce in a mathematics-related position; 2) to enter graduate programs in mathematics; or 3) to teach secondary mathematics content (upon completion of teacher certification requirements).

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between nine and 13 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 26-33 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisites: 0-7 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for MATH 1124 and MATH/CIS 2713 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and elective MATH 2503 – 4 hours

B. Core Requirements: 20 hours

- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours
- Linear Algebra (MATH 3003) – 3 hours
- Calculus III (MATH 3314) – 4 hours

C. Program Electives (select from the following): 6 hours

- Mathematics & Technology (2301) – 1 hour
- Discrete Mathematics (MATH 2503) – 3 hours
- Geometry (MATH 3113) – 3 hours
- History's Great Problems (MATH 3121) – 1 hour
- History's Great Mathematicians (MATH 3131) – 1 hour
- Probability & Statistics (MATH 3203) – 3 hours
- Differential Equations (MATH 3323) – 3 hours
- Abstract Algebra (MATH 4113) – 3 hours
- Topology (MATH 4123) – 3 hours
- Number Theory (MATH 4203) – 3 hours
- Engineering Mathematics (MATH 4303) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours
- Foundations of Analysis (MATH 4413) – 3 hours
- Advanced Calculus (MATH 4513) – 3 hours

Mark L. McKinnon, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 323
(270) 384-8092 mckinnonm@lindsey.edu

Mission Statement

To encourage students to develop the skills to critically analyze their observation of the physical world.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between 16 and 18 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 36-45 hours

Along with the general education program and a major, students must complete the minor's prerequisites and core requirements and select program electives as indicated.

A. Prerequisites: 14-21 hours

- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for MATH 1124 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 – 4 hours
- Analytical Geometry & Calculus I (MATH 2315) is a prerequisite for MATH 2325 – 5 hours
- Analytical Geometry & Calculus II (MATH 2325) is a prerequisite for MATH 3323 and for electives PHYS 3203 and PHYS 3404 – 5 hours
- Calculus III (MATH 3314) is a prerequisite for PHYS 3703 and a prerequisite or corequisite for elective PHYS 3103 – 4 hours

B. Core Requirements: 16 hours

- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours
- Engineering Physics I (PHYS 2211) – 1 hour
- Engineering Physics II (PHYS 2221) – 1 hour
- Differential Equations (MATH 3323) *or* Engineering Mathematics (MATH 4303) – 3 hours
- Modern Physics (PHYS 3703) – 3 hours

C. Program Electives (select two from the following): 6-8 hours

- Statics (PHYS 3103) – 3 hours
- Dynamics (PHYS 3203) – 3 hours
- Electrodynamics (PHYS 3404) – 4 hours
- Thermodynamics (PHYS 3614) – 4 hours
- Science, Technology & Society (SCI 4303) *or* Hard Decisions in STEM (SCI 4313) – 3 hours

Matthew Powers, Ph.D., Program Coordinator
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(270) 384-8119 powersm@lindsey.edu

Mission Statement

The political science program will enable students to understand the philosophy of structure of the United States Constitution and Government with particular emphasis on how it protects liberty and deters tyranny.

The political science program is designed to prepare graduates for careers in the legal profession and/or government (as politicians, political advisors, staff members, bureaucrats, etc.). The program is also appropriate for those planning on attending graduate school in political science.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's core requirements and select program electives as indicated.

A. Core Requirements: 15 hours

- United States Government (POSC 1003) – 3 hours
- Modern & Contemporary Political Thought (POSC 2103) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- U.S. Legislatures (POSC 3103) – 3 hours

B. Program Electives (select from the following): 6 hours

- Classical Political Thought (POSC 3203) – 3 hours
- American Political Thought (POSC 4103) – 3 hours
- Any Special Topics courses offered in political science *or* other course meeting the program coordinator's approval.

William Neace, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

Mission Statement

The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-27 hours

Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisite: 3-6 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all program courses – 3 hours
- College Algebra (MATH 1013) *or* a minimum ACT mathematics subscore of 26 or equivalent is a prerequisite for PSYC 4703 – 3 hours

B. Core Requirements (select from the following): 12 hours

- Theories of Personality (PSYC 3203) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Cognitive Psychology (PSYC 3503) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- History & Issues of Psychology (PSYC 4503) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

C. Program Electives (select any additional courses from the Core Requirements listed above and/or from the following): 9 hours

- Animal Behavior (BIOL 3513) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Life Span Development (HS 3103) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Psychology of Religion (RELI 4393) – 3 hours

Note: Special Topics courses with PSYC prefix also count as program electives.

Ginni Dilworth, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 109
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Mission Statement

The recreation, tourism & sport management (RTSM) minor focuses on preparing students to complement their major course of study with content specific to developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities.

Graduation Requirements

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's core requirements and must select program electives as indicated.

A. Core Requirements: 9 hours

- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours

B. Program Electives (select from the following): 12 hours

- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Outdoor Living Skills (RTSM 3503) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Outdoor Recreation & Rural Tourism Consortium (RTSM 3523) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Park & Open Space Planning & Design (RTSM 4203) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

Derek Kotter, M.A., Program Coordinator
Center for Global Citizenship, Room 103
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Mission Statement

The mission of the Spanish program is to provide students with the opportunity to learn the Spanish language and appreciate the culture of Spanish-speaking peoples around the world.

Graduation Requirements

Some courses taken for the minor may simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between 12 and 15 hours toward the required 39 hours of 3000-4000 level coursework.

Entrance Requirement

Placement test.

Program Requirements: 24 hours

Along with the general education program and a major, students must complete the minor's prerequisites and core requirement and must select program electives as indicated.

A. Prerequisites: 6 hours

- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours

B. Core Requirement: 3 hours

- Intermediate Spanish I (SPAN 2033) – 3 hours

C. Program Electives (select from the following): 15 hours

- Intermediate Spanish II (SPAN 2043) – 3 hours
- Spanish Conversation (SPAN 3013) – 3 hours
- Latin American Culture & Civilization (SPAN 3033) – 3 hours
- Spanish Translation (SPAN 3053) – 3 hours
- Advanced Grammar & Composition (SPAN 3073) – 3 hours
- Introduction to Hispanic Literature (SPAN 3103) – 3 hours
- Special Topics in Spanish (SPAN 3803) – 3 hours
- Study Abroad (3000-4000 level) – credit hours may vary

Exit Assessment

- Oral Exit Interview: Students will be required to interview with the Spanish professor(s) to demonstrate oral proficiency and critical thinking in the Spanish language.
- Composition Portfolio: Students will compile a portfolio of five (5) written compositions that best reflect their writing style, knowledge of the Spanish language, and critical thinking abilities. These compositions may be taken from any of the required program core and elective courses.

Jamie Thorn, Ph.D., Program Coordinator
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Mission Statement

The sustainability & environmental studies program is founded on the principles of environmental ethics and the science of sustainability. The program offers students the opportunity to study the basic principles of sustainability; to examine the complications to achieving a more sustainable society; and to envision, propose, and apply the philosophies of environmental stewardship to their careers, communities, and daily lives.

Graduation Requirements

Students should note that the minor contributes between 12 and 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24 hours

Along with the general education program and a major, students must complete the minor's core requirements and must select program electives as indicated.

A. Core Requirements: 12 hours

- Introduction to Sustainability (SES 1123) – 3 hours
- Environmental Education (SES 3123) – 3 hours
- Solid Waste Management & Recycling (SES 3423) – 3 hours
- Sustainable Natural Resource Management (SES 4223) – 3 hours

B. Electives (select from the following): 12 hours

- Global Energy Development (SES 2123) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Topics in Sustainability & Environmental Studies (SES 3323) – 3 hours
- Sustainable Agriculture (SES 3623) – 3 hours
- Environmental Communication (COMM 3613) – 3 hours
- Green Criminology (CRJS 4113) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Science, Technology & Society (SCI 4303) – 3 hours

Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-7382 brockr@lindsey.edu

Mission Statement

The mission of the theatre program is to provide a nurturing and challenging artistic environment that celebrates our history and anticipates our future and to enhance the cultural and aesthetic experience of our campus and community through quality productions and educational outreach.

The theatre program will provide:

- Basic knowledge of the main components of the theater arts, *and*
- Appreciation of the historical and present impact of theater on human civilization.

Students seeking a theatre minor will:

- Analyze and create solutions to specific challenges of the theater production process;
- Critically analyze dramatic works;
- Apply the knowledge and skills gained in the classroom directly to rehearsal and performance; *and*
- Understand theater as a vitally important force for communication and understanding in an increasingly multi-cultural world.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes up to nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 20 hours

Along with the general education program and a major, students must complete the minor's core requirements and must select program electives as indicated.

A. Core Requirements: 11 hours

- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Directing I (THEA 2433) – 3 hours
- Practicum (THEA 1341) – 2 hours*

**The one-hour Practicum is taken twice to achieve the necessary 11 hours.*

B. Program Electives (select from the following): 9 hours

- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours

- Directing II (THEA 3433) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Theatre History (THEA 3623) – 3 hours
- Life in the Theatre (THEA 4003) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Feminist Writing & Film (WS 3313) – 3 hours

Exit Assessment

Students applying for graduation with a minor in theatre must schedule an exit interview with the theatre program coordinator. Prior to the exit interview, each student will prepare a two-minute monologue from a play. Students must be prepared to answer questions about the monologue; these questions may be obtained from the program coordinator.

Rachel Carr, Ph.D., Program Coordinator
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(270) 384-8083 carr@lindsey.edu

Mission Statement

The women's & gender studies program at Lindsey Wilson College is an interdisciplinary program that understands and emphasizes the vital connection between education, personal empowerment, and social transformation. Our curriculum engages students in a variety of learning experiences, including service-learning, that prepares them to place women's experiences at the center of critical inquiry, to understand gender as a cultural phenomenon that involves power, privilege, and intersectionality, and to use a feminist lens of analysis in a variety of contexts. In so doing, the women's & gender studies program at Lindsey Wilson College fosters personal growth, professional success in a diverse global environment, and engaged citizenship.

Graduation Requirements

Some courses taken for the minor will simultaneously fulfill general education requirements. Please see the Graduation Requirements (bachelor's degrees) section of this catalog for information on the general education program.

Students should note that the minor contributes between six and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-30 hours

Along with the general education program and a major, students must complete the minor's prerequisites and core requirements and must select program electives as indicated.

A. Prerequisite and Recommended Courses: 3-12 hours

- Principles of Communication (COMM 1003) is recommended for elective COMM 3713 – 3 hours
- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for WS 3203, WS 3213, and WS 4903 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for elective ENGL 3163 – 3 hours

B. Core Requirements: 15 hours

- Introduction to Women's & Gender Studies (WS 1003) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours
- Gender & Popular Culture (WS 2203) *or* Gender & Politics (WS 2213) – 3 hours
- Feminist Theory & Practice (WS 3203) *or* Women, Violence & Feminist Activism (WS 3213) – 3 hours
- Women's & Gender Studies Seminar (WS 4903) – 3 hours

C. Program Electives (select from the following): 6 hours

- Gender & Communication (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Women in the American Experience (HIST 3143) – 3 hours
- Women in World History (HIST 3633) – 3 hours
- Marriage & Family (HS 2203) – 3 hours

- Gender Studies (HS 4013) – 3 hours
- Women in Religion (RELI 3273) – 3 hours
- Gender & Popular Culture (WS 2203) if not taken for the Core – 3 hours
- Gender & Politics (WS 2213) if not taken for the Core – 3 hours
- Feminist Theory & Practice (WS 3203) if not taken for the Core – 3 hours
- Women, Violence & Feminist Activism (WS 3213) if not taken for the Core – 3 hours
- Special Topics (WS 3803) – 3 hours
- Critical Issues in Women's & Gender Studies (WS 4103) – 3 hours

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

Exit Assessment

A required service-learning activity and a research project completed in WS 4903 will assess mastery of the program's student learning outcomes.

Undergraduate Course Descriptions

Lindsey Wilson College's undergraduate course descriptions section of the catalog contains the description of courses taught at the institution. For an actual list of undergraduate courses being offered in a specific semester, please visit the online course schedule.

Course Numbers

Each digit in the course numbers represents the following:

- First digit: Identifies course level.
- Second and third digits: Program use (may suggest sequence or common-numbered course).
- Fourth digit: Credit hours.

Course Prerequisites and Corequisites

- **Prerequisites on courses are absolute:** Prerequisites provide knowledge and skills essential for student success in the courses for which they are listed.
- **Corequisite(s):** The corequisite listed in the course description indicates that the student intending to take the course described must also enroll in the corequisite course. The courses must be taken simultaneously, and they cannot be added or dropped independently.
- **Prerequisite(s) or instructor's permission:** Although students are advised to take the prerequisite first, faculty have the option of overriding the prerequisite by using the electronic override. Paper copies of Drop/Add forms will not be accepted, as electronic overrides will assist the Registrar's Office to monitor courses that have prerequisite/permission applications.
- **Recommended:** Recommendations are advisory in nature and suggest that the course material might better be learned if the recommended course is taken first.
- **No prerequisite:** Any student can take the course.

Common Numbered Courses

- **Internships:** Internships are indicated by the program abbreviation followed by PN in the first two digit positions, and the credit hour number (from 01-03) in the third and fourth positions (e.g., BUSI PN03). Most internships are graded on a Credit/No Credit (CR/NC) basis.
- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from the dean of the school, the Academic Affairs Office, and the Registrar's Office are required. Course numbers are assigned using a "DS" for the middle two digit positions (e.g., HUMN 4DS1 – senior level directed study course in humanities earning one credit hour).
- **Special Topics:** These courses are offered on an occasional basis by faculty to explore subjects not offered regularly in the curriculum. Course numbers under this designation will be preceded by the appropriate program abbreviation and will show an "8" in the second digit position. As usual, the first digit indicates the ability level, and the final digit will vary according to the number of credits the course carries (e.g., HIST 3802 – junior level special topics course in history earning two credit hours).

Accounting

ACCT

ACCT 2113 – Financial Accounting – 3 credit hours

Introduction to the concepts and principles involved in the preparation of financial statements. Topics covered include: the accounting cycle, the balance sheet, income statement, assets, liabilities, and stockholder equity. The emphasis is on external reporting requirements. **Prerequisite:** MATH 1013 or a minimum ACT mathematics subscore of 26 or equivalent.

ACCT 2123 – Managerial Accounting – 3 credit hours

Introduction to the concepts and principles involved in the preparation of internal financial reports. Topics covered include: job order and process costing, budgeting, variance analysis, and financial statement

analysis. Emphasis is on reporting for management controlling, decision-making, and planning purposes. *Prerequisite:* ACCT 2113.

ACCT 3113 – Intermediate Accounting I – 3 credit hours

Introduction to intermediate concepts and principles involved in the preparation of GAAP-based financial statements. Topics covered include: cash, temporary investments, current assets, inventory, plant assets, and investments. *Prerequisite:* ACCT 2123 with a minimum grade of C+ or instructor's permission.

ACCT 3123 – Intermediate Accounting II – 3 credit hours

A continuation of Intermediate Accounting I. Topics covered include: current and long-term liabilities, earnings per share, revenue recognition, income taxes, leases, pensions, and financial statement analysis. *Prerequisite:* ACCT 3113.

ACCT 3303 – Cost Accounting – 3 credit hours

Examines topics related to the internal reporting of financial information to management. Topics covered include: costing systems, budgeting, variance analysis, variable costing, absorption costing, joint costs, cost allocation, and cost-volume-profit analysis. *Prerequisite:* ACCT 2123.

ACCT 3453 – Taxation I: Taxation of Individuals – 3 credit hours

Focuses on the federal income taxation of the individual taxpayer. Emphasis is on income tax compliance with discussions of income tax planning for investment activities, property transactions, and ordinary income. *Prerequisite:* ACCT 2123.

ACCT 3973 – Accounting Information Systems – 3 credit hours

Provides students with a variety of technology and business analysis concepts and skills. Topics include data modeling, transaction processing systems, internal controls, enterprise systems, systems development, information security, and computer fraud. Includes hands-on experience in both manual and computerized accounting systems. *Prerequisites/corequisites:* ACCT 3113 and ACCT 3303.

ACCT 4353 – Auditing – 3 credit hours

Examines the attest function. Topics covered include professional responsibilities, audit planning, audit evidence, and reporting requirements. Emphasis is placed upon areas covered on the CPA examination. *Prerequisites:* ACCT 3123 and senior standing.

ACCT 4453 – Taxation II: Taxation of Business Entities – 3 credit hours

Emphasizes compliance and planning concepts for the business entity, including the C-corporation, S-corporation, and partnerships. Essentials of tax research will also be covered. *Prerequisite:* ACCT 3453.

ACCT 4553 – Advanced Accounting – 3 credit hours

Examination of advanced accounting concepts, such as mergers and consolidations, foreign currency transactions and other international accounting issues, partnerships, estates, and trusts. *Prerequisite:* ACCT 3123.

ACCT 4653 – Not-for-Profit Accounting – 3 credit hours

Introduction and examination of the concepts and principles involved in governmental and nonprofit accounting. Topics covered include: financial reporting, funds, encumbrances, expenditures, revenues, and budgets. Special emphasis is placed on the similarities and differences between corporate and not-for-profit accounting and reporting. *Prerequisite:* ACCT 3123.

ACCT 4723 – Income Tax Practice Seminar – 3 credit hours

Practical application of Federal and Kentucky individual income tax law through service-learning. In conjunction with the AARP Tax-Aide program and Internal Revenue Service Volunteer income tax

assistance program, students provide free federal and state income tax return preparation and e-filing for the local community. **Prerequisite:** ACCT 3453 and instructor's permission.

Applied & Interdisciplinary Studies

AIS

AIS 1003 – Strategies for Success – 3 credit hours

This course examines various techniques utilized for success academically, personally, and professionally. Opportunities for cross discipline application of concepts explored in the classroom are provided. With a focus on “soft skills,” topics include but are not limited to metacognition, self-motivation, self-management, employment of interdependence, inner dialogue, and emotional intelligence. *Course rotation:* Fall and spring.

AIS 1013 – Introduction to Leadership Studies – 3 credit hours

This course examines leadership theory in relationship to student leadership roles. It features critical thinking and reflective activities designed to engage students in practices for exemplary leaders. Students will learn how to transform their leadership style, skills, and values into actions by participating in group discussions, recreational activities, directed readings, and class presentations.

AIS 2013 – Introduction to Community Development – 3 credit hours

Introduction to theories associated with and common practices of community development, with a brief history of community development in the United States. Explores various models of practice in different types of organizations that strengthen communities and address issues related to education, health care, social justice, globalization, and sustainability. Students complete a 10-hour service-learning project. *Course rotation:* Fall and spring.

AIS 4903 – Interdisciplinary Studies Seminar – 3 credit hours

A senior-year capstone integrative experience that involves a synthesis of what has been learned in the major. Students design and complete a project through the application of knowledge and critical perspectives synthesized from the interdisciplinary emphasis areas selected for their major. Offered as needed and in consultation with the student's Interdisciplinary Studies program advisor.

Prerequisites: Senior standing and declared Interdisciplinary Studies major. *Course rotation:* Spring and/or as needed.

AIS PN03 – Interdisciplinary Studies Internship – 3 credit hours

Students gain exposure and experience in a professional working environment appropriate to the areas of emphasis within their degree program. Internships are arranged by students with the assistance and approval of the program coordinator. This course may be repeated once for credit. **Prerequisite:** Junior or senior standing or instructor's permission. *Course rotation:* As needed.

Art

ART

ART 1003 – Understanding Visual Art – 3 credit hours

An introduction to the understanding and appreciation of visual arts. The major art forms of painting, sculpture, and architecture are explored and related to everyday life. This course may be taken as partial fulfillment of the requirements for the art minor or as an elective for non-art majors. **Recommended** for elementary education P-5 majors. *Course rotation:* Typically each semester.

ART 1214 – Beginning Studio: Drawing – 4 credit hours

Develops observational skills and explores a variety of drawing media and subject matter. Students will become familiar with traditional and contemporary drawing applications while formulating inquiries for personalized artistic expression. (\$35 lab fee) *Course rotation:* Typically each semester.

ART 2153 – Introduction to Photography – 3 credit hours

Introduces the fundamentals of digital photography in both artistic and media contexts. Through the study of cameras, light, composition, and image manipulation, students learn the processes and aesthetic values needed to produce quality images. A hands-on approach allows students to explore their creativity through a series of projects. Also listed as JRNL 2153. *Course rotation:* Fall and spring.

ART 2164 – Design & Color – 4 credit hours

An introduction to basic principles and concepts related to color and two- and three-dimensional forms. Students will develop creative problem solving skills by analyzing the properties and functions of various hands-on design applications. (\$35 lab fee) *Course rotation:* Typically each semester.

ART 2174 – 3D Design – 4 hours

An introductory course that focuses on basic three-dimensional design, concepts, issues, and processes. Students will create models in planar, volumetric, linear, freestanding, and other modes of physical form. (\$35 lab fee) *Course rotation:* Varies.

ART 2314 – Beginning Studio: Painting – 4 credit hours

Designed to enhance creative potential and develop proficiency through the use of paint media, composition, and a variety of subject matter and studio practices. Students will become familiar with traditional and contemporary painting applications while formulating inquiries for personalized artistic expression. (\$35 lab fee) **Recommended:** ART 1214 and ART 2164. *Course rotation:* Typically each semester.

ART 2414 – Beginning Studio: Ceramics – 4 credit hours

Development of functional and sculptural ceramic forms using primarily hand-building methods: Coil, slab, extruded, and combined methods and surface enrichment appropriate for low- and high-fire clay bodies. Students will become familiar with traditional and contemporary ceramic applications while formulating inquiries for personalized artistic expression. (\$35 lab fee) **Recommended:** ART 2174. *Course rotation:* Typically once a year.

ART 2514 – Beginning Studio: Sculpture – 4 credit hours

An examination of sculptural processes: casting, carving, modeling, and assemblage. Addresses basic sculptural problems related to technique, materials, and methods. Students will become familiar with traditional and contemporary sculptural applications while formulating inquiries for personalized artistic expression. (\$35 lab fee) **Recommended:** ART 1214, ART 2164, and ART 2174. *Course rotation:* Typically fall.

ART 2613 – Art Education P-5 – 3 credit hours

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media, and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as EDUC 2613. (\$35 lab fee) **Recommended** for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

ART 2623 – Computer Graphics I – 3 credit hours

This course is an introduction to the creation of art within a digital environment. Students investigate basic digital illustration techniques, image manipulation, principles of graphic design, and other digital image editing software applications. The course includes structured lessons and creative projects.

Prerequisite: ART 2164.

ART 2733 – Art History I – 3 credit hours

Surveys visual art forms and architecture of the ancient cultures through the Gothic period.

Recommended: ENGL 1013. *Course rotation:* Typically spring.

ART 2743 – Art History II – 3 credit hours

Surveys historical developments of western visual art forms and architecture from the Renaissance through the modern era. **Recommended:** ENGL 1013. *Course rotation:* Typically fall.

ART 3234 – Advanced Studio: Drawing – 4 credit hours

A thematic approach is used to develop advanced studio practices. From consideration of particular topics, investigation of drawing processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary drawing applications leading toward individualized expression is explored. (\$35 lab fee) **Note:** This course may be repeated for credit. **Prerequisites:** ART 1214 and ART 2164 or instructor's permission. *Course rotation:* Typically once a year.

ART 3334 – Advanced Studio: Painting – 4 credit hours

A thematic approach is used to develop advanced studio practices. Through consideration of particular topics, investigation of paint processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary painting, applications leading toward individualized expression are explored. (\$35 lab fee) **Note:** This course may be repeated for credit. **Recommended:** ART 1214 and 2164. **Prerequisites:** ART 2314 or instructor's permission. *Course rotation:* Typically once a year.

ART 3413 – Interactive Media Design – 3 credit hours

Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative application of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as JRNL 3413. **Prerequisite:** Junior standing or instructor's permission. **Recommended:** ART 2153, ART 2164, and ART 2623. *Course rotation:* Fall of odd years.

ART 3434 – Advanced Studio: Ceramics – 4 credit hours

A thematic approach to developing advanced ceramic studio proficiencies is used and includes consideration of advanced problems in composition and content, and a variety of traditional and contemporary functional and sculptural applications leading toward individualized expressions and critical reflection. This course may be repeated for credit. (\$35 lab fee) **Prerequisite:** ART 2414. *Course rotation:* Typically once a year.

ART 3524 – Advanced Studio: Sculpture – 4 credit hours

A thematic approach to developing proficiencies in advanced sculptural practices. From consideration of particular topics and advanced problems in composition and content, a variety of traditional and contemporary sculptural applications leading toward individualized expression are explored. This course may be repeated for credit. (\$35 lab fee) **Recommended:** ART 1214 and ART 2164. **Prerequisites:** ART 2514 or instructor's permission. *Course rotation:* Typically fall.

ART 3623 – Art Education 6-12 – 3 credit hours

Provides preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as EDUC 3623.

Prerequisites: ART 1214, ART 2164, and ART/EDUC 2613 or instructor's permission. *Course rotation:* Offered as needed.

ART 3633 – Computer Graphics II – 3 credit hours

Explores processes related to commercial graphic arts, industry practices, advanced digital image editing, as well as creative projects in digital format. Topics include design, layout, typography, and other digital media applications. *Prerequisite:* ART 2623.

ART 3643 – Digital Video Arts – 3 credit hours

Investigates digital applications through small format video production, digital sound environments, advanced 2-D and 3-D digital imaging, animation, and advanced creative design principles. *Prerequisite:* ART 3633.

ART 3753 – Modern & Contemporary Art – 3 credit hours

Investigates early 20th century modern art's directions through contemporary trends and issues in the visual arts. *Prerequisite:* ENGL 1023. *Recommended:* ART 2733 and ART 2743. *Course rotation:* Typically spring.

ART 3TX1-3TX4 – Topics in Art – 1-4 credit hours

Offers in-depth study of a particular area in the visual arts. Possible topics may include research into areas of art history; theory and criticism; specialized studio applications such as water media, mixed media, figure painting and drawing, fibers, body casting, site specific design; digital technologies and instrumentation related to design and creative expression; or discourse in community art, grant writing, gallery function, or art administration. Variable credit. This course may be repeated for credit. Topic and focus of course will be indicated on the schedule. *Course rotation:* Varies.

ART 4914 – Art Majors Seminar I – 4 credit hours

Typically taken within the last three semesters prior to graduation, this course prepares students for Art Majors Seminar II through research projects and studio work. Students conduct independent investigations into thematic content, research contemporary art topics, and develop works with advanced processes in area of concentration. Emphasis is on preparing cohesive bodies of work for exhibition and portfolio. *Prerequisites:* 12 hours in area of concentration. *Course rotation:* Typically fall.

ART 4924 – Art Majors Seminar II – 4 credit hours

A cohesive body of work related to his or her principal area of concentration is required to complete this capstone course. In depth investigations of subject, media, form, and content areas demonstrate the student's ability to develop self-directed initiatives. An exhibition and portfolio are required for studio, or research treatise and presentation for art history in addition to artist statement, cover letters, resume, and other professional preparations. (\$35 lab fee) *Prerequisites:* ART 4914 and instructor's permission. *Course rotation:* Typically spring.

ART PN01-03 – Art Internship – 1-3 credit hours

Art Internships offer an opportunity to apply the skills and understandings learned in the art major in a professional setting. Interns will work closely with an art instructor and an on-site professional supervisor. Students arrange their own internships with the assistance and approval of their internship instructor. *Grading:* Credit/No Credit. *Prerequisites:* Junior standing and completion of core program requirements.

Biology**BIOL****BIOL 1103 – Principles of Biology – 3 credit hours**

Emphasis is placed on establishing a foundation in scientific method and the cellular, molecular, and genetic aspects of biology. Not accepted as credit toward the biology program's majors, minors, or areas of concentration. *Course rotation:* All semesters.

BIOL 1200 – Introduction to Cellular Biology Lab – 0 credit hours

Lab component for BIOL 1204. *Corequisite:* BIOL 1204.

BIOL 1204 – Introduction to Cellular Biology – 4 credit hours

Applies the scientific method of study to cell biology, genetics, and molecular biology. Lectures are integrated with laboratory exercises. Successful completion satisfies the requirements for a major or minor in biology. *Prerequisite:* Successful completion, with a minimum grade of C, of MATH 1013 *or* MATH 1124 *or* MATH 2315 *or* a minimum ACT mathematics subscore of 26 *or* equivalent. *Corequisite:* BIOL 1200. *Note:* Students must first complete or test out of the reading sequence before taking this course. *Course rotation:* All semesters.

BIOL 1210 – Introduction to Biodiversity Lab – 0 credit hours

Lab component for BIOL 1214. *Corequisite:* BIOL 1214.

BIOL 1214 – Introduction to Biodiversity – 4 credit hours

Provides an introductory study of the ecology, evolution, and biodiversity of life. Labs focus on a survey of life from bacteria through vascular plants and vertebrates. *Prerequisite:* Successful completion, with a minimum grade of C, of MATH 1013 *or* MATH 1124 *or* MATH 2315 *or* minimum ACT mathematics subscore of 26 *or* equivalent. *Corequisite:* BIOL 1210. *Course rotation:* All semesters.

BIOL 2100 – Microbiology Lab – 0 credit hours

Lab component for BIOL 2104. *Corequisite:* BIOL 2104.

BIOL 2104 – Microbiology – 4 credit hours

Provides a fundamental and applied approach to microbiological study, emphasizing prokaryotic cell structure, physiology, metabolism, and genetics and introducing microbial diversity (virology, parasitology, and mycology) and immunology. The laboratory is a two-hour series that correlates with the lecture. Lab skills include standard microbiological techniques, scientific inquiry and analysis, and bacterial identifications. Students will develop discipline-specific scientific writing skills by using primary literature reviews and writing formal scientific research reports. *Prerequisites:* Two semesters of college biology *and* one semester of college chemistry, with minimum grades of C. *Corequisite:* BIOL 2100.

BIOL 2204 – Animal Diversity – 4 credit hours

Study of animal characteristics and review of phylogeny of major animal groups. This course requires active student participation in animal dissections and collecting specimens from the field. *Recommended* for science majors only. *Prerequisites:* Successful completion, with a minimum grade of C, of BIOL 1204 *and* BIOL 1214. *Course rotation:* Spring.

BIOL 2314 – Plant Diversity – 4 credit hours

Study of plant characteristics and review of plant diversity. Students learn Linnaean classification and use of dichotomous keys, comparative anatomy through dissection, and plant kingdom survey. Students will complete a taxonomic collection of specimens from a species list of representative Kentucky plants. *Recommended* for science majors only. *Prerequisites:* BIOL 1204 *and* BIOL 1214 with a minimum grade of C. *Course rotation:* Fall.

BIOL 2603 – Conservation Biology – 3 credit hours

Introduces conservation biology, the science of preserving biodiversity. Conservation biology incorporates biological principles in the design of effective strategies for the sustainable management of populations, species, and ecosystems. In particular, it explores the fundamental problems of habitat loss and fragmentation, habitat disturbance, and the non-sustainable exploitation of species in aquatic and

terrestrial ecosystems. **Prerequisites:** Successful completion, with a minimum grade of C, of BIOL 1204 and BIOL 1214 or instructor's permission. *Course rotation:* Varies.

BIOL 2604 – Environmental Science – 4 credit hours

Physical processes of the environment and their interaction with human development, industrialization, and pollution are examined. Labs with special emphasis on environmental ecology, resource management, and aquatic environments from a watershed perspective. *Course rotation:* Varies.

BIOL 2614 – Human Anatomy – 4 credit hours

An introduction to the anatomy of the human body. Includes the study of major tissues and major body systems. It employs the use of microscopy, models and dissection in laboratory settings. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. *Course rotation:* Fall and spring.

BIOL 2624 – Human Physiology – 4 credit hours

An introduction to the physiology of the human body. Includes the study of the physiology of major body systems. Course includes instruction on homeostasis and basic cellular physiology. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. **Prerequisite:** BIOL 2614 with a minimum grade of C or equivalent. *Course rotation:* Fall and spring.

BIOL 2702 – Medical Terminology – 2 credit hours

Introduces basic health care terminology. Prefixes, roots, and suffixes, along with the breakdown of words into separate definite components, are used to ascertain the meaning of words associated with health care careers. Self-paced learning for mastery of the material. *Course rotation:* Varies.

BIOL 3103 – Cell Biology – 3 credit hours

An integration of biological, chemical, and physical aspects of the cell. Lectures emphasize molecular processes in the cell including organelle structure and function, membranes, cytoskeleton, respiration, trafficking, and signaling. **Prerequisites:** BIOL 1204, BIOL 1214, and CHEM 1224 with a minimum grade of C. **Recommended:** CHEM 3322 and CHEM 3323. *Course rotation:* Spring.

BIOL 3203 – Pathophysiology – 3 credit hours

Emphasis on physiological mechanisms in regard to disease, pharmacological actions, and providing a bridge between basic science and the clinic. **Prerequisite:** BIOL 2624 with a minimum grade of C. *Course rotation:* Varies.

BIOL 3204 – Genetics – 4 credit hours

A study of the major features of heredity, including patterns of transmission; the nature of hereditary information; and the structure, replication, expression, and regulation of this information. Integrated laboratory exercises focus on the patterns of transmission, the nature of RNA, DNA, and chromosomes, and the regulation of gene expression. Modern genetic techniques – such as gel electrophoresis, DNA transformation, and PCR – will be employed. **Prerequisites:** BIOL 1204, BIOL 1214, and CHEM 1224 with a minimum grade of C. **Prerequisite/corequisite:** SCI 2101. *Course rotation:* Fall.

BIOL 3304 – Ecology – 4 credit hours

Concentrates on fundamental principles of ecology and modern topics of ecological interest, e.g., community and biosphere ecology and biodiversity. Laboratory of a strong field component that emphasizes various data collection methods, identification of local flora and fauna, and statistical analysis. Requires independent effort and may exceed scheduled time. **Prerequisites:** BIOL 1204, BIOL 1214, and SCI 2101 with a minimum grade of C and junior standing or instructor's permission. *Course rotation:* Varies.

BIOL 3403 – Theory of Natural Selection – 3 credit hours

Considers the theory of natural selection from biological, historical, and philosophical perspectives. Students will read and discuss selections of Darwin's work as well as more modern ideas in the field of evolutionary biology. Open to students in any major. *Prerequisite:* At least junior standing. *Course rotation:* Varies.

BIOL 3503 – Economic Botany – 3 credit hours

Surveys of various economic uses of plants including plants used as food, spices, oils, beverages, fibers, dyes, sources of industrial materials, building supplies, ornamentals and pharmacological sources for designer drugs. Recommended elective for psychology majors. *Recommended:* BIOL 2314. *Prerequisite:* Successful completion of a general education biology course (BIOL 1204 or SCI 1013). *Course rotation:* Varies.

BIOL 3513 – Animal Behavior – 3 credit hours

A study of the history and development of science up to modern discoveries in foraging theory, reproductive strategies, sexual selection, social behavior, domestication, learning, migration, and more. The course employs special topical readings followed up by recitation and discussion plus formal lectures. *Prerequisite:* Junior or senior standing. *Course rotation:* Varies.

BIOL 3703 – Immunology – 3 credit hours

An introductory study of the vertebrate non-specific and specific immunity and how these two corresponding immune responses work together to defend the host of invading pathogens. Connections will be made between the effective processes of immunity and organismal integrity. *Prerequisite:* BIOL 2104 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

BIOL 4204 – Plant Ecology – 4 credit hours

Provides a range of topics from plant adaptations to habitat disturbance and succession to landscape ecology and conservation. Application of geographic information systems (GIS) analysis, global positioning systems (GPS), and habitat assessment (HA) methods will highlight the hands-on labs to provide students with practical job-related experience and specific technical expertise. *Prerequisites:* Junior standing and BIOL 3304 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

BIOL 4213 – Human Genetics – 3 credit hours

Provides an understanding of the genetic basis for human disease with an emphasis on the principles and methods of molecular genetics. Topics include monogenic traits, cytogenetics, non-Mendelian inheritance, cancer genetics, and complex genetics. Papers from current literature will supplement lecture material. *Prerequisite:* BIOL 3204 with a minimum grade of C. *Course rotation:* Varies.

BIOL 4214 – Plant Propagation – 4 credit hours

Provides an overview of plant propagation techniques, from seed propagation to micropropagation (tissue culture). Plant genetics and breeding techniques are covered as part of the seed propagation process. Most of the labs are applied in emphasis and directed toward producing plants for an Earth Day Plant Sale. The class will be enhanced by field trips to commercial nurseries and/or greenhouses in the region.

Prerequisite: BIOL 1214 with a minimum grade of C. *Course rotation:* Spring.

BIOL 4314 – Animal Physiology – 4 credit hours

Study of the function of organisms by a comparative approach with special attention to vertebrates. Focus is on homeostasis, buffer systems, basics of osmotic control, nerve and muscle function, kidney, cardiovascular, respiratory, function, and metabolic processes. Laboratory is integrated with lecture and uses vivisection where possible. *Prerequisites:* Successful completion, with a minimum grade of C, of BIOL 2204 or instructor's permission. *Course rotation:* Varies.

BIOL 4404 – Molecular Biology – 4 credit hours

Advanced theory and methods in the study of gene expression in prokaryotic and eukaryotic cells, genetic engineering, and molecular biology including DNA replication, regulation of gene expression, protein expression and purification. Integrated lab exercises include DNA manipulations, DNA cloning and mapping, protein expression and purification. **Note:** Recommended for pre-health science majors.

Prerequisites: BIOL 3204 with a minimum grade of C and CHEM 1224. **Course rotation:** Varies.

BIOL 4604 – Aquatic Biology – 4 credit hours

Introduction to concepts in lake and stream ecology. In lab, students will assess abiotic (physical and geomorphical) aspects of aquatic ecosystems, e.g., wet chemistry and physiometric assessments. Students will also employ various aquatic survey techniques to assess biotic aspects of lakes and streams, including rapid biological assessment used state and federal agencies. **Prerequisites:** Junior standing and successful completion of BIOL 2204 and BIOL 2314 with a grade of C. **Course rotation:** Varies.

BIOL 4912 – Seminar I – 2 credit hours

The introductory portion of the senior capstone sequence. A comparative critique of existing peer-reviewed research prepares the student for a study of current literature in a selected biology topic of the student's interest. Students will prepare and practice two short oral presentations on the initial stages of their research project. Students will submit a novel biology research proposal in draft form at the end of the course integrating multiple peer-reviewed references into a cohesive proposal. **Prerequisites/corequisites:** BIOL 3204, MATH 2403, and junior standing in the biology program. **Course rotation:** All semesters.

BIOL 4921 – Seminar II – 1 credit hour

A continuation of the senior capstone research project from BIOL 4912. Students will finalize their written research proposal according to discipline-specific, written research standards. Students will formally present their completed research proposal to peers and faculty. Both peers and Faculty will evaluate the scientific validity and communication of the proposal. **Note:** Completion of the ETS Biology Field Test is required for passage of this course. **Prerequisites:** Senior standing and successful completion, with a minimum grade of C, of BIOL 2204 or BIOL 2314, BIOL 3204, BIOL 3304 or BIOL 3403, BIOL 4912, CHEM 3313, and CHEM 3312. **Course rotation:** All semesters.

Business**BUSI****BUSI 1043 – Introduction to Financial Literacy – 3 credit hours**

Introduction to the concepts of personal budgeting, spending, investing, and debt management. Emphasizes the individual's ability to discern financial choices, to discuss money and financial issues without discomfort, to plan for the future, and to respond competently to life events that affect everyday financial decisions, including events in the general economy.

BUSI 2203 – Entrepreneurship – 3 credit hours

Focuses on the following fundamentals of entrepreneurship: creative thinking, leadership, problem-solving, risk-taking, and adaptation to change along with basic concepts in economics, accounting, and marketing. Strong emphasis on experiential learning activities which will involve student interaction with business leaders and entrepreneurs.

BUSI 2216 – Entrepreneurship Project – 6 credit hours

Students will develop a business plan and begin implementation of the business concept that they have submitted prior to the beginning of the semester in which they register for the course.

BUSI 2303 – Business Communication – 3 credit hours

Study of communication processes in business as related to managerial and professional communication. Emphasis on interpersonal and organizational concepts; goals, skills, and criteria; cultural aspects; electronically assisted communication; collaborative communication; planning, organizing, and developing business messages; message patterns; visual and oral media; research and reports; and the employment process. *Prerequisite:* ENGL 1023.

BUSI 2503 – Business Mathematics – 3 credit hours

Introduces elementary finance and specific problems relative to business enterprises. *Prerequisite:* MATH 1013 *or* a minimum ACT mathematics subscore of 26 *or* equivalent.

BUSI 2713 – Business Law – 3 credit hours

Studies the legal environment of business. Introduces the private and public aspects of business law. Topics include law and the judicial system, contracts, regulation and consumer protection, and commercial paper.

BUSI 2903 – Introduction to Management – 3 credit hours

Introduces the discipline of Management. Integrates the basic processes of management: planning, organizing, motivating, and controlling. Case studies are used to solve realistic problems in managing a business. *Prerequisite:* Sophomore standing.

BUSI 2933 – Small Business Management – 3 credit hours

A study of the problems of establishing and operating a small business. Includes development of a business plan, integrating capital requirements, location, managing inventory, taxation, and services.

BUSI 3103 – Consumer Behavior – 3 credit hours

Marketing is a customer-driven function that begins and ends with the consumer – from identifying customer needs to trying to meet those needs and ensuring post-purchase satisfaction. This course focuses on fundamental theories and concepts in consumer behavior to enhance the student's understanding of how and why people choose, use, and evaluate goods and services the way they do.

BUSI 3303 – Introduction to Marketing Research – 3 credit hours

This course focuses on the use of marketing research as an aid to making marketing decisions, specifically how the information used to make marketing decisions is gathered and analyzed. *Prerequisite:* BUSI 3933.

BUSI 3403 – Digital Marketing – 3 credit hours

The course focuses on the what, why, and how of digital marketing, including online listening and monitoring, search engine optimization, search ads, email marketing, and participating participation in social media. *Prerequisite:* BUSI 3933.

BUSI 3503 – Business Computer Applications – 3 credit hours

Uses computer-based spreadsheets to create and analyze worksheets and graphs for accounting, finance, marketing, and human resource management.

BUSI 3513 – Introduction to Integrated Marketing Communication – 3 credit hours

The course introduces students to the fundamentals of integrated marketing communications (IMC). Students learn and apply the IMC planning process and examine the role of integration to ensure consistency of creative strategy and complementary use of traditional and digital media. *Prerequisites:* BUSI 2303 *and* BUSI 3933.

BUSI 3533 – Principles of Finance – 3 credit hours

Studies the basic principles, concepts, and analytical tools in finance. Areas examined include: budgeting, present value concepts, sources, and uses of funds. *Prerequisites:* ACCT 2123 and BUSI 2903.

BUSI 3603 – Employee & Labor Relations – 3 credit hours

Provides a comprehensive introduction to employment and labor regulations. Consideration will be given to the rights and responsibilities of employers and employees throughout the employment relationship. Topics to be discussed will include the common law and statutory foundations of employment law, the employment relationship, collective bargaining, and labor relations. *Prerequisites:* BUSI 2713 and BUSI 3953.

BUSI 3933 – Principles of Marketing – 3 credit hours

Studies the behavioral, functional, societal, and institutional foundations of marketing, as well as the marketing mix variables: product, price, promotion, and channels of distribution. *Prerequisite:* BUSI 2903.

BUSI 3943 – International Marketing – 3 credit hours

The course considers the marketing strategies needed to remain competitive in a global environment. The impact of changing economic, political, legal, social, and cultural environments on management decision making is examined. *Prerequisite:* BUSI 3933.

BUSI 3953 – Personnel Management – 3 credit hours

Deals with personnel functions within organizations. Topics include: recruitment, selection, appraisal and compensation, labor laws governing management and labor, and future prospects in the personnel field. *Prerequisite:* BUSI 2903.

BUSI 3973 – Management Information Systems – 3 credit hours

Introduces information systems in business and the global society. Topics include information technology concepts, business information support systems, transaction processing systems, management decision support systems, expert systems, enterprise systems, and systems development.

BUSI 3983 – Acquiring & Developing Talent (Workforce Planning) – 3 credit hours

Focuses on workforce planning and talent management. Topics include workforce needs analysis, recruitment and staffing, organizational entry and socialization, training, career and succession planning, performance measurements, and issues in mergers and consolidations. *Prerequisite:* BUSI 3953.

BUSI 3993 – International Business Operations – 3 credit hours

Study of globalization, political, and cultural diversities; foreign investment; regional economic integration; the global monetary system; global capital market; the strategy and structure of international business; exporting; alternative approach to entering foreign markets; global manufacturing and material management; global marketing and research and development (R&D); global human resource management; accounting in international business; and financial management in international business.

Prerequisite: Junior standing.

BUSI 3TX3 – Topics in Marketing – 3 credit hours

This course examines topics within marketing that are of current interest or that deal with specific areas of marketing. Examples include sports marketing, entrepreneurial marketing, marketing for non-profits, health care marketing, and data analytics. *Prerequisite:* BUSI 3933.

BUSI 4103 – Marketing Capstone Project – 3 credit hours

Students apply knowledge and skills learned in their course of study to develop a marketing plan for a for-profit company or non-profit organization. *Prerequisite:* Business major with senior standing.

BUSI 4603 – Compensation & Benefits – 3 credit hours

Provides advanced study of the human resources function of compensation. Topics include design and administration of the total compensation system, including such subtopic areas as pay equity, job evaluation, wage and salary structures, variable pay programs, negotiation of benefit plans, benefit administrative and legal compliance, and compensation and benefits regulations. *Prerequisites:* ACCT 2113 and BUSI 3953.

BUSI 4623 – Quantitative Business Research Methods – 3 credit hours

Provides a cross-discipline foundation in research methods in business. Exposes students to the set of conceptual tools and techniques that will enable them to understand the nature of the scientific method as it applies to a business setting, to evaluate the usefulness of research proposals and studies from the point of design and execution, and to execute a basic job of planning and carrying out a research project.

Prerequisites: BUSI 2903 and ECON 2203.

BUSI 4763 – Operations Management – 3 credit hours

This course provides students with concepts, techniques, and tools involved in the process of converting or transforming resources into products or services. Included in the course are the managerial concepts in decision making as well as the interplay between financial objectives and operational capabilities. Topics covered include operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, managing quality, location strategies, layout strategies, inventory management, Just In Time (JIT), and lean operations. Also included are case studies and a semester-long simulation game which demonstrates critical concepts. *Prerequisites:* BUSI 2903 and ECON 2203.

BUSI 4773 – Human Relations in Business – 3 credit hours

Studies individual and group behavior in organizations, the nature and crucial importance of communication, employee motivation, and development of the human aspects on organizations.

Prerequisite: Senior standing or instructor's permission.

BUSI 4783 – Business Ethics & Values – 3 credit hours

Includes an analysis of the issues in the social responsibilities of business, ethics in promotion, distribution, processing, research, product development, honesty and fairness, accounting, finance, and production. Includes a study of federal legislation that created agencies to force business to act in socially responsible ways. *Prerequisites:* Senior standing or instructor's permission.

BUSI 4793 – Business Policy – 3 credit hours

Establishes effective business policy within the framework of the problems and methods of business decision-making. Written and oral analyses are made of comprehensive cases cutting across the major functions within business organizations. Group and individual reports are required. Uses a computer simulation. This is the capstone course for the bachelor's degree business major and should be taken in the student's final semester. *Note:* A fee of approximately \$25 is required for the ETS Majors Fields Test.

Prerequisites: BUSI 3533, BUSI 3933, BUSI 4763, and senior standing.

BUSI PN06 – Entrepreneurship Internship – 6 credit hours

Students will spend at least 240 hours during the semester working at an entrepreneurial business. The internship will be accompanied by a seminar.

Chemistry**CHEM****CHEM 1100 – Principles of Chemistry Lab – 0 credit hours**

Lab component of CHEM 1104. *Corequisite:* CHEM 1104.

CHEM 1104 – Principles of Chemistry – 4 credit hours

Emphasis on the structures and reactions that occur in biological systems, as well as the study of carbohydrate, protein, enzyme, lipid, nucleic acid, and hormone function. Laboratory component included. *Prerequisite:* Concurrent enrollment in *or* successful completion of the general education mathematics requirement. *Corequisite:* CHEM 1100. *Note:* Pre-nursing curriculum.

CHEM 1210 – General Chemistry I Lab – 0 credit hours

Lab component of CHEM 1214. *Corequisite:* CHEM 1214.

CHEM 1214 – General Chemistry I with Lab – 4 credit hours

Deals with the structure of the atom and matter, nomenclature, stoichiometry, thermodynamics, and chemical bonding. A two-hour laboratory series is included that correlates with the course's concepts.

Prerequisite: MATH 1013 *or* a minimum ACT mathematics subscore of 26 *or* equivalent. *Corequisite:* CHEM 1210. *Course rotation:* Fall.

CHEM 1220 – General Chemistry II Lab – 0 credit hours

Lab component of CHEM 1224. *Corequisite:* CHEM 1224.

CHEM 1224 – General Chemistry II with Lab – 4 credit hours

Continuation of General Chemistry I, this course deals with kinetics, equilibria, acids and bases, solutions, pH, radiation, and biological compounds. A two-hour laboratory series is included that correlates with the course's concepts. *Prerequisite:* CHEM 1214 with a minimum grade of C.

Corequisite: CHEM 1220. *Course rotation:* Spring.

CHEM 3312 – Organic Chemistry I Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry I Lecture. Common organic laboratory techniques like distillations and recrystallizations as well as safe means of performing and analyzing simple organic reactions are covered. Formal lab reporting methods are developed. Must be taken concurrently with the associated lecture CHEM 3313. *Prerequisite:* CHEM 1224 with a minimum grade of C. *Course rotation:* Fall.

CHEM 3313 – Organic Chemistry I Lecture – 3 credit hours

Lecture presents the chemistry of carbon compounds: alkenes, alkynes, alkyl, halides, alcohols, ethers, and esters. Also includes nomenclature, preparations, reactions, reaction mechanisms, and stereochemistry. Must be taken concurrently with the associated lab CHEM 3312. *Prerequisite:* CHEM 1224 with a minimum grade of C. *Course rotation:* Fall.

CHEM 3322 – Organic Chemistry II Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry II Lecture. More involved organic reactions, analytical methods, and qualitative organic analysis are covered. Higher level conceptual analysis of the laboratory observations is developed. Must be taken concurrently with associated lecture CHEM 3323. *Prerequisites:* CHEM 3313 *and* CHEM 3312, both with a minimum grade of C. *Course rotation:* Spring.

CHEM 3323 – Organic Chemistry II Lecture – 3 credit hours

Continuation of Organic Chemistry I Lecture, including the study of the chemistry of aldehydes, ketones, carboxylic acids, aromatic compounds, amines, amides, and biological compounds. Also includes some spectroscopy introduction: nuclear magnetic resonance, infrared, visible, ultraviolet, and mass spectroscopy. Must be taken concurrently with the associated lab CHEM 3322. *Prerequisites:* CHEM 3313 *and* CHEM 3312, both with a minimum grade of C. *Course rotation:* Spring.

CHEM 4104 – Biochemistry – 4 credit hours

Provides the material for a comprehensive undergraduate biochemistry course. Topics include production of biochemically useful energy, biochemical pathways, the structure and metabolism of carbohydrates, protein structure and functions, and the structures of lipids and nucleic acids. The required laboratory will provide correlating exercises. **Prerequisite:** CHEM 3323 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

Communication**COMM****COMM 1003 – Principles of Communication – 3 credit hours**

Designed to introduce core concepts in the discipline of communication and to demonstrate applications in professional and relational contexts. *Course rotation:* Fall and spring.

COMM 1503 – Mass Media & Society – 3 credit hours

Examines the role and impact of the media on individuals and society. Topics include the historical development of the mass media, along with media effects, ethics, legal considerations, and the role of journalism in society. Students develop a deeper awareness of the media in their lives and a critical perspective to become more responsible consumers of information. Also listed as JRNL 1503. *Course rotation:* Fall.

COMM 2003 – Critical Thinking & Communication – 3 credit hours

This survey course introduces critical thinking, establishes its historical nexus with the discipline of communication, and explores contemporary applications vis-à-vis information literacy, media literacy, new media literacy, quantitative literacy (i.e. numeracy), and visual literacy. Emphasis will be placed on developing critical thinking skills through intensive practice in in-class debate and deliberative exercises, and analysis of communication artifacts. *Course rotation:* Spring.

COMM 2103 – Public Speaking – 3 credit hours

Focused primarily on the construction of speeches. Includes introductions to audience analysis, persuasion, and delivery techniques. An additional focus is on developing appropriate listening behaviors. Strong emphasis on attendance. **Recommended:** ENGL 1013. *Course rotation:* Fall and spring.

COMM 2503 – Interpersonal Communication – 3 credit hours

An analysis of interpersonal effectiveness, verbal and nonverbal techniques, encoding and decoding communication messages, and interaction within relationships. **Recommended:** COMM 1003. *Course rotation:* Fall and spring.

COMM 2613 – Creative Communication – 3 credit hours

Building on the Transactional Process of Communication model, students explore the use of creative communication in nonprofit organizations to target publicity, leadership recruitment and membership involvement. Units include mime, skits, clowning, and monologue. The model used in class will center on creative communication in a church setting because the college's foundation is in the United Methodist church. *Course rotation:* Fall and spring.

COMM 3103 – Advanced Public Speaking – 3 credit hours

An intensive application of the basic skills of public speaking. Delivery is stressed as a critical component of speech-making. Emphasis is given to critical thinking skills, analysis of research findings, the impact of language on messages, and critiquing and examining the delivery and speaking skills of current political and entertainment figures. **Prerequisites:** Minimum grade of C in COMM 2103. **Recommended:** COMM 1003. *Course rotation:* Spring of odd years.

COMM 3113 – Public Relations Principles & Practices – 3 credit hours

Students will learn how information moves inside and outside organizations and how this information can be used to contribute to organizational goals. For students considering careers in public relations, this course will provide initial communication planning and writing skills. For students interested in communication applications part of careers in other fields, this course will contribute to understanding communication applications in modern organizations. *Course rotation:* Spring.

COMM 3203 – Nonverbal Communication – 3 credit hours

An integral study relating to body language, facial expressions, vocal variations, proxemics, personal appearance, and artifacts. **Recommended:** COMM 1003. *Course rotation:* Fall.

COMM 3213 – Intermediate Public Relations – 3 credit hours

Helps students develop expanded skills in applying public relations principles and practices to case studies that reflect the realities of the profession today. As student skills expand, there will be some work with real companies as clients. *Course rotation:* Fall.

COMM 3303 – Group Communication & Decision Making – 3 credit hours

Study of time interaction and communication in small-group and team situations. Emphasis is placed on role identity, listening, conflict, problem-solving and decision-making. **Recommended:** COMM 1003. *Course rotation:* Spring.

COMM 3333 – Internal Communication – 3 credit hours

Focuses on the effect internal dialogue has on reasoning choice and intention. The course explores the role that conscious and unconscious discourse plays in our effort to understand both ourselves and our environment; and thus become more effective communicators. *Course rotation:* Fall and spring.

COMM 3403 – Family Communication – 3 credit hours

An introduction to communication phenomena in the family setting. Designed to help students understand how, through communication, family relationships are developed, maintained, enhanced, or disturbed. Students will learn verbal and nonverbal skills that help promote healthy family communication. *Course rotation:* Fall and spring.

COMM 3503 – Organizational Communication – 3 credit hours

A management approach to communication within business environments. Includes team approaches, problem-solving, and development of professionalism. **Recommended:** COMM 1003. *Course rotation:* Fall.

COMM 3603 – Intercultural Communication – 3 credit hours

Provides an overview of the study of communication and culture with an emphasis on the theory and practice of cross-cultural and intercultural communication. It includes comparative studies of communication practices in different cultures and subcultures (cross-cultural) and descriptive normative studies of communication between different cultures and subcultures (intercultural). **Recommended:** COMM 1003. *Course rotation:* Fall.

COMM 3613 – Environmental Communication – 3 credit hours

Examines theories and techniques of informing and influencing public opinion about environmental issues, in particular communicating complex environmental science to non-expert audiences, naming and framing issues, and applying persuasion and social marketing to change individual attitudes and behaviors as well as public policy in regard to the environment.

COMM 3703 – Communication & Aging – 3 credit hours

A study of communication as it pertains to human social development, with an emphasis on the effects of aging, generational differences and social stereotypes on interpersonal communication effectiveness.

Recommended: COMM 1003. *Course rotation:* Fall.

COMM 3713 – Gender & Communication – 3 credit hours

An assessment of communication interaction as influenced by gender differences and similarities.

Intensive study of gender in social and professional situations. **Recommended:** COMM 1003. *Course rotation:* Spring.

COMM 4103 – Conflict Resolution – 3 credit hours

An intensive study of the nature of conflict, its causes and consequences, and communication strategies for managing and resolving conflict. **Recommended:** COMM 1003. *Course rotation:* Fall of odd years.

COMM 4113 – Advanced Public Relations – 3 credit hours

Assigned work groups will plan and execute public relations/communication strategies for area business organizations. These plans will be expected to provide measurable gains against client objectives.

Students will be expected to demonstrate exceptional professionalism, as established in the course structure and content. *Course rotation:* Spring.

COMM 4203 – Crisis Communication – 3 credit hours

Communication strategies for dealing with crisis situations through prevention, readiness, and resolution of crisis situations will be developed. **Recommended:** COMM 1003. *Course rotation:* Spring of even years.

COMM 4403 – Communication Law & Ethics – 3 credit hours

Study focuses on media law and ethical considerations in the contemporary communication environment. Topics include the First Amendment, libel, invasion of privacy, information access, free press and fair trial considerations, obscenity, copyright, advertising, and telecommunication regulations. Also listed as JRNL 4403. *Course rotation:* Spring.

COMM 4503 – Interviewing – 3 credit hours

A comprehensive study of interviewing techniques as applied in diverse settings, including employment, performance appraisal, health care, and human services. Students will demonstrate understanding of relevant principles and techniques through observation of and participation in a series of interviews in and out of class. **Recommended:** COMM 1003. *Course rotation:* Spring.

COMM 4713 – Leadership – 3 credit hours

Study of communication relative to values, leadership, and power in organizational contexts such as business, professional, social, educational, and political groups. **Recommended:** COMM 1003. *Course rotation:* Fall of even years.

COMM 4723 – Persuasion – 3 credit hours

An advanced study of theories of human influence and motivation and their applications with emphasis on commercial and political advertising in mass communication and computer-mediated communication. *Course rotation:* Spring.

COMM 4733 – Political Communication & Public Affairs – 3 credit hours

Study of communication issues related to interest group politics, including how interest groups use mass media to advance their public policy agendas. Citizen disengagement and the theory and practice of deliberative democracy are also emphasized. *Course rotation:* Spring.

COMM 4743 – Social Media Communication – 3 credit hours

A social scientific study of the influence of communication on the history, theory, ethics, technology, and uses of social media. Specific focus will be given to the analysis of messages and emergent social structures through social media platforms, i.e., Twitter, Facebook, LinkedIn. Course topics include but are not limited to the impact of social media and technology on interpersonal relationships, the workplace, journalism, and politics. **Recommended:** COMM 1003. *Course rotation:* Varies.

COMM 4903 – Professional Internship in Communication – 3 credit hours

A student may elect to participate in a professional internship in a communication or communication-related field. The internship must involve a minimum of 120 clock hours per semester, for which at least 80 percent of the time at work involves activities that meaningfully contribute to the student's professional development for a targeted career. The internship must be pre-approved and supervised by a communication program faculty member and comply with the program's guidelines for professional internships. **Grading:** Credit/No Credit. *Course rotation:* As needed.

COMM 4993 – Communication Capstone – 3 credit hours

The capstone course gives all undergraduates in communication the opportunity for a culminating college experience that focuses on their discipline and areas of interest and requires them to integrate concepts from a related communication course. A written report and oral presentation of that report as well as a culminating reflection paper serve as the exit assessment for the major. Communication majors only, must be taken within the last two semesters prior to graduation or with the program's permission. *Course rotation:* Fall and spring.

Computer Information Systems

CIS

CIS 1003 – Computer Concepts & Applications – 3 credit hours

A survey of computing and technology-related issues, including hardware, software, operating systems, file management, networks, electronic communication, Internet research, technology in society, and online security, privacy, and ethics. Also provides a survey of and hands-on experience with word processing, spreadsheet, presentation, database, Web browser, and email software. **Recommended:** Keyboarding skills *or* instructor's permission.

CIS 2703 – Visual Basic Programming – 3 credit hours

Visual Basic language will be used to provide experience in planning and creating interactive Windows applications with an emphasis on Graphical User Interface design skills. **Prerequisite:** MATH 1013. *Course rotation:* Fall.

CIS 2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as MATH 2713. **Prerequisite:** MATH 1013 *or* a minimum ACT mathematics subscore of 26 *or* equivalent. *Course rotation:* Spring.

CIS 3003 – Web Design – 3 credit hours

Introduction to basic Web design and creation principles using Web authoring software, HTML, JavaScript, and Cascading Style Sheets. *Course rotation:* Fall.

Criminal Justice

CRJS

CRJS 1003 – Introduction to Criminal Justice – 3 credit hours

Surveys the American justice system, including legal and constitutional dimensions, the juvenile justice system, probation and parole, and elements of law enforcement. **Recommended:** It is highly recommended that students first complete or test out of the Reading Sequence before taking this course. It is also recommended that students complete ENGL 1013 before taking this course.

CRJS 2103 – Criminology – 3 credit hours

Focuses on theoretical and pragmatic factors involved in illegal behavior. *Prerequisites:* CRJS 1003 and ENGL 1023.

CRJS 2213 – Juvenile Offender – 3 credit hours

A psycho/social examination of deviant and criminal behavior among juvenile populations in the United States, focusing on prevention, treatment, and other elements of the juvenile justice system. *Prerequisite:* CRJS 1003.

CRJS 2303 – Criminal Courts – 3 credit hours

Examines personnel, administration, legal issues, and delivery of legal services in the American criminal court system in the context of local, state, and federal systems. *Prerequisites:* CRJS 1003.

CRJS 3003 – American Legal Systems – 3 credit hours

Examines the American system of alternative and judicial dispute resolution, focusing on court structures, jurisdictions, and steps in the civil and criminal processes. *Prerequisite:* CRJS 1003.

CRJS 3023 – Police Investigation – 3 credit hours

Focuses on how the crime scene should be investigated, searched, and processed for evidence, and includes an emphasis on the legal admissibility of these procedures. Students will discuss the forensic value of physical evidence and the role of forensic science and criminalistics in evaluating this evidence and presenting it in court. *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 3123 – Police & Society – 3 credit hours

A study of law enforcement in the United States as it relates to society. Topics include: changing mores, the nature and evolution of the family and other social institutions, ethnic and racial elements, and social stratification. *Prerequisite:* CRJS 1003.

CRJS 3203 – Corrections – 3 credit hours

Study of the American penal system with attention to objectives, administration, historical evolution, and comparative status among developed countries. *Prerequisite:* CRJS 1003.

CRJS 3213 – U.S. Constitutional Law – 3 credit hours

The study of the development of foundational constitutional principles, the U.S. Constitution and amendments, the workings of the U.S. Supreme Court, and the landmark decisions of the U.S. Supreme Court. *Prerequisites:* CRJS 1003 or POSC 1003.

CRJS 3403 – Probation & Parole - 3 credit hours

Administration and management of county, state, and federal community-based correction systems, including developing innovative systems of accounting and tracking those committed to the correctional system. *Prerequisites:* CRJS 1003, CRJS 2103, and CRJS 3203.

CRJS 3573 – Rural Crime – 3 credit hours

Examines critical issues related to criminal offending, criminal victimization and the administration of criminal justice in rural communities. Specific attention will be devoted to examining the social context of domestic violence, youth violence, substance abuse, drug trafficking, policing and crime prevention in rural communities. *Prerequisite:* CRJS 1003.

CRJS 3613 – Statistics in Criminal Justice – 3 credit hours

Analytical and statistical concepts and procedures relevant to crime and criminal justice, including quantitative and qualitative techniques. *Prerequisites:* CRJS 1003, CRJS 3623, and general education mathematics requirement.

CRJS 3623 – Research Methods in Criminal Justice – 3 credit hours

Overview of the research process with emphasis on research design, data collection, and analysis and interpretation of data and statistics. Use of both quantitative and qualitative research methods appropriate to the study of criminal justice. *Prerequisites:* CRJS 1003 and general education mathematics requirement.

CRJS 3703 – Criminal Law – 3 credit hours

Attention will be given to the history and development of the substantive law, including common law, statutory law, and administrative regulations at the federal, state, and local levels. *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 3903 – Criminal Procedure – 3 credit hours

Focus upon the procedural law at the federal, state, and local levels, including a comprehensive look at the meaning of the legal concept of “due process.” *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 4113 – Green Criminology – 3 credit hours

Examines the crimes and social harms which affect the natural environment and the planet. Various theoretical explanations will be offered to explain crimes including, but not limited to, pollution, wildlife crimes, and the effects of global warming on the criminal justice system. This course will also cover environmental laws and policies designed to address crimes which fall under the umbrella of green criminology.

CRJS 4173 – Homeland Security – 3 credit hours

Focuses on the entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of Federal, State and Local Police Agencies, as well as the role of Private Security and Emergency Responders needed to facilitate the implementation of the Homeland Security Act. *Prerequisites:* CRJS 1003 and junior-level standing in CRJS program and at the college.

CRJS 4273 – Evidence – 3 credit hours

Examines forms of evidence, preservation of evidence, chain of custody, witnesses, proof, privileges, hearsay, and circumstantial evidence. Solid preparation for law enforcement candidates and a plus for the student focused on the law or the courts aspect of criminal justice today. *Prerequisites:* CRJS 1003, CRJS 3213, and junior-level standing in CRJS program and at the college.

CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – 3 credit hours

This capstone course examines ethical and professional conduct related to specific career fields in criminal justice as well as general ethical issues related to the overall discipline. Focuses on applying learned principles and ethical frameworks to current legal, political, and social issues related to criminal justice. *Prerequisites:* CRJS 1003 and senior-level standing in CRJS program and at the college.

CRJS 4TX3 – Topics in Criminal Justice – 3 credit hours

Studies within a specific area of criminal justice are offered on an irregular basis in order to address a field of interest, current issues, or cases in criminal justice that are not addressed in depth in the normally offered courses. Examples of special topics: legal profession, criminal justice and mental health issues, forensics, current issues, and cases. *Prerequisites:* CRJS 1003 and instructor’s permission.

CRJS PN03 – Professional Internship – 3 credit hours

Required work experience in an occupational area related to student’s interest or focus. Students must have 120 clock hours worked and write a scholarly paper related to the work experience. *Grading:* Credit/No Credit. *Prerequisites:* CRJS 1003 and senior-level standing in CRJS program and at the college.

ECON 2023 – Survey of Economic Issues – 3 credit hours

A study of national and international economic issues such as market and command economic systems; agriculture subsidies; health care issues; green Gross Domestic Product and environmental pollution; Social Security; poverty; state of national economy; unemployment; inflation; budget deficit and national debt; the financial market; economics of higher education; feminist economic issues; regional economic integration; protectionism versus free trade; world poverty; developing countries' international debt; and the role of international institutions such as WTO, IMF and the World Bank. **Note:** Students who have taken ECON 2043 or ECON 2033 may not take this course for credit. **Prerequisite:** Mathematics course meeting/exceeding general education requirements.

ECON 2033 – Microeconomics – 3 credit hours

A study of supply, demand, price, seller-market power, profit, consumer choice, specialization, efficiency, domestic and international trades, and distribution of income. The role of middlemen, speculators, and the government in economy. Current economic controversies are discussed. **Prerequisites:** Sophomore standing and MATH 1013 or a minimum ACT mathematics subscore of 26 or equivalent.

ECON 2043 – Macroeconomics – 3 credit hours

A study of inflation, unemployment, national income, booms and busts, government budget deficit, money, monetary and fiscal policies, specialization, efficiency, trade, currency exchange, and balance of payment with other nations. **Prerequisites:** ECON 2033 and MATH 1013 or a minimum ACT mathematics subscore of 26 or equivalent.

ECON 2203 – Statistics for Business & Economics – 3 credit hours

Content includes descriptive statistics, survey of probability concepts, discrete probability distribution with emphasis on Poisson and binomial distributions, continuous normal distribution, simple random sampling, and sampling distribution. **Prerequisite:** MATH 1013 with a minimum grade of C.

EDUC 2123 – The Teaching Profession – 3 credit hours

Provides an overview of formalized schooling: influence of cultural background and socioeconomic status on child development and learning; teacher ethics; legal issues; student diversity; and curriculum. Includes a study of the historical movements of Western thought that have shaped contemporary educational theory and practice in the United States. Students will use technology to analyze the underlying philosophical themes revealed in the current structure and content of primary, middle level, and secondary education. Includes field hours. *Course rotation:* Fall and spring.

EDUC 2203 – Music Education P-5 – 3 credit hours

Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as MUSI 2203. *Course rotation:* Fall.

EDUC 2243 – Children's Literature – 3 credit hours

Read and evaluate books and related materials for children in grades P-5. A review of the interests and needs of children at different ages. Discussion of issues in children's reading. *Course rotation:* Spring.

EDUC 2613 – Art Education P-5 – 3 credit hours

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation,

production, and integrated art lessons. Also listed as ART 2613. (\$35 lab fee) **Recommended** for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

EDUC 2713 – Introduction to Educational Technology – 3 credit hours

Introduces the theory and practice of instructional technology from historical and pragmatic perspectives. Studies the context and rationale for technology infusion in education, the definition of instructional technology, and its development in practice, the history of the field and current trends and issues. Students develop competencies in educational technology appraisal, technologically mediated communication and research, and the selection, development and application of multimedia to instruction. **Prerequisite/corequisite:** EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3123 – Principles of Lifelong Learning – 3 credit hours

A study of psychology's role in the understanding of human growth and development and its effect on learning. Students will become conversant with prevalent learning theories, experimental findings, and other data applicable to teaching and learning in the education profession. Students will integrate and apply the course knowledge base through case studies and application in P-12 educational settings. Includes field hours. **Prerequisites:** PSYC 1003 and admission to the teacher education program. *Course rotation:* Fall and spring.

EDUC 3143 – The Exceptional Learner – 3 credit hours

A study of the social, psychological, and physiological aspects of diverse student needs in the classroom that include learning disabilities, the gifted, and the visually, aurally, physically, emotionally, and neurologically challenged. A major focus of the course is differentiation of instruction and accommodating the needs of learners. In the field hours, education candidates will work collaboratively with the classroom teacher and utilize technology in assisting student learning. **Corequisite:** PSYC 1003. **Prerequisites:** Admission to the teacher education program and EDUC 3403 or EDUC 3413. *Course rotation:* Fall and spring.

EDUC 3223 – Teaching Reading & Language Arts P-5 – 3 credit hours

Reading/language arts methods, materials, and media for grades P-5 are presented with special emphasis on using technology to explore theories of reading acquisition and development, multi-cultural experiences, and computer use in language arts and reading. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413. *Course rotation:* Spring.

EDUC 3233 – Methods/Materials P-5 Mathematics – 3 credit hours

Evaluate materials and techniques in teaching children arithmetic, with emphasis on the organization of subject matter, activities involved in arithmetic, and diagnosis and remedial instruction. Technology designed for mathematics instruction will be applied and evaluated. Includes field hours. **Prerequisites:** Admission to the teacher education program, EDUC 3413, and MATH 2213. *Course rotation:* Fall.

EDUC 3303 – Adolescent Psychology – 3 credit hours

Students will use technology to study developmental processes, behavior, and thinking of children during adolescence. **Prerequisites:** PSYC 1003 and junior standing or instructor's permission. *Course rotation:* Fall.

EDUC 3313 – Literature for Grades 5-9 – 3 credit hours

Students will use technology to read and evaluate books and related materials for children in grades 5-9. Students will identify, evaluate, and discuss different types of children's literature. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3403 or EDUC 3413. *Course rotation:* Spring of even years.

EDUC 3403 – Fundamentals of Secondary Education – 3 credit hours

Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include: theories underlying educational curriculum and instruction, generic teaching methods, issues in student diversity, instructional technology, principles/problems/materials/media, and techniques involved in instructional activities. Students use technology to develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. *Prerequisite:* EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3413 – Fundamentals of Elementary & Middle Grades Education – 3 credit hours

Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include theories underlying educational curriculum and instructions, generic teaching methods, issues in student diversity, instructional technology, principles/problems/materials/media and techniques involved in instructional activities. Students use technology to develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. *Prerequisite:* EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3523 – Reading & Writing in the Content Areas 5-9, 8-12 & P-12 – 3 credit hours

Establishes methods and techniques for incorporating literacy instruction, including digital media technology, in the content teaching of middle and high school teachers. Includes an overview of the reading and writing processes and discusses the application of literacy principles to the content areas. Literacy needs of diverse learners in closing the achievement gap is also addressed in order to prepare students for literacy requirements outlined in the Kentucky Academic Standards (KAS) and Career Readiness Standards. Includes field hours. *Prerequisites:* Admission to the teacher education program, EDUC 3403, and junior standing. *Course rotation:* Fall.

EDUC 3623 – Art Education 6-12 – 3 credit hours

Provides Preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as ART 3623. *Prerequisites:* ART 1214, ART 2164, and ART/EDUC 2613 or instructor's permission. *Course rotation:* Offered as needed.

EDUC 4103 – Measurement & Assessment in Education – 3 credit hours

A pragmatic approach to the study of educational tests and measurement that explains essential psychometric concepts and their application in the classroom. Includes a thorough discussion of performance and portfolio assessments as well as how to assess special needs students. Uses technology, construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations. Includes field hours. *Prerequisite:* Admission to the teacher education program. *Course rotation:* Fall and spring.

EDUC 4243 – Methods/Materials P-5 Science – 3 credit hours

Includes interpreting children's science experiences and guiding development of their scientific concepts, and a briefing of science content material and its use for children. Technology designed for science instruction will be applied and evaluated. Includes field hours. *Prerequisites:* Admission to the teacher education program and EDUC 3413. *Course rotation:* Spring.

EDUC 4253 – Methods/Materials P-5 Social Studies – 3 credit hours

Explores the development of methods, materials, and principles of instructional strategies for teaching social studies in elementary schools. Technology designed for social studies instruction will be applied

and evaluated. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413. *Course rotation:* Fall.

EDUC 4263 – Classroom Management P-5 & P-12 – 3 credit hours

Acquaints the student with classroom organization, discipline strategies, and classroom management techniques using technology designed as a culminating experience prior to student teaching that prepares students for effective classroom management in rural/small-school settings. Includes field hours.

Prerequisites: Admission to the teacher education program, EDUC 3403 or EDUC 3413, and last semester before student teaching. *Course rotation:* Fall and spring.

EDUC 4333 – Curriculum & Methodology in the Middle Grades – 3 credit hours

An in-depth study of discipline-specific principles of middle school curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques.

Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours.

Prerequisites: Admission to the teacher education program, EDUC 3413, EDUC 3523, and second semester junior standing. *Course rotation:* Spring.

EDUC 4433 – Curriculum & Methodology in Secondary Schools – 3 credit hours

An in-depth study of discipline-specific principles of secondary curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques.

Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours.

Prerequisites: Admission to the teacher education program, EDUC 3403, EDUC 3523, and second semester junior standing. *Course rotation:* Spring.

EDUC 4463 – Classroom Management 5-9 & 8-12 – 3 credit hours

Acquaints the student with classroom organization, discipline strategies, and classroom management techniques using technology designed as a culminating experience prior to student teaching that prepares students for effective classroom management in rural/small-school settings. Includes field hours.

Prerequisites: Admission to the teacher education program, and EDUC 3403 or EDUC 3413, and last semester before student teaching. *Course rotation:* Fall and spring.

EDUC 4600 – Supervised Student Teaching – 12 credit hours

The student-teacher is expected to observe systematically expert teaching and to engage, under supervision, in the conduct of class sessions. The student-teacher also is expected to acquire skills in, and familiarity with, the co-curricular activities of a teacher and technology integration. Personal and group conferences and systematic supervision by faculty members are part of this requirement. Open only to students who have been approved for this part of the program. (\$155 student teaching fee) **Corequisite:** EDUC 4603. *Course rotation:* Fall and spring.

EDUC 4603 – Practicum – 3 credit hours

Taken during the student teaching semester using technology to study curriculum, methods, media, computer software materials, and instructional procedures in the content areas in secondary education with an emphasis on field experience. **Corequisite:** EDUC 4600. *Course rotation:* Fall and spring.

ENGL 0803 – ESL: Listening & Speaking – 3 credit hours

For speakers of English as a second language. Focuses on improvement of oral English skills in daily life and, especially, in academic contexts. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. *Course rotation:* Fall.

ENGL 0804 – ESL: Reading & Writing – 4 credit hours

For speakers of English as a second language. Focuses on improving the skills of reading and writing. Includes work on increasing active and passive vocabulary, improving reading comprehension, and strengthening the skills of expression and coherence when writing in English. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. *Course rotation:* Fall.

ENGL 0854 – ESL: College-Level Skills – 4 credit hours

For speakers of English as a second language. Focuses intensively on developing all four language skills (reading, writing, listening, and speaking) to college-level proficiency. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. *Course rotation:* Spring.

ENGL 0903 – Introduction to Writing Studies – 3 credit hours

Introduces students to college-level writing, with emphases on writing as process, critical thinking, and strategies for successfully addressing writing assignments in a variety of genres. By the end of the semester, students will be able to produce well-organized, thoughtful writing of various types that may include personal narratives, rhetorical analyses, argument essays, literary responses, short stories, and book reviews. Students will learn what it means to be a writer and to think critically about texts. **Grading:** Credit/No Credit. **Note:** Some sections of ENGL 0903 will be identified as ESL. These sections are recommended for international students. *Course rotation:* All semesters.

ENGL 0904 – Introduction to Writing Studies with Lab – 4 credit hours

Same as ENGL 0903 but with a scheduled lab component. Designed for developmental writers designated for intensive tutoring. *Course rotation:* Fall and spring.

ENGL 1013 – Writing Studies I – 3 credit hours

Familiarizes students with the expectations of college-level writing, with emphases on writing as a process, critical thinking, and fundamentals of research. Focus may be divided among the standard features of academic writing that may include personal narratives, rhetorical analyses, argument essays, literary responses, and short, researched essays. Students will begin to develop sophisticated analytical skills to complement a broadened understanding of the writing process and what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors. **Prerequisite:** 18 or above ACT English sub-score *or* equivalent, *or* successful completion of ENGL 0903 *or* ENGL 0904. *Course rotation:* All semesters.

ENGL 1023 – Writing Studies II – 3 credit hours

Builds on knowledge developed in Writing Studies I and provides comprehensive instruction on incorporating research in academic writing assignments. Students learn how to summarize, synthesize, and document sources using MLA documentation style. Using researched material for support rather than as the primary content of an essay will be encouraged and emphasized. Students will exhibit sophisticated analytical skills to complement a broad understanding of the writing process and what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors.

Prerequisite: Minimum grade of C in ENGL 1013 *or* minimum ACT English sub-score of 25. *Course rotation:* All semesters.

ENGL 2103 – Literary Interpretation – 3 credit hours

Introduces students to the fundamental terminology and methodology for understanding and interpreting the literary genres of fiction, drama, and poetry. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. Open to all students, this course is required for English majors.

Prerequisite: ENGL 1013. *Course rotation:* All semesters.

ENGL 2203 – World Literature – 3 credit hours

Introduces and examines selected works of literature from countries around the world in order to demonstrate the rich diversity of national and regional literatures and, through those readings, to arrive at a more informed appreciation of human experiences. The basic terminology and methodology used in literary study of fiction, drama, and poetry will also be presented. All works are read in modern English translations. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor.

Prerequisite: ENGL 1013. *Course rotation:* Spring.

ENGL 2703 – Introduction to Modern English Grammar – 3 credit hours

An examination of contemporary grammar as it pertains to Standard English. Students will become aware of language varieties, familiar with grammar terminology, and better able to recognize the structure of English sentences. This awareness will, in turn, assist students in strengthening their own language use and working with language users from various backgrounds. This course emphasizes intellectual development, critical analysis, and cultural literacy. *Prerequisite:* ENGL 1023 *or* instructor's permission. *Course rotation:* Spring.

ENGL 3053 – Major Authors Seminar – 3 credit hours

Study of one, sometimes two, major authors from the ancient world to the present. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. This course may be repeated once for credit. *Prerequisite:* ENGL 2103 *or* ENGL 2203 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3063 – Ethnic Literature – 3 credit hours

Study of the literature of ethnic cultures such as African American, Asian American, Hispanic American, Native American, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. *Prerequisite:* ENGL 2103 *or* ENGL 2203 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3103 – Creative Writing – 3 credit hours

Provides students the opportunity to learn and practice the essentials of writing poetry, fiction, drama, or creative nonfiction in a workshop setting. This course emphasizes intellectual development and cultural literacy. *Prerequisite:* ENGL 2103 *or* ENGL 2203 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3113 – American Literature I – 3 credit hours

Study of American literature to 1865, which will include Early, Colonial, and Romantic authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 2103 *or* ENGL 2203 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3123 – American Literature II – 3 credit hours

Study of American literature since 1865, which will include Naturalist, Realist, Modernist, and Contemporary authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Spring.

ENGL 3163 – Women Writers – 3 credit hours

Examines the works of women writers within the contexts of gender, history, society, politics, writing, literature, and literary theory. Content and variety of authors will vary by instructor. Use of secondary sources and research writing will be included. This course is also an elective for the Women's & Gender Studies major and minor programs and emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. This course may be repeated once for credit.

Prerequisite: ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Fall.

ENGL 3213 – British Literature I – 3 credit hours

Study of British literature to 1798, which will include Old, Middle, Renaissance, and Enlightenment authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Fall.

ENGL 3223 – British Literature II – 3 credit hours

Study of British literature since 1798, which will include Romantic, Victorian, and Modernist authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Spring.

ENGL 3363 – Modern Critical Theory – 3 credit hours

Examines the basic principles and moves to advanced application of literary and modern critical theories, which may include feminist and gender studies, reader-response theory, new historicism, deconstruction, and post-colonialism. By semester's end, students will have the opportunity to develop their own critical positions. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 2103 or ENGL 2203 and junior standing or instructor's permission. *Course rotation:* Spring.

ENGL 3373 – Literary Cultures – 3 credit hours

Study of particular literary cultures and their works as both separate from and a part of larger cultures. Literary cultures might include the Metaphysical or Cavalier Poets, American Transcendentalists, Southern Writers, the Harlem Renaissance, the British War Poets, the Irish Renaissance, the Beats, the Confessional Poets, the Black Arts Movement, the Existentialists, Kentucky/Appalachian Writers, or Nature and Environmental Writers. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches will vary depending upon the instructor. This course may be repeated once for credit. *Prerequisite:* ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Spring.

ENGL 3413 – Studies in Genre – 3 credit hours

Study of poetry, drama, or narrative (broadly defined and which may include film and memoir). Readings will include theoretical studies of the genre and readings within the genre. Effective use of secondary

sources and research-supported writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and when applicable, global awareness. This course may be repeated once for credit. **Prerequisite:** ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Fall.

ENGL 3553 – Transnational Literature – 3 credit hours

Study of literary works and traditions from various parts of the world, through a comparative framework. Attention will be paid to cross-cultural exchanges that occur when literary works and movements cross nation-state boundaries. Exploration of phenomena such as globalization, exile, diaspora, border-crossing, print circulation, and migration may be emphasized. Focus varies depending upon instructor but may include Transnational Modernism(s), the Postcolonial, the black Atlantic, Chicano/a literature, border studies, Transatlantic literature, Trauma and Terrorism, and literature of the Americas. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. **Prerequisite:** ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Alternate fall.

ENGL 3563 – Critical Issues in Literature & Writing – 3 credit hours

Study of literature and writing that engages such issues as class, gender, ethnicity, education, ethics, nation and citizenship, crime, violence, and war. Reading in the course will include a variety of authors of both nonfiction and literature. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. **Prerequisites:** ENGL 1023 and ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Spring.

ENGL 3603 – Shakespeare – 3 credit hours

Study of the comedies, histories, and/or tragedies of William Shakespeare. Contextual matters such as the Elizabethan stage, Renaissance thought, performance questions, modern adaptations, and critical commentary and controversy will be explored. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. **Prerequisite:** ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Spring.

ENGL 3633 – Writing & Technology – 3 credit hours

Examines literate cultures' use of technology as a method of communication, encouraging detailed rhetorical analyses of common technologies including blogs, social networking websites, email, online gaming, and class management applications such as Blackboard. This course focuses on affordances of such technologies and theories of technology that consider accessibility, usability, and design, alongside issues of class, gender, and ethnicity. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 1023 or instructor's permission. *Course rotation:* Alternate spring

ENGL 3643 – Greek Myth & Literature – 3 credit hours

Advanced study of Greek mythology and how it influenced and appears in Homer's epics, the Greek tragedians, and later literary works. All works will be read in modern English translations. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Alternate fall.

ENGL 3733 – Writing & Culture – 3 credit hours

This course is designed to help students think and write critically about varying aspects of culture. Encourages students to engage in rhetorical analyses of the ways various cultures use writing and conceive literacy and to investigate the ways cultural norms shape writing and visual media. Explores developments of trends in areas such as film, television, and the internet. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 1023 *or* instructor's permission. *Course rotation:* Spring.

ENGL 4003 – Modern Rhetorical Theory – 3 credit hours

Structured on the following assumptions: 1) language shapes reality; 2) by analyzing texts, power relations can be identified, researched, and challenged; 3) everything is a text which can be analyzed; and 4) it is part of civic responsibility to analyze and engage with texts that we are exposed to on a daily basis. Through the lens of late modern and postmodern theories of language, discourse, and persuasion, students will foster an appreciation for the power of language to shape human society, action, and identity. Intellectual development, critical analysis, and cultural literacy will be emphasized. *Prerequisite:* ENGL 1023 *or* instructor's permission. *Course rotation:* Alternate spring.

ENGL 4203 – Advanced Creative Writing – 3 credit hours

Builds on and enhances students' skills in the writing of poetry, fiction, or creative nonfiction in a workshop setting. Special attention is given to the essentials and mechanics of submitting creative work for publication. This course emphasizes intellectual development and cultural literacy. *Prerequisite:* ENGL 3103 *or* instructor's permission. *Course rotation:* Spring.

ENGL 4353 – The History & Literature of Empire – 3 credit hours

Intensive study of the history and literature of imperialism, spanning the 16th to 20th centuries. This course utilizes an interdisciplinary methodology, adopting a dual focus on the historical, sociological, and political conditions of empire and the literature representing such contexts. Students critically analyze the intersection between historical events and the individual experience of European colonialism in various parts of the world, including Africa, South America, the Indian subcontinent, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. The course can either be team-taught or be taught solely by English or history faculty members. Also listed as HIST 4353. *Prerequisite:* ENGL 2203 *or* HIST 2233 *or* HIST 2243 *or* instructor's permission. *Course rotation:* Alternate spring.

ENGL 4503 – Advanced Writing – 3 credit hours

This course enhances students' abilities to think critically and write effectively through exposure to current and ongoing scholarly conversations about the theory and practice of writing. Students will have multiple opportunities to join the conversation (both orally and in writing) and to communicate in various forms and styles (formal as well as informal). This course emphasizes intellectual development, critical analysis, and cultural literacy. By the end of the course, students will be not only more effective writers and critical thinkers but also more flexible and thoughtful users of the English language. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 1023 *or* instructor's permission. *Course rotation:* Fall.

ENGL 4703 – Topics in Writing & Rhetoric – 3 credit hours

Advanced study of a specific research area or sub-discipline of writing studies and rhetoric. Students will gain a working knowledge of current scholarship, engage in scholarly critiques, and move toward making a contribution of their own in the specific subject area. Topics may include feminism and writing studies; ethnography and writing studies; classical rhetoric; rhetoric of science; film studies; or methods of assessment. This course emphasizes intellectual development, critical analysis, and cultural literacy.

Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. **Prerequisite:** Senior standing *or* instructor's permission. **Course rotation:** Spring.

ENGL 4803 – Special Topics – 3 credit hours

Advanced, in-depth study of a selected topic, sometimes suggested by students, related to the field of English. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. **Prerequisite:** Senior standing *or* instructor's permission. **Course rotation:** As needed.

ENGL 4903 – English Majors Seminar – 3 credit hours

The English program's capstone course that provides students further opportunities to explore literature, writing, and language topics and ideas, culminating in a substantive, research-supported writing project. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor.

Prerequisites: ENGL 3363 *or* instructor's permission. **Course rotation:** Fall.

First-Year Experience

FYE

FYE 1001 – First-Year Experience Seminar – 1 credit hour

Designed to assist first-year students with their transition to college life both on an academic and social level. This highly interactive course will help students understand how to be successful in college by identifying and practicing certain skills and behaviors. Within a small class environment, students discuss topics such as classroom civility, responsibility, time management, study skills, liberal arts education, college policies and procedures, career exploration, health and wellness, and money management. As a result, students will be better prepared and equipped to handle everyday challenges and stresses of college. **Note:** Dropping this course is not permitted. **Course rotation:** Fall and spring.

FYE 2011-4011 – Peer Mentor Leadership – 1 credit hour

Focuses on the development of the skills and knowledge required for sophomore, junior and senior undergraduates to effectively assist with First-Year Experience Seminar. Students develop materials to assist freshmen in adjusting to the college environment, and research leaders and profile them through an oral presentation. **Note:** Dropping this course is not permitted as it is a requirement for the Peer Mentor program. **Note:** FYE 2011 is for first-year peer mentors; FYE 3011 is for second-year peer mentors; and FYE 4011 is for third-year peer mentors.

Geography

GEOG

GEOG 1003 – World Regional Geography – 3 credit hours

Introduction to the various cultural and political regions of the world. Emphasis is placed on the physical aspects of each geographic region and upon the diversity within and between each region of our global society. **Course rotation:** Fall and spring.

GEOG 3003 – Geography of North America – 3 credit hours

A spatial study of the interaction of physical and cultural geographic characteristics in the United States and Canada in a present day context as well as from an historical perspective.

GEOG 3103 – Human Geography – 3 credit hours

The systematic study of two of our world's main features of human behavior: culture and economy. The first half of the class looks at items such as population, migration, religion and ethnicity around the world.

The second half of the class looks at items such as agriculture, industry, politics and urban patterns in our global society.

Health Care

HLCA

HLCA 1013 – Nursing Assistant Preparatory Course – 3 credit hours

The course is designed to provide the student with knowledge and skills necessary to perform basic care services for a patient (acute care setting) or resident (long-term care setting). It prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed practical nurse (LPN). This course is designed to meet the curriculum requirements of the Cabinet of Health and Human Services and the Office of Medicaid Services. The nursing assistant proficiency examination is the State-approved competency evaluation, with both written and clinical skills components. The course requires the student to complete at least 59 hours of classroom didactic and perform at least 16 hours in a clinical setting for a total of at least 75 hours. Satisfactory completion of the course will determine if the student can take the established competency written examination for State certification as a state registered nursing assistant (SRNA). *Course rotation:* Fall and spring.

HLCA 2013 – Medical Communication – 3 credit hours

An introduction to communication and terminology used in health care professions in the U.S. Provides an overview of health professions and health-related professions involved in the delivery of health care with a focus on professional communication and medical terminology. Pre-nursing curriculum. *Course rotation:* Fall and spring.

History

HIST

HIST 1033 – U. S. History: 1492 to 1865 – 3 credit hours

Surveys the social, economic, cultural, and political development of the United States from the Age of Discovery through the Civil War. Focuses on topics such as early exploration, the American Revolution, the early development of American democracy, the Old South and slavery, Westward expansion, and the Civil War. *Course rotation:* Fall.

HIST 1043 – U.S. History: 1865 to Present – 3 credit hours

Surveys the social, economic, cultural, and political development of the United States from the Reconstruction Era to the recent past. Focuses on topics such as the world wars, the Great Depression and New Deal, the Cold War, Vietnam, and Watergate. *Course rotation:* Spring.

HIST 2233 – World Civilization I: Prehistory to 1500 – 3 credit hours

Studies the development of civilization in Africa, Asia, Europe, and the Americas down to the age of European colonialism. Primary emphasis is given to the unique social and cultural characteristics of each civilization. *Course rotation:* Fall.

HIST 2243 – World Civilization II: 1500 to Present – 3 credit hours

Studies the development of civilization throughout the world from the beginning of the 16th century to the present. The evolution of cultures and the progress of major social, economic, political, and intellectual trends are studied as a means of understanding the modern world. *Course rotation:* Spring.

HIST 3033 – Colonial America – 3 credit hours

Examines American political, social, cultural, and economic development to 1776. Includes topics such as early exploration, Native American contact, race, and the imperial relationship. **Prerequisite:** HIST 1033 or instructor's permission.

HIST 3053 – Age of Jackson – 3 credit hours

Studies the Age of Andrew Jackson from political and social/cultural perspectives. Special attention is given to the rise of Jacksonian democracy and its impact on American politics. *Prerequisite:* HIST 1033 *or* instructor's permission.

HIST 3063 – A History of the Old South – 3 credit hours

Examines the social, economic, cultural, and political development of the Antebellum South. Focuses on topics such as slavery, the pro-slavery argument, the development of Southern nationalism, and plantation life. *Prerequisite:* HIST 1033 *or* instructor's permission.

HIST 3073 – Civil War & Reconstruction – 3 credit hours

Examines the Civil War Era of American history. Focuses on the sectional conflict preceding secession, the political and military aspects of the Civil War, and the political and social issues involved in Reconstruction. *Prerequisites:* HIST 1033 *and* HIST 1043 *or* instructor's permission.

HIST 3093 – Diplomatic History of the United States – 3 credit hours

Focuses on the major problems and issues in American foreign policy from independence to the present. Special attention is given to the isolationist tradition, expansionism, American imperialism, the United States' entry into the world wars, and the Cold War. *Prerequisite:* HIST 1033 *or* HIST 1043 *or* instructor's permission.

HIST 3103 – Kentucky Studies – 3 credit hours

Examines the history, literature, geography, folklore, and culture of Kentucky. *Prerequisite:* Junior standing or above.

HIST 3143 – Women in the American Experience – 3 credit hours

Studies the social, cultural, economic, and political forces shaping women's lives from the pre-Colonial period to the present. This course will focus on the variety of women's experiences and examine the intersections of race, class, and ethnicity. *Prerequisite:* Sophomore standing or above.

HIST 3153 – American Revolution & Early Republic – 3 credit hours

Examines American development during the critical 1763-1815 period. Focus will be on the causes and impact of the American Revolution as well as on the ideological, political, and constitutional conflict involved in the subsequent creation of the American Republic. *Prerequisite:* HIST 1033 *or* instructor's permission.

HIST 3163 – America in World War & Cold War – 3 credit hours

Examines American involvement in World War II and the Cold War. Special attention is given to the origins of conflict, consequences, and historical continuities. *Prerequisite:* HIST 1043 *or* instructor's permission.

HIST 3213 – Ancient & Medieval Europe – 3 credit hours

Traces the development of Europe from its foundations in ancient Greece through the medieval and renaissance periods. Major topics will include the political and philosophical contributions of the ancient Greeks, the Roman Republic and Empire, the influences of Christianity, Islam, and Judaism, medieval social and cultural structures, and the Renaissance. *Prerequisite:* Sophomore standing or above *or* instructor's permission.

HIST 3223 – History of Christianity to the Reformation – 3 credit hours

Examines the history of Christianity in the ancient, medieval, and early modern world. Special attention is given to Christianity's Hebrew and Greco-Roman background, the New Testament, the development of

theology, the medieval church, and the Reformation. *Prerequisite:* Sophomore standing or above *or* instructor's permission.

HIST 3253 – The Reformation – 3 credit hours

Examines the economic and political conditions, the popular movements, and the theological controversies that led to the religious revolutions of sixteenth- and seventeenth-century Europe. Attention is focused on the lives and ideas of the leading reformers. *Prerequisite:* Junior standing or above *or* instructor's permission.

HIST 3273 – Tudor & Stuart Britain – 3 credit hours

An introduction to British politics, society, economy, religion, and culture during the fifteenth, sixteenth, and seventeenth centuries. Special attention will be paid to the unique cultures (English, Scottish, Irish, and Welsh) that comprise the British Isles. *Prerequisite:* HIST 2243 *or* instructor's permission.

HIST 3303 – Modern Europe Since 1789 – 3 credit hours

Examines major aspects of Western European development since the French Revolution. *Prerequisite:* HIST 2243 *or* instructor's permission.

HIST 3433 – International History & Film – 3 credit hours

Explores the relationship between history and film, in particular, how film can enhance one's understanding of the past. Incorporating written texts, emphasis will be placed on how films both illuminate and conceal basic historical truths and how the medium's demands can contribute to such ends. Through related critical thinking exercises, students will work toward developing visual literacy. *Prerequisite:* HIST 2233 *or* HIST 2243 *or* instructor's permission.

HIST 3453 – A Cultural History of Latin America – 3 credit hours

Covers the cultural history of Latin America from before the conquest era to the present with a special focus on the art, literature, foodways, and music of men and women in Latin America. *Prerequisite:* HIST 2243 *or* instructor's permission.

HIST 3633 – Women in World History – 3 credit hours

Studies the historical, social, cultural, economic and political forces shaping women's lives throughout history. Focuses on the variety of women's experiences and examines the intersections of race, class, and ethnicity. *Prerequisite:* Sophomore standing or above *or* instructor's permission.

HIST 4003 – Colloquium in European History – 3 credit hours

A discussion and reading intensive course centered around the historical literature relating to a particular issue or period of European history. Topics will be announced in advance by the instructor. Possible topics may include women, medieval and early modern witchcraft, propaganda, Renaissance monarchy, medieval religions, etc. This course may be repeated once for credit as long as the topics are different. *Prerequisite:* HIST 2233, HIST 2243, *and* junior standing or above *or* instructor's permission.

HIST 4013 – Colloquium in American History – 3 credit hours

A discussion and reading intensive course centered around the historical literature relating to a particular issue or period of American history. Topics will be announced in advance by the instructor. Possible subject may include democracy in early America, slavery, race, the Vietnam War, the Cold War, etc. *Prerequisite:* Junior standing or above.

HIST 4353 – The History & Literature of Empire – 3 credit hours

Intensive study of the history and literature of imperialism, spanning the 16th to 20th centuries. This course utilizes an interdisciplinary methodology, adopting a dual focus on the historical, sociological, and political conditions of empire and the literature representing such contexts. Students critically analyze the

intersection between historical events and the individual experience of European colonialism in various parts of the world, including Africa, South America, the Indian subcontinent, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. The course can either be team-taught or be taught solely by English or history faculty members. Also listed as ENGL 4353. **Prerequisite:** ENGL 2203 or HIST 2233 or HIST 2243 or instructor's permission. *Course rotation:* Alternate spring.

HIST 4903 – History Seminar – 3 credit hours

A capstone course which emphasizes historical research and writing, intensive reading, discussion of selected historical topics in a seminar setting. **Prerequisites:** Senior standing or instructor's permission and history or social science major.

Honors

HONR

HONR 1101- 4101 – Honors Seminar – 1 credit hour

A seminar which will focus on current topics of interest to honors students in an atmosphere of intellectual exchange and more active student involvement in the learning process. A theme will be determined each semester for the seminar. The seminar may involve readings, discussions, projects, speakers, and service-learning opportunities. **Note:** Each level may be taken a maximum of two times for credit. **Prerequisite:** Admission to the honors program. *Course rotation:* Fall and spring.

Honors Courses

Each honors course involves the completion of an honors project. To receive an honors designation (H on the transcript), the completed project must be approved by the supervising professor, and the student must make an acceptable presentation of his or her honors project at the Honors Symposium. If the student makes an approved, acceptable honors presentation and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honors program graduate's final, official transcript will also have a designated section listing all of the completed honors project titles and the courses for which they were completed. An exception to the requirement that an honors project be completed in a single semester might be made if a student wishes to conduct research that requires more than one semester to complete (such as an experiment, etc.). Such instances will be examined on a case-by-case basis and may require the student to meet additional/alternative requirements. *Course rotation:* Honors course selection will vary each semester.

Human Services & Counseling

HS

HS 2103 – Introduction to Human Services – 3 credit hours

Provides an introduction into the helping professions and the roles of human services workers in modern society. In addition, materials overview human service workplace and familiarize students with a variety of helping disciplines. Designed as a foundation for fundamental professional and personal exploration and growth. **Recommended:** PSYC 1003.

HS 2203 – Marriage & Family – 3 credit hours

Addresses the institution of marriage and family with an emphasis on the American family. Specifically, students investigate the origin and continuing evolution of the family, human sexuality, love and marriage, gender roles and parenting.

HS 2903 – Introduction to Counseling Theory – 3 credit hours

Provides an introduction to and overview of theories significant to the practice of counseling. Attention will be given to notable individuals and theoretical principles.

HS 3003 - Human Services Foundations & Issues – 3 credit hours

Focuses on foundations for human services, APA writing, and issues from the human service field.

HS 3023 – Human Sexuality – 3 credit hours

Focuses on the integration of psychological, social, and biological components of the human body as well as the human emotional system. A systemic approach will be utilized to define “human sexuality.”

HS 3103 – Life Span Development – 3 credit hours

An overview of the developmental issues of human beings throughout the life span, from conception to death including developmental stages; basic theories, concepts, and principles of development; influences on development; and cultural understanding of development. *Prerequisite:* PSYC 1003.

HS 3113 – Principles & Techniques of Group Counseling – 3 credit hours

Designed as an introduction to group counseling. Introducing group stages, process, and issues including guidelines for multicultural practice, ethical and professional issues, group leadership, and pre-group and post-group procedures. Includes a combination of inter/intrapersonal experiential elements to demonstrate the group counseling process to acquaint each student experientially with the therapeutic group process, group involvement, and several group leadership interventions.

HS 3153 – Abnormal Psychology – 3 credit hours

Study of the origins, development, and treatment of abnormal, maladaptive, or deviant behavior in society, the etiology and diagnosis of abnormal behavior, and an overview of treatment methods. The Diagnostic & Statistical Manual of Mental Disorders is utilized to introduce the student to clinical diagnosis. *Recommended:* HS 2103.

HS 3233 – Case Management, Intake & Referral – 3 credit hours

Designed to build the student’s skills for client interview, coordination of client services, collaboration, consultation, service/treatment planning, and required documentation. *Recommended:* HS 2103.

HS 3503 – Human Services Practicum I – 3 credit hours

Requires 120 clock-hours of observation designed to offer opportunities for shadowing and observation in human services environments. Prerequisite: Enrollment in the human services & counseling program of study.

HS 3801-03 – Personal Insight Development – 1-3 credit hours

Designed to facilitate and assist students in gaining personal insight of self. Experiential focus is on ways to become healthier emotionally and physically. *Prerequisite:* HS 2103.

HS 3893 – Cultural Diversity: Working with Latino & Hispanics – 3 credit hours

An introduction to cultural diversity issues among Spanish-speaking individuals in the United States as they relate to human services and counseling provision. Topics will include a conversational introduction to basic Spanish, demographic and socio-cultural variables, the acculturation process, clinical issues, educational considerations, and practical cultural competencies.

HS 4003 – Research Methods – 3 credit hours

Introductory coursework in elementary research design, data collection, analysis and interpretation of data and statistics. *Recommended:* HS 2103.

HS 4013 – Gender Studies – 3 credit hours

Introduction to gendered relationships and communication in contemporary American society, the course provides an exploration of communication in families and in society. Additionally, the course defines the function of interpersonal communication in the creation and perpetuation of gender roles. The influence

of gender enactment on success, satisfaction, self-esteem, and the counseling profession is also explored. Self-awareness exercises, which stress the application of theory and research, provide the opportunity for personal growth and development.

HS 4053 – Therapeutic Play for Parents & Child Professionals – 3 credit hours

This experiential course presents ways to build positive relationships with children and communicate more effectively with them, particularly through play. Students will learn to understand children's emotional needs, nurture their self-esteem, foster their responsibility and cooperation, provide encouragement, and use positive methods of discipline. Students must have access to a child between the ages of three and eight for required play sessions. Both parents and non-parents are welcome in the course.

HS 4153 – Introduction to Counseling Techniques – 3 credit hours

Focuses on the examination, evaluation, and application of contemporary counseling techniques. An experiential framework allows the development of differential therapeutic skills and direct experience with techniques inherent in a variety of counseling models. *Prerequisite:* HS 2903.

HS 4233 – Child & Adolescent Interventions – 3 credit hours

Overview of 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. *Recommended:* HS 2103.

HS 4243 – Creative Counseling – 3 credit hours

Designed to enhance the knowledge of the creative approaches to counseling. Various modalities are studied through a theoretical and experiential framework. Theoretical approaches such as art, music, imagery, and bibliotherapy are explored. *Recommended:* HS 2103.

HS 4253 – Ethics & Multicultural Diversity – 3 credit hours

Examines ethical, professional, and multi-cultural issues/dilemmas within the discipline. Particular emphasis is given to codes of ethics and the parameters of acceptable professional conduct. Human diversity is also a major focus. *Recommended:* HS 2103.

HS 4263 – Crisis Intervention – 3 credit hours

Enhances understanding of theory and intervention into the lives of individuals in crisis. Case management and risk analysis are areas of focus. *Recommended:* HS 2103.

HS 4283 – Personal Growth & Development – 3 credit hours

Facilitates the personal growth, self-realization, and self-actualization of class participants. The experiential focus is intended to assist students in the development of greater insight into the self, promotion of personal openness, and exploration of individual ego boundaries. *Recommended:* HS 2103.

HS 4293 – Assessment in the Helping Professions – 3 credit hours

Introduces the basic principles, instruments, and test interpretation in the area of career, personality, and mental health assessment. *Recommended:* HS 2103.

HS 4343 – Substance Abuse – 3 credit hours

Facilitates understanding of major theories of addiction and evaluation of psychological, social, and physiological signs and symptoms of alcohol and other drug use, abuse, and/or dependence associated with addiction. *Recommended:* HS 2103.

HS 4353 – Gerontological Interventions – 3 credit hours

Enhances student’s knowledge of the theory, sociological variables, and treatment interventions associated with aging. *Recommended:* HS 2103.

HS 4373 – Rural Mental Health Issues – 3 credit hours

Examines idiosyncratic issues involved in service provision to mental health populations within a rural environment. *Recommended:* HS 2103.

HS 4893 – Mental Health Administration – 3 credit hours

Introduction to knowledge, theory, and skills relating to planning, evaluating, and managing programs. The course will also address the influence of social, political, and community structure on advocacy and social change. *Recommended:* HS 2103.

HS 4943 – Human Services Practicum II – 3 credit hours

A 120 clock-hour experience designed to offer human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. *Prerequisite:* Engaged in last year of coursework *or* practicum instructor’s permission.

HS 4953 – Human Services Practicum III – 3 credit hours

A 120 clock-hour field experience that offers human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. Expectations for Practicum III, beyond the 120 clock-hour field experience, include the Human Services Comprehensive Exam and job search preparation. *Prerequisite:* Engaged in last year of coursework *or* practicum instructor’s permission.

Humanities

HUMN

HUMN 2503 – Culture & Values – 3 credit hours

This course offers a theme-centered, interdisciplinary approach to understanding the nature of humankind and the perennial questions that are the foundations and ongoing expressions of culture. Human value choices are examined through artistic, intellectual, literary, and philosophical texts and images, based on the premise that by studying and reflecting on creative and intellectual expressions of humankind and by seeing their interrelated connections and how those vary between communities and are shaped by specific cultural ideologies and institutions, students will learn to think in more creative and critical ways, gain new knowledge, and have a clearer sense of what it means to be human. *Prerequisite:* ENGL 1013.
Course rotation: Spring.

Journalism

JRNL

JRNL 1503 – Mass Media & Society – 3 credit hours

Examines the role and impact of the media on individuals and society. Topics include the historical development of the mass media, along with media effects, ethics, legal considerations, and the role of journalism in society. Students develop a deeper awareness of the media in their lives and a critical perspective to become more responsible consumers of information. Also listed as COMM 1503. *Course rotation:* Fall.

JRNL 2153 – Introduction to Photography – 3 credit hours

Introduces the fundamentals of digital photography in both artistic and media contexts. Through the study of cameras, light, composition, and image manipulation, students learn the processes and aesthetic values needed to produce quality images. A hands-on approach allows students to explore their creativity through a series of projects. Also listed as ART 2153. *Course rotation:* Fall and spring.

JRNL 2403 – Media Writing & Reporting – 3 credit hours

An introduction to the fundamentals of journalism. Emphasis is on the reporting, writing, and editing of stories for the print, online, and broadcast media. Specific topics include interviewing, story structure and development, media style, ethics, and legal considerations. *Prerequisite:* ENGL 1013, unless waiver requirements are met, *or* instructor's permission. *Course rotation:* Fall.

JRNL 3103 – Community Reporting – 3 credit hours

Students develop advanced skills in reporting and writing on events and issues that affect their communities. Topics include coverage of government, crime, courts, and social events. A hands-on approach is stressed. Projects are critiqued in a workshop setting. *Prerequisite:* JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of odd years.

JRNL 3203 – Editing & Media Management – 3 credit hours

Designed for writers, journalists, and other communication professionals by providing advanced instruction in publication editing and design. Topics include matters of style, copy editing, and proofreading in print and electronic environments. Other topics include publication management, ethics, and legal considerations. A hands-on approach is stressed in a workshop setting. *Prerequisite:* ENGL 1023 *or* JRNL 2403. *Course rotation:* Spring of even years.

JRNL 3213 – Magazine & Feature Writing – 3 credit hours

The focus is on writing feature stories for magazine, newspaper, and creative nonfiction audiences. Genres include personality profiles, human interest features, travel writing, and creative nonfiction. A hands-on approach allows exploration of creativity through a series of exercises and projects. *Prerequisite:* JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of even years.

JRNL 3413 – Interactive Media Design – 3 credit hours

Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative applications of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as ART 3413. *Prerequisite:* Junior standing *or* instructor's permission. *Recommended:* ART 2153, ART 2164, *and* ART 2623. *Course rotation:* Fall of odd years.

JRNL 4401 – Topics in Journalism – 1 credit hour

Explores a chosen topic related to journalism or the mass media, such as documentaries, technology, economics, ethics, or literary journalism. *Prerequisite:* JRNL 2403 *or* instructor's permission. *Course rotation:* As needed.

JRNL 4123 – Broadcast Journalism – 3 credit hours

Emphasizes the theories, skills, and techniques used in the wiring, production, and presentation of news in a digital media environment. Topics include broadcast wording style, story structure, podcasting, digital audio and video production, and working as talent in front of a camera. A hands-on approach is stressed, allowing students to explore creativity through a series of projects. *Prerequisites:* JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of odd years.

JRNL 4403 – Communication Law & Ethics – 3 credit hours

Study focuses on media law and ethical considerations in the contemporary communication environment. Topics include the First Amendment, libel, invasion of privacy, information access, free press and fair trial considerations, obscenity, copyright, advertising, and telecommunication regulations. Also listed as COMM 4403. *Course rotation:* Spring.

JRNL 4901 – Media Studies Seminar – 1 credit hour

Combined with the experiential component of the media studies program, the seminar is a capstone course where students design, execute, and present a project appropriate to their emphasis in the media studies program. In addition, students create and evaluate a professional portfolio for future employment. *Course rotation:* Spring.

JRNL XNF1, JRNL XNS1 – Practicum: Student Media Productions – 1 credit hour

A practical application of skills, techniques, and critical thinking through work with campus media productions (*RaiderView* newspaper and online journal). The course may be repeated up to six hours to satisfy capstone requirements for the journalism emphasis or repeated for three hours and combined with JRNL PN03 (Journalism Internship). *Prerequisite:* JRNL 2403 or instructor's permission. *Course rotation:* XNF1 fall and XNS1 spring.

JRNL PN03 – Journalism Internship – 3 credit hours

Students gain practical experience in a professional media setting. Internships are arranged by students with the assistance and approval of an internship advisor. *Grading:* Credit/No Credit. *Prerequisite:* Junior standing and grades of C or better in twelve hours of JRNL courses. *Course rotation:* As needed.

Mathematics**MATH****MATH 0901 – Percents & Proportions – 1 credit hour**

Builds an understanding of the definition of percents and the use of proportion in problem solving. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0903 – Basic Mathematics – 3 credit hours

A prerequisite to Precollege Algebra and/or Topics in Mathematics for students who have not mastered middle school mathematics. Course content includes whole numbers and their operations, fractions and decimals, ratio and proportion, percentages, signed numbers, basic geometry, and data interpretation. *Grading:* Credit/No Credit. *Course rotation:* As needed.

MATH 0911 – Variables & Equations – 1 credit hour

Builds an understanding of equations as conditions and the use of variables to generalize. We will work extensively with identifying conditions that may be represented numerically and with solving linear equations. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0921 – Charts – 1 credit hour

Builds an understanding of reading and presenting graphical information. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0923 – Precollege Algebra – 3 credit hours

Introduces students to algebraic concepts necessary for MATH 1013. Topics include algebraic expressions, linear equations and inequalities, applications of linear equations and inequalities, exponents, and polynomials. *Prerequisites:* MATH 0901, MATH 0911, and MATH 0921 or placement. *Course rotation:* All semesters.

MATH 1003 – Topics in Mathematics – 3 credit hours

Introduces the nature and utility of contemporary mathematics. Topics include numeration contexts, problem solving, modeling with technology, Cartesian coordinate systems, time series data, and modeling with straight lines. Additional topics may include but are not limited to functions, direct proportionality, discrete dynamical systems, probability and statistics, and logic. *Prerequisite:* Placement. *Course rotation:* All semesters.

MATH 1013 – College Algebra – 3 credit hours

Familiarizes students with standard mathematics functions and other algebra content. Topics include linear, non-linear, inverse, polynomial, rational, exponential, and logarithmic functions; systems of linear equations, linear and quadratic inequalities. Additional topics may include but are not limited to conic sections, matrices, and determinants. Problem-solving techniques will be discussed with and without the use of technology. *Prerequisite:* MATH 0923 or placement. *Course rotation:* All semesters.

MATH 1124 – Precalculus – 4 credit hours

Explores algebraic, polynomial, exponential, logarithmic and trigonometric functions, and their inverses, graphs, matrices, vectors, conics, and applications. A graphic calculator is used. *Note:* This course is a prerequisite for MATH 2315 and MATH 2503. *Prerequisite:* MATH 1013 or placement. *Course rotation:* All semesters.

MATH 2003 – Intersections – 3 credit hours

Topics course with varying content. It will normally be team taught with a faculty member from a discipline other than mathematics. The course contains a large writing component. It may be repeated for credit as long as the topic is different from any for which the student has previously obtained credit. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* As needed.

MATH 2011 – Graphing Calculators – 1 credit hour

Investigates how to use the many features of a graphing calculator to solve problems of a quantitative nature. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* As needed.

MATH 2021 – Standardized Tests – 1 credit hour

This course will help students review for the quantitative portions of the various standardized tests used for entrance into graduate and professional schools. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* As needed.

MATH 2031 – Trigonometry Review – 1 credit hour

Particularly aimed at helping students taking calculus who may need some review of trigonometry. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* As needed.

MATH 2153 – Finite Mathematics – 3 credit hours

Selected topics in probability, matrices and matrix algebra, and linear programming. *Prerequisite:* MATH 1013 or equivalent. *Course rotation:* Fall.

MATH 2203 – Introduction to Statistics – 3 credit hours

Content includes descriptive statistics for one and two variables, elementary probability theory, random variables, discrete probability distributions, and continuous probability distributions with emphasis on the normal distribution. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* All semesters.

MATH 2213 – Mathematics for Elementary Teachers I – 3 credit hours

For future teachers of grades P-9. Course emphasizes mathematical concepts and processes through solving problems. Content includes: concepts of decimals and fractions, number theory, real number system, and numeration systems and bases. Manipulatives, cooperative learning, reflective writing, and available technology will be utilized. *Prerequisite:* MATH 1003 or MATH 1013 or instructor's permission. *Course rotation:* Fall.

MATH 2223 – Mathematics for Elementary Teachers II – 3 credit hours

For future teachers of grades P-9. Emphasizes mathematical concepts and processes through solving problems. Content includes probability, statistics, measurement (including metric and English), geometry (properties of shape, two and three dimensions, similarities, and transformations). Manipulates, cooperative learning, reflective writing, and available technology will be utilized. **Prerequisite:** MATH 2213. *Course rotation:* Spring.

MATH 2301 – Mathematics & Technology – 1 credit hour

An array of current technologies is utilized to solve mathematical problems at the level of calculus and below. Exposure to the appropriate use and limits of technology is the main objective. The course is conducted in a laboratory format and is intended for prospective mathematics majors. **Grading:** Credit/No Credit. **Prerequisite/corequisite:** MATH 2315. *Course rotation:* As needed.

MATH 2303 – Calculus for Business & Social Sciences – 3 credit hours

Covers topics in elementary calculus and analytic geometry for students in business and social sciences. **Note:** Credit will be allowed for only one course of MATH 2315 or MATH 2303. **Prerequisite:** MATH 1013 or equivalent. *Course rotation:* Spring of even years.

MATH 2315 – Analytic Geometry & Calculus I – 5 credit hours

An introduction to analytic geometry, functions, limits, and continuity, the derivative and applications, the differential, integration and applications. **Prerequisite:** MATH 1124 or equivalent. *Course rotation:* All semesters.

MATH 2325 – Analytic Geometry & Calculus II – 5 credit hours

Presents topics including techniques of integration, indeterminate forms and improper integrals, infinite series, analytic geometry, plane curves and polar coordinates. **Prerequisite:** MATH 2315. *Course rotation:* Spring.

MATH 2403 – Experimental Statistics – 3 credit hours

Emphasis is on modeling and inference. Basic concepts of probability are introduced and built upon in order to understand confidence intervals and hypothesis tests, including but not limited to t-tests, chi-square tests, and analysis of variance. Case studies will be used to explore design of experiments, data analysis, correlation, and regression. Spreadsheets and a statistical software package will be utilized. **Prerequisite:** MATH 1013 or equivalent. *Course rotation:* Spring.

MATH 2503 – Discrete Mathematics – 3 credit hours

An introduction to the formal mathematical study of proof through topics that include Boolean algebra, set theory, combinatorics, relations, functions, and graph theory. **Prerequisite:** MATH 1124 or equivalent. *Course rotation:* Fall.

MATH 2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as CIS 2713. **Prerequisite:** MATH 1013 or a minimum ACT mathematics subscore of 26 or equivalent. *Course rotation:* Spring.

MATH 3003 – Linear Algebra – 3 credit hours

Concepts and topics include systems of linear equations, vector spaces, linear transformations, matrices, and determinants. **Prerequisite:** MATH 2315. *Course rotation:* Spring.

MATH 3103 – Geometry for Middle Grades Teachers – 3 credit hours

For future teachers of grades 5-9. Exploration of geometrical ideas using constructions, manipulatives, technology, and a variety of other investigative techniques. This emphasis on investigation, designed to

set the stage for the discovery of key geometrical relationships, is central. Course content includes a panoramic view of geometry, basic ideas of geometry (Euclidean and non-Euclidean), discovering polygon relationships, tessellations, and motion geometry. **Prerequisite:** MATH 2223 *or* instructor's permission. *Course rotation:* Varies.

MATH 3113 – Geometry – 3 credit hours

Concepts and topics explored in this class include constructions, the axiomatic method, Euclidean geometry, finite geometries, transformational geometry, and other non-Euclidean geometries.

Prerequisite: MATH 2315. *Course rotation:* Spring.

MATH 3121 – History's Great Problems – 1 credit hour

A study of selected topics from the history and nature of mathematics from ancient to modern times, with an emphasis on important mathematical concepts and problems. **Prerequisite:** MATH 2503. *Course rotation:* Alternate spring.

MATH 3131 – History's Great Mathematicians – 1 credit hour

A study of selected topics from the history and nature of mathematics from ancient to modern times, with an emphasis on the biographies and mathematical interests of prominent mathematicians. **Prerequisite:** MATH 2503. *Course rotation:* Alternate spring.

MATH 3151 – Mathematics Education I – 1 credit hour

Historical and current perspectives of mathematics education; an introduction to mathematics education organizations and their resources; and exposure to technologies used in mathematics. **Prerequisites:** MATH 2315 *and* EDUC 2123. *Course rotation:* Alternate fall.

MATH 3161 – Mathematics Education II – 1 credit hour

An introduction to place-based mathematics, ethno mathematics, and the integration of mathematics and social justice issues; and an emphasis on demonstrative mathematics in the school mathematics curriculum. **Prerequisites:** MATH 2315 *and* EDUC 2123. *Course rotation:* Alternate fall.

MATH 3203 – Probability & Statistics – 3 credit hours

Concepts and topics explored in this class include a review of elementary properties of probabilities events, statistical densities and distributions, properties of random variables, expected values, law of large numbers, and sampling. Emphasis is on use of integrated statistical packages (or graphic calculator) to complement the statistical methodology. **Corequisite:** MATH 3314. *Course rotation:* Fall.

MATH 3314 – Calculus III – 4 credit hours

Concepts and topics explored include multivariable functions, partial derivatives, multiple integrals, and vector analysis. **Prerequisite:** MATH 2325. *Course rotation:* Fall.

MATH 3323 – Differential Equations – 3 credit hours

Concepts and topics explored in this class include first and second order ordinary differential equations, the Laplace transform, and matrix systems of ordinary differential equations. **Prerequisite:** MATH 2325. *Course rotation:* Spring.

MATH 4003 – History of Mathematics – 3 credit hours

Selected topics from the history and nature of mathematics from ancient to modern times, with an emphasis on the historical development of mathematics through a study of biographies of prominent mathematicians and the evolution of important mathematical concepts. The fundamental role of mathematics in the rise, maintenance, and extension of modern civilization will also be considered.

Prerequisites: MATH 2325 *and* MATH 3113. *Course rotation:* Varies.

MATH 4113 – Abstract Algebra – 3 credit hours

A theoretical development of topics in modern algebra including groups, rings, and fields. *Prerequisites:* MATH 2503 and MATH 3003. *Course rotation:* Fall.

MATH 4123 – Topology – 3 credit hours

Introduction to the basic concepts of topology, including sets, topological spaces, connectedness, compactness, and separation axioms. *Prerequisite:* MATH 3314. *Course rotation:* Varies.

MATH 4203 – Number Theory – 3 credit hours

Concepts and topics explored include first order axioms, factorization properties, theory of remainders, perfect numbers, Diophantine problems, and quadratic residues. *Prerequisite:* MATH 3003. *Course rotation:* Varies.

MATH 4303 – Engineering Mathematics – 3 credit hours

Topics that appear in the study of the physical sciences and in engineering. Topics can vary but will include Green's theorem, Stokes' theorem, and the divergence theorem; complex variables; partial differential equations; and numerical methods. Particular emphasis is placed on the integration of technology into the mathematical process. *Prerequisite:* MATH 2315. *Course rotation:* Alternate spring.

MATH 4403 – Mathematical Modeling – 3 credit hours

Introduces the application and modeling processes of mathematics. Emphasizes continuous models to include deterministic and stochastic models. The use of computer packages and algorithms will be incorporated into the solution process. An individual project is required. *Prerequisite:* MATH 3314 or MATH 3323. *Course rotation:* Varies.

MATH 4413 – Foundations of Analysis – 3 credit hours

A theoretical development of topics in real analysis including sequences, limits, continuity, differentiability, Riemann integration, and infinite series. *Prerequisite:* MATH 3314. *Course rotation:* Varies.

MATH 4513 – Advanced Calculus – 3 credit hours

Concepts and topics explored in this course include the real and complex number systems, basic set theory and topology, sequences and series, continuity, differentiation, and Taylor's theorem. Emphasis is on careful mathematical reasoning. *Prerequisite:* MATH 3314. *Course rotation:* Varies.

Music**MUSI****MUSI 1151-4151 – Concert Choir – 1 credit hour**

An ensemble that focuses on the study and performance of thematic or larger choral literature. Emphasis is on choral musicianship skills in vocal production and aural theory. Some additional rehearsals required. Membership is by audition. *Course rotation:* Fall and spring.

MUSI 1161-4161 – Band – 1 credit hour

Ensemble engaged in the preparation and performance of a variety of music for wind and percussion instruments. The band will perform occasional concerts and play for various athletic events. Participation requires high school band experience, ability to read music, and permission of the band director. *Course rotation:* Fall and spring.

MUSI 1171-4171 – The Lindsey Wilson College Singers – 1 credit hour

Organized on professional standards to represent the college on and off campus as a performing arts ensemble, the choir studies and performs choral music from all eras, specializing in sacred a cappella

anthem literature. Membership is by audition. Additional rehearsals required. **Corequisite:** MUSI 1151. *Course rotation:* Fall and spring.

MUSI 1201 – Piano Skills I – 1 credit hour

Beginning instruction in piano. Sight-reading: be able to read elementary pieces in a variety of keys and meters in the style of a single line melody, unison melody, or melody with accompaniment. Technique: 5-finger scales and positions in all major keys; I, IV and V chords in all major keys. Repertoire: play the pieces in each appropriate unit of the text. Functional skills: transpose patterns up or down a whole step (or more); harmonize simple melodies with I, IV, and V chords. Create simple melodies over ostinato basses. **Prerequisite:** Instructor's permission. *Course rotation:* Fall.

MUSI 1301 – Piano Skills II – 1 credit hour

Continuation of Piano Skills I. Sight-reading: be able to read elementary pieces in a variety of keys and meters with a variety of keyboard patterns and hand positions, finger extensions and contractions, and crossing fingers in the style of a melody with accompaniment and two-voice style. Technique: play hands together two-octave scales in all major and harmonic minor keys; play I, IV and V chords in all minor keys; and play all major and minor arpeggios and inversions hand over hand. Repertoire: play the pieces in each appropriate unit of the text. Functional skills: transpose melodies up or down a whole step (or more) and harmonize simple melodies with I, IV and V chords and add the first inversion ii chord. Play simple tunes by ear. **Prerequisite:** MUSI 1201 or instructor's permission. *Course rotation:* Spring.

MUSI 1311-4311 – Private Piano – 1 credit hour

Individual piano instruction for the student with previous study and recital performance experiences in piano. The requirement appropriate to the student's course level is contained in each syllabus. Takes students from their current level of ability and improves their technique and repertoire. Repeatable credit. (\$70 lesson fee) **Prerequisites:** Instructor's permission and/or audition. *Course rotation:* Varies.

MUSI 1411-4411 – Private Voice – 1 credit hour

Applied voice with emphasis on development of bel canto style of vocal production. Attention is given to the development of basic voice repertoire, good vocal habits, and diction. Repeatable credit. (\$70 lesson fee) *Course rotation:* Varies.

MUSI 1501 – Voice – 1 credit hour

Voice instruction with a laboratory component. Emphasis is given to developing repertoire, musicianship, sight-singing, and basic vocal production techniques. This course also serves to prepare advanced musicians for their auditioned or contracted roles within larger ensemble performances. Repeatable credit. **Prerequisite:** Instructor's permission and/or audition. *Course rotation:* Varies.

MUSI 1512-4512 – Applied Music – 2 credit hours

Applied lessons for the major instrument each semester. Includes participation in music program lab and recital series. Requires recital attendance. Senior recital required at 4000 level. *Course rotation:* Fall and spring.

MUSI 1612 – Music Theory I – 2 credit hours

Development of an applicable knowledge of music elements: rhythms and time signatures with division and subdivision, music notation, keyboard geography, major and minor scales and key signatures, intervals, chords in root position and inversion, dominant seventh chord structures, cadences, and non-harmonic tones with principles of diatonic harmony in four-part chorale writing. Includes development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. *Course rotation:* Fall.

MUSI 1713 – Music Theory II – 3 credit hours

Continuation of Music Theory I. More intensive study of seventh chords, modulation, two-part and three-part form, utilizing both analysis and writing of music compositions. Includes continual development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. *Prerequisite:* MUSI 1612. *Course rotation:* Spring.

MUSI 2003 – Survey of Musical Masterworks – 3 credit hours

A historical overview of music history of Western civilization from the Middle Ages to present day. Substantial listening from all periods of music will help students identify and understand basic music terms, form, style, elements, and genres. *Course rotation:* Fall and spring.

MUSI 2103 – Music in American Culture – 3 credit hours

A study in American music that explores its significance, diversity, innovation, and influence. The course seeks to continually incorporate and define milestones within U.S. history and the resulting influence of communal music making on the social strata of such a diverse culture. *Course rotation:* Spring.

MUSI 2201 – Piano Skills III – 1 credit hour

Continuation of Piano Skills II with more advanced skill level in sight-reading and technique. Play all major and harmonic minor scales a range of two octaves. Play dominant and diminished seventh chords in root position. Play repertoire comparable to *Arabesque* and *Ballade* of Burgmuller or *Toccatina* by Kabalevsky. Accompany vocal and instrumental solos selected from early grade collections used in public school music books. Harmonize melodies such as “Jingle Bells,” “Silent Night,” etc. *Prerequisite:* MUSI 1301 *or* instructor’s permission. *Course rotation:* Fall.

MUSI 2203 – Music Education P-5 – 3 credit hours

Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as EDUC 2203. *Course rotation:* Fall.

MUSI 2301 – Piano Skills IV – 1 credit hour

Continuation of Piano Skills III with more advanced skill level in sight-reading; be able to read one or more parts of choral or instrumental literature. More technical fluency is required in the two-octave performance of major and minor scales, chords, and arpeggios. Play dominant and diminished arpeggios in root position. Play repertoire comparable to intermediate literature: Sonatinas 1-3, Op. 36 of Clementi. *Prerequisite:* MUSI 2201 *or* instructor’s permission. *Course rotation:* Spring.

MUSI 2533 – History of Music Literature – 3 credit hours

An introductory study of music literature from the various historical periods to prepare the student for the study of music history. The course will integrate the musical parameters of form, analysis, and listening and combine significant biographical information on selected composers with detailed listening analyses of representative works. Course material will be taken from the Middle Ages to the modern period. *Prerequisite:* MUSI 1612 *or* instructor’s permission. *Course rotation:* Spring.

MUSI 2613 – Music Theory III – 3 credit hours

Continuation of Music Theory II. Content includes Renaissance polyphony; eighteenth-century counterpoint; the fugue; borrowed chords and augmented sixth chords; variation, sonata, and rondo forms. Continual development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. *Prerequisite:* MUSI 1713. *Course rotation:* Fall.

MUSI 2713 – Music Theory IV – 3 credit hours

Continuation of Music Theory III. Content includes 9th, 11th, and 13th chords, altered dominants and chromatic mediants. Investigates the nineteenth- and twentieth-century concepts of expanded harmonic and chord vocabularies, post-romanticism, impressionism, twelve-tone composition, serialism, and music since 1945. Final development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. **Prerequisite:** MUSI 2613. *Course rotation:* Spring.

MUSI 3102 – Music History I – 2 credit hours

A study of the history of music in Western cultures beginning with musical life and thought in ancient Greece and Rome and extending to the time of the Enlightenment. The course is designed to establish a working knowledge of the development of musical styles and their historical importance. **Prerequisites:** MUSI 1612 and MUSI 2533. *Course rotation:* Fall.

MUSI 3112 – Music History II – 2 credit hours

Continuation of MUSI 3102. A study of the history of music in Western cultures from the time of the Enlightenment and the early Classic Period to the present day. **Prerequisite:** MUSI 2533. *Course rotation:* Spring.

MUSI 3123 – Worship – 3 credit hours

Develops an understanding of Christian worship and church music through consideration of its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. Also listed as RELI 3123. **Prerequisite:** RELI 1003. *Course rotation:* Spring of even years.

MUSI 3212 – Conducting – 2 credit hours

An introduction to basic conducting skills with and without the baton. Topics include patterns, cueing, releases, fermatas, phrasing, dynamics, tempo, score reading as well as rehearsal techniques and management. Extensive use of video assessment for reflection and skill development. **Prerequisite:** MUSI 1713. *Course rotation:* Fall.

MUSI 3231 – Woodwinds Methods – 1 credit hour

The purpose of this course is to give the student an introduction to the techniques of playing and teaching woodwinds. Teaching methods, proper playing position, embouchure, common problems and errors made by students, equipment, maintenance and repair of the instruments, performance literature, pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Spring.

MUSI 3241 – Brass Methods – 1 credit hour

The purpose of this course is to give the student an introduction to the techniques of playing and teaching brass. Teaching methods, proper playing position, embouchure, common problems and errors made by students, equipment, maintenance and repair of the instruments, performance literature, pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Fall.

MUSI 3251 – Percussion Methods – 1 credit hour

The purpose of this course is to give the student an introductory study, with actual playing experience, of the major percussion instruments. Performance literature and pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Spring.

MUSI 3261 – Strings Methods – 1 credit hour

A practical class involving the playing and techniques of teaching the bowed, orchestral string instruments (violin, viola, cello, and string bass) at an elementary level. Teaching materials, string

pedagogy, and assessment techniques are also considered. **Prerequisite:** MUSI 1612. *Course rotation:* Fall.

MUSI 3553 – Church Music Methods & Materials – 3 credit hours

Methods and materials for the administration of the church music ministry. Primary emphasis is given to techniques for directing age-graded choral and instrumental ensembles. A conducting component is included within a practicum setting. Also explores technology applications. **Prerequisite:** Instructor's permission. *Course rotation:* Spring of odd years.

MUSI 3TX1-3TX3 – Topics in Music – 1-3 credit hours

In-depth study of a particular topic in music beyond the range of listed courses. Topics and approaches will vary according to the instructor and may include advanced or specialized ensembles, choral festival performance travel, symphonic literature, composer/genre studies, etc. Variable credit. This course may be repeated for credit, up to a total of nine hours. *Course rotation:* Varies.

MUSI 4522 – Marching Band Techniques – 2 credit hours

A broad overview of all aspects of directing a high school marching band program. This course will include organization of all performing sections and support groups, drill techniques, modern show design, and judging techniques in the competitive arena. Assessment of performance ensembles is also considered. Music software and technology will be integrated.

MUSI 4532 – Choral Pedagogy & Literature – 2 credit hours

The teaching of voice within the choral ensemble from elementary school through high school. A survey of standard choral literature from all historical periods for choral ensembles. Assessment measures will also be considered.

MUSI 4542 – Orchestration & Arranging – 2 credit hours

Techniques of transcribing, arranging, and scoring music for various vocal and instrumental combinations. Music software and technology will be integrated. **Prerequisite:** MUSI 2713.

MUSI 4613 – Teaching Elementary School Music – 3 credit hours

This course is designed to prepare music education majors for teaching and managing the elementary music classroom. It incorporates appropriate elementary music instructional strategies, materials, and classroom management skills. This course also includes strategies for building a successful music program. Includes field hours. **Prerequisite:** Admission to the teacher education program.

MUSI 4623 – Teaching Music in Secondary Schools – 3 credit hours

This course is designed to prepare music education majors for teaching and managing the secondary music classroom. It incorporates appropriate instrumental and choral instructional strategies, materials, and classroom management skills. This course also will explore the skills needed to administer and maintain a successful music program. Includes field hours. **Prerequisite:** Admission to the teacher education program.

Nursing: Pre-Licensure B.S.N.

NURS

NURS 2002 – Introduction to Professional Nursing – 2 credit hours

This course provides an overview of student success strategies to be utilized for program and NCLEX success. The student is introduced to concepts and theories underlying professional nursing practice with a focus on role expectations and behaviors. The student is familiarized with the philosophy and program outcomes of the pre-licensure B.S.N. program. **Prerequisite:** Admission to the pre-licensure B.S.N. program. *Course rotation:* Fall.

NURS 2013 – Health Assessment – 3 credit hours

Prepares the student to conduct a comprehensive, patient-centered, spiritually and culturally appropriate holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider of care are explored. Opportunities are provided to apply concepts and skills with clients in the clinical laboratory and the clinical setting. **Prerequisites:** BIOL 2624 with a minimum grade of C, NURS 2002 with a minimum grade of C, and NURS 2024 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Two. *Total clinical hours:* 45.

NURS 2024 – Foundations of Professional Practice – 4 credit hours

Builds upon concepts and skills presented in NURS 2002. Introduces theoretical and evidence based concepts, standards, and skills basic to beginning professional nurse practice. Utilization of the nursing process, clinical reasoning, critical thinking, and caring in the provision and coordination of patient-centered care are emphasized. The student is introduced to psychomotor activities for basic care of the simulated client in the laboratory. Clinical experiences in long-term care settings provide opportunities for application of theory to practice. **Prerequisite:** Admission to the pre-licensure B.S.N. program. *Course rotation:* Fall. *Theory hours:* Two. *Total clinical hours:* 90.

NURS 3013 – Pharmacology – 3 credit hours

Presentation of the principles of pharmacotherapeutics applicable to professional nursing practice. Emphasis is upon the nurse's collaborative role and responsibilities related to safe medication administration. Focus is placed upon understanding the physiological actions of drugs, expected client responses, common and major adverse effects, contraindications, and implications for nursing. Drug dose computation is included in the course. **Prerequisites:** BIOL 2104 with a minimum grade of C, all 2000-level nursing courses with minimum grades of C, and NURS 3204 with a minimum grade of C. *Course rotation:* Fall.

NURS 3105 – Adult Health Nursing I – 5 credit hours

Provides students with theory and evidence pertinent to managing adult health problems. Provision of safe, patient-centered care through the application of clinical reasoning, critical thinking, and caring is emphasized. Students communicate effectively, engage in interprofessional collaboration, and utilize information management and technologies to provide safe, patient-centered care to adults with acute and chronic alterations in health. Learning experiences are provided in the simulation laboratory and in the acute care clinical setting. **Prerequisites:** BIOL 2104 with a minimum grade of C, all 2000-level nursing courses with minimum grades of C, and NURS 3204 with a minimum grade of C. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 3204 – Pathophysiology – 4 credit hours

Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health and the body's response to illness and disease. Disease etiology, incidence/prevalence, risk factors, and clinical manifestations are examined. **Prerequisites:** BIOL 2624 with a minimum grade of C, NURS 2002 with a minimum grade of C, and NURS 2024 with a minimum grade of C. *Course rotation:* Spring.

NURS 3305 – Maternal/Newborn/Family-Centered Nursing – 5 credit hours

Provides the student with nursing theory and evidence-based practice principles needed to recognize and promote health during pregnancy and childbirth. Focus is on pregnancy and childbirth as natural processes. High-risk obstetrical clients and subsequent nursing care are identified and discussed. Students demonstrate clinical reasoning, critical thinking, and caring to design and deliver safe, spiritually and culturally appropriate, patient-centered care. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical prevention and health promotion of the childbearing

family. **Prerequisites:** NURS 3013 with a minimum grade of C and NURS 3105 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 3355 – Pediatric/Family-Centered Nursing – 5 credit hours

Assists students in meeting the health care needs of children and families experiencing potential and actual alterations in health. Course content includes evidence-based, spiritually and culturally appropriate, patient-centered care of the child from infancy to adolescent years. Emphasis is placed on clinical prevention, health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical prevention and health promotion of the childrearing family. **Prerequisites:** NURS 3013 with a minimum grade of C and NURS 3105 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 4003 – Nursing Research – 3 credit hours

Provides an overview of the research process and utilization of current nursing research in evidence-based practice. Issues of scientific merit and relevance of research to clinical practices will be explored. Emphasis is placed on the role of research in clinical problem solving, practice, and evaluation. **Prerequisites:** MATH 2403 with a minimum grade of C, COMM 2103 with a minimum grade of C, and all 3000 level nursing courses with minimum grades of C. *Course rotation:* Fall.

NURS 4105 – Mental Health Nursing – 5 credit hours

Prepares students to provide spiritually and culturally appropriate, client-centered care to individuals across the lifespan experiencing acute and chronic mental/behavioral health problems. Students examine issues and trends affecting the provision of care to patients with common mental disorders or mental health needs. Clinical experiences take place in a variety of health care settings. **Prerequisites:** HS 3103 with a minimum grade of C and all 3000-level nursing courses with minimum grades of C. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 4154 – Community Health Nursing – 4 credit hours

Includes health promotion and primary, secondary, and tertiary prevention as applied to the nursing care of individuals, families, groups, and populations in the community. Clinical practice is focused on evidence-based nursing practice with groups and populations. The concept of system is applied to health and community and is evaluated in light of nursing theories and public health frameworks. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. Students analyze political, economic, social, and environmental factors that influence community and global health. Clinical experiences are designed and provided in a variety of community settings. **Prerequisites:** All 3000-level nursing courses with minimum grades of C. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4204 – Leadership in Nursing – 4 credit hours

The role of the professional nurse as a leader and manager of care in the nursing profession and health care delivery is analyzed. Emphasis is placed on the three distinct roles that emerge from the nursing discipline. These include provider of care, manager of care, and member of the profession. Health care and nursing are viewed from the service and business context with exploration of specific leadership and management skills. Contemporary issues related to health care delivery are explored with an examination of ethical, legal, and regulatory processes. Knowledge and behaviors consistent with professional nursing practice are stressed within a paradigm that views the nurse as a leader and collaborator within the interprofessional team. **Prerequisites:** NURS 4003 with a minimum grade of C, NURS 4105 with a minimum grade of C, and NURS 4154 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4304 – Adult Health Nursing II – 4 credit hours

Provides students with theory and evidence pertinent to managing complex adult health problems. Emphasis is on the provision of safe delivery of patient-centered care through the application of clinical reasoning, critical thinking, and caring. Students communicate effectively, engage in interprofessional collaboration, and utilize information management and technologies to provide safe, patient-centered care to adults with complex acute and chronic alterations in health. Learning experiences are provided in the simulation laboratory and in the acute care clinical setting. **Prerequisites:** NURS 4003 with a minimum grade of C, NURS 4105 with a minimum grade of C, and NURS 4154 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4402 – Nursing Synthesis – 2 credit hours

Provides a culminating experience in which students synthesize nursing and general education knowledge. The course provides core nursing content review and interactive tools to assist students in identifying nursing content strengths and weaknesses. Students will demonstrate focused study and apply interactive exam techniques prior to taking the National Council Licensure Examination (NCLEX). **Prerequisites:** NURS 4205 with a minimum grade of C and NURS 4304 with a minimum grade of C.

NURS 4504 – Capstone in Nursing – 4 credit hours

Provides students with a culminating intensive clinical experience. The students are given the opportunity to integrate clinical and theoretical learning from previous nursing courses. Through a preceptorship experience, the student will further his/her transition from student nurse to the role of the professional nurse. The primary purpose of this course is to develop competency in nursing care, including organizational, prioritizing, and decision-making skills. Critical care content will be delivered in this course. This component will focus on synthesizing nursing knowledge and advanced skills in caring for individuals and families experiencing crises. Note: Because this course integrates the 90 of the 120 hour Kentucky Board of Nursing (KBN) required practicum experience, it must be taken during the semester immediately prior to graduation. **Prerequisites:** NURS 4204 with a minimum grade of C and NURS 4304 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* One. *Total clinical hours:* 135.

Nursing: R.N. B.S.N.**NURN****NURN 3012 – Transition to Professional Nursing Practice – 2 credit hours**

Provides an overview of the nursing profession. Concepts underlying professional nursing practice with a focus on role expectations and behaviors are introduced. Students must enroll in this course during the first session of the first term of enrollment. **Prerequisite:** Admission to the R.N. B.S.N. program. *Theory hours:* Two.

NURN 3024 – Comprehensive Health Assessment – 4 credit hours

Prepares students to conduct a comprehensive, patient-centered, spiritually and culturally appropriate, holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider are explored. *Theory hours:* Four. *Total clinical hours:* 10.

NURN 3114 – Complex Disease Concepts & Care – 4 credit hours

Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health. Disease etiology, incidence/prevalence, clinical manifestations, and pharmacotherapeutics appropriate for evidence-based practice are examined. *Theory hours:* Four.

NURN 3122 – Health Care Informatics – 2 credit hours

Creates an opportunity to examine the interdisciplinary use of technology-based innovations in health care services. Focus will be on use of informatics for planning and management of nursing, public health, and health care in general. Students will explore legislative and political issues related to informatics on state, national, and global levels. *Theory hours:* Two.

NURN 3313 – Population Health – 3 credit hours

Includes health promotion and primary, secondary, and tertiary prevention as applied to the care of individuals, families, groups, and populations in the community. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. *Theory hours:* Three. *Total clinical hours:* 40.

NURN 4213 – Global Health – 3 credit hours

Provides an opportunity to examine and assess health among varying cultures in a growing global health care system. Students will analyze cultural, political, economic, social, and environmental factors that influence global health. Experiential learning will include activities that examine surveillance of disease, public health response, public health risks, and control measures. Health guidelines and international health services (i.e. Healthy People, 2020, WHO, CDC) will be explored. *Theory hours:* Three.

NURN 4323 – Health Care Ethics – 3 credit hours

Includes analysis of ethics (i.e. justice, beneficence, maleficence) required for health care practice as well as ethical situations encountered in nursing practice. Emphasis will be placed on examination of ethical health scenarios (i.e. genetics, end of life care) and responses to those scenarios to provide quality care to clients, families, and communities. *Theory hours:* Three.

NURN 4413 – Art & Science of Leadership – 3 credit hours

The role of leader and manager of care in the health care delivery system is analyzed. The interprofessional delivery of health care is viewed from the service and business context with exploration of leadership and management skills. Contemporary issues related to health care delivery are explored with an examination of legal and regulatory processes. *Theory hours:* Three.

NURN 4423 – Evidence-Based Practice – 3 credit hours

Provides an overview of the research process and utilization of current nursing research in evidence-based practice. Issues of scientific merit and relevance of research to clinical practices will be explored. Emphasis is placed on the role of nursing research and evidence in clinical problem solving, practice, and evaluation. Prerequisite: NURN 4413 with a minimum grade of C. **Corequisite:** MATH 2403 with a minimum grade of C. *Theory hours:* Three.

NURN 4614 – Organizational & Systems Leadership – 4 credit hours

Applies leadership techniques to address challenges encountered in health care organizations. Systems theories are assessed and utilized to manage complex health challenges. Emphasis is on the provision of safety and quality through application of clinical reasoning, critical thinking, and caring. **Prerequisite:** NURN 4423 with a minimum grade of C. *Theory hours:* Four. *Total clinical hours:* 40.

NURN 4622 – Interprofessional Education & Collaboration – 2 credit hours

Involves effective education and communication strategies to transform health services. Focus will be on educational strategies for teaching and training, therapeutic communication techniques, and a holistic approach to interaction with other health care professionals. Students will participate in case scenarios, debates, and discussions that create immersion opportunities for understanding education, collaboration, and communication concepts. *Theory hours:* Two.

NURN 4713 – Nursing Certification & Credentials – 3 credit hours

Provides a culminating experience in which students synthesize nursing and general education knowledge. The course provides specialty nursing content review and an opportunity to identify certification or credentialing opportunities. Students will demonstrate focused study and apply learning strategies prior to taking a specialty nursing certification exam. *Theory hours:* Three.

NURN PN00 – Internship – 3-12 credit hours

Provides an experiential learning opportunity that allows the student to grow in his/her communication, critical thinking, and confidence as a nursing leader. It is expected that during the internship, the student will begin to take responsibility for quality enhancement opportunities and will experience different populations and issues in the health care system. Emphasis is placed on the three distinct roles that emerge from the nursing discipline, including provider of care, manager of care, and member of the profession. *Theory hours:* Variable 3-12. *Total clinical hours:* 40.

Nutrition**NUTR****NUTR 1003 – Fundamentals of Nutrition – 3 credit hours**

This course will review the role of nutrition in disease prevention and health promotion. This will include a study of the individual nutrients and how the body utilizes these nutrients. There will be a comprehensive analysis of facts vs. fallacies in contemporary nutrition. A focus on the relation of nutrition and exercise on both the mind and the body will be reviewed.

Philosophy**PHIL****PHIL 1003 – Introduction to Philosophy – 3 credit hours**

Survey of the basic questions of knowledge and existence. Explores methods of philosophical reasoning in addressing human identity, worldview, epistemology, hermeneutics, natural law, the problem of evil, free will, and human nature. Includes both traditional and contemporary voices.

PHIL 3003 – Ethics – 3 credit hours

Explores questions of the nature and ground of virtue, wisdom, and the good life. Considers ethical theories including deontology, utilitarianism, and virtue ethics. Particular attention is paid to making principled choices in practical situations. Includes responsibilities of the individual and society in both traditional and contemporary moral debates. **Recommended:** Sophomore standing *or above*. *Course rotation:* Spring.

Physical Education**PHED**

Note: Students interested in majoring in physical education & health should be aware that these majors require acceptance into and compliance with the standards set forth by the education program.

PHED 1201 – First Aid – 1 credit hour

Students will use technology to practice first-aid procedures and prevention/care of injuries. *Course rotation:* Fall and spring.

PHED 1802 – Special Topics in Physical Activity – 2 credit hours

Activity normally features skill development in a specific recreational area or sport. Emphasis is on participation, development or camaraderie, strategy, and team play. Course may be repeated. *Course rotation:* Varies.

PHED 2012 – Basic Injury Care for the Coach & Trainer – 2 credit hours

Students will use technology to study symptoms, prevention, immediate treatment, and long-term care in athletic injuries. *Course rotation:* Spring of odd years.

PHED 2013 – Nutrition – 3 credit hours

Examines nutritional values and practices. Topics for discussion include, but are not limited to, the following: basic food groups, food nutrients, weight problems, and food labels. *Course rotation:* Spring of odd years.

PHED 2053 – Foundations of Health & Physical Education – 3 credit hours

Students will use technology to provide historical and philosophical perspectives for health and physical education. *Course rotation:* Spring of even years.

PHED 2133 – Motor Learning & Development – 3 credit hours

Teaches various stages of motor learning as it applies to the physical education student. The development of children in grades P-12, including digital media and technology, will be discussed with issues that this brings for their physical movement abilities. *Prerequisite:* EDUC 2123. *Course rotation:* Fall of odd years.

PHED 2253 – Personal, School & Community Health – 3 credit hours

Incorporates personal and school health into the wider scope of community health. Needs-assessment on an individual, school, and community basis will be developed using technology. Students will be actively engaged in planning program design for themselves and others. *Prerequisite:* EDUC 2123. *Course rotation:* Spring of even years.

PHED 2553 – Fitness, Wellness & Conditioning – 3 credit hours

The course provides a comprehensive understanding of theory and practical application of critical areas for lifelong physical fitness, wellness, and physical conditioning (cardio, respiratory endurance, muscular strength and endurance, flexibility, body composition). Nutrition, weight management, cardiovascular disease, and injury prevention will be included using digital media and technology. Interactive learning and laboratory experiences for individual wellness assessment, practice of exercise systems including dance and recreational activities, and improvement of body function will allow students to assess critically lifetime activities as components of a wellness program. *Course rotation:* Fall and spring of odd years.

PHED 3002 – Psychology/Sociology of PE/Sport – 2 credit hours

Surveys psychology/sociology and the varied responsibilities of the teacher and coach as they relate to these fields. Uses technology to explore topics of discussion, including areas such as characteristics, type of personality, philosophy, history, organization, and administration, as well as current issues.

Prerequisites: EDUC 2123 and admission to the teacher education program or instructor's permission. *Course rotation:* Fall of even years.

PHED 3013 – Exercise Physiology – 3 credit hours

Students will use technology to study physiological changes which occur during and after physical activity. The physiological changes include circulatory, respiratory, endocrine, and nervous system adjustments. Students are recommended to have successfully completed the biology general education requirement before taking this course. *Course rotation:* Fall of even years.

PHED 3023 – Kinesiology – 3 credit hours

Students will use technology to study the human musculature and the body's structural relationship to exercise and skilled motor performance. *Course rotation:* Fall.

PHED 3103 – Epidemiology – 3 credit hours

Examination of the infectious diseases and disorders that are currently prevalent, as well as address the history of these diseases. Using technology that is designed to inform the content knowledge required in

public school teaching of P-12 health teachers. Emphasis is placed on incorporating the material in instructional design. **Prerequisite:** Admission to the teacher education program *or* instructor's permission. **Course rotation:** Fall of odd years.

PHED 3143 – Adaptive Physical Education for PE/Health Majors – 3 credit hours

The social, psychological, and physiological aspects of the mentally retarded, the gifted, and the visually, aurally, physically, emotionally, and neurological disabled are discussed. Students will use technology to address how to best meet the needs of these students in a physical movement environment. Includes field hours. **Prerequisites:** EDUC 3403, PHED 2053, *and* admission to the teacher education program. **Course rotation:** Fall of even years.

PHED 3163 – Skills & Techniques of Team & Lifetime Activities – 3 credit hours

Students will use technology to explore the fundamental skills and strategies for team, individual, and dual activities. **Prerequisite:** Admission to the teacher education program. **Course rotation:** Fall of even years.

PHED 3203 – Physical Education/Health Curriculum & Methods for Elementary P-5 – 3 credit hours

Explores principles of instruction by using technology for grades P-5 in health and physical education. Students will learn to integrate content knowledge of child health, nutrition, and physical fitness in designing effective learning experiences for elementary students. Special emphasis is given to teaching methods and curriculum materials considered best practice for grades P-5 to promote healthy lifestyles. Includes field hours. **Prerequisites:** Admission to the teacher education program *and* EDUC 3413 (P-5 majors) *or* EDUC 3403 (physical education majors). **Course rotation:** Spring.

PHED 3402 – Fundamentals of Coaching – 2 credit hours

Methods of teaching sport skills, and sport management skills. The purpose will be to promote athletes' growth, development, and learning, while teaching age-appropriate skills. Includes analysis of National Coaching Standards and an examination and analysis of the philosophy and ethics of coaching. Students will examine how values are communicated, and how to facilitate positive social and emotional growth. Students will utilize technology to write personal statements on their philosophy of coaching and will work through ethical dilemmas in sport. **Prerequisite:** EDUC 2123. **Course rotation:** Spring of even years.

PHED 4023 – Middle/Secondary Methods for Physical Education – 3 credit hours

Explores principles of instruction, digital media, technology, teaching methods, and curriculum materials as prevalent in public schools, grades P-12. Includes field hours. **Prerequisite:** Admission to the teacher education program. **Course rotation:** Spring of odd years.

PHED 4103 – Contemporary Health Issues – 3 credit hours

Students will use technology to examine current issues in health by means of special speakers and other resources. Issues explored include AIDS, world population, global warming, and others that the future will dictate. **Prerequisite:** PHED 3103 *and* admission to the teacher education program *or* instructor's permission. **Course rotation:** Spring of odd years.

Physical Science

PHSC

PHSC 1104 – Introduction to Physical Science – 4 credit hours

Introduces the physical science disciplines of physics and chemistry. Specific topics include physical units, motion, force, energy, heat and thermodynamics, waves, electricity and magnetism, optics, atomic and nuclear physics, the periodic table, the chemical elements, chemical bonding, chemical equations, and simple stoichiometry. A one-hour laboratory series is included, which correlates with the course's

concepts. **Prerequisite:** MATH 0923 or minimum ACT mathematics sub-score of 20 or equivalent.
Course rotation: Varies.

PHSC 1204 – Earth Science – 4 credit hours

Integrates study of the general concepts in astronomy, geology, meteorology, and oceanography. Introduces the student to the scientific method of problem-solving and acquaints the student with the applications of earth science to everyday living. A one-hour laboratory series is included, which correlates with the course's concepts. *Course rotation:* All semesters.

Physics

PHYS

PHYS 2114 – College Physics I – 4 credit hours

A non-calculus based introduction to models of physical phenomena including conservation of energy, three-phase matter, mechanical energies, oscillations, particle models of matter, bond energy, and thermal energy, thermodynamics, ideal gas, entropy, Bernoulli's principle, steady-state energy-density, and linear transport. Emphasis will be placed on conceptual analysis, graphical interpretation, and communication. A laboratory component is included. **Prerequisite:** MATH 1124 or equivalent. *Course rotation:* Fall.

PHYS 2124 – College Physics II – 4 credit hours

A continuation of College Physics I, including the following physical models: Galilean space-time, momentum conservation, angular momentum conservation, Newtonian mechanics, harmonic motion, electrical and magnetic models including fields, forces, and potentials, waves, interference, and optics. A laboratory component is included. **Prerequisite:** Minimum grade of C in PHYS 2114. *Course rotation:* Spring.

PHYS 2211 – Engineering Physics I – 1 credit hour

Further depth and application of calculus to topics in PHYS 2114. Particular emphasis is on derivations and problem solving. **Prerequisites/corequisites:** PHYS 2114 and MATH 2315 or equivalent. *Course rotation:* Fall.

PHYS 2221 – Engineering Physics II – 1 credit hour

Further depth and application of calculus to topics in PHYS 2124. Particular emphasis is on derivations and problem solving. **Prerequisites/corequisites:** PHYS 2124 and MATH 2325 or equivalent. *Course rotation:* Spring.

PHYS 3103 – Statics – 3 credit hours

Study of forces on objects at rest. Contents include: a discussion of vector algebra; a study of force systems; equivalent force systems; distributed forces; internal forces; principles of equilibrium; application to trusses, frames, and beams; and friction. **Prerequisites:** PHYS 2124 and PHYS 2211. **Prerequisite/corequisite:** MATH 3314. *Course rotation:* Fall.

PHYS 3203 – Dynamics – 3 credit hours

Study of particle dynamics, rigid-body motion, small oscillations, rotating coordinate systems, and an introduction to the Lagrangian and Hamiltonian formulations of mechanics. **Prerequisite:** PHYS 2124 and PHYS 2221. **Prerequisite/corequisite:** MATH 3323 or MATH 4303. *Course rotation:* Varies.

PHYS 3404 – Electrodynamics – 4 credit hours

Study of the fields produced by static charges and steady currents. Topics include electric fields and dielectrics, magnetic fields and magnetic materials, scalar and vector potentials, Maxwell's equations, and electromagnetic waves. A laboratory component is included. **Prerequisites:** PHYS 2221 and MATH 3314 or equivalent. *Course rotation:* Varies.

PHYS 3614 – Thermodynamics – 4 credit hours

Presents a discussion of the fundamental principles and applications of thermodynamics. A laboratory component is included. *Prerequisite:* PHYS 2211. *Course rotation:* Spring.

PHYS 3703 – Modern Physics – 3 credit hours

This course presents an overview of some of the discoveries in physics since the late nineteenth century. Topics include relativity (objects traveling near the speed of light), particle physics (particles smaller than nucleons), nuclear decays and energy/mass equivalence, and quantum mechanics. *Prerequisites:* PHYS 2221 and MATH 3314 or equivalent. *Course rotation:* Varies.

Political Science**POSC****POSC 1003 – United States Government – 3 credit hours**

Introductory survey of the American political system, including study of the philosophical basis of American government, the three branches of the federal government, federal-state relations, civil rights, political parties, campaigns, the role of the media, and lobby groups. *Course rotation:* All semesters.

POSC 2103 – Modern and Contemporary Political Thought – 3 credit hours

Political theorists from the 16th to the 20th century are used to examine a series of major questions (e.g., human nature, power, authority, justice, liberty, equality, and legitimacy) which are central to political theory and political science. In addition, students will be introduced to the core modern ideologies (e.g. liberalism, conservatism, and socialism). This course is discussion oriented and designed to develop the student's critical reading and thinking abilities. *Prerequisite:* POSC 1003. *Course rotation:* Fall of odd years.

POSC 2203 – United States Congress – 3 credit hours

Examines the role of the legislative branch in the American political system. The focus is primarily on the U.S. Congress. State legislatures including the Commonwealth of Kentucky, representation, the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process will also be discussed. The role elections, leadership, and parties play in the legislative process will be examined. *Recommended* for students contemplating a legislative internship. *Prerequisite:* POSC 1003. *Course rotation:* Fall of even years.

POSC 2213 – International Relations – 3 credit hours

An investigation of the basic factors in international politics, including the origin and nature of the state system; the concepts of sovereignty, diplomacy, and war; international conflicts and disputes; and the relationship of international politics to international economics in the conduct of foreign affairs. *Prerequisite:* POSC 1003.

POSC 2303 – Comparative Politics – 3 credit hours

This course provides an introduction to comparative politics. It aims to provide students with the tools necessary to study politics and society in comparative perspective. Within political science, the subfield of comparative politics is concerned with studying politics in countries outside the United States. This course is designed to give students an introduction to processes of political and economic development both within and across countries around the world. In the process, the issues raised will challenge students to think, analyze, and write with both creativity and rigor. *Prerequisite:* POSC 1003.

POSC 2403 – U.S. Foreign Policy – 3 credit hours

A study of the formulation and implementation of American foreign policy. Attention is devoted to how political institutions (President, Congress, bureaucracy, etc.) interact to produce foreign policy. Major issues of American foreign policy, both past and present, are discussed, with particular emphasis since the events of September 11, 2001. *Prerequisite:* POSC 1003.

POSC 3103 – United States Legislatures – 3 credit hours

Examines the role of the legislative branch in the American political system. The focus is primarily on the U.S. Congress. State legislatures including the Commonwealth of Kentucky, representation, the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process will also be discussed. The role elections, leadership and parties play in the legislative process will be examined. *Recommended* for students contemplating a legislative internship. *Prerequisite:* POSC 1003. *Course rotation:* Spring of even years.

POSC 3203 – Classical Political Thought – 3 credit hours

Selected political theorists from classical antiquity, the medieval period, and the renaissance are used to examine a series of major questions (e.g., human nature, power, authority, justice, and liberty) which are central to political theory and political science. In addition, students are introduced to the origins of our Western political thought and culture. This course is discussion oriented and designed to develop the student's critical reading and thinking abilities. *Prerequisite:* POSC 1003.

POSC 3213 – Public Policy – 3 credit hours

A study of the development, implementation, and impact of government policies, with a primary focus on the United States. *Prerequisite:* POSC 1003.

POSC 3503 – Politics of the Middle East – 3 credit hours

A study of the politics of the Middle East, with particular focus on the sources of conflict in the Middle East. These sources include religion, colonialism and imperialism, great power rivalry, resource conflict, and levels of development. These sources are applied to the variety of conflicts in the region, including intra-Arab disputes, the Arab-Israeli conflict, the notion of civilizational conflict between the West and Islam, and the implications for transformation in the Middle East. *Prerequisite:* POSC 1003.

POSC 3TX3 – Topics in International Issues in Political Science – 3 credit hours

May include the study of terrorism, political ideologies, the politics of the Soviet Union and Russia, and/or comparative politics. This course may be repeated once for credit. *Prerequisite:* POSC 1003.

POSC 4103 – American Political Thought – 3 credit hours

Selected political thinkers from the history of American political thought are used to explore the core values and beliefs that define the American political system and culture. *Prerequisites:* POSC 1003 and POSC 2103. *Course rotation:* Fall of odd years.

POSC 4203 – The American Presidency – 3 credit hours

An examination of the nature and development of the presidency and its role in the American political system. The presidency is defined broadly to include both the presidential office and the institutional structures in the White House and the Executive Office of the President that have grown up around it. *Prerequisite:* POSC 1003. *Course rotation:* Spring of odd years.

POSC 4903 – Capstone in Political Science – 3 credit hours

A capstone course which emphasizes research and writing, intensive reading, and discussion of selected political topics in a seminar setting. *Prerequisites:* POSC 1003 and senior standing or instructor's permission.

POSC 4TX3 – Topics in Political Science & Politics – 3 credit hours

Includes the study of a variety of current issues in political science and politics. May include the following topics: civil liberties and civil rights; presidential elections; dictatorships and anti-democratic political systems; the politics of film; the politics and philosophy of *Star Wars*. This course may be repeated once for credit. *Prerequisite:* POSC 1003.

POSC PN00 – Professional Internship in Political Science – 3-12 credit hours

Required work experience in an occupational area related to student's interest or focus. Students must have 120 clock hours worked and write a scholarly paper related to the work experience. In addition, students must keep a reflective journal. *Grading:* Credit/No Credit.

Psychology

PSYC

PSYC 1003 – Principles of Psychology – 3 credit hours

Introduction to the scientific study of human behavior. Fundamental facts, theories, concepts and principles of psychology are included. *Course rotation:* Fall and spring.

PSYC 3033 – Psychopathology – 3 credit hours

The origins, development, and treatment of psychopathological behavior. *Prerequisites:* PSYC 1003 and sophomore standing or above. *Course rotation:* Fall.

PSYC 3203 – Theories of Personality – 3 credit hours

Various modalities and explanations of personality structures and dynamics proposed by major personality theorists. *Prerequisites:* PSYC 1003 and sophomore standing or above. *Course rotation:* Fall.

PSYC 3403 – Social Psychology – 3 credit hours

A study of human behavior in terms of personality and situational variables. Major topics covered include attitude formation and change, aggression, attraction, social cognition, prejudice, and group processes. *Prerequisites:* PSYC 1003 and sophomore standing or above. *Course rotation:* Fall.

PSYC 3503 – Cognitive Psychology – 3 credit hours

A study of theories and experimental findings in the areas of learning, memory, thinking, problem-solving, and language. *Prerequisites:* PSYC 1003 and sophomore standing or above. *Course rotation:* Fall.

PSYC 3603 – Behavioral Analysis – 3 credit hours

A study of the theory and techniques of behavioral change utilizing the principles of conditioning. Application relevant to health-centered and educational settings is emphasized. *Prerequisites:* PSYC 1003 and sophomore standing or above. *Course rotation:* Fall.

PSYC 3903 – Developmental Psychology – 3 credit hours

Presents an overview of the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, and aging. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and social aspects of human development. *Prerequisite:* PSYC 1003. *Course rotation:* Spring.

PSYC 4403 – Physiological Psychology – 3 credit hours

An introduction to the biological basis of behavior. Neural, sensory, motor, and chemical structures and functions will be examined in relation to emotions, learning and memory, perception, and psychopathology. *Prerequisites:* PSYC 1003 and junior standing or above. *Course rotation:* Spring.

PSYC 4503 – History & Issues of Psychology – 3 credit hours

A study of the historical, philosophical, and theoretical roots of contemporary psychology. Included will be a critical examination of contemporary issues in relationship to historical perspectives. *Prerequisites:* PSYC 1003 and junior standing or above. *Course rotation:* Spring.

PSYC 4703 – Research Methods & Statistics I – 3 credit hours

Introduces the student to conducting research in the behavioral sciences. Concepts and application emphasized are ethics in research, exploring the literature, types of research variables, validity and descriptive statistics. In addition, each student will design an independent research project to be completed in PSYC 4903. **Prerequisites:** PSYC 1003 and MATH 1013 or a minimum ACT mathematics subscore of 26 or equivalent. *Course rotation:* Fall.

PSYC 4903 – Research Methods & Statistics II – 3 credit hours

Continuation of Research Methods, this class provides an overview of experimental designs and inferential statistics with an emphasis on selecting the appropriate statistical analysis for each experimental design. The student will demonstrate understanding of experimental methods by conducting the independent research project designed in Research Methods and presenting the results in a public forum. **Prerequisite:** PSYC 4703. *Course rotation:* Spring.

Reading**READ****READ 0903 – Reading Fundamentals – 3 credit hours**

Placement into this class is based upon a student's ACT, SAT, or equivalent test scores and high school grade point average. This course is designed to develop basic reading, writing, and speaking skills. Standard English pronunciation strategies, such as phonics and word segmentation, are emphasized along with vocabulary, comprehension skills, and dictionary study. **Note:** Students are required to take READ 0913 and READ 0923 in consecutive semesters following this course. **Grading:** Credit/No Credit. **Prerequisite:** Placement by the director of the Academic Success Center. **Note:** Students are not allowed to withdraw from this course as it is a developmental course.

READ 0913 – College Reading I – 3 credit hours

Placement into this class is based upon a student's ACT, SAT, or equivalent test score. This course is designed to strengthen a student's reading and writing skills and to develop strategies that are essential for college success. **Note:** Students are required to take READ 0923 the semester following this course. **Note:** Only students whose test scores indicate a need for this course may be enrolled. Students are not allowed to withdraw from this course as it is a developmental course. **Grading:** A-C or No Credit.

READ 0923 – College Reading II – 3 credit hours

Emphasizes reading, critical thinking, vocabulary building, and learning strategies that help students read college textbooks effectively. Placement into this course may be based upon ACT, SAT, or equivalent test scores. Students who were placed into earlier courses in the Reading Sequence (READ 0903, READ 0913) must successfully complete this course to fulfill sequence requirements. Additionally, any student may elect to take this course to develop and enrich reading skills that are essential to successful college work. **Note:** Students are not allowed to withdraw from this course as it is a developmental course. **Grading:** A-C or No Credit. *Course rotation:* Fall and spring.

Recreation, Tourism & Sport Management**RTSM****RTSM 2013 – Introduction to Recreation, Tourism & Sport Management – 3 credit hours**

Introduction to the professional fields in recreation and leisure by presenting the basic principles, fundamentals, and concepts as related to such factors as history and objectives, sociological and economic aspects, as well as motivation and barriers to participation. Knowledge, attitude awareness, and resources needed to work with diverse populations. Additionally provides an introduction to communication tools necessary for RTSM professionals such as email, PowerPoint, Word, Excel, etc. Focus on effective written and oral communication.

RTSM 2103 – Leadership & Diversity in RTSM – 3 credit hours

Students will examine and practice leadership techniques and group dynamics in RTSM programming. Application of these techniques and concepts will be examined specific to minority status, gender, youth-at-risk, senior citizens, and people with disabilities. *Prerequisite:* Minimum grade of C in RTSM 2013.

RTSM 2403 – Principles of Tourism – 3 credit hours

Survey of travel and tourism worldwide with focus on terminology, demographics, financial significance, and trends. *Prerequisite:* Minimum grade of C in RTSM 2013. *Course rotation:* Fall.

RTSM 2603 – Principles of Sport Management – 3 credit hours

Development of a conceptual understanding of sport management, career opportunities in sport management, and the necessary competencies for the different career fields. *Prerequisite:* Minimum grade of C in RTSM 2013.

RTSM 3103 – Recreation & Sport Facility Management – 3 credit hours

Management and design principles applied to park, recreation, and sport areas and facilities. Emphasis on operational efficiency, quality service, fiscal responsibility, and maintenance management. Additional emphasis on physical accessibility of facilities. *Prerequisite:* Minimum grade of C in RTSM 2013.

RTSM 3303 – Recreation Programming – 3 credit hours

Theoretical and applied approaches to the recreation program planning process. Basic elements of programming using a variety of recreational settings and diversity of practical experience. *Prerequisites:* ENGL 1023 *and* minimum grade of C in RTSM 2013.

RTSM 3503 – Outdoor Living Skills – 3 credit hours

Designed to acquaint students with basic outdoor living skills and related environmental practices. A variety of outdoor activities, including overnight camping trips, are required. *Course rotation:* Fall.

RTSM 3513 – Outdoor Recreation Management – 3 credit hours

Examines the outdoor recreation movement in America and its impact on natural resources. Reviews relationships between changing public demand and the many agencies involved in supplying outdoor recreation. Concepts and methods of outdoor recreation planning and management explored with emphasis on visitor and wildlife management. Current issues relative to recreation provision are identified and debated.

RTSM 3523 – Outdoor Recreation & Rural Tourism Consortium – 3 credit hours

This is an off campus Outdoor Recreation & Rural Tourism Consortium taking place at Tremont, the Environmental Education Center at the Great Smoky Mountain National Park. Students will be expected to do readings prior to the trip and participate in the entire trip. Course fee applies. *Prerequisite:* RTSM major and/or instructor's permission. *Course rotation:* Fall.

RTSM 3613 – Research & Evaluation in RTSM – 3 credit hours

Overview of research and evaluation methods as applied to recreation, tourism, and sport management services. Topics will include needs assessment and program and service evaluation. *Prerequisite:* Minimum grade of C in RTSM 2013.

RTSM 3803 – Special Topics in RTSM – 3 credit hours

Presentation and discussion of relevant issues in recreation, tourism & sport management. *Prerequisite:* Instructor's permission. *Course rotation:* Fall and spring.

RTSM 3901 – Pre-internship Seminar – 1 credit hour

Review of philosophy and professional ethics of recreation, tourism, and sport management. Self assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of and application to program-approved agencies for completion of internship. *Prerequisites:* RTSM 2103, RTSM 2403, RTSM 2603, and RTSM 3303.

RTSM 4102 – Senior RTSM Seminar – 2 credit hours

Integration of knowledge, theory, and methods from coursework and experience; development and presentation of comprehensive operational and management problems and plans. Designed to encourage students to function as professionals and to relate areas of specialty to the broader recreation, tourism and sport management profession. *Prerequisite:* Senior standing or instructor's permission.

RTSM 4203 – Park & Open Space Planning & Design – 3 credit hours

This course will familiarize students with the basic principles of planning and design of outdoor recreation and park facilities. The course reviews the importance of an environmental and social ethic in planning and design, the process and products, and how planning and design of a place can influence people. Students should complete the course having gained knowledge that will help them to contribute to a planning or design process and be able to critically examine various types of plans and designs.

RTSM 4303 – Professional Event Management – 3 credit hours

Students acquire an in-depth knowledge about the field of event management. Planning techniques, strategies, and requirements for planning, implementing, and evaluating community events are included. Emphasizes ordinances, planning, funding, and marketing. *Prerequisite:* Minimum grade of C in RTSM 3303. *Course rotation:* Spring.

RTSM 4403 – Tourism Destination Management – 3 credit hours

This course examines the functions of community tourism management. Examines management strategies and methods to fund, operate, and promote a tourism destination to meet the needs of the community, local service providers, and potential visitors. Includes consideration of environmental and resource requirements as well as tourism's social and cultural ramifications. *Prerequisite:* Minimum grade of C in RTSM 2403.

RTSM 4503 – Adventure-Based Recreation – 3 credit hours

Acquaints students with basic adventure-based outdoor activities and related environmental practices. A variety of outdoor activities, including an overnight camping trip, are conducted in the classroom and surrounding areas. Course fee will apply. *Prerequisite:* RTSM 3503.

RTSM 4603 – Athletic Administration – 3 credit hours

Provides overview of the area of athletics administration for scholastic and collegiate settings. This course covers many areas from staffing and recruiting to fund-raising. *Prerequisite:* Minimum grade of C in RTSM 2603.

RTSM 4803 – Special Topics Course – 3 credit hours

Presentation and discussion of relevant issues in recreation, tourism & sport management. *Prerequisite:* Instructor's permission.

RTSM 4903 – RTSM Internship – 3 credit hours

Provides prospective RTSM professionals a 400-hour (ten-week) learning experience in a selected agency or organization, under the joint supervision of a qualified manager and an RTSM program supervisor. *Grading:* Credit/No Credit. *Prerequisites:* RTSM 3901, senior standing, and program coordinator's permission.

RELI 1003 – Christian Beliefs – 3 credit hours

A survey of Christian thought, beliefs, and traditions through the ages. Doctrines concerning the nature of God, the fall of man, sin, Jesus Christ, atonement, and salvation are discussed. The Church of the Middle Ages, the Reformation, the Puritan Age, and the contemporary Church are examined. Key figures in Christian thought from St. Augustine to Mother Teresa are introduced. *Course rotation:* All semesters.

RELI 1013 – Old Testament – 3 credit hours

A survey of the Old Testament dealing with its making, meaning, and literature; designed to lead to an appreciation of its content and application. *Course rotation:* All semesters.

RELI 1023 – New Testament – 3 credit hours

A survey of the New Testament dealing with its making, meaning, and literature; designed to apply teachings of the New Testament to present times. *Course rotation:* All semesters.

RELI 1203 – World Religions – 3 credit hours

A survey of the varieties of religious beliefs, emphasizing the relationship of the world's great religions to one another and to society. *Course rotation:* All semesters.

RELI 2113 – Gospel, Church & Culture – 3 credit hours

This course examines trends of postmodern culture while preparing missional leaders for effectiveness in Christian ministry amid the ideologies and cultural milieu of contemporary society. The nature and mission of the Church and its witness and service to the world is examined in light of the diverse cultural values encountered in the various cross-cultural contexts within our society. Focus will be given to renewed efforts at effective cultural engagement with the Christian gospel in multi-cultural contexts. *Course rotation:* Fall.

RELI 3103 – Christian Ministry – 3 credit hours

An introductory study of the nature of the church and its mission. Students will be exposed to the various issues and literature in the field of Christian ministries with special emphasis on discipleship. *Prerequisites:* RELI 1003 and sophomore standing or above. *Course rotation:* All semesters.

RELI 3113 – Youth Ministry – 3 credit hours

Consideration of the nature and needs of adolescents from junior high through the college years. Philosophy of youth ministry objectives, organizations, and methods are studied with emphasis on effective ministry to reach and develop youth to their fullest potential. *Prerequisite:* RELI 1003. *Course rotation:* Spring.

RELI 3123 – Worship – 3 credit hours

Understanding Christian worship and church music through consideration to its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. Also listed as MUSI 3123. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3133 – The Gospels – 3 credit hours

A study of the basic teachings of Jesus in the synoptic gospels and the Gospel of John in light of critical studies. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3143 – New Testament Letters – 3 credit hours

A historical study of the spread of Christianity into Asia and Europe as seen in the life and writings of the apostles. *Prerequisite:* RELI 1003. *Course rotation:* Fall of odd years.

RELI 3153 – Age-Level Ministry – 3 credit hours

An examination of the periods of childhood through adulthood from the perspective of ministry needs, developmental tasks, and spiritual formation. Attention is given to the principles of moral and spiritual development of children and programs to integrate all persons into the community of faith. *Prerequisites:* RELI 1003 and RELI 3103. *Course rotation:* Fall.

RELI 3163 – Children’s Ministry – 3 credit hours

The purpose of this course is to educate and train leaders in various aspects of children’s ministry including effective teaching methods, program organization, age-level development, volunteer recruitment and training, service on a church staff, and ministry to families.

RELI 3203 – Christian Education – 3 credit hours

Study of the historical, Biblical, theoretical, and psychological concepts central to the field of educational ministry. Reference to various applications in children’s, youth, and adult ministries will be included. *Course rotation:* Fall.

RELI 3213 – Pentateuch/Historical Books – 3 credit hours

An analysis of the general content and spiritual teachings of the Torah as well as the historical books from Joshua to Esther. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3253 – Poetical Books/Prophets – 3 credit hours

A study of wisdom literature and the prophetic writings of the Old Testament. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3273 – Women in Religion – 3 credit hours

Drawing on the insights of Biblical theology, history, and cross-cultural studies, this course examines the places of women in society and in the church – both as they are and should and could be. Explores the views of female/male roles in the church over the centuries. Critically examines feminist thought and experiences of women with Christianity as well as other religions.

RELI 3293 – Contextual Ministry – 3 credit hours

This course prepares students for ministry in a multicultural society. It is designed to provide historical, theological, sociological, and ethical foundations for ministry in diverse cultures. Special attention will focus on ministries of evangelism, discipleship, and social justice, including an examination of various models of ministry to persons in recovery and others on the margins of society. *Prerequisites:* RELI 1003, RELI 2113 and RELI 3103. *Course rotation:* Spring.

RELI 3413 – Christian Apologetics – 3 credit hours

A basic introduction to a rational defense for the historic and apostolic claims of the Christian faith. Attention is focused on the classic arguments for the existence of God, the reliability of the Bible, and the historical evidence for the life, death, and resurrection of Jesus of Nazareth. Contemporary issues in the area of Christian apologetics within a postmodern, secular culture are examined. *Course rotation:* Spring.

RELI 3423 – Discipleship – 3 credit hours

This course covers the primary philosophy and methodology for making Christian disciples and examines problems, possibilities and processes for building a disciple-making culture in the local church. Special attention is given to the integration of biblical and theological principles of discipleship for cross-cultural applications in a postmodern world. *Course rotation:* Fall.

RELI 3503 – Christian Theology – 3 credit hours

An advanced course in the primary doctrines of the Christian faith. *Prerequisite:* RELI 1003. *Course rotation:* Fall.

RELI 4001 – Ministry Seminar: Youth Camps & Conferences – 1 hour

Explores the objectives, principles, logistics, and details of planning and carrying out a youth camp or conference. Emphasizes the building of a sound program along with the various facets of Christian camping. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4011 – Ministry Seminar: Small Church Ministry – 1 hour

Examines the history of the small church as well as its future. The study includes topics on what is considered a small church, how to pastor a smaller congregation, and how the smaller church can be relevant in today's society. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4021 – Ministry Seminar: Missions – 1 hour

Students will study the nature, concepts, and practice of mission through encounters with missions' literature, church history, and missions' specialists/practitioners. The course emphasizes the connection of mission to the life and ministry of the local church and requires that students take creative and active roles in the learning process. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4031 – Ministry Seminar: Ministry to Senior Adults & Their Families – 1 hour

Presents an overview of senior adult ministry within the local church. Students will research and discuss the characteristics and needs of senior adults and their families and will develop strategies for implementing ministries within the church. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4041 – Ministry Seminar: Campus Ministry – 1 hour

Explores the purpose and principles of campus ministry. Emphasizes building a campus ministry program around the five purposes: worship, evangelism, fellowship, discipleship, and ministry with special focus on the spiritual needs of the college-aged student. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4051 – Ministry Seminar: Recovery Ministry – 1 hour

Helps students explore the relationship between the recovery community and the church community and the effect a church-based recovery ministry can have upon the missional understanding of a local church. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4061 – Ministry Seminar: Spiritual Authority – 1 hour

Addresses the biblical foundations of a spiritual authority and power in the life of Christian believers with special attention to the theology of power and its influence on the goals and methods of Christian ministry. Students will discuss miraculous phenomena – both historical and contemporary – in the life of the church. The course also addresses other relevant areas of inquiry (e.g., Christian identity, the theology of suffering, etc.) as they relate to the Christian life. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4071 – Ministry Seminar: Urban Ministry – 1 hour

Gives students practical experience as well as a theological foundation for ministry to the poor and marginalized in an urban setting. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4081 – Ministry Seminar: Church Planting – 1 hour

Gives students practical tools as well as a theological foundation for planting new churches and missional communities. Attention is also given to the process of assessment for church planters. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4091 – Ministry Seminar: Church Explorations – 1 hour

Explores calls to ministry across a variety of settings. Students may participate in their denominational ministry or may attend a ministry retreat with the class. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4101 – Ministry Seminar: Ministry to Preschoolers & Their Families – 1 hour

Presents an overview of preschool ministry within the local church. Students will discuss and research ideas relating to classroom management, safety, curriculum, developmental issues, and program planning. *Prerequisite:* RELI 1003. *Course rotation:* Varies.

RELI 4103 – Spiritual Formation – 3 credit hours

An examination of the theological and practical dimensions of spiritual life with an emphasis on prayer, solitude, and social responsibility. The history of spirituality and great Christian spiritual writers, past and present, will be examined. *Prerequisite:* RELI 1003. *Course rotation:* Spring.

RELI 4393 – Psychology of Religion – 3 credit hours

Presents psychological, philosophical, and theoretical factors associated with religious practice. *Prerequisite:* PSYC 1003. *Course rotation:* Fall.

RELI 4403 – Recreational Ministries – 3 credit hours

Objectives, principles, methods, organizations, and administration of church recreation and camping. Emphasizes the building of a sound recreational program along with the various facets of Christian camping. *Prerequisite:* RELI 1003. *Course rotation:* Fall.

RELI 4413 – Missional Leadership – 3 credit hours

A course that combines biblical theology, sociological foundations, and principles of leadership development to equip students for effective ministry in missional contexts, including church plants, urban ministries, cross-cultural missions, and related ministry systems in a postmodern culture. *Prerequisites:* RELI 1003, RELI 2113, and RELI 3103. *Course rotation:* Spring.

RELI 4553 – Wesleyan Studies – 3 credit hours

A survey of Methodist theology, history and practice from the time of John Wesley to the present. It integrates theology and practice of ministry by showing the impact and relevance of Wesleyanism for the contemporary church. *Prerequisites:* RELI 1003 and RELI 3103. *Course rotation:* Varies.

RELI 4603 – Homiletics – 3 credit hours

A consideration of the essential qualifications of a preacher; the need for preaching; and proper preparation of sermon material, including discovery and arrangement of ideas, and the effective presentation and reception of the message. *Prerequisite:* Minimum grade of C in COMM 2103. *Course rotation:* Varies.

RELI 4933 – Practicum I – 3 credit hours

Provides exposure to ministry as a vocation. Students participate in a 120-clock hour practicum under skilled supervision. *Prerequisite/corequisite:* Second semester junior standing. *Course rotation:* All semesters.

RELI 4943 – Practicum II – 3 credit hours

Provides exposure to ministry as a vocation. Students participate in a 120-clock hour practicum under skilled supervision. *Prerequisite/corequisite:* Second semester junior standing. *Course rotation:* All semesters.

RELI 4950 – Senior Practicum III – 1-3 credit hours

An additional 120-clock hour practicum experience in the field of church work. *Course rotation:* All semesters.

SCI 1011-4011 – Earth Day Plant Sale – 1 credit hour

Students enrolled in this course will help to set up and coordinate the annual Lindsey Wilson College Earth Day plant sale. Aspects of the course include: plant selection; plant growth and propagation (using the Lindsey Wilson College greenhouse); advertising; plant labeling and pricing; selling and delivery of the plants, etc. This course is open to students from all majors and includes business and marketing components in addition to its obvious biology facets. Students will work independently outside of class and will be expected to complete their tasks in a timely and conscientious manner as is needed for any business venture to succeed. Proceeds from the sale will be used to fund natural areas projects on campus.

Prerequisite: Instructor's permission.

SCI 1013 – Topics in Science – 3 credit hours

Study of current topics in natural science. Emphasizes the scientific process, including scientific method, introductory content relative to the topic of the course, and a focus on a topical issue as designated by the instructor. *Course rotation:* All semesters.

SCI 2101 – Introduction to Scientific Communication – 1 credit hour

Introduces science majors to the conventions of scientific communication with a special emphasis on effective science writing. **Prerequisites:** Successful completion, with a minimum grade of C, of BIOL 1204 and BIOL 1214. *Course rotation:* Varies.

SCI 4303 – Science, Technology & Society – 3 credit hours

Explores the roles and responsibilities that the scientist and technologist have in society and, inversely, that society has in science and technology. Explores how science and technology sometimes bridge and sometimes exacerbate the chasms between different global cultures. Employs case studies to analyze the strengths and weaknesses of this relationship. Possible topics include political controversy over scientifically settled issues, emerging technologies and fields of research, pseudoscience, and academic integrity. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. **Prerequisite:** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies.

SCI 4313 – Hard Decisions in STEM – 3 credit hours

An examination of multiple paradigms (theories and analyses) utilized in decisions affecting science, technology, engineering, and mathematics (STEM). Employs case studies to understand these paradigms in practice. Applies the paradigms to current and future topics such as controversial research, funding allocation, and other decisions in uncertainty. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. **Prerequisite:** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies.

SCI 4DS3 – Psychophysiology Capstone Course – 3 credit hours

An interdisciplinary (biology, chemistry, and psychology) research project. **Prerequisites:** Senior standing *and* approval of the psychophysiology faculty.

SOCI 1003 – Principles of Sociology – 3 credit hours

Introduction to the structure of social life, culture, types of group interaction, social institutions, stratification, power relationships, and analysis of the process of social and cultural change. *Course rotation:* All semesters.

SPAN 1013 – Elementary Spanish I – 3 credit hours

Development of the four language skills (listening, speaking, reading, and writing) and culture. Communicative skills will be emphasized. Restricted to students with limited to no proficiency in the language.

SPAN 1023 – Elementary Spanish II – 3 credit hours

Continued development of the four language skills (listening, speaking, reading, and writing) and culture. Communicative skills will be emphasized. *Prerequisite:* SPAN 1013 *or* placement test score *or* instructor's permission.

SPAN 2033 – Intermediate Spanish I – 3 credit hours

First-semester intermediate level review and continued development of the four language skills taught through and/or accompanied by a study of culture. Communicative skills will be emphasized. *Prerequisite:* SPAN 1023 *or* placement test score *or* instructor's permission.

SPAN 2043 – Intermediate Spanish II – 3 credit hours

Second-semester intermediate level review and continued development of the four language skills taught through and/or accompanied by a study of culture. Communicative skills will be emphasized. *Prerequisite:* SPAN 2033 *or* placement test score *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3013 – Spanish Conversation – 3 credit hours

Designed to improve oral proficiency. Conducted in Spanish. *Prerequisite:* SPAN 2033 *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3033 – Latin American Culture & Civilization – 3 credit hours

A study of Latin American civilization and culture through the analysis of the arts, music, geography, politics, and history. Conducted in Spanish. *Prerequisite:* SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3053 – Spanish Translation – 3 credit hours

This course gives students the opportunity to improve their Spanish language skills, hone their translation ability (from Spanish to English as well as from English to Spanish), and increase their cultural awareness. *Prerequisite:* SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3073 – Advanced Grammar & Composition – 3 credit hours

Designed to improve proficiency in all four language skills with an emphasis on grammar. Conducted in Spanish. *Prerequisite:* SPAN 2033 *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3103 – Introduction to Hispanic Literature – 3 credit hours

Introduces the student to a wide array of Hispanic literature, from both Spain as well as Latin America, which includes narrative, poetry, dramas, and essays. Conducted in Spanish. *Prerequisite:* SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3803 – Special Topics in Spanish – 3 credit hours

An advanced study of special topics in literature or culture in Spain and/or Latin America. Conducted in Spanish. *Prerequisite:* SPAN 2033 *or* instructor's permission.

SPAN 3000-4000 – Study Abroad – 1-6 credit hours

Students may take courses offered by other accredited colleges, or by Lindsey Wilson College, if available, for 1-6 credit hours toward Spanish minor. Offers students the opportunity to travel to a Spanish-speaking country and to be immersed by language and culture. *Prerequisites:* Permission of the program coordinator *and* pre-approval by the Registrar's Office.

Sustainability & Environmental Studies

SES

SES 1123 – Introduction to Sustainability – 3 credit hours

This is a transdisciplinary course open to all majors that examines the interrelated environmental, economic, and social problems facing humanity at local, regional, and global scales. It introduces students to the principles, ideas, and practices of sustainability as an academic discipline. Students will spend the semester exploring aspects of sustainability that include ecological principles, sustaining natural resources and biodiversity, and sustaining human societies. It is taught through lectures, discussions, hands-on activities, field trips, and invited speakers. *Course rotation:* Fall.

SES 2123 – Global Energy Development – 3 credit hours

This is a cross-disciplinary course open to all majors. The course critically examines issues associated with the geopolitical aspects of energy and sustainability. The course will take a comprehensive look at all ten recognized energy sources in various countries around the world. The course is taught through lectures, discussions, hands-on activities, and student-lead workshops. *Course rotation:* Fall.

SES 2223 – Environmental Justice – 3 credit hours

This course will examine historical and contemporary sociopolitical and socioeconomic conditions, from the local to the global, that have given rise to the environmental justice movement. Various approaches to environmental ethics will also be explored, including anthropocentrism, extensionist, holistic, animal liberation, rights of nature, Gaia-Centrism (The Land Ethic), and the Biophilia hypothesis. This course will be an investigation of the disproportionate burdens of environmental contamination and about the health disparities affecting certain communities across the globe. Students will also analyze how we as individuals have consciously or unconsciously contributed to environmental justice or injustice as well as ethics through everyday decisions and behaviors. *Prerequisite:* SES 1123 *or* instructor's permission. *Course rotation:* Spring.

SES 3123 – Environmental Education – 3 credit hours

This environmental education course is designed to prepare students to implement environmental education opportunities in formal and non-formal education settings. Topics include history and philosophy of environmental education, curriculum integration, and environmental education teaching methodologies. Students can become certified in Project WET, Project WILD, Project Learning Tree (PLT), Project Leopold, and Project Underground. *Course rotation:* Spring.

SES 3323 – Topics in Sustainability & Environmental Studies – 3 credit hours

This course is designed to provide students with an understanding of technical thinking and problem-solving skill applications in a project-based learning environment. Emphasis and application will be on the presentation and discussion of relevant concepts, issues, and current events in sustainability and environmental studies. This course may be repeated for credit as long as topic changes. *Prerequisite:* SES 1123 *or* instructor's permission. *Course rotation:* Varies.

SES 3423 – Solid Waste Management & Recycling – 3 credit hours

This course covers the principles, current policies, and practices of integrated solid waste management. Course topics will provide an overview of municipal solid waste, industrial waste, and hazardous waste management and of the need for creating better waste management systems in society. Increasing resource scarcity and environmental pressures are the key drivers for moving toward better waste

management systems and technologies that will help society limit its impacts on Earth. This class will provide an overview of the current and emerging national and global policy agendas and waste technologies. Concepts such as waste prevention, circular economy, urban mining, up-cycling, and cradle2cradle will also be discussed in the course. Students will also take an in-depth look at local recycling practices within the global concept. *Course rotation:* Fall.

SES 3623 – Sustainable Agriculture – 3 credit hours

This course is designed as an introduction to the concepts and principles associated with sustainable agriculture. Students will explore environmental, economic, and social considerations of sustainability in agroecosystems. The course will review a brief history of agriculture from its original inception, to the Green Revolution in the mid-1900s, to the current push for sustainability in its various forms. Emphasis will be placed on the contrast between properties of natural ecosystems, sustainable agroecosystems, and conventional agroecosystems. Students will explore various strategies of sustainable agriculture and alternative farming including regenerative agriculture, permaculture, organic farming, biodynamic farming, biological farming (eco-agriculture), nature farming, no-till farming, as well as agroforestry farming methods. *Course rotation:* Alternate fall.

SES 4223 – Sustainable Natural Resource Management – 3 credit hours

This course will prepare students for activities in the conservation and/or improvement of natural resources including both renewable resources such as soil, forests, water, and wildlife, and nonrenewable resources such as oil, metals and minerals. Course topics will emphasize principles of ecosystems stewardship and resilience-based natural resource management in a changing world. Practical and sustainable solutions from a social, economic, cultural, ethical, and environmental perspective will be utilized. Students will evaluate different methods of balancing these sometimes competing interests in order to manage resources sustainably. The course aims to examine global natural resource issues and international collaborative efforts to address them, through the lens of sustainable development. *A course trip could involve an overnight stay. *Prerequisites:* SES 1123 and SES 3123 or instructor's permission. *Course rotation:* Spring.

SES 4323 – Research Methods in Sustainability & Environmental Studies – 3 credit hours

The course aims to provide a comprehensive understanding of the diverse research methods used in the social sciences in general and in sustainability in particular. The overarching goal of the course is to provide students with the analytical skills necessary to engage and assess the sustainability of coupled human and environmental systems and to communicate their findings effectively. Through a combination of lectures and class discussions on research methods, several readings of scientific articles that use mixed methods, and practice using various research methods for data collection in class, students will learn to design and apply mixed methods research tools. *Prerequisites:* SES 1123, SES 2223, and SES 4223 or instructor's permission. *Course rotation:* Fall.

SES 4924 – Sustainability & Environmental Studies Senior Capstone – 4 credit hours

The goal of this course is to provide a culminating experience where students apply the knowledge, skills, and methods acquired through their studies to the mastery of a sustainability topic of their choosing. Students will work independently to discover fully the science, technology, economics, and politics underlying the topic chosen. They will identify stakeholders, engage with others, form their own well-supported opinion, and seek opportunities to participate publicly. The arc of the project includes a rigorous and in-depth examination of the issue, development of a well-articulated position on the issue, and an in-person presentation. *Prerequisites:* SES 4323 and senior standing in the major or instructor's permission. *Course rotation:* Spring.

SES PN03 – Sustainability Internship – 3 credit hours

This course is designed to provide students with the opportunity to work in the sustainability and/or environmental studies sector for the semester. It will provide them with valuable experiences, the opportunity to apply knowledge gained from previous courses and the competence to apply adaptive changes in lifestyles. *Prerequisites:* Sophomore standing in the major *and* instructor's permission. *Course rotation:* All semesters, including summer.

Theatre**THEA****THEA 1313 – Introduction to Theatre Arts – 3 credit hours**

Study of methods of play-making from page to stage, with emphasis on the director, actor, designer, and playwright. The history of selected periods of drama is explored to develop a critical appreciation for live performance.

THEA 1323 – Fundamentals of Acting – 3 credit hours

An introduction to the theory and practice of acting. Students explore interacting and reacting in improvisation with special consideration given to concentration, motivation, and relaxation. The course will also include a beginning look at vocal production and text analysis and will conclude with performance of scenes and/or monologues.

THEA 1341 – Practicum – 1 credit hour

Guided participation in theatre productions in performance, stage management, crew work on sets, props, lights, costumes, and make-up. A minimum of 40 hours. May be repeated once for credit. *Course rotation:* All semesters.

THEA 2323 – Acting II – 3 credit hours

An advanced acting course to develop the actor's ability to create a character. Performance of one-acts or extended scenes will offer challenges in interpretation and vocal and physical embodiment. Audition preparation will be stressed. *Prerequisite:* THEA 1323 *or* instructor's permission.

THEA 2413 – Children's Theatre – 3 credit hours

This course will explore various aspects of children's theater, and students will put on a play that will be performed for area schools. May be repeated once for credit.

THEA 2433 – Directing I – 3 credit hours

The course will explore the basic elements of directing, including play analysis, techniques for working with actors, and play production. Emphasis will be on exercises to develop skills in creating stage pictures, movement, design, pacing, casting, and holding auditions. The course will culminate in the development of a Director's Prompt Book. *Prerequisite:* THEA 1313 *or* instructor's permission.

THEA 2513 – Voice & Movement – 3 credit hours

Introduces students to various techniques and skills to develop body and vocal awareness, physical expressiveness, and vocal production.

THEA 3081 – Advanced Topics in Theatre Production – 1 credit hour

This course will coordinate with the TheatreFest! (the summer theater offering at Lindsey Wilson College). Students will work in every aspect of theater production: performance, set construction, props, costumes, marketing, public relations, etc. Students will also choose a project (a dramaturgical response to one of the plays of TheatreFest!, a marketing plan, a stage manager's prompt book, character analysis, etc.) and present an oral report at the conclusion of the course. May be repeated once for credit.

Prerequisite: Instructor's permission.

THEA 3323 – Acting III – 3 credit hours

Advanced-level course in acting. Students will develop skills in various styles and genres of theater. Performance of extended scenes from classical plays will give students an opportunity to work with poise, tempo, and vocal variation. Resume preparation will be stressed. *Prerequisite:* THEA 2323.

THEA 3333 – Playwriting – 3 credit hours

A practical course in writing a one-act play. The students will develop a script from an idea or scenario through various rewrites, concluding with a final version to be given a Reader's Theater style reading.

THEA 3423 – Dramatic Literature Survey – 3 credit hours

A survey of dramatic literature from ancient Greece to the present. Selected plays will be studied in their historical and cultural contexts with attention to performance history. *Prerequisite:* THEA 1313.

THEA 3433 – Directing II – 3 credit hours

Advanced elements of directing with emphasis on various spatial arrangements, directing period styles, developing effective rehearsal techniques, and collaboration. This course will culminate in the student directing a one-act play. *Prerequisite:* THEA 2433.

THEA 3613 – A Cry of Players – 3 credit hours

An intensive acting course aimed at producing a piece of theater. Students will work together on a production directed by the instructor. This course may be repeated once for credit. *Prerequisites:* Audition *and* instructor's permission.

THEA 3623 – Theatre History – 3 credit hours

A survey of theater history from classical to contemporary theater with attention to the theatrical forms of Asia, India, and Africa.

THEA 3800 – Special Topics in Theatre – 1-3 credit hours

An in-depth study of a particular topic in theater. Possible subjects include Shakespeare, theatrical make-up, Asian theater forms, stage combat, mask-work, dialects, etc.

THEA 4003 – Life in the Theatre – 3 credit hours

Prepares students to seek work in the theater industry. Among the topics covered are resumes, portfolios, the audition process, the interview process, choosing monologues, cold readings, headshots, building a network, seeking auditions, Actor's Equity, EMC, graduate school, etc. *Prerequisites:* THEA 1313 *and* senior standing in the theatre major *or* theatre minor.

THEA 4903 – Senior Seminar – 3 credit hours

Capstone course in theater for intensive and independent study (with faculty supervision) of a major area of theater, such as playwriting, acting, directing, designing, or dramaturgy, culminating in a public performance as appropriate to the subject. *Prerequisite:* Senior standing.

Women's & Gender Studies

WS

WS 1003 – Introduction to Women's & Gender Studies – 3 credit hours

An introduction to the subject matter and methods of the discipline of women's and gender studies, especially the practice of placing women's experiences at the center of feminist critical inquiry. Introduces the idea of gender as a cultural phenomenon involving difference as well as power and privilege and explores issues at the center of women's experiences, including work, education, sexuality, family, and violence. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Course rotation:* Fall.

WS 1013 – Women in Global Perspective – 3 credit hours

An introduction to the discipline of global women's and gender studies. Introduces students to the practice of placing women's experiences at the center of critical inquiry by exploring the cultural constructions and implications of gender in various global regions and by analyzing experiences of women around the world from a feminist perspective. Also examines how women's movements across the globe practice the desire for social justice. *Course rotation:* Spring.

WS 2203 – Gender & Popular Culture – 3 credit hours

Examines various aspects of popular culture from a feminist perspective, including how popular culture reflects and shapes cultural constructions of gender and women's experiences. Enhances students' ability to analyze a wide range of cultural practices and institutions through a lens of gender that is sensitive to power and privilege. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Prerequisites:* WS 1003 or WS 1013 or instructor's permission. *Course rotation:* Alternate spring.

WS 2213 – Gender & Politics – 3 credit hours

Examines the dynamic relationship between cultural constructions of gender and political practice in the United States from a feminist perspective. Enhances students' ability to analyze a wide range of cultural practices and institutions through a lens of gender that is sensitive to power and privilege. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Prerequisites:* WS 1003 or WS 1013 or instructor's permission. *Course rotation:* Alternate fall.

WS 3203 – Feminist Theory & Practice – 3 credit hours

Introduces students to the major tenets of and debates in contemporary feminist theories and practices. Facilitates the application of various feminist theories in analyses of cultural constructions of gender and pivotal issues at the center of women's experiences and explores the integral relationship between feminist theory and practice. Students also develop their own feminist critical perspectives, and they study trends in and learn to create effective feminist academic writing. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Prerequisites:* WS 1003 and WS 1013 or instructor's permission. *Course rotation:* Alternate fall.

WS 3213 – Women, Violence & Feminist Activism – 3 credit hours

Explores the cultural constructions and implications of gender by examining various forms of violence against women from a feminist theoretical perspective, sensitive to inequalities that produce a climate of violence. Particular attention is paid to how violence against women intersects with other issues central to women's identities and experiences, including race, ethnicity, class, sexuality, religion, nationality, health, family, work, and education. Students also study diverse feminist activist strategies for combating violence against women and engage in a substantive research project with a service-learning component. *Prerequisites:* WS 1003 and WS 1013 or instructor's permission. *Course rotation:* Alternate spring.

WS 3313 – Feminist Writing & Film – 3 credit hours

Examines how various forms of feminist writing or feminist film challenge patriarchal gender norms and/or represent women's histories and experiences. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Prerequisites:* WS 1003 and WS 1013 or instructor's permission. *Course rotation:* Alternate fall.

WS 3803 – Special Topics – 3 credit hours

Examines the depth and diversity of women's and gender studies that may fall outside the range of listed courses. Special Topics will be offered on an irregular basis, and topics will vary according to instructor. *Prerequisites:* ENGL 1023, WS 1003, WS 1013, and WS 2203 or WS 2213 or instructor's permission.

WS 4103 – Critical Issues in Women’s & Gender Studies – 3 credit hours

An advanced, in-depth study of issues related to cultural constructions of gender that are central to women’s and gender studies today. Particular attention is paid to the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. This course may be repeated once for credit. **Prerequisites:** WS 1003, WS 1013, and WS 2203 or WS 2213 and one 3000-level WS course or instructor’s permission. *Course rotation:* Alternate fall.

WS 4903 – Women’s & Gender Studies Seminar – 3 credit hours

A capstone course that gives students the opportunity to integrate the concepts and skills that they learned in core and intermediate women’s and gender studies courses, especially those that have prepared them to place women’s experiences at the center of critical inquiry, to analyze problems through the lens of gender, and to use feminist theoretical concepts and activist strategies. Students utilize these skills to engage in advanced study of gender issues specifically relevant to their major fields of study as well as their personal and professional lives and to develop individual research projects with a service-learning component. **Prerequisites:** Senior standing or instructor’s permission and women’s & gender studies major or minor. *Course rotation:* Spring.

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Graduate

Programs

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M.B.A.

Business Administration

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Mission Statement

The mission of the Lindsey Wilson College Master of Business Administration (M.B.A.) program is to develop effective, ethical business leaders who enhance the economic status and social climate of their communities, their state, and the world.

Job candidates with an M.B.A. enjoy a wider range of career options and greater earning potential. An M.B.A. degree will prepare graduates to move forward into a managerial position or equip them with the knowledge and expertise to start their own business.

The Graduate Management Admission Council (GMAC) reported in their 2013 Perspectives Survey that the median annual salary for M.B.A. degree-holders was \$100,000.

The M.B.A. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 11-1021 General and Operations Managers.

It is possible to earn the M.B.A. degree simultaneously with the M.S. in technology management. Interested students should contact the Director of Graduate Business Studies.

Curriculum

The Lindsey Wilson College M.B.A. program is a 30 credit hour course of study that offers all required core courses in a flexible, online or hybrid format. Students must complete the M.B.A. core requirements, then select one of the two emphasis areas (general business or project management), and must complete the requirements for that area.

A. Core Requirements: 21 hours

- Managerial Accounting (MBA 5033) – 3 hours
- Managerial Economics (MBA 5043) – 3 hours
- Managerial Finance (MBA 5053) – 3 hours
- Marketing Management (MBA 5063) – 3 hours
- Legal & Ethical Environment of Business (MBA 6023) – 3 hours
- Strategic Management (MBA 6043) – 3 hours
- Organizational Leadership (MBA 6093) – 3 hours

B. Emphasis Area (select one of the following areas): 9 hours

1 – General Business Emphasis Requirements

- Organizational Communications (MBA 5013) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours

2 – Project Management Emphasis Requirements

- Foundations of Project Management (PM 5003) – 3 hours
- Project Management Principles & Practices (PM 6003) – 3 hours
- Process Management (PM 6013) – 3 hours

TOTAL HOURS: 30 credit hours

Exit Assessment

To graduate the program, all students must successfully complete an exit assessment. The exit assessment requires the following:

- Completion of the ETS M.B.A. Exit Exam;
- Completion of the M.B.A. Exit Survey; *and*
- Completion of a reflective essay on mastery of student learning outcomes and career plan.

Admission

Program Application Procedure

Applicants to the M.B.A. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit either:
 - a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
 - b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in accounting, economics, and statistics prior to application to the program will be required to take academic leveling courses through Peregrine Academic Services.

International Student Application Procedures for Online Programs

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79 composite, *or*
 - Paper-based: 550;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

Students who fail to demonstrate English proficiency may still be considered for admission but will be required to successfully complete a provisional ESL (English as a Second Language) course before being officially accepted into the program and enrolling in classes.

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit

The program will accept up to nine credit hours in transfer for equivalent courses from institutions with U.S. Department of Education recognized institutional accreditation.

Graduate Credit without the Bachelor's Degree

The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.00; *and*
- They must have the permission of the director.

No coursework applied toward undergraduate graduation requirements may be counted toward requirements for a graduate degree. A maximum of nine graduate credit hours may be taken by an undergraduate.

M.Ed.

Counseling & Human Development

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School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling (SPC) is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Counseling & Human Development Program Mission Statement

The mission of the counseling & human development (CHD) program is to provide a practitioner-based, community-centered, student-focused mental health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

The School of Professional Counseling offers programs on the A.P. White Campus in Columbia, in an online format, and in a community-based format in collaboration with community colleges in Kentucky and surrounding states where students attend a local campus. The bachelor's and master's degrees are offered at these locations, allowing associate degree graduates to earn these higher-level degrees through the Lindsey Wilson College School of Professional Counseling.

The School of Professional Counseling programs are approved to be offered in the following locations: Ashland, Ky., at Ashland Community & Technical College; Cumberland, Ky., at Southeast Kentucky Community & Technical College; Elizabethtown, Ky., at Elizabethtown Community & Technical College; Gallatin, Tenn., at Volunteer State Community College; Hazard, Ky., at Hazard Community & Technical College; Hillsboro, Ohio, at Southern State Community College; Logan, W.Va., at Southern West Virginia Community & Technical College; London, Ky., and Somerset, Ky., at Somerset Community College; Louisville, Ky., at Jefferson Community & Technical College; Prestonsburg, Ky., at Big Sandy Community & Technical College; Radcliff, Ky., at the Regional Education Center; Cedar Bluff, Va., at Southwest Virginia Community College; Scottsville, Ky., at the Scottsville campus of Lindsey Wilson College; and Wytheville, Va., at the Wytheville Community College.

Master of Education

The M.Ed. in counseling & human development, with specialization in mental health counseling, is an application-oriented experience designed to enhance the skills of bachelor-level practitioners presently employed or planning a professional career in counseling. The program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP grants accredited status to graduate-level programs in the professional counseling field. In most circumstances, graduates also are immediately eligible for provisional or temporary licensure in the state where they received coursework.

Employment opportunities for licensed professional clinical counselors are diverse and abundant. In addition to private practice settings, possible employment opportunities for graduates of the program include city and state human services departments, community mental health centers, correctional departments, drug and alcohol rehabilitation programs, residential foster care agencies, hospice programs, the military, counseling agencies, psychiatric hospitals, rape crisis centers, and vocational services.

This degree does not lead to P-12 school counselor certification.

Curriculum

The Master of Education in counseling & human development, with specialization in mental health counseling, requires a minimum of 60 semester hours and participation in a non-credit group experience of not less than ten hours facilitated by the program. Requirements include 30 hours from nine core areas (human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and abnormal), nine hours of clinical instruction, and an additional 21-22 hours of specialty requirements in mental health counseling.

A. Core Curriculum: 30 hours

- Personal Growth & Development Group (CHD 5000) – non-credit
- Lifecycle Development in Individuals & Families (CHD 5003) – 3 hours
- Multicultural Counseling (CHD 5013) – 3 hours
- Counseling Theories & Techniques: Affective/Humanistic (CHD 5023) – 3 hours
- Counseling Theories & Techniques: Cognitive/Behavioral (CHD 5033) – 3 hours
- Group Counseling Techniques (CHD 5043) – 3 hours
- Career Education Counseling (CHD 5053) – 3 hours
- Research Methods (CHD 5083) – 3 hours
- Ethics in Professional Counseling (CHD 5093) – 3 hours
- Assessment & Evaluation (CHD 5303) – 3 hours
- Psychopathology & Clinical Diagnosis (CHD 5313) – 3 hours

B. Clinical Instruction: 9 hours

- Practicum: 150 hours (CHD 6003) – 3 hours
- Internship I: 300 hours (CHD 6013) – 3 hours
- Internship II: 300 hours (CHD 6043) – 3 hours

TOTAL HOURS, CORE AND CLINICAL: 39 credit hours

C. Specialization in Mental Health Counseling: 21-22 hours

Although a significant emphasis in the core curriculum is the development of a mental health counseling knowledge and skill base, the following specialty coursework and clinical experiences are designed to provide specialized expertise in the area of clinical mental health counseling.

In addition to the 39 hours of core and clinical experiences above, each student who specializes in mental health counseling must complete the following coursework within the specialty area. This coursework provides an introduction to clinical mental health counseling, contextual dimensions, knowledge and skills for the practice of mental health counseling, and clinical instruction.

- Foundations of Clinical Mental Health Counseling (CHD 5323) – 3 hours
- Theories of Addiction & Pharmacology (CHD 6173) – 3 hours
- Clinical Documentation of Mental & Emotional Disorders (CHD 6203) – 3 hours
- Mental Health Administration, Supervision & Consultation (CHD 6513) – 3 hours
- Systemic Family Therapy (CHD 6613) – 3 hours
- Choose two courses from the following:
 - Advanced Clinical Diagnosis & Treatment (CHD 6053) – 3 hours
 - Advanced Clinical Assessment (CHD 6063) – 3 hours
 - Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (CHD 6174) – 4 hours
 - Assessment, Diagnosis, & Treatment of Addiction (CHD 6183) – 3 hours

- Relationship Counseling, Group Process, & Techniques with Addicted Populations (CHD 6193) – 3 hours
- Gerontology (CHD 6213) – 3 hours
- Counseling Latino Clients (CHD 6223) – 3 hours
- Crisis Intervention (CHD 6233) – 3 hours
- Human Sexuality (CHD 6243) – 3 hours
- Introduction to Play Therapy (CHD 6253) – 3 hours
- Trauma-Informed Counseling (CHD 6263) – 3 hours
- Introduction to Adlerian Play Therapy (CHD 6273) – 3 hours
- Adolescent Intervention (CHD 6283) – 3 hours
- Psychopharmacology for Mental Health Professionals (CHD 6293) – 3 hours

Exit Assessment

The master's program has the same academic policies and standards as the undergraduate program except where specifically stated. All degree requirements must be completed within seven years of initial acceptance into the program. Graduation from the Master of Education in counseling & human development degree program requires:

- A cumulative quality point average of 3.00 or higher;
- Completion of a program evaluation survey;
- Filing an Application for Graduation form with the Registrar's Office following the specific guidelines set forth in this catalog;
- Recommendation of the graduate faculty; *and*
- Completion of the CHD Exit Exam.

Admission

Program Application Procedure

Applicants to the Counseling & Human Development program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable fees of USD 35.00 to the appropriate administrative assistant serving the community campus, site, or format;
2. Send an official undergraduate transcript showing completion of a bachelor's degree from a college or university with U.S. Department of Education recognized institutional accreditation to the Lindsey Wilson College Registrar's Office;
3. Send three letters of recommendation to the appropriate administrative assistant; *and*
4. Successfully complete an interview.

Once the materials for applications are received and a successful interview completed, the student may register for classes.

Classification of Applications

All applicants admitted to the master's program in counseling & human development are admitted on conditional basis. The status is reviewed by the Regional Admissions Committee at the end of the candidate's first semester to consider each student's unconditional acceptance into the program.

A change in status from conditional to unconditional must be accompanied by a successful student review and subsequent recommendation by the Regional Admissions Committee.

Note: Admissions decisions are based on academic performance and personal characteristics/dispositions as reflected in the Graduate Student Review and Recommendation process. Students who receive scores of "Pass" will be granted unconditional admission status. A student who receives one or two "No Pass" scores will meet with the resident faculty supervisor to discuss and

formulate a remediation plan. A student who receives three or more “No Pass” scores will meet with the Regional Admissions Committee to plan required remediation or discuss alternatives to the program.

Non-degree Admission

Upon application, non-degree admission may be granted to those who wish to enroll in courses but who do not intend to pursue a degree. Such coursework may aid in completing certification requirements, enriching professional development, or similar objectives.

Non-degree seeking applicants to the counseling & human development program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable fee of USD 35.00 to the appropriate administrative assistant serving the community campus, site, or format;
2. Send an official undergraduate transcript showing completion of a bachelor’s degree from an accredited college or university to the Lindsey Wilson College Registrar’s Office; *and*
3. Successfully complete an interview with members of the Regional Admissions Committee, if requested.

If a student who is enrolled in the non-degree category subsequently wishes to seek a degree, he or she must make application to the program requesting a change in status and must meet all criteria for admission. If approved, a student may carry forward no more than 12 hours of credit earned as a non-degree student.

Transfer of Credit

All master’s students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson College’s counseling & human development degree should be aware of the following criteria:

- Transfer credit must carry a grade of A or B and must be earned at the graduate level.
- Transfer credit must be consistent with the program’s curriculum, which comprises the required CHD program structure.
- Normally no more than 15 credit hours may be transferred into the CHD program. Exceptions must be approved by the director of the counseling & human development program.
- The director of the counseling & human development program reviews all requests for transfer credit.
- In cases where a graduate degree has been earned in a related field from a college or university with U.S. Department of Education recognized institutional accreditation, the graduate faculty may accept credit earned, provided these courses satisfy requirements of the program to which the student is applying. The CHD Admissions Committee may require a student to retake any course in an area where there are questions regarding the content of the curriculum or the student’s competence in a given area.

Graduate Credit without the Bachelor’s Degree

The following criteria apply to those students who wish to enroll in master’s coursework but who have not earned a bachelor’s degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.00; *and*
- They must have the permission of the director.

No coursework applied toward undergraduate graduation requirements may be counted toward requirements for a graduate degree. A maximum of nine graduate credit hours may be taken by an undergraduate.

International Students

International students applying to the CHD program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79 composite with 21 writing and 19 reading,
 - Paper-based: 550, *or*
 - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution.

Assistantships

The CHD graduate assistant (GA) placement is designed as a learning milieu for the master's student while assisting faculty. Each assistantship requires 25 hours per week. Contact the director of the counseling & human development program or the community campus coordinator for more information.

The duties of the CHD GA will vary. CHD GAs at community campus locations work closely with campus coordinators, faculty supervisors, and the director of the counseling & human development program.

Certificate in Substance Abuse Counseling

The graduate certificate in substance abuse counseling provides students the opportunity for additional knowledge and skills in substance abuse counseling. The certificate program admits students and practitioners who are either currently enrolled in a graduate degree program or who already have an appropriate master's degree. The certificate may contribute toward the educational requirements as required by state boards for credentialing as a substance abuse counselor.

Curriculum: 13 hours

- Theories of Addiction & Pharmacology (CHD 6173) – 3 hours
- Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (CHD 6174) – 4 hours
- Assessment, Diagnosis & Treatment of Addiction (CHD 6183) – 3 hours
- Relationship Counseling, Group Process & Techniques with Addicted Populations (CHD 6193) – 3 hours

CHD 6013 (Internship I) and CHD 6043 (Internship II)

Students who seek the certificate in substance abuse counseling concurrently with their master's degree in counseling & human development should seek one internship placement where substance abuse counseling can be practiced. Supervision must be provided by a person who satisfies all the requirements for an onsite supervisor of a clinical mental health graduate student in addition to at least two years of post-master's degree experience in the field of substance abuse counseling.

This program has been designed to contribute toward the educational requirements for certification and/or licensure in Kentucky, Ohio, Tennessee, Virginia, and West Virginia. Students are responsible for understanding all requirements in the states through which they are seeking certification and/or licensure and for verifying the current requirements in addition to remaining up-to-date on any changes taking place at the state level. Students are responsible for working with their state board toward identifying all requirements and applying for the appropriate credential.

Admission Requirements

The following items are required to apply for the certificate in substance abuse counseling for those not already enrolled in the CHD mental health counseling master's degree program at Lindsey Wilson College:

- A completed application to the substance abuse counseling certificate program; *and*
- At least three evaluations from persons familiar with the applicant's personal and professional qualifications.

Exit Assessment

The award of the certificate in substance abuse counseling requires:

- A cumulative quality point average of 3.00 or higher for the certificate courses; *and*
- Filing of an Application for the Certification Completion form with the Registrar's Office following the specific guidelines set forth in this catalog (see Residency and Graduation Requirements).

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Mission Statement

The mission of the Lindsey Wilson College Master of Science in technology management (M.S.T.M.) program is to provide a quality graduate program building upon undergraduate studies and experience in management and technology to serve a newly evolving portion of the business world.

M.S.T.M. program graduates will enjoy a wide range of career options and greater earning potential. An M.S.T.M. degree will prepare graduates for managerial positions and to develop needed skills to start their own business within the technology area.

The M.S.T.M. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 15-1244 Network and Computer Systems Administration.

It is possible to earn the M.S. in technology management simultaneously with the M.B.A. Interested students should contact the Director of Graduate Business Studies.

Curriculum

The Lindsey Wilson College M.S.T.M. program is a 35 credit hour course of study that is offered through a combination of hybrid and fully online courses. The program is designed to integrate academic concepts and work experience through educational coursework and case studies. Students must complete the M.S.T.M. core requirements, then select one of the two emphasis areas (general technology management or project management), and must complete the requirements for that area.

A. Core Requirements: 26 hours

- Organizational Communications (MBA 5013) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours
- Computer & Network Security (MSTM 5003) – 3 hours
- Disaster & Recovery Planning (MSTM 5013) – 3 hours
- Emerging Technologies (MSTM 5023) – 3 hours
- Internship (MSTM 5900) *or* Graduate Research (MSTM 5700) – 0.5 hours*
- Issues in Cyberlaw (MSTM 6003) – 3 hours

**Students must enroll in either MSTM 5900 or MSTM 5700 each term for a total of 5 credit hours.*

B. Emphasis Area (select one of the following areas): 9 hours

1 – General Technology Management Emphasis Requirements

- Information Infrastructure (MSTM 5033) – 3 hours
- Management Information Systems (MSTM 6013) – 3 hours
- Project Management (MSTM 6023) – 3 hours

2 – Project Management Emphasis Requirements

- Foundations of Project Management (PM 5003) – 3 hours
- Project Management Principles & Practices (PM 6003) – 3 hours
- Process Management (PM 6013) – 3 hours

TOTAL HOURS: 35 credit hours

Exit Assessment

To graduate the program, all students must successfully complete an exit assessment. The exit assessment requires the following:

- Successful completion of program key assessments;
- Completion of the M.S.T.M. Exit Exam (fee may apply); *and*
- Completion of the M.S.T.M. Exit Survey.

Admission

Program Application Procedure

Applicants to the M.S.T.M. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit either:
 - a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
 - b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in technology and management may want to consider taking coursework prior to enrolling.

International Student Application Procedures

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79 composite, *or*
 - Paper-based: 550;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

Students who fail to demonstrate English proficiency may still be considered for admission but will be required to successfully complete a provisional ESL (English as a Second Language) course before being officially accepted into the program and enrolling in classes.

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit

The program will accept up to nine credit hours in transfer for equivalent courses from institutions of higher education with U.S. Department of Education recognized institutional accreditation.

Graduate Credit without the Bachelor's Degree

The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.00; *and*
- They must have the permission of the director.

No coursework applied toward undergraduate graduation requirements may be counted toward requirements for a graduate degree. A maximum of nine graduate credit hours may be taken by an undergraduate.

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Mission Statement

The mission of the Doctor of Nursing Practice program is to provide quality graduate nursing education that prepares students as change agents and as lifelong learners within the profession of nursing.

Vision Statement

With the intentional and cooperative efforts of the entire college community and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson College Doctor of Nursing Practice program aspires to:

- Be the regional leader in providing an exceptional nursing education;
- Create the best possible environment for the individual growth of students;
- Graduate students who are prepared for life and professional nursing practice in a complex, rapidly-changing world and health care environment; and
- Advance health in the local, regional, and global arenas through scientific evidence and sound professional practice.

D.N.P. Program Student Learning Outcomes (PSLOs)

Upon completion of the Lindsey Wilson College Doctor of Nursing Practice program, graduates will:

1. Synthesize knowledge from the natural, social, and nursing sciences and apply principles of evidence-based practice to improve health outcomes for diverse populations;
2. Apply knowledge of systems and organizational theories in order to lead effectively, to foster ongoing improvement in health outcomes, to ensure patient safety, and to increase cost-effective patient care;
3. Apply analytic techniques to appraise evidence for best clinical practice and to design, implement, and evaluate quality improvement and patient safety methods;
4. Integrate current and emerging health care systems technology by providing ethical leadership to analyze, promote, utilize, and evaluate a high quality health care system to improve consumer health care;
5. Synthesize health care policy by providing critical appraisal and ethical leadership to influence all levels of organizational policies advocating for social justice within the health care arenas;
6. Integrate interprofessional and intraprofessional collaboration by developing strong leadership and consultative skills for effective communication within the complex health care system;
7. Analyze epidemiology, biostatistical, environmental, and other appropriate scientific data related to individualized cultural relevance, health promotion, and disease prevention; and
8. Demonstrate advanced levels of clinical judgment and accountability by providing leadership skills to design, implement, and evaluate evidence-based interventions based on nursing science and other sciences to improve patient outcomes while promoting lifelong learning.

Curriculum

The Lindsey Wilson College D.N.P. program is a 68 credit hour course of study that is offered in a flexible, online format. The D.N.P. program is designed to integrate academic concepts and research with leadership coursework and clinical experiences that culminates in the capstone project.

Students entering with an M.S.N. degree are required to complete the 36 hours of doctoral level nursing courses.

A. B.S.N. to D.N.P. Requirements: 32-35 hours

- Pathophysiology for Advanced Practice Nursing (NURS 5013) – 3 hours
- Pharmacology & Drug Therapy for Advanced Practice Nursing (NURS 5023) – 3 hours
- Human Diversity & Health Promotion (NURS 5033) – 3 hours
- Biostatistics (NURS 5043) – 3 hours
- Financial Management in Health Systems (NURS 6013) – 3 hours
- Evidence-based Practice (NURS 6023) – 3 hours
- Human Resources in Health Management (NURS 6033) – 3 hours
- Theoretical Foundations in Nursing Practice (NURS 6043) – 3 hours
- Foundations of Grant Writing (NURS 6103) – 3 hours
- Bioethics & Law (NURS 6112) – 2 hours
- Advanced Nurse Leadership (NURS 6123) – 3 hours

Note: After completion of the B.S.N. to D.N.P. courses and of Health Care Informatics & Technology (NURS 7033), the student may opt out of the D.N.P. curriculum to earn the M.S.N. in Nursing Leadership (32-35 total credit hours).

B. Doctorate Nursing Requirements: 36 hours

1 – Nursing Leadership: 18 hours

- Orientation to Advanced Practice Nursing (NURS 7013) – 3 hours
- Transformational Leadership (NURS 7023) – 3 hours
- Health Care Informatics & Technology (NURS 7033) – 3 hours
- Leadership in Health Policy (NURS 7043) – 3 hours
- Quality Improvement (NURS 8013) – 3 hours
- Organizational Leadership (NURS 8023) – 3 hours

2 – Nursing Research: 12 hours

- Nursing Theory (NURS 7103) – 3 hours
- Advanced Nursing Research for Evidence-based Practice (NURS 7113) – 3 hours
- Advanced Epidemiology (NURS 7123) – 3 hours
- Cultural Diversity (NURS 8033) – 3 hours

3 – Doctorate Nursing Capstone: 6 hours

- Capstone Project: Problem Identification & Project Proposal (NURS 8103) – 3 hours
- Capstone Project: D.N.P. Design & Implementation (NURS 8201) – 1 hour
- Capstone Project: D.N.P. Analysis, Report, & Dissemination (NURS 8302) – 2 hours

Note: The student must complete a minimum of 1000 clinical hours at the completion of the D.N.P. degree.

TOTAL HOURS: 68 credit hours

Exit Assessment

The doctoral program has the same academic policies and standards as the undergraduate degrees in nursing. A minimum of 68 credit hours, 1000 clinical hours, and completion of the D.N.P. Capstone Project are required to graduate from the D.N.P. program.

Progression Criteria

Progression criteria for the D.N.P. program are outlined in *The D.N.P. Handbook* that is published on the nursing program web page. Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing program uses a grading scale different from other programs of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The nursing program uses the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. Grades will be rounded.

Admission

Program Application Procedure:

Applicants to the D.N.P. program will need to:

1. Be a graduate of a regionally accredited institution and a nationally accredited B.S.N. (and, when applicable, M.S.N.) program;
2. Have a minimum grade point average of 3.0 on a 4.0 scale for all previous undergraduate (and, when applicable, graduate) coursework;
3. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00;
4. Complete the Lindsey Wilson College D.N.P. application form;
5. Submit official copies of all undergraduate (and, when applicable, graduate) transcripts;
6. Submit a current curriculum vita/resume;
7. Send two letters of professional reference, one which must be from a current supervisor or faculty member (employment or school related);
8. Submit a professional goal statement related to capstone project idea;
9. Submit validation of an unencumbered license to practice (RN and/or APRN); B.S.N.-D.N.P. applicants awaiting results of examination for licensure (NCLEX-RN) may be admitted on a conditional basis for one semester until notified of licensure; *and*
10. Sit for an interview with the Lindsey Wilson College Nursing program faculty (if applicable).

It is recommended, but not required, that students have completed a graduate level statistics course with a minimum grade of C within the past five years.

Application Process and Deadlines

- Lindsey Wilson College uses a rolling admission plan for the D.N.P. program. Applications are accepted year round. It is recommended applications be submitted by July 1 for fall admission and November 1 for spring admission.
- Students seeking admission to the D.N.P. program must complete additional D.N.P. applications and requirements.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Students are notified of admission to the program by the director of nursing or the program coordinator.

- The entry point into the post-B.S.N. to D.N.P. program is defined by the program as enrollment in Pathophysiology for Advanced Practice Nursing (NURS 5013) on the last day to register for an online course established by the college's academic calendar.
- The entry point into the post-M.S.N. to D.N.P. program is defined by the program as enrollment in Orientation to Advanced Practice Nursing (NURS 7013) on the last day to register for an online course established by the college's academic calendar.

Transfer of Credit

Students may transfer a maximum of 12 credits from another regionally accredited university if the courses are taken as part of an accredited D.N.P. program and the courses meet the curriculum requirements for Lindsey Wilson College's Doctor of Nursing Practice program. The student must be in good standing at the time of transfer and provide a letter in writing stating they are in good standing from the dean/director of nursing.

Eligibility for transfer will be determined by the D.N.P. program coordinator in consultation with the D.N.P. program faculty and the nursing program director. Eligibility will be determined based on coursework comparability via a transcript review. Students may be required to present further evidence of eligibility, such as copies of course syllabi, to support their requests. The D.N.P. program coordinator will notify students in writing regarding transfer eligibility decisions and will notify the Registrar's Office in cases where transfer credits are approved. Faculty advisors will work with students on developing an updated plan of study in cases where transfer credits are approved.

International Students

International students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 83 composite;
 - Paper-based: 550; *or*
 - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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The counselor education & supervision program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP grants accredited status to graduate-level programs in the professional counseling field.

School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling (SPC) is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Counselor Education & Supervision Program Mission Statement

The mission of the counselor education & supervision (CES) doctoral program is to prepare students to serve as counselor educators, administrators, supervisors, researchers, advocates, and practitioners in academic and clinical settings.

Program Overview

The Doctor of Philosophy in counselor education & supervision is an innovative, terminal-degree program designed to cultivate the potential within the student for development as an educational, clinical, and administrative professional through creative leadership, applied research, demonstrated pedagogy, and public advocacy. The program operates on a cohort-based model.

Employment opportunities for graduates from the counselor education & supervision program vary greatly based on the interests and areas of focus for individual graduates. Common roles may include faculty positions in counseling and counselor education training programs, administrative positions in community and government agencies, supervisory roles in various clinical settings, research and assessment positions in higher education and government settings, and leadership roles in community advocacy organizations. Students in the CES program work with their advising committees to identify long-term professional goals and work toward these goals throughout their studies.

Curriculum

The Doctor of Philosophy in counselor education & supervision requires a minimum of 72 credit hours of study, including dissertation research, beyond the 60 graduate credit hours of training in an approved counseling program.

Each year of doctoral study builds on knowledge and competencies from the accumulated expertise gained by the student to that point. Courses will be offered in a sequenced fashion with students taking six to nine hours of coursework per semester offered in five core areas (teaching, counseling, research and scholarship, leadership and advocacy, and supervision and consultation). Students remaining in sequence may complete the program in three to four years.

A. Core Requirements: 33 hours

- Foundations of Counselor Education & Supervision (CES 7003) – 3 hours
- Advanced Counseling Theories (CES 7013) – 3 hours

- Contemporary Issues in Clinical Practice (CES 7043) – 3 hours
- Instructional Technology in Counselor Education & Supervision (CES 7113) – 3 hours
- Course Development & Assessment (CES 7123) – 3 hours
- Instructional Strategies & Course Management (CES 7133) – 3 hours
- Grant Writing & Fiscal Management in Mental Health Programs (CES 7233) – 3 hours
- Leadership in Action: Advocacy & Organizational Administration (CES 7243) – 3 hours
- Clinical Supervision & Consultation (CES 7313) – 3 hours
- Leadership & Administration in Counselor Education (CES 7323) – 3 hours
- Research, Program Evaluation & Outcomes Assessment in Higher Education (CES 7333) – 3 hours

B. Practicum and Internship: 12 hours

- Advanced Practicum: 150 hours (CES 8003) is a prerequisite for CES 8010 – 3 hours
- Internship: 70-210 hours (CES 8010) – 1-3 hours (minimum of 9 hours required)

Note: Students will complete a minimum of nine credit hours of doctoral internship throughout the program. Students may start CES 8010 (Internship) after they complete CES 8003 (Advanced Practicum). It is recommended that they complete CES 8010 before they begin the dissertation process. Students may choose to take either one, two, or three credit hours of internship each semester. One credit hour of internship equates to 70 clock hours of supervised experience in counseling, teaching, clinical supervision, research, and/or leadership and advocacy. At some point during their internship experience, students must participate in at least three of these five areas.

C. Research Requirements: 27 hours

- Dissertation Hours (CES 9003) – 3 hours
- Professional Writing, Publication & Presentations in Counselor Education (CES 9013) – 3 hours
- Research Design & Project Development (CES 9023) – 3 hours
- Psychometric Theory & Measurement Design (CES 9033) – 3 hours
- Qualitative Method & Design (CES 9053) – 3 hours
- Analysis of Variance Methods (CES 9073) – 3 hours
- Regression Methods (CES 9083) – 3 hours

Note: A minimum of nine dissertation hours is required; therefore, CES 9003 must be taken three times. CES 9003 may not be taken until the comprehensive exams are successfully completed.

TOTAL HOURS: 72 credit hours

Exit Assessment

The doctoral program has the same academic policies and standards as the undergraduate and M.Ed. programs except where specifically stated. Consistent with the college's Doctoral Matriculation Deadline policy, all course requirements leading to and including comprehensive exams must be successfully completed within five years of starting doctoral studies at Lindsey Wilson College. All remaining program requirements and dissertation must be completed within four years of comprehensive exams. Time elapsed during a Leave of Absence does not count toward these deadlines. Students may request deadline extensions, granted at the discretion of the doctoral program director.

- Graduation from the Doctor of Philosophy in counselor education & supervision degree program requires:

- Completion of all required coursework with a cumulative quality point average of 3.00 or higher and no more than one C;
- Completion of an Application for Graduation form with the Registrar's Office following the specific guidelines set forth in this catalog;
- Recommendation of the CES faculty; *and*
- Completion of the following items as outlined in *The Counselor Education & Supervision Student Handbook*:
 - Annual Student Reviews
 - Written comprehensive exam;
 - Oral comprehensive exam (if required);
 - Dissertation proposal; *and*
 - Defense of the dissertation.

Admission

Program Application Procedure

Applicants to the counselor education & supervision program will need to:

1. Submit official graduate transcripts from all programs attended.
2. Have earned a master's degree in counseling or a related profession; graduates from CACREP accredited programs are preferred. Students admitted to the CES program with fewer than 48 semester hours of graduate credit and/or from a non-CACREP accredited program may be required to take additional hours to fulfill admission requirements as determined by a transcript review.
3. Complete the Graduate Record Exam (GRE) Revised General Test.
4. Provide three professional letters of reference from individuals familiar with the applicant's competence to complete doctoral work based on academic background, work history, personality, and ethical behavior. (Please contact the Graduate Office for more information.)
5. Submit a current vita documenting the applicant's professional preparation and experience.
6. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00.
7. Interview successfully as requested with the CES Admissions Committee. Interviewees may also be asked to submit on-site written answers to some selected questions.

At the conclusion of the interview process, the CES Admissions Committee will decide the status of each applicant. The following outcomes may occur:

- **Admission** – Applicants with Admission status are accepted into the program for the fall cohort. Students with Admission status who are unable to start with the fall cohort will need to re-apply or request a Deferred Admission status from the CES Admissions Committee.
- **Deferred Admission** – Applicants with Deferred Admission status will be accepted into the program upon successful completion of criteria outlined by the CES Admissions Committee. These criteria often involve completion of supplemental coursework or licensure requirements.
- **Wait List** – Applicants with Wait List status may be moved to Admission status if a currently admitted student withdraws his or her Admission status.
- **Not Accepted** – Applicants with Not Accepted status may re-apply in the future.

Transfer of Credit

Students may transfer a maximum of 12 credits from another university with U.S. Department of Education recognized institutional accreditation if the courses are taken as part of a CACREP accredited doctoral program and the courses meet the curricular requirements of the Lindsey Wilson College CES program. Dissertation credits cannot be transferred.

Eligibility for transfer will be determined by the CES program director in consultation with CES program faculty. Eligibility will be determined based on coursework comparability via a transcript review. Students may be required to present further evidence of eligibility, such as copies of course syllabi, to support their requests. The CES program director will notify students in writing regarding transfer eligibility decisions and will notify the Registrar's Office in cases where transfer credits are approved. Faculty advisors will work with students on developing updated plans of study in cases where transfer credits are approved.

International Students

International students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
 - Internet-based (iBT): 79 composite with 21 writing and 19 reading,
 - Paper-based: 550, *or*
 - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution.

Assistantships

The CES graduate assistant (GA) placement is designed as a learning milieu for the graduate student while assisting faculty in providing a comprehensive program with academic integrity. Each assistantship requires up to 10 hours per week. Contact the director of the counselor education & supervision program for more information.

The duties of the CES GA will vary based on institutional and program needs, as well as the specific abilities of the GA.

CES Graduate Assistantship Application

1. Complete a Graduate Assistant Application. All application materials should be submitted to the director of the counselor education & supervision program as early as possible.
2. All eligible applicants will be invited for an interview. Several faculty and staff are invited to attend as an interview team, including the director of the CES program, CES faculty, and other individuals associated with the CES GA position being filled, to illustrate the collaborative process by which GAs are selected.
3. After applicants have been interviewed, the interview team will select a candidate and notify the director of the CES program by submitting the selected candidate's Graduate Assistant Application, Graduate Assistant Agreement, Graduate Assistant Position Description, and background check form.
4. The director of the CES program will work on finalizing the CES graduate assistant position description with the supervisor identified by the selection committee.
5. The director of the CES program will inform all applicants of the decision.
6. The CES graduate assistant's supervisor will orient the GA to his/her new position.
7. An unsuccessful candidate for a CES Graduate Assistantship may apply for consideration for other positions available.

Graduate Course Descriptions

For a list of graduate courses being offered in a specific semester, please visit the Lindsey Wilson College online course schedule.

Lindsey Wilson College's graduate course descriptions are listed for the following degrees:

- The M.B.A., with an emphasis in general business or project management,
- The M.Ed. in counseling & human development,
- The M.S. in technology management,
- The D.N.P. in executive leadership, *and*
- The Ph.D. in counselor education & supervision.

Course Numbers

Each digit in the course numbers represents the following:

- First digit: Identifies course level.
- Second and third digits: Program use (may suggest sequence or common-numbered courses).
- Fourth digit: Credit hours.

Course Prerequisites and Corequisites

- **Prerequisites on courses are absolute:** Prerequisites provide knowledge and skills essential for student success in the courses for which they are listed.
- **Corequisite(s):** The corequisite listed in the course description indicates that the student intending to take the course described must also enroll in the corequisite course. The courses must be taken simultaneously, and they cannot be added or dropped independently.
- **Prerequisite(s) or instructor's permission:** Although students are advised to take the prerequisite first, faculty have the option of overriding the prerequisite by using the electronic override. Paper copies of Drop/Add forms will not be accepted, as electronic overrides will assist the Registrar's Office to monitor courses that have prerequisite/permission applications.
- **Recommended:** Recommendations are advisory in nature and suggest that the course material might better be learned if the recommended course is taken first.
- **No prerequisite:** Any student in the program can take the course.

Common Numbered Courses

- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from the dean of the school and the Registrar's Office are required. Course numbers are assigned using a "DS" for the middle two digit positions (e.g., CHD 5DS1 – master's level directed study course in the Counseling & Human Development program earning one credit hour).
- **Special Topics:** These courses are offered on an occasional basis by faculty to explore subjects not offered regularly in the curriculum. Course numbers under this designation will be preceded by the appropriate program abbreviation and will show an "8" in the second digit position. As usual, the first digit indicates the ability level, and the final digit will vary according to the number of credits the course carries (e.g., CHD 6802 – master's level special topics course in the Counseling & Human Development program earning two credit hours).

Credit Hour Requirement for Master's Candidates

All master's degree candidates for graduation must complete a minimum of 30 credit hours of acceptable graduate coursework with a minimum cumulative grade point average of 3.00 on a 4.00 scale. Refer to specific program for additional requirements. Most master's degree programs exceed the 30-credit hour minimum.

Credit Hour Requirement for CES Doctoral Candidates

All doctoral degree candidates must complete a minimum of 72 credit hours of acceptable graduate coursework, including dissertation research, beyond the 60 graduate credit hours of training in an approved counseling program with a minimum cumulative grade point average of 3.00 on a 4.00 scale and with no more than 2 Cs. Some students may exceed the minimum number of credit hours.

Credit Hour Requirement for D.N.P. Candidates

All D.N.P. degree candidates must complete a minimum of 68 credit hours of acceptable graduate coursework, including Capstone research, with a minimum cumulative grade point average of 3.00 on a 4.00 scale. D.N.P. candidates must earn a minimum grade of B in each course. They may repeat up to six hours or the equivalent of two courses and may repeat each course only once. If a student accumulates two Cs or below, s/he will be dismissed from the program.

Master of Business Administration

M.B.A.

MBA

MBA 5013 – Organizational Communications – 3 credit hours

This course emphasizes oral and written forms of business communications as well as interpersonal and organizational communications and includes exploration of the various techniques, instruments, processes, and styles employed by leaders to communicate effectively within organizations and ethical considerations in communications.

MBA 5033 – Managerial Accounting – 3 credit hours

This course emphasizes the development and use of accounting information for management planning, control, and decision making.

MBA 5043 – Managerial Economics – 3 credit hours

Students will learn how to apply the analytical tools of economic theory to decision making by management.

MBA 5053 – Managerial Finance – 3 credit hours

The course provides insights into and understanding of financial concepts along with practical approaches to analysis and decision making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy.

MBA 5063 – Marketing Management – 3 credit hours

This course will focus on techniques and practical application of planning, market analysis, and strategic design with an emphasis on integration of product, price, promotion, and distribution.

MBA 6023 – Legal & Ethical Environment of Business – 3 credit hours

The emphasis of the course is on the legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.

MBA 6033 – International Business Management – 3 credit hours

This course will emphasize organizational behavior within a global format, prepare the student for dealing with the cultural, social, and ethical issues of working within the world market, and will focus on how and why the world's countries differ and the economics and politics of world trade. Also, this course will investigate the global monetary systems, the strategies and structures of international business, and the roles of international business's functions.

MBA 6043 – Strategic Management – 3 credit hours

The course will integrate many sub-disciplines in business, including ethical and societal considerations, analytical procedures in business, and decision making with a case-oriented context. Focus is on clarity of thought and method, oral and written communications, and strategic planning methods. *Prerequisites:* Permission of school's dean.

MBA 6083 – Organizational Behavior – 3 credit hours

The course will emphasize organizational behavior within complex work organizations. Topics include organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making.

MBA 6093 – Organizational Leadership – 3 credit hours

This course presents a comprehensive, integrative, and practical focus on leadership. The course examines leadership theories/concepts that have emerged over the past several decades. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational cultures, diversity, learning organizations, strategic leadership, and crisis leadership. Upon completion of the course, students should be able to explain the role of individuals as leaders, including traits, attitudes, ethical perspectives, behaviors, and styles; analyze sources of influence and their relevance to different leadership situations; compare the principal theories of leadership and evaluate their relevance to different leadership situations; demonstrate the ability to apply specific leadership skills to relevant contexts; evaluate and apply concepts of followers, teams, and team leadership; analyze and apply different approaches to organizational leadership; discuss the conditions that impede or facilitate organizational change; and plan and implement a change effort within an organization.

PM 5003 – Foundations of Project Management – 3 credit hours

This course will focus on the essential activities of project management that include planning, implementation, scheduling, project control, closure, and termination. In addition, the course provides a generic approach and perspective to the project management process.

PM 6003 – Project Management Principles & Practices – 3 credit hours

The course utilizes the “holistic” approach that provides students with the skills, knowledge, and abilities to manage technology, people, culture, stakeholders, and other diverse elements necessary to complete a project. Utilization of leadership, team building, conflict resolution, negotiation, and influence in equal amounts with traditional and technical skills of any field will be practiced.

PM 6013 – Process Management – 3 credit hours

The focus of this course is on the process architecture (PA), which is the methodology for managing data throughout the project life. The objective of PA management is to enable project completion at an accelerated pace and in a cost-effective manner. The student will be exposed to a process that involves assorted process groups and diverse knowledge areas. Students will identify learning curve, contract management, quality management, and modern developments and changes.

Master of Education – Counseling & Human Development**M.Ed.****CHD****CHD 5000 – Personal Growth & Development Group – 0 credit hours**

This non-credit course is an authentic small group experience that focuses on personal growth and wellness. Students will participate for a minimum of 10 clock hours over the course of a semester. Participation in this group experience satisfies a CACREP standard.

CHD 5003 – Life Cycle Development in Individuals & Families – 3 credit hours

Designed to aid in the understanding of the nature and needs of individuals in the family system at all moral, cognitive, psychological, social, and spiritual development levels. Intervention strategies in the complex development relationships among individuals in the family system are presented. Counseling in the life cycle of the individual will be the primary focus.

CHD 5013 – Multicultural Counseling – 3 credit hours

Designed to provide insight into the diverse components that the multiculturally competent counselor may experience when providing counseling services to individuals, families, and groups. Specific course topic areas include the exploration and application of age; disability; gender; oppression, power, and privilege; race; sexual orientation; social class; spirituality and religion; social justice and advocacy; and the multicultural counseling competencies.

CHD 5023 – Counseling Theories & Techniques: Affective/Humanistic – 3 credit hours

Introduces students to theories that conceptualize counseling issues, processes and interventions with an emphasis on affective and humanistic orientations. Additionally, students will become familiar with essential interviewing and counseling skills as well as ethical and legal considerations. Students will become knowledgeable about techniques associated with affective and humanistic counseling approaches through didactic instruction, experiential exercises, and session evaluations.

CHD 5033 – Counseling Theories & Techniques: Cognitive/Behavioral – 3 credit hours

Introduces students to theories that conceptualize counseling issues, processes, and interventions with an emphasis on cognitive and behavioral orientations. Additionally, students will become familiar with essential interviewing and counseling skills as well as ethical and legal considerations. Students will become knowledgeable about techniques associated with cognitive and behavioral counseling approaches through didactic instruction, experiential exercises, and session evaluations.

CHD 5043 – Group Counseling Techniques – 3 credit hours

Intended to provide the student with both a theoretical and experiential understanding of group work including discussion of the principles of group dynamics, group leadership styles, group counseling theories, group counseling methods, types of group work, and professional preparation standards for group leaders. Ethical and legal issues associated with group work and leadership will also be discussed.

CHD 5053 – Career Education Counseling – 3 credit hours

Promotes an understanding of the world of work and theories of career development including ability, interest, values, personality factors, and choice of occupation. Also discussed are occupational/vocational trends, interrelationships between work, family, and other life roles, assessment instruments and techniques relevant to instruction in the area of career guidance as well as various career counseling resources available to the counselor.

CHD 5083 – Research Methods – 3 credit hours

Provides students with an understanding of research methods, statistical analyses, needs assessments, and program evaluation. Will focus on understanding research methodologies (i.e., quantitative and qualitative) and how these methodologies can be used for improving counseling effectiveness. Basic statistical procedures involved in descriptive and experimental research are presented. Students will use statistical software packages to calculate descriptive and inferential statistics. Ethical and professional issues associated with research and program evaluation will also be presented.

CHD 5093 – Ethics in Professional Counseling – 3 credit hours

Students are introduced to ethical standards of professional counseling organizations, credentialing bodies, and applications of ethical and legal considerations in professional counseling (American Counseling Association, American School Counseling Association, National Board for Certified

Counselors, and state board specific codes). Students explore the legislation, governmental policy, and legal and ethical considerations relevant to professional counseling. Students examine the impact of technology on the counseling profession and identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. Students identify strategies for personal and professional self-evaluation and implications for practice and consider strategies for self-care that are appropriate to the counselor role.

CHD 5303 – Assessment & Evaluation – 3 credit hours

Provides an understanding of individual and group approaches to assessment and evaluation in counseling. History of assessment, statistical assessment concepts, reliability and validity, normal-referenced and criterion-referenced interpretation, applicability of instruments to various diverse cultures, and ethical and legal concerns are addressed. Additional areas of focus include strategies for test selection, administration, scoring, and interpretation of a variety of instruments frequently used by counselors as well as communicating test results and writing clinical assessment reports.

CHD 5313 – Psychopathology & Clinical Diagnosis – 3 credit hours

Provides an exploration of mental and emotional disorders that develop during childhood and adolescence and continue into adulthood. Course content will include age-appropriate diagnostic information as defined by the current edition of the Diagnostic & Statistical Manual of Mental Disorders classification system. Students will be introduced to concepts related to etiology, cultural factors, differential diagnosis, and the use of psychopharmacological medications.

CHD 5323 – Foundations of Clinical Mental Health Counseling – 3 credit hours

Introduces students to the clinical mental health counseling profession. Students will examine the roles and functions of clinical mental health counseling as it relates to the historical and philosophical context of clinical mental health counseling, professional identity, roles and settings in clinical mental health counseling, standards in credentialing, professional organizations, and models of clinical mental health counseling.

CHD 6003 – Practicum – 3 credit hours

Provides clinical instruction through supervised placement within the student's program of study while completing one 150 on-site clock hours. Particular attention is given to the development of individual counseling and group skills under supervision through an on-site placement in a professional clinical setting. Requires 60 hours of direct, face-to-face contact. Students receive one hour per week of individual supervision in the clinical setting and one-and-a-half hours per week of group supervision provided by program faculty.

CHD 6013 – Internship I – 3 credit hours

A minimum of 300 clock hours in a supervised clinical setting that allows for a transition from an educational, student-oriented environment to a professional, clinically-oriented setting. During this experience, the student will receive on-site supervision from a qualified mental health professional while continuing to receive tutorial instruction on campus. Requires 120 hours of direct, face-to-face contact. Both CHD 6013 and CHD 6043 are required to satisfy both the program and CACREP's requirements.

CHD 6043 – Internship II – 3 credit hours

A minimum of 300 clock hours in a supervised clinical setting that allows for a transition from an educational, student-oriented environment to a professional, clinically-oriented setting. During this experience, the student will receive on-site supervision from a qualified mental health professional while continuing to receive tutorial instruction on campus. Requires 120 hours of direct, face-to-face contact. Both CHD 6013 and CHD 6043 are required to satisfy both the program and CACREP's requirements.

CHD 6053 – Advanced Clinical Diagnosis & Treatment – 3 credit hours

Provides an in-depth understanding of mental and emotional disorders commonly diagnosed in the field of counseling. Classification of these disorders will be considered using the current edition of the Diagnostic & Statistical Manual of Mental Disorders. Students will be introduced to methods used in the treatment of mental disorders including treatment planning and the use of psychopharmacological medications.

CHD 6063 – Advanced Clinical Assessment – 3 credit hours

Offered for students interested in gaining more in-depth knowledge regarding clinical assessment. Special attention is on the administration, scoring, and interpretation of commonly used clinical and personality assessments as well as on advanced assessment report writing.

CHD 6173 – Theories of Addiction & Pharmacology – 3 credit hours

This course will introduce students to models and theories used to describe addiction, both contemporary and historical, and to provide an understanding of the effects of addiction on individuals, including the biological, psychological (cognitive, behavioral, and affective), social, and spiritual dimensions of life and functioning. In addition, we will explore the impact pharmacology has on the treatment process. The interaction of the social and cultural contexts with addictive processes as well as differentiation of addiction from other medical and psychological conditions will be explored.

CHD 6174 – Counseling Procedures & Strategies, Legal Issues, & Prevention Strategies with Addicted Populations – 4 credit hours

This course will explore techniques and procedures utilized in the treatment of psychoactive substance abuse and dependence, as well as models of programs utilized in the treatment of psychoactive substance addiction, both contemporary and historical. Students will also learn about the legal and ethical factors associated with working with individuals experiencing addiction. Relapse prevention strategies and techniques will be examined.

CHD 6183 – Assessment, Diagnosis, & Treatment of Addiction – 3 credit hours

Students will learn assessment procedures, interviewing techniques, and various assessment inventories related to the diagnosis and treatment of psychoactive substance abuse and dependency. Criteria for diagnosing substance use disorders and the appropriate modality and level of treatment will be explored. Use of collateral data in the assessment process, including professional and nonprofessional material and the presence of dual diagnosis, will be examined.

CHD 6193 – Relationship Counseling, Group Process, & Techniques with Addicted Populations – 3 credit hours

Students will learn about techniques for assessing relationship dysfunction and about the impact psychoactive substance abuse and dependency have on relationships. The course will examine appropriate and effective group techniques and strategies implemented with individuals and families whose lives have been negatively affected by addiction. The impact substance abuse and dependency have on medical, physical, spiritual, and psychological conditions of human development will be explored.

CHD 6203 – Clinical Documentation of Mental & Emotional Disorders – 3 credit hours

Presents detailed coverage of utilizing and completing the primary documentation components in clinical practice including intake interview reports, session notes, developing and implementing treatment plans, formulating timelines for treatment, assessing and reporting on treatment progress, procedures for making and documenting appropriate treatment recommendations and referrals, and termination summaries in the treatment of mental and emotional disorders. The clinical application of theoretical orientations throughout these processes will also be emphasized.

CHD 6213 – Gerontology – 3 credit hours

This course will focus on familiarizing students with the multi-varied aspects of aging, including identifying and addressing substance use and mental health issues. Students will gain an understanding of viable theories and treatment approaches when working with this population. The importance of professional collaboration, working with caregivers and family members, and utilizing a treatment team model will be discussed.

CHD 6223 – Counseling Latino Clients – 3 credit hours

Explores the current and historical context of Latino culture in the United States including the significance of language, politics, and individual and group experiences. Students also explore the Latino immigration phenomenon and critical issues in counseling, including resources and techniques for counseling Latino clients. Counseling and psychological research and theory on the cultural, societal, and historical influences on the well-being and characteristics of Latinos will be explored. Various counseling and psychological models and interventions responsive to this population will also be examined.

CHD 6233 – Crisis Intervention – 3 credit hours

Provides students with an overview of counseling skills for working in crisis and trauma situations as well as crisis intervention theory. Students will review case studies and create a crisis resource for a client population or counseling setting of interest. Trauma and crises will be examined, with particular emphasis on how they relate to individuals, families, and communities (i.e. schools, cities, countries, cultural groups).

CHD 6243 – Human Sexuality – 3 credit hours

Addresses theories of human sexual development as well as a broad range of topics to include the expression of human sexuality and intimacy across the lifespan; optimal sexual health across all age, gender, and cultural groups; and assessment and treatment of sexual dysfunctions.

CHD 6253 – Introduction to Play Therapy – 3 credit hours

Provides an overview of the play therapy field including philosophical basis for play therapy, micro-skills, and ethical issues. Coursework emphasizes child-centered play therapy theory knowledge and skills. Students will become familiar with play therapy, stages and themes, parent consultation, filial therapy, and diversity implications and will be introduced to family and sand play therapy.

CHD 6263 – Trauma-Informed Counseling – 3 credit hours

Focuses on developing clinical skills to assess and treat the effects of various traumatic events including natural disasters, sexual and/or physical assault, and other personal tragedies. Students will also gain skills and knowledge about exposure to trauma across the lifespan and will explore multiculturally relevant treatment plans.

CHD 6273 – Introduction to Adlerian Play Therapy – 3 credit hours

Provides basic knowledge in the use of Adlerian play therapy skills and techniques to build relationships with children; explore children's lifestyles; help children gain insight into their lifestyles; and help children make changes in their thoughts, feelings, attitudes, and behaviors. The course will include strategies for developing consulting skills for working with parents and teachers as a part of the Adlerian play therapy process. The emphasis of this course is on play therapy skills, Adlerian theory as applied to play therapy, and working with specific populations using Adlerian play therapy.

CHD 6283 – Adolescent Intervention – 3 credit hours

Presents an in-depth survey of various problematic issues and behaviors associated with adolescence and diverse individual and family counseling models for the prevention, assessment, and treatment of these problems. Theoretical foundations, ethical concerns, and adolescent development are also addressed.

CHD 6293 – Psychopharmacology for Mental Health Professionals – 3 credit hours

Provides an overview of the role of psychotropic medication in the treatment of a wide variety of mental health conditions, including mood disorders, anxiety disorders, and psychotic disorders. The course will also include an overview of the etiology, pathology, and development of mood, anxiety, and psychotic disorders as well as the basic principles of pharmacokinetics and pharmacodynamics. Students will also be introduced to fundamental neuroanatomy as it relates to psychotropic medications.

CHD 6513 – Mental Health Administration, Supervision, & Consultation – 3 credit hours

Investigates various theoretical models and applied methodology of administrative organization, leadership style, public advocacy, consultation, and clinical supervision of mental health professionals in a range of treatment settings.

CHD 6613 – Systemic Family Therapy – 3 credit hours

Introduction to the historical proponents of systemic and feminist thought. Focuses on the basic systemic models and theories including communication (MRI and Satir), intergenerational (Bowen), strategic (Haley), and structural (Minuchin). An overview of contemporary theories will also be presented. New developments and research in the field will be highlighted.

CHD 6801 – Special Topics – 1 credit hour

Includes areas of knowledge and skills related to counseling but not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

CHD 6802 – Special Topics – 2 credit hours

Includes areas of knowledge and skills not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

CHD 6803 – Special Topics – 3 credit hours

Includes areas of knowledge and skills not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

Master of Science – Technology Management

M.S.

MSTM

MSTM 5003 – Computer & Network Security – 3 credit hours

This course provides the background on security issues relating to computers and communication systems including mobile and internet technologies. This course will develop security awareness for use and implementation of information processing components such as networks, applications, and operating systems. Procedures and algorithms for virus detection, encryption, and database security will be discussed.

MSTM 5013 – Disaster & Recovery Planning – 3 credit hours

This course focuses on practical processes of disaster response planning and mitigation for security professionals working in both public and private organizations. Almost every business and organization must deal with business continuity and IT disaster recovery at some level. Areas addressed include risks to companies' and organizations' critical business resources, IT systems and processes related to the onset of cloud computing technology, the proliferation of wireless mobile devices, severe weather related incidents, and other types of disasters both human-engineered and natural.

MSTM 5023 – Emerging Technologies – 3 credit hours

This course addresses academic research and practical applications related to technological ventures. Topics focus on opportunity, strategy, laws covering intellectual property, and financial aspects of technology enterprise.

MSTM 5033 – Information Infrastructure – 3 credit hours

This course introduces fundamental concepts of data communication and networking, such as network structure, cybersecurity issues, and trends in communications and networking. Practical application of content is made through case study analysis.

MSTM 5700 – Graduate Research – 0.5 credit hours

Critical thinking expressed through solid research and clear writing serves as the foundation for all academic and professional pursuits. Each student will develop these skills through the research and composition of an essay that contains a clear thesis statement and produces an argument utilizing appropriate evidence.

MSTM 5900 – Internship – 0.5 credit hour

This course provides students with an opportunity to gain practical work experience that is connected to graduate coursework for the MSTM program. This for-credit internship requires students to document work experiences, including hours worked and tasks completed, in a job placement related to the field of study. In addition to internship responsibilities, students will complete written research to connect practical experiences with graduate coursework. Students generally are expected to work a minimum of 20 hours per week to complete expectations for this course, maintain a minimum GPA of 3.0. This course may be taken for 0.5 credit hour per term and may be repeated up to 5 credit hours.

MSTM 6003 – Issues in Cyberlaw – 3 credit hours

This course explores the legal and policy issues associated with the Internet and cyberspace. The course will focus on cases, statutes, regulations, and constitutional provisions that affect people and business interacting through computers and the Internet. Topics include intellectual property, e-commerce, online contracts, cybercrimes, torts, and privacy issues.

MSTM 6013 – Management Information Systems – 3 credit hours

The course focuses on how today's businesses use information technology to achieve expected outcomes and corporate missions. It covers the topics of organizational change, ethical issues of information systems, information systems processes, application of project management concepts to technology infrastructure, and compliance and security concern in information technology.

MSTM 6023 – Project Management – 3 credit hours

This course covers theories supporting effective communication, planning, and tools used in project management. Strategies for gaining internal support for change and mitigation of failure are discussed. Practical application is made through case studies of management change processes.

Doctor of Nursing Practice – Executive Leadership**D.N.P.****NURS****NURS 5013 – Pathophysiology for Advanced Nursing Practice – 3 credit hours**

Focuses on the advanced normal physiological and pathophysiological mechanisms of disease. Human responses to potential and actual health problems are addressed within and across systems of care focusing on vulnerable populations. *Theory hours: Three. Total clinical hours: 40.*

NURS 5023 – Pharmacology & Drug Therapy for Advanced Practice Nursing – 3 credit hours

Focuses on the actions, application, and principles of major drug classes in relation to physiologic systems with emphasis on advanced practice nursing across the lifespan. Course content includes drug regimens and patient education.

NURS 5033 – Human Diversity & Health Promotion – 3 credit hours

Provides opportunity for students to apply advanced health assessment techniques, interview clients to obtain comprehensive subjective data, and interpret objective data leading to the development of optimum plans of care. Students explore cultural, ethical, and developmental variations through production of a plan of care for a selected client. Students will demonstrate their physical assessment skills. *Theory hours: Three. Total clinical hours: 100.*

NURS 5043 – Biostatistics – 3 credit hours

Explores the statistical methodologies used to evaluate epidemiological data using descriptive and inferential statistical methods. It explores the statistical methods of ANOVA, repeated measures analysis of variances, correlation analysis, and multiple linear regressions. The use of statistical software links theory with practice.

NURS 6013 – Financial Management in Health Systems – 3 credit hours

Focuses on the application and critical appraisal of basic economic and financial theories that drive health policy and health care systems. Concepts focus on preparing the nurse leader in managerial aspects of financial analysis, decision-making, cost accounting, and personnel costs in the current health care setting.

NURS 6023 – Evidence-based Practice – 3 credit hours

Provides students with the knowledge and skills to critique, synthesize, and differentiate evidence to establish a clinical scholarship trajectory for the highest level of evidence-based practice. Emphasis is placed on strategies needed to address health problems to improve patient outcomes.

NURS 6033 – Human Resources in Health Management – 3 credit hours

Synthesizes leadership theories and organizational models within the health care industry that influence resource utilization in nursing and health care. The conceptual basis and methods of financial analysis and decision-making will be analyzed. Models of health care economics, human resource management, change management, strategic planning, program development, and implementation are explored. *Theory hours: Three. Total clinical hours: 60.*

NURS 6043 – Theoretical Foundations in Nursing Practice – 3 credit hours

Expands the theoretical foundational theories of advanced nursing practice. The content expands nursing theories as related to clinical prevention, management of patient care, and improvement to health care outcomes.

NURS 6103 – Foundations of Grant Writing – 3 credit hours

Prepares the post-B.S.N. student to participate in the processes of grant writing, researching, identification of potential funding sources, and reporting. *Theory hours: Three. Total clinical hours: 60.*

NURS 6112 – Bioethics & Law – 2 credit hours

Prepares the advanced practice nurse as a nurse leader by integrating nursing science into the analysis and synthesis of ethical topics as related to advanced nursing practice. Emphasizes strategies to lead a team through the political, legal, ethical, socioeconomic, and technological issues impacting patient care outcomes and patient safety. *Theory hours: Three. Total clinical hours: 60.*

NURS 6123 – Advanced Nurse Leadership – 3 credit hours

Engages students in active learning activities that develop leadership skills to build an effective team, lead effectively, connect partners, and collaborate with stakeholders to promote population health and to improve outcomes. *Theory hours:* Three. *Total clinical hours:* 100.

NURS 7013 – Orientation to Advanced Practice Nursing – 3 credit hours

An immersion experience into the specialty leadership D.N.P. courses. It allows for the transition of the advanced practice nurse into the D.N.P. studies. Emphasis is on program outcomes, policies, D.N.P. roles and responsibilities, scholarly writing, presentation skills, and faculty expectations.

NURS 7023 – Transformational Leadership – 3 credit hours

Engages students in an exploration of advanced nursing leadership in nursing and health care organizations. Emphasis is on concepts of leadership, organizational theory, quality improvement methods, interprofessional collaboration, effective communication, and change strategies. Students will develop personal leadership knowledge and skills to initiate transformational change within the health care system.

NURS 7033 – Health Care Informatics & Technology – 3 credit hours

Focuses on the foundations for understanding informatics and patient care technology. Students will apply knowledge and skills from a variety of applications to integrate nursing science, computer science, and information science into nursing practice. *Theory hours:* Three. *Total clinical hours:* Up to 80.

NURS 7043 – Leadership in Health Policy – 3 credit hours

Prepares students to analyze and influence health policy environments at the regional, national, or international level. It provides a critical analysis of current issues related to health policy. Emphasis is placed on the nursing leader as a role model to revise health policy and improve the health care system. Students will design interventions to influence policy making and implementation. Methods for evaluating policy and law to improve strategic plans are explored. *Theory hours:* Three. *Total clinical hours:* Up to 60.

NURS 7103 – Nursing Theory – 3 credit hours

Focuses on nursing theory as a way to influence nursing practice. A strong conceptual framework will be developed linking practice theory, knowledge, and philosophy together while applying for a more in-depth relationship between theory and evidence-based practices.

NURS 7113 – Advanced Nursing Research for Evidence-based Practice – 3 credit hours

Focuses on the application of evidence-based research to promote excellence in nursing practice. Emphasis is on current research to propose methods to apply newly acquired knowledge to advanced practice. Students will utilize concepts from interprofessional sources to impact and understand advanced practice decisions culminating with a literature review.

NURS 7123 – Advanced Epidemiology – 3 credit hours

Integrates epidemiological principles that affect the health of the population. Emphasis is on history and methods of epidemiology in relation to the decision-making process for improved patient care and population outcomes. Students use analytical methods and evidence-based guidelines to critically appraise existing literature and epidemiological data to apply best practice to the nursing practice setting.

NURS 8013 – Quality Improvement – 3 credit hours

Analyzes and applies system change theories to evaluate programs and evidence-based interventions. Using the student's practice setting, an emphasis will be placed on assessing quality, policies, and cost effectiveness of programs in health care organizations. *Theory hours:* Three. *Total clinical hours:* Up to 40.

NURS 8023 – Organizational Leadership – 3 credit hours

Focuses on organizational and systems theory related to promotion, financing, and systems implementation of evidence-based projects. Emphasis is on establishing efficient work processes and safe clinical care. Utilizing newly acquired leadership skills and knowledge, students appraise the health care system to envision, facilitate, and sustain transformational system changes which promote excellence in the health care organization. Students will prepare either a marketing or business plan that will justify the need and viability of their project, product, or service.

NURS 8033 – Cultural Diversity – 3 credit hours

Explores cultural influences on health care and health care planning. An immersion experience will allow students to identify health care disparities within a given culture and create strategies for quality improvement. *Theory hours:* Three. *Total clinical hours:* Up to 40.

NURS 8103 – Capstone Project: Problem Identification & Project Proposal – 3 credit hours

Serves as the foundational capstone course. Students will identify a project problem, develop a project proposal, and establish the initial design. Examples of project proposals include quality improvement, analyzing policy, designing and using databases, designing and evaluating new models of care, collaboration with researchers to answer clinical questions, and program development, implementation, and evaluation. Human subject needs are determined and initiated. *Theory hours:* Three. *Total clinical hours:* 120.

NURS 8201 – Capstone Project: D.N.P. Design & Implementation – 1 credit hour

The second of the D.N.P. capstone courses. Focuses on project design and implementation. The project proposal will include a literature review and project design. Students will implement an evidence-based scholarly project specific to a population of interest within the practice setting. Students will complete a poster presentation based on proposal and design. *Theory hours:* One. *Total clinical hours:* 120.

NURS 8302 – Capstone Project: D.N.P. Analysis, Report & Dissemination – 2 credit hours

The final D.N.P. capstone course. Students focus on data collection, analysis, and dissemination within this course. Students will develop a comprehensive report describing their project, implementation, evaluation, and synthesis of the results. Students will identify dissemination plans and future recommendations on their project topic. The course will conclude with a scholarly presentation. *Theory hours:* Two. *Total clinical hours:* 120.

Doctor of Philosophy – Counselor Education & Supervision**Ph.D.****CES****CES 7003 – Foundations of Counselor Education & Supervision – 3 credit hours**

This course provides an advanced introduction to counselor education and supervision, including an exploration of professional identity, professional organizations, professional ethics, professional writing, and current issues. Students will explore these areas in the context of orienting to the CES program, its processes, resources, and technology.

CES 7013 – Advanced Counseling Theories – 3 credit hours

This course provides an advanced exploration of counseling theories, including the integration of theory and application of multiple theoretical perspectives while conceptualizing client cases. Emphasis is placed on evidence-based counseling practices and methods for evaluating counseling effectiveness. Ethical and culturally appropriate use of counseling across multiple settings is explored.

CES 7043 – Contemporary Issues in Clinical Practice – 3 credit hours

This course provides an advanced exploration of current topics in mental health counseling. Topics will be taken from current events that are influencing the profession as it continues to develop. Themes may include advanced techniques or areas of increased focus in the profession; examples include crisis counseling or grief counseling. The content will be determined by each professor who teaches the course. This class may be repeated for credit.

CES 7113 – Instructional Technology in Counselor Education & Supervision – 3 credit hours

This course introduces a wide range of instructional technologies for use in face-to-face, hybrid, and online learning environments. Emphasis is placed on the development of a technical understanding of instructional technologies and on evidence-based use of these tools. Technology use within the context of clinical supervision is also explored.

CES 7123 – Course Development & Assessment – 3 credit hours

This course provides a framework for curricular design and assessment in face-to-face, hybrid, and online learning environments. Situational factors, learning goals, formative and summative assessment, grading, and structural considerations of course design are all included as part of a comprehensive course design strategy. Student learning outcomes and student assessments are addressed as defining elements of the development process. Ethical and cultural considerations of development and assessment are included. Content is explored within the context of counselor education and supervision.

CES 7133 – Instructional Strategies & Course Management – 3 credit hours

This course explores roles, responsibilities, and methods of course instruction and management in face-to-face, hybrid, and online learning environments. This exploration is grounded in an understanding of models of instruction and adult learning. Classroom management issues, including screening, remediation, and gatekeeping, are considered. Ethical, legal, and cultural considerations of instruction and course management are explored. Content is explored within the context of counselor education and supervision.

CES 7233 – Grant Writing – 3 credit hours

This course focuses on grant development, writing, capital acquisition, grant management, and outcomes evaluation.

CES 7243 – Leadership in Action: Advocacy & Organizational Administration – 3 credit hours

This course provides an exploration of the theories, models, and skills of leadership for professional organizations and venues, the counseling profession, and its constituents. Theories, models, and skills in advocacy for the counseling profession and underserved/underrepresented populations will be processed. In addition, practical aspects of mental health administrations, including personnel management, diversification of services, resource utilization, fiscal management, risk management, and ethical and legal considerations are explored. Roles and strategies for coordinating an effective response to crises and disasters are included.

CES 7313 – Clinical Supervision & Consultation – 3 credit hours

This course provides an advanced exploration of clinical supervision and consultation. The purposes, roles, relationships, and skills involved in clinical supervision and consultation are considered as well as legal and administrative responsibilities, such as supervisee assessment, remediation, and gatekeeping. These factors are placed within the context of current and emerging theories, models, and modes of clinical supervision, with an emphasis on the importance of developing and utilizing an individual approach to supervision in an ethical and culturally relevant manner.

CES 7323 – Leadership & Administration in Counselor Education – 3 credit hours

This course introduces theories and skills of leadership in counselor education programs. Additionally, the course explores the nature of leadership in academic programs, including faculty governance and advocacy, budget development, accreditation, curriculum development, personnel management, conflict resolution, crisis management, and other issues related to the management of an academic unit. Development of a personal leadership style that is ethical and culturally relevant is emphasized.

CES 7333 – Research, Program Evaluation & Outcomes Assessment in Higher Education – 3 credit hours

This course introduces models and methods of program evaluation, program research, and outcomes assessment. Topics include evaluation strategies and designs, data collection, analysis, and reporting. Emphasis is placed on the use of program evaluation methods to support programmatic change. Content is explored in the context of CES program accreditation processes and requirements.

CES 7TX1-7TX3 – Topics in Counselor Education – 1-3 credit hours

Students focus on the development of an individual specialty area in counselor education. Each student will identify and develop a specialty area (in counseling, teaching, supervision, leadership, or research) for application and practice and will develop an individualized study plan for the seminar. The individualized plan should include a minimum of 70 practice hours as well as customized readings related to the area of specialization. All aspects of the individualized plan should be developed in conjunction with the instructor, who supervises the experience. Credit hours for CES 7TX1-7TX3 will not substitute for any part of the 72 hours required for the Counselor Education & Supervision doctoral degree. In addition, these hours do not contribute to field experience hours accumulated in CES 8003 or CES 8010. Enrollment in this course requires approval from the student's advisor as well as the CES program director. This course may be repeated for credit, up to a total of nine hours.

CES 8003 – Advanced Practicum – 3 credit hours

In this course students participate in a supervised, doctoral-level counseling practicum of a minimum 150 hours, of which 40 hours must be providing direct counseling services. Where appropriate, experience as a supervisor is encouraged as part of the indirect requirement. Specifics of the placement are determined in consultation with program faculty. Students receive one hour per week of individual/triadic supervision in the clinical setting as well as regularly scheduled group supervision by program faculty.

CES 8010 – Internship – 1-3 credit hours

A supervised experience in counseling, teaching, clinical supervision, research and scholarship, and/or leadership and advocacy. Specific placement requirements are allocated at the discretion of the doctoral advisor and student, based on experience and training. Students receive one hour per week of individual/triadic supervision in the internship setting as well as regularly scheduled group supervision by program faculty. Students must complete 70 hours of supervised experience for each credit hour of the internship. *Prerequisite:* CES 8003.

CES 9001 – Dissertation Continuation – 1 credit hour

This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. This course is required for students who do not complete the dissertation project with nine credits of CES 9003. Failure to enroll in this course throughout the remainder of the dissertation process is a violation of the continuous enrollment policy for the CES program.

CES 9003 – Dissertation Research: Dissertation Hours – 3 credit hours

This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. Field-based

projects will be emphasized. Ethical and culturally relevant strategies for conducting research will be addressed throughout the experience. *Prerequisite:* Comprehensive examinations.

CES 9013 – Professional Writing, Publication & Presentations in CES – 3 credit hours

This course provides an introduction to and exploration of the practice and skills required for professional writing, engaging the publication process, and the development of professional presentations. Students will work under supervision to generate publication manuscripts and/or presentations to present in a professional venue.

CES 9023 – Research Design & Project Development – 3 credit hours

This course will explore research project development, including analysis of the literature, hypothesis construction, selection and identification of appropriate research methodology, data analysis, and discussion of research results. Students will develop an understanding of research methods, statistical analyses, and needs assessment. This course will also focus on understanding research methodologies and how these can be used for action research, program evaluation, and improving counseling effectiveness. Ethical and professional issues associated with research and program evaluation will also be presented.

CES 9033 – Psychometric Theory & Measurement Design – 3 credit hours

This course will explore theoretical perspectives regarding instrument construction and design. Students will explore strategies for designing, administering, and interpreting quantitative measures. Ethical and professional issues associated with measurement construction, bias, and cultural variation will also be included.

CES 9053 – Qualitative Method & Design – 3 credit hours

This course provides a study of the design, approaches, implementation, and analysis of qualitative research. The development of an in-depth understanding of the major methods of inquiry associated with qualitative research will be emphasized. Students will explore the analysis, interpretation, and presentation of qualitative research data. Ethical and cultural considerations of qualitative research are included.

CES 9073 – Analysis of Variance Methods – 3 credit hours

This course covers means-testing approaches in statistical analyses. It begins with the various types of t-tests and proceeds to multifactorial MANCOVA designs.

CES 9083 – Regression Methods – 3 credit hours

This course covers correlational approaches in statistical analyses. It begins with the various types of correlations and proceeds to multiple regression and structural equation modeling designs.

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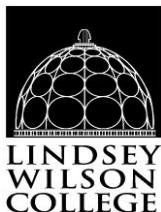


Supplement for

California

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LINDSEY WILSON COLLEGE
Catalog Supplement for California
15 August 2021 to 14 August 2022



California Campus Location
Lindsey-San Diego
San Diego City College

Lindsey Wilson College is a private institution approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means Lindsey Wilson College has met the standards set by the California Education Code (CEC) and Title 5 of the California Code of Regulations.

This supplement provides information about Lindsey Wilson College and its policies to students and potential students who are residents of California. This catalog supplement is for information only and does not constitute a contract. Lindsey Wilson College reserves the right to make necessary changes without further notice in courses, programs, or financial charges. Additional specific academic information can be obtained from the Registrar's Office.

Academic Policies and Regulations

Academic requirements and regulations of Lindsey Wilson College are published in this catalog supplement, in other components of *The 2021-2022 College Catalog*, in the *Lindsey Wilson College Student Handbook*, and in other college announcements. Throughout their period of enrollment at the college, students must know and observe the requirements of the curriculum in which they are enrolled as well as the general academic policies and other regulations of the college.

Failure to read this catalog supplement and the full Lindsey Wilson College catalog does not excuse students from the requirements and regulations described herein.

Transferability of Credits

Notice Concerning Transferability of Credits and Credentials Earned at Lindsey Wilson College: The transferability of credits earned at Lindsey Wilson College is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the credits or the Master of Science degree earned in technology management is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or master's degree earned at Lindsey Wilson College is not accepted at the institution to which the student seeks to transfer, s/he may be required to repeat some or all coursework at that institution. For this reason, the student should make certain that his/her attendance at this institution will meet his/her educational goals. This may include contacting an institution to which the student may seek to transfer after attending Lindsey Wilson College to determine if the credits or degree will transfer.

Articulation or Transfer Agreement

Lindsey Wilson College has not entered into any articulation or transfer agreement with any other college or university that provides transfer of credits into the Master of Science in technology management degree program.

Graduate Programs

Lindsey Wilson College's graduate programs operate on a semester-based, year-round schedule.

External Complaint Procedures

Should a student file a complaint with a state or accrediting body, the student will not be subjected to adverse actions by any school official as a result of initiating a complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's web site: <<http://www.bppe.ca.gov>>.

Complaints related to the college's SACSCOC accreditation should be referred following the procedures found at: <<http://www.sacscoc.org>>.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the college may be directed to The Bureau for Private Postsecondary Education by writing them at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, or at P.O. Box 980818, West Sacramento, CA 95798-0818, by calling them toll-free at (888) 370-7589, by faxing them at (916) 263-1897, or through their website at <<http://www.bppe.ca.gov>>.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which is available on the bureau's internet web site at <<https://www.bppe.ca.gov>>.

Lindsey Wilson College is not pending a petition in bankruptcy or operating as a debtor in possession. Lindsey Wilson College has not filed a petition with the preceding five years nor has a petition in bankruptcy filed against Lindsey Wilson College within the past five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Student Services

Student Services described earlier in this catalog are available to California students when they include the notation that the service is available for community campus students.

Visa Services

Lindsey Wilson College does not provide visa services to international students. International Student Programs processes Forms I-20, which international students can use to obtain their visa, only after students have provided all documentation in the form required by Student & Exchange Visitor's Program (SEVP).

Campus Security & Safety

The Public Safety & Security Office for San Diego City College is located at: Business Services, Room T-160, on the first floor of the T-Building. The phone number is (619) 388-3428; the fax number is (619) 388-3065. More information may be found on their webpage: <<https://www.sdccd.edu/about/departments-and-offices/police-department/>>.

Residence Life

Lindsey Wilson College does not offer dormitory facilities in California. Costs for a one-bedroom apartment within five miles of the campus range from \$1075-3200 per month.

The institution has no responsibility to find or to assist students in finding housing.

Non-Academic Student Grievances

Students may file an official grievance against a member of the faculty, staff or administration if they allege some form of discrimination or failure by an employee to follow a policy or procedure of the college. The formal grievance process is provided to ensure an impartial review to protect the rights of the student and the employee:

1. Any non-academic grievance must be made in writing and filed with the Office of Human Resources.
2. The Office of Human Resources will assign the grievance to the appropriate administrative department.
3. Reasonable action will be taken by the assigned designee to gather information from all parties.
4. The intention of the college is to meet with all parties and resolve the issue through mediation. If the issue cannot be resolved by amiable means, the follow process will be used:
 - Step One: The Office of Human Resources will arrange a hearing to occur within the next seven working days. The hearing panel will consist of three individuals chosen from a list of three employees and two students provided by the Office of Human Resources. From the list of employees and students, the employee grievant will pick one. The person being grieved against will pick the second member, and the Human Resource officer will pick the third.
 - Step Two: A hearing process wherein either side may bring witnesses will be held. No attorneys will be permitted to attend or represent either side of the grievance, nor will the proceedings be recorded.
 - Step Three: The three-member panel will make a recommendation to the Vice President for Student Services within five working days. In the event the employee is in the area of the Vice President for Student Services, the Vice President for Administration & Finance will hear the panel's recommendation.
 - Step Four: The designated vice president will meet with the aggrieved student to deliver the outcome of the hearing within five working days.
 - Step Five: A decision of the grievance hearing panel may be appealed to the President of the college within 72 hours. Any appeal request must be written and signed indicating the reasons for requesting an appeal. Written appeal request will be considered under the following circumstances:
 - The grievance process has been violated;
 - New evidence needs to be presented; *or*
 - The grievance panel's decision seems unfair.

If the appeal is granted, the President has three distinct courses of action:

1. To affirm the ruling;
2. To allow the ruling to stand, but apply different sanctions; *or*
3. To overturn the ruling.

Once the student has exhausted the appeals process, the decision is considered final, and the imposed sanctions must be fulfilled.

- It is the responsibility of the college to ensure that no retaliatory action is taken regarding the grievance during and after the conclusion of the grievance process.
- The process will be conducted to protect the privacy and confidentiality of all parties involved.
- A record of the filed grievance will be kept in the Office of Student Services.
- Documentation collected as part of the grievance process will be kept in student records in the Office of Student Services.

Financial Information

Estimated San Diego Program Expenses

Below are the estimated total charges for the 2021-2022 academic year for tuition, fees, and textbooks. Cost estimates are subject to change yearly.

The estimated program costs provided below are based on the academic year specified and a full course load. Costs may increase for the next academic year; the total program cost is an estimate.

FY 2021-2022 Program Costs: M.S. in Technology Management

		Per semester costs	Program costs
Application fee (non-refundable)	\$100		
Credits/semester	7		
Tuition/credit hour	\$515	\$3,605	
Technology fee, per term (non-refundable)		\$57	
Inclusive book fee (per term)		\$160	
Late payment	\$250		
Residency make-up fee	\$300		
Institutional Charges per semester		\$3,822	
Institutional Charges per program			\$19,110
*Student Tuition Recovery Fund (STRF)		\$1.91	\$9.56
Total costs per semester		\$3,823.91	
Total program costs			\$19,119.55
<i>Notes:</i> (1) Total/year excludes application fee. (2) Institutional charges exclude the application, late payment, and residency make-up fees. (3) Book fees for M.S.T.M. are \$80 per course x 2 courses per semester. (4) *STRF fees are currently \$0.50 per \$1,000 of total program institutional charges. See STRF section of the catalog.			

The M.S.T.M. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 15-1244 Network and Computer Systems Administration.

FY 2021-2022 Program Costs: Master of Business Administration

		Per semester costs	Program costs
Application fee (non-refundable)	\$100		
Credits/semester	6		
Tuition/credit hour	\$515	\$3,090	
Technology fee, per term (non-refundable)		\$57	
Inclusive book fee (per term)		\$160	
Late payment	\$250		
Residency make-up fee	\$300		
Institutional charges per semester		\$3,307	
Institutional charges per program			\$16,535
*Student Tuition Recovery Fund (STRF)		\$1.65	\$8.27
Total costs per semester		\$3,308.65	
Total program costs			\$16,643.27
<i>Notes:</i> (1) Total/year excludes application fee. (2) Institutional charges exclude the application, late payment, and residency make-up fees. (3) Book fees for M.B.A. are \$80 per course x 2 courses per semester. (4) *STRF fees are currently \$0.50 per \$1,000 of total program institutional charges. See STRF section of the catalog.			

The M.B.A. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 11-1021 General and Operations Managers.

Terms of Payment

All tuition and fees are payable at the Business Office. Students are not permitted to complete registration or to attend classes until all fees and charges are paid or until students have set up and are current with a payment plan at Educational Computer Systems, Inc. (ECSI).

Transcripts will not be released to students who are indebted to the college. Registration at the college for another semester will not be permitted until any indebtedness is fully paid. In addition, the Business Office will hold the diploma of any student who has met all graduation requirements but who has an outstanding student account balance. The diploma will be released to the student when the account is paid in full.

Withdrawal & Tuition Refund Policy

Student Loans

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund sent to the Department of Education. If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

Withdrawal & Tuition Refund Policy for Students Attending in California

Refunds of tuition for withdrawal from courses are given according to the following schedule: Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later, for a return of all monies paid, less the amount for the application fee of \$100.

California Student Tuition Recovery Fund (STRF)

Students must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following apply:

- You are a student in an educational program who is a California resident or is enrolled in a residency program, and you prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.
- Students are not eligible for protection from the STRF and are not required to pay the STRF assessment if the following applies:
 - You are not a California resident, *or*
 - You are not enrolled in a residency program, *or*
 - Your total charges are paid by a third party, such as an employer, government program or other payer, *and*
 - You have no separate agreement to repay the third party.

Per 5 CCR §76215(b)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education by writing them at 1747 N. Market Blvd., Ste. 225, Sacramento, CA 95834; P.O. Box 980818, West Sacramento, CA 95798-0818, through their website at <<http://www.bppe.ca.gov>>, by calling them toll-free at (888) 370-7589, or by faxing them at (916) 263-1897.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Financial Responsibility

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds. Lindsey Wilson College does not participate in any California financial aid programs.

Academic Information and Resources

Library Resources

Lindsey Wilson College's Katie Murrell Library offers off-site login services that make the college's subscriptions available to students all over the world, 24 hours a day. The full list of resources is found here: <<https://libguides.lindsey.edu/?b=g&d=a>>.

Students may also use the college's online catalog at: <<https://library.acaweb.org/search~S6/>>.

Students are able to "Ask a Librarian" for further assistance at: <<https://portal.lindsey.edu/forms/library/contact/>>.

Online and Hybrid Learning

Read below for some general course information. This information documents the expectations for timeliness of faculty communication with students.

- **Communication Protocols:** Below are some guidelines for communicating with the instructor and students in this course. Please review them. They will help students communicate effectively and respectfully in the course environment.
 - **Communicating with the Instructor:** The method of communication that will get the quickest response from the instructor is through email (email address: instructor@lindsey.edu). The instructor will respond to email within 48 hours unless technical difficulties occur. In this case, then the response time may be longer. The response to an email may be in two phases: to acknowledge receipt of the message and/or to respond with an answer/solution to the question/request.
 - **Communicating with Classmates:** As a part of this course, students will be expected to participate actively in online discussions with their classmates and the instructor. In all these discussions, communicating in a respectful manner is important and expected. Some of these discussions may relate to controversial topics and generate strong opinions. This helps to generate healthy discussion and critical thinking. Respectful disagreement with other individuals' opinions is part of the learning process. However, respecting others' views and communicating with respect are required. This practice is called Netiquette. Please review the Netiquette guidelines for this course below; all students are expected to adhere to these guidelines.

California Campus Location

Lindsey-San Diego Campus at San Diego City College District, San Diego, California
1313 Park Blvd., San Diego, CA 92101
1081 16th Street, San Diego, CA 92101

Lindsey-San Diego Administration
Jacquelyn Montgomery, M.A.
Assistant Vice President for New Program Integration
montgomeryj@lindsey.edu
270-384-8171

Degree Programs Offered in California

Master of Business Administration
Master of Science in Technology Management

Learning Resources

Classrooms are equipped with smart classroom technology, internet and Wi-Fi access, and technology for videoconferencing and teaching. They provide ample space for students to work in small groups. Students

and faculty have access to all Lindsey Wilson College online resources, including the Katie Murrell Library and Blackboard. Blackboard, the learning management software (LMS) utilized by the college and designed with student learning in mind, provides a rich set of tools that faculty use to support live classroom instruction. Blackboard provides support for online syllabi, documents and PowerPoints, grade distribution, quizzes and exams, electronic submission of written assignments, and much more.

Technology Specifications

The following are the technology requirements for students engaging in hybrid and online learning.

RECOMMENDED	MINIMUM
Operating System:	Windows 7* or higher or Macintosh OS 10.6 or higher
Processor:	3 GHz
Memory:	4-6 GB
Hardware:	Webcam and headset microphone
Plug-ins:	Adobe PDF Reader, Flash Player, Java, QuickTime
Browsers:	Google Chrome, Internet Explorer, Firefox, Safari
Display:	1280 x 1024
Software:	Microsoft Office 2007** or higher
Internet Connection:	DSL/CABLE
Email Account:	LWC student email account
Sound:	Required

**Windows 10 is recommended over Windows 7 for security reasons.*

***Microsoft 365 is preferred for compatibility purposes.*

Technical support is available at cis@lindsey.edu.

CALIFORNIA ACADEMIC CALENDAR
2021-2022 Term Dates

Fall 2021			
Monday	August	30	Session 1 classes begin
Friday	September	3	Last day to register or add a class
Friday	October	8	Last day to drop a class (Session 1)
Friday	October	22	Session 1 classes end
Monday	October	25	Final grades due (Session 1, 8:00 a.m.)
Monday	October	25	Session 2 classes start
Friday	October	29	Last day to register or add a Session 2 course
Friday	December	3	Last day to drop a class (Session 2)
Friday	December	17	Session 2 classes end
Monday	December	20	Final grades due (Session 2, 8:00 a.m.)
Spring 2022			
Monday	January	10	Session 1 classes begin
Friday	January	14	Last day to register or add a class
Friday	February	18	Last day to drop a class (Session 1)
Friday	March	4	Session 1 classes end
Monday	March	7	Final grades due (Session 1, 8:00 a.m.)
Monday	March	7	Session 2 classes start
Friday	March	11	Last day to register or add a Session 2 course
Thursday	April	14	Last day to drop a class (Session 2)
Friday	April	29	Session 2 classes end
Monday	May	2	Final grades due (Session 2, 8:00 a.m.)
Summer 2022			
Monday	May	2	Session 1 classes begin
Friday	May	6	Last day to register or add a class
Friday	June	10	Last day to drop a class (Session 1)
Friday	June	24	Session 1 classes end
Monday	June	27	Final grades due (Session 1, 8:00 a.m.)
Monday	June	27	Session 2 classes start
Friday	July	1	Last day to register or add a Session 2 course
Friday	August	5	Last day to drop a class (Session 2)
Friday	August	19	Session 2 classes end
Monday	August	22	Final grades due (Session 2, 8:00 a.m.)

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Register

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Amy Thompson-Wells – Executive Assistant
William Drake – Special Assistant to the President for International Relations

Development Office

Kevin A. Thompson – Vice President for Development
John B. Begley – Chancellor
OPEN – Director of Major Gifts
Lafawn Nettles – Director of Alumni Affairs & Annual Giving
Linda Warner – Development Office Manager
Gerald Chafin – Director of Church Relations

Public Relations

Venus Popplewell – Director of Public Relations & Creative Services
Travis Smith – Assistant Director of Public Relations & Media Coordinator
Amanda Dicken – Graphic Designer

Office of Administration & Finance

Mark Coleman – Vice President for Administration & Finance
Jamie Murrell – Administrative Assistant

Human Resources

Karen Wright – Director of Human Resources
Jill Callison – Payroll Clerk/Human Resources Assistant
OPEN – Human Resources Assistant

Business & Finance Office

Chris McQueary – Controller
Sally Mays – Student Accounts Representative
Amy Beane – Cashier/Receptionist
Jenn Walsh – Staff Accountant
Kim Karnes – Accounts Payable Clerk

Auxiliary Services

Jeff Willis – Director of Auxiliary Services
JoAnn Panko – Assistant Food Service Director/Catering Director
Joshua Overstreet – Assistant Manager
Mike Hamlett – Assistant Manager
Don Smith – Chef
Suzanne Blakeman – Administrative Operations Coordinator
Amy Cooper – Bookstore Manager
Hunter Rogers – Bookstore Associate
Angela Butler – Server
Jeanine Hadley – Deli Bar Server
Barbara Trumpis – P.M. Serve
Beth VanArsdale – Starbucks Manager
Nehemiah Baldwin – P.M. Cook
Cathy Grant – Baker
Nelda Henry – Grill
OPEN – Cashier
Donnie Willis – Vending
OPEN – A.M. Cook
OPEN – Food Production
OPEN – Utility
Doug Bryant – Utility

Judy Bryant – A.M. Server
Roger England – Utility
Kim Redmon – A.M. Cook
Margie Straut – P.M. Server
Kenneth Murphy – Utility
OPEN – P.M. Server
OPEN – Condiments
Taylor Irvin – Salad Bar
Sherry Corbin – Catering Cook
Sherry Phillips – Manager, Blue Raider Café
Jamie Henry – A.M. Cook
Elaine Turner – P.M. Cook

Admissions

Traci Pooler – Dean of Admissions
Charity Ferguson – Director of Admissions
Hannah Peck – Associate Director of Admissions
Kim Foster – Admissions Office Manager
Cheryl Karnes – Admissions Associate
Madison Bryant – Admissions Counselor
Kahala Glover – Admissions Counselor
Joe McKinley – Admissions Counselor
Tanner Pooler – Admissions Counselor
Jenna Carman – Admissions Counselor
Charity Browning – Junior Admissions Counselor

First-Year Experience

Krystal Cundiff – Director of First-Year Experience/Advisor
Sierra Burkhardt – First-Year Experience Advisor
Carlyn Causey-Meece – First-Year Experience Advisor
Zachary McCrary – First-Year Experience Advisor

Athletics

Administration: Willis Pooler – Director of Athletics
Michael Talley – Director of Athletic Facility & Event Management
Beth Boisvert – Office Associate
Chris Wells – Associate Athletic Director

Sports Information: Chris Coombs – Sports Information Director
Kyle Jackson – Assistant Sport Information Director

Athletic Trainers: Lindsey Bryson – Head Athletic Trainer
Jesse Chavez – Assistant Athletic Trainer
Rene Arroyo-Cano – Assistant Athletic Trainer
John Selman – Assistant Athletic Trainer
Madeline Gutsch – Assistant Athletic Trainer
Lee Frederickson – Assistant Athletic Trainer

Archery: Mark Elam – Head Archery Coach

Baseball: Cody Andreychuk – Head Baseball Coach
Tyler Russell – Assistant Baseball Coach

Basketball: Chris Starks – Men’s Basketball Coach
John Wethington – Women’s Basketball Coach
Casey Apetrei – Men’s Basketball Assistant Coach
Terran Duncan – Assistant Women’s Basketball Coach

Bowling: John Meece – Bowling Head Coach
 Bus Drivers: Monte Dailey – Bus Driver
 Donnie Wells – Bus Mechanic
 Stephen Standers – Bus Driver
 Cheerleading/Dance: Vanessa Adkins – Cheer/Dance Head Coach
 Cross Country/Track and Field:
 Nicholas Wilson – Director of Track & Field/Cross Country
 Teresa Scott – Assistant Track & Field/Cross Country Coach
 Josh Kles – Assistant Track & Field/Cross Country Coach
 OPEN – Assistant Track & Field/Cross-Country Coach
 Cycling: Josh Patton – Cycling Head Coach
 William Parson – Assistant Cycling Coach
 Football: Chris Oliver – Football Head Coach
 Phillip Kleckler – Defensive Coordinator
 Daniel Cotter – Safeties Coach
 Sam Ambrose – Defensive Line Coach
 Emilio Gonzalez – Tight Ends Coach
 Alex Damschroder – Offensive Line Coach
 Michael Thrower – Wide Receivers Coach
 Golf: Eric Wyrick – Golf Coach/Golf Course Manager
 Soccer: Ray Wells – Men’s Soccer Head Coach
 Sicelo Buthelezi – Assistant Men’s Soccer Coach
 Drew Burwash – Women’s Soccer Head Coach
 Elisha Fry – Women’s Soccer Assistant Coach
 Softball: David Dews – Head Softball Coach
 Jay Vincent – Softball Assistant Coach
 Swimming: Alicia Kemnitz – Swimming & Diving Head Coach, Senior Woman Leader
 Tennis: Suresh Ramamurthi – Tennis Head Coach
 Volleyball: Jerry Forbes – Volleyball Head Coach
 Wrestling: Jameel Bryant – Wrestling Head Coach
 OPEN – Assistant Wrestling Coach

Office of Planning, Institutional Effectiveness & Research

OPEN – Programmer Analyst
 Racheal Achieng – Application Developer
 Kyle Duffy – Lead Software Engineer

Computer Center

Harriet Gold – Director of Information Services
 Joe Moore – Assistant Director of Information Services
 Kevin Duncan – Network Administrator
 Ryan Mattingly – Technical Support Specialist
 Kelly Martin – Technical Support Specialist
 Rebecca Schmidt – Coordinator of Technical Support Services

Service Center

Robin Smith – Service Center Director

Plant Operations

Robert Karam – Director of Physical Plant
 Rita Neat – Office Manager/Plant Operations Accounts Payable Processor
 Barry White – Maintenance, Mechanic

Danny Brockman – Maintenance, Electrician
David Begley – Maintenance, Grounds
Travis Brown – Maintenance, Carpenter/Renovations
OPEN – Maintenance, Electrical Assistant
Dennis Wilson – Maintenance, Plumbing
Garry Coomer – Administrative Assistant
Gerald Lucas – Maintenance, General, Renovations
Richard Kean – Maintenance, Carpenter/Renovations
Jimmy Bottoms – Maintenance, HVAC
Shon Bloyd – Maintenance, HVAC
Johnny Carter – Maintenance, Painter
Landon Parnell – Maintenance, The Pines
Jeff Stevens – Maintenance, HVAC
Mark Jones – Maintenance, General, Renovations
Chris Bryant – Maintenance, Carpenter General, Pool Technician, Chapel Fountain
Porter Lobb – Course Superintendent, The Pines
OPEN – Maintenance, Painter
OPEN – Maintenance, Grounds
Ty Jones – Maintenance, Grounds/Landscaping

Environmental Services

Tonya Brown – Environmental Services Supervisor
Jonathan Conover – Assistant Environmental Services Supervisor/Custodial, Biggers Gymnasium, Morrison
Beverly Miller – Custodial, Fenley, Phillips Hall
Kevin Thomas – Custodial, Richardson Hall, Durham, Hodge, Sumner
Cindy Sullivan – Custodial, Administration Building, Keefe
Jeff Brown – Custodial, Goodin 1st Floor, Martin, Wooten
Crystal Kimbler – Custodial, Phillips 3rd Floor and Basement, Wilkerson, Keltner
James Blair – Custodial, 2nd Floor Horton, Weight Room, Parrott
Cindy Ford – Custodial, Fugitte 3rd Floor and ½ of 1st, Everett 1st Floor
Melissa Burriss – Custodial, SUB, Hodge, Sumner, Round House
Steve Davis – Custodial, Everett 2nd Floor, Fugitte
Darrin Taylor – Custodial, Smith, Keys, Sports Medicine
Gregory Feese – Floater
Diane Ford – Custodial, Slider
Eddie Burton – Custodial, Holloway Wellness Center, McQueary
Cody Lanz – Custodial, Turner, Trabue Laundry Room, Grider Laundry Room
Jodi Irvin – Custodial, Goodhue, Chapel, Keefe
Nichole Bair – Custodial, McCandless, Rice, Band Room
Lisa Pelston – Custodial, Whitfield, Goodin 2nd Floor
Sherry Hovious – Custodial, Holloway Wellness Center
Shelley Phillips – Custodial, Ogabi, Vance, Lilly
Sylvia Long – Custodial, Weldon, Library
Trent Wright – Custodial/Maintenance, Athletic Complex

Safety & Security

Michael Staten – Chief of Public Safety
Bradley Karnes – Security Officer
OPEN – Security Officer
OPEN – Security Officer
OPEN – Security Officer

Student Financial Services

Marilyn Radford – Director of Financial Aid
Michelle Larimore – Assistant Director of Financial Aid
Kimberly Bryant – Work Study Coordinator/Financial Aid Counselor
Laura Watkins – Receptionist
Carrie Redford – Coordinator for Direct Lending
Kachet Manners – Default Prevention Specialist & Veterans Coordinator

Student Services & Enrollment Management

Dean Adams – Vice President for Student Services & Enrollment Management
Shelby Burton – Administrative Assistant for Student Services
Chris Schmidt – Dean of Students
Abe Cross – Assistant Dean of Students
Jacquelyn G. Montgomery – Assistant Vice President for New Program Integration
Sabine Eastham – Director of International Student Programs
Sarah Mitchell – Director of Resident Life, Lily Hall
Austin Hickman – Men’s Residence Life Director, Richardson Hall
Scot Kirby – Men’s Residence Director, Horton Hall Complex
OPEN – Men’s Area Coordinator, Smith Hall
Shelby Herchenrader – Women’s Residence Director, Phillips Hall
Catherine Wibbles – Women’s Residence Director, McCandless Hall, Keefe Hall
Curtis Pelston – Assistant Director of the Wellness Center/Intramurals
Anna Buckman – Director of Student Activities
Hunter Rogers – Student Activities Associate
Taylor Boortz – Assistant Student Activities Director, Residence Life Apartment Manager
Andy McAllister – Associate Director of Graduate Admissions
Elise Luckey – Director, Bonner Leader Program and Begley Scholar Program
Natalie Vickous – Director of Civic Engagement & Student Leadership, Co-director of Bonner Leader Program
Kisha Burton – Bonner Scholars Coordinator
Laura Burwash – Director, Career Services
Tamara Coots – Director of Health Services
Dakota Smith – International Student Programs Graduate Assistant/Grider Apartments Manager

Chapel

Ben Martin – Chaplain

Educational Outreach & Online Programs

Tommie Saragas – Assistant Vice President of Educational Outreach for Online & Graduate Programs
Brandi Berry – Success Coach
Cheryl Boger – Region I Enrollment Director
Dr. Kimberly Brown – Region II Academic Director
Dr. Patrice Callery – Region IV Academic Director
Andrea Clevinger-Gillenwater – Region II Enrollment Director; Coordinator, Wytheville Community College, Wytheville, Va.
Leigh Dews – Online Admissions Counselor
Mamadou Fall – Region IV Enrollment Director
Deanna Fields – Coordinator, Jefferson Community & Technical College, Louisville, Ky.
Sara Foos – Online Academic Advisor
Dr. Edwin Gunberg – Region I Academic Director
Darlene Batcher – Administrative Assistant for Online Programs
Thomas Hoebeke – Coordinator, Pellissippi State Technical & Community College, Knoxville, Tenn.

Danette Hurley – Online Academic Advisor
Dawn Jackson – Region II Office Associate
Janet Knauff – Coordinator, Southern State Community College, Hillsboro, Ohio
Rick Lee – Coordinator, Ashland Community & Technical College, Ashland, Ky.
Dorinda Livesay – Enrollment Manager, Lindsey Wilson College Scottsville Campus, Scottsville, Ky.
Tonia Marcum – Coordinator, Southern West Virginia Community & Technical College, Mount Gay, W.Va.
Ashley Meadows Miller – Director of Online Student Success
Katie McGaha – Online Admissions Counselor
Glenda Pickett – Online Admissions Representative
Lori Price – Online Academic Advisor
Ann Ratliff-Hylton – Coordinator, Southwest Virginia Community College, Richlands, Va.
Penny Rizenbergs – Coordinator, Somerset Community College, Somerset, Ky.
Billie Robinson – Coordinator, University Center of the Mountains at Hazard Community & Technical College, Hazard, Ky.
Dr. Nicole Schnopp-Wyatt – Region III Academic Director
Stacy Springston – Online Academic Director
Keeley Stewart – Online Admissions Counselor & CHD Specialist
Ryan Vitatoe – Director for Enrollment for Extended Programs
Jason Weaver – Coordinator, Southeast Kentucky Community & Technical College, Cumberland, Ky.
Lynda Westfall – Coordinator, Big Sandy Community & Technical College, Prestonsburg, Ky.
Cynthia Whaley – Coordinator, Roane State Community College

Academic Affairs Office

Patricia Parrish – Vice President for Academic Affairs
Mike Seale – Assistant Vice President for Academic Affairs
Dennis Robinson – Director of Learning Design & Delivery
Tammy Yoho – Instructional Designer
Deana Burkhardt – Administrative Assistant

Registrar's Office

Claudia Froedge – Registrar
Sharon Shields-Smock – Assistant Registrar
OPEN – Transfer & Records Analyst
Rachel Mattingly – Student Records Associate

Library

Tim Hooper – Director of Library Services
Ashley Orehek – Instructional Librarian
Greg Blair – Assistant Reference Librarian
Kim Hamlett – Library Assistant
Amelia Thomas – Library Assistant
OPEN – Library Assistant

Academic Deans

Jeff Crane – Dean, School of Professional Counseling
Curt Lee – Dean, School of Professional Studies
Mark McKinnon – Dean, School of Mathematics & Sciences
Benson T. Sexton – Dean, School of Business & Communication
Allison Egnew Smith – Interim Dean, School of Arts & Humanities

Campus Support

OPEN – Mathematics Center Coordinator

Deborah Hall – Director of the Academic Success Center
Ben Martin – ADA Coordinator
Miranda Cook – Academic Unit Database Manager, Education
Elizabeth Mathis – Nursing Office Associate
Christy Vaughan – Coordinator of Records & Administration
JoAnn Steinhilber – Office Associate, School of Professional Counseling

Emeriti Faculty

Garmoline Carpenter, Professor Emerita of Physical Science

M.A., Western Kentucky University
B.A., Western Kentucky University

Lori Sargent, Professor Emerita of Art & Education

M.A.E., University of Southern Mississippi
M.F.A., Wichita State University
B.A., Montana State University, Billings

Faculty

Annette Abel (2005), Professor of Counseling & Human Development

Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., University of Central Oklahoma

Holly Abel (2006), Professor of Counseling & Human Development

Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., University of Central Oklahoma

Tim Allen (2009), Director of Instrumental Music

Instructor of Music

M.A.E., Western Kentucky University
B.S., University of Tennessee, Knoxville

Jennifer Antoniotti-Neal (2017), Director of Education

Assistant Professor of Education

Ed.D., Western Kentucky University
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Mary Baker (2019), Instructor of English

M.A., Eastern Kentucky University
M.L.I.S., University of Kentucky
B.A., Berea College

Brittany Barnett (2020), Instructor of Psychology

M.S., Nova Southeastern University
B.A., Lindsey Wilson College

**John B. Begley (1977), Chancellor
Professor of Religion**

D.Div. (Honorary), Kentucky Wesleyan College
M.Div., Louisville Presbyterian Seminary
B.A., Campbellsville College

Catherine Boatright (2020), Assistant Professor of Business Administration

Ph.D., Capella University, Minneapolis
M.B.A., Bethel University
B.S., Bethel University

Gregory Bohner (2021), Assistant Professor of Counseling & Human Development

Ph.D., Kansas State University
M.A., University of Mary Hardin-Baylor
B.S., William Jewell College

Michael J. Bosela (2009), Assistant Professor of Biology

Ph.D., North Dakota State University
M.S., Michigan State University
B.A., Oberlin College

Kristen Branham (2015), Assistant Professor of Nursing

M.S.N., Western Kentucky University
B.S.N., Western Kentucky University

Robert Brock (2011), Associate Professor of Theatre

M.F.A., Wayne State University, Detroit, Mich.
B.A., University of Kentucky

**Andrea Brooks (2008), Director of the Counseling & Human Development Program
Associate Professor of Counseling & Human Development**

Ph.D., Capella University
M.Ed., Lindsey Wilson College
B.S., Centre College

Tiffany Brooks (2018), Assistant Professor of Counseling & Human Development

Ph.D., University of Tennessee, Knoxville
M.S., Lee University
B.A., Lee University

Kimberly Brown (2013), Associate Professor of Counseling & Human Development

B.A., Lindsey Wilson College
M.Ed., Lindsey Wilson College
Ed.D., Argosy University

**Emiley Wyatt Button (2017), Director of Nursing
Assistant Professor of Nursing**

D.N.P., Western Kentucky University
M.S.N., Western Kentucky University
B.S.N., Northern Kentucky University

Michael David Calhoun (2011), Assistant Professor of Religion

D.Min., Asbury Theological Seminary
M.Div., Asbury Theological Seminary
B.A., Kentucky Wesleyan College

Patrice Callery (2008), Associate Professor of Counseling & Human Development

Ed.D., University of Cincinnati
M.Ed., Xavier University
B.A., Otterbein College

Rachel Carr (2019), Assistant Professor of English

Ph.D., University of Kentucky
M.A., University of Kentucky
B.A., Lindsey Wilson College

Richard Carroll (2014), Associate Professor of Counseling & Human Development

Ph.D., Regent University
M.S., Longwood College
B.A., Emory & Henry College

Gerald L. Chafin (1997), Director of Choral Programs

Associate Professor of Music

Ph.D., University of America
M.M., Southern Baptist Theological Seminary
B.M., Campbellsville University

Cindy L. Clark (2015), Assistant Professor of Health Education

Ph.D., Southern Illinois University
M.S., Minnesota State University
B.S., Minnesota State University
B.A., Minnesota State University

Melissa P. Clauson (2001), Associate Professor of Biology

Ph.D., University of Kentucky
M.S., Morehead State University
B.S., Morehead State University

Jeremy Cloyd (2020), Technical Assistant for the Theatre

Instructor of Theatre

M.A., Regent University
B.A., Lindsey Wilson College

Danielle Cofer (2021), Assistant Professor of English

Ph.D., University of Rhode Island
M.A., California State Polytechnic University
B.A., California State Polytechnic University

Courtney Conley (2019), Assistant Professor of Counseling & Human Development

Ed.D., Argosy University, Washington, D.C.
M.A., Edinboro University of Pennsylvania
B.A., Edinboro University of Pennsylvania

Allen Copenhaver (2015), Assistant Professor of Criminal Justice

Ph.D., University of Louisville
M.S., Eastern Kentucky University
B.S., Eastern Kentucky University

Hannah M. Coyt (2020), Assistant Professor of Counseling & Human Development

Ph.D., Lindsey Wilson College
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

**Jeffrey J. Crane (1999), Dean of the School of Professional Counseling
Associate Professor of Counseling & Human Development**

Ph.D., Iowa State University
M.A., St. Mary's University
M.Div., Oblate School of Theology
B.A., University of Texas, San Antonio

Jodi M. Crane (2001), Professor of Counseling & Human Development

Ph.D., University of North Texas
M.A., St. Mary's University
B.S., Texas Christian University

Katie M. Curry (2015), Assistant Professor of Accounting

M.Acc., Auburn University
B.S., University of Kentucky

Tim Curry (1987), Associate Professor of Computer Information Systems

M.S., University of Evansville
B.S., Campbellsville University

Bonnie Davenport (1976), Associate Professor of Mathematics

M.A., Western Kentucky University
B.A., Western Kentucky University

Pamela J. Decker (2021), Assistant Professor of Business Administration

Ed.D., Western Kentucky University
M.B.A., Western Kentucky University
B.I.S., Western Kentucky University

Caleb Dempsey-Richardson (2021), Instructor of English

M.A., Eastern Kentucky University
B.A., University of Kentucky

Greg Denke (2020), Assistant Professor of Psychology

Ph.D., University of New Orleans
M.S., University of New Orleans
B.S., University of Southern Maine

Audrey Deterding (2021), Assistant Professor of Communication

Ph.D., Pennsylvania State University
M.A., Illinois University, Edwardsville
B.A., McKendree College

D. Scott Dillery (2003), Associate Professor of Mathematics

Ph.D., University of Kentucky
M.S., North Carolina State University
B.A., Albion College

Ginni Dilworth (2013), Associate Professor of Recreation, Tourism & Sport Management

Ph.D., Texas A&M University
M.B.A., Bentley College
B.S., California State University

Melissa Doan (2011), Associate Professor of Counseling & Human Development

Ph.D., Capella University
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Tabitha Ellis (2009), Instructor of Biology

M.S., Western Kentucky University
B.S., Western Kentucky University

Leon Ellison, Jr. (2019), Assistant Professor of Counseling & Human Development

Ph.D., Lindsey Wilson College
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Sarah Fauque (2016), Assistant Professor of Biology

Ph.D., University of Louisville
B.S., Viterbo University

Leigh Ann Ford, (2009), Assistant Professor of Counseling & Human Development

Ph.D., University of Kentucky
M.A., Morehead State University
B.A., Pikeville College

Myra G. Ford (2002), Director of the Human Services & Counseling Program

Assistant Professor of Human Services & Counseling

M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Jennifer Dudley Furkin (2016), Assistant Professor of Communication

Ph.D., University of Kentucky
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Mona Gallo (2011), Associate Professor of Counseling & Human Development

Ed.D., Argosy University, Orange, Calif.
M.A., Argosy University, Chicago, Ill.
B.A., Point Park University, Pittsburgh, Pa.

David Goguen (2008), Associate Professor of Journalism

M.F.A., Minnesota State University
B.A., Western Kentucky University

Jordan E. Greenburg (2021), Assistant Professor of Psychology

Ph.D., George Mason University

M.A., George Mason University

B.A., Emory & Henry College

Kalvin J. Gregory (2011), Assistant Professor of Chemistry

Ph.D., University of Kentucky

B.S., University of Kentucky

S. Bradley Grot (2013), Associate Professor of Counseling & Human Development

Ph.D., Barry University

M.A., Rollins College

B.A., Western Kentucky University

Edwin Gunberg (2012), Associate Professor of Counseling & Human Development

Ph.D., University of North Dakota

M.A., George Mason University

B.A., Gustavus Adolphus College

Debbie Hall (2007), Director of the Academic Success Center

Assistant Professor of Reading & Developmental Studies

M.Ed., Lindsey Wilson College

B.S., Western Kentucky University

Patrick Hardesty (2016), Professor of Counseling & Human Development

Ph.D., Northwestern University

M.S., Northern Illinois University

B.S., Northern Illinois University

Brian Hilker (2009), Assistant Professor of Chemistry

Ph.D., Pennsylvania State University

M.S., Pennsylvania State University

B.S., Pennsylvania State University

Amy Holsinger (2014), Assistant Professor of Counseling & Human Development

Ph.D., Capella University

M.Ed., Lindsey Wilson College

B.A., Shawnee State

Amber Hughes (2017), Assistant Professor of Counseling & Human Development

Ph.D., University of Tennessee

M.Ed., Peabody College at Vanderbilt University

B.S., University of Southern Indiana

Andrew Johnson (2017), Associate Professor of Chemistry

Ph.D., University of Notre Dame

B.S., Marian College

Angie Johnson (2015), Associate Professor of Nursing

D.N.P., University of Southern Indiana

M.S.N., McKendree University

B.S.N., McKendree University

Daniel A. Koger (2007), Associate Professor of Communication

Ph.D., Michigan State University
M.A., Michigan State University
B.A., University of Missouri

Derek Kotter (2011), Assistant Professor of Spanish

M.A., University of Wyoming
B.A., University of Wyoming

John D. LaGrange (2010), Associate Professor of Mathematics

Ph.D., University of Tennessee
M.S., Western Kentucky University
B.S., University of Southern Indiana

Warren E. Lambert III (2011), Assistant Professor of Counseling & Human Development

Ph.D., Fielding Graduate University
M.A., Marshall University, Huntington, W.Va.
B.A., Ohio University

Curtis Lee (2010), Dean, School of Professional Studies

Associate Professor of Religion

Ph.D., Middlesex University of London in collaboration with the London School of Theology
Graduate Diploma, Divinity, University of St Andrews
M.Div., Asbury Theological Seminary
B.A., Southern Wesleyan University

William T. Luckey, Jr. (1983), President of the College

Ed.D., Vanderbilt University
M.B.A., Vanderbilt University
B.A., Wabash College

Holly Mattingly (2012), Assistant Professor of Counseling & Human Development

Ph.D., Walden University
M.S., Walden University
B.S., Western Kentucky University

Melinda Mays (2009), Associate Professor of Counseling & Human Development

Ed.D., Argosy University
M.A., Morehead State University
B.A., University of Kentucky

Linda McKinley-Grider (2011), Instructor of Business

M.P.S., Western Kentucky University
B.A., University of Kentucky

Mark L. McKinnon (2009), Dean, School of Mathematics & Sciences

Associate Professor of Physics

Ph.D., University of California, Davis
M.S., University of California, Davis
B.S., San Jose State University

Daniel Melear (2021), Assistant Professor of Counseling & Human Development

Ph.D., University of Florida
M.A.E., Western Kentucky University
B.A., Western Washington University

Susan K. Minton (1990), Associate Professor of Communication

M.A., Western Kentucky University
B.A., Western Kentucky University

**Jacquelyn G. Montgomery (2004), Assistant Vice President for New Program Integration
Assistant Professor of Human Services & Counseling**

M.A., University of Texas, El Paso
B.S., Arizona State University

Eric T. Moore (2021), Assistant Professor of Physical Education

Ph.D., University of Kentucky
M.S., University of Kentucky
B.A., Centre College

Trudy Dawkins Morlino (2012), Associate Professor of Business

Ph.D., Capella University
M.S., Louisiana State University
B.S., Mississippi State University

William Zachary Nance (2019), Instructor of Human Services & Counseling

M.Ed., Lindsey Wilson College
B.A., Ohio University

William Neace (2014), Assistant Professor of Psychology

Ph.D., University of Louisville
M.A., University of Louisville
B.A., University of Maryland

Laura Nissley (2011), Assistant Professor of Biology

Ph.D., University of Louisville
M.S., University of Louisville
B.A., Lindsey Wilson College

Patricia A. Parrish (2017), Vice President for Academic Affairs

Professor of Education

Ph.D., University of South Florida, Tampa
M.A., University of South Florida, St. Petersburg
B.A., Flagler College

**Jeffrey M. Parsons (2004), Director of the Counselor Education & Supervision Program
Professor of Counseling & Human Development**

Ph.D., University of Iowa
M.S., Portland State University
B.S., Brigham Young University

Steven Patrick (2014), Assistant Professor of Counseling & Human Development

Ed.D., University of Cincinnati
M.S., University of Cincinnati
M.A., University of Cincinnati
B.S., University of Cincinnati

Susan Patterson (2007), Assistant Professor of Counseling & Human Development

Ed.D., Argosy University, Sarasota
M.Ed., Lindsey Wilson College
B.A., University of Western Ontario

Greg A. Phelps (1999), Professor of Communication

Ph.D., University of Iowa
M.A., University of Iowa
B.A., Henderson State University

Mohammad Pourheydari (1990), Professor of Business

Ph.D., University of Wisconsin, Milwaukee
M.B.A., Roosevelt University (Illinois)
B.S., University of Tehran

Matthew Powers (2019), Assistant Professor of Political Science

Ph.D., University of Illinois, Urbana-Champaign
M.A., University of Illinois, Chicago
B.A., Franklin & Marshall University
B.A., Mansfield University

Michael Ratliff (1990), Associate Professor of Mathematics

Ph.D., University of Tennessee
M.A., University of Arkansas, Fayetteville
B.S., University of Arkansas, Monticello

Kerry E. Robertson (1996), Associate Professor of English

Ph.D., University of Kentucky
M.A., Ohio University
B.A., Berea College

Daniel Romero (2013), Assistant Professor of Counseling & Human Development

Ph.D., Western Michigan University
M.A., Montclair State University
B.R.E., Kuyper College

Daya Sandhu (2014), Director of Research

Professor of Counselor Education & Supervision

Ed.D., Mississippi State University
M.Ed., Delta State University
M.A., Punjab University
B.T., Punjab University
B.A., Punjab University

Gregory Sandman (2017), Assistant Professor of Counseling & Human Development
Ph.D., University of Wyoming
M.S.Ed., University of Nebraska, Kearney
B.A., University of Nebraska, Lincoln

Brennon Sapp (2020), Assistant Professor of Education
Ed.D., University of Louisville
M.A.E., Western Kentucky University
B.A., Western Kentucky University

Melissa Saunier-Arnold (1989), Associate Professor of Education
M.A., Georgetown College
A.B., Transylvania University

Daniel L. Schnopp-Wyatt (2004), Professor of Counseling & Human Development
Ph.D., Union Institute & University
M.A., Goddard College
B.S., Wright State University

Nicole Schnopp-Wyatt (2008), Professor of Counseling & Human Development
Ph.D., University of Illinois
M.A., University of Illinois
B.S., Wright State University

M. Angela Schwendau (2016), Assistant Professor of Criminal Justice
Ph.D., University of Louisville
M.S., University of Louisville
B.S., University of Louisville

Michael D. Seale (2018), Assistant Vice President for Academic Affairs
Professor of Physics
Ph.D., College of William & Mary
M.S., College of William & Mary
B.A., Wabash College

Benson T. Sexton (2012), Dean, School of Business & Communication
Assistant Professor of Communication
Ph.D., University of Kentucky
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Allison Egnaw Smith (2010), Interim Dean, School of Arts & Humanities
Associate Professor of English
Ph.D., University of Louisville
M.A., University of Louisville
B.A., University of Louisville

Laura Ann Bailey Smith (2016), Assistant Professor of Counseling & Human Development
Ed.D., University of Memphis
M.S., University of Memphis
B.A., Christian Brothers University

Timothy W. Smith (1992), Professor of Art

M.F.A., University of Mississippi

B.A., College of the Ozarks (Missouri)

Dennis Souther (2015), Assistant Professor of Criminal Justice

M.P.A., University of North Carolina, Charlotte

B.S., University of North Carolina, Charlotte

Stacy Springston (2015), Assistant Professor of Counseling & Human Development

Ed.D., Argosy University

M.Ed., Lindsey Wilson College

B.A., Eastern Kentucky University

Michael Starr (2015), Instructor of Business

M.B.A., Pfeiffer University

B.A., Elon University

Karolyn Steffens (2015), Assistant Professor of English

Ph.D., University of Wisconsin, Madison

M.A., University of Wisconsin, Madison

B.A., Indiana University

Patricia Stewart-Hopkins (2021), Assistant Professor of Counseling & Human Development

Ed.D., University of Cincinnati

M.A., Xavier University

B.A., Morehead University

Elizabeth Tapscott (2015), Director of the Honors Program

Assistant Professor of History

Ph.D., University of St. Andrews

M.Litt., University of St. Andrews

M.A., University of Maryland

B.A., Eastern University

Jamie Marie Wenzel Thorn (2018), Assistant Professor of Sustainability

Ph.D., Prescott College

M.A., Prescott College

B.A., California University of Pennsylvania

Donnetta Tungate (2014), Instructor of Nursing

M.S.N., Walden University

B.A., Campbellsville University

Janet Turner (2014), Associate Professor of Counseling & Human Development

Ph.D., University of Tennessee

M.S., University of Tennessee

B.S., Southwest Missouri State University

Darlene Vaughn (2019), Assistant Professor of Counseling & Human Development

Ph.D., Lindsey Wilson College

M.Ed., Lindsey Wilson College

B.A., Sangamon State University

Susan Vickous (2016), Assistant Professor of Nursing

Ed.D., Northern Kentucky University
M.S.N., University of Wyoming, Laramie
B.S.N., Western Kentucky University

William Ward (2018), Associate Professor of Business

D.B.A., Northcentral University
M.B.A., University of Central Oklahoma
B.S.B.A., Western Carolina University
B.Min., Mid-Continent University

Jordan Wessling (2020), Assistant Professor of Religion

Ph.D., University of Bristol, U.K.
M.A., Biola University
B.A., Biola University

Marisa White (2018), Associate Professor of Counseling & Human Development

Ph.D., University of Akron
M.S., University of Tennessee, Knoxville
B.A., Mount Union College

Rickie L. Williams (1989), Instructor of Mathematics

M.A., University of Arkansas
B.S., University of Arkansas

Caleb G. Wittum (2020), Assistant Professor of History

Ph.D., University of South Carolina
M.A., University of South Carolina
B.A., University of North Carolina, Chapel Hill

Jerry Wood (2021), Associate Professor of Business

D.B.A., Argosy University
M.B.A., King University
B.B.A., Marshall University

**Philip Yoho (2019), Director of Graduate Business Studies
Professor of Business**

D.B.A., Northcentral University
M.S., West Virginia University
B.S., Fairmont State University

LINDSEY WILSON COLLEGE – ACADEMIC CALENDAR
A.P. White Campus in Columbia / Online / Community Campuses
 2021-2022 Term Dates

FALL 2021			
Monday	August	30	Advising
Monday	August	30	Day, online (S1) & community (1A, 1B) classes begin
Friday	September	3	Last day to register or add a class – Day, online (S1) & community (1A, 1B)
Monday	September	6	Labor Day holiday (no classes)
Friday-Sunday	September	10-12	Family Weekend
Saturday	October	2	Homecoming
Friday	October	8	Last day to drop a class – Online (S1) & community (1A, 1B)
Monday-Tuesday	October	18-19	Fall Break
Wednesday	October	20	8:00 a.m. CDT – Midterm grades due (day)
Friday	October	22	Online (S1) & community (1A, 1B) ends
Monday	October	25	8:00 a.m. CDT – Final grades due – Online (S1) & community (1A, 1B)
Monday	October	25	Online (S2) & community (2A, 2B) classes begin
Friday	October	29	Last day to register or add a class – Online (S2) & community (2A, 2B)
Monday-Friday	November	1-5	Advising
Monday-Friday	November	8-12	Advanced registration (juniors & seniors) for spring 2022
Monday-Friday	November	15-19	Advanced registration (freshman & sophomores) for spring 2022
Friday	November	19	Last day to drop a class or withdraw (day)
Wednesday-Friday	November	24-26	Thanksgiving Holiday (no classes)
Friday	December	3	Last day to drop a class – Online (S2) & community (2A, 2B)
Monday	December	13	Last day of classes (day)
Tuesday-Friday	December	14-17	Final exams (day)
Friday	December	17	Fall 2021 term ends – Day, online (S2) & community (2A, 2B)
Saturday	December	18	10:00 a.m. CST – Fall 2021 commencement
Monday	December	20	8:00 a.m. CST – Final grades due – Day, online (S2) & community (2A, 2B)
WINTER 2021-2022			
Monday	December	20	Classes begin
Friday	January	7	Last day of classes
Monday	January	10	8:00 a.m. CST – Final grades due
SPRING 2022			
Monday	January	10	Advising
Monday	January	10	Day, online (S1) & community (1A, 1B) classes begin
Friday	January	14	Last day to register or add a class – Day, online (S1) & community (1A, 1B)
Monday	January	17	Martin Luther King, Jr. holiday (no classes)
Friday	February	18	Last day to drop a class – Online (S1) & community (1A, 1B)
Friday	March	4	Online (S1) & community (1A, 1B) ends
Monday-Friday	March	7-11	Spring break (day)
Monday	March	7	8:00 a.m. CST – Final grades due – Online (S1) & community (1A, 1B)
Monday	March	7	Online (S2) & community (2A, 2B) classes begin
Wednesday	March	9	8:00 a.m. CST – Midterm grades due (day)

Friday	March	11	Last day to register or add a class – Online (S2) & community (2A, 2B)
Monday-Friday	March	21-25	Advising
Monday-Friday	March April	28 to 1	Advanced registration (juniors & seniors) for fall 2022
Friday	April	1	Last day to drop a class or withdraw (day)
Monday-Friday	April	4-8	Advanced registration (freshman & sophomores) for fall 2022
Thursday	April	14	Last day to drop a class – Online (S2) & community (2A, 2B)
Friday	April	15	Good Friday holiday (no classes)
Tuesday	April	19	Honors Convocation
Thursday	April	21	Founder's Day
Monday	April	25	Last day of classes (day)
Tuesday-Friday	April	26-29	Final exams (day)
Friday	April	29	Spring 2022 term ends – Day, online (S2) & community (2A, 2B)
Friday	April	29	Baccalaureate service
Saturday	April	30	10:00 a.m. – Spring 2022 commencement
Monday	May	2	8:00 a.m. CDT – Final grades due – Day, online (S2) & community (2A, 2B)
SUMMER 2022			
Monday	May	2	Day, online (S1) & community (1A, 1B) classes begin
Friday	May	6	Last day to register or add a class – Day, online (S1) & community (1A, 1B)
Monday	May	30	Memorial Day holiday (no classes)
Friday	June	10	Last day to drop a class – Online (S1) & community (1A, 1B)
Friday	June	24	Online (S1) & community (1A, 1B) ends
Monday	June	27	8:00 a.m. CDT – Final grades due – Online (S1) & community (1A, 1B)
Monday	June	27	Online (S2) & community (2A, 2B) classes begin
Friday	July	1	Last day to register or add a class – Online (S2) & community (2A, 2B)
Monday	July	4	Fourth of July holiday (no classes)
Friday	July	22	Last day to drop a class or withdraw (day)
Friday	August	5	Last day to drop a class – Online (S2) & community (2A, 2B)
Friday	August	19	Summer 2022 term ends – Day, online (S2) & community (2A, 2B)
Monday	August	22	8:00 a.m. CDT – Final grades due – Day, online (S2) & community (2A, 2B)

FINAL EXAM SCHEDULE
A.P. White Campus in Columbia – Main – Residential

Fall 2021

Regular Class Times			Final Exam Times			
MWF	7:30 a.m.	8:20 a.m.	Wed.	12/15	7:30 a.m.	9:30 a.m.
MWF	8:30 a.m.	9:20 a.m.	Fri.	12/17	7:30 a.m.	9:30 a.m.
MWF	9:30 a.m.	10:20 a.m.	Wed.	12/15	10:00 a.m.	12:00 p.m.
MWF	10:30 a.m.	11:20 a.m.	Fri.	12/17	10:00 a.m.	12:00 p.m.
MWF	11:30 a.m.	12:20 p.m.	Wed.	12/15	12:30 p.m.	2:30 p.m.
MWF	12:30 p.m.	1:20 p.m.	Fri.	12/17	12:30 p.m.	2:30 pm.
MWF	1:30 p.m.	2:20 p.m.	Wed.	12/15	3:00 p.m.	5:00 p.m.
MWF	3:30 p.m.	4:20 p.m.	Tues.	12/14	3:30 p.m.	5:30 p.m.
MW	3:30 p.m.	4:45 p.m.	Tues.	12/14	3:30 p.m.	5:30 p.m.
TR	8:00 a.m.	9:15 a.m.	Tues.	12/14	8:00 a.m.	10:00 a.m.
TR	9:30 a.m.	10:45 a.m.	Thurs.	12/16	8:00 a.m.	10:00 a.m.
TR	11:00 a.m.	12:15 p.m.	Tues.	12/14	10:30 a.m.	12:30 p.m.
TR	12:30 p.m.	1:45 p.m.	Thurs.	12/16	10:30 a.m.	12:30 p.m.
TR	2:00 p.m.	3:15 p.m.	Tues.	12/14	1:00 p.m.	3:00 p.m.
TR	3:30 p.m.	4:45 p.m.	Thurs.	12/16	1:00 p.m.	3:00 p.m.

Spring 2022

Regular Class Times			Final Exam Times			
MWF	7:30 a.m.	8:20 a.m.	Wed.	04/27	7:30 a.m.	9:30 a.m.
MWF	8:30 a.m.	9:20 a.m.	Fri.	04/29	7:30 a.m.	9:30 a.m.
MWF	9:30 a.m.	10:20 a.m.	Wed.	04/27	10:00 a.m.	12:00 p.m.
MWF	10:30 a.m.	11:20 a.m.	Fri.	04/29	10:00 a.m.	12:00 p.m.
MWF	11:30 a.m.	12:20 p.m.	Wed.	04/27	12:30 p.m.	2:30 p.m.
MWF	12:30 p.m.	1:20 p.m.	Fri.	04/29	12:30 p.m.	2:30 pm.
MWF	1:30 p.m.	2:20 p.m.	Wed.	04/27	3:00 p.m.	5:00 p.m.
MWF	3:30 p.m.	4:20 p.m.	Tues.	04/26	3:30 p.m.	5:30 p.m.
MW	3:30 p.m.	4:45 p.m.	Tues.	04/26	3:30 p.m.	5:30 p.m.
TR	8:00 a.m.	9:15 a.m.	Tues.	04/26	8:00 a.m.	10:00 a.m.
TR	9:30 a.m.	10:45 a.m.	Thurs.	04/28	8:00 a.m.	10:00 a.m.
TR	11:00 a.m.	12:15 p.m.	Tues.	04/26	10:30 a.m.	12:30 p.m.
TR	12:30 p.m.	1:45 p.m.	Thurs.	04/28	10:30 a.m.	12:30 p.m.
TR	2:00 p.m.	3:15 p.m.	Tues.	04/26	1:00 p.m.	3:00 p.m.
TR	3:30 p.m.	4:45 p.m.	Thurs.	04/28	1:00 p.m.	3:00 p.m.

School of Professional Counseling
Community Campuses Class Schedule
HS & CHD Programs
2021-2022

Fall 2021 September 10 to December 11	Spring 2022 January 10 to May 7	Summer 2022 May ?? to August ??
Module 1A September 10-11 September 24-25 October 8-9 Module 1B September 17-18 October 1-2 October 15-16 Labor Day holiday: September 4	Module 1A January 14-15 January 28-29 February 11-12 Module 1B January 21-22 February 4-5 February 18-19 Martin Luther King Jr holiday: January 17	Module 1A May 6-7 May 20-21 June 10-11 Module 1B May 13-14 June 3-4 June 17-18 Memorial Day holiday: May 30 Independence Day weekend: July 1-4 (no classes)
Module 2A October 29-30 November 12-13 December 3-4 Module 2B November 5-6 November 19-20 December 10-11 Thanksgiving weekend: November 24-28 (no classes)	Module 2A March 11-12 March 25-26 April 8-9 Module 2B March 18-19 April 1-2 April 22-23 Easter weekend: April 15-16 (no classes)	Module 2A July 8-9 July 22-23 August 12-13 Module 2B July 15-16 July 29-30 August 12-13

**General Education – Associate Degree Programs
(Students Entering AY 2021-2022)**

1 – Effective Communication – 6-9 hours

1A. Written Communication (3-6 hours)

- ENGL 1013* ENGL 1023

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement.*

ENGL 1013 and ENGL 1023 must be passed with a grade of C or higher.

1B. Choose one additional course (3 hours)

- COMM 1003 COMM 2613
 COMM 2103 THEA 1323
 COMM 2503

2 – Critical Thinking – 6-9 hours

Students must take six or more hours with at least one course from 2A and one course from 2B.

2A. Mathematics (3-5 hours)

- MATH 1003 MATH 2315
 MATH 1013 MATH 2403
 MATH 1124

General education mathematics courses must be passed with a grade of C or higher.

2B. Science (3-4 hours)

- BIOL 1103 CHEM 1214/1210
 BIOL 1204/1200 CHEM 1224/1220
 BIOL 1214/1210 PHSC 1104
 BIOL 2614 PHSC 1204
 CHEM 1104/1100 SCI 1013

3 – Cultural Literacy – 15 hours

3A. Religious Beliefs (3 hours)

- RELI 1003 RELI 1023
 RELI 1013 RELI 1203

3B. Humanity & Behavior (3 hours)

- COMM/JRNL 1503 PSYC 1003
 HS 2203 SOCI 1003
 NUTR 1003 WS 1003
 POSC 1003

3C. Artistic Appreciation (3 hours)

- ART 1003 MUSI 2003
 ART 2733 MUSI 2103
 ART 2743 THEA 1313

3D. Historical Perspectives (3 hours)

- HIST 1033 HIST 2233
 HIST 1043 HIST 2243

3E. Global Perspectives (3 hours)

- ENGL 2203 SPAN 1013
 GEOG 1003 SPAN 1023
 HUMN 2503 WS 1013
 POSC 2213

**General Education – Bachelor’s Degree Programs
(Students Entering AY 2021-2022)**

1 – Effective Communication – 6-9 hours

1A. Written Communication (3-6 hours)

- ENGL 1013* ENGL 1023

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement.*

ENGL 1013 and ENGL 1023 must be passed with a grade of C or higher.

1B. Choose one additional course (3 hours)

- COMM 1003 COMM 2613
 COMM 2103 THEA 1323
 COMM 2503

2 – Critical Thinking – 9+ hours

Students must take nine or more hours with at least one course from 2A and one course from 2B.

2A. Mathematics (3-5 hours)

- MATH 1003 MATH 2315
 MATH 1013 MATH 2403
 MATH 1124

General education mathematics courses must be passed with a grade of C or higher.

2B. Science (3-4 hours)

- BIOL 1103 CHEM 1214/1210
 BIOL 1204/1200 CHEM 1224/1220
 BIOL 1214/1210 PHSC 1104
 BIOL 2614 PHSC 1204
 CHEM 1104/1100 SCI 1013*

**SCI 1013 may count only once.*

2C. Additional electives (0-3 hours)

- COMM 2003 ENGL 2103
 ECON 2023 PHIL 1003
 ECON 2033

3 – Cultural Literacy – 18 hours

3A. Religious Beliefs (3 hours)

- RELI 1003 RELI 1023
 RELI 1013 RELI 1203

3B. Humanity & Behavior (3 hours)

- COMM/JRNL 1503 PSYC 1003
 HS 2203 SOCI 1003
 NUTR 1003 WS 1003
 POSC 1003

3C. Artistic Appreciation (3 hours)

- ART 1003 MUSI 2003
 ART 2733 MUSI 2103
 ART 2743 THEA 1313

3D. Historical Perspectives (3 hours)

- HIST 1033 HIST 2233
 HIST 1043 HIST 2243

3E. Global Perspectives (3 hours)

- ENGL 2203 SPAN 1013
 GEOG 1003 SPAN 1023
 HUMN 2503 WS 1013
 POSC 2213

3F. Additional elective (3 hours)

- _____

Students must choose one additional course from 3A-3E not already taken.

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