

LINDSEY WILSON COLLEGE

2012-2013 Catalog



210 Lindsey Wilson Street
Columbia, Kentucky 42728
Main Number: (270) 384-2126 or (800) 264-0138
AIM Program for Working Adults: (800) 264-6483

Accreditation

Lindsey Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate, baccalaureate and master's degrees. The College is also accredited by the University Senate of The United Methodist Church.

The Master of Education in Counseling and Human Development is accredited through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The Bachelor of Arts in Education, the Bachelor of Science in Education, and the Master of Education Teacher as Leader are accredited by the Kentucky Education Professional Standards Board (EPSB). The Education Program at Lindsey Wilson College is a candidate for accreditation by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). Candidacy status means that the Education Program has met preconditions for accreditation but is not accredited.

The Bachelor of Arts in Business Administration is accredited by the International Assembly of College Business Education (IACBE).

The Lindsey Wilson College Division of Nursing Program holds applicant accreditation status through the Council on Collegiate Nursing Education (CCNE). The on-site evaluation by CCNE is scheduled for April 2013. (1 Dupont Circle NW, Suite 530, Washington DC 20036.) Information regarding this status can be found at: <http://apps.aacn.nche.edu/CCNE/reports/rptNewApplicants.asp?state=KY&sFullName=Kentucky&sProgramType=1>.

The Lindsey Wilson College Division of Nursing Program is a member of the American Association of Colleges of Nursing. (One Dupont Circle NW, Suite 530, Washington DC 20036).

The Lindsey Wilson College School of Professional Counseling Program Bachelor of Arts degree program in Human Services & Counseling and Master of Education degree program in Counseling & Human Development have been granted the following authorization/certification from state authorities:

- The Ohio Board of Regents has authorized Lindsey Wilson College to offer the programs at Cincinnati Technical and Community College in Cincinnati and 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 and to offer the programs at Southwest Virginia

Community College (P.O. Box SVCC, 369 College Road, Richlands, VA 24641), Mountain Empire Community College (344 Mtn. Empire Rd., Big Stone Gap, VA 24219), and Wytheville Community College (1000 East Main St., Wytheville, VA 24382).

- The West Virginia Higher Education Policy Commission has authorized Lindsey Wilson College to operate in West Virginia at the Southern West Virginia Community and 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.

The Tennessee Higher Education Commission has authorized Lindsey Wilson College to operate in Tennessee at Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066.

Lindsey Wilson College Policy on Accreditation

Lindsey Wilson College describes itself in identical terms to all recognized accrediting bodies 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 Colleges 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

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 greatest 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.

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.

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, Kentucky. (Today, Lindsey Wilson 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 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 1 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 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 and Human Development in April 1993. The program is accredited by the Council for Accreditation of Counseling and Related Educational (CACREP), and it has been cited by CACREP as a model small-college graduate program. Graduate programs in education and in Christian Leadership have been added since then.

While historically the College's focus has been to serve the citizens of South Central Kentucky, Lindsey Wilson serves a diverse group of more than 2,600 students representing more than 110 of Kentucky's 120 counties, 28 states and 31 foreign countries. The College also has community campuses in the Kentucky cities of Ashland, Cumberland, Danville, Elizabethtown, Florence, Hazard, Henderson, Hopkinsville, Lexington, London, Louisville, Madisonville, Maysville, Paducah, Prestonsburg, Radcliff, Scottsville, Shelbyville, and Somerset, with other community campuses in Virginia (Big Stone Gap, Richlands, and Wytheville), West Virginia (Logan), Tennessee (Gallatin), and Ohio (Cincinnati and Hillsboro). The College's 2011-2012 enrollment included 2,600 undergraduate and graduate students.

An aggressive development program initiated in 1978 has yielded a remarkable increase in gift income and more than tripled the number of donors to the College. This support has enabled the College to repair and refurbish buildings, improve campus grounds, strengthen academic programs, and dramatically expand the number of full-time faculty.

The College completed the \$53 million "Changing Lives Campaign" on June 30, 2010. The campaign supported the construction of the Doris and Bob Holloway Health & Wellness Center; Harold J. Smith Hall, a 186-bed residence hall; the Jim and Helen Lee Fugitte Science Center; the renovation of the Goodhue Building into a multi-use classroom building; the development of 20 acres of land along the Louie B. Nunn Parkway into the Lindsey Wilson Sports Park; added \$15 million to the Lindsey Wilson Endowment; and raised \$3.5 million for the Lindsey Wilson Fund.

Since the completion of the "Changing Lives Campaign," two more buildings have been added to the A.P. White Campus: the Jerry and Kendrick McCandress Hall and the Dr. Robert and Carol Goodin Nursing & Counseling Center.

Graduate programs offered include a Master of Arts in Christian Leadership; a Master of Education degree in Counseling and Human Development with a specialization offered in Mental Health Counseling and a Master of Education for Teacher as Leader.

Bachelor of Arts programs are available in the following areas: Art, Art Education P-12, Business Administration, Christian Ministries, Communication, Criminal Justice, Elementary Education P-5, English, History, Human Services & Counseling, Integrated Music Education P-12, Mathematics, Media Studies, Middle Grades Education 5-9, Physical Education P-12, Physical Education/Health P-12, Psychology, Recreation Tourism & Sport Management, Secondary Education 8-12, and Social Science. A Contract or individualized major is also available but must be approved by the Academic Affairs Council.

Bachelor of Science programs are available in the following areas: Biology, Biology Education, Nursing, and Psychophysiology. Pre-nursing courses are offered to first-year students, and professional nursing courses are offered for those students accepted into the Nursing program. A

Psychophysiology degree, an interdisciplinary program incorporating study in psychology, biology and chemistry, began in fall 2010.

Minor areas of concentration are offered in: Accounting, Art, Biology, Business Administration, Chemistry, Christian Ministries, Communication, Criminal Justice, English, History, Journalism, Mathematics, Political Science, Psychology, Spanish, Theatre, Women's Studies.

Associate in Arts programs are available in: Art, Business Management, Computer Information Systems, Criminal Justice, Engineering Mechanics, Health Science, and Religion.

Work toward the baccalaureate and associate degrees may be pursued in the day and evening during fall, winter, spring and summer terms. Graduate students attend evening and weekend classes which are scheduled year-round. Online courses are also available.

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

Highlights of Lindsey Wilson's Building Program

- V.P. Henry Auditorium, a 325-seat theater housed in the rear of the L.R. McDonald Administration Building, underwent a \$125,000 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 and School of Professional Counseling – opened in fall 2011.
- The Jerry & Kendrick McCandless Hall, a 156-bed residence hall, also opened in fall 2011.
- The 186-bed, four-story Harold J. Smith Hall opened in fall 2010.
- The six-court Henry Baughman Tennis Complex opened in fall 2010.
- Doris and 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 LWC wrestling and swimming teams.
- A new Plant Operations Building that houses the physical plant division of Lindsey Wilson College was completed in 2010.
- The Blue Raider Band Building, home of the College band, 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, the Pines at Lindsey Wilson is open to members. William T's, the restaurant at the Pines at Lindsey Wilson, serves lunch, dinner

and Sunday brunch and is open to the general public; it also may be used as a conference and meeting building.

- The Lindsey Wilson Scottsville Campus, which was 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; Blue Raider Field, home to LWC softball; and Blue Raider Stadium, home to LWC football and track & field.
- 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 2006-07 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 Freshman Advising offices.
- The Sumner Campus Ministry Center and The Norma & Glen Hodge Center for Discipleship: Opened in 2005, the one-story, 3,000-square-foot building serves as a gathering place for the campus's myriad of spiritual life groups and activities, and it also includes classrooms, faculty offices and a small library. The Hodge Center, opened in 2009, offers a 3,000-square foot worship space that is also used for meetings and production of campus plays.
- The Holloway Building, which houses the Katie Murrell Library, was opened in 1986. A 10,000 square foot addition that nearly doubled the size was completed in 2002. The Katie Murrell Library houses a locally owned collection of 59,000 books and audiovisual titles. A growing virtual library provides access to another 79,000 ebooks, 1,400 streaming video titles, 28,000 streaming musical recordings, and 28,000 government documents through the federal depository collection. Users may also access to numerous other online resources with literary information and reference materials. The Katie Murrell Library provides interlibrary loan access to more than 100 million titles in libraries around the nation. The library offers a variety of study spaces for groups and individuals and access to 46 internet connected computers as well as printers, scanners, and other AV technology.
- A campus quadrangle, which includes a 150-seat amphitheatre and park area, was completed during the 2002-03 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 soccer team is eight-time NAIA National Men's Soccer Champions (1995, 1996, 1998, 1999, 2000, 2001, 2005, and 2011), and the women's soccer team won the NAIA national title in 2004 and 2006.
- 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 a recital hall, visual arts gallery, classrooms, faculty offices and art studios. It is also the home of the College's regional cultural affairs series.
- The Roberta D. Cranmer Dining and 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 South Central Kentucky.
- 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 Business/Computer Information Systems Division, 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 and also the women's volleyball team.

Community Outreach to Working Adults

Lindsey Wilson College offers evening, online 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, the Master of Education degree in Counseling & Human Development, and the Master of Education for Teacher as Leader are scheduled on a weekend format, on a trimester system that includes summer sessions.

Scottsville Campus, Scottsville, Kentucky

At the Lindsey Wilson-Scottsville Campus, students can begin several of the baccalaureate or associate degree programs offered by the main campus.

A two-year, Associate of Arts degree program in Business Management can be completed in its entirety at the Scottsville site as well as Bachelor of Arts degree programs in Business Administration and Human Services and Counseling. The Master of Education degree in Counseling and 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 inter-sessions are also scheduled. Scottsville students may also pursue the online Associate and Bachelor of Arts degree programs in Criminal Justice.

Community Campuses

The Bachelor of Arts in Human Services & Counseling and the Master of Education in Counseling & Human Development are offered 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
- **Big Stone Gap Community Campus** – Mountain Empire Community College, 3441 Mountain Empire Road, Big Stone Gap, VA 24219
- **Carrollton Community Campus** – Jefferson Community and Technical College - Carrollton County Campus, 324 Main Street, Carrollton, KY 41008 (in development)
- **Cincinnati Community Campus** – Cincinnati State Technical & Community College, 3529 Central Parkway, Cincinnati, OH 45223-2690
- **Cumberland Community Campus** – Southeast Community & Technical College, 700 College Road, Cumberland, KY 40823
- **Danville Community Campus** – Bluegrass Community & Technical College, 59 Corporate Drive, Danville, KY 40422-9690
- **Elizabethtown Community Campus** – Elizabethtown Community College, 600 College Street, Elizabethtown, KY 42701 (*BA degree only*)
- **Gateway Community Campus** – Gateway Community & Technical College, 500 Technology Way, Florence, KY 41042
- **Hazard Community Campus** – University Center of the Mountains, Hazard Community & Technical College, One Community College Drive, Hazard, KY 41701
- **Henderson Community Campus** – Henderson Community College, 2660 S. Green Street, Henderson, KY 42420
- **Hillsboro Community Campus** – Southern State Community College, 100 Hobart Drive, Hillsboro, OH 45133-9406
- **Hopkinsville Community Campus** – Hopkinsville Community College, 720 North Drive, PO Box 2100, Hopkinsville, KY 42241-2100
- **Lexington Community Campus** – Bluegrass Community & Technical College, 2659 Regency Road, Lexington, KY 40503

- **Logan Community Campus** – Southern West Virginia Community & Technical College, P.O. Box 2900 -- 2900 Dempsey Branch Road, Mount Gay, WV 25637
- **London Community Campus** – Somerset Community College: Laurel Campus, North 100 University Drive, London, KY 40741
- **Louisville Community Campus** – Jefferson Community & Technical College, 109 East Broadway, Louisville, KY 40202
- **Madisonville Community Campus** – Madisonville Community College, 2000 College Drive, Madisonville, KY 42431
- **Maysville Community Campus** – Maysville Community & Technical College, 1755 U.S. Hwy 68, Maysville, KY 41056
- **Paducah Community Campus** – West Kentucky Community & Technical College, 4810 Alben Barkley Drive, Paducah, KY 42001
- **Prestonsburg Community Campus** – Big Sandy Community & Technical College, One Bert T. Combs Drive, Prestonsburg, KY 41652
- **Radcliff Regional Educational Center** – 2000 Challenger Way, Radcliff, KY 40160 (*M.Ed. degree only*)
- **Richlands Community Campus** – Southwest Virginia Community College, 724 Community College Road, Cedar Bluff, VA 24637. Mailing Address: P.O. Box SVCC, 369 College Road, Richlands, VA 24641
- **Shelbyville Community Campus** – Jefferson Community & Technical College, 1361 Frankfort Road, Shelbyville, KY 40065
- **Somerset Community Campus** – Somerset Community College, 808 Monticello Street, Somerset, KY 42501
- **Volunteer State Community Campus** – Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066.
- **Wytheville Community Campus** – Wytheville Community College, 1000 East Main Street, Wytheville, VA 24382

Community Program Support

Lindsey Wilson supports its nontraditional students with evening office hours, 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.

Admissions Requirements

General admission decisions are made 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. 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 course work or be denied admission.

Lindsey Wilson uses a rolling admissions plan that enables the Admissions Office to notify applicants of admission decisions as soon as all credentials have been received. Traditional high school graduates may be accepted during their senior year prior to graduation once an application for admissions is completed and a current high school transcript as well as the results of the American College Test (ACT) or Scholastic Assessment Test (SAT) are provided.

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 scholarship 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 score with a minimum average standard score of 450 for the combined five tests with no score on any one test less than 410; and
3. The results of the American College Test (ACT) or 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 course work completed at the high school level;
3. List the curriculum utilized as well as the texts used for each class; and
4. Submit the results of the American College Test (ACT) or Scholastic Assessment Test (SAT).

GED Graduates

GED graduates must submit the following:

1. Application for admission; and
2. GED test scores with a minimum average standard score of 450 for the combined five tests with no score on any one test less than 410.

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 US 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 scholarship opportunities. Students applying for admission must submit the following:

- A completed application for admission, and
- An official high school transcript indicating graduation date or GED (General Education Development) test score with a minimum average standard score of 450 for the combined five tests with no score on any one test less than 410.

Rising Seniors

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

1. Application for admission;
2. A transcript of high school work;
3. Letters of recommendation from the high school counselor and a high school teacher in the field in which the student is enrolling; and
4. The results of the American College Test (ACT) or Scholastic Assessment Test (SAT).

Students admitted as rising seniors must submit official General Education Development (GED) test scores, with a minimum average standard score of 450 for the combined five tests with no score on any one test less than 410 OR high school diploma prior to the third semester of enrollment.

Transfer Students

Lindsey Wilson College accepts academic credit from two-year and four-year colleges accredited by a regional accrediting commission. 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;
2. An official transcript from all colleges and universities attended; and
3. A completed Statement for Transfer Students Form from all colleges and universities attended.

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 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 academic warning or 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 regionally accredited junior or community colleges. Additional credit hours will be accepted only when appropriate and when permission is given by the Academic Unit Chair/Director or Registrar.

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 grade point average. The document must be translated into English;
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.

An acceptable level of English proficiency is required of all international students. One of the following methods may be used to demonstrate English proficiency:

1. TOEFL score of at least 450 (133 computer-based). The official test score must be sent to the Admissions Office;
2. English is the student's native language; or
3. Michigan Placement Test Score of at least 60 and attendance of a summer-orientation program.

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 may have the ACT or SAT requirement waived. Students without ACT or SAT scores may be required to take a series of placement tests on campus.

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.

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. Students needing accommodation should apply to the College as early as possible, usually before May 15. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the Learning & Physical Disabilities Coordinator. It is the responsibility of the student to provide the Learning & Physical Disabilities Coordinator with appropriate materials documenting the learning disability. Learning 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 learning disabled. Although Lindsey Wilson 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 (270) 384-7479.

Bachelor of Arts degree applicants to the community campus programs of the School of Professional Counseling may also wish to contact Ms. Myra Ford, Director of the Human Services & Counseling program, at (270) 384-8153. Master of Education degree applicants to the community campuses may also wish to contact Dr. Jeffrey Crane, Director of the Counseling & Human Development program, at (270) 384-8160. Applicants to the Scottsville Campus may also wish to contact Ms. Dorinda Livesay, Enrollment Manager, at (270) 237-9136.

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 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. The student may be asked to meet with the Admissions Committee before the decision is made.

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 must be obtained. For a course(s) in a student's major, written approval must be obtained from the Academic Unit Chair/Director and the Registrar. Upon completion of the course(s), an official transcript must be submitted to the Registrar. Transfer credit is accepted only from regionally accredited two- and four-year colleges and universities and is accepted only for coursework equivalent to Lindsey Wilson College degree program courses.

General Education Full Certification

Lindsey Wilson recognizes completion of its general education requirement for those students transferring from KCTCS (Kentucky Community & Technical College System) institutions who have completed requirements for General Education Full Certification* provided grades of C or higher have been earned in all relevant mathematics and English composition courses. If mathematics or English composition courses have been taken and grades below C have been earned, those courses (or equivalent courses) must be repeated until a grade of at least C is earned.

Transfer credit is accepted only from regionally accredited two and four-year colleges and is accepted only for coursework equivalent to Lindsey Wilson College degree program courses.

Note: Students who enter under this policy will be required to complete three semester hours in religion.

General Education Full Certification transfer arrangements are reviewed to insure ongoing compliance with accreditation requirements and are evaluated to insure consistency with institutional requirements. The review is conducted annually by the Academic Affairs Office (Vice President of Academic Affairs, Associate Academic Dean, and the Registrar's Office).

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.

The Tennessee Higher Education Commission has authorized Lindsey Wilson College to operate in Tennessee at Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066.

**General Education Full Certification from KCTCS institutions requires 60 semester hours of course work in writing, communication, humanities, social interaction, science and mathematics.*

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

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 students 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. An ACT mathematics sub-score of 26 or above waives the mathematics general education requirement, allowing the student an additional three hours of elective credit.

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 academic units. Course work from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

CLEP Examinations

A maximum of 16 credit hours may be awarded on the basis of College Level Examination Program (CLEP) examinations for Associate's degree programs, and a maximum of 32 hours of CLEP credit may be applied to Baccalaureate degree programs. Lindsey Wilson 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.

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.

Dual Credit Courses

A dual credit course is one high school seniors nominated by their high school may take at or through Lindsey Wilson. 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 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 which has been approved by Lindsey Wilson 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 and approved by the relevant Academic Unit Chair/Director 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*;
- Students enrolled in a dual credit course will have all rights of access to academic materials normally afforded students at the College;
- Students enrolled in such a course will have all rights of appeal normally afforded Lindsey Wilson students in the event of any differences with regard to grades or other academic matters.
- The course follows the syllabus, including SLOs and assessment normally used in the course. SLOs are determined by the academic program.

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 will examine, validate, and may award credit for military training according to American Council on Education (ACE) guidelines. Such credit will not exceed 32 credits or 25% 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. Lindsey Wilson College participates in the Yellow Ribbon Programs for veterans. Its academic and financial aid policies have been deemed military-friendly (www.militaryfriendlyschools.com).

Experiential Learning and Noncredit Course Work

Lindsey Wilson does not award academic credit (either graduate or undergraduate) for noncredit course work or experiential/portfolio-based learning and does not accept student petitions for experiential learning credit. Credit previously granted by another institution of higher education for experiential learning will not be taken in transfer by Lindsey Wilson.

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 College programs. The library provides access to a multimedia collection of 240,000 cataloged titles. This includes 59,000 locally held books and AV titles, over 79,000 ebooks, and numerous other online resources with literary information, streaming musical and video recordings, and reference materials. A juvenile and curriculum collection provides support for students in the teacher education programs. Using an online interlibrary loan system, students may search for and request items from libraries around the nation.

The Library contains more than 45 public access terminals where students can do research, write papers, complete assignments, or use internet resources. Laser printers, a copier, digital/video cameras, and scanners provide additional support for student research and classroom assignments.

A 10,000-square-foot expansion was completed in fall 2002 and has provided increased room for collections, staff, services, library instruction, study, and technology. Work spaces include study carrels, work tables, study rooms, easy chairs, sofas, and a wireless network.

Periodicals, Magazines and Full-Text Databases

Students may access more than 29,000 magazines and journals in print, microfilm, and online formats. The library incorporates numerous full-text databases in its collection, including the varied resources of the Kentucky Commonwealth Virtual Library. Using the Internet, students and faculty members have 24-hour access to significant resources within the library, in campus offices, in the residence halls, and at home.

Network and Consortia Affiliations

The library is a member of the Kentucky Library Network and participates in regional networks of libraries under the Southeastern Library Network, the Kentucky Virtual Library, OCLC (Online Computer Library Center), LYRASIS, the Appalachian College Association, the Association of Independent Kentucky Colleges, and the Federation of Kentucky Academic Libraries. Under these partnerships, patrons may obtain books and periodical articles from libraries in the region and around the country. Working with its consortia partners, the library has been able to expand its offerings through foundation grants and group purchasing of databases.

Government Documents

The Katie Murrell Library is a United States depository library. It receives a selection of government documents in print and electronic formats. Using the online catalog students may access over 28,000 cataloged documents and government web sites. These include periodicals, statistics, census data, consumer literature, agency directories, and research summaries from all branches of the federal government.

Audio Visual Equipment

The library maintains a variety of audiovisual and media equipment for use by faculty and students in their teaching and course assignments. The library is involved in developing and maintaining educational technology in classrooms.

Library Instruction

The library offers general and specialized instruction to all levels of students. 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 Services

The library provides access to library resources and services to students at the community campus sites. These include informational packets, instructional visits, delivery of books and articles, access to online resources and a toll-free telephone line.

Campus Life – A.P. White Campus in Columbia

Lecture and Performance Series

The College's Cultural Affairs Committee plans an annual Lecture and Performance Series on the A.P. White Campus in Columbia. Performances are designed to expose students to a variety of writers, thinkers, actors, and musicians. These events are part of the educational experience at the college and students are encouraged to attend. Events are free and open to the wider community. Recent speakers have included Kentucky authors Ed McClanahan and Crystal Wilkinson, and vocal and instrumental musical performances have featured bluegrass, classical music, and jazz.

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 present a number of lectures and interactive cultural events each semester on a changing schedule. The Student Activities Office in the Cralle 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.

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. The Spiritual Life Committee, comprising faculty, staff and students, coordinates regular chapel services and opportunities for participation in various student organizations dedicated to personal growth and commitment. The College employs a full-time and assistant-chaplain to coordinate religious programming and to provide pastoral counseling services to all students. Students are urged to maintain meaningful relationships with their home churches, but they are also encouraged to attend one of the many churches in the Columbia area.

Intercollegiate Sports

Lindsey Wilson 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, football, soccer, 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, and volleyball. The College also participates in co-ed intercollegiate competition in men's and women's 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:

<http://www.lindsey.edu/offices-and-services/campus-recreation/intramurals.aspx>).

Student Government Association

The Lindsey Wilson 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:

- Accounting Club*
- ACES (Achieving Collegiate Excellence & Success)*
- Alpha Chi Sigma (International Honor Society of the CRJS Mu Sigma Chapter)
- Alpha Phi Omega (National Service Fraternity)*
- Association of Strategic Gaming*
- Athletes in Action (CRU)
- Chi Sigma Iota Honor Society (Counseling)
- Honors Student Association*
- International Student Association*
- Kentucky Education Association Student Program (KEA-SP)*
- Lambda Pi Eta (National Communication Honor Society)
- Lindsey Wilson Players*
- Lindsey Wilson Singers*
- Living in Faith Eternally (LIFE)*
- Recreation Club*
- Residence Hall Council (RHC)*
- Responsible Alcohol Values through Education (RAVE)*
- Sigma Tau Delta (International English Honor Society)*
- Society for Collegiate Journalists
- Student Alumni Relations Committee (SARC)
- Student Activities Board*
- Student Ambassadors
- Student Government Association (SGA)*
- Student League of Sciences*
- Students in Free Enterprise (SIFE)
- Sports Colligo
- Ultimate Disc Club
- Ultimate Frisbee Club
- Women's Student Union*
- Young Democratic Socialists Club*
- Young Republicans Club*

*Members of Student Government

For descriptions or additional information, please refer to the *Lindsey Wilson Student Handbook*.

Student Publications

Lindsey Wilson's student publications offer the opportunity to refine journalism, writing and organizational skills. Students produce three general circulation publications: *RaiderView*, a student newspaper and online journal; *Pine Cone*, the yearbook; and *Orpheus*, the annual literary journal.

Various student clubs and organizations on campus also produce publications for their membership and to promote their causes.

Conduct Policies

Conduct

Lindsey Wilson students are expected to conduct themselves in a manner consistent with the ideals of the College community. Enrollment at Lindsey Wilson 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 students, are stated in *The Student Handbook*. Each student is issued a handbook and is responsible for behaving appropriately as a campus citizen.

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 office of the Vice President for Student Services. 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, health and wellness center, intramural activities, Public Safety and Security, student health, public relations, Upward Bound, and student publications. Each department has a staff member responsible for day-to-day operations. Their respective office locations and extension numbers may be found in *The Student Handbook*.

Campus Nurse

The 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 door and on the Residence Hall bulletin boards.

Public Safety and Security

A College Security Officer is scheduled to be on duty on campus 24 hours each day. The main security office is located in the Cralle Student Union Building. All residential 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. For emergency assistance, students may dial 8106 or 9-911.

Emergency call boxes are located behind the J. L. Turner Leadership Center, Biggers Sports Center 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.

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 bookstore and several offices vital to students and staff: the Service Center, the central office for mail and phone services on campus; Public Safety and Security; Student Activities; International Student Programs; and Student Government Association. Students and staff can meet at Papa John's for pizza and for socializing. The campus game room, TV areas and internet café are favorite places for students to enjoy breaks from their studies.

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 Food Services to improve the campus dining experience. Papa John's Pizza is available in the Cralle SUB. Additionally, William T's, at The Pines golf course just west of Columbia, is operated by the College Food Service and serves lunch and dinner to the public Tuesday through Saturday and lunch only on Sunday and Monday.

Residence Halls

Any full-time Lindsey Wilson student 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 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 room deposit to: Residence Life Office, Lindsey Wilson College, 210 Lindsey Wilson St. Columbia, Kentucky 42728. A room will be reserved once a room and board contract is signed and a housing deposit is received and on file in the Residence Life Office. The standards and guidelines pertaining to residence life are explained in *The 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: telephone jacks, 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 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 must be presented in order to receive a parking permit. Permits are issued by Public Safety and Security.

Advising Services

Freshman Advisors

Lindsey Wilson provides a staff of full-time Freshman Advisors and Project Success staff, who along with faculty, work with freshmen during their first year in college. The Freshman Advisors are located in T.D and Rowena Everett Center. Project Success staff are located in the Project

Success Center. Freshmen are assigned to a Freshman Advisor, a Project Success Advisor, or to a faculty advisor. Freshman Advisors and Project Success Advisors teach many of the Freshman 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.

Project Success Advisors

Students who are a part of the Project Success Program are advised by the Project Success faculty and staff. These advisors typically work with Project Success students beginning in their first year on campus and will continue to work with them until they have officially declared an academic major. At that time, Project Success students are assigned to a faculty advisor. In addition to serving as their advisor, Project Success staff also teach Freshmen Seminar, monitor class attendance and academic performance, coordinate group study time, participate in campus and program social activities, and participate in and provide off-campus enrichment and engagement opportunities for Project Success students. Project Success advisors meet regularly with their advisees and serve as academic role models. The Project Success advisors are located in the Project Success Center.

Faculty Advisors

Many freshmen and all other students are regularly advised by full-time faculty members. The primary responsibility of the advisor is to provide assistance and support that will help students become successful college graduates. 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 for students while developing reciprocal professional relationships with them.

Tutoring Services

Academic Success Center

Located in T.D and 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. On-line tutoring in a variety of subjects is provided for students through Smarthinking (www.smarthinking.com). 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. All services are provided at no extra charge to Lindsey Wilson College students.

Mathematics Center

Located in Room 129 of the Fugitte Science Center, the Mathematics Center provides tutoring in mathematics for students enrolled in mathematics courses. The tutoring services are provided at no extra charge. Tutoring appointments are not necessary but are encouraged for those who use the Center often. The CATS Lab within the Mathematics Center provides computers for completing course assignments in mathematics. The Mathematics Center's hours of operation are posted on the Center's entrance door.

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 LWC writers at community campuses.

Counseling and Career Services

Counseling Services

Personal and confidential counseling is provided by counseling professionals within the Human Services & Counseling Program and by the College 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, Career Services, home of the Bonner Leader Program. The Career Services Director assists students seeking employment and offers career counseling. Services available 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.

Financial Information

Undergraduate Tuition Per Semester (Fall and Spring) – Columbia

12-18 credit hours	\$10,500.00
More than 18 hours (per credit hour)	\$875.00
Less than 12 hours (per credit hour)	\$875.00

Graduate Tuition Per Trimester – Columbia

9 credit hours	\$5,121.00
More than 9 hours (per credit hour)	\$569.00
Less than 9 hours (per credit hour)	\$569.00

AIM Tuition Per Credit Hour \$465.00

Community Campus Tuition

Graduate (per credit hour)	\$395.00
Undergraduate (per credit hour)	\$370.00

Summer Tuition Per Credit Hour \$465.00

Student Activity Fee Per Semester \$70.00

Full-time students; includes ID card, campus activities, regular season athletic events, and *RaiderView* (the campus newspaper)

Student Technology Fee Per Semester \$45.00

Room and Board Per Semester

Residence Hall – Double occupancy	\$1,519.00
Residence Hall – Single occupancy	\$3,038.00

Roberta D. Cranmer Dining & Conference Center \$2,596.00

The meal plan includes 19 meals per week: 3 meals a day, Monday through Friday and 2 meals a day on Saturday and Sunday. The meal

plan is required of residential students. Commuting students may eat in the Dining Center on a per-meal basis; prices vary depending on meal and day of week. Call 270-384-8097 for more information.

Note: 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 – 3 Credit Hours \$180.00

Special Services Fees

Course Audit Fee (per credit hour)	\$875.00
Student Teaching	\$150.00
Private Music Lesson (per semester)	\$50.00
Art Studio	\$20.00
Graduation	\$55.00
Transcript Fee	\$8.00
Parking Fee	\$2.00-45.00
Parking Permit	\$5.00
Key Replacement	\$12.00
ID Replacement	\$5.00
Returned Check Fee	\$20.00
(checks returned marked “insufficient funds” or “account closed”)	
Residence Hall Security Deposit	\$40.00
(a security deposit is required for all students living in residence halls and is refundable, minus any charges for room damages)	
Mandatory Accident Policy Provided by LWC	\$235.00
Hard Waiver Health Plan (can be waived with proof of primary coverage)	

Terms of Payment

All fees are payable at the Business Office. No student is permitted to complete registration or attend classes until all fees and charges are paid. Students or their parents who find it necessary to make special financial arrangements may sign a contract for semester charges as follows:

The College has contracted with a third party – Educational Computer Systems, Inc. (ECSI) – to service accounts and collect payments. The payment plan for each student will be mutually developed between the College and the student/family. Any student account that projects an outstanding balance after initial family payment and financial aid have been applied will be enrolled with ECSI Tuition Payment Plan. There is a \$55 enrollment fee.

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 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 Academic Affairs, Financial Aid, Registrar, and the Business Office. Contact the Business Office at (270) 384-8015 for specific semester dates and refund amounts. Students who withdraw are subject to the following tuition refund policy:

- 100% 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.
- Should the official withdrawal date occur after 60% of the instructional days in the semester have been completed, no refunds will be granted. **This policy applies to day, on-line, AIM and Community Campus classes.**

The official date for the calculation of “instructional days not attended” shall be the date on the official Withdrawal Form presented to the Business Office.

The formula for the calculation is as follows: $\text{Refund} = \text{Tuition Charged} \times (\text{Days Not Attended in Semester} / \text{Total Days in Semester})$

Note: The percentage of instructional days not attended is the same percentage used in the calculation of refunds due to the Title IV Programs.

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

Return of Title IV Federal Student Aid

If a student completely withdraws from the College during 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 College must determine the treatment of the student's Title IV program assistance on a payment period basis. The percent of the payment period represents the percentage of aid earned by the student.

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

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant

Other Refund Rules

Dropping a Course

In all cases, once a financial aid disbursement check is mailed to the student, 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 account, the financial aid package will be adjusted accordingly. For day courses, 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 AIM courses, no refund will be made on a course dropped after the first week following the first day of classes. For LWC courses at community campus locations, 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.

Summer Session Courses

No refunds of charges are granted after the registration deadline.

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.

Suspension and Refunds

No fees will be refunded to a student suspended by the College.

Financial Assistance

General Information

Lindsey Wilson College's financial aid program offers a variety of federal, state, and institutional funds. Financial aid packages may include grants, loans, and part-time employment. Scholarships may also be awarded to students based on their financial need and/or academic achievement. 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. Students who complete these requirements by February 1st 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.

Note: 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 are defined as tuition and fees, in addition to room and board for residential students. All 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 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 baccalaureate degree programs, and four consecutive semesters for Associate Degree programs, when all other restrictions are met. All institutional scholarships and grants are subject to change without notice.

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

Financial Aid Satisfactory Progress Policy

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

acceptable academic progress. Students placed on probation will lose financial aid eligibility unless they:

- Appeal their probation, *and*
- Have a plan to achieve good academic standing.

See the applicable section of this catalog, Minimum Acceptable Academic Progress.

Grants

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 meet a student's financial aid need as determined from the Free Application for Federal Student Aid. This grant program helps ensure that all students have an opportunity to benefit from a Lindsey Wilson education.

Federal Supplemental Educational Opportunity Grant

This federally funded grant is awarded to students based on financial need. 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 Stafford Loan.

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 Perkins Loan

This need-based loan is funded by the federal government and the College.

Federal Direct Subsidized Stafford 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 Stafford Loan

This is a non-need-based Stafford 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 PLUS Loans

This loan program enables parents with good credit histories 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.

Lindsey Wilson-Fenley Loan

This loan is funded by a gift from the late R. B. Fenley, a 1909 Lindsey Wilson alumnus. This loan is awarded to needy students who might otherwise be unable to attend college, and it is administered by the College using similar guidelines and at the same interest rate as the Perkins Student Loan.

Employment

Work-Study Programs

Federal and state programs provide part-time employment opportunities for students who need financial assistance. Employment in the College work-study 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.

Academic Program Scholarships are offered by the following academic programs:

- Art
- Biology
- Business Administration
- Choral Music
- Education
- English
- History
- Journalism
- Human Services & Counseling
- Instrumental Music
- Mathematics
- Psychophysiology

Additional information may be obtained by contacting a faculty member in the academic program.

Begley Scholars

This 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;
- Class ranking in the top 10% at the end of the junior year;
- Acceptance for admission and financial aid paperwork (FAFSA), and financial aid application completed by February 1;
- Completion of the Begley Scholarship application by February 1:

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 in Mathematics, Science, or English; one from any source); and
- Attendance at Begley Scholars' Day to participate in an interview conducted by one of the Begley Scholars committees.

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

Award for Excellence

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 up to a one-half tuition scholarship.

Eagle Scout Scholarship

This is a need-based, academic scholarship up to one-half tuition for outstanding young men who have obtained the rank of Eagle Scout through the Boy Scouts of America. Students must be a first-time, full-time freshman and meet the following requirements: obtained the rank of Eagle Scout by age 18, a minimum ACT composite score of 24, a minimum 3.00 cumulative high school grade point average, and acceptance for admission to Lindsey Wilson. 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. A maximum of five (5) Eagle Scout Scholarships will be awarded.

Girl Scout Gold Award Scholarship

This is a need-based, academic scholarship up to one-half tuition 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: obtained the gold award by age 18, a minimum ACT composite score of 24, a minimum 3.0 cumulative high school grade point average, 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. A maximum of five (5) Girl Scout Gold Award Scholarships will be awarded.

Junior Miss Scholarship

This is a need-based academic scholarship up to one-half tuition per year for outstanding young women who are Junior Miss Scholastic Pageant winners from Kentucky. Students must be a first-time, full-time freshman with a minimum 3.00 cumulative high school grade point average and acceptance for admission to Lindsey Wilson.

Categories for Junior Miss scholarship opportunities include:

- Scholastic Winner: Up to one-half tuition each year for four years.
- First Place Winner: Up to one-half tuition each year for four years.
- First Runner-Up: Up to \$3,500 per year for four years.
- Second Runner-Up: Up to \$3,000 per year for four years.
- Non-placing Participants: Up to \$2,000 per year for four years.

These scholarships are renewable for four 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.

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 Scholar Scholarship

This is a need-based scholarship awarded to first-time, full-time freshmen who are selected as a Kentucky Governor Scholar and Kentucky Governor's 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 up to a one-half tuition scholarship.

LWC Achievement Scholarship

This need-based, academic scholarship is available to first-time, full-time freshmen. Students with a composite ACT score of 18 or above and a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Phi Theta Kappa Scholarship

This is a need-based scholarship awarded to students who have been members of Phi Theta Kappa at a community college and who are transferring to Lindsey Wilson College. Students must have earned a minimum of 60 credit hours with a minimum 3.5 cumulative grade point average. 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 a Rogers Scholar. 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.

Walter S. Reuling Scholarship

This academic scholarship is available to high school valedictorians who attend Lindsey Wilson 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. It is also available to high school valedictorians with an ACT composite score of less than 24 or a GPA of less than 3.0. These students may receive up to one-half tuition. This scholarship is need-based.

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.

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. Students must meet all financial aid guidelines and provide the relative's full name (as printed on his or her LWC diploma), address, Social Security number, date of birth, and year of graduation from Lindsey Wilson.

Athletic Grants-in-Aid

Awarded by the College upon the recommendation of the Athletic Department, these grants are based on athletic ability and need.

International Student Scholarship

This is an established scholarship for international students determined from information given 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 15, must have earned a minimum high school grade point average of 2.50, and must have been accepted for admission to Lindsey Wilson. This scholarship is also available to transfer students with a GPA greater than 3.0.

Lindsey Wilson United Methodist Scholarship

This is a need-based scholarship 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.

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 Students of Color

This scholarship is for students of color 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 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 grade point average 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 in the Education Division or the Financial Aid Office); and
- Submission of a short (approximately two pages) biography addressing professional aspiration, community service, extracurricular involvement, and financial need.

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

Dr. Oris Aaron
 Adair County Teachers
 Valerie Adams Non-Trad
 Mr. and Mrs. Joseph P. Allen
 Vista & Sandidge Allison Alumni
 Alumni
 Alumni Walkway
 Norman, Dora & Joey Antle
 Athletic (Hundley)
 Awakening Christian Ministry
 William Cashman Ayer
 Frank Bacon Cycling
 Peggy E. Baker
 Charles D. & Jeanette Bennett
 R. V. Bennett
 Gilbert and Covella Biggers
 Tyler & Mary Lula Bow
 Boyd Lubker
 William R. and Mary Deane Brantley
 Myrl & Marcella Brashear
 L. Foster & Ruth Brewer
 Junius E. Bryant
 Burger/Hummel
 B.J. and Mary Burnett
 John and Dean Burr
 Elsie C. Butcher
 Edith Carroll
 Rev. Lester B. & Mabel Spears Carter
 Merrill and Beth Challman
 Clyde & Christine Cheatham
 Chowning-Pence
 Christian Service
 Dr. Thomas D. Clark
 Margaret Clayton
 JoAnn Vanada & Rev. J. Smiley Collins
 J. W. and 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
 Mose Dunning
 W. Norris Duvall
 Linda Levally Early
 Elihu and Cordelia Eastridge
 Tom & Rowena Everett
 Mary Louise Ott-Fanelli
 Guy M. & Lena C. Fenley
 Helen Gilpin Flatt
 The Reverend Chandler E. Ford Family
 Charles E. Fouser Endowment Award for
 Research in Environmental Issues
 Olive D. Freeman
 Virgil J. & Ruth Fryman
 Edward L. Gambill
 Evelyn Rogers Gamble
 Jerry L. and Elaine F. Garver
 Reverend S. Ray & Lorene Gilliam
 Ronald D. & Lily Glosser
 Robert R. Goodin & Family
 Coach Don Green
 Fred Gribbins Ministerial
 Drs. Charles S. and Vera Guthrie
 W. Paul & Lillian McAllister Hale
 Greg V. and Teresa M. Hall
 Wood and Marie Hannah
 Havens/LWC

William Randolph Hearst
 Virginia M. and Ronald E. Heath Nursing
 Scholarship
 Pearl Helm
 John L. & D.D. Hendrickson
 Henry
 Stanley and Lue Ella Hickerson
 Coach Doug Hines
 Jo S. Hoefelman
 Leona S. Holland
 Doris Zenger Holloway
 Sam and Allene Holmes
 Lake Cumberland Home Health
 Service/Holt
 John B. Horton Memorial
 Chester & Jewell Humphress
 Mattie Hyams
 Dr. Ernest & Betty Brown Johnson
 Walter M. and Lois G. Jones
 Bob and Fran Keefe Athletic
 The Keefe Family Non-Traditional
 Ella & Raymond A. Kessel
 Mary Kloth
 Dr. Adam Komosa
 Emmett W. & Mildred P. Kottke
 Jeremy Lord
 Mary Lucy Lowe
 Julia Loy
 William T. Luckey, Jr.
 Cecil Major Athletic
 Rev. R.V. & Anna Belle Matthews
 R.W. & Frances R. McCandless
 Dr. L. Rodford McDonald
 McKenzie/Adams
 Shirley Brenton McKinnon
 Millennium (Class of 50)
 Bernice Miller
 L. A. & Grace Miller
 Orville and Mamie Miller
 Delorah Jewell Moore Endowed English
 Doug & Betty Jean Moseley
 Katie Murrell
 Louise Page Newberry
 Chloe M. Niehaus
 Dr. J. Howard Olds
 Samuel Orr
 Williard Mae Yarberry Overstreet
 Allan M. & Bunny C. Parnell
 Kennard and Melva Peden
 Jannetta Peers
 Gertrude & Donald Perry
 William and Nadine Pettus
 John and Jeanette Pierce
 Willis and Traci Pooler

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 and Alberta Richardson
 Henry C. & Elsie B. Rogers
 Marshall Rowe Family
 Reverend Alice Bondurant Scott
 Kathryn Reese Sengel
 Asa, Allie & David Shelton
 Dorothy "Tillie" Wood Shelton
 William B. Shearer
 Dr. William W. Slider
 Smiley
 Harold J. & Helen H. Smith
 Rev. Dr. Jerry Allen and Carol G. Smith
 S. Russell Sr. & Jean Olive Smith
 W. K. Snyder
 Marilyn D. Sparks
 Billy C. & Faye C. Spencer
 Jimmie Spurling
 L. D. & Marie Squires
 M. Keith Stearns
 Dr. Julius & Hazel B. Stephenson
 Sue Cravens Stivers
 Mary Louise Stoltz
 Dr. Cyrintha Terry
 Horace H. and Wilma Thompson
 Margaret Thurman
 Keith & Katherine Venable
 Emily Vickers Endowed Award in Art
 Richard L. and Mary Ann Wagner
 Mary Evelyn Walker and Louise Brock
 William "Bill" Walker
 A.P. White
 John and Layne Wigginton
 Rose Willis
 Dr. Ralph D. & Nellie Winchester
 Noma Dix Winston
 Reverend L.E. & Rose Woodcock
 Lewis & Mary Woodward
 W. Ruel & Runa Wooten
 Collins, Russell, Wortham
 Sean Wright & McKaylee Gilmore
 Leo and Betty Young
 Joseph W. & Margaret Zinn

Academic Policies and Regulations

Academic requirements and regulations of Lindsey Wilson College are published in this catalog, *The 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.

Academic Schedule

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

AIM Program (Adults In Motion)

The AIM program is a career-oriented program offered in the evenings at the A.P. White Campus in Columbia and the Scottsville campus that is structured for adults to earn a college degree while balancing their everyday demands. AIM courses are offered in eight-week and sixteen-week sessions. Both seated and online classes are available. Bachelor's degrees at the Columbia campus are offered in Business Administration, Communication and Human Services and Counseling. At the Scottsville campus, students may pursue an Associate's degree in Business Management or Bachelor's degrees in Business Administration or Human Services. AIM also offers general education courses for adult learners.

Online Program

Lindsey Wilson's online program allows students to obtain all of the courses required for the Criminal Justice major for both the Associate of Arts and Bachelor of Arts degrees. General education courses, with the exception of Public Speaking, may also be available online.

Graduate Programs

Lindsey Wilson's graduate programs in Counseling & Human Development, Christian Leadership, and Teacher as Leader operate on a trimester or year-round schedule with most classes being taught evenings or weekends.

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.

The College seeks to move from a time-based measure of academic credit toward a competency-based measure of academic credit.

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

1. **Lecture, discussion or seminar:** One contact hour constitutes one credit hour (1:1)

2. **Self-contained laboratory or problem/exercise period** (preparation for associated course is the only required preparation for the lab or practice period): 3 contact hours constitute one credit hour (3:1)
3. **Advanced laboratory session** (requires preparation by the student before lab at a level beyond the preparation required for the associated class): 2 contact hours constitute one credit hour (2:1)
4. **Studios**: 1.5 contact hours constitute one credit hour (1.5:1)
5. **Field placement/internships/practica** (experiential learning at on-campus or off-campus sites): 40 hours constitute one credit hour (40:1). 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): ½ contact hour constitutes one credit hour (0.5:1)

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 Placement/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.

Credit Hour Requirement for Associate of Arts Candidates

All associate candidates for graduation must complete 64 credit hours of acceptable academic work with a minimum cumulative grade point of average of 2.00 on a 4.00 scale. Required courses in the major must be completed with a minimum grade of C, unless a division or program specifies a higher grade requirement.

Credit Hour Requirement for Baccalaureate Candidates

All baccalaureate candidates for graduation must complete 128 credit hours of acceptable academic work with a minimum cumulative grade point average of 2.00 on a 4.00 scale. Some programs (Education, English, 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 division or program specifies a higher grade requirement.

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 course work with a minimum cumulative grade point average of 3.00 on a 4.00 scale.

Academic Load

Undergraduate Load

The minimum academic load for a regular fall or spring 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.

All students are restricted to pre-registering for a maximum of 17 hours. Between semesters or during the first week of classes, additional hours up to a total of 18 can be added to a student's fall or spring schedule using a drop-add form 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 maximum load for one of the seven-week AIM terms during the summer is usually six hours. Students attending for the fourteen-week full summer term may take twelve hours. Preregistration is restricted to twelve hours; students 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 graduate status is nine semester hours. The usual semester load is 12 hours. Programs that operate on a year around schedule with three equal terms normally require 9 hours per term.

Advising and Selection of a Major

Advisor Guidance

Incoming freshmen (0-23 hours of college credit) will be contacted by a Freshman Advisor in the Academic Success Center, Project Success advisor, or a faculty advisor to discuss their initial advising needs.

New students are tested for proficiency in reading, writing, and mathematics. After a review of test scores and other background data (ACT, SAT, or Compass scores and high school records), they may be advised or required to register in prerequisite or developmental courses. (See Developmental & Skill-Building Courses.)

The Academic Affairs Office assigns a faculty or staff member as an academic advisor to those students 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 forms.

Catalog Requirements

To graduate from Lindsey Wilson, 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. Students who obtain a leave of absence for up to two semesters may complete their major requirements with the catalog in place when they declared their major. Students who do not receive a leave of absence and do not attend Lindsey Wilson full-time for more than two semesters must meet the general education and major requirements in place at the time they re-enroll.

Declaration of Major

All students seeking to obtain an Associate's or Bachelor's degree must file a Declaration of Major Form in an approved degree program. Students seeking an Associate's degree should declare their major the semester in which they enter Lindsey Wilson. Students seeking a Bachelor's degree are required to declare their major no later than the first semester of their junior year. A Declaration of Major Form can be obtained in the Registrar's Office and online at <http://www.lindsey.edu/offices-and-services/registrar/student-forms.aspx>.

Students must do the following:

- Meet with a faculty member in the major program and make an application to be accepted into the program. Some programs (e.g., Education and Nursing) have specific requirements with which the student must comply. A student cannot declare the major until he or she has been accepted into the program.
- Upon acceptance into the program, the student may need to change his or her academic advisor to a faculty member in the chosen program. If so, the student should meet with his or her current advisor to complete the Change of Advisor Form.

- Upon acceptance into the program, submit the completed Declaration of Major Form to the Registrar's Office.
- Upon acceptance into the program, request a degree audit (a record of all course work taken and how it is counted against degree requirements) from the Registrar's Office. Copies will then be given to both the student and his or her advisor.

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 forms are available from all academic advisors. 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

Freshman Year Experience

The mission of the Freshman 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 Lindsey Wilson Faculty, four Freshman Advisors (FAs), and the Director of FYE 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. In addition, FYE hosts social events throughout the academic year to encourage students to become actively involved in campus life. Lindsey Wilson requires all first-time, full-time students to complete the Freshman 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 Freshman Seminar and Peer Mentor Leadership. Academic advising for freshmen is coordinated through the FYE. The co-curricular elements of the program include ACES (Achieving Collegiate Excellence and Success), CORE, and other social events planned by the FYE staff.

The FYE program, formerly 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 goals are:

- To promote first-year students positive adjustment and assimilation into the Lindsey Wilson College community;
- To help students learn to balance their freedom with a sense of responsibility;
- To improve student attitudes toward the teaching-learning process and toward faculty who are responsible for providing this process;
- To improve relations between faculty and students;
- To involve students in the total life of Lindsey Wilson College;
- To teach students about LWC: its history, purpose, organization, rules and regulations, people, services, resources, and opportunities for student development;
- To have students use such helping resources at LWC as the Library, Career Services, Academic Success Center tutoring program, the Writing Center, and the Mathematics Center;
- To provide students with information about health and wellness issues;

- To provide students with additional training, practice, experience, and knowledge in the following areas: decision making, goal setting, planning, study skills, and time management;
- To enhance or establish a respect for diversity and tolerance as a member of the Lindsey Wilson College family; and
- To help students discover the excellent opportunities that LWC offers, how students fit in here and how we can help students fully develop their potential.

ACES Club, a student organization sponsored by the Freshman Year Experience program, it provides opportunities for freshmen to connect with fellow students and the Lindsey Wilson community; to participate in on- and off-campus recreational activities; to develop leadership skills; to give back to others through local, regional, and national service projects; and to receive encouragement to excel in the classroom.

Project Success

Project Success is a program designed to assist low-income, first generation college students or students with disabilities achieve success in college. The program provides participating students with:

- Financial aid services;
- Career counseling services;
- Personal counseling;
- Course work focusing on college success skills, including time management, financial literacy, and reading/writing skills;
- Tutoring services; and
- Enrichment and engagement opportunities.

The program is funded by the federal TRIO Student Support Services program.

R.V. Bennett Honors Program

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. Program Director: Greg A. Phelps, PhD, Turner 207, (270) 384-8234, phelpsg@lindsey.edu. Students who are invited to participate and who choose to do so are expected to participate in three aspects of the Honors Program, specifically by:

1. Enrolling in the Honors Seminar in at least 6 of their 8 semesters of attendance (for students enrolled for periods other than the traditional 8 semesters, enrollment would be expected for at least 75% of semesters they are at the College and with a minimum of 3 projects). 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.
2. Enrolling in an Honors Course during at least 6 of their 8 semesters of attendance. (For students enrolled for periods other than the traditional 8 semesters, enrollment would be expected for at least 75% of the semesters they are at the College and with a minimum of 3 projects). Each Honors Course involves the completion of an Honors Project. The requirements for receiving an Honors designation (H on the transcript) in a course are not fulfilled unless the completed project is approved by the supervising professor and the student makes an acceptable presentation of his or her Honors Project at the Honors Colloquium. If the student makes an approved, acceptable Honors presentation, the course will be tagged with an H on the student's transcript to denote completion of the Honors requirement for the course.
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.

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 Academic Unit Chair/Director, the VP for Academic Affairs or Associate Academic Dean, and the Registrar, respectively. 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 of Arts 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 Raidernet. 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 are approved by academic programs and checked by Academic Affairs. Faculty members who supervise internships offered by their programs assume responsibility for developing internship syllabi, insuring 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. Internships consisting of four or more credit hours must be submitted to 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 Coordinator of International Student Services prior to internship approval, registration, or start of the internship.

Learning Communities

Learning Communities are groups of students with shared interests who learn together. A Learning Community provides a supportive start to the student's college career at Lindsey Wilson College. Students who join a Learning Community have an instant support group which fosters academic and social success. Students will be enrolled in two or more of the same courses and will have opportunities to engage in special social and service activities. The groups include:

- Business Leadership Learning Community
- Christian Service Learning Community
- Civic Engagement Learning Community
- Creative Arts Learning Community
- Digital Media Learning Community
- Global Learning Community
- Health Learning Community
- Honors Learning Community
- Human Services Learning Community
- Nursing Learning Community
- Project Success Learning Community
- Science Exploration Learning Community

Semester in Frankfort

Through an arrangement with the Association of Independent Kentucky Colleges and 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 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 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.

International Study Opportunities

The Lindsey in London Program is offered through the Private College Consortium for International Studies (PCCIS), a consortium of sixteen Appalachian colleges which cooperate to provide their students with a variety of education experiences in London, England. Program lengths vary from 3-1/2 weeks to a full semester. PCCIS works in conjunction with CAPA International Education to offer courses in disciplines such as anthropology, art history, business, communication, economics, film, finance, history, international relations, journalism, literature, political science, psychology, theater, women's studies, and more. The program also includes internship placements with businesses, non-profits, and nongovernmental organizations as well as service-learning opportunities that allow students to work on a project during the semester that benefits the community while developing an understanding of community issues.

Up to 15 Lindsey Wilson credit hours may be earned through the Lindsey in London semester and, depending upon individual circumstances, federal, state and college financial aid may apply. Lodging is arranged through the program.

In addition to the Lindsey in London Program, the College participates in other programs which provide international travel and academic opportunities to a variety of destinations. For additional information, contact 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 LWC. They need 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, these 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 Suzy McAlpine, 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. An LWC student with junior standing and a GPA of 3.2 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.

Travel Opportunities for Academic Groups

In addition, Lindsey Wilson 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 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.

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 reserves the right to administratively withdraw any student who has not attended a class during the first five days of a fall or spring semester.

Changes in Registration: Adding and/or Dropping a Course

For undergraduate classes at the A.P. White Campus in Columbia, 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, by the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses on the main 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 Director of the Evening Program. For AIM 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 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% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	No later than 30 days before the end of the semester	Registrar
AIM courses (main campus)	By the sixth week of class	Director of the AIM Program or the Registrar
AIM courses (Scottsville)	By the sixth week of class	Scottsville Enrollment Manager or the Registrar
Online	No later than 30 days before the end of a full 16 week course <i>or</i> By the sixth week of the class	Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the Registrar

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 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% of the instructional days in a course are completed.

Students who wish to drop a course must complete an Add/Drop Form, include the instructor and advisor signatures, and submit it to the office noted in the table above. Failure to do so will result in a grade of F for the course. Add/Drop Forms may be obtained from the Registrar's Office, the Academic Affairs Office or the student's academic advisor.

Placement in Courses

ACT, SAT, or Compass Testing and Placement

Students are strongly urged to take the American College Test (ACT), Scholastic Assessment Test (SAT), or Compass Test. Students who do not provide ACT, SAT, or Compass scores are required to take the Accuplacer test, which is administered in the Academic Success Center by the Director of Freshman Advising; for the Scottsville campus, the Accuplacer test 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 and Skill-Building Courses

Adequate skills in reading, writing, and mathematics are necessary for success in all college-level courses. Developmental and skill-building 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 are placed in the appropriate level course(s) in reading, writing and mathematics during their first year at Lindsey Wilson. (Courses numbered 0900 or below are considered developmental courses; 1000-level courses are considered skill-building courses.) Successful completion of each course is required before a student can advance to the next level

course in the sequence. Students must complete all levels in the sequence, beginning with the class into which they are placed and ending with the last course in the sequence. Students are required to register for a sequenced course each semester until all courses in the sequence have been completed successfully.

Note: Students are not allowed to withdraw from some of the developmental and/or skill-building 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 and Speaking
2. ENGL 0805 – ESL: Reading and Writing
3. ENGL 0855 – 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 courses identified as ESL are recommended for international students.*

Reading Sequence

1. READ 0903 – Reading Fundamentals
2. READ 1013 – College Reading I
3. READ 1023 – 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.

Integrated Reading & Writing Sequence*

1. READ 0713 – Integrated Reading & Writing: Writing
2. READ 0723 – Integrated Reading & Writing: Reading I
3. READ 0733 – Integrated Reading & Writing: Reading II

**This sequence is offered to students enrolled in the Project Success Program.*

Mathematics Sequence

1. MATH 0903 – Basic Mathematics – *or* – MATH 0901, MATH 0911, MATH 0921 – Percents & Proportions, Variables & Equations, and Charts, respectively
2. MATH 1003 – Data Models
3. MATH 1013 – Functions & Algebra
4. MATH 1124 – Pre-calculus
5. MATH 2153 – Finite Mathematics
6. MATH 2315 – Analytic Geometry & Calculus I

Placement Appeals Process

In order to maximize their academic success, students must remain in the developmental or skill-building 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 or skill-building courses are urged to retake the ACT, SAT or Compass and submit new scores.
- Students may choose to take any or all parts of the placement challenge test (includes English, mathematics, and reading). Testing is offered prior to the beginning of each

semester by the Director of Freshman Year Experience. Testing dates are announced during the new student orientation (EDGE Days).

- Students who have provided test scores that place them into developmental or skill-building courses may appeal their placement by taking the Accuplacer test. To exercise this option, the student must contact the Director of Freshman Year Experience 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 number 1-4 below.
- Students who wish to appeal their placement based upon ACT, SAT, Compass, or Accuplacer 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 Accuplacer) 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 an Add/Drop 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 Add/Drop Form before submitting the form 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 and Student Success

At Lindsey Wilson College, students are responsible for regular class attendance, in-class participation, and completion of assignments. Specific expectations concerning attendance and class performance in each course are stated in the course syllabus. When a pattern of excessive absence 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., meeting with a tutor);
2. Enter the student in the Early Warning System (EWS), a system in which the student's instructor, academic or freshman advisor, Academic Affairs Office, Student Affairs Office, and coach (if the student is an athlete);
3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
4. Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

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 teachers 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 the College Catalog. Any student with more than three examinations scheduled in one day may request rescheduling of one examination at the discretion of the VP for Academic Affairs or Associate Academic Dean. ***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 VP for Academic Affairs or Associate Academic Dean.

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. 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 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, the VP for Academic Affairs or Associate Academic Dean will refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved.

Note: The College has purchased Turnitin.com, 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 he/she 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 human subjects 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
 - 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*.

Grades

Outcomes Assessment

Lindsey Wilson participates in programs and assessment services designed to evaluate student learning outcomes in general education courses and in their 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
A	4.0	C+	2.4
A-	3.7	C	2.0
B+	3.4	D	1.0
B	3.0	F	0.0
B-	2.7		

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 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:

- Developmental Mathematics courses (MATH 0900 series),
- English ESL courses (ENGL 0800 series),
- Introduction to Writing Studies courses (ENGL 0900 series),
- Reading Fundamentals (READ 0903), and
- Most practica and internships.

Other Exceptions to the Standard Grading Scale

The Integrated Reading & Writing courses taught as part of the Project Success Program (READ 0700 series) as well as Reading I (READ 1013) and Reading II (READ 1023) 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 Division of Nursing uses a grading scale different from other academic units of the College. Consistent with other nursing programs, the grading scale requires students to earn 77% or higher to be awarded a C or better. The Nursing Division uses the following grading scale: A = 93-100%, B = 85-92%, C = 77-84, D = 70-76%, F = 69% or lower.

Students are advised to refer to course syllabi for academic standards and grading information that may vary per College program and for specific 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, but grades are mailed to the home address of only those undergraduate students enrolled at the A.P. White Campus in Columbia.

Semester End Grade Reports

All final grades are reported to the Registrar at the end of each semester. All students may view their end of semester grade reports online through BannerWeb, but grades are mailed to the home address of only those undergraduate students enrolled at the A.P. White Campus in Columbia.

Incomplete Grades

A grade of I (Incomplete) is given when circumstances beyond a student's control prevent completion of course requirements. Students receiving incompletes are not eligible for the Dean's and President's Lists. The student must complete the course work within six weeks. That deadline may be extended to 15 weeks if mutually agreed upon with the instructor. Approval of the instructor, the Academic Unit Chair/Director, and the Academic Affairs Office or the appropriate SPC Regional Academic Director 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.

Repeating a Course

Courses in which the student has a final grade of D or F may be repeated for credit. The grade earned the last time the course is repeated becomes the official grade for the course.

Questioning a Grade – The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade or other academic issue** 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. (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 Academic Unit Chair/Director in which the grade was assigned. Upon receipt of such request, that Chair/Director 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 Chair/Director 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 desired to appeal the decision of the Chair/Director, the student or faculty member may, within seven (7) days by written request to the Chair/Director, 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 e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail 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 before the first day of the semester following the one in which 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, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the Academic Unit Chair/Director which houses the course for which the grade is appealed. 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 campuses in Virginia may contact the State Council of Higher Education of Virginia as a last resort if their complaint has not been resolved to their satisfaction. Students will not be subject to unfair actions as a result of initiating a complaint proceeding: State Council of Higher Education, 101 N. 14th Street, Richmond, VA 23219, (804) 225-2600.

Students attending campuses in Tennessee may contact the Tennessee Higher Education Commission, 404 James Robertson Parkway, Nashville, TN 37243-08300, (615) 741-5293, if their complaint is not settled at the institutional level.

Academic Standing

Student Rank

A 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

Minimum Acceptable Academic Progress

A student's academic performance will be reviewed fall and spring semesters based on GPA. Normal academic progress, based on grade point average, will be determined after each semester based on cumulative hours attempted. A student must meet minimum acceptable academic progress by complying with the standard in order to achieve and/or maintain good academic standing. Any student with a 0 to 0.5 term GPA may be suspended.

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.

Required GPA	Earned Credit Hours
1.25	1-23
1.50	24-47
2.00	48 and above

Students must also earn 66.7% of hours attempted each term. Students can receive financial aid for up to 192 hours attempted, including grades of W, F, I, repeats, and transfer hours.

Minimum acceptable academic progress, based on grade point average, and on quantitative measure of percent of attempted hours that were earned, will be determined after each semester based on cumulative hours attempted. Students failing to meet minimum acceptable academic progress, as outlined above, are subject to the following sanctions.

Warning Semester: Students who fall below the minimum acceptable standards for academic progress for the semester will be placed on warning for the following semester. During the warning term, sanctions may include repeating of courses, limitation of credit hours, structured study times in the Academic Success Center, development of individual learning contracts, adjustment of housing assignments, or limitation of participation in non-class, College-sponsored activities. Student status will be reviewed at the end of the warning semester.

Probation Semester: At the end of the warning semester, students who continue to fall below the minimum acceptable standards for academic progress will be placed on probation. Probation sanctions may include those named in the warning sanctions, as well as financial aid sanctions. While probation is in effect, a student is subject to suspension from the College at any time when, in the opinion of instructors and the Vice President for Academic Affairs or Associate Academic Dean, 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.

Note: **Federal Financial Aid regulations mandate that students who are placed on probation must appeal their probation and have an approved plan to return to good academic standing in order to retain financial aid eligibility.**

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 the 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 re-admittance to the College. The letter should outline a plan for being successful upon return to the College. Re-admittance should not be assumed. Classes taken at another college or university during the suspension semester will not be accepted as transfer credits to LWC.

2. A student who is suspended for a fall or spring semester can be reinstated for the following term by enrolling in and successfully completing 3 to 6 credit hours with a grade of C or higher. Students suspended for the fall term may enroll in 3 hours during the Winter term, and students suspended during the spring term may enroll in 3 to 6 hours during the summer. If a student successfully passes the course or courses with a C or better, the student will be permitted to enroll the next fall or spring semester.
3. If taking a class or classes during the winter or summer term is not an option, a student may write a letter of appeal to be reinstated for the next semester. Letters of appeal are less likely to result in reinstatement than committing to academic work as outlined in number 2. 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 Student Handbook* may be subject to suspension by the Academic Affairs Office, together with either the Vice President for Student Services 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 readmitted to the College after a semester through application to the Admissions Committee. The re-admission decision will be based upon students' compliance with conditions of suspension, evidence suggesting potential for improvement, and/or other individual factors. Re-admission to the College is not guaranteed and should not be assumed.

Academic Bankruptcy Policy

A student may write a letter to the Registrar 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 course work, including course work 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 1 to 3 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 course work, including course work 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. Students may declare academic bankruptcy only once. Students should be aware that academic bankruptcy may not be recognized by graduate or professional schools.

Petitions for Exceptions to Academic Policies

Petitions requesting exceptions to academic policies are written to the Academic Affairs Council. Petitions must be submitted by November 1 for consideration during the fall semester and by April 1 for consideration during the spring semester.

Leave of Absence and Withdrawal Policies

Leave of Absence

Students who contemplate leaving Lindsey Wilson voluntarily and 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 two semesters. 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 Leave of Absence 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 Academic Catalog. The Leave of Absence application is available in the Registrar’s and Academic Affairs Offices and must be approved by 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 or Vice President for Student Services to complete an official withdrawal form. A student withdrawing from the College before the end of the semester forfeits credit for work done in that semester.

- 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 or another institution to which the student transfers.
- Proper withdrawal from the College is important!

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 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 which 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 that all or part of such information not be published;
- Name, local and home address, 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 for \$8.00. Copies of other documents to which the student has legal access are available to the student at 25 cents per page. Transcripts will be forwarded to other educational institutions, agencies, or firms by the Registrar upon written request of the student. The cost is ~~\$5~~ \$8.00, 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 request.

Records Maintained by the College

The 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. 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:** Freshman Year Experience advisors, Project Success advisors, and faculty advisors maintain advising folders on their advisees which may include notes on meetings, copies of the student's schedule, add/drop 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 Student Financial Services Office. Federal Perkins Loan (formally National Defense Student Loan) files are under the control of the Vice President for Educational Outreach and Student Financial Services.
- **Student Accounts:** Records of student accounts with the College are maintained by the Business Office and are 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.
- **Other Non-Academic Records:** Information about co-curricular activities and awards, on-campus residence, non-academic disciplinary action, 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 College 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 Student Handbook*
- **Co-Curricular Records (activities, career development, discipline, etc.):** Vice President for Student Services
- **Financial Aid Records:** Vice President for Education Outreach and 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 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.

Residency and Graduation Requirements

Residency Requirement for BA, BS, and BSN Degrees

In order to earn a baccalaureate degree from Lindsey Wilson College, students must successfully complete a minimum of 45 credit hours at the College and at least 50% of the credits required in a major or minor must be earned at the College. Hours transferred to the College during completion of a degree need prior 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.

Application for Graduation and Diplomas

Academic degrees are conferred in May, August, and December. 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. (Diplomas are either given to graduates during commencement or mailed to graduation exercise participants after final grades are submitted to the Registrar and final grades determined.) Attendance at commencement and baccalaureate is required of all graduates. Exceptions to this policy must be sought through the Academic Affairs Office and may be granted in exceptional circumstances. Students who participate in commencement and baccalaureate are required to dress appropriately: Jeans, t-shirts, and tennis shoes are not acceptable.

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

A student must complete an application for graduation in the Registrar's Office at the beginning of his or her final term. Payment of a \$55 graduation fee is required.

Note: Graduation honors are calculated after the prior term. Spring graduation honors are calculated at the end of the fall semester; summer graduation honors are calculated at the end of the spring semester, and fall graduation honors are calculated at the end of the summer semester.

Academic Honors

Undergraduate Honors

Honors calculations are based on a minimum of 12 semester hours of new course work that receives letter grading. Courses that are graded on a credit/no credit basis are not included in honors calculations.

President's List

Full-time students who achieve a grade point average of 4.00 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 students who have achieved a grade point average of 3.50 or above 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.

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 on Founder's Day each spring.

Who's Who among Students in American Universities and Colleges

Lindsey Wilson 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 10 percent of their class are invited. The Lindsey Wilson chapter was chartered in 1994.

Alpha Phi Sigma

Alpha Phi Sigma is an international 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.

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 an outward symbol of commitment to excellence as a professional counselor.

Honors Association

The Honors Association is a society which all students who are participating in the 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.

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.

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 LWC grade point average. Students who declare academic bankruptcy are not eligible to qualify for honors at graduation.

- **AA Degrees:** Students who have earned at least 32 semester hours for an Associate of Arts degree at Lindsey Wilson College and have a 3.50 or above GPA are eligible for Associate Honors.
- **BA/BS/BSN Degrees:** A student must have earned at least 48 of the 128 semester hours required for a Bachelor's degree at Lindsey Wilson. In addition, all course work 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 graduate degree recipients.

Academic Degrees

Master of Arts

- Christian Leadership

Master of Education

- Counseling & Human Development
Specialization offered in:
Mental Health Counseling
- Teacher as Leader

Bachelor of Arts

- Art
Emphases offered in:
Studio
Digital Art
- Art Education P-12
- Business Administration
Emphases offered in:
Accounting
Human Resource Management
Management
- Christian Ministries
- Communication
- Contract Major
- Criminal Justice
Emphases offered in:
Law Enforcement
Legal
- Elementary Education P-5
- English
- History
- Human Services & Counseling
- Integrated Music Education P-12
- 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 P-12
- Physical Education & Health P-12
- Psychology
- Recreation, Tourism & Sport Management
- Secondary Education 8-12
Majors offered in:
English
Mathematics
Social Science
- Social Science

Bachelor of Science

- Biology
- Biology Education 8-12
- Nursing (BSN)
- Psychophysiology

Associate of Arts

- Art
- Business Management
- Computer Information Systems
- Criminal Justice
 - Emphases offered in:*
 - Law Enforcement
 - Legal
- Engineering Mechanics
- Health Science
- Religion

Minors

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Christian Ministries
- Communication
- Criminal Justice
- English
- History
- Journalism
- Mathematics
- Political Science
- Psychology
- Spanish
- Theatre
- Women's Studies

Tim McAlpine, PhD, Chair, Humanities & Fine Arts Division
Center for Global Citizenship, Room 106
(270) 384-8081 mc Alpine@lindsey.edu

Terry Swan, DMin, Coordinator, Graduate Program in Christian Leadership
John B. Begley Chapel Office Complex
(270) 384-8148 swant@lindsey.edu

Mission Statement

The mission of the M.A. in Christian Leadership coincides with the stated purpose of the UMC Board of Higher Education and Ministry which is to "develop the next generation of Christian leaders." The M.A. program is intentionally broad and ecumenical, empowering graduates to become leaders in a variety of church-related occupations. Employment opportunities exist within the local church as pastors, student ministry leaders, or directors of Christian Education in church extension ministries or parachurch organizations.

Admission to the Program

An applicant must possess a bachelor's degree from an accredited college or university with a G.P.A. of 3.0 or above.

Each applicant must submit the Graduate School Application for Admission (available online), all transcripts and the processing fee to the Registrar, a letter of interest including career goals, and three letters of recommendation (including a pastor) to the Program Coordinator. The applicant must also contact the Program Coordinator to schedule an interview.

Curriculum

A. Leadership Core: 15 hours

- Foundations of Servant Leadership (RELI 5103) – 3 hours
- Transformational Leadership (RELI 5203) – 3 hours
- Effective Church Leadership (RELI 5403) – 3 hours
- Conflict, Crisis, and Change (RELI 5503) – 3 hours
- Missional Leadership (RELI 5853) – 3 hours

B. Historical/Theological Studies: 6 hours

- Christian Doctrine (RELI 5603) – 3 hours
- Church History (RELI 5703) – 3 hours

C. Electives: 9 hours (choose from the following)

- Leading Groups and Organizations (RELI 5303) – 3 hours
- Small Church Ministry (RELI 5803) – 3 hours
- Pastoral Counseling (RELI 5813) – 3 hours
- Church-Related Higher Education and Leadership (RELI 5823) – 3 hours
- Readings in Leadership (RELI 5833) – 3 hours
- Internship (RELI 5843) – 3 hours
- Church Growth Strategies (RELI 5901) – 1 hour
- Ethical Leadership (RELI 5911) – 1 hour
- Youth Ministries Seminar (RELI 5931) – 1 hour
- Campus Ministry (RELI 5951) – 1 hour
- Discipleship and the Family (RELI 5961) – 1 hour

- Seminars in Ministry Leadership (RELI 5991) – 1 hour
- Special Topics in Religion (RELI 5993) – 3 hours

Exit Criteria

Graduation from the Master of Arts in Christian Leadership degree program requires:

1. Successful completion of all program requirements and assessments;
2. A minimum cumulative GPA of 3.0;
3. Completion of a Missional Leadership project in RELI 5853; and
4. Completion of the Comprehensive Examination in the final semester.

TOTAL: 30 credit hours

Jacqueline G. Montgomery, MA, Associate Dean for the School of Professional Counseling
Dr. Robert and Carol Goodin Nursing & Counseling Center, Room 218
(270) 384-8150 montgomeryj@lindsey.edu

Jeffery J. Crane, PhD, Director, Counseling & Human Development Program
Dr. Robert and Carol Goodin Nursing & Counseling Center, Room 223
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School of Professional Counseling Mission

The mission of the Lindsey Wilson College School of Professional Counseling is to provide a practitioner-based, community-centered, student-focused mental-health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

In addition to its programs on the A.P. White Campus in Columbia, the School of Professional Counseling collaborates with community colleges within Kentucky and surrounding states to provide local, community-based programs at 25 college community college campuses. The Bachelor's and Master's degrees are offered at these campuses, allowing Associate's degree graduates to earn these higher-level degrees through the Lindsey Wilson College School of Professional Counseling.

The School of Professional Counseling programs are offered in the following locations: Ashland, KY at Ashland Community and Technical College; Big Stone Gap, VA at Mountain Empire Community College; Cincinnati, OH at the Cincinnati State Technical and Community College; Cumberland, KY at Southeast Kentucky Community and Technical College; Danville, KY and Lexington, KY at Bluegrass Community and Technical College; Elizabethtown, KY at Elizabethtown Community and Technical College; Florence, KY at Gateway Community and Technical College; Gallatin, TN at Volunteer State Community College; Hazard, KY at Hazard Community and Technical College; Henderson, KY at Henderson Community College; Hillsboro, OH at Southern State Community College; Hopkinsville, KY at Hopkinsville Community College; Logan, WV at the Southern West Virginia Community and Technical College; London, KY and Somerset, KY at Somerset Community and Technical College; Louisville, KY and Shelbyville, KY at Jefferson Community and Technical College; Madisonville, KY at Madisonville Community College; Maysville, KY at Maysville Community and Technical College; Paducah, KY at the Western Kentucky Community and Technical College; Prestonsburg, KY at Big Sandy Community and Technical College; Radcliff, KY at Regional Educational Center; Richlands, VA at Southwest Virginia Community College; Scottsville, KY at the Scottsville campus of Lindsey Wilson College; and Wytheville, VA at the Wytheville Community College. Under development are sites at the Carrollton Community Campus of the Jefferson Community and Technical College in Carrollton, KY; Gateway Community Campus of the Gateway Community and Technical College in Covington, KY; and Shelbyville Community Campus of the Jefferson Community and Technical College in Shelbyville, KY.

Master of Education

The Master of Education in Counseling & Human Development, with a 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 and Related Educational Programs (CACREP). CACREP is an independent non-profit organization, recognized by the Council for Higher Education Accreditation (CHEA), with voting members who represent the American Counseling Association (ACA), its divisions and the public. CACREP grants accredited status to graduate-level programs in the professional counseling field.

Through Lindsey Wilson College's accreditation with CACREP, students are eligible to sit for the National Board of Certified Counselors examination during their last semester of study to certify as a Nationally Certified Counselor (NCC). 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 churches, city and state human services departments, community mental health centers, correctional departments, drug and alcohol rehabilitation programs, employee assistance programs, employment services, hospice programs, hospitals, industries, military, counseling agencies, psychiatric hospitals, rape crisis centers, sexual abuse centers, YMCA/YWCA facilities, and vocational services.

This degree does not lead to P-12 school counselor certification or satisfy requirements for the MEd in Teacher as Leader.

Curriculum

The Master of Education in Counseling & Human Development, with a specialization in Mental Health Counseling, requires a minimum of 60 semester hours and participation in a group experience of not less than 10 hours facilitated by the program. Requirements include 39 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), 9 hours of clinical instruction, and an additional 21 hours of specialty requirements in Mental Health Counseling.

A. Core Curriculum: 30 hours

- Lifecycle Development in Individuals & Families (CHD 5003) – 3 hours
- Multicultural Issues, Human Diversity, & Preventive Community Education (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
- Individual and Group Assessment (CHD 5063) – 3 hours
- Psychopathology (CHD 5073) – 3 hours
- Research Methods (CHD 5083) – 3 hours
- Professional Issues and Ethics (CHD 5093) – 3 hours

B. Clinical Instruction: 9 hours

- Practicum: 150 hours (CHD 6003) – 3 hours
- Internship: 300 hours (CHD 6013) – 3 hours
- Internship: 300 hours (CHD 6013) – 3 hours

TOTAL, CORE AND CLINICAL: 39 credit hours

C. Specialization in Mental Health Counseling: 21 hours

Although a significant emphasis in the core curriculum is the development of a mental health counseling knowledge and skill base, the following specialty course work and clinical experiences are designed to provide specialized expertise in the area of community 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 course work within the specialty area. This

course work provides an introduction to community mental health counseling, contextual dimensions, knowledge and skills for the practice of mental health counseling, and clinical instruction.

- Evaluation of Mental & Emotional Status (CHD 6033) – 3 hours
- Diagnosis of Mental & Emotional Disorders (CHD 6023) – 3 hours
- Substance Abuse Treatment (CHD 6163) – 3 hours
- Play Therapy (CHD 6253) *or* Adolescent Intervention (CHD 6283) – 3 hours
- Treatment of Mental and Emotional Disorders (CHD 6203) – 3 hours
- Mental Health Administration, Supervision & Consultation (CHD 6513) – 3 hours
- Systemic Family Therapy (CHD 6613) – 3 hours

Exit Assessment

The Graduate 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 with the Registrar following the specific guidelines set forth in this catalog;
- Recommendation of the graduate faculty; and
- Completion of the Comprehensive Professional Counseling Examination (CPCE).

Admission

Program Application Procedure

Applicants to the Counseling and Human Development Program will need to:

1. Complete the Graduate School Application for Admission (available online) and submit it and the processing fee to the appropriate administrative assistant serving the community campus or site;
2. Send an official transcript of each college or university previously attended to the Lindsey College Registrar;
3. Send three letters of recommendation to the appropriate administrative assistant;
4. Complete an interview with members of the Regional Admissions Committee.

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 graduate program in Counseling & Human Development are admitted on conditional basis. The status is reviewed by the Regional Admissions Committee at the end of the graduate 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 Admission Committee.

Note: Admissions decisions are based on academic performance and personal characteristics/dispositions as reflected in the Graduate Students Review and Recommendation process. Students who receive scores of "Pass" or "Low 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 course work may aid in completing certification requirements, enriching professional development, or similar objectives.

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 graduate students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson's Counseling and 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 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 regionally accredited college or university, the graduate faculty may accept block credit earned, provided these courses satisfy requirements of the program to which the student is applying. The Graduate Faculty 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 Baccalaureate Degree

The following criteria apply to those students who wish to enroll in graduate course work who have not earned a Bachelor of Arts degree:

- Undergraduates must have senior status, and
- Cumulative quality point average of at least 3.00.

No course work 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.

Assistantships

The graduate assistant (GA) placement is designed as a learning milieu for the graduate student while assisting academic unit faculty in providing a comprehensive program with academic integrity. Each assistantship requires 30 hours per week. Contact the Director of the Counseling & Human Development program for more information.

The duties of the GA will vary. GAs who are assigned to the Counseling Center work closely with the Director of the Counseling & Human Development program and their faculty supervisors to provide counseling services to students of Lindsey Wilson College as well as individuals living in Columbia and the surrounding area. GAs on the main campus assigned to the dorms work closely with the Director of the Counseling & Human Development program, their faculty supervisor, and Residence Life. Dorm counselors live in the dorms and provide counseling services and other supporting services to residential students as requested by the students and/or encouraged or mandated by Residence Life. GAs at community campus locations work closely with campus

coordinators, faculty supervisors, and the Director of the Counseling & Human Development program. The primary responsibility of the GAs at the community campuses is to facilitate the operation of the Counseling Lab.

Graduate Assistantship Application

- Complete a Graduate Assistant Application. All application materials should be submitted to the Resident Faculty Supervisor (or Enrollment Coordinator) for the campus as early as possible.
- All eligible applicants will be invited for an interview. Several faculty and staff are invited to attend as an interview team, including the Enrollment Coordinator, Resident Faculty Supervisor, and Regional Academic Director, to illustrate the collaborative process by which the GAs are selected.
- After applicants have been interviewed, the interview team will select a candidate and notify the Director of the Counseling & Human Development Program by submitting the selected candidate's Graduate Assistant Application, Graduate Assistant Agreement, and background check form.
- The Director of Counseling & Human Development Program will report the results of the background check to the interview team in order to inform the final selection for the GA position. The Resident Faculty Supervisor will inform all applicants of the decision.
- An unsuccessful candidate for a Graduate Assistantship may apply for consideration for other positions available.

Counseling Services Facilities

In support of the accreditation standards for the CHD graduate program, Lindsey Wilson College offers counseling instruction environments conducive to modeling, demonstration, supervision, and training. The counseling services facilities are staffed by at least one GA for administrative management support as well as a Resident Faculty Supervisor to arrange appropriate licensed clinical supervision. The counseling services facilities also provide the opportunity for students to develop program-appropriate audio/video recordings for use in supervision.

SPC Scholars Program

The School of Professional Counseling's Scholars Program is designed to prepare students for additional post-graduate studies, such as a doctoral program. The program is highly competitive and limited to no more than four students per semester. Students named to the SPC Scholars Program will participate in research and present at professional conferences.

Application Process

- Prerequisites:
 - Minimum grade point average of 3.50;
 - Membership in Chi Sigma Iota;
 - Registration in the second or third semester of the Counseling & Human Development Program; and
 - Membership in the American Counseling Association,
- Applicants must provide the following materials:
 - Cover letter;
 - Essay explaining why the applicant is suited for the program;
 - A writing sample of academic work;
 - Three letters of recommendation from faculty; and
 - Sponsorship by a Scholars Program committee member.

Faculty willingness to sponsor a student will be based on perceived similarities in professional research interests and faculty availability. Faculty will be assigned as advisors to students they sponsor. The Scholars Program Admissions Committee (comprised of faculty participating in the

program) will review application materials and approve all proposed sponsorships.

Students admitted to the SPC Scholars Program will begin official participation the semester after they have been accepted. SPC Scholars are required to maintain a 3.50 grade point average. Participation in the program will require additional work above and beyond course work required for graduation and will likely require travel to meet with faculty advisors and research teams. Successful completion of the SPC Scholars Program does not guarantee acceptance into a doctoral program, nor does participation on a research team guarantee publication.

Program Requirements

The intent of the SPC Scholars Program is to encourage scholarship and academic preparation for students interested in doctoral studies. SPC Scholars will engage in a range of activities tailored to this purpose.

SPC Scholars will:

- Participate on a research team (led by the faculty advisor) working toward scholarly publications. SPC Scholars will receive authorship status commensurate with participation on published works. Actual publication is not required, so long as students work on the research team.
- Participate in one presentation at a professional conference.
- Prepare for and take the Graduate Record Examination (GRE).

Faculty advisors will help students hone their research skills and assist them in the application process for doctoral studies (i.e., preparing a vita, studying for the GRE, developing a letter of application for doctoral programs).

Successful Completion

During a student's last semester in the program, the SPC Scholars committee will evaluate the student's work. Students who have met all of the program's requirements will receive recognition of their status during their program's pinning ceremony, including a brief outline of their successes (i.e., acceptance into a doctoral program, professional publications, presentations).

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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 Graduate Education Program of Lindsey Wilson College, in partnership and collaboration with area school districts, prepares educators to provide leadership in 21st century schools by developing candidate expertise in knowledge, pedagogy, leadership skills, and reflective practice. Through a learning environment of Christian caring, the Graduate Education Program develops teacher leadership expertise through field-based inquiry in order to improve student learning in a digital age.

The Education Division Vision

This Unit's mission statement is the root of the vision Lindsey Wilson Unit 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 or motto, *Teacher as Leader for the 21st Century*. It also derives from the expertise of the College faculty, from the experience of local and regional school district professionals, and from research in best practices pedagogy, classroom management, education policy, and the 21st Century Skills movement.

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 reflected 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 education, both in initial and advanced domains.

Advanced Candidate Learning Goals

Knowledge: Teacher Leader master's candidates demonstrate in-depth knowledge and understanding of instructional leadership, collaboration, interpersonal/leadership skills, professional learning communities, assessment, and content expertise that address 21st century skills by:

- A. Demonstrating a theoretical and practical understanding of the current research base that supports teacher leadership and quality instruction. (KTS 1, 2, 3, 4, 5, 6, 8)
- B. Recognizing quality instruction and communicating current, accurate knowledge that enhances instruction and contributes to the learning of all students. (KTS 1, 2, 3, 4, 5, 6, 9, 10)
- C. Contributing to the knowledge, understanding and performance of teachers within the school learning community. (KTS 1, 2, 3, 4, 5, 10)
- D. Demonstrating critical thinking skills in all areas of teacher leadership and content knowledge. (KTS 1, 2, 4, 5, 10)
- E. Conducting knowledgeable and insightful research to pinpoint instructional needs within the learning community and school structure. (KTS 1, 2, 4, 5, 9, 10)

Pedagogy: Teacher Leader master’s candidates demonstrate the skills to effectively collaborate, plan, and implement professional development based on research-based best practices that foster 21st century skills and positively impact student learning by:

- A. Assessing teacher performance and conducting program evaluation based on data to improve instructional practices and student learning. (KTS 1, 2, 3, 4, 5, 6, 7, 9, 10)
- B. Working with colleagues to identify, assess, and implement high quality learning and growth experiences for students and teachers within the school community. (KTS 2, 3, 5, 6, 8, 9, 10)
- C. Giving instructional leadership in the area of content expertise. (KTS 1, 2, 3, 4, 10)

Leadership: Teacher Leader master’s candidates provide leadership in the school and the community incorporating 21st century skills by:

- A. Taking professional leadership responsibilities within the learning community and/or in community based projects that enhance the school culture. (KTS 3, 5, 6, 8, 9, 10)
- B. Demonstrating skills for leadership which include interpersonal, collaborative coaching, and mentoring skills. (KTS 3, 6, 8, 10)
- C. Leading instructional programs by developing the professional skills of colleagues. (KTS 1, 2, 3, 5, 6, 8, 9, 10)
- D. Implementing, analyzing, and evaluating professional leadership development. (KTS 10)

Reflective Best Practice: Teacher Leader master’s candidates exhibit the leadership dispositions of a caring, reflective, self-assessing, and critical thinking professional who promotes equitable schools for students and families by:

- A. Demonstrating ethical and dependable behaviors in roles and responsibilities. (KTS 2, 3, 4, 5, 6)
- B. Demonstrating behaviors and leadership skills that model for colleagues the value of quality teaching and effective student learning. (KTS 1, 2, 3, 4, 5, 6, 8, 9, 10)
- C. Demonstrating respect for students and colleagues as individuals in order to positively affect student learning and the learning community. (KTS 1, 2, 3, 8, 10)
- D. Responding competently and maturely to all students/peers. (KTS 3, 4, 8)
- E. Reflecting effectively on feedback and self-assessment of their teaching and then identifying priority areas for growth. (KTS 1, 2, 5, 7, 9)
- F. Committing to professional growth through critical reflection for improvement, through reading of research-based literature and by seeking professional growth opportunities. (KTS 1, 2, 9)

Conceptual Framework Emblem

The emblem depicts the mission, vision, motto and 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 Christian-based 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 Standards which are the base for the Conceptual Framework, symbolically provide a foundation for the entire emblem. The Unit’s motto, “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 identify the candidate’s knowledge, skills and dispositions. 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 dispositions 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 candidates in the program, 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 Division of Education 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 (Division) is committed to structuring the program experiences to integrate the application of equity and diversity in all levels of development of our candidates. Through course work, 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.

Program Application Procedure (Stage 4)

The candidates may be admitted to the MEd program upon completion of the following criteria:

1. Graduate School Application for Admission (available online).
2. Submit an application and supporting forms for the Master of Education – Teacher as Leader program to the Division of Education, which include:
 - Signed Administrator Agreement;
 - Signed Code of Ethics;
 - Three dispositions/recommendation assessments, including one from a school administrator;
 - Official Undergraduate Transcript showing completion of a Bachelor’s degree in education (or graduate degree in education) from an accredited college or university with a minimum GPA of 3.0; and
 - Evidence of successful KTIP or student teaching.
3. Submit a current FAFSA application to the Office of Financial Aid and talk with a financial aid counselor.
4. Schedule an interview with the Graduate Program Coordinator to devise a degree plan.

5. Once all admission criteria have been satisfactorily completed and received by the Division of Education, as well as all steps in the admission process have been successfully followed, the student may register for classes.

Evaluation of Candidates during the Program (Stage 5)

Candidates will be assessed during the program to measure their growth in knowledge, skills, and dispositions as demonstrated through the Kentucky Teacher Standards which the MEd seeks to develop:

- 3.0 overall GPA,
- Leadership reflection journals,
- Course work performance assessments at 80% mastery,
- Advisor committee satisfactory rating on program stage transition,
- Job-embedded course assignments at 80% mastery,
- Approval for Action Research Project,
- Approval of proposal for Leadership Development Project,
- Review of Leadership Professional Growth Plan, and
- Mid-point dispositions assessment.

Evaluation of Candidates at Program Completion (Stage 6)

- 3.0 overall GPA,
- Successful completion of coursework & coursework performance assessments at 80-100% mastery,
- Successful completion of all job-embedded teacher performance assessments at 80-100% mastery,
- Key assessments: Action Research Project, Leadership Development Project, Leadership Professional Growth Plan,
- Leadership philosophy,
- Leadership reflection journals,
- Final disposition assessment,
- Self-assessment of dispositions & reflection on growth,
- Final assessment from administrator & collaborating teachers, and
- Capstone assessment presentation and interview.

Program Overview

The program is designed not only to lead to rank change and the Teacher Leader endorsement but also to impact the culture of the schools and address the specific needs of the service area school districts by equipping teachers with leadership knowledge, skills, and dispositions for the 21st century. The program is also designed to be responsive to requirements of the Kentucky Department of Education for P-12 schools.

Candidates have the option to complete the program in cohort groups. The sequence of the course work adds strength to the 30 hour program as the building of learning communities, designing of professional development, and conducting inquiry based research grounded in the contextual factors of the candidates' schools will model leadership development. As cohorts enter the program during the first summer, the two initial courses allow the candidates to draw from the context of their teaching through the analysis of the candidates' individual school improvement plans and student achievement data. In addition, guided self-analysis to identify specific needs of the candidate is included, and a philosophy of leadership is initiated. Use of the data is incorporated in the courses to prepare the candidates for the designing and implementation of the Key Assessments during the academic year: the Leadership Growth Plan, the Action Research Project, and the Leadership Professional Development Project. These culminate in a Capstone Assessment.

Candidates will take nine hours each semester during the school year which include one on-line course each semester. Two courses each semester will use on-line instruction and extended group sessions at the main LWC campus or at alternate sites, depending on the location of the cohorts. All courses during the school year will include job-embedded learning experiences. Faculty will spend time in the candidates' schools, serving as resources for projects designed and implemented collaboratively with mentors, colleagues, and administration.

The Capstone occurs during the final summer of the program when cohort groups present a summation of the three Key Assessments through a capstone paper and presentation. The exit review is a formal presentation of the results of the Leadership Growth Plan (LGP) and the Action Research Project (ARP) sharing results and findings. The Professional Leadership Development Project that grew from the LGP and the ARP is also presented to a committee for evaluation. The exit interview will also provide a time for candidate self-reflection and further feedback to the program.

Curriculum

- Learning to Lead (EDUC 5103) – 3 hours
- Conducting Action Research (EDUC 5113) – 3 hours
- Instructional Design and 21st Century Skills (EDUC 5123) – 3 hours
- Assessment, Accountability, and Student Learning (EDUC 5133) – 3 hours
- Diversity, Leadership, and School Improvement (EDUC 5143) – 3 hours
- Action Research for Teacher Leadership (EDUC 5153) – 3 hours
- School Leadership and Professional Learning Communities (EDUC 5163) – 3 hours
- Literacy and 21st Century Skills (EDUC 5213) – 3 hours
- ESL and Literacy (EDUC 5223) – 3 hours
- Leadership in Differentiating Instruction (EDUC 5233) – 3 hours

Exit Assessment

Completion of Stage 6 (see above).

TOTAL: 30 credit hours

Transfer of Credit

All graduate students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson's Master of Education – Teacher as Leader 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 from regionally accredited colleges or universities.
- Transfer credit must be consistent with the program's curriculum, which comprises the required Master of Education – Teacher as Leader program structure.
- Transfer credit must be judged to be equivalent to Master of Education – Teacher as Leader course work. Elective credit must also be comparable to graduate courses consistent with the student's course of study.
- No more than 12 credit hours may be transferred into the Master of Education – Teacher as Leader program.
- The following courses must be taken at Lindsey Wilson College:
 - Learning to Lead (EDUC 5103),
 - Action Research for Teacher Leadership (EDUC 5153), and
 - School Leadership and Professional Learning Communities (EDUC 5163).
- Once the Chair of the Education Division and the Director of the Graduate Program have approved the transfer hours, the student must complete admission to the program and submit the appropriate course transcripts to the Registrar for final action.

Graduation Requirements

Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing

Credit Hours

All baccalaureate candidates for graduation must complete 128 credit hours of acceptable academic work with a minimum cumulative grade point average of 2.00 on a 4.00 scale. Some programs (Education, English, 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 division or program specifies a higher grade requirement.

A minimum of 45 of the total credit hours and at least 50% of the credit hours required in a major or minor must be earned at Lindsey Wilson College. Hours transferred to LWC during completion of a degree need prior approval of the Registrar's Office. Education methods classes may not be transferred to LWC. Programs have the right to require students to complete program assessments prior to graduation.

Students must complete 128 credit hours to earn a BA, BN, or BSN degree from Lindsey Wilson College. Baccalaureate candidates must complete:

- a. General education requirements (typically 36-47 credit hours);
- b. A major (typically a minimum of 45 credit hours including 12 or more credit hours of 3000-4000 level major courses in order to develop a depth of knowledge in a discipline);
- c. 3000-4000 level courses comprising a minimum of 39 credit hours; and
- d. Elective courses.

Residency Requirement for BA/BS/BSN Degrees

In order to earn a baccalaureate degree from Lindsey Wilson College, students must successfully complete a minimum of 45 credit hours at the College. At least 50% of the credits required in a major or minor must be earned at the College.

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, he or she must satisfy all graduation requirements in effect in the catalog year when the student returns or in a subsequent year.

Lindsey Wilson College Student Learning Outcomes

The liberal arts – mathematics and natural sciences, social and behavioral sciences, humanities and fine arts – are central to Lindsey Wilson's mission of serving students' educational needs. In addition to course work in academic majors, undergraduate degree-seeking students will complete a general education program that provides a foundation for the lifelong development of intellectual, social, and spiritual qualities associated with liberally educated persons.

In particular, Lindsey Wilson students will:

- 1. Communicate effectively**
 - Writing
 - Oral communication

- 2. Develop effective skills of inquiry and analysis**
 - Numeracy
 - Information fluency
 - Creative inquiry
 - Critical inquiry

- 3. Become culturally aware, engaged citizens of the nation and the world**
 - Knowledge of local and global issues and trends
 - Knowledge of one's own culture and cultural patterns of diverse groups and societies
 - Competence to communicate across cultural boundaries
 - Knowledge and skills required for ethical reasoning

- 4. Learn to apply and integrate knowledge**
 - Application and reflection on context and connections within disciplines
 - Integration of knowledge across disciplines
 - Application of learning to new situations within and beyond the campus

- 5. Gain depth of knowledge in a discipline**
 - Completion of a major
 - Competence in the major

**Program Prerequisites
Developmental and Skill-Building Courses**

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

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0805, ENGL 0855
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 1013, READ 1023
- Integrated Reading and Writing sequence: READ 0713, READ 0723, READ 0733
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

I – Freshman Year Experience: 1 hour

- Freshman Seminar (FYE 1001) – 1 hour*

Note: Non-traditional students and transfer students with more than 15 credit hours may request exemption through the Freshman Advisor and the Academic Affairs Office.

II – Communication Foundations: 9 hours

- Writing Studies I (ENGL 1013) – 3 hours*
- Writing Studies II (ENGL 1023) – 3 hours
- Public Speaking (COMM 2103) – 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.

III – Natural Sciences: 3-4 hours

- Topics in Science (SCI 1013) – 3 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours
- Principles of Chemistry (CHEM 1104) – 4 hours
- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- College Physics I (PHYS 2114) – 4 hours
- General Physics I (PHYS 2414) – 4 hours

Note: P-5 Elementary Education majors must choose Introduction to Cellular Biology (BIOL 1204) or Topics in Science (SCI 1013). SCI 1013 must be on a Biological Topic.

Note: Biology majors must take BIOL 1204 and must earn at least a C.

VI – Mathematics: 3-5 hours*

- Data Models (MATH 1003) – 3 hours
- Functions & Algebra (MATH 1013) – 3 hours
- Precalculus (MATH 1124) – 4 hours
- Finite Mathematics (MATH 2153) – 3 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours

*An ACT mathematics sub-score of 26 or higher waives the mathematics general education requirement, allowing an additional three hours of elective credit.

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

Note: All majors in Biology, Business Administration, Education 5-9 Science, Psychology, Psychophysiology, and Social Science must take Functions & Algebra (MATH 1013) unless waiver requirements are met.

Note: Mathematics majors must show competency in both Functions & Algebra (MATH 1013) and Precalculus (MATH 1124).

V – History or Geography: 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
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

Note: Education P-5 majors must take HIST 2233.

VI – Psychology or Sociology: 3 hours

- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 3 hours

VII – Economics or Political Science: 3 hours

- United States Government (POSC 1003) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours

Note: Education P-5 majors must take POSC 1003.

VIII – Religion: 3 hours

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

IX – Literature: 3 hours

- Great Books (ENGL 2003) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- World Literature (ENGL 2203) – 3 hours

X – Humanities and Fine Arts: 3-4 hours

- American Identity (AMST 1003) – 3 hours
- Understanding Visual Art (ART 1003) – 3 hours
- Introduction to Philosophy (PHIL 1003) – 3 hours
- Beginning Studio: Drawing (ART 1214) – 4 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours

- Introduction to Directing (THEA 1333) – 3 hours
- Survey of Musical Masterworks (MUSI 2003) – 3 hours
- Design & Color (ART 2164) – 4 hours
- Culture & Values (HUMN 2503) – 3 hours
- History of Music Literature (MUSI 2533) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours

XI – Liberal Arts Elective Studies in Depth: 9 hours

Select nine credit hours from one or two of the following elective choices. Courses must be selected from a program other than the program in which the student majors.

- **Elective Choice A – Mathematics or Natural Science**
 - Mathematics (2000-4000 level) (MATH) – 0-9 hours
 - Natural Sciences (2000-4000 level) (BIOL, CHEM, PHSC, PHYS) – 0-9 hours
- **Elective Choice B – Social or Behavioral Sciences**
 - Social/Behavioral Sciences (3000-4000 level) (COMM, CRJS, ECON, GEOG, HIST, POSC, PSYC, SOCI) – 0-9 hours
- **Elective Choice C – Humanities or Fine Arts**
 - Art, Foreign Language, or Music (1000-4000 level) (ART, FREN, JAPN, MUSI, SPAN) – 0-9 hours
 - Journalism or Theatre (2000-4000 level) (JRNL, THEA) – 0-9 hours
 - English, Humanities, Philosophy, Religion (3000-4000 level) (ENGL, HUMN, PHIL, RELI) – 0-9 hours

XII – 3000-4000 Level Credit Hours

- 39 credit hours (minimum) must be from 3000-level courses or higher
- At least 12 credit hours in the major area of concentration must 3000-4000 level courses

TOTAL GENERAL EDUCATION REQUIREMENTS: 36-47 credit 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.

Complimented 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program Core Requirements: 17 hours

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

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

**This course may satisfy general education requirements.*

C. Select one of the following emphasis areas (Studio or Digital Arts): 26-27 hours

1a – Studio Emphasis Requirements: 15 hours

- Digital arts elective – 3 hours
- Studio elective (outside area of 2D or 3D concentration) – 4 hours
- Art Majors Seminar I (ART 3904) – 4 hours
- Art Majors Seminar II (ART 4904) – 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

D. General Electives: 37-53 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Note: Students pursuing a Bachelor of Arts degree in Art also have the option to complete the Art Education P-12 Program through the Education Division and to be eligible for teacher certification. The program requires 39 hours of course work in Education that includes a semester of student teaching. Interested students should contact Dr. Janette Ralston, the Art Education P-12 Program Coordinator, for Education program advising.

Exit Assessment

Successful completion of a portfolio of work completed during the Art Majors Seminar or Art Internship.

TOTAL: 128 credit hours

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D. Scott Dillery, PhD, Co-chair, Natural & Behavioral Sciences Division
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Full-time Program Faculty: Michael J. Bosela, PhD; Melissa Clauson, PhD; Tabitha Ellis, MS; Brian Hilker, PhD; Laura Nissley, PhD; Robert Shuffett, MA, and E. J. Stewart Jr., PhD

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.

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. These two courses serve as prerequisites for all 2000-level biology courses.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Introduction to Cellular Biology (BIOL 1204) is a prerequisite for BIOL 2104, BIOL 2204, BIOL 2314, BIOL 3103, BIOL 3204, and BIOL 3304 – 4 hours
- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours

Note: Liberal arts elective studies in depth choices may include CHEM 3312, CHEM 3313, CHEM 4104, MATH 2203, MATH 2315, MATH 2325 and PHYS 2114.

B. Program Requirements: 32 hours

- Introduction to Organismal Biology (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL3304) – 4 hours
- Theory of Natural Selection (BIOL 3403) – 3 hours
- Seminar I (BIOL 3901) – 1 hour
- Seminar II (BIOL 4901) – 1 hour

C. Supplemental Requirements: 13 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 I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours

D. Required Program Electives: 9-12 hours (choose any three courses)

- Economic Botany (BIOL 3503) – 3 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Immunology (BIOL 3703) – 3 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

E. General Electives: 24-38 hours

Students interested in pursuing graduate-level work or technical schools in health sciences should add some or all of the following courses:

- Human Anatomy & Physiology I (BIOL 2614) – 4 hours
- Human Anatomy & Physiology II (BIOL 3624) – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2214) – 4 hours
- Introduction to Statistics (MATH 2203) – 3 hours
- Analytical Geometry & Calculus I (MATH 2315) – 5 hours

Consult with advisor for an appropriate course selection.

Note: The major requires only 30 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will come from a minor, liberal arts elective studies in depth, and/or general electives.

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: Students pursuing a Bachelor of Science degree in Biology have the option to concurrently complete the Emphasis in Secondary Education 8-12 Program through the Education Division and be eligible for teacher certification. The program requires 42 hours of course work in Education that includes a semester of student teaching. Interested students should contact Dr. Linda Young, Secondary Education Coordinator, for Education program advising.

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 required to exit the Biology Program.

TOTAL: 128 credit hours

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C. Rose Garvey, MPA, Program Coordinator
J.L. Turner Leadership Center, Room 104C
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Full-time Program Faculty: Lisa Crowe, MPA; Al Eferstein, MPA; Rose Garvey, MPA; John Howery, MBA; Leslie Korb, PhD; Trudy Morlino, PhD; Mohammad Pourheydarian, PhD

Mission Statement

The mission of the Business and CIS Division is to prepare students for employment in business, accounting, and computer information systems; to pursue career paths of increasing professional and managerial responsibility; to apply to graduate programs in business, accounting or other professional schools; and to sit for various professional certifications. Consistent with the historical mission of Lindsey Wilson College as a teaching institution, the Business and CIS Division is committed to the growth and development of students through classroom instruction and through the fostering 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 business programs are fully accredited by the International Assembly of College Business Education (IACBE).

The BA in Business Administration offers students a common core of course work and a choice of three emphasis areas: Accounting, Human Resources Management, and Management.

Degree Requirements

A. General Education Requirements: 36-47 hours

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

B. Program Prerequisites: 6 hours

- Computer Concepts & Applications (CIS 1003) is a prerequisite for BUSI 3503 – 3 hours
- Introduction to Statistics (MATH 2203) is a prerequisite for ECON 3203 – 3 hours

C. Program Requirements: 30 hours

- Functions & Algebra (MATH 1013)* is a prerequisite for ACCT 2113, BUSI 2503, ECON 2033 and ECON 2043 unless waiver requirements are met – 3 hours
- Microeconomics (ECON 2033) – 3 hours*
- Macroeconomics (ECON 2043) – 3 hours*
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Business Law I (BUSI 2713) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Statistics for Business & Economics (ECON 3203) – 3 hours
- Business Computer Applications (BUSI 3503) *or* Management Information Systems (BUSI 3973) – 3 hours
- Business Policy (BUSI 4793) – 3 hours

**This course may satisfy general education requirements.*

D. Select one of the following required Emphasis areas (Accounting, Management, Human Resources Management): 24 or 36 hours

1 – Accounting Emphasis Requirements: 36 hours

- Business Communication (BUSI 2303) – 3 hours
- Intermediate Accounting I (ACCT 3113) – 3 hours
- Intermediate Accounting II (ACCT 3123) – 3 hours
- Cost Accounting (ACCT 3303) – 3 hours
- Taxation I (ACCT 3453) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Auditing (ACCT 4353) – 3 hours
- Taxation II (ACCT 4453) – 3 hours
- Advanced Accounting (ACCT 4553) – 3 hours
- Not-for-Profit Accounting (ACCT 4653) – 3 hours
- Production Management (BUSI 4763) – 3 hours

Note: The Commonwealth of Kentucky CPA Board (and most other states) requires CPA examination candidates to accumulate 150 undergraduate hours or possess a master's degree in accountancy. The 150 hours must include a recognized and accredited baccalaureate degree. The additional hours (beyond those required to earn one's degree) may be in any discipline. The Lindsey Wilson Business Administration degree, Accounting Concentration, provides the required hours in accounting to sit for the CPA exam. Students who intend to pursue a CPA or CMA should keep the Board's requirements in mind.

2 – Management Emphasis Requirements: 24 hours

- Business Mathematics (BUSI 2503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- International Business Operations (BUSI 3993) – 3 hours
- Production Management (BUSI 4763) – 3 hours
- Human Relations in Business (BUSI 4773) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours

3 – Human Resources Management Emphasis Requirements: 24 hours

- Business Communication (BUSI 2303) – 3 hours
- Employment & Labor Relations (BUSI 3603) – 3 hours
- Acquiring Talent (Workforce Planning) (BUSI 3613) – 3 hours
- International Business Operations (BUSI 3993) – 3 hours
- Compensation & Benefits (BUSI 4603) – 3 hours
- Developing Talent (BUSI 4613) – 3 hours
- Quantitative Techniques/Management Science (BUSI 4623) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours

E. General Electives: 9-38 hours

Note: In addition to a major, a student with a Management or Human Resources Management emphasis may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The Management and Human Resources Management emphases require only 30 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will come from a minor, liberal arts elective studies in depth, and/or general electives.

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.

TOTAL: 128 credit hours

Tim McAlpine, PhD, Chair, Humanities & Fine Arts Division
Center for Global Citizenship, Room 106
(270) 384-8081 mcalpine@lindsey.edu

Terry Swan, DMin, Program Coordinator
John B. Begley Chapel Office Complex
(270) 384-8148 swant@lindsey.edu

Full-time Program Faculty: David Calhoun, DMin; Troy Elmore, MDiv; Curt Lee, MDiv; Terry Swan, DMin

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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for elective RELI 4393 – 3 hours

B. Program Requirements: 33 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*
- Introduction to Christian Ministry (RELI 3103) - 3 hours
- Youth Ministries (RELI 3113) *or* Age Level Ministries (RELI 3153) – 3 hours
- Worship (RELI 3123) *or* Spiritual Formation (RELI 4103) – 3 hours
- Introduction to Christian Education (RELI 3203) – 3 hours
- Introduction to Christian Theology (RELI 3503) – 3 hours
- Practicum I (RELI 4933) – 3 hours
- Practicum II (RELI 4943) – 3 hours
- Choose three of the Ministry Seminar (RELI 48X1) courses – 3 hours

**This course may satisfy general education requirements.*

C. Program Electives: 6 hours

D. General Electives: 45-56 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

Graduation from the Bachelor of Arts in Christian Ministries degree program requires:

1. Successful completion of all program requirements and assessments; and
2. Completion of the Senior Credo in RELI 4933.

TOTAL: 128 credit hours

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Durham Center, Room 103
(270) 384-8231 phillipsd@lindsey.edu

Susan Minton, MA, Program Coordinator
J.L. Turner Leadership Center, Room 203
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Full-time Program Faculty: Daniel A. Koger, PhD; Susan Minton, MA; Greg Phelps, PhD; Benson Sexton, MA; Anne Streeter, PhD; Jerry Thomas, MA

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.

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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL 1013) is recommended for COMM 2103 – 3 hours
- Writing Studies II (ENGL 1023) is recommended for elective COMM 3103 – 3 hours

B. Program Requirements: 33 hours

- Introduction to Communication (COMM 1003) – 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

- Parliamentary Procedure (COMM 1001) – 1 hour
- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Communication Presentations (COMM 2201) – 1 hour
- Communication Skills for Employment Interviews (COMM 2901) – 1 hour
- Communicating Effectively (COMM 2903) – 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
- Great Speeches (COMM 3701) – 1 hour
- Communication & Aging (COMM 3703) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Advanced Public Relations (COMM 4113) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Creative Ministries (COMM /RELI 4613) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Political Communication & Public Affairs (COMM 4733) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours
- Communication Practicum I (COMM 2911) – 1 hour
- Communication Practicum II (COMM 3911) – 1 hour
- Communication Practicum III (COMM 4911) – 1 hour
- Psychology of Language (PSYC 3703) – 3 hours

D. General Electives: 36-47 hours

Communication majors are encouraged to develop computer literacy skills, especially their abilities in computer-mediated communication (e.g., e-mail, Internet research, presentation software, Web page creation, and word processing). To this end, selected course work 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.

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major may provide fewer than 39 hours of 3000-4000 level course work, therefore any remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

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

TOTAL: 128 credit hours

Mission Statement

The Contract Major allows students to pursue multi-disciplinary studies of their choosing to construct their personal and individualized major by combining two or three areas of study.

Developed in the freshman or sophomore year by working closely with an advisor, the Contract allows a student to set his or her own program which, after approval by Academic Unit Chairs/Directors from the areas of study and by the Academic Affairs Council, becomes that student's individualized graduation requirement. The Contract must incorporate at least two but no more than three discrete areas of study with a minimum of 15 credits in each. Up to 12 credits from general education may be incorporated in the contract. The program concludes with an independent Capstone project (e.g., a paper or thesis, creative exhibit or performance, research project) that is to be included in the 39-hour 3000-4000 level credit hour requirement.

Degree Requirements**A. General Education Requirements: 36-47 hours****B. Major Requirements: 45 hours**

- The Contract – 42 hours*
- The Capstone Project – 3 hours

C. General Electives: 36-47 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major may provide fewer than 39 hours of 3000-4000 level course work, therefore any remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

The Capstone project is proposed in the first semester of the senior year and takes place in the final semester. It must integrate and show the relatedness of the areas in the Contract. Students register for the capstone course as a Directed Study, 4DS3, using the prefix of the predominant discipline.

TOTAL: 128 credit hours

Daniel Phillips III, PhD, Chair, Social Sciences Division

Criminal Justice Program Coordinator

Durham Center, Room 103

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Full-time Program Faculty: Mike Giordano, JD; Daniel Phillips III, PhD; Ji Seun Sohn, PhD

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.

Entrance Criteria

The following conditions apply for acceptance into the Program:

- Completion of 30 hours or more of course work with a minimum grade point average 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; and
- Assignment of an academic advisor from the program; and
- Filing the approved application to the program form with the Registrar's Office.

The BA in Criminal Justice offers students a common core of course work and a choice of two emphasis areas: Law Enforcement and Legal.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL 1013) is recommended for CRJS 1003 unless waiver requirements are met – 3 hours
- Writing Studies I (ENGL 1013), unless waiver requirements are met, and Writing Studies II (ENGL 1023) are prerequisites for CRJS 2103 – 6 hours
- Principles of Psychology (PSYC 1003) may be a prerequisite for CRJS 2203 – 3 hours

B. Program Requirements: 27 hours

- Introduction to Criminal Justice (CRJS 1003) – 3 hours
- Criminology (CRJS 2103) – 3 hours
- U. S. Constitutional Law (CRJS 2203) – 3 hours
- Police Investigation (CRJS 3023) – 3 hours
- Criminal Courts (CRJS 3303) – 3 hours
- Statistics in Criminal Justice (CRJS 3613) – 3 hours
- Research Methods in Criminal Justice (CRJS 3623) – 3 hours
- Ethics & Professionalism (CRJS 4303) – 3 hours
- Professional Internship in Criminal Justice (CRJS PN03) – 3 hours

C. Select one of the following emphasis areas (Law Enforcement or Legal): 12 hours

1 – Law Enforcement Emphasis

- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Rural Crime (CRJS 3573) – 3 hours
- Homeland Security (CRJS 4173) – 3 hours

2 - Legal Emphasis

- American Legal Systems (CRJS 3003) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Criminal Procedure (CRJS 3903) – 3 hours
- Evidence (4273) – 3 hours

D. Program Electives: 6 hours

- Select any two CRJS courses not already required for the program and for the student's specific emphasis.

E. General Electives: 36-47 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student may take.

Note: The major may provide fewer than 39 hours of 3000-4000 level course work, therefore any remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

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

TOTAL: 128 credit hours

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Full-time Program Faculty: Larry Ennis, PhD; Todd Farmer, PhD; Janette Ralston, PhD;
Melissa Saunier-Arnold, MA; Linda Young, EdD

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 Division 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 Division 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.

Student 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). (KTS 1, 5, 6)
- B. Demonstrating the ability to communicate current and accurate content knowledge that impacts student performance and contributes to the learning of all students. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
- C. Demonstrating critical thinking skills germane to the content area(s) and incorporating critical thinking in classroom learning. (KTS 1, 2, 4, 5, 6, 7)

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. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
- B. Designing and implementing effective classroom instruction employing research-based best practices that promotes student achievement. (KTS 1, 2, 3, 4, 5, 6, 7, 8)
- C. Self-assessing their performances based on data and the Kentucky Teacher Standards. (KTS 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. (KTS 2, 8, 9, 10)
- B. Demonstrating leadership in community-based projects that enhance the school learning climate. (KTS 3, 5, 8, 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. (KTS 2, 3, 4, 5, 6)
- B. Demonstrating behaviors and instructional practices that model for students the value of learning. (KTS 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. (KTS 3, 8, 10)
- D. Responding competently and maturely to all students/peers. (KTS 3, 8)
- E. Reflecting on feedback and assessment of their teaching and identifying areas for growth. (KTS 5, 7, 9)
- F. Committing to professional growth through critical reflection for improvement, reading of research-based literature, and seeking professional growth opportunities. (KTS 7, 9)

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 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 Division of Education 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 (Division) is committed to structuring the program experiences to integrate the application of equity and diversity in all levels of development of our candidates. Through course work, 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 Division offers several challenging and rewarding Bachelor of Arts programs and one Bachelor of Science degree that lead to the granting of the Kentucky Provisional Certificate through the Kentucky Education Professional Standards Board:

- Art Education P-12 Major (BA degree)
- Biology Education 8-12 Major (BS degree)
- Elementary Education P-5 Major (BA degree)
- Integrated Music Education P-12 Major (BA degree)
- Middle Grades 5-9 Major with two areas of emphasis in English, mathematics, sciences, and/or social/behavioral sciences (BA degree)
- Secondary Education 8-12 Program with majors in English, mathematics, or social science (BA degree)
- Physical Education P-12 with majors in physical education or physical education & health (BA 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.

Lindsey Wilson accepts course credits from two- and four-year colleges accredited by the various regional accrediting bodies. All prior course work 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) 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 35 hours 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 Division of Education 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 Division.

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 35 semester hours of college course work or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college course work at Lindsey Wilson College.
4. Have a cumulative overall grade point average of 2.75, or 3.0 on the last 36 hours of completed course work.
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, have a signed Kentucky Code of Ethics Declaration, and TC-1 ethics form on file in the Education Division.
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 literacy standards by taking the PPST with minimal scores of Reading 174, Math 174, Writing 174;
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 Division.
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, he/she must meet with an education faculty member, as designated by the Chair, to develop and implement a remediation plan for improving dispositions appropriate for a professional educator as adopted by LWC Division of Education. 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/adviser/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 Standards.
13. Demonstrate satisfactory performance in the Stage 1 portfolio and interview as scored on rubrics based on the Kentucky Teacher 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 25 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 course work 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 Division 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 Division 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 candidate's admission into the Teacher Education Program. The Education Division Chair 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. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities.
6. Each candidate must have a minimum cumulative grade point average of 2.50 (2.75) for those who enter 2012 and thereafter) on all college work attempted.
7. Each candidate must have a cumulative grade point average of 2.50 (2.75 for those who enter 2012 and thereafter) on professional education courses, with no grade lower than C.
8. Each candidate must have a cumulative grade point average of 2.50 (2.75 for those who enter 2012 and thereafter) 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 student teaching and sprint student teaching must be returned to the Coordinator of Student Teaching two semesters prior to student teaching.
 13. A candidate must have a successful Stage 2 interview with a Portfolio scored at the target level or above. If a candidate does not successfully complete the Stage 2 process, the candidate may remediate any conditions cited in the Portfolio or interview (usually two weeks from the interview date). If the stipulated conditions are not met by that date, the candidate will not student teach and must participate in the Stage 2 process again when interviews 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.)

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, Physical Education P-12 majors, and Physical Education & Health P-12 majors and for candidates receiving secondary certification are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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 Division 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.

To earn an Art Education degree, students will complete a minimum of 44 hours of art courses and 39 hours of education hours, working concurrently in both programs in addition to completing the general education program.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

B. Program Requirements: 44 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours*
- Design & Color (ART 2164) – 4 hours*
- Art Education P-5 (ART/EDUC 2614) – 4 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 3624) – 4 hours
- Modern Art (ART 3753) – 3 hours
- Two-dimensional ART elective – 4 hours
- Three-dimensional ART elective – 4 hours
- Studio elective (3000 level) – 4 hours

**This course may satisfy general education requirements.*

C. Professional Education Core: 15 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

D. Professional Preparation Courses: 24 hours

- Reading & Writing in the Content Areas 5-12 (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

E. General Electives: 0-9 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

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Unit Mission Statement

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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.

To earn a Biology Education degree, students will complete a minimum of 48 hours of biology courses and 42 hours of education courses, working concurrently in both programs in addition to completing 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. These two courses serve as prerequisites for all 2000-level biology courses. Please see Secondary Education Program for entrance criteria for the Education program.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Introduction to Cellular Biology (BIOL 1204) is a prerequisite for BIOL 2104, BIOL 2204, BIOL 2314, BIOL 3103, BIOL 3204, and BIOL 3304 – 4 hours
- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours.

Note: Liberal arts elective studies in depth choices may include CHEM 3315, CHEM 4104, MATH 2203, MATH 2315, MATH 2325 and PHYS 2114.

B. Program Requirements: 35 hours

- Introduction to Organismal Biology (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Human Anatomy & Physiology I (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 3901) – 1 hour

C. Supplemental Requirements: 13 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 I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours

D. Professional Preparation – Secondary Requirements: 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 5-12 (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

E. General Electives: 0-2 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

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Unit Mission Statement

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Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703 – 3 hours
- Completion of the general education mathematics requirement is a prerequisite for MATH 2213 unless waiver requirements are met – 3 hours

B. Interdisciplinary Program Requirements: 48-49 hours

- World Regional Geography (GEOG 1003) – 3 hours*
- United States Government (POSC 1003) – 3 hours*
- Topics in Science (SCI 1013) (Biology-related topic) – 3 hours*
 or Introduction to Cellular Biology (BIOL 1204) – 4 hours*
- First Aid (PHED 1021) – 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 2614) – 4 hours**
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Kentucky Studies (HIST 3103) – 3 hours**
- School Health, Nutrition and Physical Education (PHED 3203) – 3 hours

*This course may satisfy general education requirements.

**This course may satisfy liberal arts elective studies in depth requirements.

C. Professional Preparation: 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

D. General Electives: 2-14 hours

Note: Eighteen hours of Interdisciplinary Program requirements may fulfill general education requirements, including liberal arts elective studies in depth, reducing the P-5 total hour requirement to 128.

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

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Unit Mission Statement

The mission of the Education Division 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours
- History of Music Literature (MUSI 2533) must be taken to fulfill the Humanities/Fine Arts general education requirement – 3 hours

B. Music Education Ensemble and Lessons Requirements: 21 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) – 3 semesters – 2 hours

C. Supplemental Requirements: 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.

D. Music Education Requirements: 27 hours

- Piano Skills I (MUSI 1201) – 1 hour
- Voice Class & Diction (MUSI 1401) – 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

E. Professional Preparation: 37 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
- Teaching Elementary School Music (MUSI 4612) – 2 hours
- Teaching Music in Secondary Schools (MUSI 4622) – 2 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

F. General Electives: 0-6 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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;
7. Successful completion of Stage III Exit Portfolio.

TOTAL: 128 credit hours

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Unit Mission Statement

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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.

Lindsey Wilson College offers two options for middle grades certification. Candidates may choose two emphasis areas in which to study (recommended) or candidates may choose one area of emphasis in which to study. Required number of credit hours for each emphasis area may vary, depending on the content area.

In addition to general education requirements, professional education requirements, and general electives, the academic emphasis area requirements must be completed for the candidate to be awarded a Bachelor of Arts degree.

Degree Requirements

A. General Education Requirements: 36-47 hours

- 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, ENGL 3503, and ENGL 3523 – 3 hours
- Completion of the general education literature requirement (ENGL 2003, ENGL 2103, *or* ENGL 2203) is a prerequisite for 3000-4000 level English literature courses and for ENGL 3523 – 3 hours
- Functions & Algebra (MATH 1013) is a prerequisite for MATH 1124 and MATH 2153 unless waiver requirements are met – 3 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
- 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 3503) – 3 hours**
- Teaching of Literature & Writing (ENGL 3523) – 3 hours**

or English Language Arts Requirements (single emphasis area): 36 hours

- Complete the requirements listed above in #1 – 24 hours
- Ethnic Literature (ENGL 4063) – 3 hours**
- Select an additional 9 hours of 3000-4000 level ENGL courses approved by the advisor.

2 – Mathematics Requirements (double emphasis areas): 26 hours

Note: A student with Functions & 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 and 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 and Calculus II (MATH 2325) – 5 hours**
- Select an additional 10 hours of 3000-4000 MATH courses approved by the advisor.

3 – Science Requirements (double emphasis areas): 28 hours

- Introduction to Cellular Biology (BIOL 1204) – 4 hours*
- Introduction to Organismal Biology (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*
 - General Physics I (PHYS 2414) *or* College Physics I (PHYS 2114) – 4 hours*
 - General Physics II (PHYS 2424) *or* 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*
 - General Physics I (PHYS 2414) *or* 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 in #4 above – 24 hours
- Select an additional 12 hours of 3000-4000 level social sciences courses approved by the advisor.

**This course may satisfy general education requirements.*

***This course may satisfy liberal arts elective studies in depth requirements.*

C. Professional Preparation: 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 5-12 (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

D. General Electives: 0-11 hours

Note: The number of available elective hours is dependent upon which general education classes are taken.

Note: Two emphasis areas may require more than 128 hours to complete.

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

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Unit Mission Statement

The mission of the Education Division 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

B. Physical Education Requirements: 34 hours

- First Aid (PHED 1021) – 1 hour
- Basic Injury Care for the Coach & Trainer (PHED 2012) – 2 hours
- Foundations of Health & Physical Education (PHED 2053) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Fitness, Wellness & Conditioning: Theory & Practice (PHED 2552) – 2 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
- School Health, Nutrition & Physical Education (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Rhythm & Dance for Teachers (PHED 3551) – 1 hour
- Methods/Materials of Physical Education/Health (PHED 4023) – 3 hours

C. Professional Preparation: 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 5-12 (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

D. General Electives: 11-22 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

Linda Young, EdD, Chair, Education Division
Goodhue Academic Center, Room 102
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Todd Farmer, PhD, Program Coordinator
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(270) 384-7331 farmer@lindsey.edu

Unit Mission Statement

The mission of the Education Division 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3103, EDUC 3123, and PSYC 3103 – 3 hours

B. Physical Education Core: 12 hours

- Foundations of Health & Physical Education (PHED 2053) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours

C. Physical Education Courses: 19 hours

- Fitness, Wellness & Conditioning: Theory & Practice (PHED 2552) – 2 hours
- Psychology/Sociology of PE/Sport (PHED 3002) – 2 hours
- Adaptive Physical Education for PE/Health Majors (PHED 3143) – 3 hours
- Skills & Techniques of Team & Lifetime Activities (PHED 3163) – 3 hours
- School Health, Nutrition & Physical Education (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Rhythm & Dance for Teachers (PHED 3551) – 1 hour
- Methods/Materials of Physical Education/Health (PHED 4023) – 3 hours

D. Health Education Core Requirements: 18 hours

- First Aid (PHED 1021) – 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
- Lifespan Development (PSYC 3103) – 3 hours

E. Professional Preparation: 36 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to the 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 5-12 (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

F. General Electives: 0-7 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

Linda Young, EdD, Chair, Education Division
Secondary Education Program Coordinator
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Unit Mission Statement

The mission of the Education Division 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 (BS degree)
- Secondary Education 8-12 Program with majors in English, mathematics, or social science (BA degrees)

In addition, there are P-12 BA degree programs which can also lead to secondary teaching positions: Art Education Major P-12, Integrated Music Education P-12, Physical 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

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

Note: Biology Education 8-12 majors should choose general education courses that meet biology major prerequisite requirements in order to fulfill program requirements within or close to 128 hours.

B. Professional Preparation (select one of the following based on content area)

1 – Biology, Mathematics and Social Studies: 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 5-12 (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

2 – English: 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
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 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

C. Academic Major (select one of the following programs)

1 – Biology Education 8-12 (BS)

Note: Biology majors are advised to use Chemistry for the liberal arts elective studies in depth requirement.

Note: The courses required for a BS degree in Biology Education 8-12 are located in this catalog following the Art Education P-12 Major.

2 – English (BA)

Note: Please see the English Secondary Education Track for a complete list of major requirements.

Note: An English Major with Secondary Education certification may require more than 128 hours to complete.

3 – Mathematics (BA)

Note: Please see Mathematics for a complete list of major requirements.

4 – Social Science (BA)

Note: World Civilization I: Prehistory to 1500 (HIST 2233) or 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.

Note: Please see Social Science for a complete list of major requirements. While the major is social science, the secondary certification is earned in social studies.

D. General Electives: 1-5 hours

Exit Criteria

Graduation requirements for candidates are as follows:

1. Minimum 2.5 Cumulative GPA (2.75 for candidates entering after Fall 2012);
2. Minimum 2.5 Content/Emphasis Area GPA (2.75 for candidates entering after Fall 2012);
3. Minimum 2.5 Professional Education GPA (2.75 for candidates entering after Fall 2012);
4. Completion of the appropriate PRAXIS Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s);
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.

TOTAL: 128 credit hours

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Tip H. Shanklin, PhD, Program Coordinator
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Full-time Program Faculty: Sylvia Ahrens, MA; Mark Dunphy, PhD; Molly Ferguson, PhD; Tim McAlpine, PhD; Kara Mollis, PhD; Jared Odd, MA; Kerry Robertson, PhD; Tip H. Shanklin, PhD; Allison Smith, PhD; Paul Thifault, PhD; Erin Wais-Hennen, PhD

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.

Entrance Criteria

Each student 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.*

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL1013) is a prerequisite for ENGL 2003, ENGL 2103, and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL1023) is a prerequisite for ENGL 2703, ENGL 3503, ENGL 3523, and ENGL 3733 – 3 hours
- General education literature (ENGL 2003, ENGL 2103, ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours*

**English majors are required to take ENGL 2103.*

B. Program Requirements – Core: 27 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
- Women Writers (ENGL 3163), Shakespeare (ENGL 3603) *or* Major Authors Seminar (ENGL 3833) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- Advanced Writing (ENGL 3503) – 3 hours
- Writing and Culture (ENGL 3733) – 3 hours
- English Majors Seminar (ENGL 4903) – 3 hours

C. Program Requirements – Select either Program Electives or the Secondary Education Track: 18 hours

1 – Program Electives (choose from the following)*

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Creative Writing (ENGL 3103) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Literary Cultures (ENGL 3373) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Writing & Technology (ENGL 3633) – 3 hours
- Greek Myth & Literature (ENGL 3643) – 3 hours
- Major Authors Seminar (ENGL 3833) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Ethnic Literature (ENGL 4063) – 3 hours
- Advanced Readings in Poetry & Drama (ENGL 4103) – 3 hours
- Advanced Creative Writing (ENGL 4203) – 3 hours
- Global Literature (ENGL 4343) – 3 hours
- Studies in Narrative (ENGL 4513) – 3 hours
- Critical Issues in Literature & Writing (ENGL 4553) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours

**Choose courses from among those not taken for the Core Requirements.*

2 – Secondary Education Track

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- The Teaching of Writing & Literature (ENGL 3523) – 3 hours
- Ethnic Literature (ENGL 4063) – 3 hours
- **Choose three courses from the following:***
 - Women Writers (ENGL 3163) – 3 hours
 - Literary Cultures (ENGL 3373) – 3 hours
 - Shakespeare (ENGL 3603) – 3 hours
 - Greek Myth & Literature (ENGL 3643) – 3 hours
 - Major Authors Seminar (ENGL 3833) – 3 hours
 - Advanced Readings in Poetry & Drama (ENGL 4103) – 3 hours
 - Studies in Narrative (ENGL 4513) – 3 hours

**Choose courses from among those not taken for the Core Requirements.*

D. General Electives: 36-47 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take. History and Women’s Studies are good choices for English majors.

Note: Students pursuing a Bachelor of Arts degree in English have the option to concurrently complete the Emphasis in Secondary Education 8-12 Program through the Education Division. The program requires 39 hours of course work in Education that includes a semester of student teaching. Interested students should contact Dr. Linda Young, Secondary Education Coordinator, for Education program advising.

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) during which a written exit examination, based on questions from the English Program Student Learning Outcomes, is administered. An exit interview, which will be conducted by two members of the English faculty, must be scheduled by all majors before the end of their final semester of study. The English faculty must certify to the Registrar that the student has achieved the Program's Student Learning Outcomes for graduation approval.

TOTAL: 128 credit hours

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David Moore, PhD, Program Coordinator
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(270) 384-8077 moored@lindsey.edu

Full-time Program Faculty: David Moore, PhD; Melinda Senters, PhD; Asa Swan, MA

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 the Bachelor of Arts 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.

Entrance Criteria

Students must complete 45 hours or more of course work with a minimum grade point average of 2.00, including at least 30 hours of general education requirements, and file a Declaration of Major Form with the Registrar. In addition, students must have completed at least one introductory-level history course required for the major.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program 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

**This course may satisfy general education requirements.*

C. 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
- **Select at least two of the following advanced courses in non-American history – 6 hour**
 - Ancient History (HIST 3233) – 3 hours
 - Medieval Europe (HIST 3243) – 3 hours

- Modern Europe Since 1789 (HIST 3303) – 3 hours
 - French Revolution & Napoleon (HIST 3263) – 3 hours
 - Revolution in the Modern World (HIST 3323) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
- **Select one additional 3000-4000 level HIST course – 3 hours**

D. General Electives: 51-65 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major requires only 18 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will come from a minor, liberal arts elective studies in depth, and/or general electives.

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 that the student has achieved the program's Student Learning Outcomes for graduation approval.

TOTAL: 128 credit hours

Jacqueline Montgomery, Associate Dean for the School of Professional Counseling
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Myra Ford, MEd, Director, Human Services & Counseling Program
Dr. Robert and Carol Goodin Nursing & Counseling Center, Room 224
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Full-time Program Faculty: Annette Abel, PhD; Holly Abel, PhD; Amanda Adams, PsyD; Jason Bluemlein, EdD; Andrea Brooks, MEd; Joni Caldwell, PhD; Jeff Crane, PhD; Jodi Crane, PhD; Mona Derenzo, EdD; Leigh Ann Ford, PhD; Myra Ford, MEd; Troyanne L. Gentile, PhD; Jodi Giles, PhD; Jacquelyn Gilles, PsyD; Tina Glover, PhD; Acha Goris, EdD; Amanda Graham, EdD; Edwin Gunberg, PhD; Tammy Hatfield, PsyD; Kimberly LaFollette, PsyD; Warren Lambert, PhD; Holly Mattingly, PhD; Melinda Mays, EdD; Patrice McCarter, EdD; Jacquelyn Montgomery, MA; Jeffrey Parsons, PhD; Susan Patterson, MEd; Gary Patton, PhD; Laura M. Schmuldt, PhD; Daniel Schnopp-Wyatt, PhD; Nicole Schnopp-Wyatt, PhD; Marie Shafe, EdD; Cheryl Smith, PhD; Mark Staples, PhD; Martin C. Wesley, PhD; Daniel Williamson, PhD; Jennifer Williamson, PhD; and Curtis Wisely, PsyD

Mission Statement

The mission of the Human Services & Counseling program is to provide Lindsey Wilson College students an academic and experiential foundation, centered in the helping professions, distinguished by academic excellence, 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 course work in psychology, sociology, and social work in combination with broad-based general education courses. (Most Human Services & Counseling course work 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.

Entrance Criteria

In addition to the required course work, the following criteria must be met for a student to successfully complete the Human Services & Counseling program.

- Each student must have completed at least one semester of college course work 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 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 or 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 Associate 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is recommended for HS 2103 and is a prerequisite for HS 3103 – 3 hours

B. Program Requirements: 45 hours

- Introduction to Human Services (HS 2103) – 3 hours
- Introduction to Counseling Theory (HS 2903) – 3 hours
- Principles & Techniques of Group Counseling (HS 2953) – 3 hours
- Life Span Development (HS/PSYC 3103) – 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

C. General Electives: 36-47 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major requires only 36 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

A comprehensive examination is required for the Human Services & Counseling program. The exam is taken in Practicum III (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% or better to pass. A passing grade is required for graduation.

Human Services & Counseling majors are required to earn a 2.25 cumulative GPA.

TOTAL: 128 credit hours

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D. Scott Dillery, PhD, Co-chair, Natural & Behavioral Sciences Division
Mathematics Program Coordinator
Fugitte Science Center, Room 117
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Full-time Program Faculty: Bonnie Davenport, MA; Scott Dillery, PhD; John D. LaGrange, PhD;
Michael Ratliff, PhD; Rickie Williams, MA

Mission Statement

The mission of the Mathematics Program is to prepare students: 1) to enter the work force 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).

Note: Emphasis in Secondary Education: Students pursuing a Bachelor of Arts in Mathematics have the option to concurrently complete the Emphasis in Secondary Education 8-12 Program through the Division of Education and be eligible for teacher certification. The certification program requires 42 hours of course work in Education that includes a semester of student teaching. Interested students should contact Dr. Linda Young, Secondary Education Coordinator, for Education program advising.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Functions & Algebra (MATH 1013) is a prerequisite for MATH 1124 and MATH/PHYS/CIS 2713 unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and MATH 2503 – 4 hours

B. Basic Program 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/PHYS/CIS 2713) – 3 hours
- Linear Algebra (MATH 3003) – 3 hours
- Probability & Statistics (MATH 3203) – 3 hours
- Calculus III (MATH 3314) – 4 hours

C. Foundational Program 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 Program Requirements (select one of the following): 3 hours*

- Differential Equations (MATH 3323) – 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
- Engineering Mathematics (MATH 4303) – 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.*

F. General Electives: 40-51 hours

It is strongly recommended that mathematics majors take at least two courses in a discipline with a wide variety of mathematical applications. These include:

- Introduction to Cellular Biology (BIOL 1204) and Introduction to Organismal Biology (BIOL 1214) – 8 hours
- General Chemistry I with Lab (CHEM 1214) and General Chemistry II with Lab (CHEM 1224) – 8 hours
- Microeconomics (ECON 2033) and Macroeconomics (ECON 2043) – 6 hours
- General Physics I (PHYS 2414) and General Physics II (PHYS 2424) – 8 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore any remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

TOTAL: 128 credit hours

David Goguen, MFA, Chair, Division of Applied & Interdisciplinary Studies

Media Studies Program Coordinator

W.W. Slider Humanities Center, Room 303

(270) 384-8241 goguend@lindsey.edu

Full-time Program Faculty: David Goguen, MFA; Daniel Koger, PhD; David Meyers, MFA; Tim Smith, MFA; Greg Phelps, PhD; Stephanie Tarter, MS; Jerry Thomas, MA

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 as 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.

Degree Requirements

A. General Education Requirements: 36-47 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 permission of instructor is a prerequisite for JRNL 2403 – 3 hours

B. Program Core: 20 hours

- Introduction to 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

**This course may satisfy general education requirements.*

C. Select one of the following Emphasis areas (Journalism, Public Relations, Media Arts):

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: 6 hours

1 – Journalism Emphasis

The 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

The 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

The 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 that the student has successfully completed the electronic portfolio to satisfy graduation requirements.

E. General Electives: 42-58 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take. Suggested minors include, but are not limited to, Art, Communication, English, Political Science, Spanish, Theatre, and Women's Studies.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

TOTAL: 128 credit hours

Marian Smith, DNP, RN, Chair, Division of Nursing
Nursing Program Coordinator
Dr. Robert and Carol Goodin Nursing & Counseling Center, Room 126
(270) 384-7442 smithm@lindsey.edu

Full-time Program Faculty: Elwanda Adams, MSN, RN; Emiley Button, MSN BC ARNP-BC; Ashley Hancock, MSN, RN, CNS-BC; Monica Kidder, MSN, RN-BC; Marian Smith, DNP, RN.

Mission Statement

The mission of the Nursing Division is to provide quality undergraduate nursing education that prepares students for baccalaureate-generalist professional nursing practice.

The Nursing Program seeks to develop nurses who are:

- Leaders in providing client-centered, evidence-based health care to diverse clients;
- Lifelong learners who have a holistic perspective on the nursing profession; *and*
- Caring providers of health care in a variety of settings.

Lindsey Wilson's Bachelor of Science in Nursing (BSN) prepares its graduates to achieve success on the National Council's Licensure Exam for Registered Nurses (NCLEX-RN). Registered Nurses are licensed healthcare professionals who promote health and treat illness in a variety of healthcare settings. In collaboration with other disciplines, nurses are responsible for the assessment, planning, and safe administration of care to individuals and families. Nurses promote health and monitor disease in communities and populations through public health and perform a wide range of clinical and non-clinical functions necessary to the promotion of health and treatment of disease. Health care needs in the state and nation are increasing for BSN-prepared RNs. Nurses play a key role in meeting these health care needs. Registered nurses comprise one of the largest groups of health care professions in the United States with more than 2.5 million members of the profession. The BSN course of study at Lindsey Wilson College will prepare students to practice as registered nurses and to develop the skills that are critical to becoming leaders in the nursing profession.

Application Deadlines

Prospective students may apply to the BSN Program beginning **February 1** of the calendar year for which admission is sought. For consideration of admission in the fall semester, the deadline for submission of the application and other required paperwork to the Nursing Division is **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. Correspondence to applicants regarding admission status will be sent to the address of record submitted to the Nursing Division. Applicants are responsible for notifying the Nursing Division in writing of any change of address. **All required paperwork must be completed prior to the March 1 deadline to be eligible for admission to the BSN Program in the fall semester.**

Entrance Criteria

Students who are seeking admission to the Nursing Division must meet the following standards:

1. Submission of the completed application to the BSN Program by March 1 of the calendar year for which the student is seeking admission.
2. Overall minimum GPA of 2.75.
3. Students must achieve a minimum grade of C in all Nursing Program required courses. This includes all science and prerequisite nursing courses.
4. Completion of all prerequisite course work for admission to the Nursing Program:
 - Human Anatomy & Physiology I (BIOL 2614) – 4 hours
 - Principles of Chemistry (CHEM 1104) – 4 hours
 - Writing Studies I (ENGL 1013) unless waiver requirements are met – 3 hours

- Freshman Seminar (FYE 1001) unless waiver requirements are met – 1 hour
 - Medical Communication (HLCA 2013) – 3 hours
 - Functions & Algebra (MATH 1013) unless waiver requirements are met – 3 hours (not required until Fall 2013)
 - Principles of Psychology (PSYC 1003) – 3 hours
5. At the time of program application, the applicant must have completed, be currently enrolled in, or have a written plan to complete all courses designated as prerequisites to admission by August 1 of the fall semester.
 6. Submission of official transcripts for all previous college courses to the Registrar's Office at Lindsey Wilson College. Courses must be from regionally accredited institutions of higher education. All Nursing Program required courses must meet direct transfer equivalencies or have prior approval of the Chair of the Nursing Division before transfer credit is accepted. Students must achieve a minimum grade of C in all Nursing Program required courses, including all transfer courses.

Transfer Student Admission

Transfer students seeking admission to the Program must meet all LWC transfer requirements. Additionally, all transfer students must meet all admission criteria to the Nursing Program as stated above.

Students desiring to transfer from another accredited nursing program should complete the following:

1. Submission of all completed nursing course work and admission criteria (as stated above). Prior course work will be evaluated for equivalency with the LWC Nursing Program. Documents should include course name, course number, catalog description, syllabi, outline of content and skills, and other documentation as requested. Acceptance of course work is contingent upon theoretical and clinical congruence with the courses offered by Lindsey Wilson's Nursing Division.
2. A letter of good standing from the Chair of the nursing program from which the student is transferring. The letter must be included with the application.
3. Admission to the LWC Nursing Program will be contingent upon the availability of seats in the courses at the time of transfer.

Note: All students wishing to earn the Bachelor of Science Degree in Nursing must earn at least 50 percent of degree requirements at Lindsey Wilson College.

Once students are notified of admission to the Nursing Program, the letter of acceptance must be returned with signature to the Nursing Division office by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student in the Program.

Academic Standards for Progression

Students admitted to the Nursing Program are expected to attain the following minimum standards during the course of study:

1. Maintain cumulative grade point average (GPA) of C (2.0).
2. Achieve a minimum grade of C (77%) or higher in each nursing course before proceeding to the next sequential nursing course. Students should note that the Nursing Division's grading policy differs from the College's policy.
3. Achieve a pass (P) grade in the laboratory/clinical component of each nursing course. If a student receives a final grade of unsatisfactory in any laboratory/clinical component of a course, the unsatisfactory constitutes failure of the course.
4. Maintain all clinical compliance requirements and adhere to all College, Nursing Division, and clinical agency policies, procedures, and standards.
5. Demonstrate successful completion of all nursing courses. After one nursing-designated course has been failed, students must reapply for readmission to the Program and may

repeat the failed course dependent on seat availability. Two failures (grade below a C) in any nursing-designated courses will result in dismissal from the Program.

Grading Scale

The Division of Nursing uses a grading scale different from other academic units of the College. Consistent with other nursing programs, the grading scale requires students to earn 77% or higher to be awarded a C or better. The Nursing Division uses the following grading scale: A = 93-100%, B = 85-92%, C = 77-84, D = 70-76%, F = 69% or lower.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. BSN Program Prerequisite Courses: 14-21 hours

- Human Anatomy & Physiology I (BIOL 2614) – 4 hours**
- Principles of Chemistry (CHEM 1104) – 4 hours*
- Writing Studies I (ENGL 1013) – 3 hours*
- Freshman Seminar (FYE 1001) – 1 hour*
- Medical Communication (HLCA 2013) – 3 hours
- Functions & Algebra (MATH 1013) – 3 hours* (not required until Fall 2013)
- Principles of Psychology (PSYC 1003) – 3 hours*

**This course may satisfy general education requirements.*

***This course may satisfy liberal arts elective studies in depth requirements.*

Note: ENGL 1013, FYE 1001 *and/or* MATH 1013 may be waived if the necessary conditions are met.

C. Program Requirements: 20-23 hours

- Clinical Microbiology (BIOL 2004) – 3 hours**
- Public Speaking (COMM 2103) – 3 hours*
- Writing Studies II (ENGL 1023) – 3 hours*
- Human Anatomy & Physiology II (BIOL 3624) – 4 hours**
- Nutrition (NUTR 2103) – 3 hours
- Life-Span Development (PSYC/HS 3103) – 3 hours
- Introduction to Statistics (MATH 2203) – 3 hours** (not required until Fall 2013)

**This course may satisfy general education requirements.*

***This course may satisfy liberal arts elective studies in depth requirements.*

D. BSN Program 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 3203) – 3 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 4155) – 5 hours
- Leadership in Nursing (NURS 4205) – 5 hours
- Adult Health Nursing II (NURS 4307) – 7 hours
- Capstone Practicum (NURS 4402) – 2 hours

E. General Electives: 0-22 hours

Exit Assessment

All students earning the BSN degree are required to take a standardized, comprehensive assessment prior to program completion.

TOTAL: 128 credit hours

Melissa P. Clauson, PhD, Co-chair, Natural & Behavioral Sciences Division
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(270) 384-8229 clausonm@lindsey.edu

D. Scott Dillery, PhD, Co-chair, Natural & Behavioral Sciences Division
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(270) 384-8105 dillerys@lindsey.edu

David Ludden, PhD, Program Coordinator
Fugitte Science Center, Room 316
(270) 384-8080 luddend@lindsey.edu

Full-time Program Faculty: Jon Fredrick, PhD; David Ludden, PhD; Steve Scott, EdD

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.

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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- Functions & Algebra (MATH 1013) is a prerequisite for PSYC 4703 unless waiver requirements are met – 3 hours

B. Program Requirements: 24 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 (PSYC 4703) – 3 hours
- Research Practicum (PSYC 4903) – 3 hours

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

- Psychopathology (PSYC 3033) – 3 hours
- Life-Span Development (PSYC/HS 3103) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Psychology of Language (PSYC 3703) – 3 hours
- Psychology of Religion (RELI 4393) – 3 hours

D. General Electives: 45-56 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take. A minor is strongly recommended.

Note: The major requires only 36 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

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.

TOTAL: 128 credit hours

Melissa P. Clauson, PhD, Co-chair, Natural & Behavioral Sciences Division
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(270) 384-8229 clausonm@lindsey.edu

D. Scott Dillery, PhD, Co-chair, Natural & Behavioral Sciences Division
Fugitte Science Center, Room 117
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Steven C. Scott, EdD, Program Coordinator
Fugitte Science Center, Room 317
(270) 384-8180 scotts@lindsey.edu

Full-time Program Faculty: Melissa Clauson, PhD; Tabitha Ellis, MS; Jon Fredrick, PhD; Brian Hilker, PhD; Calvin Gregory, PhD; David Ludden, PhD; Mark McKinnon, PhD; Laura Nissley, PhD; Steven Scott, EdD; Robert Shuffett, MA; E.J. Stewart Jr., PhD

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.

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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 and PSYC 4703 unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114) – 4 hours

B. Core Courses: 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 Organismal Biology (BIOL 1214) – 4 hours
- Human Anatomy & Physiology I (BIOL 2614) – 4 hours
- Human Anatomy & Physiology II (BIOL 3624) – 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

**This course may satisfy general education requirements.*

C. Select one of the following required Emphasis areas (Psychology Graduate School, Pre-pharmacy, Pre-Medical/Pre-Dental/Pre-Veterinary)

1 – Psychology Graduate School: 9 hours

- Introduction to Statistics (MATH 2203) – 3 hours
- Research Methods (PSYC 4703) – 3 hours
- Research Practicum (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

D. General Electives: 24-43 hours

The following courses are strongly recommended, depending upon emphasis area:

- Pre-Pharmacy:
 - Biochemistry (CHEM 4104) – 4 hours
 - College Physics I (PHYS 2114) – 4 hours
- Pre-Medical/Pre-Dental/Pre-Veterinary:
 - Microbiology (BIOL 2104) – 4 hours
 - Cell Biology (BIOL 3103) – 3 hours
 - Genetics (BIOL 3204) – 4 hours
 - Biochemistry (CHEM 4104) – 4 hours
 - Analytic Geometry & Calculus I (MATH 2315) – 5 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

Seniors are required to take one of the following exams: MCAT, PCAT, DCAT, or GRE.

TOTAL: 128 credit hours

Lisa Crow, MPA, Chair, Business & CIS Division
J.L. Turner Leadership Center, Room 109
(270) 384-8124 crowel@lindsey.edu
Program Coordinator

Mission Statement

The Recreation, Tourism & Sport Management (RTSM) major 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.

The Recreation, Tourism & Sport Management degree is not accredited by the International Assembly of College Business Education (IACBE).

Degree Requirements

A. General Education Requirements: 36-47 hours

- Survey of Economic Issues (ECON 2023) is required – 3 hours

B. RTSM Core: 36 hours

- Leisure in American Society (RTSM 2003) – 3 hours
- Introduction to Recreation & Leisure Concepts & Professions (RTSM) 2013) – 3 hours
- Leadership & Supervision in RTSM (RTSM 2103) – 3 hours
- Introduction to Tourism (RTSM 2403) – 3 hours
- Outdoor Recreation Management (RTSM 2503) – 3 hours
- Introduction to Sport Management (RTSM 2603) – 3 hours
- Recreation & Sport Facility Management & Design (RTSM 3103) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Legal Issues in RTSM (RTSM 3603) – 3 hours
- Pre-Capstone Seminar (RTSM 3903) – 3 hours
- Senior RTSM Seminar (RTSM 4103) – 3 hours
- RTSM Capstone Experience (RTSM 4903) – 3 hours

C. RTSM Electives (select from the following): 9 hours

- Outdoor Living Skills (RTSM 3513) – 3 hours
- Outdoor Recreation & Rural Tourism Consortium (RTSM 3523) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Special Topics (RTSM 4803) – 3 hours

D. Related Studies Requirements: 21 hours

- Survey of Economics (ECON 2023) – 3 hours*
- Introduction to Management (BUSI 2903) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours

- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Approved BUSI Elective – 3 hours

**This course may satisfy general education requirements.*

Note: Completion of the related studies requirements will result in a minor in Business Administration.

E. General Electives: 15-29 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major provides fewer than 39 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will need to come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

In RTSM 4903, a ten-week internship related to the student's concentration and providing professional administrative experience, must be successfully completed. Seniors also develop and complete a special project to benefit the internship site.

TOTAL: 128 credit hours

Daniel Phillips III, PhD, Chair, Social Sciences Division
Durham Center, Room 103
(270) 384-8231 phillipsd@lindsey.edu

Melinda Senters, PhD, Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-8094 senterss@lindsey.edu

Full-time Program Faculty: Stefan M. Brooks, PhD; David Moore, PhD; Daniel Phillips, PhD;
Mohammad Pourheydarian, PhD; Melinda Senters, PhD; Asa Swan, MA

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.

Note: Emphasis in Secondary Education: Students pursuing a Bachelor of Arts in Social Science have the option to concurrently complete the Emphasis in Secondary Education 8-12 Program through the Division of Education and be eligible for teacher certification in Social Studies. The program requires 42 hours of coursework in Education that includes a semester of student teaching. Interested students should contact Dr. Linda Young, Secondary Education Coordinator, for Education program advising.

Entrance Criteria

Each student must complete at least 45 hours of course work with a minimum grade point average of 2.00, including at least 30 hours of general education requirements, and file a Declaration of Major Form with the Registrar. In addition, each student must have completed at least one introductory-level social science course required for the major.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Functions & Algebra (MATH 1013) is a prerequisite for ECON 2033 and ECON 2043 unless waiver requirements are met – 3 hours
- U.S. History I: 1492 to 1865 (HIST 1033) is a prerequisite for HIST 3033, HIST 3053, HIST 3063, HIST 3073, and HIST 3093 – 3 hours
- U.S. History II: 1865 to Present (HIST 1043) is a prerequisite for HIST 3073 and HIST 3093 – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) is a prerequisite for HIST 3233, HIST 3243, and HIST 3433 – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) is a prerequisite for HIST 3263, HIST 3303, HIST 3323, and HIST 3433 – 3 hours

B. Program 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 (SOC 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

**This course may satisfy general education requirements.*

C. Program Electives: 9 hours

Students must take nine credit hours of 3000-4000 level courses from the Social Science area.

D. General Electives: 42-59 hours

Note: In addition to a major, a student may select a minor. Courses taken for a minor reduce the number of general electives a student must take.

Note: The major requires only 24 hours of 3000-4000 level course work, therefore the remaining 3000-4000 level hours will come from a minor, liberal arts elective studies in depth, and/or general electives.

Exit Assessment

Students who apply for graduation with a Bachelor's of Arts 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 that the student has achieved the Social Science Program Student Learning Outcomes for graduation approval.

TOTAL: 128 credit hours

Minors

Minor

Accounting

Lisa Crowe, MPA, Program Coordinator
J.L. Turner Leadership Center, Room 109
(270) 384-8124 crowel@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program Prerequisites: 3 hours

- Intermediate Accounting I (ACCT 3113) is a prerequisite for ACCT 3123 – 3 hours

C. Accounting Program Requirements: 15 hours

- Functions & Algebra (MATH 1013) is a prerequisite for ECON 2033 and ECON 2043 unless waiver requirements are met – 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*

**This course may satisfy general education requirements.*

D. Program Electives (select from the following): 9 hours

- Intermediate Accounting II (ACCT 3123) – 3 hours
- Cost Accounting (ACCT 3303) – 3 hours
- Taxation I (ACCT 3453) – 3 hours
- Accounting Information Systems (ACCT 3973) – 3 hours
- Auditing (ACCT 4353) – 3 hours
- Taxation II (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

E. Major

F. General Electives

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.

TOTAL: 128 credit hours

Tim Smith, MFA, 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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Art Program Requirements: 14 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours*
- Design & Color (ART 2164) – 4 hours*
- Art History I (ART 2733) – 3 hours*
- Art History II (ART 2743) – 3 hours*

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 Art (ART 3753) – 3 hours

**This course may satisfy general education requirements.*

D. Major

E. General Electives

Exit Assessment

A portfolio review will be conducted by program faculty prior to completion of the Art minor.

TOTAL: 128 credit hours

Melissa P. Clauson, PhD, Program Coordinator
Fugitte Science Center, Room 216
(270) 384-8229 clausonm@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Introduction to Cellular Biology (BIOL 1204) is the prerequisite for BIOL 2104, BIOL 2204, BIOL 2314, BIOL 2603, BIOL 2604, BIOL 3103, BIOL 3204, BIOL 3304 – 4 hours
- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours

B. Biology Program Requirements: 17 hours

- Introduction to Organismal Biology (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Seminar I (BIOL 3901) – 1 hour

C. Program Electives (select two courses): 6-8 hours

- Conservation Biology (BIOL 2603) – 3 hours
- Environmental Science (BIOL 2604) - 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
- Animal Behavior (BIOL 3513) – 3 hours
- Molecular Biology (BIOL 4404) – 4 hours
- Aquatic Biology (BIOL 4604) – 4 hours

D. Related Studies Requirements: 13 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

**This course may satisfy general education requirements.*

E. Major

F. General Electives

TOTAL: 128 credit hours

C. Rose Garvey, MPA, Program Coordinator
J.L. Turner Leadership Center, Room 104C
(270) 384-8063 garveyr@lindsey.edu

Mission Statement

The mission of the Business and CIS Division is to prepare students for employment in business, accounting, and computer information systems; to pursue career paths of increasing professional and managerial responsibility; to apply to graduate programs in business, accounting or other professional schools; and to sit for various professional certifications. Consistent with the historical mission of Lindsey Wilson College as a teaching institution, the Business and CIS Division is committed to the growth and development of students through classroom instruction and through the fostering of an appreciation for lifelong learning.

Degree Requirements

A. General Education Requirements: 36-47 hours

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

B. Program Prerequisites: 6 hours

- Introduction to Statistics (MATH 2203) is a prerequisite for ECON 3203 – 3 hours
- Statistics for Business & Economics (ECON 3203) is a prerequisite for BUSI 4763 – 3 hours

C. Program Requirements: 15 hours

- Functions & Algebra (MATH 1013) is a prerequisite for ACCT 2113, BUSI 2503, ECON 2033, and ECON 2043 unless waiver requirements are met – 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**

D. Program Electives (select from the following): 9 hours

- Cost Accounting (ACCT 3303) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Law I (BUSI 2713) – 3 hours
- 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 of Management (BUSI 3953) – 3 hours
- Production Management (BUSI 4763) – 3 hours

**This course may satisfy general education requirements.*

D. Major

E. General Electives

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, to complete a case study in BUSI 2903, and to maintain a portfolio of various economic data in ECON 2043 to demonstrate knowledge of the fundamental areas of mathematics, economics, and business.

TOTAL: 128 credit hours

Brian Hilker, PhD, Program Coordinator
Fugitte Science Center, Room 313
(270) 384-7347 hilkerb@lindsey.edu

Mission Statement

The mission of the Chemistry minor is to enhance the foundation of chemical knowledge of students pursuing biochemical or health-related professions.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours.

B. Program 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 Prerequisites: 4-9 hours

- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 and MATH 2315 – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) is a prerequisite for PHYS 2414 – 5 hours

D. Related Studies Requirements: 8 hours

- College Physics I (PHYS 2114) *or* General Physics I (PHYS 2414) – 4 hours*
- College Physics II (PHYS 2124) *or* General Physics II (PHYS 2424) – 4 hours

**This course may satisfy general education requirements.*

E. Major

F. General Electives

TOTAL: 128 credit hours

Terry Swan, DMin, Program Coordinator
John B. Begley Chapel Office Complex
(270) 384-8148 swant@lindsey.edu

Mission Statement

The mission of the Christian Ministries Program is to prepare students to be leaders in church institutions

Degree Requirements**A. General Education Requirements: 36-47 hours****B. Program Requirements: 21 hours**

- Christian Beliefs (RELI 1003) – 3 hours*
- Old Testament (RELI 1013) *or* New Testament (RELI 1023) – 3 hours*
- Introduction to Christian Ministries (RELI 3103) – 3 hours
- Worship (RELI 3123) *or* Spiritual Formation (RELI 4103) – 3 hours
- Introduction to Christian Education (RELI 3203), Youth Ministry (RELI 3113), *or* Age Level Ministry (RELI 3153) – 3 hours
- Practicum I (RELI 4933) – 3 hours
- Religion elective (3000-4000 level) – 3 hours

**This course may satisfy general education requirements.*

C. Major**D. General Electives****Exit Assessment**

Graduation with the minor in Christian Ministries requires:

1. Successful completion of all program requirements and assessments; and
2. Completion of the Senior Credo in RELI 4933.

TOTAL: 128 credit hours

Susan Minton, MA, Program Coordinator
J.L. Turner Leadership Center, Room 203
(270) 384-8141 mintons@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program Prerequisite: 3 hours

- Introduction to Communication (COMM 1003) – 3 hours

C. Program Electives (choose from the following): 18 hours

- Procedure (COMM 1001) – 1 hour
- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Communication Presentations (COMM 2201) – 1 hour
- Interpersonal Communication (COMM 2503) – 3 hours
- Communication Skills for Employment Interviews (COMM 2901) – 1 hour
- Communicating Effectively (COMM 2903) – 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
- Great Speeches (COMM 3701) – 1 hour
- Communication & Aging (COMM 3703) – 3 hours
- Gender and Communication (COMM 3713) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Advanced Public Relations Applications (COMM 4113) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Creative Ministries (COMM/RELI 4613) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Political Communication & Public Affairs (COMM 4733) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours
- Communication Practicum I (COMM 2911) – 1 hour

- Communication Practicum II (COMM 3911) – 1 hour
- Communication Practicum III (COMM 4911) – 1 hour
- Psychology of Language (PSYC 3703) – 3 hours

D. Major

E. General Electives

TOTAL: 128 credit hours

Daniel Phillips III, PhD, Program Coordinator
Durham Center, Room 103
(270) 384-8231 phillipsd@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL 1013) is recommended for CRJS 1003 unless waiver requirements are met – 3 hours
- Writing Studies I (ENGL 1013), unless waiver requirements are met, and Writing Studies II (ENGL 1023) are prerequisites for CRJS 2103 – 6 hours

B. Program Prerequisites: 6 hours

- U.S. Constitutional Law (CRJS 2203) is a prerequisite for CRJS 3203 – 3 hours
- American Legal Systems (CRJS 3003) is a prerequisite for CRJS 3203 and CRJS 3303 – 3 hours

C. Program Requirements: 15 hours

- Introduction to Criminal Justice (CRJS 1003) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Criminal Courts (CRJS 3303) – 3 hours
- Ethics & Professionalism (CRJS 4303) – 3 hours

D. Program Electives: 6 hours

Choose any two three-hour courses offered in Criminal Justice not taken to fulfill the minor's Program Requirements.

E. Major

F. General Electives

TOTAL: 128 credit hours

Tip H. Shanklin, PhD, Program Coordinator
W.W. Slider Humanities Center, Room 306
(270) 384-8085 shanklin@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL1013) is a prerequisite for ENGL 2003, ENGL 2103, and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL1023) is a prerequisite for ENGL 3503 and ENGL 3733 – 3 hours
- General education literature (ENGL 2003, ENGL 2103, ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours

B. Program 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
- Advanced Writing (ENGL 3503)
 or Writing & Culture (ENGL 3733) – 3 hours

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

- Introduction to Modern English Grammar (ENGL 2703) – 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
- Advanced Writing (ENGL 3503) – 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
- Major Authors Seminar (ENGL 3833) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Ethnic Literature (ENGL 4063) – 3 hours
- Advanced Readings in Poetry & Drama (ENGL 4103) – 3 hours

- Advanced Creative Writing (ENGL 4203) – 3 hours
- Global Literature (ENGL 4343) – 3 hours
- Studies in Narrative (ENGL 4513) – 3 hours
- Critical Issues in Literature & Writing (ENGL 4553) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours

D. Major

E. General Electives

TOTAL: 128 credit hours

David Moore, PhD, Program Coordinator
W.W. Slider Humanities Center, Room 307
(270) 384-8077 moored@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program 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*

**This course may satisfy general education requirements.*

C. 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
- **Select one of the following courses**
 - Ancient History (HIST 3233) – 3 hours
 - Medieval Europe (HIST 3243) – 3 hours
 - French Revolution & Napoleon (HIST 3263) – 3 hours
 - Modern Europe Since 1789 (HIST 3303) – 3 hours
 - Revolution in the Modern World (HIST 3323) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
- **Select one additional 3000-4000 level course**

D. Major

E. General Electives

Exit Assessment

Students applying for graduation with a bachelor's degree and 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 Student Learning Outcomes. Written responses to program questions may be required as well.

TOTAL: 128 credit hours

David Goguen, MFA , Program Coordinator
W.W. Slider Humanities Center, Room 303
(270) 384-8241 goguend@lindsey.edu

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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL 1013) is a prerequisite for JRNL 2403 unless waiver requirements are met – 3 hours

B. Program Requirements: 21 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), 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. The 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

D. Major

E. General Electives

Note: 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.

Exit Assessment

The electronic portfolio will be reviewed by program faculty prior to completion of the minor.

TOTAL: 128 credit hours

D. Scott Dillery, PhD, Program Coordinator
Fugitte Science Center, Room 117
(270) 384-8105 dillerys@lindsey.edu

Mission Statement

The mission of the Mathematics Program is to prepare students: 1) to enter the workforces 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).

Degree Requirements

A. General Education Requirements: 36-47 hours

- Functions & Algebra (MATH 1013) is a prerequisite for MATH 1124 and MATH/PHYS/CIS 2713 unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and MATH 2503 – 4 hours

B. Program Requirements: 20 hours

- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Introduction to Computational Science (MATH/PHYS/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

C. Major

D. General Electives

TOTAL: 128 credit hours

Stefan M. Brooks, PhD, Program Coordinator
J. L. Turner Leadership Center, Room 108A
(270) 384-8183 brookss@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program Requirements: 15 hours

- United States Government (POSC 1003) – 3 hours*
- Survey of Modern & Contemporary Political Thought (POSC 2103) – 3 hours
- U.S. Constitutional Law (CRJS 2203) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- U.S. Legislatures (POSC 3103) – 3 hours

**This course may satisfy general education requirements.*

C. Program Electives (select from the following): 6 hours

- Political Parties, Interest Groups & Mass Movements (POSC 3303) – 3 hours
- Survey of 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.

D. Major

E. General Electives

TOTAL: 128 credit hours

David Ludden, PhD, Program Coordinator
Fugitte Science Center, Room 316
(270) 384-8080 luddend@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.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all program courses – 3 hours

B. Program 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 (PSYC 4703) – 3 hour
- Research Practicum (PSYC 4903) – 3 hours

C. Program Electives (select any additional course from the Program 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/PSYC 3103) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Psychology of Language (PSYC 3703) – 3 hours
- Psychology of Religion (RELI 4393) – 3 hours

Note: Special Topics courses with PSYC prefix also count as Program Electives.

D. Major

E. General Electives

TOTAL: 128 credit hours

Derek Kotter, MA, Program Coordinator
Center for Global Citizenship, Room 104
(270) 384-8165 kotterd@lindsey.edu

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.

Entrance Requirement

Placement test.

Degree Requirements

A. General Education Requirements: 36-47 hours

B. Program Prerequisites: 6 hours

- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours

C. Program Requirements: 3 hours

- Intermediate Spanish (SPAN 2033) – 3 hours

E. Program Electives (select from the following): 18 hours

- Spanish Conversation (SPAN 3013) – 3 hours
- Hispanic Film (SPAN 3023) – 3 hours
- Latin American Culture & Civilization (SPAN 3033) – 3 hours
- Medieval-Golden Age Spain (SPAN 3043) – 3 hours
- Introduction to Spanish Literature (SPAN 3113) – 3 hours
- Introduction to Latin American Literature (SPAN 3123) – 3 hours
- Special Topics in Spanish (SPAN 3803) – 3 hours
- Advanced Grammar & Composition (SPAN 4103) – 3 hours
- Study Abroad (3000-4000 level) – credit hours may vary

E. Major

F. General Electives

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 courses and the program electives.

TOTAL: 128 credit hours

Robert Brock, MFA, 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 is to provide:

- Basic knowledge of the main components of the Theatre Arts, and
- Appreciation of the historical and present impact of theatre on human civilization.

Students seeking a Theatre Minor will:

- Analyze and create solutions to specific challenges of the theatre production process.
- Critically analyze dramatic works.
- Apply the knowledge and skills gained in the classroom directly to rehearsal and performance.
- Understand Theatre as a vitally important force for communication and understanding in an increasingly multi-cultural world.

Degree Requirements**A. General Education Requirements: 36-47 hours****B. Program Requirements: 11 hours**

- Introduction to Theatre Arts (THEA 1313) – 3 hours*
- Fundamentals of Acting (THEA 1323) – 3 hours*
- Introduction to Directing (THEA 1333) – 3 hours*
- Practicum I (THEA 1341) – 1 hour
- Practicum II (THEA 1351) – 1 hour

**This course may satisfy general education requirements.*

C. Program Electives (select from the following) – 9 hours

- Acting II (THEA 2323) – 3 hours
- Directing II (THEA 2333) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours

D. Major**E. General Electives****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.

TOTAL: 128 credit hours

Kara Mollis, PhD, Program Coordinator
W.W. Slider Humanities Center, Room 302
(270) 384-8233 mollisk@lindsey.edu

Mission Statement

The Women's Studies Program is an interdisciplinary program that provides students with an overview of the histories and accomplishments of women. It also prepares students to think critically about how gender affects all aspects of women's and men's lives.

Degree Requirements

A. General Education Requirements: 36-47 hours

- Writing Studies I (ENGL 1013) is a prerequisite for general education literature unless waiver requirements are met – 3 hours
- General education literature (ENGL 2003, ENGL 2103, ENGL 2203) is a prerequisite for elective choice ENGL 3163 – 3 hours
- Writing Studies II (ENG 1023) is a prerequisite for WS 4003 – 3 hours

B. Program Requirements: 9 hours

- Introduction to Women's Studies (WS 1003) – 3 hours
- Women in Global Perspective (WS 2103) – 3 hours
- Women & Violence (WS 4003) – 3 hours

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

- Gender & Communication (COMM 3713) – 3 hours
- Women Writers (ENG 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 3272) – 3 hours
- Special Topics (WS 3803) – 3 hours

D. Major

E. General Electives

Exit Assessment

A required service learning activity and a research project completed in WS 4003 will assess mastery of the Program Student Learning Outcomes.

TOTAL: 128 credit hours

Graduation Requirements

Associate of Arts

Credit Hours

All associate candidates for graduation must complete 64 credit hours of acceptable academic work with a minimum cumulative grade point average of 2.00 on a 4.00 scale. Required courses in the major must be completed with a minimum grade of C, unless a division or program specifies a higher grade requirement.

A minimum of 24 of the total credit hours and at least 50% of the credit hours required in a major must be earned at Lindsey Wilson College. Hours transferred to LWC during completion of the degree need prior approval of the Registrar's Office. Programs have the right to require students to complete program assessments prior to graduation.

Students must complete 64 credit hours to earn an AA degree from Lindsey Wilson College.

Associate candidates must complete:

- a. General education requirements (typically 18-29 credit hours);
- b. A major (typically a minimum of 24 credit hours); and
- c. Elective courses.

Residency Requirement for AA degrees

In order to earn an associate's degree from Lindsey Wilson College, students must successfully complete a minimum of 24 credit hours at the College. At least 50% of the credits required in a major must be earned at the College.

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, he or she must satisfy all graduation requirements in effect in the catalog year when the student returns or in a subsequent year.

Lindsey Wilson College Student Learning Outcomes

The liberal arts – mathematics and natural sciences, social and behavioral sciences, humanities and fine arts – are central to Lindsey Wilson's mission of serving students' educational needs. In addition to course work in academic majors, undergraduate degree-seeking students will complete a general education program that provides a foundation for the lifelong development of intellectual, social, and spiritual qualities associated with liberally educated persons.

In particular, Lindsey Wilson students will:

- 1. Communicate effectively**
 - Writing
 - Oral communication
- 2. Develop effective skills of inquiry and analysis**
 - Numeracy
 - Information fluency
 - Creative inquiry
 - Critical inquiry

- 3. Become culturally aware, engaged citizens of the nation and the world**
 - Knowledge of local and global issues and trends
 - Knowledge of one's own culture and cultural patterns of diverse groups and societies
 - Competence to communicate across cultural boundaries
 - Knowledge and skills required for ethical reasoning

- 4. Learn to apply and integrate knowledge**
 - Application and reflection on context and connections within disciplines
 - Integration of knowledge across disciplines
 - Application of learning to new situations within and beyond the campus

- 5. Gain depth of knowledge in a discipline**
 - Completion of a major
 - Competence in the major

Program Prerequisites Developmental and Skill-Building Courses

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

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0805, ENGL 0855
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 1013, READ 1023
- Integrated Reading and Writing sequence: READ 0713, READ 0723, READ 0733
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

I – Freshman Year Experience: 1 hour

- Freshman Seminar (FYE 1001) – 1 hour

Note: Non-traditional students and transfer students with more than 15 credit hours may request exemption through the Freshman Advisor and the Academic Affairs Office.

II – Communication Foundations: 9 hours

- Writing Studies I (ENGL 1013) – 3 hours*
- Writing Studies II (ENGL 1023) – 3 hours
- Public Speaking (COMM 2103) – 3 hour

*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.

III – Mathematics: 3-5 hours*

- Data Models (MATH 1003) – 3 hours
- Functions & Algebra (MATH 1013) – 3 hours
- Precalculus (MATH 1124) – 4 hours
- Finite Mathematics (MATH 2153) – 3 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours

*An ACT mathematics sub-score of 26 or higher waives the mathematics general education requirement, allowing an additional three hours of elective credit.

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

Note: All majors in Business Management, Computer Information Science, Engineering Mechanics, and Health Science must take Functions & Algebra (MATH 1013) unless waiver requirements are met.

IV – Natural Sciences: 3-4 hours

- Topics in Science (SCI 1013) – 3 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours

- Principles of Chemistry (CHEM 1104) – 4 hours
- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- College Physics I (PHYS 2114) – 4 hours
- General Physics I (PHYS 2414) – 4 hours

V – Religion: 3 hours

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

VI – Humanities and Fine Arts: 3-4 hours

- American Identity (AMST 1003) – 3 hours
- Understanding Visual Art (ART 1003) – 3 hours
- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Great Books (ENGL 2003) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- World Literature (ENGL 2203) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- Survey of Musical Masterworks (MUSI 2003) – 3 hours
- History of Music Literature (MUSI 2533) – 3 hours
- Introduction to Philosophy (PHIL 1003) – 3 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Introduction to Directing (THEA 1333) – 3 hours

VII – Social and Behavioral Sciences: 3 hours

- Survey of Economic Issues (ECON 2023) (for non-business majors only) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 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
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- United States Government (POSC 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 3 hours

TOTAL GENERAL EDUCATION REQUIREMENTS: 18-29 credit hours

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Tim Smith, MFA, Program Coordinator
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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.

Degree Requirements

A. General Education Requirements: 18-29 hours

B. Program Requirements: 18 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours*
- Design & Color (ART 2164) – 4 hours*
- Art History I (ART 2733) – 3 hours*
- Art History II (ART 2743) – 3 hours*
- Advanced Studio: Drawing (ART 3234) – 4 hours

C. Program Electives (select from the following): 9-12 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: Painting (ART 3324) – 4 hours
- Advanced Studio: Drawing (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 Art (ART 3753) – 3 hours

D. Related Studies Requirements: 6 hours

- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours*
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours*

E. General Electives: 0-17 hours

**This course may satisfy general education requirements.*

Exit Assessment

A portfolio review will be conducted by program faculty prior to completion of the Associate of Art degree program in Art.

TOTAL: 64 credit hours

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C. Rose Garvey, MPA, Program Coordinator
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Mission Statement

The mission of the Business & CIS Division is to prepare students for employment in business, accounting, and computer information systems; to pursue career paths of increasing professional and managerial responsibility; to apply to graduate programs in business, accounting or other professional schools; and to sit for various professional certifications. Consistent with the historical mission of Lindsey Wilson College as a teaching institution, the Business & CIS Division is committed to the growth and development of students through classroom instruction and through the fostering of an appreciation for lifelong learning.

The Associate of Arts degree in Business Management offers students the opportunity to gain a basic set of knowledge and skills in business management, with an emphasis on those needed in general office operations. In addition to the College's accreditation by the Southern Association of Colleges and Schools Commission on Colleges, our balanced and academically sound business programs are accredited by the International Assembly of College Business Education (IACBE).

Our business programs are designed to foster critical thinking skills, to prepare students to become lifelong learners in rapidly changing business environments, and to instill a global vision to manage and lead organizations and businesses in an ever-changing, challenging, and complex world.

Degree Requirements

A. General Education Requirements: 18-29 hours

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

B. Program Requirements: 33 hours

- Functions & Algebra (MATH 1013) is a prerequisite for ACCT 2113, BUSI 2503, ECON 2033 and ECON 2043 unless waiver requirements are met – 3 hours*
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Mathematics (BUSI 2503) – 3 hours
- Business Law I (BUSI 2713) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Business Management (BUSI 2933) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Microeconomics (ECON 2033) – 3 hours*
- Macroeconomics (ECON 2043) – 3 hours*

**This course may satisfy general education requirements.*

C. Related Studies Requirements: 3 hours

- Computer Concepts & Applications (CIS 1003)

D. General Electives: 0-16 hours

Business courses are recommended.

Exit Assessment

Students who earn the Associate of Arts degree in Business Management 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, to complete a case study in BUSI 2903, and to maintain a portfolio of various economic data in ECON 2043 to demonstrate knowledge of the fundamental areas of mathematics, economics, and business.

TOTAL: 64 credit hours

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Tim Curry, MS, Program Coordinator
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Mission Statement

The mission of the Computer Information Systems (CIS) Program is to educate students in the fundamental areas of the information systems discipline, including applications software, operating systems, hardware, networking, and Web site development, preparing them for employment or further study.

The CIS program offers an Associate of Arts degree in Computer Information Systems. Courses in computing also support the Business Management Associate of Arts degree and Business Administration Bachelor of Arts degree.

Degree Requirements

A. General Education Requirements: 18-29 hours

B. Program Requirements: 29 hours

- Functions & Algebra (MATH 1013) is a prerequisite for CIS 1013 and CIS 2713 unless waiver requirements are met – 3 hours*
- Computer Concepts & Applications (CIS 1003) – 3 hours
- Computing Fundamentals (CIS 1013) – 3 hours
- Microcomputer System Management (CIS 2014) – 4 hours
- Web Design & Development (CIS 2053) – 3 hours
- Networking (CIS 2064) – 4 hours
- Database Applications (CIS 2073) – 3 hours
- Introduction to Computational Science (CIS 2713) – 3 hours
- Visual Basic Programming (CIS 3823) – 3 hours

**This course may satisfy general education requirements.*

C. Related Studies Requirement: 3 hours

- Business Computer Applications (BUSI 3503)

D. General Electives: 6-17 hours

TOTAL: 64 credit hours

Daniel Phillips III, PhD, Chair, Social Sciences Division; Program Coordinator
Durham Center, Room 103
(270) 384-8231 phillipsd@lindsey.edu

Mission Statement

The Criminal Justice Program is designed to prepare graduates for careers in the three main substantive areas of criminal justice: policing, courts, and corrections.

Entrance Criteria

The following conditions apply for acceptance into the Program:

- Minimum grade point average 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.

After completion of a common core of Criminal Justice courses, students may complete the degree by selecting either the Law Enforcement emphasis or the Legal emphasis.

Degree Requirements

A. General Education Requirements: 18-29 hours

- Writing Studies I (ENGL 1013) is recommended prior to CRJS 1003 unless waiver requirements are met – 3 hours
- Writing Studies I (ENGL 1013), unless waiver requirements are met, and Writing Studies II (ENGL 1023) are prerequisites for CRJS 2103 – 6 hours
- Principles of Psychology (PSYC 1003) may be a prerequisite for CRJS 2203 – 3 hours

B. Program Requirements: 18 hours

- Introduction to Criminal Justice (CRJS 1003) – 3 hours
- Criminology (CRJS 2103) – 3 hours
- U.S. Constitutional Law (CRJS 2203) – 3 hours
- Police Investigation (CRJS 3023) – 3 hours
- Criminal Courts (CRJS 3303) – 3 hours
- Ethics & Professionalism (CRJS 4303) – 3 hours

C. Select one of the following Emphasis Areas (Law Enforcement or Legal): 12 hours

1 – Law Enforcement Emphasis

- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Rural Crime (CRJS 3573) – 3 hours
- Homeland Security (CRJS 4173) – 3 hours

2 – Legal Emphasis

- American Legal Systems (CRJS 3003) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Criminal Procedure (CRJS 3903) – 3 hours
- Evidence (CRJS 4273) – 3 hours

D. General Electives: 5-16 hours

TOTAL: 64 credit hours

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D. Scott Dillery, PhD, Co-chair, Natural & Behavioral Sciences Division
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Mark L. McKinnon, PhD, Program Coordinator
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Mission Statement

The mission of the Engineering Mechanics Program is to prepare students to have 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.

Degree Requirements

A. General Education Requirements: 18-29 hours

- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours

B. Program Prerequisites: 9 hours

- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and PHYS/MATH/CIS 2713 – 4 hours*
- Analytic Geometry & Calculus I (MATH 2315) is a prerequisite for PHYS 2414 – 5 hours

C. Program Requirements: 18 hours

- General Physics I (PHYS 2414) – 4 hours*
- General Physics II (PHYS 2424) – 4 hours
- Introduction to Computational Science (PHYS/MATH/CIS 2713) – 3 hours
- Statics (PHYS 3103) – 3 hours
- Thermodynamics (PHYS 3614) – 4 hours

D. Related Studies Requirements: 25 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) – 3 hours

**This course may satisfy general education requirements.*

E. General Electives: 0-3 hours

Exit Assessment

Program assessments are integrated into the course examinations during the final courses of the program (MATH 3323, PHYS 3103, PHYS 3103).

TOTAL: 64-76 credit hours

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Health Science Program Coordinator
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Mission Statement

This 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 advisor and the receiving college or university.

Degree Requirements

A. General Education Requirements: 18-29 hours

- Introduction to Cellular Biology (BIOL 1204) meets the Natural Science component of general education for majors stipulating this as a degree program course – 4 hours
- Functions & Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours

B. Program Requirements: 16 hours

- Introduction to Organismal Biology (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Human Anatomy & Physiology I (BIOL 2614) – 4 hours
- Human Anatomy & Physiology II (BIOL 3624) – 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

**This course may satisfy general education requirements.*

D. General Electives: 11-22 hours

Note: General Physics I (PHYS 2414), Introduction to Statistics (MATH 2203), and Nutrition (PHED 2013) are recommended.

TOTAL: 64 credit hours

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John B. Begley Chapel Office Complex
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Mission Statement

The Associate of Arts degree in Religion prepares students with fundamental understandings of Christianity and world religions and gives them the basic tools for inquiry in matters of faith and reason.

Degree Requirements

A. General Education Requirements: 18-29 hours

B. Program Requirements: 12 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*

**This course may satisfy general education requirements.*

C. Program Electives: 6 hours

Choose two additional 3 hour RELI courses.

D. General Electives: 20-31 hours

Exit Assessment

Graduation from the Associate of Arts degree program in Religion requires successful completion of all program course work with a grade of C or better.

TOTAL: 64 credit hours

Graduate Course Descriptions

Lindsey Wilson College's graduate course descriptions are listed for the following degrees:

- The M.A. in Christian Leadership,
- The M. Ed. in Counseling and Human Development, and
- The M. Ed. for Teacher as Leader. All graduate courses are 5000-6000 level.

For a list of graduate courses being offered in a specific semester, please visit the LWC online course schedule at www.lindsey.edu//info/student/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

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 course work with a minimum cumulative grade point average of 3.00 on a 4.00 scale.

Master of Arts – Christian Leadership

MA – Christian Leadership

RELI

5103 – Foundations of Servant Leadership – 3 credit hours

Introduction to the concepts of Christian leadership including the principles and practices that exemplify servant leadership in the church and the world. *Course rotation:* Summer.

5203 – Transformational Ministry – 3 credit hours

An in-depth examination of the church's service through educational ministry and leadership development, primarily in the areas of evangelism, discipleship, and social justice. *Prerequisite:* RELI 5103. *Course rotation:* Fall.

5303 – Leading Groups & Organizations – 3 credit hours

Integrated study of psychology, strategic management and equipping strategies to assist students in understanding organizational and group dynamics as it applies to all organizations, including the church. *Prerequisite:* RELI 5103. *Course rotation:* Fall.

5403 – Effective Church Leadership – 3 credit hours

Focus on various areas of church leadership responsibilities in administration, vision, church growth, proclamation and worship. *Prerequisite:* RELI 5103. *Course rotation:* Summer.

5503 – Conflict, Crisis & Change – 3 credit hours

Introduction to the theories of both personal and organizational crisis/conflict with an emphasis on ecclesiology and how adversity brings about change. *Prerequisite:* RELI 5103. *Course rotation:* Spring.

5603 – Christian Doctrine – 3 credit hours

A theological study based on the Christian tradition incorporating the primary doctrines of Christianity with a special application in ministry. *Prerequisite:* None. *Course rotation:* Fall.

5703 – Church History – 3 credit hours

A survey of Christian history from Pentecost to the present with emphasis on formation of orthodoxy and its interrelation and impact on surrounding society. *Prerequisite:* None. *Course rotation:* Spring.

5803 – Small Church Ministry – 3 credit hours

The study of the dynamics of the small church particularly as it relates to missional effectiveness in its community setting. *Course rotation:* Varies.

5813 – Pastoral Counseling – 3 credit hours

Study of the human life cycle with application to the church's role of nurturing, sustaining, healing, guiding, and reconciling. Includes primary theories of counseling with attention to informal and formal structures within the church for personal and spiritual growth. *Course rotation:* Varies.

5823 – Church-Related Higher Education & Leadership – 3 credit hours

A study of the contemporary university and the relationship of religion to its function as well as significant aspects implicit in formulating a church-related philosophy of higher education. A special focus will be on administrative leadership. *Course rotation:* Varies.

5833 – Readings in Leadership – 3 credit hours

Guided, independent research in Christian Leadership. *Course rotation:* By Individual Contract

5843 – Internship – 3 credit hours

Utilization of field experience to test theory and develop skills in the practice of ministry. Goals and objectives as well as procedures and strategies for leadership in churches, agencies, and communities are the focus for reflective learning. *Course rotation:* By Individual Contract.

5853 – Missional Leadership – 3 credit hours

A course which combines biblical theology, sociological foundations, strategic planning, and strategic planning, and equipping strategies to assist students in developing effective models of ministry for leading missional churches and related ministry systems in a postmodern culture. *Course rotation:* Spring.

5901 – Church Growth Strategies – 1 credit hour

Foundational principles and practices of church growth. *Course rotation:* Varies.

5911 – Ethical Leadership – 1 credit hour

Explores ethical church leadership for the 21st century and assists students to better analyze and respond to moral problems in culture. *Course rotation:* Varies.

5931 – Youth Ministries Seminar – 1 credit hour

Contemporary issues in youth ministry, resources and program planning. *Course rotation:* Varies.

5951 – Campus Ministry – 1 credit hour

Introduction to the philosophy and practices of successful campus ministry. *Course rotation:* Varies.

5961 – Discipleship and the Family – 1 credit hour

A seminar on the church's ministry to the family. *Course rotation:* Varies.

5991 – Seminar in Ministry Leadership – 1 credit hour

Special seminars in various areas of ministry leadership. *Course rotation:* Varies.

5993 – Special Topics in Religion – 3 credit hours

Special selected topics in the field of practical theology. *Course rotation:* Varies.

Master of Education – Counseling & Human Development

M.Ed. Counseling & Human Development

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.

5013 – Multicultural Issues, Human Diversity & Preventive Community Education – 3 credit hours

Provides an understanding of cultural and diversity related attitudes, beliefs, trends, and social justice issues including individual, relationship, and community intervention strategies as well as ethical and legal considerations.

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.

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.

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.

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.

5063 – Individual & Group Assessment – 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, norm-

referenced and criterion-referenced interpretation, and ethical and legal concerns are addressed. Additional areas of focus include strategies for test selection, administration, scoring, and interpretation as well as communication of test results. A variety of assessment methods is presented, and their applicability to various diverse cultures is discussed.

5073 – Psychopathology – 3 credit hours

Provides an exploration of mental and emotional disorders that develop during childhood and adolescence and continue to adulthood as well as sexual and gender identity disorders; eating disorders; personality disorders; impulse-control disorders; delirium, dementia, and amnesic and other cognitive disorders; and substance-related disorders. Classification of these disorders will be considered vis-à-vis the DSM-IV-R and ICD codes. Students will be introduced to methods used in the treatment and management of mental and emotional disorders including treatment planning, record keeping, intake and referral procedures, and the use of psychopharmacological medications.

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.

5093 – Professional Issues & Ethics – 3 credit hours

Students explore professional identity in the context of the history and philosophy of mental health counseling as well as current issues in the profession. Students also explore professional roles, functions, and professional affiliations. Professional preparation standards, professional credentialing, licensure, and public policy issues relating to the professional counselor are examined. Students explore core areas of ACA Code of Ethics, as well as application of the code through the use of ethical decision-making models. Professionalism including professional involvement, advocacy, and ethical behavior is emphasized. Students will be introduced to online library research.

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.

6013 – Internship – 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. This internship experience, i.e., 6013 – Internship, will have to be taken two (2) times to satisfy both the program and CACREP's requirement.

6023 – Diagnosis of Mental & Emotional Disorders – 3 credit hours

Provides an exploration of mental and emotional disorders including adjustment disorders; sleep disorders, schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, somatoform disorders, factitious disorders, dissociative disorders, and other conditions that may be a focus of clinical attention. Classification of these disorders will be considered vis-à-vis the DSM-

IV-R and ICD codes. Students will be introduced to methods used in the treatment and management of mental disorders including treatment planning, record keeping, intake and referral procedures, and the use of psychopharmacological medications.

6033 – Evaluation of Mental & Emotional Status – 3 credit hours

A continuation of individual and group approaches to assessment and evaluation in counseling. A range of assessment methods is presented and their applicability to various diverse cultures is discussed. A particular focus is on the administration, scoring, and interpretation of a variety of instruments used frequently by counselors as well as assessment report writing. High-risk assessment, involuntary commitment evaluation, and referral are also addressed.

6163 – Substance Abuse Treatment – 3 credit hours

Provides an understanding of the dynamics of drug and alcohol use and the principles of evidenced-based treatment practices associated with substance abuse disorders.

6203 – Treatment 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.

6253 – Play Therapy – 3 credit hours

Provides basic knowledge in the history and major theories of play therapy and basic knowledge and application of child-centered play therapy skills and advanced play therapy techniques. Assists students in understanding children's behavior and communicating more effectively with them through play. Presents ways to work with parents whose children are in play therapy.

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.

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.

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.

6801 – Special Topics – 1 credit hours

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.

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.

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 Education – Teacher as Leader

MEd – Teacher as Leader

EDUC

5103 – Learning to Lead – 3 credit hours

Provides an overview of the teacher leader concept and the critical issues, challenges, and ethics that the teacher as a leader faces within the school community. This course examines the history, current trends, and future of teacher as leader in P-12 public schools. Special attention is given to the teacher as a collaborative, reflective, data-driven leader and decision maker. Various performance events are structured to evaluate the degree a student is able to integrate and apply the knowledge base presented in this course with authentic applications in the professions of education.

5113 – Conducting Action Research – 3 credit hours

An introduction to research methods related to problem-solving in education including qualitative, quantitative, and action research. Research techniques, strategies, methodologies, analysis of results, and the uses of research are explored. The importance of the protection of human subjects and the role of the Institutional Review Board for Human Subjects research is explained. Candidates will collaborate with others in their schools and will provide leadership in the ethical role and responsibilities of a researcher. Little background in research methods or statistics is assumed.

5123 – Instructional Design & 21st Century Skills – 3 credit hours

Prepares the classroom teacher to give leadership within the school community in the designing of instruction and curriculum through alignment to standards and assessment that focus on developing 21st century skills, increasing student understanding, and moving students to higher levels of critical thinking at all grade levels. An exploration of innovative use of time and space, global perspectives, and curriculum mapping provides a new curricular approach for teachers as they lead their school colleagues to examine curriculum choices and to prepare students for the challenges of the future.

5133 – Assessment, Accountability & Student Learning – 3 credit hours

Students will examine the construction of criterion-referenced and norm-referenced testing instruments administered to Kentucky students. Addresses how teachers analyze and use test results to improve student performance. Students will develop assessments using state testing formats, formative and summative assessments.

5143 – Diversity, Leadership & School Improvement – 3 credit hours

Intended to assist the working professional in understanding and working with a diverse student body and becoming a teacher leader who can assist other teachers in working effectively with diverse students. A range of cultural and perceptual factors that may influence the performance, achievement and retention of diverse students will be analyzed with an emphasis on identifying best practices in working with social diversities, diverse life experiences, and at-risk students.

5153 – Action Research for Teacher Leadership – 3 credit hours

Designed as the implementation phase of the action research proposal completed in EDUC 5113 Conducting Action Research. The course will provide an opportunity for candidates to assume a

leadership role as a researcher in their classrooms involving systematic observation and/or collection of data, reflection, and planned action. *Pre-requisite:* EDUC 5113.

5163 – School Leadership & Professional Learning Communities – 3 credit hours

Examines the concept of the Professional Learning Community (PLC). The class will examine several PLC models, including the Three Basic Ideas as presented by Robert DuFour, (2004). Special emphasis is given to the personal teaching and leadership skills needed to develop, thrive, and be a contributing member within a PLC.

5213 – Literacy & 21st Century Skills – 3 credit hours

Master's candidates will develop an understanding of how new technologies shape literacy and will be introduced to methodologies for teaching reading and writing in a diverse contexts addressing 21st century skills. Current issues, including literacy skills for workplace readiness, the digital divide, digital technology and writing, literacy and critical thinking, will be included.

5223 – ESL & Literacy – 3 credit hours

Provides an overview of strategies for teaching English literacy skills to second language learners. The focus will be on leadership roles in identifying theory and practice related to reading, writing, listening and speaking; and on leading others in incorporating strategies that work for both students and community.

5233 – Leadership in Differentiating Instruction – 3 credit hours

Designed to enhance understanding of effectively meeting the needs of learners with varying abilities, interests, and learning profiles by encouraging and supporting teachers as they match instructional strategies to student learning styles. Characteristics of a differentiated classroom; techniques for differentiating content, process, and outcomes; and differentiation on the basis of students' readiness, interest, and need are components of this course. Candidates will learn how to move differentiation from an abstract idea to school-wide acceptance and implementation.

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 at: www.lindsey.edu/info/student/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 Levels

- **0800 and 0900 Level:** Skill-building and developmental courses, frequently graded on a Credit/No Credit basis. Students may be placed in these courses if they lack skills essential to college-level success. Students are usually not allowed to withdraw from skill-building/developmental courses.
- **1000 Level:** Ordinarily taken by first-year students or by students with no prior exposure to the discipline. These courses typically do not have prerequisites, though students who lack adequate skills may first be placed in related developmental or skill-building courses.
- **2000 Level:** Often taken by students who have completed a 1000 level course in the discipline and who wish to proceed further or by second-year students with the knowledge and skills the course requires. These courses may have prerequisites.
- **3000 Level:** These courses are taken by students pursuing majors or minors in the discipline; some prior knowledge of the field or discipline is assumed. Most of these courses have prerequisites.
- **4000 Level:** These are advanced, senior-level courses. They assume substantial prior knowledge of the field or discipline. They should not be taken unless the student meets the assumptions of the course in terms of the knowledge base and skills required.
- **5000-6000 Level:** Graduate courses are offered at these levels.

Course Prerequisites and Corequisites

- **Prerequisites on courses are absolute:** Students not taking the prerequisite(s) would most likely have a difficult time doing well in the course; therefore they must take the prerequisite first.
- **Co-requisite(s):** The co-requisite listed in the course description indicates that the student intending to take the course described must also enroll in the co-requisite 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

- **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).
- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from an Academic Unit Chair/Director and the Academic Affairs 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).
- **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 basis.

Accounting

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, unless mathematics waiver requirements are met.

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.

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.

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.

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.

3453 – Taxation I – 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.

3973 – Accounting Information Systems – 3 credit hours

Introduces management problems related to various computing functions and systems. The course is designed to provide students knowledge about the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, and decision-making. The course will also incorporate the use of a computer based accounting system.

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.

4453 – Taxation II – 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.

4553 – Advanced Accounting – 3 credit hours

Examination of advanced accounting concepts. Topics covered include: mergers and consolidations, partnerships, estates and trusts, and foreign currency transactions. *Prerequisite:* ACCT 3123.

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.

American Studies

AMST

1003 – American Identity – 3 credit hours

An interdisciplinary introduction to American character, culture, and consciousness. American civilization is studied through focusing on the identity of individual Americans. *Course rotation:* Fall.

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 AA in Art, Art minor, as a Humanities/Fine Arts general education choice, an elective, or the liberal arts elective studies in depth requirement for non-art majors. *Course rotation:* Typically each semester.

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. (\$20 lab fee.) *Course rotation:* Typically each semester.

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.

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. (\$20 lab fee.) *Course rotation:* Typically each semester.

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. (\$20 lab fee.) **Recommended Courses:** ART 1214 and ART 2164. *Course rotation:* Typically each semester.

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. (\$20 lab fee.) *Course rotation:* Typically once a year.

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. (\$20 lab fee.) **Recommended:** ART 1214 and ART 2164. *Course rotation:* Typically Fall.

2614 – Art Education P-5 – 4 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. Includes field hours. Also listed as EDUC 2614. (\$20 lab fee). **Recommended** for Art Education majors: ART 2164 and either ART 2733 or ART 2743. **Recommended** for P-5 Education majors: ART 1003 and EDUC 3223. *Course rotation:* Typically Fall.

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.

2733 – Art History I – 3 credit hours

Surveys visual art forms and architecture of the ancient cultures through the Gothic Period. *Course rotation:* Typically Spring.

2743 – Art History II – 3 credit hours

Surveys historical developments of western visual art forms and architecture from the renaissance through the modern era. *Course rotation:* Typically Fall.

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. *Note:* This course may be repeated. (\$20 lab fee.) *Prerequisites:* ART 1214 and ART 2164 or instructor's permission. *Course rotation:* Typically once a year.

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. *Note:* This course may be repeated. (\$20 lab fee.) *Recommended:* ART 1214 and 2164. *Prerequisites:* ART 2314 or instructor's permission. *Course rotation:* Typically once a year.

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. *Course rotation:* Fall of odd years.

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. (\$20 lab fee.) *Prerequisite:* ART 2414. *Course rotation:* Typically once a year.

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. (\$20 lab fee.) *Recommended:* ART 1214 and ART 2164. *Prerequisites:* ART 2514 or instructor's permission. *Course rotation:* Typically Fall.

3624 – Art Education 6-12 – 4 credit hours

Provides preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; planning of verbal and visual activities, approaches to teaching, and preparations for students; 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. Includes field hours. Also listed as EDUC 3624. *Prerequisites:* ART 1214, ART 2164, and ART 2614, or instructor's permission. *Course rotation:* Offered as needed.

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.

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.

3753 – Modern Art – 3 credit hours

Investigates early 20th century modern art's directions through contemporary trends and issues in the visual arts. **Recommended:** ART 2733 and ART 2743. **Course rotation:** Typically Spring.

3904 – 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.

4904 – Art Majors Seminar II – 4 credit hours

A cohesive body of work related to his or her principal area of concentration (minimum of nine hours at 2000-4000 level) 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. (\$20 lab fee.) **Prerequisites:** Senior standing and instructor's permission. **Course rotation:** Typically Spring.

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

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 and is an option for the Natural Sciences component in general education requirements. **Prerequisite:** A minimum ACT mathematics sub score of 16 or an Accuplacer algebra score of 33-120. **Corequisite:** General education mathematics course unless waiver requirements are met. **Note:** Students must first complete or test out of the reading sequence before taking this course. **Course rotation:** All semesters.

1214 – Introduction to Organismal Biology – 4 credit hours

Provides an introductory study of animal and plant kingdoms, emphasizing structure, function, and reproduction of animals and plants. Lectures are fully integrated with lab exercises which include animal and plant dissections as well as plant growth experiments. Successful completion of this course satisfies the requirements for a major or minor in Biology. **Note:** Students must first complete or test out of the reading sequence before taking this course. **Course rotation:** All semesters.

2004 – Clinical Microbiology – 4 credit hours

Designed for students interested in understanding the characteristics and activities of microorganisms and their relationship to health and disease. Focus on infectious diseases, causative agents, and treatments. The laboratory is a two-hour series that correlates with the lecture. Activities include aseptic technique for use of microorganisms, diversity and ubiquity of microorganisms, bacterial structure/classification, differential tests, quantitative techniques, medical microbiological tests, and hematology. **Note:** Pre-nursing curriculum, not acceptable for the Biology major or minor. **Prerequisites:** CHEM 1104 and completion of the general education mathematics requirement. *Course rotation:* Spring.

2104 – Microbiology – 4 credit hours

Deals with fundamental microbiological principles and techniques, including: structure, function, cultural characteristics, and evolutionary and ecological relationships among microorganisms with a human perspective. The laboratory is a two-hour series that correlates with the lecture. Activities include aseptic techniques for use of microorganisms, cultural characteristics, and biochemical reactions of microorganisms, classification, and identification of unknown microorganisms. High school chemistry is recommended. **Prerequisites:** BIOL 1204 and BIOL 1214 with a minimum grade of C or instructor's permission. *Course rotation:* Spring.

2204 – Animal Diversity – 4 credit hours

Study of animal characteristics and review of phylogeny of major animal groups with special attention to invertebrates. Students learn the diversity of Kentucky fauna by participating in "The Great Kentucky Critter Hunt." This course employs traditional lecture and laboratory formats; it requires active student participation in developing a field collection. Recommended for science majors only. **Prerequisites:** BIOL 1204 and BIOL 1214 with a minimum grade of C or instructor's permission. *Course rotation:* Spring.

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.

2603 – Conservation Biology – 3 credit hours

Introduces conservation biology, the science of preserving biodiversity. A new major discipline, 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:** BIOL 1204 and BIOL 1214 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

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. **Prerequisites:** BIOL 1204 and BIOL 1214 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

2614 – Human Anatomy & Physiology I – 4 credit hours

An introduction to the anatomy and physiology of the human body. Includes the study of major tissues and all 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. *Course rotation:* Fall and Spring.

2702 – Medical Terminology – 2 credit hours

Introduces basic health care terminology. The use of prefixes, roots, and suffixes, along with the breakdown of words into separate definite components, is used to ascertain the meaning of words associated with healthcare careers. Self-paced learning for mastery of the material. *Course rotation:* Varies.

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 and BIOL 1214 with a minimum grade of C and CHEM 1224 or instructor's permission. **Recommended:** CHEM 3322 and CHEM 3323. *Course rotation:* Spring.

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 and BIOL 1214 with a minimum grade of C and CHEM 1224 or instructor's permission. *Course rotation:* Fall.

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 and BIOL 1214 with a minimum grade of C and junior standing or instructor's permission. *Course rotation:* Varies.

3403 – Theory of Natural Selection – 3 credit hours

A study of the writings of Ernst Mayr as a tool for understanding the fundamental philosophical reasoning supporting Darwin's discovery. Takes the student from the time of Darwin and finishes with modern discoveries by this now 150-year-old research program. Employs recitation and lecture format. **Note:** This course is recommended as an elective to junior or senior students of any discipline. *Course rotation:* Varies.

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. BIOL 2314 recommended. **Prerequisite:** Successful completion of a general education biology course (BIOL 1204 or SCI 1013). *Course rotation:* Varies.

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. A few field trips to a local blackbird roost are required. **Note:** This course is recommended as an elective to junior or senior students in any discipline. *Course rotation:* Varies.

3624 – Human Anatomy & Physiology II – 4 credit

A continuation of Human Anatomy and Physiology I. Designed for students interested in human health, medicine and exercise physiology. Course includes instruction on homeostasis, basic cellular physiology, excitatory tissues, circulatory system and blood typing, special senses, EKGs, lung volumes, and more. A two-hour lab supports the topics of the lecture portion of the course.

Prerequisite: BIOL 2614 with a grade of C or equivalent. *Course rotation:* All Semesters.

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

3901 – Seminar I – 1 credit hour

A study of current literature in a selected biology topic of a student's interest. Readings selected and discussed will provide the basis for research in senior seminar (BIOL 4901). *Prerequisites:* Junior standing in the Biology Program. *Course rotation:* All semesters.

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.

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.

4214 – Plant Propagation – 4 credit hours

Provides an overview of contemporary plant propagation techniques, including grafting and micropropagation, and emphasizing their biological and evolutionary basis. Plant breeding will be discussed as part of the overall (seed) propagation process. The course also includes a strong research component. Aside from the experimentation built into the propagation labs, students will work in groups to design and conduct their own plant propagation experiments. Students will prepare research abstracts for the propagation experiments and lab reports and posters for their group research projects. We will also design and execute a class service learning project.

Prerequisites: BIOL 2314 with a minimum grade of C. *Course rotation:* Varies

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:* BIOL 1204 and BIOL 1214 with a minimum grade of C. *Course rotation:* Varies.

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.

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 2304 with a grade of C. *Course rotation:* Varies.

4901 – Seminar II – 1 credit hour

A capstone course that continues the analysis of a selected research topic of the student's interest formulated in Seminar I. Students will submit a novel biology research proposal for completion.

Note: Completion of the ETS Biology Field Test is required for passage of this course.

Prerequisites: Senior standing *and* successful completion of BIOL 3901 with a minimum grade of C. *Course rotation:* All semesters.

Business

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.

2503 – Business Mathematics – 3 credit hours

Introduces elementary finance and specific problems relative to business enterprises.

Prerequisite: MATH 1013, unless mathematics waiver requirements are met.

2713 – Business Law I – 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.

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.

2933 – Business Management – 3 credit hours

A study of the problems of establishing and operating a small business. Includes capital requirements, location, managing the business inventory, taxation, and services. **Prerequisites:** BUSI 2903, ACCT 2113 *and* sophomore standing.

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. **Prerequisite:** CIS 1003.

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.

3553 – Financial Literacy – 3 credit hours

Addresses concepts of personal money management, determining financial resources, establishing financial goals and strategies, and budgeting through retirement.

3573 – Investments – 3 credit hours

Considers the nature of different types of securities and other investments from the investor's point of view. The bases for the structure of a portfolio are examined in theory and practice.

Prerequisite: BUSI 3933.

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.

3613 – Acquiring Talent (Workforce Planning) – 3 credit hours

Focuses on workforce planning and talent management. Topics include analysis of workforce needs and emerging trends, human resources issues in mergers and acquisitions, recruitment and staffing of human resources, and organizational entry and socialization.

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.

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.

3973 – Management Information Systems – 3 credit hours

Introduces management problems related to various computing functions and systems. Also listed as ACCT 3973. *Prerequisite:* Junior standing.

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. *Prerequisites:* BUSI 3933 and junior standing.

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.

4613 – Developing Talent – 3 credit hours

Provides an in-depth study of the training and development function of human resources. Topics include organizational entry, socialization and orientation, systematic development of training curriculum, delivery and evaluation of training programs, career and succession planning, outcome measurements of the human resources function, and human resources metrics.

4623 – Quantitative Techniques/Management Science – 3 credit hours

Provides a foundation in the areas of quantitative modeling utilized in the managerial decision-making process. Emphasis is placed on the development, application, and analysis of the following quantitative techniques: linear programming, transportation, forecasting, PERT/CPM, inventory, quality control, and decision theory.

4753 – Sales Management – 3 credit hours

Addresses selling functions of the business organization and the problem of sales administration. Topics include: recruitment and training of salespeople, paying salespeople, establishing territories, sales quotas, aids for salespeople, and overall control of the sales organization. **Prerequisite:** BUSI 3533.

4763 – Production Management – 3 credit hours

Surveys analytical methods of handling problems in manufacturing operations, including the general functions of management as applied to production. **Prerequisites:** MATH 1013, unless waiver requirements are met, BUSI 2903 and ECON 3203.

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.

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.

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 of arts 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.

Chemistry

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. **Note:** Pre-nursing curriculum.

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, unless waiver requirements are met. *Course rotation:* Fall.

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. *Course rotation:* Spring.

3312 – Organic Chemistry I Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in CHEM 3313. 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.

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.

3322 – Organic Chemistry II Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in CHEM 3323. More involved organic reactions, analytical methods, and qualitative organic analysis are covered. Higher level conceptual analysis of the laboratory observations are 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.

3323 – Organic Chemistry II Lecture – 3 credit hours

Continuation Organic Chemistry I Lecture (~~CHEM 3313~~), 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 3312, both with a minimum grade of C. *Course rotation:* Spring.

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

1001 – Parliamentary Procedure – 1 credit hour

Examines basic communication skills utilized in parliamentary procedure relative to conducting effective club, organization, and church business meetings. Students will be expected to learn the importance of planning business meetings, evaluating the importance of utilizing committees, and conducting meetings in an orderly and respectable manner. Students will employ basic principles of parliamentary procedure; recognize the unique purpose of various motions and types of votes, and learn to maintain an acceptable attitude and/or conduct during meetings. **Note:** This class is a general elective, but it may be used in the Communication major under the area of Program Electives. *Course rotation:* Fall.

1003 – Introduction to 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.

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.

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.

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.

2201 – Communication Presentations – 1 credit hour

Meshes the world of PowerPoint and public speaking. Strategies for creating basic PowerPoint presentations will be introduced. Students will convey ideas using technologically enhanced communication. **Note:** This class is a general elective, but it may be used in the Communication major under the area of Program Electives. *Course rotation:* Fall and Spring.

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.

2901 – Communication Skills for Employment Interviewing – 1 credit hour

This seminar prepares students for the transition from "student to employee" through: self-assessment measures, completion of job applications, resume and cover-letter writing, and practicing employment skills and how to present and market those skills to prospective employers in a professional manner. Students experience learning through lecture, evaluation of films, development of a personal resume and cover letter, and participation in mock employment interviews. **Note:** This class is a general elective, but it may be used in the Communication major under the area of Program Electives. *Course rotation:* Fall.

2903 – Communicating Effectively – 3 credit hours

Applies fundamental communication concepts in personal and professional situations, utilizing Lawrence Appley's *Communicating for Productivity* to implement and test ideas in simulation environments. Emphasis will be placed on enhancing listening, questioning, and paraphrasing skills. Students will develop a written, measurable plan for setting attainable academic, personal, and professional goals; determine when and at what standards those goals will be met; evaluate progress toward acquiring those goals; and develop plans for additional improvement which will occur after completion of the course. *Course rotation:* Spring.

2911 – Communication Practicum I – 1 credit hour

Provides practical opportunity for skills-application, experience, and experiential learning of communication concepts. **Corequisites:** COMM 2901 and junior/senior standing. **Course rotation:** As needed.

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.

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.

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.

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.

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.

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.

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.

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.

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.

3701 – Great Speeches – 1 credit hour

A study of historically significant speeches. Speech selections and organizing themes vary from semester to semester. The course consists of three one-credit hour modules that can be taken singly (1 credit) or in any combination (2 or 3 credits). Individual modules cannot be repeated for additional credit. No more than 3 credits can be used to fulfill requirements in the Communication major. **Note:** This class is a general elective, but it may be used in the Communication major under the area of Program Electives. *Course rotation:* Fall.

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.

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.

3911 - Communication Practicum II - 1 credit hour

Provides practical opportunities for skills-application, experience, and experiential learning of communication concepts. **Corequisites:** COMM 2901 and junior/senior standing. *Course rotation:* As needed.

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:* Spring.

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.

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:* Fall of odd years.

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.

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.

4613 – Creative Ministries – 3 credit hours

Exploration of the contemporary and traditional Christian message through reading, interpreting, and performing sacred texts and spiritual literature. Areas addressed include puppetry, religious drama, mime, production, and presentation. Also listed as RELI 4613. *Course rotation:* Fall and Spring.

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.

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.

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.

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:* Fall and Spring.

4911 – Communication Practicum III – 1 credit hour

Provides practical opportunity for skills-application, experience, and experiential learning of communication concepts. *Corequisites:* COMM 2901 and junior/senior standing. *Course rotation:* As needed.

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 related communication courses. Students may choose from a variety of application options. An oral presentation serves as the existing examination for the department. Communication majors only, must be taken within the last two semesters prior to graduation. *Course rotation:* Fall and Spring.

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 e-mail software.

Recommended: Keyboarding skills *or* instructor's permission.

1013 – Computing Fundamentals – 3 credit hours

Explores the foundational aspects of computing and information technology. Topics include the nature of digital computing, the human-computer interface, basic networking concepts, markup languages, the Internet and the Web, online research, methods of digital data representation, principles of computer operation, algorithmic thinking, social implications of information technology, spreadsheet basics, introductory database concepts, privacy and digital security, and fundamental programming principles. **Co-requisites:** CIS 1003 *and* MATH 1013, unless waiver requirements are met, *or* instructor's permission.

2003 – Advanced Microcomputer Applications – 3 credit hours

Examines and provides hands-on experience with the advanced features of a productivity software suite. Applications include word processing, spreadsheets, presentations, and database management systems. Topics include tables, form letters, merging, desktop publishing, financial functions, amortization schedules, data tables, creating, sorting, and querying a worksheet database, templates, Object Linking and Embedding, creating customized reports and forms, using visual elements in presentations, and the integration of applications. **Prerequisite:** CIS 1003 *or* instructor's permission.

2014 – Microcomputer System Management – 4 credit hours

Teaches students the step-by-step processes and procedures for supporting personal computers. Topics include hardware/software interaction, basic electricity and power supplies, motherboard components, memory management, hard drive installation and support, supporting I/O devices, multimedia technology, operating system setup and customization, preventive maintenance and disaster recovery, and end-user assistance. **Prerequisite:** CIS 1013.

2053 – Web Design & Development – 3 credit hours

Introduces basic Web design and creation principles using Web authoring software, and examines Web development through the creation and maintenance of database-driven Web sites.

Prerequisite: CIS 1003 *or* instructor's permission.

2064 – Networking – 4 credit hours

Presents computer networking fundamentals. Topics include network design considerations, networking media, communication hardware and software, transmission modes, protocols, network architectures, network operations, network administration and support, connectivity, data and system security, controls, local and wide area networks, network operating systems, network integrity and availability, maintenance, upgrading, and troubleshooting. **Prerequisite:** CIS 2014.

2073 – Database Applications – 3 credit hours

Advanced topics in the use of microcomputer database management system software, including advanced queries, SQL, complex forms, complex reports, custom user interfaces, VBA programming, error trapping, ActiveX controls, object models, and database security. **Prerequisite:** CIS 1003 *or* instructor's permission.

2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control

structures and object-oriented constructs are explored. Also listed as MATH 2713 and PHYS 2713.
Prerequisite: MATH 1013. *Course rotation:* Spring.

3823 – 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:** CIS 1003 *or* instructor's permission.

Criminal Justice

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.

2103 – Criminology – 3 credit hours

Focuses on theoretical and pragmatic factors involved in illegal behavior. **Prerequisites:** Students must first complete or test out of the Reading Sequence before taking this course and complete ENGL 1013 *and* 1023 before taking this course.

2203 – 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.

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.

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.

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, CRJS 2203 *and* CRJS 3003.

3113 – The Legal Profession – 3 credit hours

An examination of the legal profession in the United States including prelaw and legal education, methods of practice, and current issues facing the legal profession. **Prerequisites:** Sophomore or higher class standing.

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.

3203 – Corrections – 3 credit hours

Study of the American penal system with attention to objectives, administration, historical evolution, and comparative status among developed countries. **Prerequisites:** CRJS 1003, CRJS 2203 *and* CRJS 3003.

3303 – 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 and CRJS 3003.

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.

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.

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:* General education math requirement, unless waiver requirements are met, and CRJS 1003.

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:* General education math requirement, unless waiver requirements are met, CRJS 1003 and CRJS 3613.

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, CRJS 2203 and CRJS 3003.

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, CRJS 2203 and CRJS 3003.

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.

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 2203, CRJS 3003, and CRJS 3703.

4303 – Ethics & Professionalism – 3 credit hours

Examines ethical codes related to specific career fields in criminal justice as well as general ethical issues related to the overall discipline. Focuses on current legal, political, and social issues related to the criminal justice area. *Prerequisites:* Senior-level standing in CRJS program and at LWC.

4803 – Special Topics – 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.

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. *Prerequisite:* Senior-level standing in CRJS program and at LWC.

Economics

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; healthcare 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, unless waiver requirements are met.

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, unless mathematics waiver requirements are met.

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:* Sophomore standing and MATH 1013, unless mathematics waiver requirements are met.

3103 – Money & Banking – 3 credit hours

Discusses the role of money in the economy; the commercial banking system; nonbank financial institutions; the financial market; portfolio choices; interest rates; the Federal Reserve system and its monetary policies; international finance; monetary theories; and rational expectations and its implications for public policy.

3203 – Statistics for Business & Economics – 3 credit hours

A review of descriptive statistics. Sampling and sampling distribution, estimation and confidence intervals, hypothesis testing, analysis of variance, regression analysis and correlation, non-parametric methods, and time series and business forecasting. *Prerequisite:* MATH 2203.

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 analyze the underlying philosophical themes revealed in the current structure and content of primary, middle level, and secondary education. Includes a field hours. *Course rotation:* Fall and Spring.

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.

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.

2614 – Art Education P-5 – 4 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. Includes a field hours. Also listed as ART 2614. (\$20 lab fee). **Recommended** for Art Education majors: ART 2164 and either ART 2733 or ART 2743. **Recommended** for P-5 Education majors: ART 1003 and EDUC 3223. *Course rotation:* Typically Fall.

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 or Corequisite:** EDUC 2123. *Course rotation:* Fall and Spring.

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. **Prerequisite:** PSYC 1003 and admission to the Teacher Education Program. *Course rotation:* Fall and Spring.

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 in assisting student learning. **Prerequisite:** PSYC 1003 and admission to the Teacher Education Program. **Course rotation:** Fall and Spring.

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 theories of reading acquisition and development, multi-cultural experiences, and computer use in language arts and reading. Includes a field hours. **Prerequisites:** Admission to the Teacher Education Program and EDUC 3413. **Course rotation:** Fall and Spring.

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. Computer software designed for mathematics instruction will be applied and evaluated. Includes a field hours. **Prerequisites:** Admission to the Teacher Education Program and MATH 2213. **Course rotation:** Fall.

3303 – Adolescent Psychology – 3 credit hours

Study of developmental processes, behavior, and thinking of children during adolescence. **Prerequisites:** PSYC 1003 and junior standing or instructor's permission. **Course rotation:** Fall.

3313 – Literature for Grades 5-9 – 3 credit hours

Read and evaluate books and related materials for children in grades 5-9. Identification and discussion of the types of children's literature. Includes field hours. **Prerequisites:** Acceptance into the Teacher Education Program and EDUC 3413 or EDUC 3403. **Course rotation:** Spring.

3403 – Fundamentals of Secondary Education – 3 credit hours

Introduces the historical role and contemporary practices of secondary education in U.S. society. Topics include: theories underlying secondary curriculum and instruction, generic teaching methods, issues in student diversity, and instructional technology. Students develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. **Prerequisite:** EDUC 2123. **Course rotation:** Fall and Spring.

3413 – Fundamentals of Elementary & Middle Grades Education – 3 credit hours

Principles, problems, materials, media, and techniques involved in teaching speaking, listening, and writing skills in the elementary and middle schools are explored. Students develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. **Prerequisite:** EDUC 2123. **Course rotation:** Fall and Spring.

3523 – Reading & Writing in the Content Areas 5-12 – 3 credit hours

Establishes methods and techniques for incorporating literacy instruction 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 in the 21st century. Includes field hours. **Prerequisites:** Admission to the Teacher Education Program, EDUC 3403, and junior standing. **Course rotation:** Fall.

3624 – Art Education 6-12 – 4 credit hours

Provides Preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; planning of verbal and visual activities; approaches to teaching and preparations for students; 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. Includes

field hours. Also listed as ART 3624. **Prerequisites:** ART 1214, ART 2164, and ART 2614, or instructor's permission. *Course rotation:* Offered as needed.

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. Examines construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations. **Prerequisite:** Admission to the Teacher Education Program. *Course rotation:* Fall and Spring.

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. Computer software 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.

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. Computer software 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.

4263 – Classroom Management P-5 & P-12 – 3 credit hours

Capstone course designed to develop techniques for establishing rules and procedures used in establishing and maintaining a safe learning environment. Included are discipline strategies and an introduction to the Kentucky Teacher Internship Program. Includes field hours. **Prerequisites:** Admission to the Teacher Education Program, EDUC 3403, EDUC 3413, and second semester junior standing. *Course rotation:* Fall and Spring.

4333 – Curriculum & Methodology in the Middle Grades – 3 credit hours

Study of the philosophies and organization of instruction in the middle grades, methods for the teaching majors, discipline strategies, and classroom management techniques. Includes field hours. **Prerequisites:** Admission to the Teacher Education Program, EDUC 3413 or EDUC 3523, and junior standing. *Course rotation:* Spring.

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 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

4463 – Classroom Management 5-9 & 8-12 – 3 credit hours

Acquaints the student with classroom organization, discipline strategies, and classroom management techniques. 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 second semester junior standing. *Course rotation:* Fall and Spring.

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. 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. *Corequisite:* EDUC 4603. *Course rotation:* Fall and Spring.

4603 – Practicum – 3 credit hours

Taken during the student teaching semester 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.

English

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.

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.

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.

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.

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.

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, 83 or above Accuplacer Sentence Skills sub-score, *or* successful completion of ENGL 0903 or 0904. **Course rotation:** All semesters.

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.

2003 – Great Books – 3 credit hours

Introduces and explores the foundational and/or subsequent great books of the literary tradition of Western Civilization and how they address the great questions humankind has attempted to answer for millennia. The basic terminology and methodology used in literary study of fiction, drama, and poetry will also be presented. Readings and topics will vary depending upon the instructor. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. **Prerequisite:** ENGL 1013. **Course rotation:** Fall.

2101 – Writing Center Peer Tutoring – 1 credit hour

In-service training for Writing Center peer tutors. Students will explore the writing process; negotiate peer tutoring roles and relationships; synthesize writing center theory and practice; and collaborate for self, client, and Center development. **Prerequisite:** Minimum grade of B in ENGL 1023 *or* instructor's permission. **Course rotation:** Fall and Spring.

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.

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 an appreciation of the universal qualities of human experience. 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.

2703 – Introduction to Modern English Grammar – 3 credit hours

An examination of contemporary grammar as it pertains to Standard English. Students will become familiar with grammar terminology, will learn to recognize and resolve grammatical weaknesses in their own and others' writing, and will devise strategies to produce prose that is grammatically error-free. This course emphasizes intellectual development, critical analysis, and cultural literacy. **Prerequisite:** ENGL 1023. **Course rotation:** Spring.

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:** General education literature requirement. *Course rotation:* Fall.

3113 – American Literature I – 3 credit hours

Advanced 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:** General education literature requirement. *Course rotation:* Fall.

3123 – American Literature II – 3 credit hours

Advanced 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:** General education literature requirement. *Course rotation:* Spring.

3163 – Women Writers – 3 credit hours

Advanced study that 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 Studies program and emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. May be repeated once for credit. **Prerequisite:** General education literature requirement. *Course rotation:* Fall.

3213 – British Literature I – 3 credit hours

Advanced 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:** General education literature requirement. *Course rotation:* Fall.

3223 – British Literature II – 3 credit hours

Advanced 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:** General education literature requirement. *Course rotation:* Spring.

3303 – 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:** General education literature requirement. *Course rotation:* Fall.

3373 – Literary Cultures – 3 credit hours

Advanced 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:** General education literature requirement. **Course rotation:** Alternate Spring.

3503 – 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. **Course rotation:** Fall.

3523 – The Teaching of Literature & Writing – 3 credit hours

Establishes methods, techniques, and current theories for incorporating literacy instruction in the English classroom. Includes an overview of reading and writing processes, discussions of the application of literacy principles, and focus on various critical lenses through which to guide and instruct students in English courses. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Approaches and subject matter may vary depending upon the instructor(s). Includes field hours for Education majors. **Prerequisites:** ENGL 1023 and general education literature requirement. **Course rotation:** Fall.

3603 – Shakespeare – 3 credit hours

Offers in-depth 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:** General education literature requirement. **Course rotation:** Spring.

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, e-mail, 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. **Course rotation:** Alternate Spring

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:** General education literature requirement. **Course rotation:** Alternate Fall.

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. *Course rotation:* Spring.

3833 – Major Authors Seminar – 3 credit hours

Advanced, in-depth 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:* General education literature requirement. *Course rotation:* Fall.

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. *Course rotation:* Spring.

4063 – Ethnic Literature – 3 credit hours

Advanced, in-depth 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. *Prerequisite:* General education literature requirement. *Course rotation:* Alternate Spring.

4103 – Advanced Readings in Poetry & Drama – 3 credit hours

Advanced, in-depth study of poetry or drama. Readings will include theoretical studies of the genre and readings within the genre. 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. *Prerequisite:* General education literature requirement. *Course rotation:* Alternate Spring.

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.

4343 – Global Literature – 3 credit hours

Intensive study of literary works and traditions from various parts of the world, possibly including Africa, India, South America, and the Middle East. Attention will be paid to cultural norms, the effects of translation, and adaptation of/resistance to the Western canon. Students will engage with theoretical perspectives, including postcolonial literary theory, in conjunction with the primary texts. Use of secondary sources and research writing will be included. This course emphasizes

intellectual development, critical analysis, cultural literacy, and global awareness. *Prerequisite:* General education literature requirement. *Course rotation:* Alternate Fall.

4513 – Studies in Narrative – 3 credit hours

Advanced, in-depth study of the elements, structures, and possibilities of storytelling and narrative in their multiple forms. 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.

Prerequisite: General education literature requirement *or* instructor's permission. *Course rotation:* Alternate Spring.

4553 – Critical Issues in Literature & Writing – 3 credit hours

Advanced, in-depth 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* general education literature requirement. *Course rotation:* Spring.

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.

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.

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 or extensive creative writing project. As part of the course, students also prepare for and take the written senior exam based on questions from the program Student Learning Outcomes and set up their exit committees in preparation for the exit interview. This course also emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* Senior standing *or* instructor's permission. *Course rotation:* Fall.

French

FREN

1013 – Elementary French – 3 credit hours

Designed for students who have not had previous training in French, features not only intensive work in conversation but also French culture and grammar (acquiring the basic, active skills of speaking, reading, writing, and vocabulary building). Students will use a multimedia program

which employs only authentic French in order to use the language colloquially and creatively in a short amount of time. **Note:** This beginning course could be waived based on high school transcripts or on CLEP test scores. The course will neither be open nor will CLEP credit be given to native speakers. *Course rotation:* Fall.

1023 – Intermediate French – 3 credit hours

Consists of an intensive review of basic French grammar with emphases on conversation, on understanding the language's structure and content, and on acquiring such basic skills as speaking, reading, writing, and vocabulary building. Students will use a multimedia program which employs authentic French in order to use more complex structures of the language colloquially and creatively in a short amount of time and will meet three hours per week for explanation and demonstration. **Note:** The course will prepare students for French 2013. **Prerequisite:** French 1013 or two years of secondary school French. *Course rotation:* Spring.

2013 – French Language, Literature & Culture – 3 credit hours

Provides an introduction to the critical reading of literary and utilitarian texts. Literary genres will introduce French culture; current events, newspaper or magazine articles, documentaries, and films will pinpoint differences in French diction, syntax, content, structure, and style from its historical origins to its contemporary expression. Supplementary audio-visual materials such as CDs and DVDs will enhance understanding of spoken and written French and review grammar. The course will be conducted in French. **Note:** Native speakers of French will be allowed to enroll in the FREN 2013 if the literature and culture discussed are from a francophone country different from the student's own. **Prerequisite:** French 1023, three to four years of secondary school French, or completion of AP French. *Course rotation:* Fall and Spring semesters contingent upon student enrollment.

Freshman Year Experience

FYE

1001 – Freshman 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.

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 Freshman 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

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.

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.

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

2013 – Medical Communication – 3 credit hours

An introduction to communication and terminology used in health care professions in the US. Provides an overview of health professions and health-related professions involved in the delivery of healthcare with a focus on professional communication and medical terminology. Pre-nursing curriculum. *Course rotation:* Spring.

History

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.

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.

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.

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.

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.

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.

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.

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.

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.

3103 – Kentucky Studies – 3 credit hours

Examines the history, literature, geography, folklore, and culture of Kentucky. **Prerequisite:** Junior standing or above.

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.

3233 – Ancient History – 3 credit hours

Focuses on the beginnings of civilization in the Near East, the development of Greek civilization, and the rise and decline of Roman civilization through A.D. 5th century. **Prerequisite:** HIST 2233 *or* instructor's permission.

3243 – Medieval Europe – 3 credit hours

Studies the emergence and development of European civilization from the decline of Rome through the 14th century. **Prerequisite:** HIST 2233 *or* instructor's permission.

3263 – French Revolution and Napoleon – 3 credit hours

This course provides a survey of the nature and significance of the French Revolutionary and Napoleonic periods with special emphasis given to the social, economic, and political events leading up to the beginning of modern France. **Prerequisite:** HIST 2243 *or* instructor's permission.

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.

3323 – Revolution in the Modern World – 3 credit hours

An analysis of revolution as a transforming force in the modern world beginning with the English Civil War and "Glorious Revolution" of the 17th century. Emphasis is given to the development and impact of the French and Russian revolutions. **Prerequisite:** HIST 2243 *or* instructor's permission.

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.

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 examine the intersections of race, class, and ethnicity. *Prerequisite:* Sophomore standing.

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

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 speakers, projects and service learning opportunities. Grading will be pass/fail. *Note:* Each level may be taken a maximum of 2 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. The requirements for receiving an Honors designation (H on transcript) in a course are not fulfilled unless the completed project is approved by the supervising professor and the student makes an acceptable presentation of his or her Honors Project at the Honors Colloquium. If the student makes an approved, acceptable Honors presentation, the course will be tagged with an H on the student's transcript to denote completion of the Honors requirement for the class. *Course rotation:* Honors course selection will vary each semester and will be identified on the course schedule.

Human Services & Counseling

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.

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.

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.

2953 – 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.

3003 - Human Services Foundations & Issues – 3 credit hours

Focuses on foundations for Human Services, APA writing, and issues from the human service field.

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.”

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. Also listed as PSYC 3103. *Prerequisite:* PSYC 1003.

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. DSM-IV-TR is utilized to introduce the student to clinical diagnosis. *Recommended:* HS 2103.

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.

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:* Enrolled in the Human Services & Counseling program of study.

3801 – 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.

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.

4003 – Research Methods – 3 credit hours

Introductory course work in elementary research design, data collection, analysis and interpretation of data and statistics. *Recommended:* HS 2103.

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.

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 3 and 8 for required play sessions. Both parents and non-parents are welcome in the course.

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. **Recommended:** HS 2103 and HS 3203.

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.

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.

4253 – Ethics and 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.

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.

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.

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.

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.

4353 – Gerontological Interventions – 3 credit hours

Enhances student's knowledge of the theory, sociological variables, and treatment interventions associated with aging. **Recommended:** HS 2103.

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.

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.

4943 – Human Services Practicum II – 3 credit hours

A 120 clock-hour experience designed to offer Human Service students the opportunity to apply acquired knowledge from Human Services course work while practicing skills in a helping profession environment designed to enhance personal career goals. **Prerequisite:** Engaged in last year of course work *or* practicum instructor's permission.

4953 – Human Services Practicum III – 3 credit hours

A 120 clock-hour field experience that offers Human Service students the opportunity to apply acquired knowledge from Human Services course work 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

2503 – Culture & Values – 3 credit hours

Beginning with an overview of what determines culture and values, the course offers a theme-centered, interdisciplinary approach to perennial questions and topics in the artistic, historical, intellectual, literary, philosophical, and religious foundations of our culture. Topics will vary depending on the instructor(s) but may include: What does it mean to be human? What is the purpose of human suffering? What is courage? What is beauty? and/or themes such as love, fidelity, and enduring relationships; the individual in society and nature; the exile or stranger; utopias and dystopias; war and violence; justice and punishment. The course may be individually or team-taught. **Prerequisite:** ENGL 1023. *Course rotation:* Spring.

Japanese

JAPN

1013 – Elementary Japanese I – 3 credit hours

Designed for students with no previous training in or knowledge of Japanese. Offers simultaneous development of skills in speaking, reading, aural comprehension, and writing. Formal and colloquial speech forms will be treated in the course's spoken segment and the hiragana and katakana syllabaries (the Japanese writing system) will be introduced in the written component along with a brief introduction to kanji characters, all within a cultural context. **Note:** Japanese 1013 is not open to native speakers. *Course rotation:* Fall.

1023 – Elementary Japanese II – 3 credit hours

Continues the study of elementary Japanese, focusing on complex patterns, grammar structures, culture, and conversation. It will introduce more kanji characters as well as continue to stress students' development of reading, writing, listening, and speaking skills in Japanese. **Prerequisite:** Japanese 1013, two years of secondary-school Japanese, *or* instructor's permission. *Course rotation:* Spring.

2013 – Introduction to Modern Japanese Civilization – 3 credit hours

This survey will cover such aspects of modern Japanese culture as language and literature,

traditional art, geography, society, politics, family, education, comic fiction, and current issues. Lectures will be in English. *Course rotation:* Spring, contingent upon student enrollment.

Journalism

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.

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.

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.

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.

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.

Prerequisites: ENGL 1023 *or* JRNL 2403. *Course rotation:* Spring of even years.

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.

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. *Course rotation:* Fall of odd years.

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.

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.

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.

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.

XNF1, 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 on-line 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. *Prerequisites:* JRNL 2403 or instructor's permission. *Course rotation:* XNF1 Fall and XNS1 Spring.

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

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.

0903 – Basic Mathematics – 3 credit hours

A prerequisite to Elementary Algebra (MATH 0913) 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. This course is a prerequisite for MATH 0913. *Grading:* Credit/No Credit. *Course rotation:* As needed.

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.

0913 – Elementary Algebra – 3 credit hours

For students who have not had high school Algebra I or whose algebraic skills are weak. Course content includes a review of signed numbers, a comprehensive study of real numbers, solving linear equations and inequalities, introduction to exponents, introduction to polynomials, factoring, and rational expressions. This course is a prerequisite for MATH 0923. **Prerequisite:** MATH 0903 or placement. *Grading:* Credit/No Credit. *Course rotation:* As needed.

0921 – Charts – 1 credit hour

Builds an understanding of reading and presenting graphical information. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

0923 – Intermediate Algebra – 3 credit hour

Parallels content commonly found in a second-year high school algebra course, namely high school Algebra II. For students who have had high school Algebra I but who have not had high school Algebra II or whose algebraic skills at that level are weak. Course content includes an introduction to graphing, graphing linear equations and inequalities, solving linear systems, rational expressions, rational exponents and radicals; quadratic equations, and an introduction to functions and their graphs. This course is a prerequisite for MATH 1013. **Prerequisite:** MATH 0913 or placement. *Grading:* Credit/No Credit. *Course rotation:* As needed.

1003 – Data Models – 3 credit hours

Mathematical models are developed and utilized for data analysis and decision making. Data sets and problems are taken from a wide array of disciplines. The integration of mathematics and Technology is emphasized. Mathematical topics include: the need for rigor; Cartesian coordinate systems and their use in geographical information systems, density plots, discriminant analysis and contour plots; time series data; dynamical systems; and modeling with straight lines. This course satisfies the general education mathematics requirement. **Note:** This course is a prerequisite for MATH 1013. **Prerequisite:** Placement. *Course rotation:* All semesters.

1013 – Functions & Algebra – 3 credit hours

Familiarizes students with standard mathematics functions. These include polynomial, rational, exponential, and logarithmic and trigonometric functions. The course uses a data modeling approach to introduce and to utilize the functions. There is a larger emphasis on incorporating technology and a smaller emphasis on algebraic manipulation of expressions. This course satisfies the general education mathematics requirement. **Notes:** This course is a prerequisite for MATH 1124, MATH 2303, and CIS/MATH/PHYS 2713. Credit will not be given for both MATH 1013 and College Algebra. **Prerequisite:** MATH 1003 or placement. *Course rotation:* All semesters.

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. This course satisfies the general education mathematics requirement. **Note:** This course is a prerequisite for MATH 2315 and MATH 2503. **Prerequisite:** MATH 1013 or placement. *Course rotation:* All semesters.

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. **Note:** This course may satisfy a portion of the liberal arts elective studies in depth requirement. **Prerequisite:** Successful completion of general education mathematics requirement. *Course rotation:* As needed.

2011 – Graphing Calculators – 1 credit hour

Investigates how to use the many features of a graphing calculator to solve problems of a quantitative nature. This course may satisfy a portion of the liberal arts elective studies in-depth requirement. **Prerequisite:** Successful completion of general education mathematics requirement. *Course rotation:* As needed.

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. This course may satisfy a portion of the electives in depth for general education. **Prerequisite:** Successful completion of general education mathematics requirement. *Course rotation:* As needed.

2031 – Trigonometry Review – 1 credit hour

Particularly aimed at helping students taking Calculus who may need some review of Trigonometry. This course may satisfy a portion of the liberal arts elective studies in depth requirement. **Prerequisite:** Successful completion of general education mathematics requirement. *Course rotation:* As needed.

2153 – Finite Mathematics – 3 credit hours

Selected topics in probability, matrices and matrix algebra, and linear programming. This course may satisfy a portion of the liberal arts elective studies in depth requirement. **Prerequisite:** MATH 1013 or equivalent. *Course rotation:* Fall.

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. This course may satisfy a portion of the liberal arts elective studies in depth requirement. **Prerequisite:** Successful completion of general education mathematics requirement or instructor's permission. *Course rotation:* All semesters.

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:** Successful completion of general education mathematics requirement. *Course rotation:* Fall.

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.

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 math majors. **Grading:** Credit/No Credit. **Prerequisite or Corequisite:** MATH 2315. *Course Rotation:* Fall.

2303 – Calculus for Business & Social Sciences – 3 credit hours

Covers topics in elementary calculus and analytic geometry for students in business and social

sciences. This course may satisfy a portion of the liberal arts elective studies in depth requirement.

Note: Credit will be allowed for only one course of MATH 2315 or MATH 2303. **Prerequisite:** MATH 1013 or equivalent. **Course rotation:** Spring even years.

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. This course may satisfy a portion of the liberal arts elective studies in depth requirement. **Prerequisites:** MATH 1124 or equivalent. **Course rotation:** All semesters.

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.

2503 – Discrete Mathematics – 3 credit hours

An introduction of the applications of mathematics to problem situations with an emphasis on the development of problem-solving skills (using Pólya's four-step process). Current technology (graphics calculators and computer software) will be used whenever possible. Conjectures will be posed and informal/formal proofs will be discussed with content including set theory, mappings, mathematical induction, and equivalence relations. **Prerequisite:** MATH 1124 or equivalent. **Course rotation:** Fall.

2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control structures and object-oriented constructs are explored. Also listed as CIS 2713 and PHYS 2713. **Prerequisite:** MATH 1013. **Course rotation:** Spring.

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.

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.

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.

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:** Spring odd years.

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:* Spring even years.

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:* Fall even years.

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:* Fall odd years.

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. **Co-requisite:** MATH 3314. *Course rotation:* Fall.

3314 – Calculus III – 4 credit hours

Concepts and topics explored include multi-variable functions, partial derivatives, multiple integrals, vector analysis, and differential equations. **Prerequisite:** MATH 2325. *Course rotation:* Fall.

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.

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.

4113 – Abstract Algebra – 3 credit hours

Introduction to an axiomatic approach to the number systems and algebraic systems, such as groups, rings, fields, and Boolean algebra. **Prerequisite:** MATH 3003. *Course rotation:* Varies.

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.

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.

4303 – Engineering Mathematics – 3 credit hours

Provides a rigorous treatment of some applied mathematics topics that appear in the study of the physical sciences and in engineering. Specific topics to be discussed are vector analysis, complex

analysis (including complex integration), differential equations, partial differential equations, Fourier analysis, and Sturm-Liouville theory. Also listed as PHYS 4303. **Prerequisite:** MATH 3323. *Course rotation:* Varies.

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.

4413 – Foundations of Analysis – 3 credit hours

Concepts and topics explored include metric spaces, limits, continuity, sequences and series, connectedness, compactness, uniform convergence, and the theorem of Stone-Weierstrass. **Prerequisite:** MATH 3314. *Course rotation:* Varies.

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

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.

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.

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. **Co-requisite:** MUSI 1151. *Course rotation:* Fall and Spring.

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.

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.

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. (\$50 lesson fee.) **Prerequisites:** Instructor's permission *and/or* audition. *Course rotation:* Varies.

1401 – Voice Class & Diction – 1 credit hour

This course explores the basic concepts of vocal technique such as posture, support, articulation, resonance, and vocal performance. It also includes intensive drills in English, Latin, Italian, German, and French pronunciation incorporating the International Phonetic Alphabet. *Course rotation:* Fall

1411-3411 – 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. (\$50 lesson fee.) *Course rotation:* Varies.

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.

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.

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 of music, 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 a 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.

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.

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.

2103 – Music in American Culture I – 3 credit hours

Explores the diversity and innovation, and place of American music in our culture. Topics include music in early North America, sacred and secular music, the African-American influence, the parallel developments of folk and ethnic music, the beginning of American popular music, and a history of country music. *Course rotation:* Fall.

2113 – Music in American Culture II – 3 credit hours

Continued exploration of American music and its influence in our culture. Topics include a history of jazz from early blues to jazz in the 1990's, varieties of popular music, rock and roll, music in theatre and films, and American opera and mainstream concert music. *Course rotation:* Spring.

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.

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.

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: Sonatas 1-3, Op. 36 of Clementi. *Prerequisite:* MUSI 2201 or instructor's permission. *Course rotation:* Spring.

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.

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.

2713 – Music Theory IV – 3 credit hours

Continuation of Music Theory III. Content includes 9th, 11th, and 13th chords, altered dominants and chromatic mediant. 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.

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.

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.

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 even years.

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.

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.

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.

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.

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.

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 odd years.

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. **Prerequisite:** Admission to the Teacher Education Program.

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. **Prerequisite:** Admission to the Teacher Education Program.

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.

4612 – Teaching Elementary School Music – 2 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.

4622 – Teaching Music in Secondary Schools – 2 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

NURS

2002 – Introduction to Professional Nursing – 2 credit hours

Provides an overview of the profession of nursing in the United States from historical to contemporary perspectives. The student is introduced to the concepts and theories underlying professional practice with a focus upon role expectations and behaviors in accordance with professional nursing organizations, including the American Association of Nursing and the American Association of Colleges of Nursing. The student is familiarized with the philosophy and program objectives of the Lindsey Wilson College Nursing Division. **Prerequisite:** Admission to the Nursing Program. *Course rotation:* Fall.

2013 – Health Assessment – 3 credit hours

Prepares the student to conduct a comprehensive, holistic assessment of individuals across the lifespan within a cultural context. The communication process is underlined in the course. Emphasis is on the collection, processing and interpretation of interview and physical examination data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider of care is explored, with introduction to NANDA and Gordon's Functional Health Patterns. Opportunities are provided to apply concepts and skills with clients in the clinical

laboratory. **Prerequisites:** BIOL 2614, BIOL 3624 and admission to the Nursing Program. *Course rotation:* Spring.

2024 – Foundations of Professional Practice – 4 credit hours

Builds upon concepts and skills presented in NURS 2002. Introduces theoretical and research based concepts, principles, and skills basic to beginning professional nurse practice. Emphasis is upon the utilization of the nursing process, critical thinking, and decision-making in the coordination of care to achieve an optimum level of functioning for the client. The student is introduced to psychomotor activities for basic care of the simulated client in the laboratory. Clinical experiences in community and long-term care settings provide opportunities for application of theory to practice and development of skill and proficiency with clinically stable clients with minor health deviations. **Corequisite:** NURS 2002. *Course rotation:* Fall.

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 utilizing the nursing process. Focus is placed upon understanding the physiological actions of drugs, expected client responses, most common and major adverse effects, contraindications, and implications for nursing. Drug dose computation is included in the course. **Prerequisite:** Completion of 2000 level nursing courses. *Course rotation:* Fall.

3105 – Adult Health Nursing I – 5 credit hours

Builds upon previous learning and provides students with theory and research pertinent to adult health problems and their collaborative management. Emphasis is upon the delivery of client-centered, culturally-sensitive nursing care to adults with acute and chronic alterations in health. Learning experiences provide the opportunity for the student to continue to develop proficiency in the six interrelated nursing roles of advocate, clinician, collaborator/coordinator, educator, leader, and researcher. Risk reduction, recovery, and rehabilitation of clients with selected disease processes are addressed with application of concepts and skills using advanced technology in clinical settings. **Prerequisite:** Completion of 2000 level nursing courses. *Course rotation:* Fall

3203 – Pathophysiology – 3 credit hours

Facilitates the transfer of knowledge from the basic sciences to diseases encountered in clinical practice. The nursing process is utilized as the basis for examining clients with alterations in physiological processes that disrupt or impair health and the body's response to illness and disease. Progressing from general concepts relevant to altered conditions, the course examines disease processes encompassing all body systems, with emphasis upon community encountered diseases that have high incidence of occurrence. Disease etiology, incidence/prevalence, risk factors, clinical manifestations including laboratory values and treatments are examined. **Prerequisite:** Completion of 2000 level nursing courses. *Course rotation:* Spring.

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 as well as identification and care of high-risk recipients of nursing care. The nursing process provides the direction to promote, maintain, and restore health for childbearing families within cultural context. Clinical practice takes place in a variety of settings to allow for learning experiences that will further expand competencies in the six interrelated roles of professional nursing. **Prerequisite:** NURS 3105. *Course rotation:* Spring.

3355 – Pediatric/Family Centered Nursing – 5 credit hours

Assists students in meeting the health care needs of children and their families experiencing

potential and actual alterations in health. Course content includes care of the child from infancy to adolescent years, with emphasis upon health promotion, disease prevention, and illness management. Learning experiences provide the opportunity for students to develop proficiency in the six interrelated nursing roles while caring for children in a variety of clinical settings.

Prerequisite: NURS 3105. *Course rotation:* Spring.

4003 – Nursing Research – 3 credit hours

Assists the student in developing and strengthening concepts of the professional nurse as a researcher and evidence-based decision maker. Emphasis will be placed upon the nurse as a consumer of research, with students critiquing the research that contributes to the development of nursing theory and improvement of practice. Includes all components of the research process in the study of quantitative and qualitative approaches. **Prerequisites:** PSYC 1003, MATH 2203, and all 3000 level nursing courses *or* instructor's permission. *Course rotation:* Fall.

4105 – Mental Health Nursing – 5 credit hours

Prepares students to provide culturally competent nursing care to individuals across the lifespan experiencing acute and chronic mental/behavioral health problems. Students examine theoretical and research findings as well as issues and trends affecting the planning and delivery of nursing care of persons with common mental disorders or mental health needs. Utilizing the nursing process as a framework for providing and managing nursing care, the course emphasis is on the enhancement of critical thinking, problem solving, effective communication, and interpersonal skills in the coordination of care for the client experiencing alterations in mental/behavioral functioning. Learning experiences for this course are designed to further enhance proficiency in the six nursing roles. **Prerequisites:** All 3000 level Nursing courses. *Course rotation:* Fall.

4155 – Community Health Nursing – 5 credit hours

Assists students to synthesize data and apply knowledge which focuses on modifying health-promoting behaviors from a community and global perspective. Emphasis is upon application of the six interrelated roles of the professional nurse and to provide culturally sensitive care to promote and maintain the health of individuals, families, and groups in community settings. 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, economical, social, and environmental factors that influence community and global health. Clinical experiences are designed to allow students to understand, modify, or enhance the factors impacting community health and its delivery. **Prerequisites:** All 3000 level Nursing courses. *Course rotation:* Fall.

4205 – Leadership in Nursing – 5 credit hours

The role of the professional nurse as a leader in the profession and health care delivery is analyzed. Emphasis is on professional role development as leader, for the common good, a change agent, and a designer/manager of care. Healthcare and nursing are viewed from the service and business context with exploration of specific leadership initiatives. 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 interdisciplinary team.

Prerequisite: All 3000 level nursing courses and NURS 4003. *Course rotation:* Spring.

4307 – Adult Health Nursing II – 7 credit hours

Builds upon previous learning and provides students with theory and research pertinent to adult health problems and their collaborative management. Emphasis is on delivery of culturally sensitive care to clients and their families when health problems are more complex and outcomes less predictable. Students continue to develop proficiency in the six roles in the planning and

delivery of care to clients experiencing multisystem, life threatening health conditions in a variety of clinical settings. **Prerequisites:** All 3000 level nursing courses. **Course rotation:** Spring.

4402 – Capstone Practicum – 2 credit hours*

Provides a culminating experience in which the students synthesize nursing and general education knowledge to increase their responsibility and accountability for providing quality nursing care. With guidance from the faculty, the students select a clinical agency for the practicum. Through a preceptorship experience, the students will facilitate the transition from student nurse to the role of the professional nurse. Students will apply all nursing roles (clinician, collaborator/coordinator, advocate, educator, leader, and researcher) with emphasis on the clinical and leader roles.

Prerequisite: This course is taken in the final semester of the senior year. **Course rotation:** Spring.

**To meet the Kentucky Board of Nursing requirements of 120 hours, this course does not follow the traditional 1 semester hour for each 3 contact hours for clinical experiences. Students must complete 120 hours in an uninterrupted time span of 7 weeks.*

Nutrition

NUTR

2103 – Nutrition – 3 credit hours

Focuses on the principles of nutrition as it applies throughout the life cycle with emphasis on nutrients and their utilization in the human body. Examines factors that influence nutrition such as culture, lifestyle, religion, economics, health, and food availability.

Philosophy

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.

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 classification or higher. **Course Rotation:** Spring.

Physical Education

PHED

Note: Students interested in majoring in Physical Education or Physical Education/Health should be aware that a major in this area requires acceptance into and compliance with the standards set forth by the Education program.

1201 – First Aid – 1 credit hour

Practice of first-aid procedures and prevention and care of injuries. **Course rotation:** Fall and Spring.

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.

2012 – Basic Injury Care for the Coach & Trainer – 2 credit hours

Study of symptoms, prevention, immediate treatment, and long-term care in athletic injuries. **Course rotation:** Spring of odd years.

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.

2053 – Foundations of Health & Physical Education – 3 credit hours

Provides historical and philosophical perspective for health and physical education. *Course rotation:* Spring of even years.

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 will be discussed with issues that this brings for their physical movement abilities. *Prerequisite:* EDUC 2123. *Course rotation:* Fall of odd years.

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. Students will be actively engaged in planning program design for themselves and others. *Prerequisite:* EDUC 2123. *Course rotation:* Spring of even years.

2552 –Fitness, Wellness & Conditioning: Theory & Practice – 2 credit hours

Develops practical applications of fitness, wellness, and conditioning concepts. Students will be actively engaged in planning program designs for themselves and others. *Course rotation:* Fall and Spring of odd years.

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. Topics of discussion include areas such as characteristics, type of personality, philosophy, history, organization, and administration, as well as current issues. *Prerequisite:* EDUC 2123. *Course rotation:* Fall of even years.

3013 – Exercise Physiology – 3 credit hours

Acquaints the student with physiological changes which occur during and after physical activity. The physiological changes include circulatory, respiratory, endocrine, and nervous systematic adjustments. Students are recommended to have successfully completed the biology general education requirement before taking this course. *Course rotation:* Fall of even years.

3023 – Kinesiology – 3 credit hours

Study of the human musculature and the body's structural relationship to exercise and skilled motor performance. *Course rotation:* Fall of odd years.

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. 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. *Course rotation:* Fall of odd years.

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. Will 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.

3163 – Skills & Techniques of Team & Lifetime Activities – 3 credit hours

Fundamental skills and strategies for team, individual, and dual activities. **Prerequisite:** Admission to the Teacher Education Program. *Course rotation:* Fall of even years.

3203 – School Health, Nutrition & Physical Education – 3 credit hours

Study of basic body functions, health-related problems in the school, and basic nutritional and physical fitness for proper growth and maintenance of the body. Emphasizes relating the material to children in grades P-5. Includes field hours. **Prerequisites:** Admission to the Teacher Education Program and EDUC 3223 (P-5 majors only) or EDUC 3403 (Physical Education majors). *Course rotation:* Fall of odd years.

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 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.

3551 – Rhythm & Dance for Teachers – 1 credit hour

Various dances and rhythm activities will be learned and teaching techniques will be stressed. *Course rotation:* Fall of even years.

4023 – Methods/Materials of Physical Education/Health – 3 credit hours

Explores principles of instruction, 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.

4103 – Contemporary Health Issues – 3 credit hours

Examines 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. *Course rotation:* Spring of odd years.

Physical Science

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. **Prerequisites:** MATH 0923 or minimum ACT mathematics sub-score of 20 or an Accuplacer Algebra score of 53-120 and/or an Accuplacer college-level mathematics score of 44-85. *Course rotation:* Varies.

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.

2114 – College Physics I – 4 credit hours

A non-calculus based introduction to some mechanical topics in physics including vector mathematics, one and two-dimensional motion, force, energy, momentum, circular motion, rigid bodies, static equilibrium and wave motion. Problem solving is emphasized. A laboratory component is included which correlates with the concepts of College Physics I. **Prerequisite:** MATH 1124 or equivalent. *Course rotation:* Fall.

2124 – College Physics II – 4 credit hours

A continuation of College Physics I, including the topics of electric charge, electric force, electric field, electric potential, DC circuits, magnetic force, magnetic field, electromagnetic induction, AC circuits, geometric optics, physical optics, atomic physics and some special topics. A laboratory component is included which correlates with the concepts of College Physics II. **Prerequisite:** PHYS 2114. *Course rotation:* Spring.

2414 – General Physics I – 4 credit hours

Presents a calculus-based introduction to topics in mechanics, including vector mathematics, the kinematics of motion, force, work and energy, momentum, kinematics and dynamics of rotation, static equilibrium, wave motion, and, if time permits, fluid mechanics. A laboratory component is included. **Prerequisite:** MATH 2315. *Course rotation:* Spring.

2424 – General Physics II – 4 credit hours

A continuation of General Physics I, this course presents an introduction to some topics in electromagnetism and optics, including: electric force; electric field; electric potential; DC circuits; magnetism; electromagnetic induction; electromagnetic waves; AC circuits; geometric optics; and physical optics. A laboratory component is included. **Prerequisite:** PHYS 2414. *Course rotation:* Fall.

2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control structures and object-oriented constructs are explored. Also listed as CIS 2713 and MATH 2713. **Prerequisite:** MATH 1013. *Course rotation:* Spring.

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. **Corequisite or Prerequisite:** MATH 3314. **Prerequisite:** PHYS 2414. *Course rotation:* Fall.

3614 – Thermodynamics – 4 credit hours

Presents a discussion of the fundamental principles and applications of thermodynamics. A laboratory component is included. **Prerequisite:** PHYS 2414. *Course rotation:* Spring.

4303 – Engineering Mathematics – 3 credit hours

Provides a rigorous treatment of some applied mathematics topics that appear in the study of the physical sciences and in engineering. Specific topics to be discussed are vector analysis, complex analysis (including complex integration), differential equations, partial differential equations, Fourier analysis, and Sturm-Liouville theory. Also listed as MATH 4303. **Prerequisite:** MATH 3323. *Course rotation:* Varies.

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.

2103 – Survey of Modern & 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. *Course rotation:* Spring.

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 even years.

3203 – Survey of 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. *Course rotation:* Fall even years.

3303 – Political Parties, Interest Groups & Mass Movements – 3 credit hours

Systematic examination of the methods of popular control of American Government, particularly the role of political parties, interest groups and mass movements as mechanisms for popular participation in the American political process.

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. In addition, this course will discuss the liberal, republican, and religious traditions that have had such a strong influence in the U.S. *Course rotation:* Fall odd years.

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.

3033 – Psychopathology – 3 credit hours

The origins, development, and treatment of psychopathological behavior. *Prerequisites:* PSYC 1003 and sophomore standing. *Course rotation:* Spring.

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. Also listed as HS 3103. **Prerequisite:** PSYC 1003.

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. *Course rotation:* Fall.

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. *Course rotation:* Fall.

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. *Course rotation:* Fall.

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. *Course rotation:* Spring.

3703 – Psychology of Language – 3 credit hours

An overview of the basic principles of language (phonology, morphology, syntax) and theories of linguistic structure. Topics include speech perception and production, language development and disorders, reading, and sign language. The relationships between language and thought and language and culture will be discussed. **Prerequisites:** PSYC 1003 and sophomore standing. *Course rotation:* Varies.

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. *Course rotation:* Spring.

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. *Course rotation:* Spring.

4703 – Research Methods – 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, unless mathematics waiver requirements are met. *Course rotation:* Fall of alternating years.

4903 – Research Practicum – 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 of alternating years.

0713 – Integrated Reading & Writing: Writing – 3 credit hours

Introduces students to college-level writing and reading with emphases on writing as process, critical thinking, problem solving, and strategies for successfully addressing writing assignments in a variety of genres. Additionally, writing as a form of reasoning and reflection will be examined.

Note: Students are not allowed to withdraw from this course as it is a skill-building course.

Grading: Credit/No Credit. **Corequisite:** READ 0723 or READ 0733.

0723 – Integrated Reading & Writing: Reading I – 3 credit hours

Introduces students to college-level reading and writing with emphases on reading techniques essential to evaluating information, understanding relationships between ideas, and comprehending at the literal level. Moreover, focus will be placed on vocabulary building and the steps involved in active reading. **Note:** Students are not allowed to withdraw from this course as it is a skill-building course. **Grading:** A-C or No Credit. **Corequisite:** READ 0713.

0733 – Integrated Reading & Writing: Reading II – 3 credit hours

Introduces students to college-level reading and writing with emphases on reading techniques essential to evaluating information, understanding relationships between ideas, and recognizing logical thought. Also, focus will be placed on comprehension at the critical level. **Note:** Students are not allowed to withdraw from this course as it is a skill-building course. **Grading:** A-C or No Credit. **Corequisite:** READ 0713.

0903 – Reading Fundamentals – 3 credit hours

Placement into this class is based upon a student's ACT, Accuplacer, or SAT 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. Students are required to take READ 1013 and READ 1023 in consecutive semesters following this course.

Grading: Credit/No Credit. **Prerequisite:** Placement by the Director of Freshman Advising. **Note:** Students are not allowed to withdraw from this course as it is a developmental course.

1013 – College Reading I – 3 credit hours

Placement into this class is based upon a student's ACT of 11-14, SAT reading test score of 315-365, or Accuplacer score of 56-74. 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 1023 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 skill-building course. **Grading:** A-C or No Credit.

1023 – 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 an ACT of 15-17, SAT reading score of 382-415, or Accuplacer scores of 75-99. Students who were placed into earlier courses in the Reading Sequence (READ 0903, READ 1013) 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 placed in Reading II are not allowed to withdraw from this course as it is a skill-building course. **Grading:** A-C or No Credit. **Course rotation:** Fall and Spring.

Recreation, Tourism & Sport Management

RTSM

2003 – Leisure in American Society – 3 credit hours

Issues relative to choices an individual and society make when utilizing "free" time and resources. We will discuss the multi-billion dollar leisure industry and its effect on our personal lives and wellness. Students will be introduced to APA style referencing and citations. **Note:** ENGL 1023 is highly recommended pre/co-requisite. *Course rotation:* Fall.

2103 – Introduction to Recreation & Leisure Concepts & Professions – 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. **Prerequisite:** RTSM 2003. *Course rotation:* Spring.

2103 – Leadership & Supervision in RTSM – 3 credit hours

Leadership, group dynamics, human resources planning and organizing, employee recruitment, selection, and supervision. **Prerequisite:** RTSM 2013. *Course rotation:* Fall.

2403 – Introduction to Tourism – 3 credit hours

Survey of travel and tourism in the United States with focus on terminology, demographics, financial significance, and trends. **Prerequisite:** RTSM 2013. *Course rotation:* Fall.

2503 – Outdoor Recreation Management – 3 credit hours

Concepts and methods of outdoor recreation planning and management explored with emphasis on the public sector. Current issues relative to recreation provision identified and debated. **Prerequisite:** RTSM 2013.

2603 – Introduction to 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:** RTSM 2013.

3103 – Recreation & Sport Facility Management & Design – 3 credit hours

Management and design principles applied to park, recreation, sport areas and facilities. Emphasis on operational efficiency, quality service, fiscal responsibility and maintenance management and planning. Additional emphasis on physical accessibility of facilities. **Prerequisite:** RTSM 2013. *Course Rotation:* Fall.

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. **Prerequisite:** RTSM 2013. *Course Rotation:* Spring.

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 fee will apply. **Pre-requisite:** RTSM 2503. *Course Rotation:* Fall.

3523 – Outdoor Recreation & Rural Tourism Consortium – 3 credit hours

This is an off campus Outdoor Recreation and 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 majors *and/or* instructor's permission. *Course Rotation:* Fall.

3603 – Legal Issues in RTSM – 3 credit hours

An overview of the role of government, commercial and non-profits in the provision of recreation and sport services. Provides the basic understanding of legal liability, risk management, negligence, standard of care, safety regulations, and other legal subjects as they apply to recreation and sport.

Prerequisite or Corequisite: RTSM 2013. *Course rotation:* Spring.

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.

3903 – Pre-capstone Seminar – 3 credit hours

Review of philosophy and professional ethics of parks, recreation, and tourism management. Self assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of, application to, and acceptance by department-approved agencies for completion of capstone experience. *Prerequisites:* RTSM 3103 *and* RTSM 3303.

Course rotation: Fall.

4103 – Senior RTSM Seminar – 3 credit hours

Integration of knowledge, theory and methods from course work 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. *Prerequisites:* RTSM 3103 *and* RTSM 3303. *Course rotation:* Spring.

4303 – Professional Event Management I – 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:* RTSM 3303.

Course rotation: Spring.

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.

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:* RTSM 2603

4803 – Special Topics Course – 3 credit hours

Presentation and discussion of relevant issues in Recreation, Tourism & Sport Management.

Prerequisite: Instructor's permission.

4903 – RTSM Capstone Experience – 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 a College capstone experience supervisor. **Prerequisite:** RTSM 3903. **Course rotation:** Summer.

Religion

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.

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.

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.

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.

3103 – Introduction to 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:** Sophomore standing and RELI 1003. **Course rotation:** All semesters.

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.

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.

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 even years.

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 odd years.

3153 – Age Level Ministries – 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.

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.

3203 – Introduction to 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:* All semesters.

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 even years.

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 even years.

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.

3503 – Introduction to Christian Theology – 3 credit hours

An advanced course in the primary doctrines of the Christian faith. *Prerequisite:* RELI 1003. *Course rotation:* Spring.

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.

4293 – Contextual Ministry – 3 credit hours

Provides preparation for ministry in a multicultural society. Designed to provide historical, theological, sociological and ethical foundations for ministry in a diverse society; to provide relevant models for ministry; and to assist in developing practical applications and new ministry programs that are relevant and meaningful for multicultural, pluralistic, and diverse cultures. *Prerequisites:* RELI 1003 and RELI 3103. *Course rotation:* Spring even years.

4393 – Psychology of Religion – 3 credit hours

Presents psychological, philosophical, and the theoretical factors associated with religious practice. *Prerequisite:* PSYC 1003. *Course rotation:* Winter.

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.

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:* Fall of odd years.

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.

4613 – Creative Ministries – 3 credit hours

Exploration of the contemporary and traditional Christian message through reading, interpreting, and performing sacred texts and spiritual literature. Areas addressed include puppetry, religious drama, mime, production, and presentation. Also listed as COMM 4613. *Course rotation:* Spring.

48X1 – Ministry Seminar – 1 credit hour

Special topics courses in various areas of ministry. *Prerequisite:* RELI 1003. *Course rotation:* All semesters.

4933-4943 – Practicum I, II – 3 credit hours

Provides exposure to ministry as a vocation. Students participate in two, 120-clock hour practica under skilled supervision. *Corequisite or Prerequisite:* Second semester junior standing. *Course rotation:* All semesters.

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.

Science

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. This is the recommended course for non-majors who wish to satisfy the natural sciences component of general education requirements. *Course Rotation:* All semesters.

4DS3 – Psychophysiology Capstone Course – 3 credit hours

An interdisciplinary (Biology, Chemistry, and Psychology) research project. *Prerequisites:* Senior standing and approval of the Psychophysiology faculty.

Sociology

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.

Spanish

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. *Course rotation:* Fall.

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:* Elementary Spanish I or placement test score. *Course rotation:* Spring.

2013 – Spanish Language, Literature & Culture – 3 credit hours

Offers a broad, trans-cultural and interdisciplinary introduction to major periods of Spanish and Hispanic history, society, culture, and literature with the goals of examining the uniqueness of Spanish literature from the Middle Ages to the present, and of heightening awareness of Spanish diversity via the reading or viewing and discussion of current events, short stories, poems, short novels, and films from Spain and Latin America. *Note:* Native speakers of Spanish will be allowed to enroll in SPAN 2013 if the literature and culture studied are from a Spanish-speaking country different from the student's own. *Course rotation:* Spring, contingent upon student enrollment.

2033 – Intermediate Spanish – 3 credit hours

Continued development of the four language skills plus culture. Communicative skills will be emphasized. *Prerequisite:* SPAN 1023 or placement test score. *Course rotation:* Fall

3013 – Spanish Conversation – 3 credit hours

Designed to improve oral proficiency. Conducted in Spanish. *Prerequisite:* SPAN 2033.

3023 – Hispanic Film – 3 credit hours

A study of contemporary Spanish culture through the critical analysis of prominent Spanish films. Students will analyze notions related to the individual and national identity, paying special attention to cultural and political aspects. Conducted in Spanish. *Prerequisite:* SPAN 2033.

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.

3043 – Medieval-Golden Age Spain – 3 credit hours

A survey of Spain during the Medieval and Golden Age periods through the study of history, culture, and literature. Conducted in Spanish. *Prerequisite:* SPAN 2033.

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.

3113 – Introduction to Spanish Literature – 3 credit hours

A study of authors from 12th to 21st century Spain. Conducted in Spanish. *Prerequisite:* SPAN 2033.

3123 – Introduction to Latin American Literature – 3 credit hours

A study of authors from 15th to 21st century Latin America. Conducted in Spanish. *Prerequisite:* SPAN 2033.

4103 – 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. *Course rotation:* Spring

3000-4000 – Study Abroad – 1-6 credit hours

Students may take courses offered by other accredited colleges, or by LWC, if available, for 1-6 credit hours toward Spanish minor. Offers students the opportunity to travel to a Spanish-speaking country and be immersed by language and culture. *Prerequisites:* Permission of the Program Coordinator and pre-approval by the Registrar.

Study Skills

STSK

1003 – College Study Skills – 3 credit hours

Assists students in becoming more efficient at identifying and practicing skills and behaviors that contribute to college success. Required for students who test into READ 0903 or READ 1013. Strongly recommended for students who have a low high school grade point average or who have been out of high school for five or more years. May also be taken for elective credit by any student who desires to learn how to become a better student. **Note:** Some sections of STSK 1003 will be designated by ESL. These sections are recommended for international students. Students are not allowed to withdraw from this course as it is a skill-building course.

Theatre

THEA

1313 – Introduction to Theatre Arts – 3 credit hours

A 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. *Course rotation:* Fall.

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. Includes beginning look at vocal production and text analysis, and concludes with performance of scenes and/or monologues. *Course Rotation:* Fall.

1333 – Introduction to Directing – 3 credit hours

Basic elements of directing including play analysis, techniques for working with actors, and play production will be explored. Emphasis will be on exercises to develop skills in creating stage pictures, movement, design, pacing, casting and holding auditions. The culminating experience will be directing or co-directing a short scene. *Course rotation:* Fall.

1341 – Practicum I – 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 to maximum of 2 credit hours. *Course rotation:* Fall and Spring.

1351 – Practicum II – 1 credit hour

Guided participation in theatre productions in performance, stage management, crew work on sets, props, lights costumes, make-up. A minimum of 40 hours. This course may be repeated to maximum of 2 credit hours. *Course rotation:* Fall and Spring.

2323 – Acting II – 3 credit hours

An advanced acting course to develop the actor's ability to create a character. Performance of extended scenes, or one-acts, will offer challenges in interpretation and vocal and physical embodiment. Audition preparation will be stressed. **Prerequisite:** THEA 1323 or instructor's permission. *Course rotation:* Spring.

2333 – Directing II – 3 credit hours

Advanced elements of directing with emphasis on various spatial arrangements, directing period styles, developing effective rehearsal techniques and collaboration. **Prerequisite:** THEA 1333. *Course rotation:* Spring.

2413 – Children's Theatre – 3 credit hours

Students explore various aspects of children's theatre and will put on a play that will tour to area schools. May be repeated once for credit. *Course rotation:* Fall.

2513 – Voice & Movement – 3 credit hours

Introduces students to various techniques and skills to develop body and vocal awareness, physical expressiveness and vocal production. *Course rotation:* Spring alternate years.

3323 – Acting III – 3 credit hours

Advanced-level course in acting. Students will develop skills in various style and genres of theatre. 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. *Prerequisites:* THEA 2323. *Course rotation:* Spring alternate years.

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 and concluding with a final version to be given a staged reading. *Course rotation:* Spring alternate years.

4223 – Dramatic Literature Survey – 3 credit hours

A survey of dramatic literature and patterns in theatre history from Greece to the present. Selected plays will be read and explored in cultural and historic contexts. *Prerequisite:* THEA 1313. *Course rotation:* Fall alternate years.

Women's Studies

WS

1003 – Introduction to Women's Studies – 3 credit hours

An introduction to the subject matter and methods of the discipline of Women's Studies. Introduces the idea of gender as a cultural phenomenon that shapes all aspects of women and men's lives. Also explores issues at the center of women's experiences such as health, sexuality, work, family, education, 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.

2103 – Women in Global Perspective – 3 credit hours

Explores the cultural constructions and implications of gender in various global regions 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.

3803 – Special Topics – 3 credit hours

Examines the depth and diversity of Women's 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. *Prerequisite:* WS 1003.

4003 – Women & Violence – 3 credit hours

A capstone course that provides students an in-depth exploration of the cultural constructions and implications of gender by examining various forms of violence against women from a feminist 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 activist strategies for combating violence against women and engage in a substantive research project with a service-learning component. *Prerequisites:* ENGL 1023, WS 1003, and WS 2103. *Course rotation:* Spring.

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- Bishop G. Lindsey Davis – Louisville, Kentucky
- Dr. John B. Begley – Columbia, Kentucky

Administration and Staff

President's Office

William T. Luckey, Jr. – President
Nancy Sinclair – Executive Assistant

Development Office

Kevin A. Thompson – Vice President for Development
John B. Begley – Chancellor
Brady Button – Director of Annual Giving
Randy Burns – Director of Alumni Relations
Linda Warner – Development Associate
Ashley Holt – Administrative Assistant to the Vice President of Development
Emily Davis – Assistant to Alumni Relations

Public Relations

Duane Bonifer – Director of Public Relations
Venus Popplewell – Assistant Director of Public Relations
Travis Smith – News Writer

Office of Administration & Finance

Roger Drake – Vice President for Administration & Finance
Christy Vaughan – Administrative Assistant

Human Resources

Karen Wright – Director of Human Resources
Donna Price – Payroll Clerk/Human Resources Assistant
Jill Callison – Human Resources Assistant

Business & Finance Office

Greg Mendendorp – Controller
Jeremiah Burd – Student Accounts Representative/Accounts Payable Assistant
Sally Mays – Student Accounts Representative
Elizabeth Franklin – Cashier/Student Accounts Representative
Kevin Kruiuzenga – Purchasing Manager
Haley Steakin – Accounts Payable Clerk

Business Services

Jeff Willis – Director of Business Services
JoAnn Panko – Assistant Food Service Director/Catering Director
Betty Cash – Production Manager
Tammy Adamson – Assistant Manager
Amy Cooper – Bookstore Manager
Mike Hamlett – Auxiliary Services Manager
Josh Overstreet – Supervisor Night Shift
Katie Norris – Bookstore Associate
Angela Butler – Server
Catherine Janes – Cook
Suzanne Blakeman – Administrative Assistant
Cathy Grant – Baker
Craig Stapleton – Server
Patricia Payne – Starbucks
Della Redmon – Cook

Gay Richards – Papa John’s
Connie Coomer – Cook
Sherry Corbin – Cook
Felicia Perkins – Server
Dorothy Holt – Catering Supervisor
Roger England – Condiments
Donnie Willis – Vending
Beverly Sargent – Cook
Leeor Shemton – Head Waitress, William T’s
Gregory Blackaby – Supervisor, William T’s
Sherry Phillips – Cashier
Judy Bryant – Server
Sherry Burton – Server
Marie-Ange Mitchell – Catering/Server
Kim Redmon – Cook
Chad Grider – Utility
Barbara Trumpis – Server
Margie Straut – Papa John’s
Riva Scott – Cook
Arthur Gerrald – Chef, William T’s
Vivian Gerrald – Cook, William T’s

Admissions

Traci Pooler – Dean of Admissions
Charity Ferguson – Director of Admissions
Dana Talley – Admissions Counselor/Office Manager
Gina Collins – Admissions Counselor
Sara Foss – Admissions Counselor
Regina Haugen – Director, Evening Program
Kendra Leveridge – Admissions Counselor
Charles Mooney – Admissions Counselor
Tyler McCubbins – Admissions Counselor
Emily Carnall – Admissions Counselor
Joshua Gibson – Admissions Counselor
Cheryl Karnes – Secretary, Day and Evening
Melody Davis – Office Associate
Karen Grigsby – Office Associate

Athletics

Administration: Willis Pooler – Director of Athletics
Michael Talley – Director of Athletic Facility and Event Management
Beth Boisvert – Office Associate
Abe Cross – Assistant Athletic Administrator

Sports Information: Chris Wells – Sports Information Director /Assistant Athletic Director
Daniel White – Assistant Sports Information Director

Athletic Trainers: Chris Miller – Head Athletic Trainer
Terri Burris – Blue Raider Wellness Center Office Associate
Laurie Gerber – Assistant Athletic Trainer
Rebecca Phillips – Assistant Athletic Trainer
Emily Rigney – Assistant Athletic Trainer
Joshua Wright – Assistant Athletic Trainer

Baseball: Jonathan Burton – Head Baseball Coach
Michael Mantooth – Assistant Baseball Coach

Basketball:	Paul Peck – Men’s Basketball Coach John Wethington – Women’s Basketball Coach Chris Starks – Men’s Basketball Assistant Coach Steve Beck – Assistant Women’s Basketball Coach
Bowling:	Brandon Burns – Bowling Head Coach
Bus Drivers:	Monte Dailey – Bus Driver Donnie Wells – Bus Driver Tom Pilling – Bus Driver
Cheerleading, Dance:	Damon Hicks – Cheer/Dance Head Coach
Cross Country, Track and Field:	Edwin Hagans – Cross Country, Track & Field Head Coach Andrew Nash – Assistant Cross Country, Track & Field Coach
Cycling:	David Grigsby – Cycling Head Coach William Parson – Assistant Cycling Coach
Football:	Chris Oliver – Football Head Coach Brian Foos – Football Offensive Coordinator Mike Gutelius – Football Defensive Coordinator Bert Bathiany – Football Defensive Line Coach Powell Miller – Football Defensive Line Coach Nick Eberle – Linebacker Coach
Golf:	James England – Director of Golf Operations at the Pines Shaun Cozart – Golf Coach
Soccer:	Ray Wells – Men’s Soccer Head Coach Lee Chalmers – Assistant Men’s Soccer Coach Drew Burwash – Women’s Soccer Head Coach Debbie McGuinness – Women’s Soccer Assistant Coach
Softball:	Ashley McCool – Head Softball Coach Kari Chambers – Softball Assistant Coach
Swimming:	Alicia Kemnitz – Swimming & Diving Head Coach
Tennis:	OPEN – Tennis Head Coach
Volleyball:	Andrew Cavins – Volleyball Head Coach
Wrestling:	Corey Ruff – Wrestling Head Coach Abe Cross – Assistant Wrestling Coach

Office of Planning, Institutional Effectiveness & Research

Anthony Moore – Director of Information Systems
Tevie Gooden – Data Analyst
Emanuel Isanda – Programmer Analyst
Kyle Duffy – Programmer Analyst

Computer Center

Harriet Gold – Director of Information Services
Joe Moore – Assistant Director of Information Services
Kevin Duncan – Network Administrator
Jonathan Begley – Technical Support Specialist
Kelly Martin – Technical Support Specialist
Sean Charles – Technical Support Specialist
Rebecca Schmidt – Coordinator of Technical Support Services

Service Center

Robin Smith – Service Center Director
Missy Stack – Service Center Manager

Plant Operations

Mike Newton – Director of Physical Plant
 Randall Smith – Assistant Director of Physical Plant
 Ruth Ann Smith – Plant Secretary
 Rita Neat – Plant Operations Data Manager
 Dennis Wilson – Custodial, Goodin Nursing & Counseling Center
 Charlette Allen – Housekeeping Supervisor
 David Begley – Maintenance, Grounds
 Billie Benningfield – Custodial, Richardson Hall, Durham
 Danny Brockman – Maintenance, Electrician
 Donnie Burton – Maintenance, Painter
 John Bush – Maintenance, Plumbing
 Lewis Clark – Maintenance, Carpenter
 Jonathan Conover – Assistant Housekeeping Supervisor/Custodial, Biggers Gymnasium, Morrison,
 Bookstore
 Garry Coomer – Maintenance, General
 Cindy Ford – Custodial, Fugitte, McQueary House
 Shelia Goodin Dudley – Custodial, Library, Band Room
 Sharon Hovious – Custodial, Stivers, Vance
 Brenda Keith – Custodial, Administration Building, Lilly Hall
 Michael Munday – Maintenance, Carpenter
 Sheila Pendleton – Custodial, Wilkerson
 Deamon Spencer – Maintenance, General
 Barry White – Maintenance, Mechanic
 Judy Spears – Custodial, Phillips Hall, Wooten, Keltner
 Doug Bryant – Maintenance, Grounds
 Jimmy Bottoms – Maintenance, HVAC
 Jodi Irvin – Custodial, Goodhue, Chapel
 James Blair – Custodial, Turner
 Ronald Ford – Maintenance, Painter
 Diane Ford – Custodial, Slider, Blue Raider Wellness Center
 Rebecca Antle – Custodial, Fugitte, McQueary House
 Taft Neal – Maintenance, Grounds/Landscaping
 Jackie Chapman – Maintenance, HVAC
 Chad Price – Custodial, Sumner, Round House, Vehicle Maintenance
 Beverly Miller – Custodial, Finley, Phillips Hall
 Lisa Pelston – Custodial, Olstead, Whitfield, Goodin
 Johnny Carter – Maintenance, Painter
 Darrin Taylor – Custodial, Smith, Weight Room
 Bart Pelston – Housekeeping Supervisor
 Faye Lee – Custodial, Holloway Wellness Center, Everett 1st floor
 Eddie Burton – Custodial, Holloway Wellness Center, Everett 2nd floor
 Chris Rowe – Custodial, Horton, Chapel fountain, Round House
 Charles Hunt – Custodial, Football Stadium, Martin
 Trent Wright – Maintenance, HVAC
 Sabrina Ford – Custodial, SUB, Public Safety, Bookstore
 Lisa Turner – Custodial, Luckey, Rice
 Mark Jones – Maintenance, General, Renovations
 Gerald Lucas – Maintenance, General, Renovations
 Jason Janes – Custodial, Horton, Weldon, Parrot, Round House
 Kenneth Baker – Maintenance, The Pines
 Lobb Porter – Course Superintendent, The Pines
 Kevin Smith – Maintenance, The Pines
 Claudis Hadley – Custodial, Grider Laundry Rooms, All Male Dorms

Chris Burton – Maintenance, General, Pool Technician
Charlie Crawhorn – Maintenance, Grounds/Landscaping
Cody Lanz – Custodial, Dining Center
Mackie Jo Pennington – Custodial, Luckey, Rice, MaCandless
Bryan Feese – Maintenance, Plumbing
David Wheat – Maintenance, Grounds
Roger Whitley – Maintenance, Grounds

Safety & Security

Michael Staten – Chief of Public Safety
Landon Parnell – Security Officer
Bradley Karnes – Security Officer
Devin Barnett – Security Officer
Darrell Karnes – Security Officer
OPEN – Security Officer

Student Financial Services

Marilyn Radford – Director of Financial Aid
Michelle Larimore – Assistant Director of Financial Aid
Kimberly Godsey Bryant – Work Study Coordinator/Financial Aid Counselor
Katelyn Hunt – Verification Specialist/Financial Aid Counselor
Hannah Barnett – Receptionist/Secretary
Carrie Redford – Coordinator for Direct Lending
Jamie Benningfield – Default Prevention Specialist & Veterans Coordinator

Student Services & Enrollment Management

Dean Adams – Vice President for Student Services and Enrollment Management
Christ Schmidt – Dean of Students
Andy McAllister – Assistant Dean of Students
Brooke Shaw – Administrative Assistant
Misuzu (Suzy) McAlpine – Director of International Student Programs
OPEN – Director of Residence Life
Cameron Mueller – Men’s Residence Director, Horton Hall Complex
Jared Conover – Men’s Residence Director, Smith Hall
Emily Snyder – Residence Director, Phillips Hall
OPEN – Residence Director, McCandless Hall
Jordan Willis – Residence Director, Richardson Hall
Joel Peterson – Director of the Health & Wellness Center
Rickie Steakin – Assistant Director of Campus Recreation
Jayne Hopkins – Director of Student Activities
Elise Luckey – Director, Bonner Leader Program and Begley Scholar Program
Amy Thompson-Wells – Director of Civic Engagement & Student Leadership, Co-director of Bonner Leader Program
Cherise Mingus – Bonner Scholars Coordinator
Ashley Miller – Director, Career Services
Kay Gaines – Health Services
Justin Cason – Assistant Coordinator of International Student Programs

Chapel

Terry Swan – Dean of the Chapel
Troy Elmore – Chaplain
Carol Weddle – Assistant Chaplain

Upward Bound

Rudy Thomas – Upward Bound Director

Krystal Cundiff – Upward Bound Counselor/Coordinator

Educational Outreach & Student Financial Services

Denise Fudge – Vice President for Educational Outreach & Student Financial Services

Evening & Community Programs

Ryan Vitaoe – Director of Enrollment for Extended Programs

Region I: Dr. Annette Abel – Region I Academic Director

Cheryl Boger – Region I Enrollment Director; Coordinator, Bluegrass Community & Technical College, Danville, KY

JoAnn Steinhilber – Region I Office Associate

Danette Hurley – Coordinator, Volunteer State Community College, Gallatin, TN

Kesha McClure-Hunley – Coordinator, Somerset Community College, Somerset, KY

Dorinda Livesay – Enrollment Manager, Lindsey Wilson College Scottsville Campus

Stacy Springston – Coordinator, Bluegrass Community & Technical College, Lexington, KY

Suzanne Mills-Jones – Coordinator, London Campus of Somerset Community College

Region II: Dr. Holly Abel – Region II Academic Director

Tommie Ann Saragas – Region II Enrollment Director

Dawn Jackson – Region II Office Associate

Billie Robinson – Coordinator, University of the Mountains at Hazard Community & Technical College, Hazard, KY

Ann Hylton-Ratliff – Coordinator, Southwest Virginia Community College, Richlands, VA

Kimberly Brown – Coordinator, Southeast Kentucky Community & Technical College, Cumberland, KY

Yvonne Rhodes – Coordinator, Mt Empire Community & Technical College, Big Stone Gap, VA

Andrea Clevinger – Coordinator, Wytheville Community College, Wytheville, VA

Region III: Dr. Nicole Schnopp-Wyatt – Region III Academic Director

Mamadou Fall – Region III Enrollment Director

Shelia Wallen – Region III Enrollment Director

Amber Adkins – Region III Office Associate

Laura Rollard – Regional Assistant

Jennifer Jeffers – Coordinator, Ashland Community & Technical College, Ashland, KY

Micca Ratliff – Coordinator, Big Sandy Community & Technical College, Prestonsburg, KY

OPEN – Coordinator, Cincinnati State Technical & Community College, Cincinnati, OH

Meredith Creek – Coordinator, Gateway Community & Technical College, Florence, KY

Emma Griffitt – Coordinator, Maysville Community & Technical College, Maysville, KY

Janet Knauff – Coordinator, Southern State Community College, Hillsboro, OH

Tonia Marcum – Coordinator, Southern West Virginia Community & Technical College, Mount Gay, WV

Region IV: Dr. Tammy Hatfield – Region IV Academic Director

Georgia Ellis – Region IV Enrollment Director

Mamadou Fall – Region IV Enrollment Director

Nathan Singleton – Region IV Office Associate

Laura Pollard – Regional Assistant
OPEN – Coordinator, Henderson Community College, Henderson, KY
Kelli Truelove – Coordinator, Hopkinsville Community College, Hopkinsville, KY
Misty Marshall – Coordinator, Jefferson Community & Technical College, Louisville, KY
Kelli Swinney – Admissions Counselor, Jefferson Community & Technical College, Shelbyville, KY
Roneshia Clark – Coordinator, Madisonville Community College, Madisonville, KY
OPEN – Coordinator, Regional Educational Center, Radcliff, KY
Dawn Cleary – Coordinator, West Kentucky Community & Technical College, Paducah, KY

Academic Affairs Office

Bettie C. Starr – Vice President for Academic Affairs
Leslie Korb – Associate Academic Dean (Interim)
Jacqueline Montgomery – Associate Dean, School of Professional Counseling
Jeff Parsons – Director, Teaching and Technology Effectiveness
Jennifer Cundiff – Office Manager

Registrar's Office

Sue Coomer – Registrar
Claudia Froedge – Assistant Registrar
Sandy Moore – Student Records Associate
Sharon Shields-Smock – Assistant to the Registrar

Library

Philip Hanna – Director of Library Services
Houston P. Barnes – Chief Librarian, Technical Services
Brittany McDonald – Chief Librarian, Public Services
Greg Blair – Library Assistant
Shelia Elliot – Library Assistant
Kim Hamlett – Library Assistant

Academic Unit Chairs/Directors

Melissa P. Clauson – Co-chair, Natural & Behavioral Sciences Academic Unit
Lisa Crowe – Chair, Business & Computer Information Systems Academic Unit
Jeff Crane – Director, Counseling & Human Development Academic Unit
D. Scott Dillery – Co-chair, Natural & Behavioral Sciences Academic Unit
Myra Ford – Director, Human Services & Counseling Academic Unit
David Goguen – Chair, Applied & Interdisciplinary Studies Academic Unit
Tim McAlpine – Chair, Humanities & Fine Arts Academic Unit
Dan Phillips – Chair, Social Sciences Academic Unit
Marian Smith – Chair, Nursing Academic Unit
Linda Young – Chair, Education Academic Unit

Campus Support

Jared Odd – Writing Center Coordinator
Linda Kessler – Mathematics Center Coordinator
Karen Prince – Academic Unit Database Manager, Education
Cynthia Bretz – Nursing Office Associate
Sabine Eastham – Coordinator of Records and Administration
Jo Ann Steinhilber – Office Associate, School of Professional Counseling

Academic Success Center

Laura Burwash – Director of Freshman Experience/Advisor

Jennifer Furkin – Freshman Advisor

Allison Bullins – Freshman Advisor

Ben Martin – Freshman Advisor/Learning & Physical Disabilities Coordinator

Heather Davis – Freshman Advisor

Maretta Garner – Tutor Coordinator

Project Success

Richard Hunley – Director of Project Success

Kelly Pryor – Office Associate

Debbie Hall – Instructor for Integrated Reading and Writing

Bethany Fugate – Project Success Advisor

Center for Entrepreneurship

Linda Grider – Director of Community Education and Outreach

Energy Technology Career Academy

Heather Spoon – Director of the Energy Technology Career Academy

Douglas Keaton – Sustainability Coordinator

Emeriti Faculty

Garmoline Carpenter, Professor Emerita of Physical Science

BA, Western Kentucky University

MA, Western Kentucky University

Carolyn Keefe, Associate Professor Emerita of English

BA, Muskingum College

MA, Bowling Green State University

PhD, Bowling Green State University

Faculty

Annette Abel (2005), Associate Professor of Counseling & Human Development

BS, University of Central Oklahoma

MS, Texas A&M University

PhD, Texas A&M University

Holly Abel (2006), Associate Professor of Counseling & Human Development

BS, University of Central Oklahoma

MS, Texas A&M University

PhD, Texas A&M University

Amanda Adams-Mock (2012), Assistant Professor of Human Services & Counseling

BA, Marshall University

MA, Marshall University

PsyD, Marshall University

Elwanda Futrell Adams (2011), Instructor of Nursing

BSN, Murray State University

MSN, Murray State University

Sylvia M. Ahrens (2000), Assistant Professor of English

BA, Western Kentucky University

MA, Western Kentucky University

Tim Allen (2009), Instructor of Music & Director of Instrumental Music

BS, University of Tennessee, Knoxville

MAE, Western Kentucky University

John B. Begley (1977), Chancellor

Professor of Religion

BA, Campbellsville College

MDiv, Louisville Presbyterian Seminary

DDiv (Honorary), Kentucky Wesleyan College

Jason S. Bluemlein (2011), Assistant Professor of Counseling & Human Development

BS, Northern Kentucky University

MA, Cincinnati Christian University

EdD, University of Cincinnati

Michael J. Bosela (2009), Assistant Professor of Biology

BA, Oberlin College

MS, Michigan State University

PhD, North Dakota State University

Terry Bratcher (1999), Associate Professor of Developmental Studies

BA, Pikeville College

MA, Western Kentucky University

PhD, Southern Illinois University at Carbondale

Robert Brock (2011), Assistant Professor of Theatre

BA, University of Kentucky

MFA, Wayne State University, Detroit

Andrea Brooks (2008), Assistant Professor of Human Services & Counseling

BS, Centre College

MEd, Lindsey Wilson College

Stefan M. Brooks (2007), Assistant Professor of Political Science

BA, Loyola Marymount University

MA, St. Mary's University

PhD, University of Houston

Emiley Wyatt Button (2009), Instructor of Nursing

BSN, Northern Kentucky University

MSN, Western Kentucky University

Joni Caldwell (2012), Associate Professor of Counseling & Human Development

BA, University of Dallas

MA, University of Dallas

PhD, University of Dallas

Michael David Calhoun (2011), Assistant Professor of Religion

BA, Kentucky Wesleyan College
MDiv, Asbury Theological Seminary, Wilmore, KY
DMin, Asbury Theological Seminary

Gerald L. Chafin (1997), Associate Professor of Music & Director of Choral Programs

BM, Campbellsville University
MM, Southern Baptist Theological Seminary
PhD, University of America

Melissa P. Clauson (2001), Associate Professor of Biology

Co-chair, Natural & Behavioral Sciences Division

BS, Morehead State University
MS, Morehead State University
PhD, University of Kentucky

Jeffrey J. Crane (1999), Associate Professor of Human Services & Counseling

Director, Counseling & Human Development Program

BA, University of Texas at San Antonio
MDiv, Oblate School of Theology
MA, St. Mary's University
PhD, Iowa State University

Jodi M. Crane (2001), Associate Professor of Human Services & Counseling

BS, Texas Christian University
MA, St. Mary's University
PhD, University of North Texas

Lisa Crowe (2005), Assistant Professor of Accounting

Chair, Business & CIS Division

BS, Western Kentucky University
MPA, Western Kentucky University

Tim Curry (1987), Associate Professor of Computer Information Systems

BS, Campbellsville University
MS, University of Evansville

Bonnie Davenport (1976), Associate Professor of Mathematics

BA, Western Kentucky University
MA, Western Kentucky University

Mona Derenzo (2011), Assistant Professor of Counseling & Human Development

BA, Point Park University, Pittsburgh, PA.
MA, Argosy University, Chicago
EdD, Argosy University, Orange, CA

D. Scott Dillery (2003), Associate Professor of Mathematics

Co-chair, Natural & Behavioral Sciences Division

BA, Albion College
MS, North Carolina State University
PhD, University of Kentucky

Melissa Doan, (2011), Assistant Professor of Counseling & Human Development

BA, Lindsey Wilson College
MEd, Lindsey Wilson College
PhD, Capella University

Mark R. Dunphy (1992), Professor of English

BA, Lone Mountain College (CA)
MA, Lone Mountain College (CA)
PhD, University of Tulsa

Al R. Eferstein (1994), Assistant Professor of Business

BA, Florida Atlantic University
MPA, Florida Atlantic University

Tabitha Ellis (2009), Instructor of Biology

BS Western Kentucky University
MS Western Kentucky University

Troy Elmore (2007), Instructor of Religion & Chaplain

BS, University of Kentucky
MDiv, Asbury Theological Seminary

Larry S. Ennis (1998), Associate Professor of Education

BS, Campbellsville College
MA, Western Kentucky University
PhD, University of Louisville

Todd Farmer (2010), Assistant Professor of Physical Education

BS, George Fox University
M.Ed., Linfield University
EdD., University of Phoenix

Molly Elizabeth Ferguson (2011), Assistant Professor of English

BA, Franklin & Marshall College, Lancaster, PA
MA, University of Connecticut
PhD, University of Connecticut

Leigh Ann Ford, (2009), Assistant Professor of Counseling & Human Development

BA, Pikeville College
MA, Morehead State University
PhD, University of Kentucky

**Myra G. Ford (2002), Assistant Professor, Human Services & Counseling
Director, Human Services & Counseling Program**

BA, Lindsey Wilson College
MEd, Lindsey Wilson College

Jon Fredrick (2012), Assistant Professor of Psychology

BS, University of Utah
MS, University of Michigan
PhD, University of Tennessee

Teresa L. Fugate (2003), Instructor of Developmental Studies

BA, Berea College

MA, Northern Kentucky University

C. Rose Garvey (2008), Associate Professor of Accounting

BS, University of Maryland

MPA, Western Kentucky University

Troyanne I. Gentile (2009), Assistant Professor of Counseling & Human Development

BA, Clemson University

MS, Springfield College

PhD, University of Nevada

Jodi Giles (2011), Assistant Professor of Counseling & Human Development

BA, Murray State University

MA, Southeastern Illinois University

PhD, Southern Illinois University

Jacquelyn Gilles (2012), Assistant Professor of Human Services & Counseling

BA, University of Southern Indiana

MA, Spaulding University

PsyD, Spaulding University

Michael Giordano (2008), Assistant Professor of Criminal Justice

BA, University Florida

JD, University of Florida

Tina Glover (2012), Assistant Professor of Human Services & Counseling

BS, Portland State University

MS Ed, Portland State University

PhD, Oregon State University

David Goguen (2008), Associate Professor of Journalism

Chair, Applied & Interdisciplinary Studies Division

BA, Western Kentucky University

MFA, Minnesota State University

Acha Goris (2009), Assistant Professor of Counseling & Human Development

BA, Wesley International Bible College

MA, Theological College of Northern Nigeria

MA, Cincinnati Christian University

EdD, University of Cincinnati

Amanda Leigh Graham (2011), Assistant Professor of Counseling & Human Development

BA, Lincoln Memorial University

MRC, University of Kentucky

EdD, Argosy University

Linda Grider (2011), Instructor of Business

BA, University of Kentucky

MPA, Western Kentucky University

Kalvin J. Gregory (2011), Assistant Professor of Chemistry

BS, University of Kentucky
PhD, University of Kentucky

Edwin Gunberg (2012), Assistant Professor of Counseling & Human Development

BA, Gustavus Adolphus College
MA, George Mason University
PhD, University of North Dakota

Richard P. Hagan (1990), Assistant Professor of Computer Information Systems

BS, University of Louisville
MS, University of Louisville

Debbie Hall (2007), Instructor of Reading & Development Studies

BS, Western Kentucky University
MEd, Lindsey Wilson College

Ashley Hancock (2012), Instructor of Nursing

BSN, University of Kentucky
MSN, University of Cincinnati

Philip Hanna (1993), Director of Library Services

BA, Transylvania University
MDiv, Louisville Presbyterian Theological Seminary
MSSW, University of Louisville
MLS, University of Kentucky

Tammy D. Hatfield (2007), Associate Professor of Counseling & Human Development

BA, University of Kentucky
MS, Murray State University
PysD, Spalding University

Brian Hilker (2009), Assistant Professor of Chemistry

BS, Pennsylvania State University
MS, Pennsylvania State University
PhD, Pennsylvania State University

John E. Howery (1990), Assistant Professor of Business

BS, Bellarmine College
MBA, Bellarmine College

Douglas Keaton (2012), Instructor of Energy Technology

BS, Eastern Kentucky University
MS, Eastern Kentucky University

Monica Kidder (2012), Instructor of Nursing

BSN, Hunter College
MSN, Regis University

Daniel A. Koger (2007), Associate Professor of Communication

BA, University of Missouri
MA, Michigan State University
PhD, Michigan State University

**Leslie Korb (2012), Associate Professor of Business
Associate Academic Dean (Interim)**

BA, Stonehill College
MS, University of Hartford
PhD, University of Albany-SUNY

Derek Kotter (2011), Instructor of Spanish

BA, University of Wyoming
MA, University of Wyoming

Kimberly M.L. LaFollette (2009), Assistant Professor of Counseling & Human Development

BA, University of Louisville
MA, Spalding University
PsyD, Spalding University

John D. LaGrange (2010), Assistant Professor of Mathematics

BS, University of Southern Indiana
MS, Western Kentucky University
PhD, University of Tennessee

Warren Edward Lambert III (2011), Assistant Professor of Human Services & Counseling

BA, Ohio University
MA, Marshall University, Huntington WV
PhD, Fielding Graduate University

Curtis D. Lee (2010), Instructor of Religion

BA, Southern Wesleyan University
MDiv, Asbury Theological Seminary
Graduate Diploma, Divinity, University of St Andrews

William T. Luckey, Jr. (1983), President of the College

BA, Wabash College
MBA, Vanderbilt University
EdD, Vanderbilt University

David Ludden (2002), Associate Professor of Psychology

BA, Ohio University
MA, Ohio University
PhD, University of Iowa

Holly Mattingly (2012), Assistant Professor of Human Services & Counseling

BS, Western Kentucky University
MS, Walden University
PhD, Walden University

Melinda Mayes (2009), Assistant Professor of Counseling & Human Development

BA, University of Kentucky
MA, Morehead State University
EdD, Argosy University

**Tim McAlpine (1998), Professor of English
Chair, Humanities & Fine Arts Division**

BA, Westmont College
MA, Purdue University
PhD, Purdue University

Patrice McCarter (2008), Assistant Professor of Counseling & Human Development

BA, Otterbein College
MEd, Xavier University
EdD, University of Cincinnati

Mark L. McKinnon (2009), Assistant Professor of Physics

BS, San Jose State University
MS, University of California, Davis
PhD, University of California, Davis

David Edwin Meyers (2011), Professor of Art & Interactive Design

Certificate of Achievement, Ringling College of Art & Design
MFA, Syracuse University

Susan K. Minton (1990), Associate Professor of Communication

BA, Western Kentucky University
MA, Western Kentucky University

Kara L. Mollis (2007), Assistant Professor of English

BA, Washington and Jefferson College
MA, Duquesne University
PhD, Duquesne University

**Jacquelyn G. Montgomery (2004), Assistant Professor of Human Services & Counseling
Associate Dean for the School of Professional Counseling**

BS, Arizona State University
MA, University of Texas at El Paso

David Moore (1985), Professor of History

BA, Eastern Illinois University
MA, Eastern Illinois University
PhD, Miami University (OH)

Trudy Morlino (2012), Associate Professor of Business

BS, Mississippi State University
MS, Louisiana State University
PhD, Capella University

Laura Nissley (2011), Assistant Professor of Biology

BA, Lindsey Wilson College
MS, University of Louisville
PhD, University of Louisville

Jared Odd (2011), Instructor of English

BA, Brigham Young University
MA, Utah State University

**Jeffrey M. Parsons (2004), Associate Professor of Counseling & Human Development
Director, Teaching & Technology Effectiveness**

BS, Brigham Young University
MS, Portland State University
PhD, University of Iowa

Susan Patterson (2007), Assistant Professor of Human Services & Counseling

BA, University of Western Ontario
MEd, Lindsey Wilson College

Gary Patton (2005), Associate Professor of Counseling & Human Development

BA, Anderson University
MA, Louisiana Tech University
PhD, Ohio University

Greg A. Phelps (1999), Professor of Communication

BA, Henderson State University
MA, University of Iowa
PhD, University of Iowa

**Daniel Phillips, III (2002), Associate Professor of Sociology & Criminal Justice
Chair, Social Sciences Division**

BS, James Madison University
MS, Virginia Polytechnic Institute and State University
PhD, Virginia Polytechnic Institute and State University

Mohammad Pourheydari (1990), Professor of Business

BS, University of Tehran
MBA, Roosevelt University (IL)
PhD, University of Wisconsin, Milwaukee

Janette Ralston (2008), Associate Professor of Education

BME, University of Missouri
MA, Truman State University
PhD, University of Missouri

Michael Ratliff (1990), Associate Professor of Mathematics

BS, University of Arkansas at Monticello
MA, University of Arkansas at Fayetteville
PhD, University of Tennessee

Robert Reynolds (1980), Professor of Music

BA, Campbellsville College
MA, University of Kentucky
DMA, University of Kentucky

Kerry E. Robertson (1996), Associate Professor of English

BA, Berea College
MA, Ohio University
PhD, University of Kentucky

Melissa Saunier-Arnold (1989), Associate Professor of Education

BA, Transylvania University

MA, Georgetown College

Laura M. Schmuldt (2009), Assistant Professor of Counseling & Human Development

BA, University of Illinois

MA, Northeastern Illinois University

PhD, University of Central Florida

Daniel L. Schnopp-Wyatt (2004), Associate Professor of Counseling & Human Development

BS, Wright State University

MA, Goddard College

PhD, Union Institute & University

Nicole Schnopp-Wyatt (2008), Associate Professor of Counseling & Human Development

BS, Wright State University

MA, University of Illinois

PhD, University of Illinois

Steven C. Scott (1999), Professor of Psychology

BA, Capital University

MDiv, Luther Theological Seminary

MA, Pacific Lutheran University

EdD, Seattle University

Melinda J. Senters (2000), Associate Professor of History

BA, Eastern Kentucky University

MA, Western Kentucky University

PhD, University of Kentucky

Benson Sexton (2012), Instructor of Communication

BA, Lindsey Wilson College

MA, Western Kentucky University

Marie Shafe (2012), Associate Professor of Human Services and Counseling

BA, University of West Georgia

MEd, University of West Georgia

EdD, Indiana University

Tip H. Shanklin (1998), Associate Professor of English

BA, Burlington College

MA, The College of Saint Rose

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PhD, University of Kentucky

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Calendars

LINDSEY WILSON COLLEGE ACADEMIC CALENDAR 2012-2013

AIM PROGRAM

7 class sessions – 5:30 to 9:30 p.m. = 33.6 contact hours

8 class sessions – 5:30 to 9:30 p.m. = 38.4 contact hours

FALL 2012

Session 1 – August 20 to October 12 -- M=7 / R=8

Monday	August	20	Classes Begin – Session 1
Friday	August	24	Last date to register or add a class
Monday	September	03	Labor Day Holiday (No Classes)
Monday	October	01	Last date to drop a class – Session 1
Friday	October	12	Session 1 Ends
Monday	October	15	Final Grades Due – Session 1
Monday-Friday	October	15-19	Fall Break (No Classes)

Session 2 – October 22 to December 14 – M=8 / R=7

Monday	October	22	Classes Begin – Session 2
Friday	October	26	Last date to register or add a class
Thursday-Friday	November	22-23	Thanksgiving Holiday (No Classes)
Monday	December	03	Last date to drop a class – Session 2
Friday	December	14	Session 2 Ends
Monday	December	17	Final Grades Due – Session 2

SPRING 2013

Session 1 – January 14 to March 08 – M=7 / R=8

Tuesday	January	14	Classes Begin – Session 1
Tuesday	January	18	Last date to register or add a class
Monday	January	21	Martin Luther King Holiday (No Classes)
Monday	February	25	Last date to drop a class – Session 1
Friday	March	08	Session 1 Ends
Monday-Friday	March	11-15	Spring Break (No Classes)
Monday	March	11	Final Grades Due – Session 1

Session 2 – March 18 to May 10 – M=7 / R=7

Monday	March	18	Classes Begin – Session 2
Friday	March	22	Last date to register or add a class
Monday	April	29	Last date to drop a class – Session 2
Friday	May	10	Session 2 Ends
Monday	May	13	Final Grades Due – Session 2

**LINDSEY WILSON COLLEGE – ACADEMIC CALENDAR
2012-2013**

Fall 2012

Monday-Tuesday	August	20-21	Advising
Monday	August	20	AIM Classes Begin (S1)
Wednesday	August	22	Day Classes Begin
Tuesday	August	28	Last Day to Register or Add a Class (Day Classes)
Monday	September	03	Labor Day Holiday (No Classes)
Friday-Saturday	September	14-16	Family Weekend
Monday	October	15	Mid-term Grades Due (8:00 a.m.)
Monday-Friday	October	15-19	Fall Break
Monday	October	22	AIM Classes Begin (S2)
Friday-Saturday	November	02-03	Homecoming
Monday	November	12	Last Day to Drop a Class or Withdraw (Day Classes)
Monday-Friday	November	05-09	Advising & Registration (Jr & Sr) for Spring 2013
Monday-Friday	November	12-16	Advising & Registration (Fr & So) for Spring 2013
Thursday-Friday	November	22-23	Thanksgiving Holiday (No Classes)
Friday	December	07	Last Day of Classes (Day)
Monday-Friday	December	10-14	Final Exams (Day)
Friday	December	14	Senior Grades Due (11:00)
Friday	December	14	Fall 2012 Term Ends
Saturday	December	15	Fall 2012 Commencement (10:00 CST)
Monday	December	17	Final Grades Due

MWF – 42 days @ 50 minutes + 120 minute final exam = 44.4 contact hours

TR – 28 days @ 75 minutes + 120 minute final exam = 44.4 contact hours

Winter 2012-2013

Monday	December	17	Classes begin
Friday	January	11	Last Day of Classes

Spring 2013

Monday-Tuesday	January	14-15	Advising
Monday	January	14	AIM Classes Begin (S1)
Wednesday	January	16	Classes Begin (Day)
Monday	January	21	Martin Luther King Holiday (No Classes)
Wednesday	January	23	Last Day to Register or Add a Class (Day)
Monday	March	11	Mid-term Grades Due (8:00 a.m.)
Monday-Friday	March	11-15	Spring Break
Monday	March	18	AIM Classes Begin (S2)
Monday-Friday	March	25-28	Advising & Registration (Jr. & Sr.) for Fall 2013
Friday	March	29	Good Friday Holiday (No Classes)
Monday-Thursday	April	01-05	Advising & Registration (Fr & So) for Fall 2013
Monday	April	08	Last Day to Drop a Class or Withdraw (Day Classes)
Thursday	April	25	Founder's Day and Honor's Convocation
Friday	May	03	Last Day of Classes (Day Classes)
Monday-Friday	May	06-10	Final Exams (Day)
Friday	May	10	Spring Term 2013 Ends
Friday	May	10	Senior Grades Due (11:00 a.m.)
Friday	May	10	Baccalaureate Service
Saturday	May	11	Spring 2013 Commencement (10:00 CDT)
Monday	May	13	Final Grades Due

MWF – 42 days @ 50 minutes + 120 minute final exam = 44.4 contact hours

TR – 29 days @ 75 minutes + 120 minute final exam = 45.9 contact hours

Summer 2013

Full-Term	May 13 to August 16 (14 weeks)
Part of Term 2	May 13 to May 31 (3 weeks)
Part of Term 3	June 03 to June 21 (3 weeks)
S1 – AIM	May 13 to June 28 (7 weeks)
S2 – AIM	July 01 to August 16 (7 weeks)

Monday	May	27	Memorial Day Holiday (No Classes)
Thursday	July	04	Independence Day Holiday (No Classes)

**School of Professional Counseling
Community Campus Class Schedule**

Fall 2012	Spring 2013	Summer 2013
<p>Module 1A August 24-25 September 7-8 September 21-22 October 5 (Finals)</p> <p>Module 1B August 31-September 1 September 14-15 September 28-29 October 6 (Finals)</p>	<p>Module 1A January 11-12 January 25-26 February 8-9 February 22 (Finals)</p> <p>Module 1B January 18-19 February 1-2 February 15-16 February 23 (Finals)</p>	<p>Module 1A May 10-11 May 24-25 June 7-8 June 21 (Finals)</p> <p>Module 1B May 17-18 May 31-June 1 June 14-15 June 22 (Finals – SPC Day)</p>
<p>Module 2A October 12-13 October 26-27 November 9-10 November 30 (Finals)</p> <p>Module 2B October 19-20 November 2-3 November 16-17 December 1 (Finals)</p>	<p>Module 2A March 1-2 March 15-16 March 20-24 (ACA/ Cincinnati – No Classes) March 29-30 (Easter – No Classes) April 12-13 April 26 (Finals)</p> <p>Module 2B March 1-2 March 15-16 March 20-24 (ACA/ Cincinnati – No Classes) April 5-6 April 19-20 April 26 (Finals)</p>	<p>Module 2A June 28-29 July 19-20 August 2-3 August 16 (Finals)</p> <p>Module 2B July 12-13 July 26-27 August 8-9 August 17 (Finals)</p>

**FALL 2012
FINAL EXAM SCHEDULE**

Monday, 10 December 2012

Class Times

08:30 a.m. – 09:20 a.m. MWF
11:30 a.m. – 12:20 p.m. MWF
01:30 p.m. – 02:20 p.m. MWF

Exam Time

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Tuesday, 11 December 2012

08:00 a.m. – 09:15 a.m. TR
11:00 a.m. – 12:15 p.m. TR
02:00 p.m. – 03:15 p.m. TR

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Wednesday, 12 December 2012

09:30 a.m. – 10:20 a.m. MWF
10:30 a.m. – 11:20 a.m. MWF
12:30 p.m. – 01:20 p.m. MWF

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Thursday, 13 December 2012

09:30 a.m. – 10:45 a.m. TR
12:30 p.m. – 01:45 p.m. TR
03:00 p.m. – 04:45 p.m. TR

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Friday, 14 December 2012

07:30 a.m. – 08:20 a.m. MWF
03:30 p.m. – 04:45 p.m. MW

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.

**SPRING 2013
FINAL EXAM SCHEDULE**

Monday, 6 May 2013

Class Times

08:30 a.m. – 09:20 a.m. MWF
11:30 a.m. – 12:20 p.m. MWF
01:30 p.m. – 02:20 p.m. MWF

Exam Time

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Tuesday, 7 May 2013

08:00 a.m. – 09:15 a.m. TR
11:00 a.m. – 12:15 p.m. TR
02:00 p.m. – 03:15 p.m. TR

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Wednesday, 8 May 2013

09:30 a.m. – 10:20 a.m. MWF
10:30 a.m. – 11:20 a.m. MWF
12:30 p.m. – 01:20 p.m. MWF

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Thursday, 9 May 2013

09:30 a.m. – 10:45 a.m. TR
12:30 p.m. – 01:45 p.m. TR
03:00 p.m. – 04:45 p.m. TR

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 4:30 p.m.

Friday, 10 May 2013

07:30 a.m. – 08:20 a.m. MWF
03:30 p.m. – 04:45 p.m. MW

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.

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