

LINDSEY WILSON COLLEGE

2018-2019 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 to award associate, bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call (404) 679-4500 for questions about the accreditation of Lindsey Wilson College. The college is also accredited by the University Senate of The United Methodist Church.

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

The education program at Lindsey Wilson College is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Kentucky Education Professional Standards Board (EPSB). This accreditation covers initial teacher preparation programs and the advanced educator teacher as leader program. However, the accreditations do not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Bachelor of Arts in business administration is accredited by the International Assembly of Collegiate Business Education (IACBE).

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

The Lindsey Wilson College nursing program is a member of the American Association of Colleges of Nursing (AACN) (1 Dupont Circle, NW, Suite 530, Washington DC 20036).

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

The Lindsey Wilson College School of Professional Counseling's 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 Department of Higher Education has authorized Lindsey Wilson College to offer the programs at Cincinnati Technical & 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, Mountain Empire Community College, and Wytheville Community College.
- The West Virginia Higher Education Policy Commission has authorized Lindsey Wilson College to operate in West Virginia at the Southern West Virginia Community & Technical College-Logan Campus.
- Lindsey Wilson College is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. In order to view detailed job placement and completion information on the programs offered by Lindsey Wilson College, please visit <<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/authorized-institutions-and-data.html>> and click on the Institutions L-P link.
- The Tennessee Higher Education Commission has authorized Lindsey Wilson College to operate in Tennessee at Volunteer State Community College.

Lindsey Wilson College Policy on Accreditation

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

Lindsey Wilson College Mission

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

Institutional Goals

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

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

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

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

A Brief History

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

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

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

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

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

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

While historically the college's focus has been to serve the citizens of Southcentral Kentucky, Lindsey Wilson serves a diverse group of students. In 2017-2018, the college enrolled more than 2,562 undergraduate and graduate students, including 1,021 residential students, with the student body representing 111 of Kentucky's 120 counties, 30 U.S. states and territories, and 40 foreign countries. The college also has community campuses in the Kentucky cities of Ashland, Cumberland, Danville, Elizabethtown, Hazard, Henderson, Hopkinsville, Lexington, London, Louisville, Madisonville, Maysville, Paducah, Prestonsburg, Radcliff, Scottsville, and Somerset, with other community campuses in Virginia (Big Stone Gap, Cedar Bluff, and Wytheville), West Virginia (Logan), Tennessee (Gallatin), and Ohio (Cincinnati and Hillsboro). Lindsey Wilson College also offers two associate, four bachelor's, and three master's degrees fully online as well as two certificate programs.

Columbia: A.P. White Campus

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

Columbia, the county seat of Adair County, has a population of about 4,500. Adair County's primary industries are agriculture and light manufacturing. Columbia offers students a variety of shops, restaurants, and churches within walking distance from campus. It also provides an appealing small-town charm yet is only a one-hour drive from Bowling Green, Ky.; a two-hour drive from Louisville or Lexington, Ky.; or a two-hour drive from Nashville, Tenn.

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

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

- The 186-bed, four-story Harold J. Smith Hall opened in fall 2010.
- Doris & Bob Holloway Health & Wellness Center: Opened in February 2010, this 73,223-square-foot health and wellness center provides myriad opportunities for students, faculty, and staff to lead healthy lives. The Holloway Health & Wellness Center includes an aerobic and dance studio; cardiovascular equipment area; racquetball court; machine-

and free-weights room; three basketball/volleyball courts; eight-lane indoor swimming pool; recreational pool with volleyball and basketball areas; 40-person capacity hot tub; walking track; and multipurpose room. It is home to the Lindsey Wilson swimming teams and includes the wrestling program's training room.

- A new Plant Operations Building for the physical plant division was completed in 2010.
- The Blue Raider Band Building, home of the college's marching and concert bands, was opened in fall 2009.
- The Pines at Lindsey Wilson was acquired in February 2009. An 18-hole golf course located less than five miles from the A.P. White Campus in Columbia, the Pines at Lindsey Wilson is open to members.
- The Lindsey Wilson Scottsville Campus, founded in 1992, was renovated in 2009.
- Lindsey Wilson Sports Park was opened in fall 2009. The park features Egnew Park, home to LWC baseball; Marilyn D. Sparks Park, home to LWC softball; and Blue Raider Stadium, home to LWC football and track & field.
- The Jim & Helen Lee Fugitte Science Center, a three-story, 42,000-square-foot building that houses the college's mathematics and science programs, was opened for the 2006-2007 academic year. The Fugitte Science Center includes laboratories, smart classrooms, and a greenhouse.
- The T.D. & Rowena Everett Center, renovated in 2007, houses the Academic Success Center and First-Year Experience offices.

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

- Keefe Hall, a 46-bed residence hall, opened in fall 2014.
- V.P. Henry Auditorium, a 325-seat theater housed in the L.R. McDonald Administration Building, underwent a \$200,000 renovation during summer 2012.
- The Dr. Robert & Carol Goodin Nursing & Counseling Center – a 27,100-square-foot, two-story building that is home to the college's nursing program, School of Professional Counseling, and Technology Center – opened in fall 2011.
- The Jerry & Kendrick McCandless Hall, a 156-bed residence hall, opened in fall 2011.
- The six-court Henry Baughman Tennis Complex opened in fall 2010.

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

- The president's home, which hosts events for students and the campus community, was renovated in fall 2009 and renamed the Emily Hundley President's Home.
- The adjoining Sumner Campus Ministry Center and Norma & Glen Hodge Center for Discipleship were opened in 2005 and 2009, respectively. The one-story, 3,000-square-foot Sumner building serves as a gathering place for the campus's myriad spiritual life groups and activities, and it also includes classrooms, faculty offices, and a small library. The Hodge Center offers a 3,000-square foot worship space that is also used for meetings and conferences.
- The Holloway Building, which houses the Katie Murrell Library, was opened in 1986. The Katie Murrell Library houses a locally owned collection of 63,000 books and audiovisual titles. A growing virtual library provides access to nearly 500,000 ebooks and numerous other catalogued online resources with literary, business, scientific, statistical, and reference information, streaming music, and video recordings. Students may also access more than 59,000 magazines, newspapers, and journals in online and print formats. The online catalog allows students access to 47,000 federal documents and government websites. Users may also access numerous other online resources with literary information and reference materials. Through its online interlibrary loan system, the Katie Murrell Library enables users to search for and request items from libraries around the nation. A 10,000 square foot addition to the Holloway Building was completed in 2002, nearly doubling the size of the Katie Murrell Library. The addition

features the Thomas D. Clark Reading Room, named in honor of the late Kentucky historian laureate and home to a collection of Dr. Clark's books and personal items.

- A campus quadrangle, which includes a 150-seat amphitheater and park area, was completed during the 2002-2003 academic year.
- Richardson Hall was opened in August 2001. The 154-bed residence hall offers students an apartment-style setting while maintaining the atmosphere and community of a residence hall.
- The Walter S. Reuling Stadium opened in 1998. The European-style soccer field is the premier soccer park in Kentucky and is home of the Lindsey Wilson men's and women's soccer teams. The men's team is nine-time NAIA National Men's Soccer Champions (1995, 1996, 1998, 1999, 2000, 2001, 2005, 2009 & 2011), and the women's team is four-time NAIA National Women's Soccer Champions (2004, 2006, 2012 & 2014).
- The John B. Begley Chapel opened in 1997. The \$2 million structure was designed by world-renowned architect E. Fay Jones, a protégé of Frank Lloyd Wright and a recipient of the American Institute of Architects' prestigious Gold Medal. The Begley Chapel is a center for contemplation, services, and related programs.
- The renovated W.W. Slider Humanities Center re-opened in 1996. The Center houses an 85-seat recital hall, the Lucretia C. Begley Art Gallery, classrooms, faculty offices, and art studios. It is also the home of the college's regional Cultural Affairs series.
- The Roberta D. Cranmer Dining & Conference Center was opened in 1993. In addition to serving Lindsey Wilson students, faculty, and staff, the regional center is utilized by thousands of citizens and groups throughout Southcentral Kentucky to hold receptions, meetings, and conferences.
- A major addition to the Cralle Student Union Building was added in 1987; a 3,800-square-foot wing was added to the building in 2000.
- The J.L. Turner Leadership Center was opened in 1987. It houses the School of Business, the communication program, classrooms, a computer laboratory, and a conference center.
- Biggers Sports Center, which seats 1,500, was added to the campus in 1984. It is the home of the Blue Raiders men's and women's basketball teams, the women's volleyball team, and the men's wrestling team. The women's volleyball team was the NAIA National Champion in 2017.
- The cycling program has a BMX track 1-1/2 miles west of the A.P. White Campus in Columbia. The course offers multiple large jumps, a pair of straight-aways, and a rhythm section. It also features a competition dual slalom and downhill course.

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

Online Programs

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

- Associate of Arts in business management or criminal justice;

- Bachelor of Arts in business administration (emphasis in marketing or management), criminal justice, or human services & counseling;
- Bachelor of Science in nursing R.N. B.S.N.;
- Master of Education in counseling & human development;
- Master of Education teacher as leader; and
- Master of Business Administration (emphasis in general business or lean systems*).

Online students may also have the opportunity to work toward the following certificates:

- Substance Abuse Counseling (master's level coursework), and
- Cybersecurity (bachelor's level coursework).

**MBA Lean Systems is a hybrid program.*

For additional information, please contact Ms. Tommie Saragas, assistant vice president for Educational Outreach for Online & Graduate Programs, or Ms. Sandy Moore, online admissions counselor, at (270) 384-8224.

Scottsville Campus, Scottsville, Kentucky

At the Lindsey Wilson Scottsville Campus, students can begin several of the degree programs offered by the A.P. White Campus in Columbia.

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

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
- **Cincinnati Community Campus** – Cincinnati State Technical & Community College, 3520 Central Parkway, Cincinnati, OH 45223
- **Cumberland Community Campus** – Southeast Kentucky Community & Technical College, 700 College Road, Cumberland, KY 40823
- **Danville Community Campus** – Bluegrass Community & Technical College, 59 Corporate Drive, Danville, KY 40422
- **Elizabethtown Community Campus** – Elizabethtown Community & Technical College, 600 College Street Road, Elizabethtown, KY 42701 (*B.A. degree only*)
- **Gallatin Community Campus** – Volunteer State Community College, 1480 Nashville Pike, Gallatin, TN 37066
- **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

- **Hopkinsville Community Campus** – Hopkinsville Community College, 720 North Drive, P.O. Box 2100, Hopkinsville, KY 42241
- **Lexington Community Campus** – Bluegrass Community & Technical College-Leestown Campus, 164 Opportunity Way, Lexington, KY 40511
- **Logan Community Campus** – Southern West Virginia Community & Technical College, 2900 Dempsey Branch Road, Mount Gay, WV 25637
- **London Community Campus** – Somerset Community College-Laurel Campus, 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. 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 41653
- **Radcliff Regional Education Center** – 620 South Wilson Road, Radcliff, KY 40160 (*M.Ed. degree only*)
- **Richlands Community Campus** – Southwest Virginia Community College, 724 Community College Road, Cedar Bluff, VA 24609
- **Scottsville Campus** – 116 Public Square, Scottsville, KY 42164
- **Somerset Community Campus** – Somerset Community College, 808 Monticello Street, Somerset, KY 42501
- **Wytheville Community Campus** – Wytheville Community College, 1000 East Main Street, Wytheville, VA 24382

Community Program Support

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

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

Lindsey Wilson College uses a rolling admissions plan that enables the Admissions Office to notify applicants of admission decisions 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 Admission is completed and a current high school transcript as well as the results of the American College Test (ACT) or the 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 financial aid opportunities.

Students applying for admission must submit the following:

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

Home-Schooled Graduates

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

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

General Education Development (GED) Graduates

GED graduates must submit the following:

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

Nontraditional Students

For academic purposes, nontraditional students are typically students who:

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

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

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

High School/Dual-Enrolled Students

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

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

Transfer Students

Lindsey Wilson College accepts academic credit from two-year and four-year colleges 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; and
2. An official transcript 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 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/division chair/director or the Registrar's Office.

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; and
3. Students transferring from another college or university must submit all postsecondary education transcripts, including transcripts from language institutes. The transcripts must be translated into English.

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

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

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

1. TOEFL (Test of English as a Foreign Language) score of at least 450 paper-based, 133 computer-based, or 45 iBT. 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 applying to a graduate program must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total

score of 79 or above with section scores of 21 on writing and 19 on reading on the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

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.

Graduate Students

The admission criteria for the college's Doctor of Philosophy in counselor education & supervision, Master of Education degree programs in counseling & human development and teacher as leader, and Master of Business Administration are specific to each program. Individuals interested in these programs should consult the appropriate Program Application Procedure section of the catalog.

Students with Disabilities

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

In addition, applicants to Lindsey Wilson College's School of Professional Counseling may wish to contact one of the following individuals, depending upon degree and program:

- Bachelor's degree-seeking applicants to community campuses: Ms. Myra Ford, director of the human services & counseling program, (270) 384-8153.
- Master's degree-seeking applicants to community campuses: Dr. Jeffrey Crane, director of the counseling & human development program, (270) 384-8160.
- Doctoral degree-seeking candidates: Dr. Jeffrey Parsons, director of the counselor education & supervision program, (270) 384-8166.

Applicants to any of the online programs, whether graduate or undergraduate, may also wish to contact Ms. Tommie Saragas, assistant vice president for Educational Outreach for Online & Graduate Programs, at (270) 384-8224.

Applicants to the Scottsville Campus may also wish to contact Ms. Dorinda Livesay, enrollment manager, at (270) 237-9136.

Applicants to the Master of Business Administration program may also wish to contact Dr. Trudy Morlino, director of the graduate business program, at (270) 384-7385.

Applicants to the Master of Education teacher as leader program may also wish to contact Dr. Geralda Nelson, program coordinator, Division of Education, at (270) 384-7331.

Readmission

Students who have previously attended Lindsey Wilson College and desire to re-enter must complete a new Application for Admission and submit transcripts from all colleges and universities attended since leaving Lindsey Wilson. All applicants for readmission will be reviewed for academic, financial, and social standing by the Admissions Committee. 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's Office must be obtained. For a course(s) in a student's major, written approval must be obtained from the academic unit/division chair/director and the Registrar's Office. Upon completion of the course(s), an official transcript must be submitted to the Registrar's Office. Transfer credit is accepted only from regionally accredited colleges and universities. Technical and vocational credit hours from a regionally accredited college or university are evaluated on a case-by-case basis.

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

General Education Full and Category Certification

Lindsey Wilson College recognizes completion of its general education requirement for those students transferring from Kentucky Community & Technical College System (KCTCS) 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 from regionally-accredited colleges and universities only. Technical and vocational credit hours from a regionally accredited college or university are evaluated on a case-by-case basis.

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

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

In addition, KCTCS students who have not completed all general education requirements at their home institution may be General Education Category Certified. Students who have not been General Education Category Certified may be category certified or general education core certified by their home institutions. Lindsey Wilson College will recognize these designations as fulfilling the corresponding Lindsey Wilson Essential Student Learning Outcomes General Education requirements.

Lindsey Wilson College also has general education articulation agreements with community colleges in Virginia and Ohio and with some private institutions. Students should contact the Registrar's Office for the details of these agreements.

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

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

- Kentucky: Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Ste. 320, Frankfort, KY 40601-8204; (502) 573-1555.
- Ohio: Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (614) 466-6000.
- Tennessee: Tennessee Higher Education Commission, 404 James Robertson Parkway, Suite 1900, Nashville, TN 37243; (615) 741-3605.
- Virginia: Commonwealth of Virginia, P.O. Box 1475, Richmond, VA 23212; (804) 786-3586.
- West Virginia: West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd, East-Ste. 700, Charleston, WV 25301; (304) 558-2101.

Advanced Placement and Credit by Examination

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

Placement in writing courses is determined through the student's score on the English section of the ACT (American College Test) or through a writing sample administered to new students. An ACT English sub-score of 25 or above waives the ENGL 1013 requirement, allowing the student an additional three hours of elective credit.

Placement in mathematics courses is determined through the student's score on the mathematics section of the ACT. 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. Coursework from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

College Level Examination Program (CLEP) Examinations

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

Dual Credit Courses

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

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

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

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

Credit for Military Training

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

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

Prior Learning Assessment Policy

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

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

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

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

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

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

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.

Policy on Continuing Education Programs and Units

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

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

Katie Murrell Library Services

The Katie Murrell Library, housed in the Holloway Building on the A.P. White Campus in Columbia, is a 24,000 square foot facility that serves the educational and other needs of the college community. Extensive library resources are available to all students via the Katie Murrell Library website. The library provides access to a multimedia collection of 600,000 cataloged titles. This includes 63,000 physical books and AV titles, nearly 500,000 ebooks, and numerous other online resources with literary, scientific, business, statistical, and reference information as well as streaming music and video titles. A juvenile and curriculum collection supports students in the teacher education programs, and a popular materials collection provides access to recreational reading.

The library has 44 public access terminals where students can do research, write papers, complete assignments, and use the Internet. Laser printers and scanners are available all hours the library is open. Students at the A.P. White Campus in Columbia receive a printing allowance each semester

that can be used in the library. The library supports and maintains classroom technology at the A.P. White Campus in Columbia.

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

Periodicals, Magazines, and Full-Text Databases

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

Network, Consortia Affiliations, and Interlibrary Loan Services

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

Government Documents

The Katie Murrell Library is a member of the Federal Depository Library Program (FDLP). It receives selected government documents in print and electronic formats. Using the online catalog, students may access over 47,000 documents and government web sites. These include periodicals, statistics, census data, legislative information, consumer literature, agency directories, government spending data, and research summaries from all branches of the federal government. A guide to these materials can be found on the library's website.

Library Orientation and Instruction

Entering students are oriented to the library and to other academic support services during the orientation week Information Fair. The library offers general and specialized instruction to all levels of students through individual assistance, instruction, class visits, and online tutorials. Instructional videos are also available through the library web page and from the online course management system. During their time at Lindsey Wilson College, students work with a professional, student-centered staff to develop their research, knowledge, and information literacy skills.

Community Campus Services

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

Area Resident Services

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

Campus Life – A.P. White Campus in Columbia

Arts and Lecture Series

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

Lucretia C. Begley Gallery

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

Other Cultural Events

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

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

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

Florece en Lindsey

Florece en Lindsey fosters access and success of Latino and other emerging minority students at Lindsey Wilson College. *Florece en Lindsey* seeks to form partnerships with community organizations, develop a climate of intercultural competence, and adopt policies and practices that support student access and success.

Sustainable Environment

The Office of Sustainability promotes a culture of sustainability at Lindsey Wilson College, integrating principles of ecological integrity and social equity into academic practices and partnerships. The office seeks to provide innovative solutions to local and global environmental challenges, to prepare students as engaged and responsible stewards of the environment, and to observe best practices in campus operations and services.

Center for Public Life

In conjunction with Kentucky Campus Compact, Lindsey Wilson College has developed a Center for Public Life to promote civic dialogue on important public issues.

Bonner Program

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

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

Campus Kitchen

The Campus Kitchens Project is the nation's leading non-profit empowering students to fight hunger and food waste in their communities. Launched in September 2016, the Lindsey Wilson College Campus Kitchen focuses on using excess or leftover food that normally gets thrown out by restaurants, grocery stores, community gardens, and cafeterias as a main source of creating meals for the food insecure in the area. Student volunteers prepare and deliver the meals. They also plan and facilitate nutrition education curriculum at local partners, such as the public library, JOY Ministries, and the Farmers Market on the Square, to go "beyond the meal."

Spiritual Life

Activities and programs to foster a spiritual climate and contribute to the development of spiritual growth are available to students at Lindsey Wilson College. The Spiritual Life Committee, comprising faculty, staff, and students, coordinates regular chapel services and opportunities for participation in student organizations dedicated to personal growth and commitment. The college employs a full-time and an assistant chaplain to coordinate religious programming and to provide pastoral counseling services to all students. Students are urged to maintain relationships with their home churches, but they are also encouraged to attend one of the many area churches.

Intercollegiate Sports

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

Intramural Programs

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

Student Government Association

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

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

Clubs and Organizations

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

- Adventure Recreation Club*
- Alpha Chi (National Honor Society)
- Alpha Phi Sigma (National Criminal Justice Honor Society, Mu Sigma Chapter)*
- Alpha Psi Omega (National Theater Honor Society)
- Art Club
- Black Student Union*
- Bonner Volunteers
- Campus Kitchen
- Chess Club*
- Chi Sigma Iota Honor Society (Counseling)
- Enactus
- Energy & Environmental Club
- Gamers Club
- Honors Association*
- Kentucky Education Association Student Program (KEA-SP)*
- Lambda Pi Eta (National Communication Honor Society)*
- Lindsey Wilson College Alliance*
- Lindsey Wilson College Republicans*
- Lindsey Wilson Players*
- Lindsey Wilson Singers*
- Living in Faith Eternally (LIFE)*
- Love Your Melon
- Phi Beta Lambda (Business Honor Society)*
- Progressive Club*
- Raider Rage*
- Residence Hall Association*
- Responsible Alcohol Values through Education (RAVE)*
- Sigma Alpha Omega (Christian Society)*
- Sigma Tau Delta (International English Honor Society)*
- Society for Collegiate Journalists
- Student Alumni Relations Council (SARC)
- Student Activities Board*
- Student Ambassadors
- Student Athlete Advisory Council*
- Student Government Association (SGA)*
- Tea Club*
- United Nations Club*
- Women's Student Union*

**Members of Student Government.*

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

Student Publications

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

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

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

Conduct Policies

Conduct

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

Each student is responsible for behaving appropriately as a campus citizen. *The Student Handbook* is available on the college's website as a PDF document. Each fall, students are instructed to log into the MyLWC Portal to update their student records and to electronically sign that they have read and understood *The Student Handbook*. International students review *The Student Handbook* during their international student orientation and then sign a statement that they have read and understood *The Student Handbook*.

Drug-Free Environment

Lindsey Wilson College is committed to providing a healthy and safe environment for its students. The college is in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. Standards of conduct relating to the unlawful possession, use, dispensing, distribution, or manufacturing of alcohol or illicit drugs are available for review in the Office of the Vice President for Student Services & Enrollment Management. 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, 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 & Security

A college security officer is scheduled to be on duty on the A.P. White Campus in Columbia 24 hours each day. The main security office is located in the Cralle Student Union Building. All 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 (270) 384-8106 or, from a campus extension, 8106 or 9-911. Emergency call boxes on the A.P. White Campus in Columbia 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.

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

Cralle Student Union Building (SUB)

The Cralle Student Union Building is the hub of social activity on campus. Known as the SUB, it is the central meeting place of students, faculty, and staff. The SUB houses the college Bookstore and several offices vital to students and staff: the Service Center, the central office for mail and phone services on campus; Public Safety & Security; Student Activities; International Student Programs; and Student Government Association. Students and staff can meet at the Blue Raider Café for food and conversation, and a Starbucks kiosk serves a wide assortment of hot and iced coffees and teas. The campus game room, TV areas, and internet café are favorite places for students to enjoy breaks from their studies.

Bookstore

The Lindsey Wilson College Bookstore is located in the Cralle SUB. It carries a wide variety of classroom supplies, new and used textbooks, greeting cards, toiletries, and a line of fashion wear and mementoes exclusively designed for Lindsey Wilson College students. Bookstore hours are 8:30 a.m. to 5:30 p.m. CT on Monday and Thursday; 7:30 a.m. to 4:30 p.m. CT on Tuesday, Wednesday, and Friday. Students can determine what textbooks are needed for their courses by going to Bookstore's webpage. Books can be ordered by emailing bookstore@lindsey.edu or calling (270) 384-8053. Visa, MasterCard, and Discover are honored.

Food Services

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

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

Residence Halls

Any full-time Lindsey Wilson College 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 housing fee to: Residence Life Office, Lindsey Wilson College, 210 Lindsey Wilson Street, Columbia, KY 42728. A room will be reserved once a room and board contract is signed and a housing fee is received and on file in the Residence Life Office. The standards and guidelines pertaining to residence life are explained in *The 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 and a \$15.00 fee must be presented in order to receive a parking permit. Permits are issued by Public Safety & Security. Students are directed to park in designated areas on campus. Blue lots are reserved for residential students, and white lots are reserved for commuter students.

Advising Services

First-Year Experience Advisors

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

Online Admissions Counselors

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

Faculty Advisors

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

succeed. Advisors seek to serve as role models while developing reciprocal professional relationships with students.

Tutoring Services

Academic Success Center

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

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Marettta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

Mathematics Center

Located in Room 129 of the Jim & Helen Lee Fugitte Science Center and available to online and AIM students via scheduled web meetings, 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 or for online tutoring. Course assignments may be completed in the center's computer lab. The center's hours of operation are posted on the entrance door. Please contact Ms. Linda Kessler, math tutor coordinator, at (270) 384-8115 for further information and assistance.

Writing Center

The Writing Center provides one-to-one assistance and group or class workshops to undergraduate and graduate students, faculty, and staff in an effort to support its belief that writing serves as one of the primary means for learning and communicating. Services are free to all experience levels and at any point in the writing process. The center is located in Room 200 of the W.W. Slider Humanities Center. Online sessions are available to Lindsey Wilson College writers at community campuses and to those enrolled in online degree programs. Please contact Mr. Jared Odd, Writing Center coordinator at (270) 384-8029 for further information and assistance or go to the Writing Center's webpage to schedule an appointment online.

Counseling and Career Services

Counseling Services

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

Career Services

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

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

Financial Information

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

12-18 credit hours	\$12,300
More than 18 hours, per credit hour	\$1,025
Less than 12 hours, per credit hour	\$1,025

Other Programs

Undergraduate

AIM (Evening College), per credit hour	\$535
Community Campuses, per credit hour	\$414
Summer classes, A.P. White Campus in Columbia, per credit hour	\$414
Winter classes, A.P. White Campus in Columbia, per credit hour	\$1025
Online program, R.N. B.S.N., per credit hour	\$275
Online programs, all others, per credit hour	\$414

Master’s

Community Campuses, per credit hour	\$474
A.P. White Campus in Columbia, per credit hour	\$680
Online program, Master of Business Administration, per credit hour	\$470
Online program, Counseling & Human Development, per credit hour	\$474
Online program, Teacher as Leader, per credit hour	\$299

Doctoral program

Counselor Education & Supervision, per credit hour	\$720
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Student Activity Fee per Semester

Full-time students; includes ID card, campus activities, and regular season athletic events	\$75
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Student Technology Fee per Semester

\$50

Room per Semester

Residence Hall – Double occupancy	\$1,700
Residence Hall – Single occupancy	\$3,400

Board per Semester

\$2,992.50

The meal plan includes 19 meals per week: three peak meals a day, Monday through Friday and two meals a day on Saturday and Sunday. Monday through Friday there is continuous dining from 7:00 a.m. until 6:30 p.m. where students can come into the Dining Center and partake of soup, salad, deli, pasta, desserts, and grill items if they aren’t able to dine during peak meal times. 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 or they can choose to purchase a meal plan just like residential students. 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 (High School) – 3 Credit Hours \$168

Special Services Fees

Art Studio	\$30
Private Music Lesson, per semester	\$60
Student Teaching	\$155
Course Audit Fee, per credit hour	\$1025
Prior Learning Assessment, per credit hour	\$60
Transcript Fee	\$10
Graduation	\$55
Nursing Fee	\$515
Parking Fines	\$2-\$45
Parking Permit	\$15
Key Replacement	\$12
ID Replacement	\$5
Returned Check Fee (checks returned marked “insufficient funds” or “account closed”)	\$20
Housing Fee	\$50
Mandatory Accident Policy	Provided by LWC
Hard Waiver Health Plan (can be waived with proof of primary coverage)	\$300
Application Fee, Graduate Programs	\$35

Terms of Payment

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

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

Withdrawal Refund Policy

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

- 100 percent before the second day of the semester.
- On the second day of the semester and thereafter, tuition refunds are calculated by determining the percentage of instructional days the student will not be attending to the total number of instructional days in the semester. The student will receive a pro-rated refund, to the student account, based upon that percentage.
- In the case of the winter term, no refunds will be made after the end of registration (first day of classes).
- Should the official withdrawal date occur after 60 percent of the instructional days in the semester have been completed, no refunds will be granted. **This policy applies to day, online, AIM, and community campus classes.**
- In determining the percentage of the payment period or period of enrollment completed for a student who withdraws from a program offered in modules, the school includes in

the denominator (the total number of calendar days in the payment period or period of enrollment) all days within the period that the student was scheduled to complete prior to ceasing attendance. Unless a student provides written confirmation of future attendance in the payment period or period of enrollment, a student who drops all the future classes that s/he was scheduled to attend between modules (when the student is not attending classes) is considered to have withdrawn, and a Return of Title IV Funds calculation is required. Adjustment to a student's enrollment status made after a student has ceased attendance has no bearing on the Return of Title IV Funds requirements. Therefore, if a student who is scheduled to attend both modules in a payment period or period of enrollment drops all future classes (the two remaining modules) during the period between the first and second module (when the student is not attending any classes), the days in module two are included in the total number of calendar days in the payment period or period of enrollment. The days in the remaining modules are included whether a student ceased attendance during or completed the first module. The days in the remaining modules are included in the number of days in the payment period or the period of enrollment whether the student's future enrollment is cancelled by the student or the college.

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

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

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

Return of Title IV Federal Student Aid

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

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

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

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Plus Loan
4. Federal Pell Grant
5. 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's 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 Lindsey Wilson College courses at community campus locations and in online courses, no refunds will be given on a dropped course once the course has begun.

Winter Session Courses

No refunds of charges are granted after the registration deadline.

Summer Session Courses

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

Board

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

Residence Hall Room

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

Student Activity Fee

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

Student Technology Fee

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

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

Students who are enrolled simultaneously in a bachelor or master's degree program and a certificate program are eligible for federal financial assistance if they meet the eligibility

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

Note: Grants and scholarships are awarded only in amounts equal to the direct educational assistance needed for the academic year at hand. Direct educational expenses at Lindsey Wilson College are defined as tuition and fees, in addition to room and board for residential students. 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 and the Wesley Scholars Program, all tuition scholarships and grants will cover only the first 12-18 hours each fall and spring semester. Students must pay for any hours more than 18.

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

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

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

Federal Supplemental Educational Opportunity Grant

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

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

Students who intend to teach in a public or private elementary or secondary school that serves students from low-income families may be eligible for this grant. In exchange for receiving a TEACH grant, students must agree to serve as a full-time teacher in a high-need field in a school

that serves low-income families. Students must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH grant. Failure to complete this service obligation will result in the grant being converted to a Federal Direct Unsubsidized 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), College Access Program Grant (CAP), or Kentucky Coal County College Completion Scholarship.

Christian Service Grant

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

Loans

Federal Direct Subsidized 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 Loan

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

Ministerial Loan/Grant

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

Lindsey Wilson-Fenley Loan

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

Charles Schell Foundation Loan

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

Employment

Student Employment Programs

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

Scholarships

Academic Scholarships

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

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

Begley Scholars Program

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

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

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

A.P. White Scholarship

This scholarship is given in honor of A.P. White, who served as the president of the college from 1932 to 1942. This need-based scholarship up to \$13,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 22 and 24 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

V.P. Henry Scholarship

This scholarship is given in honor of Dr. Victor P. Henry, who served as the president of the college from 1942 to 1954. This need-based scholarship up to \$17,000 is available to first-time, full-time freshmen. Students who have a composite ACT score of 28 or 29 and a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Award for Excellence Scholarship

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

John B. Horton Scholarship

This scholarship is given in honor of John B. Horton, who served as the president of the college from 1954 to 1971. This need-based scholarship up to \$11,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 18 and 21 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Kentucky Educational Excellence Scholarship (KEES)

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

Kentucky Governor's Scholars Scholarship

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

L.R. McDonald Scholarship

This scholarship is given in honor of Dr. L.R. McDonald, who served as the president of the college from 1971 to 1977. This need-based scholarship up to \$15,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 25 and 27 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

Phi Theta Kappa Scholarship

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

Rogers Scholar Scholarship

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

Trustee Scholarship

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

Walter S. Reuling Scholarship

This scholarship is given in honor of Dr. Walter S. Reuling, who served as the college's provost & dean of the faculty from 1992 to 1996 and then president from 1997 to 1998. This academic

scholarship is available to high school valedictorians who attend Lindsey Wilson College as first-time, full-time freshmen with a minimum ACT composite score of 24 and a minimum high school GPA of 3.0. These students may receive up to full tuition. Partial awards are available to high school valedictorians with an ACT composite score of less than 24 or a GPA of less than 3.0. This scholarship is need-based and may be awarded each year to one student from each high school.

Wesley Scholars Program

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

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

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

Additional Types of Financial Assistance

Bonner Leader Program

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

The Bonner Leader program holds these common commitments:

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

Alumni Legacy Scholarship

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

Athletic Grants-in-Aid

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

Bill & Jayne Squires Scholarship

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

Claude Lee & Dollie Beatrice Cooley Scholarship

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

Distinguished Young Women Scholarship

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

Categories for Distinguished Young Women scholarship opportunities include:

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

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

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

E.O. Robinson Scholarship

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

Eagle Scout Scholarship

This is a need-based, academic scholarship up to \$1,000 for outstanding young men 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: rank of Eagle Scout by age 18, a minimum ACT composite score of 24, a minimum 3.00 cumulative high school GPA, and acceptance for admission to Lindsey Wilson College. In addition, the applicant must submit two letters of reference (one from a Scouting official and one from another source) as well as a written essay on how Scouting has benefited him.

Girl Scout Gold Award Scholarship

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

International Student Scholarship

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

Leadership Scholarship

This is a competitive, need-based scholarship for outstanding young people who have demonstrated leadership potential. Applicants must have held a leadership position, must have a minimum ACT composite score of 17, must have earned a minimum high school GPA of 2.50, and must have been accepted for admission to Lindsey Wilson College. This scholarship is also available to transfer students on the A.P. White Campus in Columbia with a GPA greater than 3.0.

Lindsey Wilson United Methodist Scholarship

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

Margaret McDonald Scholarship

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

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 up to \$1,000 and is subject to possible renewal upon application.

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

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

Application procedure for the Hearst Scholarship:

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

Yellow Ribbon Grant

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

The student's responsibilities are as follows:

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

Additional Assistance

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

Named Endowed Scholarships

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

\$200,000 Challenge Grant
\$500,000 Challenge Grant
Dr. Oris Aaron
Adair County Teachers
Valerie Adams Non-Traditional
Mr. & Mrs. Joseph P. Allen
Vista & Sandidge Allison
Alumni
Alumni Walkway
Norman, Dora & Joey Antle
Athletic
Awakening Ministry
William Cashman Ayer
Frank M. Bacon Cycling
George L. Bagby
Mattie B. Baker & Son's
Peggy E. Baker
Charles D. & Jeanette Bennett
R.V. Bennett
Gilbert M. & Covella H. Biggers
Cordella & Bertram F. Bonner
Tyler & Mary Lula Bow
Boyd Lubker
William R. & Mary Deane Brantley
Myrl & Marcella Brashear
L. Foster & Ruth Brewer
Junius E. Bryant
Burger/Hummel
B.J. & Mary Burnett
John & Dean Burr
Elsie C. Butcher
William Campbell
Caleb Capps Baseball Memorial
Edith Carroll
Rev. Lester B. & Mabel Spears Carter
Merrill & Beth Challman
Clyde & Christine Cheatham
Chowning-Pence
Patricia Merkley Christiansen
Dr. Thomas D. Clark for History
Class of 1963
Class of 1965
Margaret Clayton
JoAnn Vanada & Rev. J. Smiley Collins
J.W. & Frances Compton
Claude Lee & Dollie Beatrice Cooley
Bertha Hamilton Coomer
Rev. John L. Coomer
Clarine Elizabeth Cooper
William Patterson Crenshaw
Hershel Denney
Rev. Ernest S. & Mary B. Denton
John C. Dorsey
Unessis Dewitt (Dee) & Cora Vaughn
Dowell
Floyd & Magdalene Dudgeon
Dr. Frank L. & Elizabeth F. Duncan
Jackaline B. Dunlap Horizons
Mose Dunning, Jr. Science Award
Dr. Mark Dunphy Memorial Pequod
W. Norris Duvall
Linda Levally Early
Elihu & Cordelia Eastridge
Chris D. Estes
Tom & Rowena Everett
Mary Louise Ott-Fanelli
Guy M. & Lena C. Fenley
Helen Gilpin Flatt
The Reverend Chandler E. Ford Family
Charles E. Fouser Award for Research in
Environmental Issues
Olive D. Freeman
Rev. Virgil J. & Ruth Fryman
Dr. Edward L. Gambill
Evelyn Rogers Gamble Memorial
Jerry L. & Elaine F. Garver
Kenneth George II Memorial
Rev. S. Ray & Lorene Gilliam
Glasgow Family Memorial
Ronald D. & Lily Glosser
Robert R. Goodin Family
Coach Don Green
Fred Gribbins Ministerial
Drs. Charles S. & Vera Guthrie
W. Paul & Lillian McAllister Hale
Greg V. & Teresa M. Hall
Wood & Marie Hannah for Choral Music
Havens/LWC
William Randolph Hearst
Virginia M. & Ronald E. Heath Nursing
Helm-Baker
Pearl Helm
John L. & D.D. Hendrickson
Henry
Stanley & Lue Ella Hickerson
Coach Doug Hines
Jo S. Hoefelman
Leona S. Holland

Doris Zenger Holloway
 Sam & Allene Holmes for Christian
 Ministries
 John B. Horton Memorial
 Dr. & Mrs. F. Bennett Hulse, Jr.
 Chester & Jewell Humphress
 Mattie Hyams
 Intrepid USA Healthcare Service Varna Holt
 Jamestown High School Class of 1949
 Dr. Ernest & Betty Brown Johnson
 Walter M. & Lois G. Jones
 Bob & Fran Keefe Athletic
 Dr. Carolyn Keefe
 The Keefe Family Non-Traditional
 Ella & Raymond A. Kessel Memorial
 L. Carman King & Linda Underwood King
 Mary Kloth
 Dr. Adam Komosa
 Emmett W. & Mildred P. Kottke
 Vivian Landrum
 James P. & Bettye M. Long
 Jeremy & Mary Lord
 Mary Lucy Lowe
 Julia Loy
 William T. Luckey, Jr.
 William T. Luckey, Jr. (Hendrickson)
 Vicki Main
 Cecil Major Athletics
 Patricia Ann Massey & Sandra Diane Lone
 Honorary
 Rev. R.V. & Anna Belle Matthews
 Dr. Emil D. McAdams
 R.W. & Frances R. McCandless Memorial
 Dr. L. Rodford McDonald
 McKenzie/Adams
 Shirley Brenton McKinnon Memorial
 Millennium (Class of 1950)
 Bernice Miller
 L.A. & Grace Miller
 Orville & Mamie Miller
 Delorah Jewell Moore Endowed English
 Doug & Betty Jean Moseley
 Katie Murrell – Sponsor Jerry Garver '62
 Louise Page Newberry
 Chloe M. Niehaus
 Dr. J. Howard Olds
 Samuel Orr
 Willard Mae Yarberry Overstreet
 Allan M. & Bunny C. Parnell
 Dr. Susan F. Patterson
 Kennard & Melva Peden
 Jannetta Peers
 Irene Pendleton for Nursing
 Gertrude & Donald Perry
 William & Nadine Pettus

John & Jeanette Pierce for Christian
 Ministries
 Curtis J. & Beatrice H. Powell
 Lenn R. Pruitt
 Keith & Mary Radford
 Aleen Ensor Ralph
 Ramseyer/Lindsey Wilson College
 Robert M. Rawls
 John C. & Nora L. Redman
 Lowell Reeg
 Walter S. Reuling
 Lee & Gertrude Reynolds
 Edward & Beulah Richards
 Doug & Alberta Richardson
 Marit B. Robb & Shelia K. Robb Nursing
 Advocacy Award
 Henry C. & Elsie B. Rogers
 Marshall Rowe Family
 Dr. Joseph & Dorothy Thrasher Schickel
 Rev. Alice Bondurant Scott
 Kathryn Reese Sengel
 William B. Shearer
 Asa, Allie & David Shelton
 Dorothy "Tillie" Wood Shelton
 Lois Cooper & Rev Louis Shepherd for
 Teachers
 Eddie & Nancy Sinclair
 Dr. William W. Slider
 Smiley
 Harold J. & Helen H. Smith
 Rev. Dr. Jerry Allen & Carol G. Smith
 Jessica Smith for Women's Golf (The
 Jessica)
 S. Russell, Sr. & Jean Olive Smith
 S. Russell Smith, Jr.
 W.K. Snyder
 Marilyn D. Sparks
 Billy C. & Faye C. Spencer
 Jimmie Spurling
 L.D. & Marie Squires
 M. Keith Stearns
 Dr. Barry C. Stephens Memorial
 Dr. Julius M. & Hazel B. Stephenson
 Sue Cravens Stivers
 Mary Louise Stoltz
 Asa James Swan Christian Service
 Terry W. & Cinda L. Swan
 Teacher Education
 Dr. Cyrintha Terry
 Horace H. & Wilma Thompson
 Shelly Thrasher Memorial
 Brashear Thurman Library
 Margaret S. Thurman
 Keith & Katherine Venable
 Emily Vickers Endowed Award in Art

Ed & Linda Marcum Waggener Writers
Richard L. & Mary Ann Wagner
Mary Evelyn Walker & Louise Brock
William “Bill” Walker
A.P. White
Elizabeth & Ken Whitfield for Nursing
Bob & Lorene Whitmer
John & Lanye Wigginton
Rose Willis
Dr. M.A. & Portia Winchester

Dr. Ralph D. & Mrs. Nellie Winchester
Noma Dix Winston
Rev. L.E. & Rose Woodcock
Lewis & Mary Woodward
W. Ruel & Runa Wooten
Collins, Russell, Wortham
Sean Wright & McKaylee Gilmore
Memorial
Leo & Betty Young
Joseph W. & Margaret Zinn

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 this catalog.

The A.P. White Campus in Columbia Undergraduate Program

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

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 & counseling; the associate degree in business management is also available. At the Scottsville campus, students may pursue an associate degree in business management or bachelor’s degrees in business administration or human services & counseling. AIM also offers general education courses for adult learners.

Online Programs

Lindsey Wilson College offers two associate, four bachelor’s, and three master’s degree programs that are currently available fully online as well as two certificate programs.

Online degree programs are typically offered in an 8-week format utilizing two sessions per semester.

Graduate Programs

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

Credit Hours

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

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

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

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

Definitions

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

Credit Hour Requirement for Associate Degree Candidates

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

Credit Hour Requirement for Bachelor's Degree Candidates

All bachelor's degree candidates for graduation must complete a minimum of 120 credit hours of acceptable academic work with a minimum cumulative grade point average (GPA) of 2.00 on a 4.00 scale. Some programs (education and human services & counseling) require a higher GPA.

Required courses in the major and/or minor must be completed with a minimum grade of C unless a division or program specifies a higher grade requirement. Some students, depending upon their major, minor, and/or general education choices, may exceed the 120-hour minimum.

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

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

Credit Hour Requirement for Master's Degree Candidates

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

Credit Hour Requirement for CES Doctoral Candidates

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

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 unless approved by the Academic Affairs Office. A.P. White Campus in Columbia students are limited to two online or web courses during a fall or spring semester.

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

Load for Three-Week Terms

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

Graduate Load

The minimum academic load for full-time master's level graduate status is nine semester hours, and the minimum academic load for full-time doctorate level graduate status is six semester hours.

Advising and Selection of a Major

Advisor Guidance

Incoming freshmen (0-23 hours of college credit) will be contacted by a First-Year Experience advisor or a faculty advisor to discuss their initial advising needs. Incoming students enrolled in online programs will be contacted by their online admission counselor for initial advising.

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

Catalog Requirements

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

Declaration of Major

All students seeking to obtain an associate or bachelor's degree must file a Declaration of Major form in an approved degree program. A Declaration of Major form can be obtained in the Registrar's Office and online.

Students must do the following:

- The student will declare a major prior to enrolling. The student should meet with a faculty member in the major program during the first semester of enrollment. Some programs (e.g., education and nursing) have specific requirements with which the student must comply.
- 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, the student should submit the completed Declaration of Major form to the Registrar's Office.
- Upon acceptance into the program, the student should request a degree audit (a record of all coursework taken and how it is counted against degree requirements) from the Registrar's Office. A copy will then be given to the student. It is recommended that the student discuss the audit with 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 form is available from all academic advisors or online. Completed forms that include advisor changes are submitted to the Academic Affairs Office. Once the change(s) have been made, the applicable advisor and the student are informed,

and the form is then forwarded to the Registrar's Office for the major change. Completed forms for major changes only are submitted directly to the Registrar's Office.

Academic Opportunities

First-Year Experience

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

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

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

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

FYE program's objectives are:

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

FYE 1001, First-Year Experience Seminar, is part of the Essential Learning General Education curriculum, partially fulfilling ESLO 4, Application and Integration of Knowledge, at the core level. It has the following student learning outcomes (SLOs):

1. Students will have the opportunity to experience a supportive and positive learning experience; and
2. Students will make connections across courses and disciplines inside and outside the classroom.

R.V. Bennett Honors Program

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

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 six of their eight semesters of attendance. Seminars will focus on current topics of interest to honors students in an atmosphere of intellectual exchange and active student involvement in the learning process. The seminar may involve speakers, projects, and service-learning opportunities.
2. 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 and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honor's program graduate's final, official transcript will also have a designated section listing all of the completed honors project titles and the courses for which they were completed.

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.

Lindsey Writes

Lindsey Writes is a writing-across-the-curriculum program that impacts undergraduate students at the A.P. White Campus in Columbia. Lindsey Writes includes three components:

1. The Writing in the Core Initiative, which focuses on writing to learn in core general education courses;
2. The Writing in the Disciplines Initiative, which focuses on developing writing skills specific to the student's major discipline; and
3. The Writing for Life Initiative, which incorporates writing-focused activities and skills.

Lindsey Writes focuses on three student learning outcomes:

1. Lindsey Wilson College students will have the ability to use writing to acquire, organize, and present information and ideas in a variety of contexts;
2. Lindsey Wilson College students will increase their level of perceived self-efficacy for writing; and
3. Lindsey Wilson College students will write effectively using the conventions, style, and vocabulary of their major disciplines.

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/division chair/director, the Academic Affairs Office (or associate dean for SPC courses), and the Registrar's Office. Approval is contingent upon a variety of factors.

Applicants applying for a Directed Study must have a minimum 2.50 GPA and demonstrated capability for independent work. Students seeking an associate degree may have no more than six such credits; those seeking a bachelor's degree are limited to 12 hours. Applications are available in the Registrar's Office; faculty may also access the application through the MyLWC Portal. Students must register for Arranged Courses/Directed Studies during the normal registration period.

Internships

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

General internships are approved by academic programs and reviewed by the Academic Affairs Office. Faculty members who supervise internships offered by their programs assume responsibility for developing internship syllabi, ensuring compliance with established procedures, monitoring student performance throughout the internship, assessing the intern's academic and work progress, and grading the internship experience commensurate with the student's final evaluation by the work site supervisor and the degree to which the intern meets academic expectations. Internships

are normally graded Credit/No Credit (CR/NC). Internships consisting of four or more credit hours must be submitted to the Academic Affairs Council as a student petition.

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

Semester in Frankfort

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

United Methodist College Washington Consortium

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

Lindsey in London Program

The Lindsey in London program is offered through CAPA, the International Education Network. Courses in disciplines such as anthropology, art history, business, communication, economics, film, finance, history, international relations, journalism, literature, political science, psychology, theater, and women's studies are offered. 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 College 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.

The Cooperative of Undergraduate Programs Abroad

The Cooperative of Undergraduate Programs Abroad (COUPA) brings together a number of colleges and universities with the goal of promoting and sustaining exciting and innovative short term study abroad options for undergraduate students. COUPA offers programs in Ireland, Belize, and Ecuador.

Lindsey Wilson College is a member institution, and students will receive credit from the college for successful completion of COUPA-sponsored programs as the college serves as a school of record for COUPA-sponsored programs. The college reviews all course syllabi and the credentials of faculty who teach in COUPA-sponsored programs.

Student Exchange Programs and Sister Schools Overseas

Lindsey Wilson College has sister school relationships (both two-way tuition exchange and one-way study abroad programs) with five universities in Japan and two universities in South Korea. Every year, students from these universities attend Lindsey Wilson College for either a semester or

a year as part of their degree program at their home university. In turn, Lindsey Wilson College students can also study for a semester or year at sister schools with which the college has a two-way tuition exchange program. For these programs, Lindsey Wilson College students need to register first at Lindsey Wilson College as “Study Abroad” and pay their tuition fees at the college. 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, students will take a combination of foreign language courses and content courses taught in English during their semesters overseas. For further information about our sister school relationships, please see the Academic Affairs Office or Ms. Sabine Eastham, the director of International Student programs.

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

Northern Ireland (Irish American Scholarship)

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

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

Travel Opportunities for Academic Groups

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

Additional Study Abroad Opportunities

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

Registration

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

Students must complete registration during the designated times. Credit is not allowed for a course unless the student is properly registered. While students are responsible for dropping or

withdrawing from courses which they do not plan to complete within the time limits specified in the Academic Calendar, Lindsey Wilson College reserves the right to administratively withdraw any student who has not attended a class during the first five days of a fall or spring semester or during the first two class meetings of each module.

Changes in Registration: Adding and/or Dropping a Course

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

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

Transcript Records of Dropped Courses

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

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

Placement in Courses

ACT, SAT, or Accuplacer Testing and Placement

Students are strongly urged to take the American College Test (ACT) or the Scholastic Assessment Test (SAT). Students who do not provide ACT or SAT scores are required to take the Accuplacer test, which is administered in the Academic Success Center by the tutor coordinator. 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 College. (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. Developmental courses are included in calculating full-time status for financial aid purposes but do not count toward the 60 credit hours required for an associate degree or the 120 credit hours required for a bachelor's degree.

Note: Students are not allowed to withdraw from some of the developmental 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 & Speaking
2. ENGL 0804 – ESL: Reading & Writing
3. ENGL 0854 – ESL: College-Level Skills

Writing Studies Sequence

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

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

Reading Sequence

1. READ 0903 – Reading Fundamentals
2. READ 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

Mathematics Sequence

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

College Algebra Sequence

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

Topics in Mathematics Sequence

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

Placement Appeals Process

In order to maximize their academic success, students must remain in the developmental 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 or SAT and submit new scores.
- Students may submit Kentucky Online Testing (KYOTE) scores.
- Students may choose to take any or all parts of the placement challenge test (includes English and reading). Testing is offered prior to the beginning of each semester by the tutor coordinator. Testing dates are announced during the New Student Orientation.
- 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 tutor coordinator prior to the beginning of the semester. Students who wish to appeal their placement after the beginning of the semester (beginning with the first day of classes) must refer items 1-4 below.
- Students who wish to appeal their placement based upon ACT, SAT, KYOTE, or 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 a Drop/Add form, which will indicate the student may drop the course. The instructor will then add the next course in the sequence to the student's schedule. The student will need to obtain his or her advisor's signature on the Drop/Add form before submitting it to the Registrar's Office.
 4. If the student tests out of the last class in any sequence, the student will need to consult with his or her advisor to choose another course.

Attendance Policies

Class Attendance and Student Success

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

1. Request the student make special arrangements to improve his or her performance (e.g., utilizing a tutor);
2. Enter the student in Engaged for Success (E4S), a system that electronically notifies the student's advisor, the Academic Affairs Office, the Student Affairs Office, and coaches (if the student is an athlete) of the attendance issue;
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 instructors responsible for other activities should notify faculty as far in advance as possible; and
- Faculty members are encouraged to remind students that participation in extracurricular activities (intercollegiate athletics in particular) places additional demands and responsibilities on them and therefore requires that any additional absences be kept to a minimum.

Final Examinations

All classes are required to have final examinations or other culminating final activities during a specified final exam time at the end of each term. The final exam schedule is available on the college website prior to the beginning of the academic semester and near the back of this catalog. Any student with more than three examinations scheduled in one day may request rescheduling of one examination at the discretion of the vice president for Academic Affairs or assistant vice president for Academic Affairs. ***Students will not be permitted to take early finals unless extenuating circumstances exist.*** Extenuating circumstance means illness, a verified family emergency, or participation in officially sponsored travel in support of an event arranged by the college. All requests for early finals must be made in person to the vice president for Academic Affairs or assistant vice president for Academic Affairs.

Academic Integrity

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

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

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. 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 at any time in the student's academic career, the Academic Affairs Office may, in consultation with the dean of students, 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 access to a web product used to detect plagiarized documents. Faculty members are encouraged to use this tool.

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

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

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

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

Exempt

1. Research involving the collection or study of existing data, documents, or records if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.
2. Research and demonstration projects that are designed to study, evaluate, or otherwise examine:
 - Public benefit or service programs
 - Procedures for obtaining benefits or services to those under these programs
 - Possible changes in methods or levels of payments for benefits or services under these programs
3. Research conducted in established educational settings, involving normal educational practices, such as:
 - Research in regular and special educational instruction strategies, or
 - Research on the effectiveness of the comparison among instructional techniques, curricula, or classroom management methods.
4. Research that involves the use of educational tests (cognitive, aptitude, achievement), surveys, interview procedures, or observations of public behavior UNLESS:

- The information is recorded in such a way that human subjects can be identified directly or through identifiers linked to subjects.
- Any disclosure of the human subject's responses outside the research could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

Non-Exempt

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

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

Institutional Animal Care and Use Committee (IACUC)

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

Assurance

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

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

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

Grades

Outcomes Assessment

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

Grading Scale and Quality Points

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

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

Grade Point Average

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

Credit/No Credit Courses

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

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

The following courses are graded CR/NC:

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

Other Exceptions to the Standard Grading Scale

The Integrated Reading & Writing courses (READ 0700 series), 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 pre-licensure B.S.N. and R.N. B.S.N. programs use a grading scale different from other academic units of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The pre-licensure B.S.N. and R.N. B.S.N. programs use the following grading scale: A = 93-100 percent, B = 85-92.99 percent, C = 77-84.99 percent, D = 70-76.99 percent, F = 69.99 percent or lower. Grades will NOT be rounded.

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

Mid-term Grade Reports

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

Semester End Grade Reports

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

Incomplete Grades

A grade of I (Incomplete) is given when circumstances beyond a student's control prevent completion of course requirements and when a student has made a formal request for an incomplete prior to the end of the term. Students receiving incompletes are not eligible for the Dean's and President's Lists. The student must complete the coursework within six weeks. That deadline may be extended to 15 weeks if mutually agreed upon with the instructor. Approval of the instructor, the academic unit/division 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. Work submitted by a student after a faculty member posts final grades will not be accepted for credit unless arrangements for an incomplete grade were made prior to the end of the term.

Repeating a Course

Courses in which the student has a final grade of D or F may be repeated for credit. A student who earns a final grade of C may be approved by the vice president for Academic Affairs or the assistant vice president for Academic Affairs to repeat a course if the repeat is needed to meet graduation requirements. The grade earned the last time the course is repeated becomes the official grade for the course.

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's Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division 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 desires 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 email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

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

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.*

**The Grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling, and the director/chair of the academic unit/division that 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 campus locations in the following states may contact the corresponding state agency listed below if their complaint has not been resolved at the institutional level to their satisfaction. Students will not be subject to unfair actions as a result of initiating a complaint proceeding.

- Kentucky: Institutional Complaints, Council on Postsecondary Education, 1024 Capital Center Drive, Ste. 320, Frankfort, KY 40601; (502) 573-1555.
- Ohio: Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (614) 466-6000 or (614) 728-3095.
- Tennessee: Tennessee Higher Education Commission, Division of Postsecondary School Authorization, Parkway Towers – Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243-0830; (615) 741-5293. Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with the Tennessee Higher Education Commission, Division of Postsecondary State Authorization.
- Virginia: State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Bldg, Richmond, VA 23219; (804) 225-2600. Students may contact council staff to file a complaint about the school as a last resort.
- West Virginia: Executive Vice Chancellor for Administration, West Virginia Council for Community & Technical College Education, West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd East, Ste. 700, Charleston, WV 25301; (304) 558-5719.

Academic Standing – Graduate Students

Student Rank

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

Minimum Acceptable Academic Progress

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Lindsey Wilson College. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (grade point average or GPA). A student's academic performance will be reviewed at the end of the fall, spring, and summer semesters. A student must meet minimum acceptable academic progress

by complying with the standard in order to achieve and/or maintain good academic standing. Any students with a 0 to 2.0 term GPA may be placed on probation or suspended.

The minimum acceptable GPA for graduate students is 3.0.

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.

Students must also earn 66.7 percent of hours attempted each term. Grades of W, F, I, and NC will count as credit hours attempted.

Students can receive financial aid for up to 150 percent of the hours required for the degree, including grades of W, F, I, repeats, and accepted transfer hours.

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

Students failing to meet minimum acceptable academic progress, as outlined above, are subject to the following sanctions.

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

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 Lindsey Wilson College for a semester. When this happens, a student has the following options for gaining reinstatement:

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

Other Causes for Academic Suspension

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

Readmission after Academic Suspension

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

Academic Standing – Undergraduate Students

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

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Lindsey Wilson College. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (grade point average or GPA). A student's academic performance will be reviewed at the end of the fall, spring, and summer semesters. A student must meet minimum acceptable academic progress by complying with the standard in order to achieve and/or maintain good academic standing. Any students with a 0 to 1.0 term GPA may be placed on probation or suspended.

The minimum acceptable GPA for undergraduate students is 1.5 after two semesters and 1.75 after three semesters. From the completion of the fourth semester of enrollment through graduation, the minimum acceptable GPA for undergraduate students is 2.0.

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.

Students must also earn 66.7 percent of hours attempted each term. Grades of W, F, I, and NC will count as credit hours attempted.

Students can receive financial aid for up to 150 percent of the hours required for the degree, including grades of W, F, I, repeats, and accepted transfer hours (180 hours for bachelor's degree-seeking students; 90 hours for associate degree-seeking students).

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

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 at a minimum 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 at a minimum be placed on probation. Probation sanctions will 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 Lindsey Wilson College at any time when, in the opinion of instructors and the vice president for Academic Affairs or designee, the student's academic effort or social conduct fails to demonstrate a responsible approach to studies. Student status will be reviewed at the end of the probation semester.

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 Lindsey Wilson College for a semester. When this happens, a student has the following options for gaining reinstatement:

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

Other Causes for Academic Suspension

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

Readmission after Academic Suspension

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

Academic Bankruptcy Policy

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

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

When academic bankruptcy is declared, the term "Academic Bankruptcy" will be reflected on the transcript for each semester affected. The phrase "Academic Bankruptcy Implemented" will be stamped on the transcript for the semester in which bankruptcy is implemented. 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 and must be accompanied by a letter of support from the advisor. Petitions must be submitted by November 1 for consideration during the fall semester and by April 1 for consideration during the spring semester.

Leave of Absence and Withdrawal Policies

Leave of Absence

Students who contemplate leaving Lindsey Wilson College voluntarily and who anticipate that they will not be able to return *the semester following their withdrawal* are encouraged to file for Leave of Absence (LOA) of up to one year (two semesters for A.P. White Campus in Columbia Students; three semesters for CES, community campus, and online students). If unable to return at the end of the first semester on a LOA, a student on LOA may make application for continuation by writing or calling the Academic Affairs Office. The LOA assures re-admission without further paperwork or review by the Admissions Committee and the ability of the student to continue under the terms of the academic requirements that applied at the time the LOA was granted. At any time after return to full-time status, a student who has been on LOA may opt to study under the terms of a later catalog. The Leave of Absence application is available in the Registrar's and Academic Affairs Offices and must be approved by the vice president for Academic Affairs.

Withdrawal from the College

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

- Withdrawal from the college is not permitted during the last 30 days of the semester.

- Students who do not complete the withdrawal process as stated above may receive grades of F in all courses in which they were enrolled. These Fs may result in loss of eligibility for financial assistance, whether at Lindsey Wilson College or another institution to which the student transfers.
- Proper withdrawal from the college is important!

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 that are maintained by the college. The only exceptions to this access are those records exempted under FERPA:

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

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

Reproduction of Records and/or Transcripts

A transcript of credits may be obtained from the Registrar's Office for \$10.00. Copies of other documents to which the student has legal access are available to the student at 25 cents per page. Transcripts will be forwarded to other educational institutions, agencies, or firms by the Registrar's Office upon written request of the student. The cost is \$10.00, payable in advance. Requests for transcripts will usually be processed within two working days; however, during registration periods and immediately following the end of a semester, there may be some delay.

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

Records Maintained by the College

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

- **Admissions:** All materials submitted on behalf of applicants are maintained by the Admissions Office. Upon final registration, these files are transferred to the Registrar's Office.
- **Academic:** Once a student enrolls, all academic records are maintained by the Registrar's Office. Transcripts are permanent college records. Records of academic discipline are held by the Academic Affairs Office for five years following the last date of enrollment.
- **Advising:** First-Year Experience advisors and faculty advisors maintain advising folders on their advisees which may include notes on meetings, copies of the student's schedule,

Drop/Add forms, unofficial high school and college transcripts, etc. These folders may be in paper or electronic format.

- **Financial Aid:** All information submitted and collected for the evaluation and disbursement of financial aid is maintained by the Student Financial Services Office. Federal Perkins Loan files are under the control of the vice president for Educational Outreach & Student Financial Services.
- **Student Accounts:** Records of student accounts with the college are maintained by the Business Office, under the control of the vice president for Administration & Finance.
- **Career Services:** Materials made available by the student for career placement, along with materials collected in the course of career planning consultations, are maintained by the Career Services Office.
- **Disciplinary:** Judicial records will be maintained by the office authorized to determine the propriety of the conduct in question. Records of suspension from residence halls and suspension or dismissal from the college are permanent. Files developed in cases in which a lesser sanction has been imposed will be retained for a period of one year after graduation or four years after the date of the action, unless the sanction specifies that it should be retained for a longer period. Judicial records of a student who has voluntarily withdrawn from the college shall be destroyed after two consecutive years of such withdrawal, unless the records include sanctions of suspension from residence halls or suspension or dismissal from the college. In those cases, the records are permanent.
- **Judicial:** These records may be inspected by college officials who have a professional justification for such information. Under no circumstances shall any personally identifiable information be released by anyone to any individual, agency, or organization without prior written consent of the student or as provided by law.
- **Other Non-Academic Records:** Information about co-curricular activities and awards, on-campus residence, and materials gathered for individual student consultations are maintained by the Student Services Office.
- **Health and Counseling Records:** These records are covered by additional regulations and are not available for student review. However, students may request that an appropriate professional of their choice be allowed to inspect these records. Health records are kept by the campus nurse, and counseling records are kept only by the individual(s) consulted by the student.

Questions and Challenges

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

- **Academic Records (classes, grades, etc.):** See Student Academic Complaint Policy or refer to *The Student Handbook*
- **Co-Curricular Records (activities, career development, discipline, etc.):** Vice president for Student Services & Enrollment Management
- **Financial Aid Records:** Vice president for Educational Outreach & Student Financial Services
- **Student Account Records:** Vice president for Administration & Finance

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

Further Information

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

Personal Information Privacy Policy

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

- **Categories of Nonpublic Personal Information Collected by the College**
 - Information received on applications or other forms.
 - Information received from external governmental, financial, testing, or other organizations.
 - Information received in processing accounts with us and the transactions in those accounts.
- **Categories of Nonpublic Information Disclosed by the College**
 - Information provided to the college required for verification of financial aid eligibility.
 - Information regarding accounts that needs to be available to third-party contractors for collection of delinquent account balances or loans due the college or governmental loan programs.
 - Information requested by an authorized law enforcement process or court order.

Disclosure of Information to Affiliated and Nonaffiliated Third Parties

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

Information is provided in the following instances:

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

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

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

Intellectual Property Rights Policy

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

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

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

- Patents or inventions, pharmaceutical products, medical technology, or equipment;
- Books, booklets, or electronically-published works;
- Articles in professional journals or magazines;

- Articles submitted to open access databases such as ERIC;
- Artistic works: paintings, sculptures, fabric art, drawings, photographs, digital art;
- Musical compositions or recordings;
- Literary works, plays, fiction, poetry, or creative non-fiction;
- Theatrical works;
- Performance art; and
- Software programs or applications.

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

Exceptions to the general policy include the following situations:

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

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

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

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

Residency and Graduation Requirements

Residency Requirement for B.A., B.S., and B.S.N. Degrees

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

Residency Requirement for A.A. Degrees

In order to earn an associate degree from Lindsey Wilson College, students must successfully complete a minimum of 21 credit hours at the college, and at least 50 percent of the credits required in a major must be earned at the college. Hours transferred to the college during completion of a degree need prior approval of the Registrar's Office. 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's Office and final grades are determined.) Attendance at commencement and baccalaureate is strongly encouraged for all graduates. 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 form in the Registrar's Office at the beginning of his or her final term or earlier. 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 coursework that receives letter grading. Courses that are graded on a Credit/No Credit (CR or NC) basis are not included in honors calculations.

President's List

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

Dean's List

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

The President's Award

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

Academic Program Awards

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

Who's Who among Students in American Universities and Colleges

Lindsey Wilson College participates in Who's Who among Students in American Universities and Colleges, one of the most highly regarded and long-standing honors programs in the nation. In

March or April of each year, a nominating committee of faculty, administration, and students names recipients of this prestigious award.

Alpha Chi

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

Alpha Phi Sigma

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

Alpha Psi Omega

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

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

Chi Sigma Iota Honor Society

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

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

Honors Association

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

Lambda Pi Eta Honor Society

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

Phi Beta Lambda Honor Society

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

Sigma Tau Delta Honor Society

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

The Society for Collegiate Journalists

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

Graduation Honors

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

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

Academic Degrees

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

Graduate Programs

Doctor of Philosophy

- Counselor Education & Supervision

Master of Business Administration

Emphases offered in:
General Business
Lean Systems

Master of Education

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

Undergraduate Programs

Bachelor of Arts

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

- Sustainability & Energy Applications
- Theatre

Bachelor of Science

- Biology
Emphases offered in:
Cell & Molecular
Environmental & Organismal
Health & Medicine
Secondary Education
General
- Biology Education 8-12

Associate of Arts

- Art
- Business Management
Emphases offered in:
Entrepreneurship
Lean Systems

Minors

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Christian Ministries
- Communication
- Criminal Justice
- English
- History
- Journalism

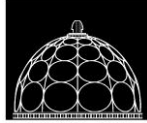
- Women's & Gender Studies

- Nursing (B.S.N.)
Majors offered in:
Pre-licensure B.S.N.
R.N. B.S.N.
- Psychophysiology
Emphases offered in:
Psychology Graduate School
Pre-Pharmacy
Pre-Medical/Dental/Veterinary

- Criminal Justice
- Engineering Mechanics
- Health Science
- Religion

- Mathematics
- Military Science
- Physics
- Political Science
- Psychology
- Recreation, Tourism & Sport Management
- Spanish
- Theatre
- Women's & Gender Studies

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LINDSEY
WILSON
COLLEGE

Graduate Programs

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The counselor education & supervision program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP grants accredited status to graduate-level programs in the professional counseling field.

School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling (SPC) is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Counselor Education & Supervision Program Mission Statement

The mission of the counselor education & supervision (CES) doctoral program is to prepare students to serve as counselor educators, administrators, supervisors, researchers, advocates, and practitioners in academic and clinical settings.

Program Overview

The Doctor of Philosophy in counselor education & supervision is an innovative, terminal-degree program designed to cultivate the potential within the student for development as an educational, clinical, and administrative professional through creative leadership, applied research, demonstrated pedagogy, and public advocacy. The program operates on a cohort-based model.

Employment opportunities for graduates from the counselor education & supervision program vary greatly based on the interests and areas of focus for individual graduates. Common roles may include faculty positions in counseling and counselor education training programs, administrative positions in community and government agencies, supervisory roles in various clinical settings, research and assessment positions in higher education and government settings, and leadership roles in community advocacy organizations. Students in the CES program work with their advising committees to identify long-term professional goals and work toward these goals throughout their studies.

Curriculum

The Doctor of Philosophy in counselor education & supervision requires a minimum of 72 credit hours of study, including dissertation research, beyond the 60 graduate credit hours of training in an approved counseling program.

Each year of doctoral study builds on knowledge and competencies from the accumulated expertise gained by the student to that point. Courses will be offered in a sequenced fashion with students taking six to nine hours of coursework per semester offered in five core areas (teaching, counseling, research and scholarship, leadership and advocacy, and supervision and consultation). Students remaining in sequence may complete the program in three to four years.

A. Core Requirements: 36 hours

- Foundations of Counselor Education & Supervision (CES 7003) – 3 hours
- Advanced Counseling Theories (CES 7013) – 3 hours
- Advanced Clinical Assessment & Diagnosis (CES 7023) – 3 hours
- Instructional Technology in Counselor Education & Supervision (CES 7113) – 3 hours

- Course Development & Assessment (CES 7123) – 3 hours
- Instructional Strategies & Course Management (CES 7133) – 3 hours
- Administration & Management of Mental Health Programs (CES 7213) – 3 hours
- Leadership & Professional Advocacy Action Planning in Counseling (CES 7223) – 3 hours
- Grant Writing & Fiscal Management in Mental Health Programs (CES 7233) – 3 hours
- Clinical Supervision & Consultation (CES 7313) – 3 hours
- Leadership & Administration in Counselor Education (CES 7323) – 3 hours
- Research, Program Evaluation & Outcomes Assessment in Higher Education (CES 7333) – 3 hours

B. Practicum and Internship: 12 hours

- Advanced Practicum: 150 hours (CES 8003) – 3 hours
- Internship: 200 hours (CES 8013) – 3 hours
- Internship: 200 hours (CES 8013) – 3 hours
- Internship: 200 hours (CES 8013) – 3 hours

C. Research Requirements: 24 hours

- Dissertation Hours (CES 9003) – 3 hours
- Professional Writing, Publication & Presentations in Counselor Education (CES 9013) – 3 hours
- Research Design & Project Development (CES 9023) – 3 hours
- Psychometric Theory & Measurement Design (CES 9033) – 3 hours
- Quantitative Method & Multivariate Analysis (CES 9043) – 3 hours
- Qualitative Method & Design (CES 9053) – 3 hours

Note: A minimum of nine dissertation hours is required, therefore CES 9003 must be taken three times.

TOTAL HOURS: 72 credit hours

Exit Assessment

The doctoral program has the same academic policies and standards as the undergraduate and M.Ed. programs except where specifically stated. Consistent with the college's Doctoral Matriculation Deadline policy, all course requirements leading to and including comprehensive exams must be successfully completed within five years of starting doctoral studies at Lindsey Wilson College. All remaining program requirements and dissertation must be completed within four years of comprehensive exams. Time elapsed during a Leave of Absence does not count toward these deadlines. Students may request deadline extensions, granted at the discretion of the doctoral program director.

Graduation from the Doctor of Philosophy in counselor education & supervision degree program requires:

- Completion of all required coursework with a cumulative quality point average of 3.00 or higher and no more than one C;
- Completion of an Application for Graduation form with the Registrar's Office following the specific guidelines set forth in this catalog;
- Recommendation of the CES faculty; and
- Completion of the following items as outlined in the *Counselor Education & Supervision Student Handbook*:
 - Annual Student Reviews
 - Written comprehensive exam;
 - Oral comprehensive exam;

- Dissertation proposal; and
- Defense of the dissertation.

Admission

Program Application Procedure

Applicants to the counselor education & supervision program will need to:

1. Submit official graduate transcripts from all programs attended.
2. Have earned a master's degree in counseling or a related profession; graduates from CACREP accredited programs are preferred. Students admitted to the CES program with fewer than 48 semester hours of graduate credit and/or from a non-CACREP accredited program may be required to take additional hours to fulfill admission requirements as determined by a transcript review.
3. Complete the Graduate Record Exam (GRE) Revised General Test.
4. Provide three professional letters of reference from individuals familiar with the applicant's competence to complete doctoral work based on academic background, work history, personality, and ethical behavior. (Please contact the Graduate Office for more information.)
5. Submit a current vita documenting the applicant's professional preparation and experience.
6. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00.
7. Interview successfully as requested with the CES Admissions Committee. Interviewees may also be asked to submit on-site written answers to some selected questions.
8. Undergo a criminal background check. An applicant may be denied admission or dismissed from the CES program because of present or past criminal records.

At the conclusion of the interview process, the CES Admissions Committee will decide the status of each applicant. The following outcomes may occur:

- Admission – Applicants with *Admission* status are accepted into the program for the fall cohort. Students with *Admission* status who are unable to start with the fall cohort will need to re-apply or request a *Deferred Admission* status from the CES Admissions Committee.
- Deferred Admission – Applicants with *Deferred Admission* status will be accepted into the program upon successful completion of criteria outlined by the CES Admissions Committee. These criteria often involve completion of supplemental coursework or licensure requirements.
- Wait List – Applicants with *Wait List* status may be moved to *Admission* status if a currently admitted student withdraws his or her *Admission* status.
- Not Accepted – Applicants with *Not Accepted* status may re-apply in the future.

Transfer of Credit

Students may transfer a maximum of 12 credits from another regionally accredited university if the courses are taken as part of a CACREP accredited doctoral program and the courses meet the curricular requirements of the Lindsey Wilson College CES program. Dissertation credits cannot be transferred.

Eligibility for transfer will be determined by the CES program director in consultation with CES program faculty. Eligibility will be determined based on coursework comparability via a transcript review. Students may be required to present further evidence of eligibility, such as copies of course syllabi, to support their requests. The CES program director will notify students in writing regarding transfer eligibility decisions and will notify the Registrar's Office in cases where transfer credits are approved. Faculty advisors will work with students on developing updated plans of study in cases where transfer credits are approved.

International Students

International students applying to a graduate program must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total score of 79 or above with section scores of 21 on writing and 19 on reading on the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

Assistantships

The CES 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 up to 10 hours per week. Contact the director of the counselor education & supervision program for more information.

The duties of the CES GA will vary based on institutional and program needs, as well as the specific abilities of the GA.

CES Graduate Assistantship Application

1. Complete a Graduate Assistant Application. All application materials should be submitted to the director of the counselor education & supervision program as early as possible.
2. All eligible applicants will be invited for an interview. Several faculty and staff are invited to attend as an interview team, including the director of the CES program, CES faculty, and other individuals associated with the CES GA position being filled, to illustrate the collaborative process by which GAs are selected.
3. After applicants have been interviewed, the interview team will select a candidate and notify the director of the CES program by submitting the selected candidate's Graduate Assistant Application, Graduate Assistant Agreement, Graduate Assistant Position Description, and background check form.
4. The director of the CES program will work on finalizing the CES graduate assistant position description with the supervisor identified by the selection committee.
5. The director of the CES program will inform all applicants of the decision.
6. The CES graduate assistant's supervisor will orient the GA to his/her new position.
7. An unsuccessful candidate for a CES Graduate Assistantship may apply for consideration for other positions available.

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Mission Statement

The mission of the Lindsey Wilson College Master of Business Administration (M.B.A.) program is to develop effective, ethical business leaders who enhance the economic status and social climate of their communities, their state, and the world.

Job candidates with an M.B.A. enjoy a wider range of career options and greater earning potential. An M.B.A. degree will prepare graduates to move forward into a managerial position or equip them with the knowledge and expertise to start their own business.

The Graduate Management Admission Council (GMAC) reported in their 2013 Perspectives Survey that the median annual salary for M.B.A. degree-holders was \$100,000.

Curriculum

The Lindsey Wilson College M.B.A. program is a 36-37 credit hour course of study that offers all required core courses in a flexible, online format and that provides the option of completing the degree by pursuing either a general business emphasis that is fully online or a lean systems emphasis that is offered in a format that incorporates both online and face-to-face study.

A. Core Requirements: 21 hours

- Quantitative Decision Making (MBA 5023) – 3 hours
- Managerial Accounting (MBA 5033) – 3 hours
- Managerial Economics (MBA 5043) – 3 hours
- Managerial Finance (MBA 5053) – 3 hours
- Marketing Management (MBA 5063) – 3 hours
- Consulting Practicum (MBA 6053) *or* Applied Research in Business (MBA 6153) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours

B. Emphasis Area (select one of the following areas): 15-16 hours

1 – General Business Emphasis Requirements: 15 hours

- Organizational Communications (MBA 5013) – 3 hours
- Legal & Ethical Environment of Business (MBA 6023) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Strategic Management (MBA 6043) – 3 hours
- Business Seminar (MBA 6063) – 3 hours

2 – Lean Systems Emphasis Requirements: 16 hours

- Lean Systems Operations & Management (MBA 5123) – 3 hours
- Lean Operations & Tools I (MBA 6123) – 3 hours
- Lean Operations & Tools II (MBA 6133) – 3 hours
- Lean Design (MBA 6232) – 2 hours
- Lean Enterprise Systems (MBA 6332) – 2 hours
- Sustaining Lean Change (MBA 6433) – 3 hours

TOTAL HOURS: 36-37 credit hours

Exit Assessment

To graduate the program, all students must successfully complete an exit assessment. The exit assessment requires the following:

- Successful completion of a final M.B.A. research, internship, or consulting project;
- Completion of the ETS M.B.A. Exit Exam;
- Completion of the M.B.A. Exit Survey; and
- Completion of a reflective essay on mastery of student learning outcomes and career plan.

Admission

Program Application Procedure

Applicants to the M.B.A. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00.
2. Submit official undergraduate transcripts from regionally accredited institutions documenting the completion of an undergraduate degree;
3. Submit GRE or GMAT scores taken with the last five years;
4. Submit three professional references; and
5. Submit a resume and a statement of purpose.

Students who have not taken undergraduate courses in accounting, economics, and statistics prior to application to the program will be required to take such courses or will be required to demonstrate competency in these areas by examination.

GRE/GMAT Waiver

In order to be considered for admission to the M.B.A. program without submission of a GRE or GMAT score, the student must meet all of the following qualifications:

1. Earned an undergraduate cumulative GPA of 3.0 or higher (on a 4.0 scale);
2. Achieved a grade of B or higher in at least two college-level quantitative courses (algebra or higher); and
3. Have a minimum of four years post-baccalaureate work experience.

International Student Application Procedures for Online Programs

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus in addition to the application materials required of students from the United States, international students who are applying for admission to online programs must send an official copy of their TOEFL (Test of English as a Foreign Language) scores to the college's Office of Online Education.

International students applying to a graduate program must take and submit scores for the TOEFL or the IELTS (International English Language Testing System). The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total score of 79 or above with section scores of 21 on writing and 19 on reading on the Internet-based test (iBT). However, a minimum score of 80 iBT is required for the M.B.A. program. The minimum acceptable composite score on the IELTS is 6.5.

Students who fail to meet the minimum score may still be considered for admission but will be required to successfully complete a provisional ESL (English as a Second Language) course before being officially accepted into the program and enrolling in classes.

Transfer of Credit

The program will accept up to nine credit hours in transfer for equivalent courses from regionally accredited institutions of higher education.

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School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling (SPC) is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Counseling & Human Development Program Mission Statement

The mission of the counseling & human development (CHD) program is to provide a practitioner-based, community-centered, student-focused mental health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.

The School of Professional Counseling offers programs on the A.P. White Campus in Columbia, in an online format, and in a community-based format in collaboration with community colleges in Kentucky and surrounding states where students attend a local campus. The bachelor's and master's degrees are offered at these locations, allowing associate degree graduates to earn these higher-level degrees through the Lindsey Wilson College School of Professional Counseling.

The School of Professional Counseling programs are approved to be offered in the following locations: Ashland, Ky., at Ashland Community & Technical College; Big Stone Gap, Va., at Mountain Empire Community College; Cincinnati, Ohio, at Cincinnati State Technical & Community College; Cumberland, Ky., at Southeast Kentucky Community & Technical College; Danville, Ky., and Lexington, Ky., at Bluegrass Community & Technical College; Elizabethtown, Ky., at Elizabethtown Community & Technical College; Gallatin, Tenn., at Volunteer State Community College; Hazard, Ky., at Hazard Community & Technical College; Henderson, Ky., at Henderson Community College; Hillsboro, Ohio, at Southern State Community College; Hopkinsville, Ky., at Hopkinsville Community College; Logan, W.Va., at Southern West Virginia Community & Technical College; London, Ky., and Somerset, Ky., at Somerset Community College; Louisville, Ky., at Jefferson Community & Technical College; Madisonville, Ky., at Madisonville Community College; Maysville, Ky., at Maysville Community & Technical College; Paducah, Ky., at Western Kentucky Community & Technical College; Prestonsburg, Ky., at Big Sandy Community & Technical College; Radcliff, Ky., at the Regional Education Center; Cedar Bluff, Va., at Southwest Virginia Community College; Scottsville, Ky., at the Scottsville campus of Lindsey Wilson College; and Wytheville, Va., at the Wytheville Community College.

Master of Education

The M.Ed. in counseling & human development, with specialization in mental health counseling, is an application-oriented experience designed to enhance the skills of bachelor-level practitioners presently employed or planning a professional career in counseling. The program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP grants accredited status to graduate-level programs in the professional counseling field. In most circumstances, graduates also are immediately eligible for provisional or temporary licensure in the state where they received coursework.

Employment opportunities for licensed professional clinical counselors are diverse and abundant. In addition to private practice settings, possible employment opportunities for graduates of the program include city and state human services departments, community mental health centers, correctional departments, drug and alcohol rehabilitation programs, residential foster care agencies,

hospice programs, the military, counseling agencies, psychiatric hospitals, rape crisis centers, and vocational services.

This degree does not lead to P-12 school counselor certification or satisfy requirements for the M.Ed. in teacher as leader.

Curriculum

The Master of Education in counseling & human development, with specialization in mental health counseling, requires a minimum of 60 semester hours and participation in a non-credit group experience of not less than ten hours facilitated by the program. Requirements include 30 hours from nine core areas (human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and abnormal), nine hours of clinical instruction, and an additional 21 hours of specialty requirements in mental health counseling.

A. Core Curriculum: 30 hours

- Personal Growth & Development Group (CHD 5000) – non-credit
- Lifecycle Development in Individuals & Families (CHD 5003) – 3 hours
- Multicultural Counseling (CHD 5013) – 3 hours
- Counseling Theories & Techniques: Affective/Humanistic (CHD 5023) – 3 hours
- Counseling Theories & Techniques: Cognitive/Behavioral (CHD 5033) – 3 hours
- Group Counseling Techniques (CHD 5043) – 3 hours
- Career Education Counseling (CHD 5053) – 3 hours
- Individual & Group Assessment (CHD 5063) – 3 hours
- Psychopathology (CHD 5073) – 3 hours
- Research Methods (CHD 5083) – 3 hours
- Professional Issues & 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 HOURS, CORE AND CLINICAL: 39 credit hours

C. Specialization in Mental Health Counseling: 21-22 hours

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

In addition to the 39 hours of core and clinical experiences above, each student who specializes in mental health counseling must complete the following coursework within the specialty area. This coursework provides an introduction to clinical mental health counseling, contextual dimensions, knowledge and skills for the practice of mental health counseling, and clinical instruction.

- Diagnosis of Mental & Emotional Disorders (CHD 6023) – 3 hours
- Evaluation of Mental & Emotional Status (CHD 6033) – 3 hours
- Theories of Addiction & Pharmacology (CHD 6173) – 3 hours
- Treatment of Mental & Emotional Disorders (CHD 6203) – 3 hours
- Mental Health Administration, Supervision & Consultation (CHD 6513) – 3 hours
- Systemic Family Therapy (CHD 6613) – 3 hours

- **Choose one course from the following:**
 - Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (CHD 6174) – 4 hours
 - Assessment, Diagnosis & Treatment of Addiction (CHD 6183) – 3 hours
 - Relationship Counseling, Group Process & Techniques with Addicted Populations (CHD 6193) – 3 hours
 - Play Therapy (CHD 6253) – 3 hours
 - Adolescent Intervention (CHD 6283) – 3 hours

Exit Assessment

The master's program has the same academic policies and standards as the undergraduate program except where specifically stated. All degree requirements must be completed within seven years of initial acceptance into the program. Graduation from the Master of Education in counseling & human development degree program requires:

- A cumulative quality point average of 3.00 or higher;
- Completion of a program evaluation survey;
- Filing an Application for Graduation form with the Registrar's Office following the specific guidelines set forth in this catalog;
- Recommendation of the graduate faculty; and
- Completion of the Comprehensive Professional Counseling Examination (CPCE).

Admission

Program Application Procedure

Applicants to the Counseling & Human Development program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable fees of USD 35.00 to the appropriate administrative assistant serving the community campus, site, or format;
2. Send an official undergraduate transcript showing completion of a bachelor's degree from an accredited college or university to the Lindsey Wilson College Registrar's Office;
3. Send three letters of recommendation to the appropriate administrative assistant; and
4. Successfully complete an interview 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 master's program in counseling & human development are admitted on conditional basis. The status is reviewed by the Regional Admissions Committee at the end of the candidate's first semester to consider each student's unconditional acceptance into the program.

A change in status from conditional to unconditional must be accompanied by a successful student review and subsequent recommendation by the Regional Admissions Committee.

Note: Admissions decisions are based on academic performance and personal characteristics/dispositions as reflected in the Graduate Student Review and Recommendation process. Students who receive scores of "Pass" will be granted unconditional admission status. A student who receives one or two "No Pass" scores will meet with the resident faculty supervisor to discuss and formulate a remediation plan. A student who receives three or more "No Pass" scores will meet with the Regional Admissions Committee to plan required remediation or discuss alternatives to the program.

Certificate in Substance Abuse Counseling

The graduate certificate in substance abuse counseling provides students the opportunity for additional knowledge and skills in substance abuse counseling. The certificate program admits students and practitioners who are either currently enrolled in a graduate degree program or who already have an appropriate master's degree. The certificate may contribute toward the educational requirements as required by state boards for credentialing as a substance abuse counselor.

Curriculum: 13 hours

- Theories of Addiction & Pharmacology (CHD 6173) – 3 hours
- Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (CHD 6174) – 4 hours
- Assessment, Diagnosis & Treatment of Addiction (CHD 6183) – 3 hours
- Relationship Counseling, Group Process & Techniques with Addicted Populations (CHD 6193) – 3 hours

CHD 6013 Internship

Students who seek the certificate in substance abuse counseling concurrently with their master's degree in counseling & human development should seek one internship placement where substance abuse counseling can be practiced. Supervision must be provided by a person who satisfies all the requirements for an onsite supervisor of a clinical mental health graduate student in addition to at least two years of post-master's degree experience in the field of substance abuse counseling.

This program has been designed to contribute toward the educational requirements for certification and/or licensure in Kentucky, Ohio, Tennessee, Virginia, and West Virginia. Students are responsible for understanding all requirements in the states through which they are seeking certification and/or licensure and for verifying the current requirements in addition to remaining up-to-date on any changes taking place at the state level. Students are responsible for working with their state board toward identifying all requirements and applying for the appropriate credential.

Admission Requirements

The following items are required to apply for the certificate in substance abuse counseling for those not already enrolled in the CHD mental health counseling master's degree program at Lindsey Wilson College:

- A completed application to the substance abuse counseling certificate program; and
- At least three evaluations from person familiar with the applicant's personal and professional qualifications.

Exit Assessment

The award of the certificate in substance abuse counseling requires:

- A cumulative quality point average of 3.00 or higher for the certificate courses; and
- Filing of an Application for the Certification Completion form with the Registrar's Office following the specific guidelines set forth in this catalog (see Residency and Graduation Requirements).

Non-Degree Admission

Upon application, non-degree admission may be granted to those who wish to enroll in courses but who do not intend to pursue a degree. Such coursework may aid in completing certification requirements, enriching professional development, or similar objectives.

Non-degree seeking applicants to the counseling & human development program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable fee of USD 35.00 to the appropriate administrative assistant serving the community campus, site, or format;
2. Send an official undergraduate transcript showing completion of a bachelor's degree from an accredited college or university to the Lindsey Wilson College Registrar's Office; and

3. Successfully complete an interview with members of the Regional Admissions Committee, if requested.

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

Transfer of Credit

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson College's counseling & human development degree should be aware of the following criteria:

- Transfer credit must carry a grade of A or B and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum, which comprises the required CHD program structure.
- Normally no more than 15 credit hours may be transferred into the CHD program. Exceptions must be approved by the director of the counseling & human development program.
- The director of the counseling & human development program reviews all requests for transfer credit.
- In cases where a graduate degree has been earned in a related field from a regionally accredited college or university, the graduate faculty may accept credit earned, provided these courses satisfy requirements of the program to which the student is applying. The CHD Admissions Committee may require a student to retake any course in an area where there are questions regarding the content of the curriculum or the student's competence in a given area.

Graduate Credit without the Bachelor's Degree

The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a Bachelor of Arts degree:

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

No coursework applied toward undergraduate graduation requirements may be counted toward requirements for a graduate degree. A maximum of nine graduate credit hours may be taken by an undergraduate.

International Students

International students applying to a graduate program must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total score of 79 or above with section scores of 21 on writing and 19 on reading on the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

Assistantships

The CHD graduate assistant (GA) placement is designed as a learning milieu for the master's student while assisting academic unit faculty in providing a comprehensive program with academic integrity. Each assistantship requires 25 hours per week. Contact the director of the counseling & human development program or the community campus coordinator for more information.

The duties of the CHD GA will vary. CHD GAs at community campus locations work closely with campus coordinators, faculty supervisors, and the director of the counseling & human development program. An additional responsibility of the CHD GAs at the community campuses is to facilitate the operation of the Counseling Skills Lab.

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The education program at Lindsey Wilson College is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and the advanced educator teacher as leader program. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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 college's graduate education program, 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 education division 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 coursework, field/clinical experience, community service, and professional development, candidates gain competence in their ability to plan and implement instruction while creating a learning environment that meets the diverse needs of all students.

Program Application Procedure (Stage 4)

The candidates may be admitted to the M.Ed. program upon completion of the following criteria:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00.
2. Submit an application and supporting forms for the Master of Education teacher as leader program to the education division, which include:
 - Signed Administrator Agreement;
 - Signed Code of Ethics;
 - Three recommendations, 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 Free Application for Federal Student Aid (FAFSA) 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 education division, as well as all steps in the admission process have been successfully followed, the student may register for classes.

International Students

International students applying to a graduate program must take and submit scores for the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). The minimum acceptable score for the TOEFL is 550 for the paper-based test or a total score of 79 or above with section scores of 21 on writing and 19 on reading on the Internet-based test (iBT). The minimum acceptable composite score for the IELTS is 6.5.

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 M.Ed. seeks to develop:

- 3.0 overall GPA,
- Leadership reflection journals,
- Coursework performance assessments at 80 percent mastery,
- Advisor committee satisfactory rating on program stage transition,
- Job-embedded course assignments at 80 percent 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)

At the conclusion of the program, candidates will be assessed on the following:

- 3.0 overall GPA,
- Successful completion of coursework & coursework performance assessments at 80-100 percent mastery,
- Successful completion of all job-embedded teacher performance assessments at 80-100 percent 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 and 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 coursework 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.

All courses are online and include job-embedded learning experiences.

The Capstone occurs during the final semester 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 & 21st Century Skills (EDUC 5123) – 3 hours
- Assessment, Accountability & Student Learning (EDUC 5133) – 3 hours
- Diversity, Leadership & School Improvement (EDUC 5143) – 3 hours
- Action Research for Teacher Leadership (EDUC 5153) – 3 hours
- School Leadership & Professional Learning Communities (EDUC 5163) – 3 hours
- Literacy & 21st Century Skills (EDUC 5213) – 3 hours
- ESL & Literacy (EDUC 5223) – 3 hours
- Leadership in Differentiating Instruction (EDUC 5233) – 3 hours

Exit Assessment

Completion of Stage 6 (see above).

TOTAL HOURS: 30 credit hours

Transfer of Credit

All graduate students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson College'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 coursework. 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 & 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's Office for final action.

Graduate Course Descriptions

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

- The Ph.D. in counselor education & supervision,
- The M.B.A., with emphasis in general business or lean systems,
- The M.Ed. in counseling & human development, and
- The M.Ed. in teacher as leader.

All courses for the M.B.A. and M.Ed. are 5000-6000 level; all courses for the Ph.D. are 7000-9000 level.

For a list of graduate courses being offered in a specific semester, please visit the Lindsey Wilson College online course schedule.

Course Numbers

Each digit in the course numbers represents the following:

- First digit: Identifies course level.
- Second and third digits: Program use (may suggest sequence or common-numbered courses).
- Fourth digit: Credit hours.

Course Prerequisites and Corequisites

- **Prerequisites on courses are absolute:** Prerequisites provide knowledge and skills essential for student success in the courses for which they are listed.
- **Corequisite(s):** The corequisite listed in the course description indicates that the student intending to take the course described must also enroll in the corequisite course. The courses must be taken simultaneously, and they cannot be added or dropped independently.
- **Prerequisite(s) or instructor's permission:** Although students are advised to take the prerequisite first, faculty have the option of overriding the prerequisite by using the electronic override. Paper copies of Drop/Add forms will not be accepted, as electronic overrides will assist the Registrar's Office to monitor courses that have prerequisite/permission applications.
- **Recommended:** Recommendations are advisory in nature and suggest that the course material might better be learned if the recommended course is taken first.
- **No prerequisite:** Any student in the program can take the course.

Common Numbered Courses

- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from an academic unit/division chair/director, the Academic Affairs Office (or the associate dean for SPC courses), and the Registrar's Office are required. Course numbers are assigned using a "DS" for the middle two digit positions (e.g., CHD 5DS1 – master's level directed study course in the Counseling & Human Development program earning one credit hour).
- **Special Topics:** These courses are offered on an occasional basis by faculty to explore subjects not offered regularly in the curriculum. Course numbers under this designation will be preceded by the appropriate program abbreviation and will show an "8" in the second digit position. As usual, the first digit indicates the ability level, and the final digit will vary according to the number of credits the course carries (e.g., CHD 6802 – master's level special topics course in the Counseling & Human Development program earning two credit hours).

Credit Hour Requirement for Master’s Candidates

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

Credit Hour Requirement for CES Doctoral Candidates

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

Doctor of Philosophy – Counselor Education & Supervision

Ph.D.

CES

CES 7003 – Foundations of Counselor Education & Supervision – 3 credit hours

This course provides an advanced introduction to counselor education and supervision, including an exploration of professional identity, professional organizations, professional ethics, professional writing, and current issues. Students will explore these areas in the context of orienting to the CES program, its processes, resources, and technology.

CES 7013 – Advanced Counseling Theories – 3 credit hours

This course provides an advanced exploration of counseling theories, including the integration of theory and application of multiple theoretical perspectives while conceptualizing client cases. Emphasis is placed on evidence-based counseling practices and methods for evaluating counseling effectiveness. Ethical and culturally appropriate use of counseling across multiple settings is explored.

CES 7023 – Advanced Clinical Assessment & Diagnosis – 3 credit hours

This course provides an advanced exploration and comparison of current diagnostic systems and clinical assessment instrumentation. Emphasis is placed on exploring current diagnostic systems including the DSM and DC 0-3 as well as frequently utilized assessments in professional counseling practice. Ethical and culturally appropriate use of assessment and diagnosis across multiple settings is explored.

CES 7113 – Instructional Technology in Counselor Education & Supervision – 3 credit hours

This course introduces a wide range of instructional technologies for use in face-to-face, hybrid, and online learning environments. Emphasis is placed on the development of a technical understanding of instructional technologies and on evidence-based use of these tools. Technology use within the context of clinical supervision is also explored.

CES 7123 – Course Development & Assessment – 3 credit hours

This course provides a framework for curricular design and assessment in face-to-face, hybrid, and online learning environments. Situational factors, learning goals, formative and summative assessment, grading, and structural considerations of course design are all included as part of a comprehensive course design strategy. Student learning outcomes and student assessments are addressed as defining elements of the development process. Ethical and cultural considerations of development and assessment are included. Content is explored within the context of counselor education and supervision.

CES 7133 – Instructional Strategies & Course Management – 3 credit hours

This course explores roles, responsibilities, and methods of course instruction and management in face-to-face, hybrid, and online learning environments. This exploration is grounded in an understanding of models of instruction and adult learning. Classroom management issues, including screening, remediation, and gatekeeping, are considered. Ethical, legal, and cultural

considerations of instruction and course management are explored. Content is explored within the context of counselor education and supervision.

CES 7213 – Administration & Management of Mental Health Programs – 3 credit hours

This course provides a study of organizations, including theories of the nature of work within mental health settings, administrative styles, group processes, staff development and training, organizational communication, attitudes, motivation, and models of management. Practical aspects of mental health administration, including personnel management, diversification of services, resource utilization, fiscal management, risk management, ethical and legal considerations, and related topics, are explored.

CES 7223 – Leadership & Professional Advocacy Action Planning in Counseling – 3 credit hours

This course provides an exploration of the theories, models, and skills of leadership for professional organizations and venues, the counseling profession, and its constituents. Theories, models, and skills in advocacy for the counseling profession and underserved/underrepresented populations are explored. Current regional, national, and international counseling issues are considered. Roles and strategies for coordinating an effective response to crises and disasters are included.

CES 7233 – Grant Writing – 3 credit hours

This course focuses on grant development, writing, capital acquisition, grant management, and outcomes evaluation.

CES 7313 – Clinical Supervision & Consultation – 3 credit hours

This course provides an advanced exploration of clinical supervision and consultation. The purposes, roles, relationships, and skills involved in clinical supervision and consultation are considered as well as legal and administrative responsibilities, such as supervisee assessment, remediation, and gatekeeping. These factors are placed within the context of current and emerging theories, models, and modes of clinical supervision, with an emphasis on the importance of developing and utilizing an individual approach to supervision in an ethical and culturally relevant manner.

CES 7323 – Leadership & Administration in Counselor Education – 3 credit hours

This course introduces theories and skills of leadership in counselor education programs. Additionally, the course explores the nature of leadership in academic programs, including faculty governance and advocacy, budget development, accreditation, curriculum development, personnel management, conflict resolution, crisis management, and other issues related to the management of an academic unit. Development of a personal leadership style that is ethical and culturally relevant is emphasized.

CES 7333 – Research, Program Evaluation & Outcomes Assessment in Higher Education – 3 credit hours

This course introduces models and methods of program evaluation, program research, and outcomes assessment. Topics include evaluation strategies and designs, data collection, analysis, and reporting. Emphasis is placed on the use of program evaluation methods to support programmatic change. Content is explored in the context of CES program accreditation processes and requirements.

CES 8003 – Advanced Practicum – 3 credit hours

In this course students participate in a supervised, doctoral-level counseling practicum of a minimum 150 hours, of which 40 hours must be providing direct counseling services. Where appropriate, experience as a supervisor is encouraged as part of the indirect requirement. Specifics of the placement are determined in consultation with program faculty. Students receive one hour per week of individual/triadic supervision in the clinical setting as well as regularly scheduled group supervision by program faculty.

CES 8013 – Internship – 3 credit hours

A 200-clock-hour supervised experience in counseling, teaching, clinical supervision, research and scholarship, and/or leadership and advocacy. Specific placement requirements are allocated at the discretion of the doctoral advisor and student based on experience and training. Students receive one hour per week of individual/triadic supervision in the internship setting as well as regularly scheduled group supervision by program faculty.

CES 9001 – Dissertation Continuation – 1 credit hour

This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. This course is required for students who do not complete the dissertation project with nine credits of CES 9003. Failure to enroll in this course throughout the remainder of the dissertation process is a violation of the continuous enrollment policy for the CES program.

CES 9003 – Dissertation Research: Dissertation Hours – 3 credit hours

This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. Field-based projects will be emphasized. Ethical and culturally relevant strategies for conducting research will be addressed throughout the experience.

CES 9013 – Professional Writing, Publication & Presentations in CES – 3 credit hours

This course provides an introduction to and exploration of the practice and skills required for professional writing, engaging the publication process, and the development of professional presentations. Students will work under supervision to generate publication manuscripts and/or presentations to present in a professional venue.

CES 9023 – Research Design & Project Development – 3 credit hours

This course will explore research project development, including analysis of the literature, hypothesis construction, selection and identification of appropriate research methodology, data analysis, and discussion of research results. Students will develop an understanding of research methods, statistical analyses, and needs assessment. This course will also focus on understanding research methodologies and how these can be used for action research, program evaluation, and improving counseling effectiveness. Ethical and professional issues associated with research and program evaluation will also be presented.

CES 9033 – Psychometric Theory & Measurement Design – 3 credit hours

This course will explore theoretical perspectives regarding instrument construction and design. Students will explore strategies for designing, administering, and interpreting quantitative measures. Ethical and professional issues associated with measurement construction, bias, and cultural variation will also be included.

CES 9043 – Quantitative Method & Multivariate Analysis – 3 credit hours

This course will explore quantitative research and multivariate analytical procedures associated with research in counseling and counselor education. Students will explore statistical procedures associated with descriptive and experimental research design, implementation, and analysis of quantitative data. Students will use statistical software packages toward calculating descriptive and inferential statistics. Students will explore the analysis, interpretation, and presentation of quantitative research data. Ethical and professional issues associated with quantitative research are included.

CES 9053 – Qualitative Method & Design – 3 credit hours

This course provides a study of the design, approaches, implementation, and analysis of qualitative research. The development of an in-depth understanding of the major methods of inquiry associated with qualitative research will be emphasized. Students will explore the analysis, interpretation, and

presentation of qualitative research data. Ethical and cultural considerations of qualitative research are included.

Master of Business Administration

M.B.A.

MBA

MBA 5013 – Organizational Communications – 3 credit hours

This course emphasizes oral and written forms of business communications as well as interpersonal and organizational communications and includes exploration of the various techniques, instruments, processes, and styles employed by leaders to communicate effectively within organizations and ethical considerations in communications.

MBA 5023 – Quantitative Decision Making – 3 credit hours

This course introduces a structured approach to problem solving and the fundamental quantitative methods used to formulate and solve problems to support business decision making. Students will practice both analysis of complex situations and communication of results based on these decision models.

MBA 5033 – Managerial Accounting – 3 credit hours

This course emphasizes the development and use of accounting information for management planning, control, and decision making. *Prerequisites:* ACCT 2113 and ACCT 2123 or equivalent.

MBA 5043 – Managerial Economics – 3 credit hours

Students will learn how to apply the analytical tools of economic theory to decision making by management. *Prerequisites:* ECON 2033 and ECON 2043 or equivalent.

MBA 5053 – Managerial Finance – 3 credit hours

The course provides insights into and understanding of financial concepts along with practical approaches to analysis and decision making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy. *Prerequisites:* ACCT 2113 and ACCT 2123.

MBA 5063 – Marketing Management – 3 credit hours

This course will focus on techniques and practical application of planning, market analysis, and strategic design with an emphasis on integration of product, price, promotion, and distribution.

MBA 5123 – Lean System Operations & Management – 3 credit hours

The course provides an introduction to lean systems operations and management principles.

MBA 6023 – Legal & Ethical Environment of Business – 3 credit hours

The emphasis of the course is on the legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.

MBA 6033 – International Business Management – 3 credit hours

This course will emphasize organizational behavior within a global format, prepare the student for dealing with the cultural, social, and ethical issues of working within the world market, and will focus on how and why the world's countries differ and the economics and politics of world trade. Also, this course will investigate the global monetary systems, the strategies and structures of international business, and the roles of international business's functions.

MBA 6043 – Strategic Management – 3 credit hours

The course will integrate many sub-disciplines in business, including ethical and societal considerations, analytical procedures in business, and decision making with a case-oriented context. Focus is on clarity of thought and method, oral and written communications, and strategic planning methods. *Prerequisites:* Permission of school's chair.

MBA 6053 – Consulting Practicum – 3 credit hours

A practicum experience in which business students apply concepts, methods, and paradigms learned in the classroom with the resources of a professional network to develop strategic, innovative, and operational plans with state-of-the-art results for organizations around the country and the world.

MBA 6063 – Business Seminar – 3 credit hours

Courses on topical or special interest subjects on a rotating basis. Several different topics may be taught in one year or one semester. **Prerequisites:** Varies, depending upon subject matter, and permission of school's chair.

MBA 6083 – Organizational Behavior – 3 credit hours

The course will emphasize organizational behavior within complex work organizations. Topics include organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making.

MBA 6123 – Lean Operations & Tools I – 3 credit hours

Basic organization and tools that lean thinkers use to achieve improvements in productivity, quality, and lead-time by eliminating waste. The goal is to provide the customer with a defect-free product or service when it is needed and in the quantity it is needed.

MBA 6133 – Lean Operations & Tools II – 3 credit hours

Continued exploration of lean tools and operations that increase productivity, quality, and value to the customer.

MBA 6153 – Applied Research in Business – 3 credit hours

Faculty-supervised course to introduce the student to research techniques in business. Emphasis will be placed on research methods as well as the research of others from professional publications. A major research paper will be prepared and submitted for evaluation. **Prerequisite:** Permission of school's chair.

MBA 6232 – Lean Design – 2 credit hours

Creation of structures and processes to support increasing productivity, quality, and value to the customer.

MBA 6332 – Lean Enterprise Systems – 2 credit hours

Focus on the elimination of waste and continuous improvement throughout an organization's internal value stream of transactions and activities encompassing engineering, marketing, purchasing, planning, production, quality, distribution, service, finance, human resources, and administration.

MBA 6433 – Sustaining Lean Change – 3 credit hours

Communication of current performance and metrics, employer motivation, training, and leadership involvement required to sustain lean organizational changes.

Master of Education – Counseling & Human Development**M.Ed.****CHD****CHD 5000 – Personal Growth & Development Group – 0 credit hours**

This non-credit course is an authentic small group experience that focuses on personal growth and wellness. Students will participate for a minimum of 10 clock hours over the course of a semester. Participation in this group experience satisfies a CACREP standard.

CHD 5003 – Life Cycle Development in Individuals & Families – 3 credit hours

Designed to aid in the understanding of the nature and needs of individuals in the family system at all moral, cognitive, psychological, social, and spiritual development levels. Intervention strategies in the complex development relationships among individuals in the family system are presented. Counseling in the life cycle of the individual will be the primary focus.

CHD 5013 – Multicultural Counseling – 3 credit hours

Designed to provide insight into the diverse components that the multiculturally competent counselor may experience when providing counseling services to individuals, families, and groups. Specific course topic areas include the exploration and application of age; disability; gender; oppression, power, and privilege; race; sexual orientation; social class; spirituality and religion; social justice and advocacy; and the multicultural counseling competencies.

CHD 5023 – Counseling Theories & Techniques: Affective/Humanistic – 3 credit hours

Introduces students to theories that conceptualize counseling issues, processes and interventions with an emphasis on affective and humanistic orientations. Additionally, students will become familiar with essential interviewing and counseling skills as well as ethical and legal considerations. Students will become knowledgeable about techniques associated with affective and humanistic counseling approaches through didactic instruction, experiential exercises, and session evaluations.

CHD 5033 – Counseling Theories & Techniques: Cognitive/Behavioral – 3 credit hours

Introduces students to theories that conceptualize counseling issues, processes, and interventions with an emphasis on cognitive and behavioral orientations. Additionally, students will become familiar with essential interviewing and counseling skills as well as ethical and legal considerations. Students will become knowledgeable about techniques associated with cognitive and behavioral counseling approaches through didactic instruction, experiential exercises, and session evaluations.

CHD 5043 – Group Counseling Techniques – 3 credit hours

Intended to provide the student with both a theoretical and experiential understanding of group work including discussion of the principles of group dynamics, group leadership styles, group counseling theories, group counseling methods, types of group work, and professional preparation standards for group leaders. Ethical and legal issues associated with group work and leadership will also be discussed.

CHD 5053 – Career Education Counseling – 3 credit hours

Promotes an understanding of the world of work and theories of career development including ability, interest, values, personality factors, and choice of occupation. Also discussed are occupational/vocational trends, interrelationships between work, family, and other life roles, assessment instruments and techniques relevant to instruction in the area of career guidance as well as various career counseling resources available to the counselor.

CHD 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.

CHD 5073 – Psychopathology – 3 credit hours

Provides an exploration of mental and emotional disorders that develop during childhood and adolescence and continue into adulthood, accompanied by current treatment strategies for these conditions. Course content will include age-appropriate diagnostic information related to:

neurodevelopmental disorders; feeding and eating disorders; elimination disorders; bipolar and related disorders; depressive disorders; anxiety disorders; gender dysphoria; disruptive, impulse-control, and conduct disorders; trauma- and stressor-related disorders; and obsessive-compulsive and related disorders. Classification of these disorders will be considered vis-à-vis the current edition of the DSM and related ICD-10 codes.

CHD 5083 – Research Methods – 3 credit hours

Provides students with an understanding of research methods, statistical analyses, needs assessments, and program evaluation. Will focus on understanding research methodologies (i.e., quantitative and qualitative) and how these methodologies can be used for improving counseling effectiveness. Basic statistical procedures involved in descriptive and experimental research are presented. Students will use statistical software packages to calculate descriptive and inferential statistics. Ethical and professional issues associated with research and program evaluation will also be presented.

CHD 5093 – 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.

CHD 6003 – Practicum – 3 credit hours

Provides clinical instruction through supervised placement within the student's program of study while completing one 150 on-site clock hours. Particular attention is given to the development of individual counseling and group skills under supervision through an on-site placement in a professional clinical setting. Requires 60 hours of direct, face-to-face contact. Students receive one hour per week of individual supervision in the clinical setting and one-and-a-half hours per week of group supervision provided by program faculty.

CHD 6013 – Internship – 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.

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

Provides an exploration of mental and emotional disorders including: schizophrenia spectrum and other psychotic disorders; bipolar and related disorders; depressive disorders; anxiety disorders; obsessive-compulsive and related disorders; trauma- and stressor-related disorders; dissociative disorders; somatic symptom and related disorders; substance-related and addictive disorders; neurocognitive disorders; and personality disorders. Classification of these disorders will be considered vis-à-vis the current edition of the DSM and related ICD-10 codes. Students will be introduced to methods used in the treatment and management of mental disorders including treatment planning and the use of psychopharmacological medications.

CHD 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.

CHD 6173 – Theories of Addiction & Pharmacology – 3 credit hours

This course will introduce students to models and theories used to describe addiction, both contemporary and historical, and to provide an understanding of the effects of addiction on individuals, including the biological, psychological (cognitive, behavioral, and affective), social, and spiritual dimensions of life and functioning. In addition, we will explore the impact pharmacology has on the treatment process. The interaction of the social and cultural contexts with addictive processes as well as differentiation of addiction from other medical and psychological conditions will be explored.

CHD 6174 – Counseling Procedures & Strategies, Legal Issues, & Prevention Strategies with Addicted Populations – 4 credit hours

This course will explore techniques and procedures utilized in the treatment of psychoactive substance abuse and dependence, as well as models of programs utilized in the treatment of psychoactive substance addiction, both contemporary and historical. Students will also learn about the legal and ethical factors associated with working with individuals experiencing addiction. Relapse prevention strategies and techniques will be examined.

CHD 6183 – Assessment, Diagnosis & Treatment of Addiction – 3 credit hours

Students will learn assessment procedures, interviewing techniques, and various assessment inventories related to the diagnosis and treatment of psychoactive substance abuse and dependency. Criteria for diagnosing substance use disorders and the appropriate modality and level of treatment will be explored. Use of collateral data in the assessment process, including professional and nonprofessional material and the presence of dual diagnosis, will be examined.

CHD 6193 – Relationship Counseling, Group Process, & Techniques with Addicted Populations – 3 credit hours

Students will learn about techniques for assessing relationship dysfunction and about the impact psychoactive substance abuse and dependency have on relationships. The course will examine appropriate and effective group techniques and strategies implemented with individuals and families whose lives have been negatively affected by addiction. The impact substance abuse and dependency have on medical, physical, spiritual, and psychological conditions of human development will be explored.

CHD 6203 – 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.

CHD 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.

CHD 6283 – Adolescent Intervention – 3 credit hours

Presents an in-depth survey of various problematic issues and behaviors associated with adolescence and diverse individual and family counseling models for the prevention, assessment, and treatment of these problems. Theoretical foundations, ethical concerns, and adolescent development are also addressed.

CHD 6513 – Mental Health Administration, Supervision, & Consultation – 3 credit hours

Investigates various theoretical models and applied methodology of administrative organization, leadership style, public advocacy, consultation, and clinical supervision of mental health professionals in a range of treatment settings.

CHD 6613 – Systemic Family Therapy – 3 credit hours

Introduction to the historical proponents of systemic and feminist thought. Focuses on the basic systemic models and theories including communication (MRI and Satir), intergenerational (Bowen), strategic (Haley), and structural (Minuchin). An overview of contemporary theories will also be presented. New developments and research in the field will be highlighted.

CHD 6801 – Special Topics – 1 credit hour

Includes areas of knowledge and skills related to counseling but not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

CHD 6802 – Special Topics – 2 credit hours

Includes areas of knowledge and skills not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

CHD 6803 – Special Topics – 3 credit hours

Includes areas of knowledge and skills not covered in the core curriculum. Credit hours for Special Topics will not substitute for any part of the 60 hours required for the counseling & human development master's degree.

Master of Education – Teacher as Leader**M.Ed.****EDUC****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.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 5153 – Action Research for Teacher Leadership – 3 credit hours

Designed as the implementation phase of the action research proposal completed in 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. *Prerequisite:* EDUC 5113.

EDUC 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.

EDUC 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.

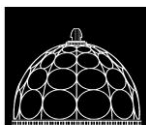
EDUC 5223 – ESL & Literacy – 3 credit hours

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.

EDUC 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.

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LINDSEY
WILSON
COLLEGE

Undergraduate

Programs

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Catalog Requirements

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

Credit Hours

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

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

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

Bachelor's degree candidates must complete:

- a. Essential Learning general education requirements (typically 36-62 credit hours), consisting of:
 1. Core courses (27-38 credit hours) that are drawn from the traditional liberal arts;
 2. Intermediate courses (6-12 credit hours) that are typically drawn from the student's major or minor; and
 3. Mastery courses (3-12 credit hours) that are typically drawn from the student's major or minor.
- b. A major (typically 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 B.A./B.S./B.S.N. Degrees

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

Hours transferred to the college 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 right to require students to complete program assessments prior to graduation.

Essential Learning General Education Program

Lindsey Wilson College's Essential Learning General Education program provides a foundation for lifelong development of intellectual, social, and spiritual qualities traditionally associated with liberally educated persons and necessary for success in 21st century workplaces. The Essential Learning General Education program is designed to provide opportunities for undergraduate degree-seeking students to achieve mastery of *essential student learning outcomes* (ESLOs) by

completing a rigorous, vertically-integrated curriculum comprised of courses using a variety of high-impact learning practices.

Essential Student Learning Outcomes (ESLOs)

The liberal arts – mathematics and natural sciences, social and behavioral sciences, humanities and fine arts, and oral and written communication – are central to Lindsey Wilson College’s mission of serving students’ educational needs, which are expressed in the following *essential student learning outcomes* (ESLOs).

A Lindsey Wilson College graduate will:

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

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

- 3. Be a culturally aware, engaged citizen 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. 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. Have gained 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 refer to 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 0804, ENGL 0854
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 1013, READ 1023
- Integrated Reading & Writing sequence: READ 0713, READ 0723, READ 0733
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

Curriculum

The following courses have been approved for the Essential Learning General Education program, which went into effect in fall 2013. Courses that are currently an active part of the curriculum are indicated by a plus sign (+). Where a range of dates is provided, the course was part of the general

education curriculum only during those periods. For Special Topics courses, the specific applicable term or terms are indicated: for example, “Fall 2015 only.”

Please note that some courses have changed their prefix, number, title, ESLO area(s), and/or ESLO level. Occasionally, specific ESLO areas have been added and/or deleted at some point after the course was originally included in the general education curriculum. For these reasons, all variants of the course are listed, along with the appropriate terms.

I – Core: 27-38 credit hours

Students are to select from available, approved 1000-2000 level courses. Some courses may simultaneously fulfill major, minor, or other program requirements.

ESLO 1 – Communication: 6-9 hours

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

- ENGL 1013 – Writing Studies I – *Fall 2013+*
- ENGL 1023 – Writing Studies II – *Fall 2013+*

**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.

B – Oral Communication (select one of the following): 3 hours

- COMM 2103 – Public Speaking – *Fall 2013+*
- THEA 1323 – Fundamentals of Acting – *Fall 2013+*

Note: Christian ministries majors must choose COMM 2103.

ESLO 2 – Inquiry and Analysis (select one course from each category): 9-15 hours

A – Behavioral and Social Sciences: 3 hours

- CRJS 1003 – Introduction to Criminal Justice – *Fall 2017+*
- ECON 2023 – Survey of Economic Issues – *Fall 2013+*
- ECON 2033 – Microeconomics – *Fall 2013+*
- ECON 2043 – Macroeconomics – *Fall 2013+*
- HIST 1033 – U.S. History: 1492 to 1865 – *Fall 2013+*
- HIST 1043 – U.S. History: 1865 to Present – *Fall 2013+*
- POSC 1003 – United States Government – *Fall 2013+*
- PSYC 1003 – Principles of Psychology – *Fall 2013+*

B – Mathematics: 0-4 hours*

- MATH 1003 – Data Models – *Fall 2013 to Summer 2015*
- MATH 1003 – Topics in Mathematics – *Fall 2015+*
- MATH 1013 – Functions & Algebra – *Fall 2013 to Summer 2017*
- MATH 1013 – College Algebra – *Fall 2017+*
- MATH 1124 – Precalculus – *Fall 2013+*

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

Note: Mathematics majors must show competency in both MATH 1013 and MATH 1124.

C – Natural Sciences: 3-4 hours

- BIOL 1103 – Principles of Biology – *Fall 2014+*
- BIOL 1204 – Introduction to Cellular Biology – *Fall 2013+*
- CHEM 1104 – Principles of Chemistry – *Fall 2013+*
- CHEM 1214 – General Chemistry I with Lab – *Fall 2013+*
- CHEM 1224 – General Chemistry II with Lab – *Fall 2013+*
- PHSC 1104 – Introduction to Physical Science – *Spring 2018+*
- PHSC 1204 – Earth Science – *Fall 2013+*
- SCI 1013 – Topics in Science – *Fall 2013+*

Note: Elementary education P-5 majors must take BIOL 1204 or SCI 1013. SCI 1013 must be on a biological topic.

Note: Biology and psychophysiology majors must take BIOL 1204 and CHEM 1214 and must earn at least a C.

D – Fine Arts and Humanities: 3-4 hours

- ART 1214 – Beginning Studio: Drawing – *Fall 2013+*
- ART 2314 – Beginning Studio: Painting – *Fall 2013+*
- ART 2414 – Beginning Studio: Ceramics – *Fall 2013+*
- ENGL 2103 – Literary Interpretation – *Fall 2013+*
- MUSI 2003 – Survey of Musical Masterworks – *Fall 2013+*
- MUSI 2533 – History of Music Literature – *Fall 2013+*
- PHIL 1003 – Introduction to Philosophy – *Fall 2013+*

Note: English majors must take ENGL 2103.

ESLO 3 – Engaged Local and Global Citizenship: 9 hours

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

- RELI 1003 – Christian Beliefs – *Fall 2013+*
- RELI 1013 – Old Testament – *Fall 2013+*
- RELI 1023 – New Testament – *Fall 2013+*
- RELI 1203 – World Religions – *Fall 2015+*

B – Additional Coursework (select two of the following): 6 hours

- ART 1003 – Understanding Visual Art – *Fall 2013+*
- ART 2733 – Art History I – *Fall 2013 to Summer 2016*
- ART 2733 – Art History I – *Fall 2017+*
- ART 2743 – Art History II – *Fall 2013 to Summer 2016*
- ENGL 2203 – World Literature – *Fall 2013+*
- FREN 1013 – Elementary French – *Fall 2013+*
- FREN 1023 – Intermediate French – *Fall 2013+*
- HIST 2233 – World Civilization I: Prehistory to 1500 – *Fall 2013+*
- HUMN 2503 – Culture & Values – *Fall 2013+*
- JAPN 1013 – Elementary Japanese I – *Fall 2013+*
- MUSI 2103 – Music in American Culture – *Fall 2013+*
- SPAN 1013 – Elementary Spanish I – *Fall 2013+*
- SPAN 1023 – Elementary Spanish II – *Fall 2013+*
- THEA 1313 – Introduction to Theatre Arts – *Fall 2013+*
- WS 1003 – Introduction to Women's Studies – *Fall 2013 to Summer 2014*
- WS 1013 – Women in Global Perspective – *Fall 2017+*

Note: Elementary education P-5 majors must take HIST 2233.

ESLO 4 – Application and Integration of Knowledge: 3-5 hours

A – First-Year Experience: 0-1 hour*

- FYE 1001 – Freshman Seminar – *Fall 2013 to Summer 2014*
- FYE 1001 – First-Year Experience Seminar – *Fall 2014+*

**Non-traditional students and transfer students with more than 15 credit hours may request exemption through the First-Year Experience advisor and the Academic Affairs Office. The waiver will allow one additional hour of elective credit.*

B – Additional Coursework (select one of the following): 3-4 hours

- ACCT 2113 – Financial Accounting – *Fall 2015+*
- AIS 1003 – Strategies for Success – *Fall 2016+*
- AIS 1103 – Global Energy Issues – *Fall 2013 to Summer 2014*
- AMST 1003 – American Identity – *Fall 2014+*
- ART 2164 – Design & Color – *Fall 2014+*
- BIOL 1214 – Introduction to Organismal Biology – *Fall 2014 to Summer 2018*
- BIOL 1214 – Introduction to Biodiversity – *Fall 2018+*
- BUSI 1803 – Spec. Topic: Business & the Environment – *Fall 2015 only*
- COMM 1003 – Introduction to Communication – *Fall 2016+*
- EDUC/MUSI 2203 – Music Education P-5 – *Fall 2015+*
- HIST 2243 – World Civilization II: 1500 to Present – *Fall 2013+*
- HS 2953 – Principles & Techniques of Group Counseling – *Fall 2015+*
- MUSI 1403 – Voice Class & Diction – *Fall 2013 to Summer 2014*
- MUSI/EDUC 2203 – Music Education P-5 – *Fall 2015+*
- NUTR 1003 – Fundamentals of Nutrition – *Fall 2014+*
- RTSM 2003 – Leisure in American Society – *Fall 2014 to Summer 2015*
- RTSM 2013 – Intro to Recreation, Tourism & Sport Management – *Fall 2014+*
- SEA 1103 – Global Energy Issues – *Fall 2014 to Summer 2018*
- SEA 1103 – Introduction to Sustainable Studies – *Fall 2018+*
- SPAN 2033 – Intermediate Spanish I – *Fall 2015+*
- WS 1003 – Introduction to Women’s Studies – *Fall 2014 to Summer 2018*
- WS 1003 – Introduction to Women’s & Gender Studies – *Fall 2018+*

II – Intermediate: 6-12 hours

Students are to select from available, approved 2000-4000 level courses. Students and advisers should note that some courses fulfill two ESLO areas. Also, in most cases, the courses listed here will simultaneously fulfill major, minor, or other program requirements.

ESLO 1 – Communication (select one of the following): Min. 3 hours

- ART 2733 – Art History I – *Fall 2016 to Summer 2017*
- ART 2743 – Art History II – *Fall 2016+*
- ART 3753 – Modern Art – *Fall 2014 to Summer 2016*
- BIOL 3204 – Genetics – *Fall 2014+*
- BUSI 2903 – Introduction to Management – *Fall 2015+*
- COMM 3603 – Intercultural Communication – *Fall 2014+*
- COMM 4723 – Persuasion – *Fall 2014+*
- CRJS 3213 – U.S. Constitutional Law – *Fall 2016+*
- CRJS 3623 – Research Methods in Criminal Justice – *Fall 2016+*
- EDUC 3403 – Fundamentals of Secondary Education – *Fall 2014+*
- EDUC 3413 – Fundamentals of Elementary & Middle Grades Education – *Fall 2014+*
- ENGL 3733 – Writing & Culture – *Fall 2014+*
- HIST 3033 – Colonial America – *Fall 2014+*

- HIST 3053 – Age of Jackson – *Fall 2014+*
- HIST 3063 – A History of the Old South – *Fall 2016+*
- HIST 3073 – Civil War & Reconstruction – *Fall 2015+*
- HS 2103 – Introduction to Human Services – *Fall 2014+*
- HS 3003 – Human Services Foundations & Issues – *Fall 2014+*
- MATH 3003 – Linear Algebra – *Fall 2014+*
- NURN 4423 – Evidence-Based Practice – *Fall 2015+*
- NURS 4155 – Community Health Nursing – *Fall 2014+*
- POSC 2103 – Modern & Contemporary Political Thought – *Fall 2014+*
- PSYC 4703 – Research Methods & Statistics I – *Fall 2016+*
- RELI 3103 – Christian Ministry – *Fall 2014+*
- RELI 3133 – The Gospels – *Fall 2014+*
- RTSM 2403 – Principles of Tourism – *Fall 2015+*
- THEA 3333 – Playwriting – *Fall 2015+*
- THEA 3623 – Theatre History – *Fall 2016+*
- WS 3203 – Feminist Theory & Practice – *Fall 2017+*

ESLO 2 – Inquiry and Analysis (select one of the following): Min. 3 hours

- ART 2623 – Computer Graphics I – *Fall 2016+*
- ART 3234 – Advanced Studio: Drawing – *Fall 2014+*
- ART 3334 – Advanced Studio: Painting – *Fall 2014+*
- ART 3434 – Advanced Studio: Ceramics – *Fall 2014+*
- ART 3524 – Advanced Studio: Sculpture – *Fall 2014+*
- BIOL 3204 – Genetics – *Fall 2014+*
- BUSI 2903 – Introduction to Management – *Fall 2015+*
- COMM 2503 – Interpersonal Communication – *Fall 2014+*
- COMM 4723 – Persuasion – *Fall 2014+*
- CRJS 3213 – U.S. Constitutional Law – *Fall 2016+*
- CRJS 3623 – Research Methods in Criminal Justice – *Fall 2014+*
- EDUC 3223 – Teaching Reading & Language Arts P-5 – *Fall 2014+*
- EDUC 3523 – Reading & Writing in the Content Areas 5-9, 8-12 & P-12 – *Fall 2014+*
- ENGL 3363 – Modern Critical Theory – *Fall 2014+*
- HIST 3033 – Colonial America – *Fall 2014+*
- HIST 3053 – Age of Jackson – *Fall 2014+*
- HIST 3063 – A History of the Old South – *Fall 2016+*
- HIST 3073 – Civil War & Reconstruction – *Fall 2015+*
- HS 2103 – Introduction to Human Services – *Fall 2014+*
- HS 3003 – Human Services Foundations & Issues – *Fall 2014+*
- HS 3233 – Case Management, Intake & Referral – *Fall 2014+*
- HS 3813 – Spec. Topic: Interdisciplinary Exploration of Purpose – *Summer 2016 only*
- HS 4943 – Human Services Practicum II – *Fall 2014+*
- MATH 2315 – Analytic Geometry & Calculus I – *Fall 2014+*
- MATH 2325 – Analytic Geometry & Calculus II – *Fall 2014+*
- MATH 3314 – Calculus III – *Fall 2014+*
- MUSI/RELI 3123 – Worship – *Spring 2017+*
- NURN 4423 – Evidence-Based Practice – *Fall 2015+*
- POSC 2103 – Modern & Contemporary Political Thought – *Fall 2016+*
- PSYC 3503 – Cognitive Psychology – *Fall 2016+*
- RELI/MUSI 3123 – Worship – *Spring 2017+*
- RELI 3133 – The Gospels – *Fall 2014+*
- RELI 3413 – Christian Apologetics – *Fall 2014+*
- RTSM 3303 – Recreation Programming – *Fall 2014+*

- SEA 1203 – Solutions in Sustainability – *Fall 2014+*
- SEA 3013 – Research in Bio-energy – *Fall 2016+*
- THEA 2433 – Directing I – *Fall 2016+*
- WS 2213 – Gender & Politics – *Fall 2017+*

ESLO 3 – Engaged Local/Global Citizenship (select one of the following): Min. 3 hours

- ART 2733 – Art History I – *Fall 2016 to Summer 2017*
- ART 2743 – Art History II – *Fall 2016+*
- ART 3753 – Modern Art – *Fall 2014 to Summer 2016*
- BIOL 3304 – Ecology – *Fall 2018+*
- BIOL 3403 – Theory of Natural Selection – *Fall 2016+*
- BUSI 4783 – Business Ethics & Values – *Fall 2015+*
- COMM 3603 – Intercultural Communication – *Fall 2014+*
- COMM 3703 – Communication & Aging – *Fall 2014+*
- CRJS 2103 – Criminology – *Fall 2016+*
- EDUC 3123 – Principles of Lifelong Learning – *Fall 2014+*
- ENGL 3213 – British Literature I – *Fall 2015+*
- ENGL 3443 – Global Literature – *Fall 2014 to Summer 2017*
- ENGL 3553 – Transnational Literature – *Fall 2017+*
- ENGL 3643 – Greek Myth & Literature – *Fall 2014+*
- HIST 3253 – The Reformation – *Fall 2016+*
- HIST 3273 – Tudor & Stuart Britain – *Fall 2016+*
- HS 4293 – Assessment in the Helping Professions – *Fall 2014+*
- HUMN 3503 – Enduring Questions Seminar – *Fall 2014+*
- MUSI/RELI 3123 – Worship – *Spring 2017+*
- NURN 4323 – Healthcare Ethics – *Fall 2015+*
- NURS 4155 – Community Health Nursing – *Fall 2014+*
- PHIL 3003 – Ethics – *Fall 2014+*
- PSYC 4703 – Research Methods & Statistics I – *Fall 2016+*
- RELI 2113 – Gospel, Church & Culture – *Fall 2014+*
- RELI/MUSI 3123 – Worship – *Spring 2017+*
- RTSM 2403 – Principles of Tourism – *Fall 2015+*
- SCI 4303 – Science, Technology & Society – *Fall 2017+*
- SCI 4803 – Spec. Topic: Science in Society – *Spring 2016 only*
- SPAN 3123 – Introduction to Latin American Literature – *Fall 2015+*
- THEA 3623 – Theatre History – *Fall 2016+*
- WS 2203 – Gender & Popular Culture – *Fall 2017+*

ESLO 4 – Application/Integration of Knowledge (select one of the following): Min. 3 hrs

- ART 2623 – Computer Graphics I – *Fall 2014+*
- ART 3234 – Advanced Studio: Drawing – *Spring 2017+*
- ART 3334 – Advanced Studio: Painting – *Spring 2017+*
- ART 3633 – Computer Graphics II – *Fall 2014 to Summer 2016*
- BUSI 4783 – Business Ethics & Values – *Fall 2015+*
- COMM 2503 – Interpersonal Communication – *Fall 2014+*
- COMM 3703 – Communication & Aging – *Fall 2014+*
- CRJS 2103 – Criminology – *Fall 2016+*
- EDUC 4253 – Methods & Materials P-5 Social Studies – *Fall 2014+*
- EDUC 4333 – Curriculum & Methodology in the Middle Grades – *Fall 2014+*
- EDUC 4433 – Curriculum & Methodology in Secondary Schools – *Fall 2014+*
- ENGL 3053 – Major Authors Seminar – *Fall 2018+*
- ENGL 3163 – Women Writers – *Fall 2014+*

- ENGL 3603 – Shakespeare – *Fall 2015+*
- ENGL 3833 – Major Authors Seminar – *Fall 2015 to Summer 2018*
- HIST 3223 – History of Christianity to the Reformation – *Fall 2016+*
- HIST 3253 – The Reformation – *Fall 2016+*
- HIST 3273 – Tudor & Stuart Britain – *Fall 2016+*
- HIST 3823 – Spec. Topic: History of Christianity to the Reformation – *Spring 2016 only*
- HS 4943 – Human Services Practicum II – *Fall 2014+*
- MATH 2315 – Analytic Geometry & Calculus I – *Fall 2014+*
- MATH 2325 – Analytic Geometry & Calculus II – *Fall 2014+*
- MATH 2403 – Experimental Statistics – *Fall 2015+*
- MATH 3314 – Calculus III – *Fall 2014+*
- MUSI 4623 – Teaching Music in Secondary Schools – *Fall 2017+*
- NURN 4323 – Healthcare Ethics – *Fall 2015+*
- PHED 4023 – Middle/Secondary Methods for Physical Education – *Fall 2014+*
- PSYC 4503 – History & Issues of Psychology – *Fall 2016+*
- RELI 2113 – Gospel, Church & Culture – *Fall 2014+*
- RELI 3103 – Christian Ministry – *Fall 2014+*
- RELI 3423 – Discipleship – *Fall 2016+*
- RTSM 3303 – Recreation Programming – *Fall 2015+*
- SEA 3013 – Research in Bio-energy – *Fall 2016+*
- THEA 2433 – Directing I – *Fall 2016+*
- WS 2103 – Women in Global Perspective – *Fall 2014 to Summer 2017*
- WS 3103 – Gender & Politics – *Fall 2014 to Summer 2017*
- WS 3123 – Gender & Popular Culture – *Fall 2014 to Summer 2017*
- WS 3203 – Feminist Theory & Practice – *Fall 2014 to Summer 2017*
- WS 3213 – Women, Violence & Feminist Activism – *Fall 2017+*

III – Mastery: 3-12 hours

Students are to select from available approved 3000-4000 level courses. Students and advisers should note that some courses fulfill two, three, or even all four ESLO areas. Also, in most cases, the courses listed here will simultaneously fulfill major, minor, or other program requirements.

ESLO 1 – Communication (select one of the following): Minimum 3 hours

- ART 3753 – Modern Art – *Fall 2016+*
- ART 3904 – Art Majors Seminar I – *Fall 2014+*
- BIOL 4912 – Seminar I *and* BIOL 4921 – Seminar II – *Fall 2015+*
- BUSI 4793 – Business Policy – *Fall 2014+*
- COMM/JRNL 4403 – Communication Law & Ethics – *Fall 2016+*
- COMM 4993 – Communication Capstone – *Fall 2014+*
- CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – *Fall 2016+*
- EDUC 4600 – Supervised Student Teaching – *Fall 2014+* (12 hours)
- ENGL 4503 – Advanced Writing – *Fall 2014+*
- HIST 4903 – History Seminar – *Fall 2014+*
- HS 4253 – Ethics & Multicultural Diversity – *Fall 2014+*
- HS 4953 – Human Services Practicum III – *Fall 2014+*
- JRNL/COMM 4403 – Communication Law & Ethics – *Fall 2016+*
- MATH 4113 – Abstract Algebra – *Fall 2014+*
- MATH 4413 – Foundations of Analysis – *Fall 2014+*
- NURN 4614 – Organizational & Systems Leadership – *Fall 2015+*
- NURN 4622 – Interprofessional Education & Collaboration – *Fall 2016+*
- NURS 4205 – Leadership in Nursing – *Fall 2014+*
- POSC 4103 – American Political Thought – *Fall 2015+*

- PSYC 4903 – Research Methods & Statistics II – *Fall 2016+*
- RELI 4413 – Missional Leadership – *Fall 2016+*
- RELI 4933 – Practicum I – *Fall 2016+*
- RTSM 4903 – RTSM Internship – *Fall 2015+*
- SCI 4DS3 – Psychophysiology Capstone Course – *Fall 2016+*
- SEA 4904 – Sustainability & Energy Policy Capstone Project – *Spring 2017+*
- THEA 3423 – Dramatic Literature Survey – *Fall 2015+*

ESLO 2 – Inquiry and Analysis (select one of the following): Minimum 3 hours

- ART 3633 – Computer Graphics II – *Fall 2016+*
- ART 3904 – Art Majors Seminar I – *Fall 2014+*
- ART 4904 – Art Majors Seminar II – *Fall 2016+*
- BIOL 4912 – Seminar I **and** BIOL 4921 – Seminar II – *Fall 2015+*
- BUSI 4793 – Business Policy – *Fall 2014+*
- COMM/JRNL 4403 – Communication Law & Ethics – *Fall 2016+*
- COMM 4993 – Communication Capstone – *Fall 2014+*
- CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – *Fall 2016+*
- EDUC 4600 – Supervised Student Teaching – *Fall 2014+* (12 hours)
- ENGL 4553 – Critical Issues in Literature & Writing – *Fall 2014 to Summer 2017*
- ENGL 4903 – English Majors Seminar – *Fall 2015+*
- HIST 4903 – History Seminar – *Fall 2014+*
- HS 4953 – Human Services Practicum III – *Fall 2014+*
- JRNL/COMM 4403 – Communication Law & Ethics – *Fall 2016+*
- MATH 3203 – Probability & Statistics – *Fall 2016+*
- NURN 4614 – Organizational & Systems Leadership – *Fall 2015+*
- NURS 4205 – Leadership in Nursing – *Fall 2014+*
- POSC 4103 – American Political Thought – *Fall 2015+*
- PSYC 4903 – Research Methods & Statistics II – *Fall 2016+*
- RELI 3503 – Christian Theology – *Fall 2016+*
- RTSM 4903 – RTSM Internship – *Fall 2015+*
- SCI 4DS3 – Psychophysiology Capstone Course – *Fall 2016+*
- SEA 4904 – Sustainability & Energy Policy Capstone Project – *Spring 2017+*
- THEA 4903 – Senior Seminar – *Fall 2015+*
- WS 4103 – Critical Issues in Women’s & Gender Studies – *Fall 2018+*

ESLO 3 – Engaged Local/Global Citizenship (select one of the following): Min. 3 hours

- ART 3753 – Modern Art – *Fall 2016+*
- BIOL 4912 – Seminar I **and** BIOL 4921 – Seminar II – *Spring 2017+*
- BUSI 4793 – Business Policy – *Fall 2014+*
- COMM 3403 – Family Communication – *Fall 2016+*
- COMM/JRNL 4403 – Communication Law & Ethics – *Fall 2016+*
- CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – *Fall 2016+*
- EDUC 4600 – Supervised Student Teaching – *Fall 2014+* (12 hours)
- ENGL 4063 – Ethnic Literature – *Fall 2014+*
- ENGL/HIST 4353 – History & Literature of Empire – *Fall 2018+*
- HIST 4003 – Colloquium in European History – *Fall 2016+*
- HIST/ENGL 4353 – History & Literature of Empire – *Fall 2018+*
- HS 4253 – Ethics & Multicultural Diversity – *Fall 2016+*
- HUMN 4343 – History & Literature of Empire – *Fall 2017 to Summer 2018*
- JRNL/COMM 4403 – Communication Law & Ethics – *Fall 2016+*
- NURN 4614 – Organizational & Systems Leadership – *Fall 2015+*
- NURN 4622 – Interprofessional Education & Collaboration – *Fall 2016+*

- NURS 4205 – Leadership in Nursing – *Fall 2014+*
- PSYC 4903 – Research Methods & Statistics II – *Fall 2016+*
- RELI 3503 – Christian Theology – *Fall 2016+*
- RELI 4413 – Missional Leadership – *Fall 2016+*
- RTSM 4303 – Professional Event Management – *Fall 2015+*
- SCI 4313 – Hard Decisions in STEM – *Fall 2017+*
- SCI 4813 – Spec. Topics: Hard Decisions in STEM – *Spring 2016 only*
- SCI 4DS3 – Psychophysiology Capstone Course – *Fall 2016+*
- SEA 4904 – Sustainability & Energy Policy Capstone Project – *Spring 2017+*
- THEA 3423 – Dramatic Literature Survey – *Fall 2015+*
- WS 4103 – Critical Issues in Women’s & Gender Studies – *Fall 2018+*

ESLO 4 – Application/Integration of Knowledge (select one of the following): Min. 3 hrs

- ART 3633 – Computer Graphics II – *Fall 2016+*
- ART 4904 – Art Majors Seminar II – *Fall 2016+*
- BIOL 4912 – Seminar I **and** BIOL 4921 – Seminar II – *Fall 2015+*
- BUSI 4793 – Business Policy – *Fall 2014+*
- COMM/JRNL 4403 – Communication Law & Ethics – *Fall 2016+*
- COMM 4993 – Communication Capstone – *Fall 2014+*
- CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – *Fall 2016+*
- EDUC 4600 – Supervised Student Teaching – *Fall 2014+* (12 hours)
- ENGL 4903 – English Majors Seminar – *Fall 2014+*
- HIST 4003 – Colloquium in European History – *Fall 2016+*
- HS 4953 – Human Services Practicum III – *Fall 2014+*
- JRNL/COMM 4403 – Communication Law & Ethics – *Fall 2016+*
- MATH 3323 – Differential Equations – *Fall 2014+*
- MATH/PHYS 4303 – Engineering Mathematics – *Fall 2014+*
- MATH 4403 – Mathematical Modeling – *Fall 2016+*
- NURN 4614 – Organizational & Systems Leadership – *Fall 2016+*
- NURS 4205 – Leadership in Nursing – *Fall 2014+*
- PHYS/MATH 4303 – Engineering Mathematics – *Fall 2014+*
- PSYC 4903 – Research Methods & Statistics II – *Fall 2016+*
- RELI 3153 – Age-Level Ministry – *Fall 2014+*
- RELI 4943 – Practicum II – *Fall 2016+*
- RTSM 4303 – Professional Event Management – *Fall 2014+*
- SCI 4DS3 – Psychophysiology Capstone Course – *Fall 2016+*
- SEA 4904 – Sustainability & Energy Policy Capstone Project – *Spring 2017+*
- THEA 4903 – Senior Seminar – *Fall 2015+*
- WS 4003 – Women & Violence – *Fall 2014 to Summer 2017*
- WS 4903 – Women’s Studies Seminar – *Fall 2017 to Summer 2018*
- WS 4903 – Women’s & Gender Studies Seminar – *Fall 2018+*

VI – 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 Essential Learning General Education Requirements: 36-62 credit hours

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Full-time program faculty: Timothy W. Smith, M.F.A.

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.

Graduation Requirements

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

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

Program Requirements: 43-44 hours

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

A. 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.

B. Emphasis Area (select one of the following areas): 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

Exit Assessment

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

Art Education P-12 Program

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

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

Mission Statement

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

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

Graduation Requirements

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

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

Entrance Criteria

Acceptance into the biology program is predicated on the successful completion of freshman biology courses BIOL 1204 and BIOL 1214 with a minimum grade of C. These two courses serve as prerequisites for all 2000-level biology courses.

Program Requirements: 59-64 hours

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

A. Prerequisites: 12-23 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

- College Algebra (MATH 1013) is a prerequisite for BIOL 1214 and CHEM 1214 unless waiver requirements are met – 3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, and CHEM 3313 – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) and Lab (CHEM 3322) are prerequisites for CHEM 4104 – 5 hours
- Principles of Psychology (PSYC 1003) is the prerequisite for PSYC 4403 – 3 hours

B. Core Requirements: 26-27 hours

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

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

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

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

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

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

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

3 – Health & Medicine Emphasis (choose four of the following courses): 12-15 hours

- Microbiology (BIOL 2104) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours

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

4 – Biology Education Emphasis (choose four of the following courses): 14-15 hours

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

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

5 – General Biology Emphasis: 12-16 hours

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

Exit Assessment

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

Recommended General Electives

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

- 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 2214) – 4 hours
- Analytical Geometry & Calculus I (MATH 2315) – 5 hours

Consult with advisor for an appropriate course selection.

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Mission Statement

The mission of the School of Business 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 School of Business 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 bachelor's degree program in business is fully accredited by the International Assembly of Collegiate Business Education (IACBE). The Bachelor of Arts degree in recreation, tourism & sport management is not accredited by IACBE.

The bachelor's degree in business administration offers students a common core of coursework and a choice of four emphasis areas: accounting, computer information systems, marketing, and management. The management emphasis allows students to choose among concentrations in general management, entrepreneurial management, human resources, and lean systems. In addition, a certificate in cybersecurity is offered.

Graduation Requirements

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

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

Program Requirements: 72-78 hours

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

A. Prerequisite: 3 hours

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

B. Core Requirements: 45-48 hours

- College Algebra (MATH 1013) is a prerequisite for ACCT 2113, ECON 2033, ECON 2043, and ECON 2203 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 Law (BUSI 2713) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Business Computer Applications (BUSI 3503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Operations Management (BUSI 4763) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours
- Business Policy (BUSI 4793) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- Statistics for Business & Economics I (ECON 2203) – 3 hours
- Statistics for Business & Economics II (ECON 3203) – 3 hours

C. Emphasis Area (select one of the following areas): 24-27 hours**1 – Accounting Emphasis Requirements: 27 hours**

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

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

2 – Computer Information Systems Emphasis Requirements: 27 hours

- Visual Basic Programming (CIS 2703) – 3 hours
- Introduction to Computational Science (CIS/MATH/PHYS 2713) – 3 hours
- Web Design (CIS 3003) – 3 hours
- Web Applications I (CIS 3013) – 3 hours
- Database Applications I (CIS 3023) – 3 hours
- Web Applications II (CIS 4013) – 3 hours
- Database Applications II (CIS 4023) – 3 hours

- Capstone Project (CIS 4033) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours

3 – Marketing Emphasis Requirements: 24 hours

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

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

4a – General Management

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

4b – Entrepreneurial Management

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

4c – Human Resources Management

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

Note: The Lindsey Wilson College School of Business’s Bachelor of Arts degree in business administration with a concentration in human resource management has aligned its curriculum with 448 programs in 336 institutions in accordance with the *HR Curriculum Handbook* which defines the HR content areas that should be studied by HR students according to the Society

for Human Resource Management (SHRM). These guidelines, which were created in 2006 and revalidated in 2010 and 2013, are part of SHRM's initiative to define HR education standards taught in schools of business and to help develop degree programs that follow these standards. Lindsey Wilson College originally presented its curriculum and was approved in 2012.

Beginning with the winter 2017 testing window, students enrolled in an HR degree program at an educational institution aligned to SHRM's core curriculum guidelines (SHRM HR Curriculum Guidelines) will be able to apply for the SHRM Certified Professional (SHRM-CP) exam. Speak with an HRM faculty member concerning additional requirements.

4d – Lean Systems Management

- Lean Systems (BUSI 2106) – 6 hours
- Lean Leadership (BUSI 2206) – 6 hours
- Personnel Management (BUSI 3953) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours
- 3000-4000 level elective (ACCT, BUSI, CIS, ECON) – 3 hours

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.

Certificate in Cybersecurity

The purpose of the certificate is to provide the opportunity for undergraduate students who are pursuing computer information coursework or practicing IT professionals to complement their existing skills with a highly desirable certification which employers are seeking.

Curriculum – Cybersecurity Certificate: 22 hours

- Computing Fundamentals (CIS 1013) – 3 hours
- Networking (CIS 2064) – 4 hours
- Windows & Linux Administration (CIS 2103) – 3 hours
- Introduction to Computational Science (CIS/MATH/PHYS 2713) – 3 hours
- Introduction to Cybersecurity (CIS 3103) – 3 hours
- Advanced Cybersecurity (CIS 3203) – 3 hours
- Ethical Hacking (CIS 3303) – 3 hours

Curriculum – Cybersecurity Certificate for IT Professionals: 12 hours

- Windows & Linux Administration (CIS 2103) – 3 hours
- Introduction to Cybersecurity (CIS 3103) – 3 hours
- Advanced Cybersecurity (CIS 3203) – 3 hours
- Ethical Hacking (CIS 3303) – 3 hours

Admission Requirements

New students who wish to apply for an undergraduate certificate program must submit the following:

1. A completed Application for Admission (available online);
2. A high school transcript, or a college transcript if the applicant has earned credit from another institution of higher learning, including dual credit or AP (Advanced Placement) coursework; and
3. A resume.

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Full-time program faculty: David Calhoun, D.Min.; Troy Elmore, M.Div.; Curt Lee, Ph.D.; Terry Swan, D.Min.

Mission Statement

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

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

Graduation Requirements

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

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

Program Requirements: 45-54 hours

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

A. Prerequisites: 3-6 hours

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

B. Core Requirements: 21 hours

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

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

1a – Missional Leadership Emphasis Requirements: 15 hours

- Gospel, Church & Culture (RELI 2113) – 3 hours

- Contextual Ministry (RELI 3293) – 3 hours
- Christian Apologetics (RELI 3413) – 3 hours
- Discipleship (RELI 3423) – 3 hours
- Missional Leadership (RELI 4413) – 3 hours

1b – Missional Leadership Emphasis Electives: 6 hours

- Choose three of the Ministry Seminar (RELI 48X1) courses – 3 hours
- Select any RELI course not already required for the program – 3 hours

2a – Vocational Ministries Emphasis Requirements: 9 hours

- Age-Level Ministry (RELI 3153) – 3 hours
- Christian Education (RELI 3203) – 3 hours
- Choose three of the Ministry Seminar (RELI 48X1) courses – 3 hours

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

Pastoral Ministry

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

Age-Level Ministry

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

3a – Worship Arts Emphasis Requirements: 20 hours

- Creative Communication (COMM 4613) – 3 hours
- Piano Skills I (MUSI 1201) *or* Private Piano (MUSI 1311) – 1 hour
- Piano Skills II (MUSI 1301) *or* Private Piano (MUSI 2311) – 1 hour
- Voice (MUSI 1501) *or* Private Voice (MUSI 1411) – 1 hour
- Music Theory I (MUSI 1612) – 2 hours
- Worship (MUSI/RELI 3123) – 3 hours
- Church Music Methods & Materials (MUSI 3553) – 3 hours
- Music Ensemble (any combination) – 6 semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour

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

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

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

Exit Assessment

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

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

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Full-time program faculty: Jennifer Furkin, Ph.D.; Daniel A. Koger, Ph.D.; Susan Minton, M.A.; Greg Phelps, Ph.D.; Benson Sexton, Ph.D.; Jerry Thomas, M.A.

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

Mission Statement

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

Graduation Requirements

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

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

Entrance Criteria

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

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

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

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

Program Requirements: 45 hours

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

A. Recommended and Prerequisite Courses: 3-9 hours

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

- Writing Studies II (ENGL 1023) is recommended for elective COMM 3103 – 3 hours
- Public Speaking (COMM 2103) is a prerequisite for elective COMM 3103 – 3 hours

B. Core 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

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- 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
- Communication & Aging (COMM 3703) – 3 hours
- Great Speeches (COMM 3723) – 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 Communication (COMM 4613) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Political Communication & Public Affairs (COMM 4733) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours
- Psychology of Language (PSYC 3703) – 3 hours

Exit Assessment

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

Recommended General Electives

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

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Full-time program faculty: Allen Copenhaver, Ph.D.; Angie Schwendau, Ph.D.; Dennis Souther, M.P.A.

Mission Statement

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

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

Graduation Requirements

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

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

Entrance Criteria

The following conditions apply for acceptance into the program:

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

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

Program Requirements: 48-51 hours

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

A. Recommended and Prerequisite Courses: 3-6 hours

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

B. Core Requirements: 30 hours

- Writing in Criminal Justice (CRJS 1013) – 3 hours

- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses except CRJS 1013 – 3 hours
- Criminology (CRJS 2103) – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police Investigation (CRJS 3023) – 3 hours
- U. S. Constitutional Law (CRJS 3213) – 3 hours
- Statistics in Criminal Justice (CRJS 3613) – 3 hours
- Research Methods in Criminal Justice (CRJS 3623) – 3 hours
- Criminal Justice Capstone: Ethics & Professionalism (CRJS 4303) – 3 hours
- Professional Internship in Criminal Justice (CRJS PN03) – 3 hours

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

- Juvenile Offender (CRJS 2213) – 3 hours
- American Legal Systems (CRJS 3003) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Probation & Parole (CRJS 3403) – 3 hours
- Rural Crime (CRJS 3573) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Criminal Procedure (CRJS 3903) – 3 hours
- Homeland Security (CRJS 4173) – 3 hours
- Evidence (CRJS 4273) – 3 hours
- Topics in Criminal Justice (CRJS 4TX3) – 3 hours

Exit Assessment

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

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Full-time program faculty: Jennifer Antoniotti-Neal, Ed.D.; Cindy L. Clark, Ph.D.; Geralda Nelson, Ed.D.; Melissa Saunier-Arnold, M.A.

The education program at Lindsey Wilson College is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and the advanced educator teacher as leader program. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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 Outcomes

The program focuses on four student learning outcomes.

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 education division 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 coursework, field/clinical experience, community service, and professional development, candidates gain competence in their ability to plan and implement instruction while creating a learning environment that meets the diverse needs of all students.

Education Programs

The education 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 (B.A. degree)
- Biology education 8-12 major (B.S. degree)
- Elementary education P-5 major (B.A. degree)
- Integrated music education P-12 major (B.A. degree)
- Middle grades education 5-9 major with choice of one or two emphasis areas: English, mathematics, sciences, and/or social studies (B.A. degree)
- Secondary education 8-12 program with majors in English, mathematics, or social science (B.A. degree)
- Physical education P-12 with majors in physical education or physical education & health (B.A. degree)

Curricula are developed in consultation with the Kentucky Education Professional Standards Board, and program requirements are subject to modification. When the major is declared and admission requirements are met, a faculty advisor in teacher education will provide current information about program requirements.

Transfer of Credit

Lindsey Wilson College accepts course credits from two- and four-year colleges accredited by the various regional accrediting bodies. All prior coursework is included in GPA computations, without exception, and is recorded on the transcript. Transfer students will be individually advised as to the proper courses to take.

Prospective candidates who possess a bachelor's degree from an accredited college or university and who seek only state certification (not a degree from Lindsey Wilson College) will not be required to satisfy Lindsey Wilson's general education requirements.

Entrance Criteria for the Teacher Education Program

Candidates may apply for admission to the teacher education program when they have completed, or are in the process of completing the required 30 hours within the semester, and meet the admission criteria listed, normally during their sophomore year. When all criteria for admission have been met, an admission interview is scheduled. Interviews will not be scheduled for candidates who do not meet the minimum criteria. Following review of the applicant's interview, scores, and application materials, one of the following recommendations will be made:

- Admission,
- Admission pending completion of a course,
- New interview required, or
- Denial.

The education division 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 30 semester hours of college coursework or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college coursework at Lindsey Wilson College.
4. Have a cumulative overall grade point average of 2.75, or 3.0 on the last 30 hours of completed coursework.
5. Be a person whose moral, social, and ethical behavior is acceptable in the school and wider community by meeting the Lindsey Wilson College Code of Conduct and have a signed Kentucky Code of Ethics Declaration form on file in the education 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 requirements by taking the Praxis Core Academic Skills for Educators (CASE) exams with minimum scores for Reading (5712) of 156; Writing (5722) of 162; and Math (5732) of 150.
8. Have completed the following required courses with a grade of C or above:
 - a. ENGL 1013 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
 - b. COMM 2103 Demonstration of Communication competency, and
 - c. MATH course for general education requirement determined by major.
9. Have a LWC Teacher Education Program Candidate Handbook Acknowledgment form signed and on file in the education 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, s/he 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 the education division. The candidate may reapply after one semester. The candidate must obtain three new recommendations from three new instructors: one from a professor in the candidate's emphasis area; one from a liberal arts faculty member; and one from the candidate's professional education teacher/advisor/program coordinator. The score on these three new recommendations must be at the acceptable, target, or exceeds target level to be eligible for admission to the teacher education program. The candidate will not be allowed to repeat this process again.
12. Demonstrate competency in critical thinking, creativity, communication, and collaboration and in the ability to demonstrate competency in content knowledge and professional standards by obtaining an overall acceptable score on the Stage 1 Entry Portfolio as assessed through the Entry Portfolio Rubric & Criteria based on the Kentucky Teacher 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 30 field hours with positive teacher recommendation (acceptable level or above) and a disposition rating at the acceptable level or above on the Cooperating Teacher Field Experience Evaluation form.

Note: November 1 and April 1 are normally the application completion deadlines for an interview invitation in the fall and spring semester, respectively.

Note: A candidate who has completed items 1, 2, 3, 8, and 9 of the Admission Criteria and who has completed 60 hours of coursework but who has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program, the education 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 at sites and with student populations that meet regulatory requirements listed in 16 KAR 5:040 section 3. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities that meet regulatory requirements.

6. Each candidate must have a minimum cumulative grade point average of 2.75 on all college work attempted.
7. Each candidate must have a cumulative grade point average of 2.75 on professional education courses, with no grade lower than C.
8. Each candidate must have a cumulative grade point average of 2.75 in each area of emphasis/major, with no grade lower than C.
9. Each candidate must have completed the following:
 - a. All professional preparation courses;
 - b. All courses in the area(s) of emphasis/major;
 - c. All general education requirements; and
 - d. All elective hours.
10. A candidate may earn no more than 15 hours credit during the student teaching semester, which is limited to 12 hours of student teaching and three hours of practicum. A candidate may not be gainfully employed for more than 20 hours per week during the semester of student teaching.
11. The student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
12. Applications for fall and spring student teaching must be completed and submitted to the coordinator of student teaching two semesters prior to placement.
13. The candidate must have a successful Stage 2 Presentation with a portfolio scored at the Target level or above. If candidate scores are not at the Target level, the candidate may remediate any conditions cited, within two weeks from when the candidate is notified of scored results. If the stipulated conditions are not met in that time period, the candidate will not student teach and must participate in Stage 2 process again when presentations are normally scheduled in a subsequent semester.
14. Candidates must have a current KEA-SP membership or proof of liability insurance.
15. Candidates must have a score of acceptable or above on the Recommendation/Disposition Assessment Instrument which is completed by the Classroom Management faculty member and by the chair of the Stage 2 Interview Committee. (If the chair of the committee is the same as the Classroom Management faculty member, the chair will appoint another member of the committee to complete the recommendation.)

Note: Candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for art education P-12 majors, elementary education P-5 majors, integrated music education P-12 majors, middle grades education 5-9 majors, physical education P-12 majors, and physical education & health P-12 majors and for candidates receiving secondary certification are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

In order to receive teacher certification, candidates must not only successfully complete the education program and receive a degree; they must also pass the Praxis II exam in the content certification area(s) and the PTL exam. Teacher certification requirements are subject to change and governed by the Kentucky Education Professional Standards Board (EPSB). The education program makes the recommendation for certification, but certification is given by the EPSB.

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Unit Mission Statement

The mission of the education 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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, as determined by the candidate's general education program, unless waiver requirements are met.

Program Requirements: 84 hours

To earn an art education P-12 degree, students will complete a minimum of 42 hours of art courses and 39 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Prerequisites: 3 hours

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

B. Core Requirements – Art: 42 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Computer Graphics I (ART 2623) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Art Education 6-12 (ART/EDUC 3623) – 3 hours
- Modern Art (ART 3753) – 3 hours
- Two-dimensional ART elective – 4 hours

- Three-dimensional ART elective – 4 hours
- Studio elective (3000 level) – 4 hours

C. Professional Preparation – Education: 39 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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Unit Mission Statement

The mission of the education 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.

Biology Program Mission Statement

In cooperation with the education program, the biology program provides students with the resources to develop a broad knowledge base in biology and the skills necessary to be successful educators. In addition to the factual content, students learn the historical basis and the scientific methodology of each major conceptual area of biology.

Graduation Requirements

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

Entrance Criteria

The biology program requires successful completion of freshman biology courses BIOL 1204 and BIOL 1214 with a minimum grade of C. These two courses serve as prerequisites for all 2000-level biology courses.

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- College Algebra (MATH 1013), unless waiver requirements are met.

Program Requirements: 98-101 hours

To earn a biology education 8-12 degree, students will complete a minimum of 53 hours of biology and other science courses and 42 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Prerequisites: 15-18 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
- College Algebra (MATH 1013) is a prerequisite for BIOL 1214 and CHEM 1214 unless waiver requirements are met – 3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, and CHEM 3313 – 4 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123 and EDUC 3143 – 3 hours

B. Core Requirements – Biology: 36 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL 3304) – 4 hours
- Theory of Natural Selection (BIOL 3403) – 3 hours
- Seminar I (BIOL 4912) – 2 hours

C. Supplemental Requirements – Chemistry: 5 hours

- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours

D. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 3 hours
- Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, as determined by the candidate's general education program, unless waiver requirements are met.

Program Requirements: 101-105 hours

To earn an elementary education P-5 degree, students will complete a minimum of 47 hours of interdisciplinary coursework and 48 hours of education courses along with the general education program and prerequisites.

A. Prerequisites: 6-9 hours

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

B. Interdisciplinary Program Requirements: 47-48 hours

- World Regional Geography (GEOG 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- Topics in Science (SCI 1013) (biology-related topic) *or* Introduction to Cellular Biology (BIOL 1204) – 3-4 hours
- First Aid (PHED 1201) – 1 hour
- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- Earth Science (PHSC 1204) – 4 hours
- Music Education P-5 (EDUC/MUSI 2203) – 3 hours
- Mathematics for Elementary Teachers I (MATH 2213) – 3 hours
- Mathematics for Elementary Teachers II (MATH 2223) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours

- Children's Literature (EDUC 2243) – 3 hours
- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Kentucky Studies (HIST 3103) – 3 hours
- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours

C. Professional Preparation – Education: 48 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Teaching Reading & Language Arts P-5 (EDUC 3223) – 3 hours
- Methods/Materials P-5 Mathematics (EDUC 3233) – 3 hours
- Fundamentals of Elementary & Middle Grades Education (EDUC 3413) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Methods/Materials P-5 Science (EDUC 4243) – 3 hours
- Methods/Materials P-5 Social Studies (EDUC 4253) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, as determined by the candidate's general education program, unless waiver requirements are met.

Program Requirements: 94 hours

To earn an integrated music education P-12 degree, students will complete a minimum of 46 hours of music courses and 42 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Prerequisites and Other Requirements: 6 hours

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

B. Music Requirements: 46 hours

1 – Core Requirements: 26 hours

- Piano Skills I (MUSI 1201) – 1 hour
- Music Theory I (MUSI 1612) – 2 hours
- Music Theory II (MUSI 1713) – 3 hours
- Music Theory III (MUSI 2613) – 3 hours
- Music Theory IV (MUSI 2713) – 3 hours
- Music History I (MUSI 3102) – 2 hours
- Music History II (MUSI 3112) – 2 hours
- Conducting (MUSI 3212) – 2 hours
- Woodwinds Methods (MUSI 3231) – 1 hour

- Brass Methods (MUSI 3241) – 1 hour
- Percussion Methods (MUSI 3251) – 1 hour
- Strings Methods (MUSI 3261) – 1 hour
- Marching Band Techniques (MUSI 4522) *or* Choral Pedagogy & Literature (MUSI 4532) – 2 hours
- Orchestration & Arranging (MUSI 4542) – 2 hours

2 – Ensemble and Lessons Requirements: 19 hours

- Primary Ensemble – 5 semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour
- Secondary Ensemble – 2 Semesters
 - Concert Choir (MUSI 1151-4151) – 1 hour *or*
 - Band (MUSI 1161-4161) – 1 hour *or*
 - Lindsey Wilson College Singers (MUSI 1171-4171) – 1 hour
- Applied Music (MUSI 1512 and MUSI 2512) – 4 semesters – 2 hours
- Applied Music (MUSI 3512 and MUSI 4512) – 2 semesters – 2 hours

3 – Piano Proficiency: 1 hour

The integrated music education P-12 program contains a piano skills requirement called “Piano Proficiency.” The student must take piano until the requirements for the Piano Proficiency Exam have been satisfied. This exam may be administered during any semester of Piano Skills I-IV or Private Piano I-IV in which the instructor considers the student’s playing level ready for the proficiency examination. The exam consists of the ability to prepare in advance and play one or more parts of elementary choral or instrumental literature (including three-part vocal score) with correct rhythm and notation, playing major scales and arpeggios in root position for two-octave performance, and playing minor scales and arpeggios in root position for one-octave performance. The student should play intermediate repertoire comparable to Sonatinas 1-3, Op. 36 of Clementi. Other emphases in the exam include the memorization of two pieces (one contrapuntal and the other a movement from a sonatina), preparation of simple accompaniments of vocal and instrumental pieces and play by ear musically acceptable harmonizations of familiar tunes.

C. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Teaching Elementary School Music (MUSI 4613) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Teaching Music in Secondary Schools (MUSI 4623) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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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.

Middle grades education 5-9 is a teacher education program designed to prepare candidates to teach middle school in grades 5-9. Lindsey Wilson College offers programs in four academic emphasis areas including English language arts, mathematics, science, and social studies.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, unless waiver requirements are met, as determined by the candidate's general education program and academic emphasis area(s).

Program Requirements

Lindsey Wilson College offers two options for middle grades certification. Candidates may choose two academic emphasis areas (recommended), or candidates may choose only one area of emphasis. Required number of credit hours for each academic emphasis area may vary, depending on the content area. If two academic emphasis areas are chosen, students may exceed the total hours required for graduation.

Along with the general education requirements, the major's prerequisites, and its professional education requirements, students must select one or two academic emphasis areas and complete the requirements for the chosen area(s).

A. Prerequisites

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3123, EDUC 3143, and EDUC 3303 – 3 hours
- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203, unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703 and ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) or World Literature (ENGL 2203) is a prerequisite for 3000-4000 level English literature courses – 3 hours

- College Algebra (MATH 1013) is a prerequisite for BIOL 1214, CHEM 1214, MATH 1124, and MATH 2153, unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours
- Analytical Geometry & Calculus I (MATH 2315) is a prerequisite for PHYS 2414 – 5 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
- Ethnic Literature (ENGL 4063) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours

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

- Complete the requirements listed above in #1 – 24 hours
- Select an additional 12 hours of 3000-4000 level ENGL courses approved by the advisor.

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

Note: A student with College Algebra *and* Trigonometry skills may elect to enroll in MATH 2315 and MATH 2325.

- Precalculus (MATH 1124) – 4 hours
- Finite Mathematics (MATH 2153) – 3 hours
- Introduction to Statistics (MATH 2203) – 3 hours
- Mathematics for Elementary Teachers I (MATH 2213) – 3 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Geometry (MATH 3113) – 3 hours
- **Choose two courses from the following:**
 - Mathematics & Technology (MATH 2301) – 1 hour
 - History’s Great Problems (MATH 3121) – 1 hour
 - History’s Great Mathematicians (MATH 3131) – 1 hour
 - Mathematics Education I (MATH 3151) – 1 hour
 - Mathematics Education II (MATH 3161) – 1 hour

***or* Mathematics Requirements (single emphasis area): 36 hours**

- Complete the requirements listed above in #2 – 26 hours
- Analytical Geometry & Calculus II (MATH 2325) – 5 hours
- Select an additional 5 hours of 3000-4000 level MATH courses approved by the advisor.

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

- Introduction to Cellular Biology (BIOL 1204) – 4 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Biology electives – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- Select one of the following groups:
 - Introduction to Physical Science (PHSC 1104) – 4 hours
 - General Chemistry I with Lab (CHEM 1214) – 4 hours
 - General Chemistry II with Lab (CHEM 1224) – 4 hours
 - or*
 - General Chemistry I with Lab (CHEM 1214) – 4 hours
 - 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 (SOC1 1003) – 3 hours
- United States Government (POSC 1003) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours

***or* Social Studies Requirements (single emphasis area): 36 hours**

- Complete the requirements listed above in #4 – 24 hours
- Select an additional 12 hours of 3000-4000 level social science courses approved by the advisor.

C. Professional Preparation – Education: 45 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Fundamentals of Elementary & Middle Grades Education (EDUC 3413) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Curriculum & Methodology in the Middle Grades (EDUC 4333) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, unless waiver requirements are met, as determined by the candidate's general education program.

Program Requirements: 73 hours

To earn a physical education P-12 degree, students will complete a minimum of 34 hours of physical education courses and 36 hours of education courses along with the general education program and prerequisite.

A. Prerequisite: 3 hours

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

B. Core Requirements – Physical Education: 34 hours

- First Aid (PHED 1201) – 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 (PHED 2553) – 3 hours
- Psychology/Sociology of PE/Sport (PHED 3002) – 2 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- Adaptive Physical Education for PE/Health Majors (PHED 3143) – 3 hours
- Skills & Techniques of Team & Lifetime Activities (PHED 3163) – 3 hours
- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Middle/Secondary Methods for Physical Education/Health (PHED 4023) – 3 hours

C. Professional Preparation – Education: 36 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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Unit Mission Statement

The mission of the education 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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, unless waiver requirements are met, as determined by the candidate's general education program.

Program Requirements: 88 hours

To earn a physical education & health P-12 degree, students will complete a minimum of 31 hours of physical education courses, 18 hours of health courses, and 36 hours of education courses along with the general education program and prerequisite.

A. Prerequisite: 3 hours

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

B. Core Requirements – Physical Education: 31 hours

- Foundations of Health & Physical Education (PHED 2053) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Fitness, Wellness & Conditioning (PHED 2553) – 3 hours
- Psychology/Sociology of PE/Sport (PHED 3002) – 2 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- Adaptive Physical Education for PE/Health Majors (PHED 3143) – 3 hours
- Skills & Techniques of Team & Lifetime Activities (PHED 3163) – 3 hours
- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Middle/Secondary Methods for Physical Education/Health (PHED 4023) – 3 hours

C. Core Requirements – Health Education: 18 hours

- First Aid (PHED 1201) – 1 hour
- Basic Injury Care for the Coach & Trainer (PHED 2012) – 2 hours
- Nutrition (PHED 2013) – 3 hours
- Personal, School & Community Health (PHED 2253) – 3 hours
- Epidemiology (PHED 3103) – 3 hours
- Contemporary Health Issues (PHED 4103) – 3 hours
- Lifespan Development (PSYC 3103) – 3 hours

D. Professional Preparation – Education: 36 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management P-5 & P-12 (EDUC 4263) *or* Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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Unit Mission Statement

The mission of the education 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 (B.S. degree)
- Secondary education 8-12 program with majors in English, mathematics, or social science (B.A. degrees)

In addition, there are four P-12 Bachelor of Arts degree programs which can also lead to secondary teaching positions: art education 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.

Graduation Requirements

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

Entrance Criteria

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Public Speaking (COMM 2103) or equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013), unless waiver requirements are met, Writing Studies II (ENGL 1023), or equivalent transfer course for Demonstration of Communication competency; and
- General education mathematics course, unless waiver requirements are met, as determined by the candidate's general education program.

Program Requirements: 45 hours

Along with the general education requirements, students seeking secondary certification must complete the professional education requirements and prerequisite. They must also select an academic major and complete the prerequisites, core requirements, and electives for the chosen major. Hours for the academic major vary.

A. Prerequisite: 3 hours

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

B. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Principles of Lifelong Learning (EDUC 3123) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Secondary Education (EDUC 3403) – 3 hours
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Measurement & Assessment in Education (EDUC 4103) – 3 hours
- Classroom Management 5-9 & 8-12 (EDUC 4463) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a \$155 student teaching fee.

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

1 – Biology Education 8-12 (B.S.)

- The courses required for a B.S. degree in biology education 8-12 are located in this catalog following the art education P-12 major.
- Biology education 8-12 majors may earn more than the total hours needed to meet graduation requirements.

2 – English (B.A.)

- Please see the information in this catalog on the English secondary education track for a complete list of major requirements.
- English majors seeking secondary certification may earn more than the total hours needed to meet graduation requirements.

3 – Mathematics (B.A.)

- Please see the information in this catalog on the mathematics major for a complete list of major requirements.

4 – Social Science (B.A.)

- Please see the information in this catalog on the social science major for a complete list of major requirements.
- While the major is social science, the secondary certification is earned in social studies.
- World Civilization I: Prehistory to 1500 (HIST 2233) *and* World Civilization II: 1500 to Present (HIST 2243) are strongly recommended as electives to strengthen preparation for the content area of the Praxis II exam.

Exit Assessment

Graduation requirements for candidates are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Passing of the appropriate Praxis Principles of Teaching and Learning (PTL) exam and the appropriate content exam(s) as required by state regulation;
5. Successful completion of all program requirements and assessments;
6. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
7. Successful completion of Stage III Exit Portfolio.

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Mission Statement

Literature and Writing Studies: The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

Graduation Requirements

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

Entrance Criteria

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.*

Program Requirements: 48-54 hours

Along with the general education program, students must complete the major's prerequisites and core requirements and must select program electives as indicated. English majors who wish to become certified in secondary education must instead follow the secondary education track.

A. Prerequisites: 6-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703, ENGL 3733, and ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) or World Literature (ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours*

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

B. Core Requirements: 30 hours

- 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 3053) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Ethnic Literature (ENGL 4063) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- English Majors Seminar (ENGL 4903) – 3 hours

C. Program Electives or the Secondary Education Track (select one of the following areas)

1 – Program Electives (select from the following): 15 hours*

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Major Authors Seminar (ENGL 3053) – 3 hours
- Creative Writing (ENGL 3103) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Literary Cultures (ENGL 3373) – 3 hours
- Transnational Literature (ENGL 3553) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Writing & Technology (ENGL 3633) – 3 hours
- Greek Myth & Literature (ENGL 3643) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Advanced Creative Writing (ENGL 4203) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Studies in Genre (ENGL 4413) – 3 hours
- Critical Issues in Literature & Writing (ENGL 4553) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours

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

2 – Secondary Education Track: 12 hours

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- **Choose three courses from the following:***
 - Major Authors Seminar (ENGL 3053) – 3 hours
 - Women Writers (ENGL 3163) – 3 hours
 - Literary Cultures (ENGL 3373) – 3 hours
 - Shakespeare (ENGL 3603) – 3 hours
 - Greek Myth & Literature (ENGL 3643) – 3 hours
 - Transnational Literature (ENGL 3553) – 3 hours
 - Studies in Genre (ENGL 4413) – 3 hours

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

Exit Assessment

Students applying for graduation with a bachelor's degree in English must have a minimum GPA in their major courses of 2.50. In the fall semester of their senior year, students are required to take English Majors Seminar (ENGL 4903).

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in English also have the option to concurrently complete the secondary education 8-12 program through the education Division. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact Dr. Geralda Nelson, secondary education coordinator, for education program advising.

Recommended Minor

History and women's & gender studies minors are good choices for English majors. Courses taken for a minor reduce the number of general electives a student must take.

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Full-time program faculty: David Moore, Ph.D.; Elizabeth Tapscott, Ph.D.

Mission Statement

The history faculty is committed to a program which stresses academic excellence. The history curriculum seeks to prepare students for graduate or professional school and focuses on the development of historical literacy, critical thinking, and proficiency in primary historical skills.

The history program offers a bachelor's degree in history and a minor in history for students majoring in another discipline. History courses also help students fulfill general education requirements and provide elective courses for all students.

Graduation Requirements

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

Students should note that the major provides only 18 of the required 39 hours of 3000-4000 level coursework, therefore students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students must complete 45 hours or more of coursework with a minimum grade point average of 2.00 and file a Declaration of Major form with the Registrar's Office. In addition, students must have completed at least one introductory-level history course required for the major.

Program Requirements: 30 hours

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

A. Core Requirements: 15 hours

- U.S. History: 1492 to 1865 (HIST 1033) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- History Seminar (HIST 4903) – 3 hours

B. Program Electives: 15 hours

- **Select at least two of the following advanced courses in American history – 6 hours**
 - Colonial America (HIST 3033) – 3 hours
 - Age of Jackson (HIST 3053) – 3 hours
 - A History of the Old South (HIST 3063) – 3 hours
 - Civil War & Reconstruction (HIST 3073) – 3 hours
 - Diplomatic History of the United States (HIST 3093) – 3 hours

- Women in the American Experience (HIST 3143) – 3 hours
 - American Revolution & Early Republic (HIST 3153) – 3 hours
 - America in World War & Cold War (HIST 3163) – 3 hours
 - Colloquium in American History (HIST 4013) – 3 hours
- **Select at least two of the following advanced courses in non-American history – 6 hours**
 - Ancient & Medieval Europe (HIST 3213) – 3 hours
 - History of Christianity to the Reformation (HIST 3223) – 3 hours
 - The Reformation (HIST 3253) – 3 hours
 - Tudor & Stuart Britain (HIST 3273) – 3 hours
 - Modern Europe Since 1789 (HIST 3303) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
 - Women in World History (HIST 3633) – 3 hours
 - Colloquium in European History (HIST 4003) – 3 hours
 - History & Literature of Empire (HIST/ENGL 4353) – 3 hours
 - **Select one additional 3000-4000 level HIST course – 3 hours**

Exit Assessment

Students applying for graduation with a bachelor's degree in history must schedule an exit interview with the history program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. Prior to the exit interview, each student will prepare written responses to questions drawn from the history program student learning outcomes. (These questions are available from the history program coordinator.) The program coordinator must indicate to the Registrar's Office that the student has achieved the program's student learning outcomes for graduation approval.

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Full-time program faculty: Annette Abel, Ph.D.; Holly Abel, Ph.D.; Andrea Brooks, Ph.D.; Tiffany Brooks, Ph.D.; Kimberly Brown, Ed.D.; Patrice Callery, Ed.D.; Richard Carroll, Ph.D.; Jeff Crane, Ph.D.; Jodi Crane, Ph.D.; Melissa Doan, Ph.D.; Leigh Ann Ford, Ph.D.; Myra Ford, M.Ed.; Sarah Fucillo, Ph.D.; Mona Gallo, Ed.D.; S. Bradley Grot, Ph.D.; Edwin Gunberg, Ph.D.; Patrick Hardesty, Ph.D.; William B. Haynes, Jr, Ph.D.; Amy Holsinger, Ph.D.; Amber Hughes, Ph.D.; Quentin Hunter, M.Ed.; Aaron Hymes, Ph.D.; Warren Lambert, Ph.D.; Holly Mattingly, Ph.D.; Melinda Mays, Ed.D.; David Meggitt, M.A.; Jacquelyn G. Montgomery, M.A.; Jeffrey Parsons, Ph.D.; Steven Patrick, Ed.D.; Susan Patterson, Ed.D.; Daniel Romero, Ph.D.; Daya Sandhu, Ed.D.; Gregory Sandman, Ph.D.; Daniel Schnopp-Wyatt, Ph.D.; Nicole Schnopp-Wyatt, Ph.D.; Willard A. Sheets, Ph.D.; Laura Ann Bailey Smith, Ed.D.; Stacy Springston, Ed.D.; Mark Staples, Ph.D.; Janet Turner, Ph.D.

School of Professional Counseling Mission Statement

The mission of the School of Professional Counseling is to address the diverse academic and community needs of Appalachia and other regions through dedication to academic excellence and professional integrity where students obtain a solid professional knowledge and skills base.

Human Services & Counseling Program Mission Statement

The mission of the human services & counseling (HS) program is to provide Lindsey Wilson College students an academic and experiential foundation that is centered in the helping professions, distinguished by academic excellence, and hallmarked by an empathetic personal orientation and demonstrated respect for humanity.

The Bachelor of Arts degree in human services & counseling is an interdisciplinary program comprised of coursework in psychology, sociology, and social work in combination with broad-based general education courses. (Most human services & counseling coursework is designated by an HS prefix.) Each course is taught by faculty with advanced degrees and experience in the course content area. Practicum experiences will equip the student with the skills to enter a variety of work settings. The human services & counseling program is offered in a variety of locations throughout Kentucky, Ohio, Tennessee, Virginia, and West Virginia.

Graduation Requirements

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

Students should note that the major provides only 36 of the required 39 hours of 3000-4000 level coursework, therefore students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

The following conditions apply for acceptance to the program:

- Each student must have completed at least one semester of college coursework with a minimum overall GPA of 2.25 before applying to the program.

- Each student is expected to complete an Application for Admission to the program prior to or as a part of the requirement for Introduction to Human Services (HS 2103).
- The application process also requires a letter of recommendation from each of the following people:
 - A Lindsey Wilson College faculty member;
 - A community leader; and
 - An employer (if the student has never been employed, another category will be assigned).
- The student must have his 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.

Program Requirements: 48 hours

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

A. Prerequisite and Recommended Courses: 3 hours

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

B. Core 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

Exit Assessment

A comprehensive examination is required for the human services & counseling program. The exam is taken in HS 4953 during the second semester of the senior year. This examination is graded on a

200-point scale. A student must pass each section with 50 percent or better to pass. A passing grade is required for graduation.

Human services & counseling majors are required to earn a 2.25 cumulative GPA.

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Jennifer Dudley Furkin, Ph.D., Program Coordinator
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Full-time program faculty: Jennifer Furkin, Ph.D.

Mission Statement

The mission of the interdisciplinary studies program is to provide a meaningful educational experience for students who desire a personalized and flexible plan within their course of study and prefer to think critically and engage subjects through more than one perspective.

The interdisciplinary studies program provides a course of study leading to a Bachelor of Arts degree that will prepare students for entry into the professional world or into graduate studies.

Graduation Requirements

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

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

Program Requirements: 39 hours

Students who pursue a degree in interdisciplinary studies must choose a two-discipline or three-discipline emphasis.

A. Prerequisites

Some courses may require prerequisites within some disciplines.

B. Core Requirements: 3 hours

- Interdisciplinary Studies Seminar (AIS 4903) – 3 hours

C. Emphasis Areas (select one of the following areas): 36 hours

1 – Two-Area Emphasis

- Student chooses two areas of study with a minimum of 15 credit hours in each and a total of 36 credit hours.
- At least 12 credit hours at the 3000-4000 level are required within each emphasis in the major.
- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

2 – Three-Area Emphasis

- Student chooses three areas of study with 12 credit hours in each for a total of 36 credit hours.
- At least nine credit hours at the 3000-4000 level are required within each discipline.
- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

Additional information and course listings may be found under specific discipline listings in the *Catalog*. Approval for each area of emphasis must be obtained from the respective academic unit/division chair/director, and the Academic Affairs Council must approve the overall plan of study.

Exit Assessment

A capstone project, as part of Interdisciplinary Studies Seminar (AIS 4903), is proposed and completed in the student’s senior year. Students, under the supervision of a faculty mentor, design and complete a project through the application of knowledge and critical perspectives synthesized from the selected interdisciplinary emphasis areas within their major. Students may also, upon approval from the Interdisciplinary Studies program coordinator and the Academic Affairs Council, substitute a capstone course from one of their chosen disciplines to satisfy the capstone requirement for the major, provided that the required project shows a meaningful synthesis between disciplines chosen for the major.

Note: The B.A. in Interdisciplinary Studies is not applicable to a second bachelor’s degree.

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Full-time program faculty: Bonnie Davenport, M.A.; D. Scott Dillery, Ph.D.; John D. LaGrange, Ph.D.; Michael Ratliff, Ph.D.; Rickie Williams, M.A.

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).

Graduation Requirements

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

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

Program Requirements: 42-45 hours

Along with the general education program, students must complete the major's prerequisites and its basic, foundational, and modeling program requirements. Students must also select program electives as indicated.

A. Prerequisites: 4-7 hours

- College 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. Core Requirements: 26 hours

- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Introduction to Computational Science (MATH/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 Requirements (select one of the following): 3 hours*

- Abstract Algebra (MATH 4113) – 3 hours
- Number Theory (MATH 4203) – 3 hours
- Foundations of Analysis (MATH 4413) – 3 hours

D. Modeling Requirements (select one of the following): 3 hours*

- Differential Equations (MATH 3323) – 3 hours
- Engineering Mathematics (MATH/PHYS 4303) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours

E. Program Electives (select from the following; no more than 3 one-hour courses may be selected): 6 hours*

- Mathematics & Technology (MATH 2301) – 1 hour
- Geometry (MATH 3113) – 3 hours
- History's Great Problems (MATH 3121) – 1 hour
- History's Great Mathematicians (MATH 3131) – 1 hour
- Mathematics Education I (MATH 3151) – 1 hour
- Mathematics Education II (MATH 3161) – 1 hour
- Topology (MATH 4123) – 3 hours
- Advanced Calculus (MATH 4513) – 3 hours

**A second course from Group C or Group D may count as an elective for Group E.*

Note: Candidates seeking secondary certification must take MATH 3113 and either MATH 3151 or MATH 3161.

Recommended General Electives

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 Biodiversity (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

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in mathematics also have the option to concurrently complete the secondary education 8-12 program through the education division. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact Dr. Geralda Nelson, secondary education coordinator, for education program advising.

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Full-time program faculty: David Goguen, M.F.A.; Daniel Koger, Ph.D.; Greg Phelps, Ph.D.; Tim Smith, M.F.A.; Stefanie Tarter, M.S.; Jerry Thomas, M.A.

Mission Statement

The mission of the media studies program is to provide students with the knowledge and skills to critically evaluate, create, and distribute information for mass audiences and to develop effective and responsible communicators who contribute in productive and positive ways to society.

This degree is recommended for students interested in assuming professional roles in print, online, and broadcast journalism, public relations, business communication, marketing and promotion, and advertising. The curriculum features a strong interdisciplinary approach, integrating the disciplines of journalism, communication, and art.

Graduation Requirements

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

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

Program Requirements: 44-48 hours

Along with the general education program, students must complete the major's prerequisites and core requirements, must select one of its emphasis areas (journalism, public relations, media arts), and must complete that area's requirements and experiential component.

A. Prerequisites: 6-9 hours

- Introduction to Photography (ART/JRNL 2153) – 3 hours
- Public Speaking (COMM 2103) – 3 hours
- Writing Studies I (ENGL 1013), unless waiver requirements are met, or instructor's permission is a prerequisite for JRNL 2403 – 3 hours

B. Core Requirements: 20 hours

- 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

C. Emphasis Area (select one of the following areas)

1 – Journalism: 12 hours

- Community Reporting (JRNL 3103) – 3 hours
- Editing & Media Management (JRNL 3203) – 3 hours

- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Broadcast Journalism (JRNL 4123) – 3 hours

2 – Public Relations: 12 hours

- Public Relations Principles & Practices (COMM 3113) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Advanced Public Relations (COMM 4113) – 3 hours
- Crisis Communication (4203) *or* Political Communication & Public Affairs (COMM 4733) – 3 hours

3 – Media Arts: 13 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Computer Graphics II (ART 3633) – 3 hours
- Digital Video Arts (ART 3643) – 3 hours

D. Experiential Component (select the experiential component that corresponds with the emphasis area chosen): 6 hours

1 – Journalism Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the journalism emphasis or repeated for three hours and combined with JRNL PN03.

- Practicum: Student Media Productions (JRNL XNF1 *and/or* JRNL XNS1) – 1-6 hours
- Journalism Internship (JRNL PN03) – 3 hours

2 – Public Relations Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the public relations emphasis or repeated for three hours and combined with COMM 4903.

- Practicum: Student Media Productions (JRNL XNF1 *and/or* JRNL XNS1) – 1-6 hours
- Professional Internship in Communication (COMM 4903) – 3 hours

3 – Media Arts Emphasis

Practicum may be repeated up to six hours to satisfy capstone requirements for the media arts emphasis or repeated for three hours and combined with ART PN03.

- Practicum: Student Media Productions (JRNL XNF1 *and/or* JRNL XNS1) – 1-6 hours
- Art Internship (ART PN03) – 3 hours

Exit Assessment

Students applying for graduation in the media studies program are required to present an electronic portfolio of work based on their area of emphasis. The portfolio will be developed throughout the program and will be completed in the student's senior year. The portfolio must be reviewed and approved by at least two faculty members associated with the media studies program. The portfolio will be discussed in an exit interview between the student and media studies program coordinator. The program coordinator must certify to the Registrar's Office that the student has successfully completed the electronic portfolio to satisfy graduation requirements.

Recommended Minor

Art, communication, English, political science, Spanish, theatre, and women's & gender studies are good choices for media studies majors. Courses taken for a minor reduce the number of general electives a student must take.

Emiley Wyatt Button, D.N.P., Chair, Division of Nursing

Program Coordinator

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Full-time program faculty: Kristen Branham, M.S.N.; Emiley Button, D.N.P.; Ashley Hancock, M.S.N.; Angie Johnson, D.N.P.; Donnetta Tungate, M.S.N.; Susan Vickous, M.S.N.

Mission Statement

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

Graduation Requirements

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

Vision

With the intentional and cooperative efforts of the entire college community and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson College Bachelor of Science in Nursing programs aspire to:

- Be the regional leader in providing an exceptional nursing education;
- Create the best possible environment for the individual growth of students;
- Graduate students who are prepared for life and professional nursing practice in a complex, rapidly changing world and health care environment; and
- Advance health at the local, regional, and global arenas through scientific evidence and sound professional practice.

B.S.N. Program Student Learning Outcomes (PSLOs)

Upon completion of the Lindsey Wilson College pre-licensure B.S.N. program, graduates will:

1. Utilize written, verbal, nonverbal, and emerging technologies to communicate effectively;
2. Demonstrate clinical reasoning/judgment, critical thinking, and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate, patient-centered care;
3. Integrate theories and concepts from undergraduate liberal arts education into baccalaureate-generalist nursing practice;
4. Understand the nature of human values and ethical responsibility;
5. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
7. Utilize information management and technologies to deliver safe, effective, patient-centered care;
8. Evaluate professional standards, healthcare policy, finance, and regulatory environments with regard to nursing practice, quality care, and patient safety;
9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; and
10. Embrace lifelong learning and professional development (provider, manager of care, and member of the profession).

Admission Criteria

All nursing applicants must first apply and be admitted to the college before applying to the pre-licensure B.S.N. program. Admission to the college does not guarantee admission to the pre-licensure B.S.N. program.

Before an application to the B.S.N. program will be considered for admission, all applicants must meet and complete the following requirements:

- Admission to Lindsey Wilson College. All admission and transfer requirements outlined in the current catalog apply.
- Submission of completed electronic application to the pre-licensure B.S.N. program by designated deadline of the calendar year for which the student is seeking admission.
- A minimum cumulative GPA of 3.0.
- Completion of all pre-licensure B.S.N. prerequisite coursework with an earned minimum grade of C:
 - Human Anatomy (BIOL 2614) – 4 hours
 - Principles of Chemistry (CHEM 1104) – 4 hours
 - Writing Studies I (ENGL 1013) unless waiver requirements are met – 3 hours
 - Writing Studies II (ENGL 1023) – 3 hours
 - First-Year Experience Seminar (FYE 1001) unless waiver requirements are met – 1 hour
 - Medical Communication (HLCA 2013) – 3 hours
 - College Algebra (MATH 1013) unless waiver requirements are met – 3 hours
 - Fundamentals of Nutrition (NUTR 1003) – 3 hours
 - Principles of Psychology (PSYC 1003) – 3 hours
- Demonstration of overall passing standard score of 83 on the Test of English as a Foreign Language (TOEFL iBT) by applicants who document English as a second language.
- Completion of the HESI Nursing Admission Assessment (A2) exam. The HESI A2 exam will be given at Lindsey Wilson College. A copy of the scores should accompany the application. The HESI A2 exam evaluates general knowledge in the areas of reading comprehension, anatomy and physiology, mathematics, chemistry, learning styles, vocabulary, and grammar. Students may take the HESI A2 exam one time during each application cycle. The HESI A2 exam scores are valid for one calendar year. Scores will be ranked to determine admission.
- Possible participation in a preadmission interview.

Admission to the pre-licensure B.S.N. program is a very competitive process during which the best qualified applicants are ranked by admission criteria. The most qualified applicants are chosen to fill a limited number of seats. Meeting the minimum criteria does not guarantee admission to the pre-licensure B.S.N. program and the nursing major. The number of students admitted to the pre-licensure B.S.N. program is based on Kentucky Board of Nursing regulations and recommendations for number of students admitted per nursing program/per admission cycle.

Application Process and Deadlines

- Students may apply to the pre-licensure B.S.N. program beginning January 1 through March 1. In the event the March 1 deadline falls on a weekend, the deadline for application will be extended to the following Monday at 5:00 p.m.
- Students seeking admission to the B.S.N. degree program must complete additional B.S.N. program requirements.
- The HESI Nursing Admission Assessment (A2) exam must be completed. HESI A2 Exam information, including dates, is available on the Nursing division website.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Email confirmation of acceptance of conditional admission and intent to enroll to the pre-licensure B.S.N. program must be sent by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- The entry point into the pre-licensure B.S.N. program occurs with enrollment in Introduction to Professional Nursing (NURS 2002) on the last day to register for a seated or online course established by the college's academic calendar.

Transfer Students and Credit by Examination and Transfer

Students desiring to transfer from another accredited pre-licensure B.S.N. program must complete all admission criteria and application steps as outlined above.

A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application.

Transfer applicants from another accredited pre-licensure B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria

Progression criteria for the pre-licensure B.S.N. program are outlined in the *B.S.N. Student Handbook* that is published on the Nursing division website.

Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing program uses a grading scale different from other academic units of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The nursing program uses the following grading scale: A = 93-100 percent, B = 85-92.99 percent, C = 77-84.99 percent, D = 70-76.99 percent, F = 69.99 percent or lower. Grades will NOT be rounded.

Program Requirements: 94-101 hours

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

A. Prerequisites: 20-27 hours

- Human Anatomy (BIOL 2614) – 4 hours
- Principles of Chemistry (CHEM 1104) – 4 hours
- Writing Studies I (ENGL 1013) unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) – 3 hours
- First-Year Experience Seminar (FYE 1001) unless waiver requirements are met – 1 hour
- Medical Communication (HLCA 2013) – 3 hours
- College Algebra (MATH 1013) unless waiver requirements are met – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours

B. Program Requirements: 17 hours

- Microbiology (BIOL 2104) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- Public Speaking (COMM 2103) – 3 hours
- Life Span Development (HS/PSYC 3103) – 3 hours
- Experimental Statistics (MATH 2403) – 3 hours

C. Professional Nursing Courses: 57 hours

- Introduction to Professional Nursing (NURS 2002) – 2 hours
- Health Assessment (NURS 2013) – 3 hours
- Foundations of Professional Practice (NURS 2024) – 4 hours
- Pharmacology (NURS 3013) – 3 hours
- Adult Health Nursing I (NURS 3105) – 5 hours

- Pathophysiology (NURS 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 4304) – 4 hours
- Nursing Synthesis (NURS 4402) – 2 hours
- Capstone in Nursing (NURS 4503) – 3 hours

Exit Assessment

All students earning the pre-licensure B.S.N. degree must meet established program benchmarks outlined in the *B.S.N. Student Handbook* to successfully complete the pre-licensure B.S.N. program of study.

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Mission Statement

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

Graduation Requirements

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

Vision

With the intentional and cooperative efforts of the entire college community, and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson College Bachelor of Science in Nursing programs aspire to:

- Be the regional leader in providing an exceptional nursing education;
- Create the best possible environment for the individual growth of students;
- Graduate students who are prepared for life and professional nursing practice in a complex, rapidly changing world and health care environment; and
- Advance health at the local, regional, and global arenas through scientific evidence and sound professional practice.

R.N. B.S.N. Program Student Learning Outcomes (PSLOs)

Upon completion of the Lindsey Wilson College R.N. B.S.N. program, graduates will:

1. Utilize written, verbal, nonverbal, and emerging technologies to communicate effectively;
2. Demonstrate clinical reasoning/judgment, critical thinking, and caring to design and deliver safe, evidence-based, spiritually and culturally appropriate, patient-centered care;
3. Integrate theories and concepts from undergraduate liberal arts education into baccalaureate-generalist nursing practice;
4. Understand the nature of human values and ethical responsibility;
5. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
6. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
7. Utilize information management and technologies to deliver safe, effective, patient-centered care;
8. Evaluate professional standards, healthcare policy, finance, and regulatory environments with regard to nursing practice, quality care, and patient safety;
9. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; and
10. Embrace lifelong learning and professional development (provider, manager of care, and member of the profession).

Admission Criteria

All nursing applicants must first apply and be admitted to the college before applying to the R.N. B.S.N. program. Admission to the college does not guarantee admission to the R.N. B.S.N. program.

Before an application to the R.N. B.S.N. program will be considered for admission, all applicants must meet and complete the following requirements:

- Admission to Lindsey Wilson College. All admission and transfer requirements outlined in the current catalog apply. Students must be unconditionally accepted before they can be accepted into the R.N. B.S.N. program.
- Submission of completed electronic application to the R.N. B.S.N. program.
- Cumulative minimum GPA of 2.0 at the entry point to the program.
- Completion of Associate of Applied Science or Associate of Science degree from an accredited institution of higher education and a state-approved pre-licensure associate degree nursing program, as evidenced by the transcript.
- Verification by transcript from an accredited institution of higher education and a state-approved pre-licensure program of coursework equivalent to the following courses with grade C or higher as equivalent coursework:
 - Microbiology (BIOL 2104) – 4 hours
 - Human Anatomy (BIOL 2614) – 4 hours
 - Human Physiology (BIOL 2624) – 4 hours
 - Public Speaking (COMM 2103) – 3 hours
 - Writing Studies I (ENGL 1013) – 3 hours
 - Writing Studies II (ENGL 1023) – 3 hours
 - Medical Communication (HLCA 2013) – 3 hours
 - Principles of Psychology (PSYC 1003) – 3 hours
 - Life Span Development (PSYC/HS 3103) – 3 hours
 - Introduction to Professional Nursing (NURS 2002) – 2 hours
 - Foundations of Professional Practice (NURS 2024) – 4 hours
 - Adult Health Nursing I (NURS 3105) – 5 hours
 - Maternal/Newborn/Family-Centered Nursing (NURS 3305) – 5 hours
 - Pediatric/Family-Centered Nursing (NURS 3355) – 5 hours
 - Mental Health Nursing (NURS 4105) – 5 hours
 - Adult Health Nursing II (NURS 4304) – 4 hours
 - Nursing Synthesis (NURS 4402) – 2 hours
- Active, unencumbered state registered nurse licensure. Applicants awaiting results of examination for licensure (NCLEX-RN) may be admitted on a conditional basis for one semester until notified of licensure.
- Email confirmation of acceptance of admission and intent to enroll to the R.N. B.S.N. program by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- Interview may be required.

Application Process and Deadlines

- Lindsey Wilson College uses a rolling admission plan for the R.N. B.S.N. program. Applications are accepted year round. It is recommended applications be submitted by July 1 for fall admission and November 1 for spring admission.
- Students seeking admission to the R.N. B.S.N. degree program must complete additional BSN applications and requirements.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Students are notified of admission to the program by the chair of the Nursing division.

- The entry point into the R.N. B.S.N. program is defined by the program as enrollment in Transition to Professional Nursing Practice (NURN 3012) on the last day to register for a seated or online course established by the college's academic calendar.

Transfer Students and Credit by Examination and Transfer

Students desiring to transfer from another accredited R.N. B.S.N. program must complete all admission criteria and application steps as outlined above.

A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application.

Transfer applicants from another accredited R.N. B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria

Progression criteria for the R.N. B.S.N. program are outlined in the *B.S.N. Student Handbook* that is published on the Nursing division website.

Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing program uses a grading scale different from other academic units of the college. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The nursing program uses the following grading scale: A = 93-100 percent, B = 85-92.99 percent, C = 77-84.99 percent, D = 70-76.99 percent, F = 69.99 percent or lower. Grades will NOT be rounded.

Program Requirements: 45-60 hours

Students must complete the major's program requirements and professional nursing courses.

A. Program Requirements: 6-9 hours

- College Algebra (MATH 1013) is a prerequisite for MATH 2403, unless waiver requirements are met – 3 hours
- Experimental Statistics (MATH 2403) – 3 hours
- Christian Beliefs (RELI 1003), Old Testament (RELI 1013), New Testament (RELI 1023), *or* World Religions (RELI 1203) – 3 hours

B. Program Recommended Coursework: 3 hours

- Fundamentals of Nutrition (NUTR 1003) – 3 hours

C. Professional Nursing Courses: 39-48 hours

- Transition to Professional Nursing Practice (NURN 3012) – 2 hours*
- Comprehensive Health Assessment (NURN 3024) – 4 hours
- Complex Disease Concepts & Care (NURN 3114) – 4 hours
- Healthcare Informatics (NURN 3122) – 2 hours
- Population Health (NURN 3313) – 3 hours
- Global Health (NURN 4213) – 3 hours
- Healthcare Ethics (NURN 4323) – 3 hours
- Art & Science of Leadership (NURN 4413) – 3 hours
- Evidence-Based Practice (NURN 4423) – 3 hours
- Internship (NURN PN00) – 3-12 hours
- Organizational & Systems Leadership (NURN 4614) – 4 hours

- Interprofessional Education & Collaboration (NURN 4622) – 2 hours
- Nursing Certification & Credentials (NURN 4713) – 3 hours

**This course must be taken during the first session of the first term of enrollment.*

General Electives

A minimum of 120 hours is required for graduation, thus some students may need to take general electives to meet that requirement.

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Mission Statement

The mission of the political science program is to develop students' understanding of politics, or the study of government. The foundation of the program focuses on American politics, American political thought, modern European political thought, and American law. Students can then choose from a series of electives to complete the program. Critical thinking, written and oral communication skills, and research skills are cultivated and emphasized in the program.

Graduation Requirements

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

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

Program Requirements: 42-48 hours

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

A. Prerequisites: 0-9 hours

- Completion of the general education mathematics requirement is a prerequisite for ECON 2023 unless waiver requirements are met – 3 hours
- Microeconomics (ECON 2033) and College Algebra (MATH 1013), unless waiver requirements are met, are prerequisites for ECON 2043 – 3 hours
- Introduction to Women's & Gender Studies (WS 1003) or Women in Global Perspective (WS 1013) is the prerequisite for elective choice WS 2213 – 3 hours

B. Core Requirements: 30 hours

- United States Government (POSC 1003) is a prerequisite for all other POSC courses – 3 hours
- Modern & Contemporary Political Thought (POSC 2103) – 3 hours
- United States Congress (POSC 2203) – 3 hours
- Comparative Politics (POSC 2303) – 3 hours
- Public Policy (POSC 3213) – 3 hours
- American Political Thought (POSC 4103) – 3 hours
- The American Presidency (POSC 4203) – 3 hours
- Capstone in Political Science (POSC 4903) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- Survey of Economic Issues (ECON 2023) *or* Macroeconomics (ECON 2043) – 3 hours

- C. International Perspectives Requirement (select from the following): 6 hours**
- International Relations (POSC 2213) – 3 hours
 - U.S. Foreign Policy (POSC 2403) – 3 hours
 - Politics of the Middle East (POSC 3503) – 3 hours
 - Special Topics in International Issues in Political Science (POSC 3TX3) – 3 hours
- D. Program Electives (select from the following): 6 hours**
- Criminal Law (CRJS 3703) – 3 hours
 - Classical Political Thought (POSC 3203) – 3 hours
 - Special Topics in Political Science & Politics (POSC 4TX3) – 3 hours
 - Professional Internship in Political Science (POSC PN00) – 3-12 hours
 - Gender & Politics (WS 2213) – 3 hours

Exit Assessment

Students applying for graduation with a bachelor's degree in political science are required to take Capstone in Political Science (POSC 4903). As part of the course, students will complete a seminar paper which will be assessed according to the program SLOs for critical thinking, information literacy, and integrative learning.

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Mission Statement

The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

The Bachelor of Arts degree in psychology is designed to help students develop a theoretical and applied understanding of individual and social behavior. The program offers courses for majors and non-majors. The courses emphasize writing, research, and critical-thinking skills necessary for a liberally educated person to function in a dynamic, changing world.

A psychology degree prepares students for graduate training in areas such as clinical, counseling, experimental, and social psychology. Additionally, a psychology degree is appropriate for students who plan to enter business or social services, or it can also serve as preparation for post-baccalaureate work in professions such as social work, theology, business administration, or law. Students with an interest in psychology but who have career aspirations elsewhere often choose a major in another field and minor in psychology.

Graduation Requirements

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

Students should note that the major provides only 36 hours of the required 39 hours of 3000-4000 level coursework, therefore students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students who wish to major in psychology must schedule an interview with the program coordinator to discuss program requirements and to select a psychology advisor.

Program Requirements: 39-42 hours

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

A. Prerequisites: 3-6 hours

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

B. Core 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 & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

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

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

Exit Assessment

All students design and conduct an individual research project. They present the results of their research during a symposium at the end of the spring semester; they also write up the results of their project as an APA-formatted research paper.

Recommended Minor

A minor is strongly recommended. Courses taken for a minor reduce the number of general electives a student must take.

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Mission Statement

The mission of the psychophysiology program is to provide the scientific knowledge and skills needed for admission to medical, dental, veterinary, pharmacy, or psychology graduate schools.

Graduation Requirements

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

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

Entrance Requirements

Students who wish to major in psychophysiology must schedule an appointment with the program coordinator to begin the process of admission into the program.

Program Requirements: 60-67 hours

In addition to the appropriate general education program, students must complete the major's prerequisites and core requirements, select one of its emphasis areas (psychology graduate school, pre-pharmacy, or pre-medical/dental/veterinary), and complete the requirements for that area.

A. Prerequisites: 7-10 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013) is a prerequisite for BIOL 1214, 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 Requirements: 44 hours

- Psychopathology (PSYC 3033) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours

- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Psychophysiology Capstone Course (SCI 4DS3) – 3 hours

C. Emphasis Area (select one of the following areas): 9-13 hours

1 – Psychology Graduate School: 9 hours

- Introduction to Statistics (MATH 2203) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

2 – Pre-Pharmacy: 12 hours

- Microbiology (BIOL 2104) – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Introduction to Statistics (MATH 2203) – 3 hours

3 – Pre-Medical/Dental/Veterinary: 13 hours

- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours

Exit Assessment

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

Recommended General Electives

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

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Mission Statement

The recreation, tourism & sport management (RTSM) program focuses on preparing students to enter professional careers that involve developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities. As RTSM professionals, graduates will be involved in improving the quality of people's lives and the livability of their communities by developing, communicating, and applying knowledge and educating professionals committed to providing recreation, tourism, and sport resources that are environmentally, socially, and economically beneficial.

The recreation, tourism & sport management degree program is not accredited by the International Assembly of Collegiate Business Education (IACBE).

Graduation Requirements

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

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

Program Requirements: 63-66 hours

Along with the general education program, students must complete the major's core requirements, must select program electives as indicated, and must select one of its two emphasis areas (business or communication/leadership) and complete the requirements for that area.

A. Core Requirements: 30 hours

- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Pre-Internship Seminar (RTSM 3901) – 1 hour
- Senior RTSM Seminar (RTSM 4102) – 2 hours
- Professional Event Management (RTSM 4303) – 3 hours
- RTSM Internship (RTSM 4903) – 3 hours

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

- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Outdoor Living Skills (RTSM 3503) – 3 hours
- Outdoor Recreation & Rural Tourism Consortium (RTSM 3523) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Park & Open Space Planning & Design (RTSM 4203) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

C. Emphasis Area (select one of the following): 21-24 hours

1 – Business Emphasis Requirements: 21-24 hours

- College Algebra (MATH 1013) is a prerequisite for ACCT 2113 and ECON 2033 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
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Survey of Economic Issues (ECON 2023) *or* Microeconomics (ECON 2033) – 3 hours
- Approved BUSI Elective – 3 hours

Note: Completion of the business emphasis requirements will result in a minor in business administration if the application for the minor is filed in the Registrar's Office.

2 – Communication/Leadership Emphasis Requirements: 21 hours

- Introduction to Communication (COMM 1003) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Conflict Resolution (COMM 4103) *or* Crisis Communication (COMM 4203) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- 3000-4000 level COMM electives – 9 hours

Note: Completion of the communication/leadership emphasis requirements will result in a minor in communication if the application for the minor is filed in the Registrar's Office.

Exit Assessment

In RTSM 4903, a ten-week, 400-hour internship related to the student's concentration must be successfully completed. Seniors also develop and complete a special project to benefit the internship site.

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Mission Statement

The social science program faculty is committed to a program which stresses academic excellence. The social science program curriculum is designed to meet the needs of students concurrently enrolled in the secondary education certification program but is also open to any student seeking intellectual development in the social sciences.

Graduation Requirements

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

Students should note that the major provides only 24 hours of the required 39 hours of 3000-4000 level coursework, therefore students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Each student must complete at least 45 hours of coursework with a minimum grade point average of 2.00 and file a Declaration of Major form with the Registrar's Office. In addition, each student must have completed at least one introductory-level social science course required for the major.

Program Requirements: 51-54 hours

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

A. Prerequisites: 12-15 hours

- College Algebra (MATH 1013) is a prerequisite for ECON 2033 and ECON 2043 unless waiver requirements are met – 3 hours
- U.S. History: 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: 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 3433 – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) is a prerequisite for HIST 3273, HIST 3303, HIST 3323, and HIST 3433 – 3 hours

B. Core Requirements: 30 hours

- Two 3000-4000 level courses in American history – 6 hours
- Two 3000-4000 level courses in non-American history – 6 hours
- United States Government (POSC 1003) – 3 hours
- Principles of Sociology (SOC1 1003) – 3 hours

- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- History Seminar (HIST 4903) – 3 hours

C. Program Electives: 9 hours

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

Exit Assessment

Students who apply for graduation with a bachelor's degree in social science must schedule an exit interview with the social science program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. Prior to the exit interview, each student will prepare written responses to questions drawn from the social science program student learning outcomes. The program coordinator must indicate to the Registrar's Office that the student has achieved the social science program student learning outcomes for graduation approval.

Secondary Education 8-12 Certification

Students pursuing a bachelor's degree in social science also have the option to concurrently complete the secondary education 8-12 program through the education division. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact Dr. Geralda Nelson, secondary education coordinator, for education program advising.

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Full-time program faculty: Jamie Thorn, Ph.D.

Mission Statement

The sustainability & energy applications program will prepare students for work, advanced study and citizenship by engaging them in project-based education enhanced by community partnerships and focused on energy sustainability and applications.

Graduation Requirements

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

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

Program Requirements: 56-71 hours

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

A. Prerequisites: 8-20 hours

- Introduction to Cellular Biology (BIOL 1204) is a prerequisite to BIOL 2604 – 4 hours
- Introduction to Biodiversity (BIOL 1214) is a prerequisite to BIOL 2604 – 4 hours
- United States Government (POSC 1003) is a prerequisite for elective POSC 3123) – 3 hours
- Christian Beliefs (RELI 1003) is a prerequisite for elective RELI 4413) – 3 hours
- Gospel, Church & Culture (RELI 2133) is a prerequisite for elective RELI 4413) – 3 hours
- Christian Ministry (RELI 3103) is a prerequisite for elective RELI 4413) – 3 hours

B. Core Requirements: 42-45 hours

- Environmental Science (BIOL 2604) – 4 hours*
- College Algebra (MATH 1013) is a prerequisite for ECON 2033 and ECON 2043 unless waiver requirements are met – 3 hours
- Introduction to Physical Science (PHSC 1104) – 4 hours*
- Introduction to Sustainable Studies (SEA 1103) – 3 hours
- Solutions in Sustainability (SEA 1203) – 3 hours
- Introduction to Electrical Energy Systems (SEA 2103) – 3 hours
- Alternative Energy Analysis (SEA 2203) – 3 hours
- Research in Bio-energy (SEA 3013) – 3 hours
- Building Energy Technology Applications (SEA 3103) – 3 hours
- Environmental Safety & Energy Policy (SEA 3203) – 3 hours
- Topics in Sustainability & Energy Applications (SEA 3303) – 3 hours
- Energy Co-op/Internship (SEA PN03) – 3 hours

- Sustainability & Energy Policy Capstone Project (SEA 4904) – 4 hours
- **Choose one of the following courses:**
 - Introduction to Philosophy (PHIL 1003) – 3 hours
 - Principles of Psychology (PSYC 1003) – 3 hours
 - Principles of Sociology (SOC 1003) – 3 hours

**Students from earlier catalogs may substitute BIOL 1103 for BIOL 1204 and/or CHEM 1104 or CHEM 1214 for PHSC 1104.*

C. Program Electives (select two of the following): 6-8 hours

- Introduction to Management (BUSI 2903) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- Public Policy (POSC 3123) – 3 hours
- Discipleship (RELI 3423) – 3 hours
- Missional Leadership (RELI 4413) – 3 hours
- Course(s) in biology, business, chemistry, communication, journalism, physics, political science, or religion meeting the program coordinator’s approval (3000-4000 level courses are recommended) – 3-8 hours

Note: Students who have taken ECON 2033 or ECON 2043 may not take ECON 2023 for credit.

Exit Assessment

All sustainability & energy applications majors are required to complete a capstone project as part of SEA 4903.

Recommended Minors

Business administration, biology, chemistry, Christian ministries, communication, history, journalism, and political science are good choices for SEA majors. Courses taken for a minor reduce the number of general electives a student must take.

Kara Mollis, Ph.D., Chair, Division of Humanities & Fine Arts
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Goodhue Academic Center, Room 302
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Full-time program faculty: Robert Brock, M.F.A.

Mission Statement

The mission of the theatre program is to provide a nurturing and challenging artistic environment that celebrates our history and anticipates our future and to enhance the cultural and aesthetic experience of our campus and community through quality productions and educational outreach.

Graduation Requirements

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

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

Program Requirements: 44 hours

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

A. Core Requirements: 25 hours

- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Theatre Practicum (THEA 1341) – 1 hour
- Technical Theatre (THEA 1413) – 3 hours
- Theatre Design (THEA 2423) – 3 hours
- Directing I (THEA 2433) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours
- Theatre History (THEA 3623) – 3 hours
- Senior Seminar (THEA 4903) – 3 hours

B. Program Electives (select from the following): 19 hours

- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Directing II (THEA 3433) – 3 hours
- Advanced Design for Theatre (THEA 3453) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Special Topics in Theatre (THEA 3800) – 1-3 hours

Exit Assessment

Students must successfully complete THEA 4903.

Kara Mollis, Ph.D., Chair, Division of Humanities & Fine Arts

Program Co-coordinator

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Allison Egnew Smith, Ph.D., Program Co-coordinator

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Full-time program faculty: Kara Mollis, Ph.D.; Allison Egnew Smith, Ph.D.

Mission Statement

The Women's & Gender Studies program at Lindsey Wilson College is an interdisciplinary program that understands and emphasizes the vital connections between education, personal empowerment, and social transformation. The curriculum engages students in a variety of learning experiences, including service-learning, that prepares them to place women's experiences at the center of critical inquiry, to understand gender as a cultural phenomenon that involves power, privilege, and intersectionality, and to use a feminist lens of analysis in a variety of contexts. In doing so, the Women's & Gender Studies program fosters personal growth, professional success in a diverse global environment, and engaged citizenship.

To prepare students for success in the discipline, the curriculum is specifically designed to introduce key concepts and skills that are fundamental to the discipline and then to progressively build upon and develop prior knowledge. More specifically, 1000-level courses introduce students to women's and gender studies as a discipline, especially its practice of placing women's experience at the center of critical inquiry and its focus on cultural constructions and implications of gender. The 2000-level intermediate classes teach students to utilize gender as a critical lens to analyze and evaluate a wide range of social issues, institutions, and practices in ways that are sensitive to power, privilege, and intersectionality. The 3000-level intermediate classes develop students' ability to analyze feminist texts, to comprehend and apply key concepts in feminist theory, and to participate in theory-informed feminist activism. Finally, the 4000-level mastery courses offer students the opportunity to integrate their learning and engage in advanced study of both critical issues in the discipline and gender issues relevant to their majors and future professional lives, which culminate in an individualized capstone research project with a service-learning component.

Graduation Requirements

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

Students should note that the major provides only 24 hours of the required 39 hours of 3000-4000 level coursework, therefore students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria

Students must complete WS 1003 and file a Declaration of Major form with the Registrar's Office.

Program Requirements: 44 hours

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

A. Prerequisites: 3-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for WS 3203, WS 3213, and WS 4903 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for elective choice ENGL 3163 – 3 hours

B. Core Requirements: 27 hours

- Introduction to Women's & Gender Studies (WS 1003) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours
- Gender & Popular Culture (WS 2203) – 3 hours
- Gender & Politics (WS 2213) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours
- Women, Violence & Feminist Activism (WS 3213) – 3 hours
- Feminist Writing & Film (WS 3313) – 3 hours
- Critical Issues in Women's & Gender Studies (WS 4103) – 3 hours
- Women's & Gender Studies Seminar (WS 4903) – 3 hours

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

- Gender & Communication (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Women in the American Experience (HIST 3143) – 3 hours
- Women in World History (HIST 3633) – 3 hours
- Marriage & Family (HS 2203) – 3 hours
- Gender Studies (HS 4013) – 3 hours
- Women in Religion (RELI 3273) – 3 hours
- Special Topics (WS 3803) – 3 hours

Note: The program co-coordinators typically approve and distribute information about additional electives in various disciplines each semester.

Exit Assessment

A required service-learning activity and a research project completed in WS 4903 will assess mastery of the program's student learning outcomes.

Minors

Many programs at Lindsey Wilson College have designed academic minors for the convenience of bachelor degree seeking students. A minor is a structured group of courses that leads to considerable knowledge and understanding of a subject, although with less depth than a major. Some employers consider minors desirable, as do some graduate programs. Some students choose to complement their major program with a minor in a related field or even in an entirely different field of interest. The college offers minors in 20 fields of study.

Students are encouraged to declare their minors early in their academic career and to seek guidance from the program coordinator. Courses for the minor must be completed with a minimum grade of C, unless a division or program specifies a higher grade requirement. A minor is not required for graduation. Please note that undergraduate students can complete a minor only *in addition to* and as *a complement to* a major. The college does not award stand-alone or independent minors.

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Mission Statement

The mission of the minor in accounting program is to provide a foundation of generally accepted accounting principles, an understanding of financial and managerial accounting, and other elements of accounting that relate to accounting reports and decision making.

Graduation Requirements

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

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-27 hours

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

A. Prerequisites: 3 hours

- Intermediate Accounting I (ACCT 3113) is a prerequisite for electives ACCT 3123 and ACCT 3973 – 3 hours

B. Core Requirements: 12-15 hours

- College Algebra (MATH 1013) is a prerequisite for ACCT 2113 and ECON 2023 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

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

- Intermediate Accounting II (ACCT 3123) – 3 hours
- Cost Accounting (ACCT 3303) – 3 hours
- Taxation I: Taxation of Individuals (ACCT 3453) – 3 hours
- Accounting Information Systems (ACCT 3973) – 3 hours
- Auditing (ACCT 4353) – 3 hours
- Taxation II: Taxation of Business Entities (ACCT 4453) – 3 hours
- Advanced Accounting (ACCT 4553) – 3 hours
- Not-for-Profit Accounting (ACCT 4653) – 3 hours
- CPA Exam Prep (ACCT 4803) – 3 hours

Exit Assessment

At the intermediate accounting level, students earning an accounting minor will successfully:

- Compose a basic financial statement;
- Complete a Master Budget Income Statement and Cash Budget; and
- Analyze a business's financial standing by calculating and interpreting key financial ratios.

Tim Smith, M.F.A., Program Coordinator
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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.

Graduation Requirements

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

Students should note that the minor may contribute up to eight hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 20-22 hours

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

A. Core Requirements: 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

B. 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

Exit Assessment

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

Tabitha Ellis, M.S., Program Coordinator
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Mission Statement

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

Graduation Requirements

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

Students should note that the minor contributes between four and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 30-39 hours

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

A. Prerequisites: 4-11 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, and BIOL 3304 – 4 hours
- Human Anatomy (BIOL 2614) is the prerequisite for BIOL 2624 – 4 hours
- College Algebra (MATH 1013) is a prerequisite for BIOL 1214 and CHEM 1214 unless waiver requirements are met – 3 hours

B. Core Requirements: 12 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Animal Diversity (BIOL 2204) *or* Plant Diversity (BIOL 2314) – 4 hours
- Genetics (BIOL 3204) – 4 hours

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

- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) if not taken for the Core – 4 hours
- Plant Diversity (BIOL 2314) if not taken for the Core – 4 hours
- Conservation Biology (BIOL 2603) – 3 hours
- Environmental Science (BIOL 2604) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Pathophysiology (BIOL 3203) – 4 hours
- Theory of Natural Selection (BIOL 3403) – 3 hours
- Economic Botany (BIOL 3503) – 3 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Immunology (BIOL 3703) – 3 hours
- Plant Ecology (BIOL 4204) – 4 hours

- Human Genetics (BIOL 4213) – 3 hours
- Plant Propagation (BIOL 4214) – 4 hours
- Animal Physiology (BIOL 4314) – 4 hours
- Molecular Biology (BIOL 4404) – 4 hours
- Aquatic Biology (BIOL 4604) – 4 hours

D. Related Studies Requirements: 8 hours

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

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Mission Statement

The mission of the School of Business 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 School of Business is committed to the growth and development of students through classroom instruction and through the fostering of an appreciation for lifelong learning.

Graduation Requirements

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

Students should note that the minor contributes up to 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-33 hours

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

A. Prerequisites: 0-9 hours

- Writing Studies II (ENGL 1023) is a prerequisite for elective BUSI 2303 – 3 hours
- Statistics for Business & Economics I (ECON 2203) and Statistics for Business & Economics II (ECON 3203) are prerequisites for elective BUSI 4763 – 6 hours

B. Core Requirements: 12-15 hours

- College Algebra (MATH 1013) is a prerequisite for ACCT 2113 and ECON 2023 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

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

- Cost Accounting (ACCT 3303) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Law (BUSI 2713) – 3 hours
- Small Business Management (BUSI 2933) – 3 hours
- Business Computer Applications (BUSI 3503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Operations Management (BUSI 4763) – 3 hours

Exit Assessment

Students who earn a business minor will:

- Be required to complete case studies in BUSI 2903 to assess their ability to identify, formulate, and solve business problems;
- Demonstrate their ability to analyze the impact of business solutions in a global, economic, environmental, ethical, and societal context in BUSI 2713 and BUSI 3933; and
- Be required to complete a set of formal financial statements in ACCT 2113 and a case study in BUSI 2903 to demonstrate knowledge of the fundamental areas of mathematics and business.

Kalvin Gregory, Ph.D., Program Coordinator
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Mission Statement

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

Graduation Requirements

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

Students should note that the minor contributes 14 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 34-42 hours

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

A. Prerequisites: 4-12 hours

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

B. Core Requirements: 22 hours

- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours

C. Related Studies Requirements: 8 hours

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

Terry W. Swan, D.Min., Program Coordinator
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Mission Statement

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

Graduation Requirements

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

Students should note that the minor contributes 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

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

A. Core Requirements: 21 hours

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) *or* New Testament (RELI 1023) – 3 hours
- Christian Ministry (RELI 3103) – 3 hours
- Worship (MUSI/RELI 3123), Discipleship (RELI 3423), *or* Spiritual Formation (RELI 4103) – 3 hours
- Youth Ministry (RELI 3113), Age-Level Ministry (RELI 3153), Children's Ministry (RELI 3163), *or* Christian Education (RELI 3203) – 3 hours
- Christian Theology (RELI 3503) – 3 hours
- Practicum I (RELI 4933) – 3 hours

Exit Assessment

Graduation with the minor in Christian ministries requires:

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

Susan Minton, M.A., Program Coordinator
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Mission Statement

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

Graduation Requirements

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

Students should note that the minor contributes between five and 18 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

Along with the general education program and a major, students must complete the minor's prerequisite and must select program electives as indicated.

A. Prerequisite: 3 hours

- Introduction to Communication (COMM 1003) – 3 hours

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

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- 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
- Communication & Aging (COMM 3703) – 3 hours
- Gender & Communication (COMM 3713) – 3 hours
- Great Speeches (COMM 3723) – 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 Communication (COMM 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
- Psychology of Language (PSYC 3703) – 3 hours

Allen Copenhaver, Ph.D., Program Coordinator
Durham Center, Room 103
(270) 384-8231 copenhaverr@lindsey.edu

Mission Statement

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

Graduation Requirements

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

Students should note that the minor contributes between nine and 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-30 hours

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

A. Recommended & Prerequisite Courses: 3-6 hours

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

B. Core Requirements: 18 hours

- Writing in Criminal Justice (CRJS 1013) – 3 hours
- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses except CRJS 1013 – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Ethics (PHIL 3003) – 3 hours

C. Program Electives: 6 hours

Select any two three-hour courses offered in criminal justice not taken to fulfill the minor's core requirements.

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Mission Statement

Literature and Writing Studies: The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

Graduation Requirements

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

Students should note that the minor contributes between 18 and 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-30 hours

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

A. Prerequisites: 6-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 3733 and ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for the 3000-level literature courses – 3 hours

B. Core Requirements: 9 hours

- American Literature I (ENGL 3113) *or* American Literature II (ENGL 3123) – 3 hours
- British Literature I (ENGL 3213) *or* British Literature II (ENGL 3223) – 3 hours
- Writing & Culture (ENGL 3733) *or* Advanced Writing (ENGL 4503) – 3 hours

C. Program Electives (select courses from the following not already taken for the Core Requirements): 12 hours

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Major Authors Seminar (ENGL 3053) – 3 hours
- 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
- Transnational Literature (ENGL 3553) – 3 hours

- Shakespeare (ENGL 3603) – 3 hours
- Writing & Technology (ENGL 3633) – 3 hours
- Greek Myth & Literature (ENGL 3643) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Modern Rhetorical Theory (ENGL 4013) – 3 hours
- Ethnic Literature (ENGL 4063) – 3 hours
- Advanced Creative Writing (ENGL 4203) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Studies in Genre (ENGL 4413) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- Critical Issues in Literature & Writing (ENGL 4553) – 3 hours
- Topics in Writing & Rhetoric (ENGL 4703) – 3 hours
- Feminist Theory & Practice (WS 3203) – 3 hours

David W. Moore, Ph.D., 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.

Graduation Requirements

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

Students should note that the minor contributes nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

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

A. Core Requirements: 12 hours

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

B. Program Electives: 9 hours

- **Select one of the following courses**
 - Colonial American (HIST 3033) – 3 hours
 - Age of Jackson (HIST 3053) – 3 hours
 - A History of the Old South (HIST 3063) – 3 hours
 - Civil War & Reconstruction (HIST 3073) – 3 hours
 - Diplomatic History of the United States (HIST 3093) – 3 hours
 - Women in the American Experience (HIST 3143) – 3 hours
 - American Revolution & Early Republic (HIST 3153) – 3 hours
 - America in World War & Cold War (HIST 3163) – 3 hours
 - Colloquium in American History (HIST 4013) – 3 hours
- **Select one of the following courses**
 - Ancient & Medieval Europe (HIST 3213) – 3 hours
 - History of Christianity to the Reformation (HIST 3223) – 3 hours
 - The Reformation (HIST 3253) – 3 hours
 - Tudor & Stuart Britain (HIST 3273) – 3 hours
 - Modern Europe Since 1789 (HIST 3303) – 3 hours
 - International History & Film (HIST 3433) – 3 hours
 - Women in World History (HIST 3633) – 3 hours
 - Colloquium in European History (HIST 4003) – 3 hours
 - History & Literature of Empire (HIST/ENGL 4353) – 3 hours
- **Select one additional 3000-4000 level HIST course**

Exit Assessment

Students applying for graduation with a bachelor's degree or a minor in history must schedule an exit interview with the history program coordinator. Exit interviews must be scheduled by midterm of the final semester of work. The interview will focus on questions drawn from the history program's student learning outcomes. Written responses to program questions may be required as well.

David Goguen, M.F.A., Program Coordinator
W.W. Slider Humanities Center, Room 308
(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.

Graduation Requirements

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

Students should note that the minor contributes 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-24 hours

Along with the general education program and a major, students must complete the minor's prerequisite, its core requirements, and the experiential component as indicated.

A. Prerequisites: 0-3 hours

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

B. Core Requirements: 18 hours

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Media Writing & Reporting (JRNL 2403) – 3 hours
- Community Reporting (JRNL 3103) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Editing & Media Management (JRNL 3203) *or* Interactive Media Design (JRNL 3413)
or Broadcast Journalism (JRNL 4123) – 3 hours

C. Experiential Component: 3 hours

For the experiential component of the minor, students may choose either practicum or internship credit. Practicum may be repeated up to three hours to satisfy capstone requirements for the journalism minor, or the student may select the three-credit JRNL PN03 Journalism Internship.

- Practicum: Student Media Productions (JRNL XNF1*and/or* JRNL XNS1) – 1-3 hours
- Journalism Internship (JRNL PN03) – 3 hours

Exit Assessment

Completion of the journalism minor requires a minimum grade of C in all general education requirements in English and a minimum grade of C in all courses required for the minor.

John D. LaGrange, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 112
(270) 384- 7376 lagrangej@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).

Graduation Requirements

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

Students should note that the minor contributes between nine and 13 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 30-33 hours

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

A. Prerequisites: 4-7 hours

- College 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. Core Requirements: 20 hours

- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Introduction to Computational Science (MATH/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/PHYS 4303) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours
- Foundations of Analysis (MATH 4413) – 3 hours
- Advanced Calculus (MATH 4513) – 3 hours

Daniel A. Koger, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 209
(270) 384- 7311 kogerd@lindsey.edu

Mission Statement

The mission of the military science program is to train leaders who will serve as officers in the U.S. Army. Students will be equipped with leadership and management skills to be productive in a military environment.

Graduation Requirements

Students should note that the minor contributes 14 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24 hours

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

In order to be commissioned, ROTC students must complete the ROTC advanced course (Cadet Commander course) in the summer between their junior and senior years, all required courses in the minor, and MIL 4103 or an equivalent.

A. Core Requirements: 24 hours

- Military Mountaineering & Leadership (MIL 1012) – 2 hours
- Developmental Skills (MIL 1022) – 2 hours
- Basic Leadership (MIL 2013) – 3 hours
- Team Building & Military Doctrine (MIL 2023) – 3 hours
- Military Leadership & Management (MIL 3013) – 3 hours
- Military Leadership & Advanced Technical Skills (MIL 3024) – 4 hours
- Professional Leadership Skills (MIL 4013) – 3 hours
- Role of the Army Officer (MIL 4024) – 4 hours

Note: Students may satisfy MIL 1012, MIL 1022, MIL 2013, and MIL 2023 by completing basic training or the Ft. Knox 28-day Basic course.

Exit Assessment

Completion of the military science minor requires a minimum grade of C in all courses required for the minor.

Mark L. McKinnon, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 323
(270) 384-8092 mckinnonm@lindsey.edu

Mission Statement

To encourage students to develop the skills to critically analyze their observation of the physical world.

Graduation Requirements

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

Students should note that the minor contributes between 16 and 18 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 34-43 hours

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

A. Prerequisites: 14-21 hours

- College Algebra (MATH 1013) is a prerequisite for MATH 1124 unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 unless waiver requirements are met – 4 hours
- Analytical Geometry & Calculus I (MATH 2315) is a prerequisite for MATH 2325 and PHYS 2414 – 5 hours
- Analytical Geometry & Calculus II (MATH 2325) is a prerequisite for MATH 3323 and for electives PHYS 3203 and PHYS 3404 – 5 hours
- Calculus III (MATH 3314) is a prerequisite for PHYS 3703 and a prerequisite or corequisite for elective PHYS 3103 – 4 hours

B. Core Requirements: 14 hours

- General Physics I (PHYS 2414) – 4 hours
- General Physics II (PHYS 2424) – 4 hours
- Differential Equations (MATH 3323) – 3 hours
- Modern Physics (PHYS 3703) – 3 hours

C. Program Electives (select two from the following): 6-8 hours

- Statics (PHYS 3103) – 3 hours
- Dynamics (PHYS 3203) – 3 hours
- Electrodynamics (PHYS 3404) – 4 hours
- Thermodynamics (PHYS 3614) – 4 hours
- Science, Technology & Society (SCI 4303) *or* Hard Decisions in STEM (SCI 4313) – 3 hours

Dennis Souther, M.P.A., Program Coordinator
Virtual Office
(270) 384-8292 southerd@lindsey.edu

Mission Statement

The political science program will enable students to understand the philosophy of structure of the United States Constitution and Government with particular emphasis on how it protects liberty and deters tyranny.

The political science program is designed to prepare graduates for careers in the legal profession and/or government (as politicians, political advisors, staff members, bureaucrats, etc.). The program is also appropriate for those planning on attending graduate school in political science.

Graduation Requirements

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

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

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

A. Core Requirements: 15 hours

- United States Government (POSC 1003) – 3 hours
- Modern & Contemporary Political Thought (POSC 2103) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- U.S. Legislatures (POSC 3103) – 3 hours

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

- Classical Political Thought (POSC 3203) – 3 hours
- American Political Thought (POSC 4103) – 3 hours
- Any Special Topics courses offered in political science *or* other course meeting the program coordinator's approval.

William Neace, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 316
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Mission Statement

The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

Graduation Requirements

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

Students should note that the minor contributes 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24 hours

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

A. Prerequisite: 3 hours

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

B. Core Requirements (select from the following): 12 hours

- Theories of Personality (PSYC 3203) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Cognitive Psychology (PSYC 3503) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- History & Issues of Psychology (PSYC 4503) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

C. Program Electives (select any additional courses from the Core Requirements listed above and/or from the following): 9 hours

- Animal Behavior (BIOL 3513) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Life Span Development (HS/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.

Ginni Dilworth, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 109
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Mission Statement

The recreation, tourism & sport management (RTSM) minor focuses on preparing students to complement their major course of study with content specific to developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities.

The recreation, tourism & sport management minor is not accredited by the International Assembly of Collegiate Business Education (IACBE).

Graduation Requirements

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

Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours

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

A. Core Requirements: 9 hours

- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours

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

- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Outdoor Living Skills (RTSM 3503) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Outdoor Recreation & Rural Tourism Consortium (RTSM 3523) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Park & Open Space Planning & Design (RTSM 4403) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

Derek Kotter, M.A., Program Coordinator
Center for Global Citizenship, Room 103
(270) 384-7463 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.

Graduation Requirements

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

Students should note that the minor contributes 12-15 hours toward the required 39 hours of 3000-4000 level coursework.

Entrance Requirement

Placement test.

Program Requirements: 24 hours

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

A. Prerequisites: 6 hours

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

B. Core Requirement: 3 hours

- Intermediate Spanish I (SPAN 2033) – 3 hours

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

- Intermediate Spanish II (SPAN 2043) – 3 hours
- Spanish Conversation (SPAN 3013) – 3 hours
- 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

Exit Assessment

- Oral Exit Interview: Students will be required to interview with the Spanish professor(s) to demonstrate oral proficiency and critical thinking in the Spanish language.
- Composition Portfolio: Students will compile a portfolio of five (5) written compositions that best reflect their writing style, knowledge of the Spanish language, and critical thinking abilities. These compositions may be taken from any of the required program core and elective courses.

Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-7382 brockr@lindsey.edu

Mission Statement

The mission of the theatre program is to provide a nurturing and challenging artistic environment that celebrates our history and anticipates our future and to enhance the cultural and aesthetic experience of our campus and community through quality productions and educational outreach.

The theatre program will provide:

- Basic knowledge of the main components of the theater arts, and
- Appreciation of the historical and present impact of theater on human civilization.

Students seeking a theatre minor will:

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

Graduation Requirements

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

Students should note that the minor contributes up to nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 20 hours

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

A. Core Requirements: 11 hours

- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Directing I (THEA 2433) – 3 hours
- Practicum (THEA 1341) – 2 hours*

**The one-hour Practicum is taken twice to achieve the necessary 11 hours.*

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

- Technical Theatre (THEA 1413) – 3 hours
- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Theatre Design (THEA 2423) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours

- Directing II (THEA 3433) – 3 hours
- Advanced Design for Theatre (THEA 3453) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Theatre History (THEA 3623) – 3 hours

Exit Assessment

Students applying for graduation with a minor in theatre must schedule an exit interview with the theatre program coordinator. Prior to the exit interview, each student will prepare a two-minute monologue from a play. Students must be prepared to answer questions about the monologue; these questions may be obtained from the program coordinator.

Kara Mollis, Ph.D., Program Co-coordinator
W.W. Slider Humanities Center, Room 302
(270) 384-8233 mollisk@lindsey.edu

Allison Egnaw Smith, Ph.D., Program Co-coordinator
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Mission Statement

The Women's & Gender Studies program at Lindsey Wilson College is an interdisciplinary program that understands and emphasizes the vital connection between education, personal empowerment, and social transformation. Our curriculum engages students in a variety of learning experiences, including service-learning, that prepares them to place women's experiences at the center of critical inquiry, to understand gender as a cultural phenomenon that involves power, privilege, and intersectionality, and to use a feminist lens of analysis in a variety of contexts. In so doing, the Women's & Gender Studies program at Lindsey Wilson College fosters personal growth, professional success in a diverse global environment, and engaged citizenship.

Graduation Requirements

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

Students should note that the minor contributes between six and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-30 hours

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

A. Prerequisites: 3-9 hours

- Writing Studies I (ENGL 1013) is a prerequisite for ENGL 2103 and ENGL 2203 unless waiver requirements are met – 3 hours
- Writing Studies II (ENGL 1023) is a prerequisite for WS 3203, WS 3213, and WS 4903 – 3 hours
- Literary Interpretation (ENGL 2103) *or* World Literature (ENGL 2203) is a prerequisite for elective choice ENGL 3163 – 3 hours

B. Core Requirements: 15 hours

- Introduction to Women's & Gender Studies (WS 1003) – 3 hours
- Women in Global Perspective (WS 1013) – 3 hours
- Gender & Popular Culture (WS 2203) *or* Gender & Politics (WS 2213) – 3 hours
- Feminist Theory & Practice (WS 3203) *or* Women, Violence & Feminist Activism (WS 3213) – 3 hours
- Women's & Gender Studies Seminar (WS 4903) – 3 hours

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

- Gender & Communication (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Women in the American Experience (HIST 3143) – 3 hours
- Women in World History (HIST 3633) – 3 hours

- Marriage & Family (HS 2203) – 3 hours
- Gender Studies (HS 4013) – 3 hours
- Women in Religion (RELI 3273) – 3 hours
- Gender & Popular Culture (WS 2203) if not taken for the Core – 3 hours
- Gender & Politics (WS 2213) if not taken for the Core – 3 hours
- Feminist Theory & Practice (WS 3203) if not taken for the Core – 3 hours
- Women, Violence & Feminist Activism (WS 3213) if not taken for the Core – 3 hours
- Special Topics (WS 3803) – 3 hours
- Critical Issues in Women's & Gender Studies (WS 4103) – 3 hours

Note: The program co-coordinators typically approve and distribute information about additional electives in various disciplines each semester.

Exit Assessment

A required service-learning activity and a research project completed in WS 4903 will assess mastery of the program's student learning outcomes.

Catalog Requirements

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

Credit Hours

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

Associate degree candidates must complete:

- a. Essential Learning general education requirements (typically 24-39 credit hours), consisting of:
 1. Core courses (18-27 credit hours) that are drawn from the traditional liberal arts; and
 2. Intermediate courses (6-12 credit hours) that are typically drawn from the student's major.
- b. A major (typically 24 credit hours); and
- c. Elective courses.

Residency Requirement for A.A. Degrees

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

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

Essential Learning General Education Program

Lindsey Wilson College's Essential Learning General Education program provides a foundation for lifelong development of intellectual, social, and spiritual qualities traditionally associated with liberally educated persons and necessary for success in 21st century workplaces. The Essential Learning General Education program is designed to provide opportunities for undergraduate degree-seeking students to achieve mastery of *essential student learning outcomes* (ESLOs) by completing a rigorous, vertically-integrated curriculum comprised of courses using a variety of high-impact learning practices.

Essential Student Learning Outcomes (ESLOs)

The liberal arts – mathematics and natural sciences, social and behavioral sciences, humanities and fine arts, and oral and written communication – are central to Lindsey Wilson College's mission of serving students' educational needs, which are expressed in the following *essential student learning outcomes* (ESLOs).

A Lindsey Wilson College graduate will:

1. **Communicate effectively**
 - Written communication
 - Oral communication
2. **Employ effective skills of inquiry and analysis**
 - Numeracy
 - Information fluency
 - Creative inquiry
 - Critical inquiry
3. **Be a culturally aware, engaged citizen 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. **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. **Have gained 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 refer to 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 0804, ENGL 0854
- Introduction to Writing Studies sequence: ENGL 0903 or ENGL 0904
- Reading sequence: READ 0903, READ 1013, READ 1023
- Integrated Reading & Writing sequence: READ 0713, READ 0723, READ 0733
- Mathematics sequence: MATH 0903 or MATH 0901, MATH 0911, MATH 0921

Curriculum

The following courses have been approved for the Essential Learning General Education program, which went into effect in fall 2013. Courses that are currently an active part of the curriculum are indicated by a plus sign (+). Where a range of dates is provided, the course was part of the general education curriculum only during those periods. For Special Topics courses, the specific applicable term or terms are indicated: for example, "Fall 2015 only."

Please note that some courses have changed their prefix, number, title, ESLO area(s), and/or ESLO level. Occasionally, specific ESLO areas have been added and/or deleted at some point after the course was originally included in the general education curriculum. For these reasons, all variants of the course are listed, along with the appropriate terms.

I – Core: 18-27 hours

Students are to select from available approved 1000-2000 level courses. Some courses may simultaneously fulfill major or other program requirements.

ESLO 1 – Communication: 6-9 hours

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

- ENGL 1013 – Writing Studies I – *Fall 2013+*
- ENGL 1023 – Writing Studies II – *Fall 2013+*

**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.

B – Oral Communication (select one of the following): 3 hours

- COMM 2103 – Public Speaking – *Fall 2013+*
- THEA 1323 – Fundamentals of Acting – *Fall 2013+*

ESLO 2 – Inquiry and Analysis (select one course from each category): 6-11 hours

A – Behavioral and Social Sciences: 3 hours

- CRJS 1003 – Introduction to Criminal Justice – *Fall 2017+*
- ECON 2023 – Survey of Economic Issues – *Fall 2013+*
- ECON 2033 – Microeconomics – *Fall 2013+*
- ECON 2043 – Macroeconomics – *Fall 2013+*
- HIST 1033 – U.S. History: 1492 to 1865 – *Fall 2013+*
- HIST 1043 – U.S. History: 1865 to Present – *Fall 2013+*
- POSC 1003 – United States Government – *Fall 2013+*
- PSYC 1003 – Principles of Psychology – *Fall 2013+*

B – Mathematics: 0-4 hours*

- MATH 1003 – Data Models – *Fall 2013 to Summer 2015*
- MATH 1003 – Topics in Mathematics – *Fall 2015+*
- MATH 1013 – Functions & Algebra – *Fall 2013 to Summer 2017*
- MATH 1013 – College Algebra – *Fall 2017+*
- MATH 1124 – Precalculus – *Fall 2013+*

**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, engineering mechanics, and health science must take MATH 1013 unless waiver requirements are met.

C – Natural Sciences: 3-4 hours

- BIOL 1103 – Principles of Biology – *Fall 2014+*
- BIOL 1204 – Introduction to Cellular Biology – *Fall 2013+*
- CHEM 1104 – Principles of Chemistry – *Fall 2013+*
- CHEM 1214 – General Chemistry I with Lab – *Fall 2013+*
- CHEM 1224 – General Chemistry II with Lab – *Fall 2013+*
- PHSC 1104 – Introduction to Physical Science – *Spring 2018+*
- PHSC 1204 – Earth Science – *Fall 2013+*
- SCI 1013 – Topics in Science – *Fall 2013+*

ESLO 3 – Engaged Local and Global Citizenship: 6 hours

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

- RELI 1003 – Christian Beliefs – *Fall 2013+*
- RELI 1013 – Old Testament – *Fall 2013+*
- RELI 1023 – New Testament – *Fall 2013+*
- RELI 1203 – World Religions – *Fall 2015+*

B – Fine Arts & Humanities (select one of the following): 3 hours

- ART 1003 – Understanding Visual Art – *Fall 2013+*
- ART 2733 – Art History I – *Fall 2013 to Summer 2016*
- ART 2733 – Art History I – *Fall 2017+*
- ART 2743 – Art History II – *Fall 2013 to Summer 2016*
- ENGL 2203 – World Literature – *Fall 2013+*
- HUMN 2503 – Culture & Values – *Fall 2013+*
- MUSI 2103 – Music in American Culture – *Fall 2013+*
- THEA 1313 – Introduction to Theatre Arts – *Fall 2013+*
- WS 1003 – Introduction to Women’s Studies – *Fall 2013 to Summer 2014*
- WS 1013 – Women in Global Perspective – *Fall 2017+*

ESLO 4 – Application and Integration of Knowledge: 0-1 hour

A – First-Year Experience: 0-1 hour*

- FYE 1001 – Freshman Seminar – *Fall 2013 to Summer 2014*
- FYE 1001 – First-Year Experience Seminar – *Fall 2014+*

**Non-traditional students and transfer students with more than 15 hours may request exemption through the First-Year Experience advisor and the Academic Affairs Office. The waiver will allow one additional hour of elective credit.*

II – Intermediate: 6-12 hours

Students are to select from available approved 2000-4000 level courses. Students and advisers should note that some courses fulfill two ESLO areas. Also, in most cases, the courses listed here will simultaneously fulfill major or other program requirements.

ESLO 1 – Communication (select one of the following): Minimum 3 hours

- ART 2733 – Art History I – *Fall 2016 to Summer 2017*
- ART 2743 – Art History II – *Fall 2016+*
- ART 3753 – Modern Art – *Fall 2014 to Summer 2016*
- BIOL 3204 – Genetics – *Fall 2014+*
- BUSI 2903 – Introduction to Management – *Fall 2015+*
- COMM 3603 – Intercultural Communication – *Fall 2014+*
- COMM 4723 – Persuasion – *Fall 2014+*
- CRJS 3213 – U.S. Constitutional Law – *Fall 2016+*
- CRJS 3623 – Research Methods in Criminal Justice – *Fall 2016+*
- EDUC 3403 – Fundamentals of Secondary Education – *Fall 2014+*
- EDUC 3413 – Fundamentals of Elementary & Middle Grades Education – *Fall 2014+*
- ENGL 3733 – Writing & Culture – *Fall 2014+*
- HIST 3033 – Colonial America – *Fall 2014+*
- HIST 3053 – Age of Jackson – *Fall 2014+*
- HIST 3063 – A History of the Old South – *Fall 2016+*
- HIST 3073 – Civil War & Reconstruction – *Fall 2015+*
- HS 2103 – Introduction to Human Services – *Fall 2014+*

- HS 3003 – Human Services Foundations & Issues – *Fall 2014+*
- MATH 3003 – Linear Algebra – *Fall 2014+*
- POSC 2103 – Modern & Contemporary Political Thought – *Fall 2014+*
- PSYC 4703 – Research Methods & Statistics I – *Fall 2016+*
- RELI 3103 – Christian Ministry – *Fall 2014+*
- RELI 3133 – The Gospels – *Fall 2014+*
- RTSM 2403 – Principles of Tourism – *Fall 2015+*
- THEA 3333 – Playwriting – *Fall 2015+*
- THEA 3623 – Theatre History – *Fall 2016+*
- WS 3203 – Feminist Theory & Practice – *Fall 2017+*

ESLO 2 – Inquiry and Analysis (select one of the following): Minimum 3 hours

- ART 2623 – Computer Graphics I – *Fall 2016+*
- ART 3234 – Advanced Studio: Drawing – *Fall 2014+*
- ART 3334 – Advanced Studio: Painting – *Fall 2014+*
- ART 3434 – Advanced Studio: Ceramics – *Fall 2014+*
- ART 3524 – Advanced Studio: Sculpture – *Fall 2014+*
- BIOL 3204 – Genetics – *Fall 2014+*
- BUSI 2903 – Introduction to Management – *Fall 2015+*
- COMM 2503 – Interpersonal Communication – *Fall 2014+*
- COMM 4723 – Persuasion – *Fall 2014+*
- CRJS 3213 – U.S. Constitutional Law – *Fall 2016+*
- CRJS 3623 – Research Methods in Criminal Justice – *Fall 2014+*
- EDUC 3223 – Teaching Reading & Language Arts P-5 – *Fall 2014+*
- EDUC 3523 – Reading & Writing in the Content Areas 5-9, 8-12 & P-12 – *Fall 2014+*
- ENGL 3363 – Modern Critical Theory – *Fall 2014+*
- HIST 3033 – Colonial America – *Fall 2014+*
- HIST 3053 – Age of Jackson – *Fall 2014+*
- HIST 3063 – A History of the Old South – *Fall 2016+*
- HIST 3073 – Civil War & Reconstruction – *Fall 2015+*
- HS 2103 – Introduction to Human Services – *Fall 2014+*
- HS 3003 – Human Services Foundations & Issues – *Fall 2014+*
- HS 3233 – Case Management, Intake & Referral – *Fall 2014+*
- HS 3813 – Spec. Topic: Interdisciplinary Exploration of Purpose – *Summer 2016 only*
- HS 4943 – Human Services Practicum II – *Fall 2014+*
- MATH 2315 – Analytic Geometry & Calculus I – *Fall 2014+*
- MATH 2325 – Analytic Geometry & Calculus II – *Fall 2014+*
- MATH 3314 – Calculus III – *Fall 2014+*
- MUSI/RELI 3123 – Worship – *Spring 2017+*
- POSC 2103 – Modern & Contemporary Political Thought – *Fall 2016+*
- RELI/MUSI 3123 – Worship – *Spring 2017+*
- PSYC 3503 – Cognitive Psychology – *Fall 2016+*
- RELI 3133 – The Gospels – *Fall 2014+*
- RELI 3413 – Christian Apologetics – *Fall 2014+*
- RTSM 3303 – Recreation Programming – *Fall 2014+*
- SEA 1203 – Solutions in Sustainability – *Fall 2014+*
- SEA 3013 – Research in Bio-energy – *Fall 2016+*
- THEA 2433 – Directing I – *Fall 2016+*
- WS 2213 – Gender & Politics – *Fall 2017+*

ESLO 3 – Engaged Local and Global Citizenship (select one of the following): Minimum 3

hours

- ART 2733 – Art History I – *Fall 2016 to Summer 2017*
- ART 2743 – Art History II – *Fall 2016+*
- ART 3753 – Modern Art – *Fall 2014 to Summer 2016*
- BIOL 3304 – Ecology – *Fall 2018+*
- BIOL 3403 – Theory of Natural Selection – *Fall 2016+*
- BUSI 4783 – Business Ethics & Values – *Fall 2015+*
- COMM 3603 – Intercultural Communication – *Fall 2014+*
- COMM 3703 – Communication & Aging – *Fall 2014+*
- CRJS 2103 – Criminology – *Fall 2016+*
- EDUC 3123 – Principles of Lifelong Learning – *Fall 2014+*
- ENGL 3213 – British Literature I – *Fall 2015+*
- ENGL 3443 – Global Literature – *Fall 2014 to Summer 2017*
- ENGL 3553 – Transnational Literature – *Fall 2017+*
- ENGL 3643 – Greek Myth & Literature – *Fall 2014+*
- HIST 3253 – The Reformation – *Fall 2016+*
- HIST 3273 – Tudor & Stuart Britain – *Fall 2016+*
- HS 4293 – Assessment in the Helping Professions – *Fall 2014+*
- HUMN 3503 – Enduring Questions Seminar – *Fall 2014+*
- MUSI/RELI 3123 – Worship – *Spring 2017+*
- PHIL 3003 – Ethics – *Fall 2014+*
- PSYC 4703 – Research Methods & Statistics I – *Fall 2016+*
- RELI 2113 – Gospel, Church & Culture – *Fall 2014+*
- RELI/MUSI 3123 – Worship – *Spring 2017+*
- RTSM 2403 – Principles of Tourism – *Fall 2015+*
- SCI 4303 – Science, Technology & Society – *Fall 2017+*
- SCI 4803 – Spec. Topic: Science in Society – *Spring 2016 only*
- SPAN 3123 – Introduction to Latin American Literature – *Fall 2015+*
- THEA 3623 – Theatre History – *Fall 2016+*
- WS 2203 – Gender & Popular Culture – *Fall 2017+*

ESLO 4 – Application and Integration of Knowledge (select one of the following): Minimum 3

hours

- ART 2623 – Computer Graphics I – *Fall 2014+*
- ART 3234 – Advanced Studio: Drawing – *Spring 2017+*
- ART 3334 – Advanced Studio: Painting – *Spring 2017+*
- ART 3633 – Computer Graphics II – *Fall 2014 to Summer 2016*
- BUSI 4783 – Business Ethics & Values – *Fall 2015+*
- COMM 2503 – Interpersonal Communication – *Fall 2014+*
- COMM 3703 – Communication & Aging – *Fall 2014+*
- CRJS 2103 – Criminology – *Fall 2016+*
- EDUC 4253 – Methods & Materials P-5 Social Studies – *Fall 2014+*
- EDUC 4333 – Curriculum & Methodology in the Middle Grades – *Fall 2014+*
- EDUC 4433 – Curriculum & Methodology in Secondary Schools – *Fall 2014+*
- ENGL 3053 – Major Authors Seminar – *Fall 2018+*
- ENGL 3163 – Women Writers – *Fall 2014+*
- ENGL 3603 – Shakespeare – *Fall 2015+*
- ENGL 3833 – Major Authors Seminar – *Fall 2015 to Summer 2018*
- HIST 3223 – History of Christianity to the Reformation – *Fall 2016+*
- HIST 3253 – The Reformation – *Fall 2016+*
- HIST 3273 – Tudor & Stuart Britain – *Fall 2016+*

- HIST 3823 – Spec. Topic: History of Christianity to the Reformation – *Spring 2016 only*
- HS 4943 – Human Services Practicum II – *Fall 2014+*
- MATH 2315 – Analytic Geometry & Calculus I – *Fall 2014+*
- MATH 2325 – Analytic Geometry & Calculus II – *Fall 2014+*
- MATH 2403 – Experimental Statistics – *Fall 2015+*
- MATH 3314 – Calculus III – *Fall 2014+*
- MUSI 4623 – Teaching Music in Secondary Schools – *Fall 2017+*
- PHED 4023 – Middle/Secondary Methods for Physical Education – *Fall 2014+*
- PSYC 4503 – History & Issues of Psychology – *Fall 2016+*
- RELI 2113 – Gospel, Church & Culture – *Fall 2014+*
- RELI 3103 – Christian Ministry – *Fall 2014+*
- RELI 3423 – Discipleship – *Fall 2016+*
- RTSM 3303 – Recreation Programming – *Fall 2015+*
- SEA 3013 – Research in Bio-energy – *Fall 2016+*
- THEA 2433 – Directing I – *Fall 2016+*
- WS 2103 – Women in Global Perspective – *Fall 2014 to Summer 2017*
- WS 3103 – Gender & Politics – *Fall 2014 to Summer 2017*
- WS 3123 – Gender & Popular Culture – *Fall 2014 to Summer 2017*
- WS 3203 – Feminist Theory & Practice – *Fall 2014 to Summer 2017*
- WS 3213 – Women, Violence & Feminist Activism – *Fall 2017+*

Total Essential Learning General Education Requirements: 24-39 credit hours

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Full-time program faculty: Timothy W. Smith, M.F.A.

Mission Statement

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

Graduation Requirements

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

Program Requirements: 33-36 hours

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

A. Core 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

B. Program Electives (select three courses 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

C. 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

Exit Assessment

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

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Full-time program faculty: Katie M. Curry, M.Acc.; Tim Curry, M.S.; Al Eferstein, M.P.A.; Richard P. Hagan, M.S.; John Howery, M.B.A.; Linda McKinley-Grider, M.P.S.; Trudy Morlino, Ph.D.; Mohammad Pourheydarian, Ph.D.; Michael Starr, M.B.A.; Thomas Taylor, Ph.D.; William Ward, D.B.A.

Mission Statement

The mission of the School of Business 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 School of Business 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 lean systems management and entrepreneurial management. In addition to the college's accreditation by the Southern Association of Colleges and Schools Commission on Colleges, our balanced and academically sound B.A. degree program in business administration is accredited by the International Assembly of Collegiate 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.

Graduation Requirements

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

Program Requirements: 33-42 hours

Along with the general education program, students must complete the major's prerequisite and core requirements, must select an emphasis area (Lean Systems or Entrepreneurship), and must complete the requirements for that area.

A. Prerequisites: 3 hours

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

B. Core Requirements: 21-27 hours

- College Algebra (MATH 1013) is a prerequisite for ACCT 2113 and ECON 2033 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 Law (BUSI 2713) – 3 hours

- Introduction to Management (BUSI 2903) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Computer Concepts & Applications (CIS 1003) unless waiver requirements are met – 3 hours
- Microeconomics (ECON 2033) – 3 hours

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

1 – Lean Systems

- Lean Systems (BUSI 2106) – 6 hours
- Lean Leadership (BUSI 2206) – 6 hours

2 – Entrepreneurship

- Entrepreneurship (BUSI 2203) – 3 hours
- Entrepreneurship Project (BUSI 2216) *or* Entrepreneurship Internship (BUSI PN06) – 6 hours
- Small Business Management (BUSI 2933) – 3 hours

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 portfolio that includes:
 - A set of formal financial statements in ACCT 2113,
 - A case study in BUSI 2903,
 - Samples of analysis of various economic data in ECON 2033 to demonstrate knowledge of the fundamental areas of mathematics, economics, and business, and
 - Documentation of their lean operations or entrepreneurial project/internship.

Recommended General Electives

Business courses are recommended.

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Full-time program faculty: Allen Copenhaver, Ph.D.; Angie Schwendau, Ph.D.; Dennis Souther, M.P.A.

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.

Graduation Requirements

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

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.

Program Requirements: 36-39 hours

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

A. Prerequisites and Recommended Courses: 3-6 hours

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

B. Core Requirements: 21 hours

- Writing in Criminal Justice (CRJS 1013) – 3 hours
- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses except CRJS 1013 – 3 hours
- Criminology (CRJS 2103) – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police Investigation (CRJS 3023) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- Ethics (PHIL 3003) – 3 hours

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

- American Legal Systems (CRJS 3003) – 3 hours
- Police & Society (CRJS 3123) – 3 hours

- Corrections (CRJS 3203) – 3 hours
- Rural Crime (CRJS 3573) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Criminal Procedure (CRJS 3903) – 3 hours
- Homeland Security (CRJS 4173) – 3 hours
- Evidence (CRJS 4273) – 3 hours

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

Mission Statement

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

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

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

Graduation Requirements

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

Program Requirements: 42-51 hours

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

A. Prerequisites: 0-7 hours

- College Algebra (MATH 1013) is a prerequisite for CHEM 1214 unless waiver requirements are met – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 and PHYS/MATH/CIS 2713 – 4 hours

B. Core Requirements: 36 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
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Calculus III (MATH 3314) – 4 hours
- Differential Equations (MATH 3323) *or* Engineering Mathematics (MATH/PHYS 4303) – 3 hours

C. Program Electives (select from the following): 6-8 hours

- Linear Algebra (MATH 3003) – 3 hours
- Statics (PHYS 3103) – 3 hours
- Dynamics (PHYS 3203) – 3 hours
- Electrodynamics (PHYS 3404) – 4 hours
- Thermodynamics (PHYS 3614) – 4 hours
- Modern Physics (PHYS 3703) – 3 hours
- Science, Technology & Society (SCI 4303) *or* Hard Decisions in STEM (SCI 4313) – 3 hours

Exit Assessment

Program assessments are integrated into the course examinations during the final courses of the program (MATH 3323, PHYS 3103, PHYS 3203, PHYS 3404, and PHYS 3614).

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

Mission Statement

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

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

Graduation Requirements

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

Program Requirements: 28-31 hours

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

A. Prerequisites: 4-7 hours

- Introduction to Cellular Biology (BIOL 1204) – 4 hours
- College Algebra (MATH 1013) is a prerequisite for BIOL 1214 and CHEM 1214 unless waiver requirements are met – 3 hours

B. Program Requirements: 16 hours

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

C. Related Studies Requirements: 8 hours

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

Recommended General Electives

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

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John B. Begley Chapel Office Complex
(270) 384-8148 swant@lindsey.edu

Full-time program faculty: David Calhoun, D.Min.; Troy Elmore, M.Div.; Curt Lee, Ph.D.; Terry Swan, D.Min.

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.

Graduation Requirements

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

Program Requirements: 18 hours

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

A. Core 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

B. Program Electives: 6 hours

Choose two additional three-hour RELI courses.

Exit Assessment

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

Undergraduate Course Descriptions

Lindsey Wilson College's undergraduate course descriptions section of the catalog contains the description of courses taught at the institution. For an actual list of undergraduate courses being offered in a specific semester, please visit the online course schedule.

Course Numbers

Each digit in the course numbers represents the following:

- First digit: Identifies course level.
- Second and third digits: Program use (may suggest sequence or common-numbered course).
- Fourth digit: Credit hours.

Course Levels

- **0000 Level:** Skill-building and developmental courses, frequently graded on a Credit/No Credit (CR/NC) 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.

Course Prerequisites and Corequisites

- **Prerequisites on courses are absolute:** Prerequisites provide knowledge and skills essential for student success in the courses for which they are listed.
- **Corequisite(s):** The corequisite listed in the course description indicates that the student intending to take the course described must also enroll in the corequisite course. The courses must be taken simultaneously, and they cannot be added or dropped independently.
- **Prerequisite(s) or instructor's permission:** Although students are advised to take the prerequisite first, faculty have the option of overriding the prerequisite by using the electronic override. Paper copies of Drop/Add forms will not be accepted, as electronic overrides will assist the Registrar's Office to monitor courses that have prerequisite/permission applications.
- **Recommended:** Recommendations are advisory in nature and suggest that the course material might better be learned if the recommended course is taken first.
- **No prerequisite:** Any student can take the course.

Common Numbered Courses

- **Internships:** Internships are indicated by the program abbreviation followed by PN in the first two digit positions, and the credit hour number (from 01-03) in the third and fourth positions (e.g., BUSI PN03). Most internships are graded on a Credit/No Credit (CR/NC) basis.

- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from an academic unit/division chair/director, the Academic Affairs Office (or the associate dean for SPC courses), and the Registrar’s Office are required. Course numbers are assigned using a “DS” for the middle two digit positions (e.g., HUMN 4DS1 – senior level directed study course in humanities earning one credit hour).
- **Special Topics:** These courses are offered on an occasional basis by faculty to explore subjects not offered regularly in the curriculum. Course numbers under this designation will be preceded by the appropriate program abbreviation and will show an “8” in the second digit position. As usual, the first digit indicates the ability level, and the final digit will vary according to the number of credits the course carries (e.g., HIST 3802 – junior level special topics course in history earning two credit hours).

Note: A Special Topics course may be used for general education credit if it receives prior approval. To be considered for general education credit, a Special Topics course must fulfill all criteria for inclusion in the Essential Learning General Education curriculum, such as assessing one or more ESLOs with Signature Assignments and using High-Impact Learning Practices.

Accounting

ACCT

ACCT 2113 – Financial Accounting – 3 credit hours

Introduction to the concepts and principles involved in the preparation of financial statements. Topics covered include: the accounting cycle, the balance sheet, income statement, assets, liabilities, and stockholder equity. The emphasis is on external reporting requirements.

Prerequisite: MATH 1013, unless mathematics waiver requirements are met. *General Education:* Core – Application & Integration of Knowledge.

ACCT 2123 – Managerial Accounting – 3 credit hours

Introduction to the concepts and principles involved in the preparation of internal financial reports. Topics covered include: job order and process costing, budgeting, variance analysis, and financial statement analysis. Emphasis is on reporting for management controlling, decision-making, and planning purposes. *Prerequisite:* ACCT 2113.

ACCT 3113 – Intermediate Accounting I – 3 credit hours

Introduction to intermediate concepts and principles involved in the preparation of GAAP-based financial statements. Topics covered include: cash, temporary investments, current assets, inventory, plant assets, and investments. *Prerequisite:* ACCT 2123 with a minimum grade of C+ or instructor’s permission.

ACCT 3123 – Intermediate Accounting II – 3 credit hours

A continuation of Intermediate Accounting I. Topics covered include: current and long-term liabilities, earnings per share, revenue recognition, income taxes, leases, pensions, and financial statement analysis. *Prerequisite:* ACCT 3113.

ACCT 3303 – Cost Accounting – 3 credit hours

Examines topics related to the internal reporting of financial information to management. Topics covered include: costing systems, budgeting, variance analysis, variable costing, absorption costing, joint costs, cost allocation, and cost-volume-profit analysis. *Prerequisite:* ACCT 2123.

ACCT 3453 – Taxation I: Taxation of Individuals – 3 credit hours

Focuses on the federal income taxation of the individual taxpayer. Emphasis is on income tax compliance with discussions of income tax planning for investment activities, property transactions, and ordinary income. *Prerequisite:* ACCT 2123.

ACCT 3973 – Accounting Information Systems – 3 credit hours

Provides students with a variety of technology and business analysis concepts and skills. Topics include data modeling, transaction processing systems, internal controls, enterprise systems, systems development, information security, and computer fraud. Includes hands-on experience in both manual and computerized accounting systems. *Prerequisites/Corequisites:* ACCT 3113 and ACCT 3303.

ACCT 4353 – Auditing – 3 credit hours

Examines the attest function. Topics covered include professional responsibilities, audit planning, audit evidence, and reporting requirements. Emphasis is placed upon areas covered on the CPA examination. *Prerequisites:* ACCT 3123 and senior standing.

ACCT 4453 – Taxation II: Taxation of Business Entities – 3 credit hours

Emphasizes compliance and planning concepts for the business entity, including the C-corporation, S-corporation, and partnerships. Essentials of tax research will also be covered. *Prerequisite:* ACCT 3453.

ACCT 4553 – Advanced Accounting – 3 credit hours

Examination of advanced accounting concepts, such as mergers and consolidations, foreign currency transactions and other international accounting issues, partnerships, estates, and trusts. *Prerequisite:* ACCT 3123.

ACCT 4653 – Not-for-Profit Accounting – 3 credit hours

Introduction and examination of the concepts and principles involved in governmental and nonprofit accounting. Topics covered include: financial reporting, funds, encumbrances, expenditures, revenues, and budgets. Special emphasis is placed on the similarities and differences between corporate and not-for-profit accounting and reporting. *Prerequisite:* ACCT 3123.

ACCT 4723 – Income Tax Practice Seminar – 3 credit hours

Practical application of Federal and Kentucky individual income tax law through service-learning. In conjunction with the AARP Tax-Aide program and Internal Revenue Service Volunteer income tax assistance program, students provide free federal and state income tax return preparation and e-filing for the local community. *Prerequisite:* ACCT 3453 and instructor's permission.

American Studies

AMST

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. *General Education:* Core – Application & Integration of Knowledge.

Applied & Interdisciplinary Studies

AIS

AIS 1003 – Strategies for Success – 3 credit hours

This course examines various techniques utilized for success academically, personally, and professionally. Opportunities for cross discipline application of concepts explored in the classroom are provided. With a focus on “soft skills,” topics include but are not limited to metacognition, self-motivation, self-management, employment of interdependence, inner dialogue, and emotional intelligence. *Course rotation:* Fall and spring. *General Education:* Core – Application & Integration of Knowledge.

AIS 2013 – Introduction to Community Development – 3 credit hours

Introduction to theories associated with and common practices of community development, with a brief history of community development in the United States. Explores various models of practice in different types of organizations that strengthen communities and address issues related to

education, health care, social justice, globalization, and sustainability. Students complete a 10-hour service-learning project. *Course rotation:* Fall and spring.

AIS 2101 – Writing Fellow Theory & Practice – 1 credit hour

Initial training for *Lindsey Writes* writing fellows. Students will explore the writing process, negotiate peer tutoring roles and relationships, and synthesize Writing-Across-the-Curriculum (WAC) theory and practice. **Prerequisite:** Minimum grade of B in ENGL 1023 *or* instructor's permission. *Course rotation:* Fall and spring.

AIS 2201 – Writing Center Theory & Practice – 1 credit hour

In-service training for consultants in the Lindsey Wilson College Writing Center. 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.

AIS 4903 – Interdisciplinary Studies Seminar – 3 credit hours

A senior-year capstone integrative experience that involves a synthesis of what has been learned in the major. Students design and complete a project through the application of knowledge and critical perspectives synthesized from the interdisciplinary emphasis areas selected for their major. Offered as needed and in consultation with the student's Interdisciplinary Studies program adviser.

Prerequisites: Senior standing *and* declared Interdisciplinary Studies major. *Course rotation:* Spring and/or as needed.

AIS PN03 – Interdisciplinary Studies Internship – 3 credit hours

Students gain exposure and experience in a professional working environment appropriate to the areas of emphasis within their degree program. Internships are arranged by students with the assistance and approval of the program coordinator. This course may be repeated once for credit.

Prerequisite: Junior or senior standing *or* instructor's permission. *Course rotation:* As needed.

Art

ART

ART 1003 – Understanding Visual Art – 3 credit hours

An introduction to the understanding and appreciation of visual arts. The major art forms of painting, sculpture, and architecture are explored and related to everyday life. This course may be taken as partial fulfillment of the requirements for the A.A. in art and/or the art minor or as an elective for non-art majors. **Recommended** for elementary education P-5 majors. *Course rotation:* Typically each semester. **General Education:** Core – Engaged Local & Global Citizenship.

ART 1214 – Beginning Studio: Drawing – 4 credit hours

Develops observational skills and explores a variety of drawing media and subject matter. Students will become familiar with traditional and contemporary drawing applications while formulating inquiries for personalized artistic expression. (\$30 lab fee) *Course rotation:* Typically each semester. **General Education:** Core – Inquiry & Analysis.

ART 2153 – Introduction to Photography – 3 credit hours

Introduces the fundamentals of digital photography in both artistic and media contexts. Through the study of cameras, light, composition, and image manipulation, students learn the processes and aesthetic values needed to produce quality images. A hands-on approach allows students to explore their creativity through a series of projects. Also listed as JRNL 2153. *Course rotation:* Fall and spring.

ART 2164 – Design & Color – 4 credit hours

An introduction to basic principles and concepts related to color and two- and three-dimensional forms. Students will develop creative problem solving skills by analyzing the properties and functions of various hands-on design applications. (\$30 lab fee) *Course rotation:* Typically each semester. **General Education:** Core – Application & Integration of Knowledge.

ART 2314 – Beginning Studio: Painting – 4 credit hours

Designed to enhance creative potential and develop proficiency through the use of paint media, composition, and a variety of subject matter and studio practices. Students will become familiar with traditional and contemporary painting applications while formulating inquiries for personalized artistic expression. (\$30 lab fee) **Recommended:** ART 1214 and ART 2164. *Course rotation:* Typically each semester. **General Education:** Core – Inquiry & Analysis.

ART 2414 – Beginning Studio: Ceramics – 4 credit hours

Development of functional and sculptural ceramic forms using primarily hand-building methods: Coil, slab, extruded, and combined methods and surface enrichment appropriate for low- and high-fire clay bodies. Students will become familiar with traditional and contemporary ceramic applications while formulating inquiries for personalized artistic expression. (\$30 lab fee) *Course rotation:* Typically once a year. **General Education:** Core – Inquiry & Analysis.

ART 2514 – Beginning Studio: Sculpture – 4 credit hours

An examination of sculptural processes: casting, carving, modeling, and assemblage. Addresses basic sculptural problems related to technique, materials, and methods. Students will become familiar with traditional and contemporary sculptural applications while formulating inquiries for personalized artistic expression. (\$30 lab fee) **Recommended:** ART 1214 and ART 2164. *Course rotation:* Typically fall.

ART 2613 – Art Education P-5 – 3 credit hours

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media, and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as EDUC 2613. (\$30 lab fee) **Recommended** for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

ART 2623 – Computer Graphics I – 3 credit hours

This course is an introduction to the creation of art within a digital environment. Students investigate basic digital illustration techniques, image manipulation, principles of graphic design, and other digital image editing software applications. The course includes structured lessons and creative projects. **Prerequisite:** ART 2164. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

ART 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. **General Education:** Core – Engaged Local & Global Citizenship.

ART 2743 – Art History II – 3 credit hours

Surveys historical developments of western visual art forms and architecture from the renaissance through the modern era. *Course rotation:* Typically fall. **General Education:** Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

ART 3234 – Advanced Studio: Drawing – 4 credit hours

A thematic approach is used to develop advanced studio practices. From consideration of particular topics, investigation of drawing processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary drawing applications leading toward individualized expression is explored. **Note:** This course may be repeated for credit. (\$30 lab fee) **Prerequisites:** ART 1214 and ART 2164 or instructor's permission. *Course rotation:* Typically once a year. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

ART 3334 – Advanced Studio: Painting – 4 credit hours

A thematic approach is used to develop advanced studio practices. Through consideration of

particular topics, investigation of paint processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary painting, applications leading toward individualized expression are explored. **Note:** This course may be repeated for credit. (\$30 lab fee) **Recommended:** ART 1214 and 2164. **Prerequisites:** ART 2314 or instructor's permission. **Course rotation:** Typically once a year. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

ART 3413 – Interactive Media Design – 3 credit hours

Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative application of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as JRNL 3413. **Prerequisite:** Junior standing or instructor's permission. **Course rotation:** Fall of odd years.

ART 3434 – Advanced Studio: Ceramics – 4 credit hours

A thematic approach to developing advanced ceramic studio proficiencies is used and includes consideration of advanced problems in composition and content, and a variety of traditional and contemporary functional and sculptural applications leading toward individualized expressions and critical reflection. This course may be repeated for credit. (\$30 lab fee) **Prerequisite:** ART 2414. **Course rotation:** Typically once a year. **General Education:** Intermediate – Inquiry & Analysis.

ART 3524 – Advanced Studio: Sculpture – 4 credit hours

A thematic approach to developing proficiencies in advanced sculptural practices. From consideration of particular topics and advanced problems in composition and content, a variety of traditional and contemporary sculptural applications leading toward individualized expression are explored. This course may be repeated for credit. (\$30 lab fee) **Recommended:** ART 1214 and ART 2164. **Prerequisites:** ART 2514 or instructor's permission. **Course rotation:** Typically fall. **General Education:** Intermediate – Inquiry & Analysis.

ART 3623 – Art Education 6-12 – 3 credit hours

Provides preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as EDUC 3623. **Prerequisites:** ART 1214, ART 2164, and ART/EDUC 2613, or instructor's permission. **Course rotation:** Offered as needed.

ART 3633 – Computer Graphics II – 3 credit hours

Explores processes related to commercial graphic arts, industry practices, advanced digital image editing, as well as creative projects in digital format. Topics include design, layout, typography, and other digital media applications. **Prerequisite:** ART 2623. **General Education:** Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

ART 3643 – Digital Video Arts – 3 credit hours

Investigates digital applications through small format video production, digital sound environments, advanced 2-D and 3-D digital imaging, animation, and advanced creative design principles. **Prerequisite:** ART 3633.

ART 3753 – Modern Art – 3 credit hours

Investigates early 20th century modern art's directions through contemporary trends and issues in the visual arts. **Recommended:** ART 2733, ART 2743, and ENGL 1023. **Course rotation:** Typically spring. **General Education:** Mastery – Communication; Mastery – Engaged Local & Global Citizenship.

ART 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. *General Education:* Mastery – Communication; Mastery – Inquiry & Analysis.

ART 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. (\$30 lab fee) *Prerequisites:* Senior standing and instructor's permission. *Course rotation:* Typically spring. *General Education:* Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

ART PN01-03 – Art Internship – 1-3 credit hours

Art Internships offer an opportunity to apply the skills and understandings learned in the Art major in a professional setting. Interns will work closely with an art instructor and an on-site professional supervisor. Students arrange their own internships with the assistance and approval of their internship instructor. *Grading:* Credit/No Credit. *Prerequisites:* Junior standing and completion of core program requirements.

Biology

BIOL

BIOL 1103 – Principles of Biology – 3 credit hours

Emphasis is placed on establishing a foundation in scientific method and the cellular, molecular, and genetic aspects of biology. Not accepted as credit toward the biology program's majors, minors, or areas of concentration. *Course rotation:* All semesters. *General Education:* Core – Inquiry & Analysis.

BIOL 1200 – Introduction to Cellular Biology Lab – 0 credit hours

Lab component for BIOL 1204. *Corequisite:* BIOL 1204.

BIOL 1204 – Introduction to Cellular Biology – 4 credit hours

Applies the scientific method of study to cell biology, genetics, and molecular biology. Lectures are integrated with laboratory exercises. Successful completion satisfies the requirements for a major or minor in biology. *Prerequisite:* BIOL 1103 with a minimum grade of C or MATH 1013 with a minimum grade of C or minimum ACT mathematics sub-score of 26. *Corequisite:* BIOL 1200. *Note:* Students must first complete or test out of the reading sequence before taking this course. *Course rotation:* All semesters. *General Education:* Core – Inquiry & Analysis.

BIOL 1210 – Introduction to Biodiversity Lab – 0 credit hours

Lab component for BIOL 1214. *Corequisite:* BIOL 1214.

BIOL 1214 – Introduction to Biodiversity – 4 credit hours

Provides an introductory study of the ecology, evolution, and biodiversity of life. Labs focus on a survey of life from bacteria through vascular plants and vertebrates. *Prerequisite:* MATH 1013 or minimum ACT mathematics subscore of 26. *Corequisite:* BIOL 1210. *Course rotation:* All semesters. *General Education:* Core – Application & Integration of Knowledge.

BIOL 2100 – Microbiology Lab – 0 credit hours

Lab component for BIOL 2104. *Corequisite:* BIOL 2104.

BIOL 2104 – Microbiology – 4 credit hours

Provides a fundamental and applied approach to microbiological study, emphasizing prokaryotic cell structure, physiology, metabolism, and genetics and introducing microbial diversity (virology, parasitology, and mycology) and immunology. The laboratory is a two-hour series that correlates with the lecture. Lab skills include standard microbiological techniques, scientific inquiry and analysis, and bacterial identifications. Students will develop discipline-specific scientific writing skills by using primary literature reviews and writing formal scientific research reports.

Prerequisites: Two semesters of college biology *and* one semester of college chemistry, with minimum grades of C. **Corequisite:** BIOL 2100.

BIOL 2204 – Animal Diversity – 4 credit hours

Study of animal characteristics and review of phylogeny of major animal groups. This course employs traditional lecture and laboratory formats; it requires active student participation in animal dissections and collecting specimens from the field. Recommended for science majors only.

Prerequisites: BIOL 1204 *and* BIOL 1214 with a minimum grade of C *or* instructor's permission. *Course rotation:* Spring.

BIOL 2314 – Plant Diversity – 4 credit hours

Study of plant characteristics and review of plant diversity. Students learn Linnaean classification and use of dichotomous keys, comparative anatomy through dissection, and plant kingdom survey. Students will complete a taxonomic collection of specimens from a species list of representative Kentucky plants. Recommended for science majors only. **Prerequisites:** BIOL 1204 *and* BIOL 1214 with a minimum grade of C. *Course rotation:* Fall.

BIOL 2603 – Conservation Biology – 3 credit hours

Introduces conservation biology, the science of preserving biodiversity. 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.

BIOL 2604 – Environmental Science – 4 credit hours

Physical processes of the environment and their interaction with human development, industrialization, and pollution are examined. Labs with special emphasis on environmental ecology, resource management, and aquatic environments from a watershed perspective. *Course rotation:* Varies.

BIOL 2614 – Human Anatomy – 4 credit hours

An introduction to the anatomy of the human body. Includes the study of major tissues and major body systems. It employs the use of microscopy, models and dissection in laboratory settings. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. *Course rotation:* Fall and spring.

BIOL 2624 – Human Physiology – 4 credit hours

An introduction to the physiology of the human body. Includes the study of the physiology of major body systems. Course includes instruction on homeostasis and basic cellular physiology. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. **Prerequisite:** BIOL 2614 with a minimum grade of C *or* equivalent. *Course rotation:* Fall and spring.

BIOL 2702 – Medical Terminology – 2 credit hours

Introduces basic health care terminology. Prefixes, roots, and suffixes, along with the breakdown of words into separate definite components, are used to ascertain the meaning of words associated with healthcare careers. Self-paced learning for mastery of the material. *Course rotation:* Varies.

BIOL 3103 – Cell Biology – 3 credit hours

An integration of biological, chemical, and physical aspects of the cell. Lectures emphasize molecular processes in the cell including organelle structure and function, membranes, cytoskeleton, respiration, trafficking, and signaling. **Prerequisites:** BIOL 1204 and BIOL 1214 and CHEM 1224 with a minimum grade of C. **Recommended:** CHEM 3322 and CHEM 3323. *Course rotation:* Spring.

BIOL 3203 – Pathophysiology – 3 credit hours

Emphasis on physiological mechanisms in regard to disease, pharmacological actions, and providing a bridge between basic science and the clinic. **Prerequisite:** BIOL 2624 with a minimum grade of C. *Course rotation:* Varies.

BIOL 3204 – Genetics – 4 credit hours

A study of the major features of heredity, including patterns of transmission; the nature of hereditary information; and the structure, replication, expression, and regulation of this information. Integrated laboratory exercises focus on the patterns of transmission, the nature of RNA, DNA, and chromosomes, and the regulation of gene expression. Modern genetic techniques – such as gel electrophoresis, DNA transformation, and PCR – will be employed. **Prerequisites:** BIOL 1204 and BIOL 1214 and CHEM 1224 with a minimum grade of C. *Course rotation:* Fall. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

BIOL 3304 – Ecology – 4 credit hours

Concentrates on fundamental principles of ecology and modern topics of ecological interest, e.g., community and biosphere ecology and biodiversity. Laboratory of a strong field component that emphasizes various data collection methods, identification of local flora and fauna, and statistical analysis. Requires independent effort and may exceed scheduled time. **Prerequisites:** BIOL 1204 and BIOL 1214 with a minimum grade of C and junior standing or instructor's permission. *Course rotation:* Varies. **General Education:** Intermediate – Engaged Local & Global Citizenship.

BIOL 3403 – Theory of Natural Selection – 3 credit hours

Considers the theory of natural selection from biological, historical, and philosophical perspectives. Students will read and discuss selections of Darwin's work as well as more modern ideas in the field of evolutionary biology. Open to students in any major. **Prerequisite:** At least junior standing. *Course rotation:* Varies. **General Education:** Intermediate – Engaged Local & Global Citizenship.

BIOL 3503 – Economic Botany – 3 credit hours

Surveys of various economic uses of plants including plants used as food, spices, oils, beverages, fibers, dyes, sources of industrial materials, building supplies, ornamentals and pharmacological sources for designer drugs. Recommended elective for psychology majors. **Recommended:** BIOL 2314. **Prerequisite:** Successful completion of a general education biology course (BIOL 1204 or SCI 1013). *Course rotation:* Varies.

BIOL 3513 – Animal Behavior – 3 credit hours

A study of the history and development of science up to modern discoveries in foraging theory, reproductive strategies, sexual selection, social behavior, domestication, learning, migration, and more. The course employs special topical readings followed up by recitation and discussion plus formal lectures. **Note:** This course is recommended as an elective to junior or senior students in any discipline. *Course rotation:* Varies.

BIOL 3703 – Immunology – 3 credit hours

An introductory study of the vertebrate non-specific and specific immunity and how these two corresponding immune responses work together to defend the host of invading pathogens. Connections will be made between the effective processes of immunity and organismal integrity. **Prerequisite:** BIOL 2104 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

BIOL 4204 – Plant Ecology – 4 credit hours

Provides a range of topics from plant adaptations to habitat disturbance and succession to landscape ecology and conservation. Application of geographic information systems (GIS) analysis, global positioning systems (GPS), and habitat assessment (HA) methods will highlight the hands-on labs to provide students with practical job-related experience and specific technical expertise.

Prerequisites: Junior standing *and* BIOL 3304 with a minimum grade of C or instructor's permission. *Course rotation:* Varies.

BIOL 4213 – Human Genetics – 3 credit hours

Provides an understanding of the genetic basis for human disease with an emphasis on the principles and methods of molecular genetics. Topics include monogenic traits, cytogenetics, non-Mendelian inheritance, cancer genetics, and complex genetics. Papers from current literature will supplement lecture material. **Prerequisite:** BIOL 3204 with a minimum grade of C. *Course rotation:* Varies.

BIOL 4214 – Plant Propagation – 4 credit hours

Provides an overview of plant propagation techniques, from seed propagation to micropropagation (tissue culture). Plant genetics and breeding techniques are covered as part of the seed propagation process. Most of the labs are applied in emphasis and directed toward producing plants for an Earth Day Plant Sale. The class will be enhanced by field trips to commercial nurseries and/or greenhouses in the region. **Prerequisite:** BIOL 1214 with a minimum grade of C. *Course rotation:* Spring.

BIOL 4314 – Animal Physiology – 4 credit hours

Study of the function of organisms by a comparative approach with special attention to vertebrates. Focus is on homeostasis, buffer systems, basics of osmotic control, nerve and muscle function, kidney, cardiovascular, respiratory, function, and metabolic processes. Laboratory is integrated with lecture and uses vivisection where possible. **Prerequisites:** BIOL 1204 *and* BIOL 1214 with a minimum grade of C. *Course rotation:* Varies.

BIOL 4404 – Molecular Biology – 4 credit hours

Advanced theory and methods in the study of gene expression in prokaryotic and eukaryotic cells, genetic engineering, and molecular biology including DNA replication, regulation of gene expression, protein expression and purification. Integrated lab exercises include DNA manipulations, DNA cloning and mapping, protein expression and purification. **Note:** Recommended for pre-health science majors. **Prerequisites:** BIOL 3204 with a minimum grade of C *and* CHEM 1224. *Course rotation:* Varies.

BIOL 4604 – Aquatic Biology – 4 credit hours

Introduction to concepts in lake and stream ecology. In lab, students will assess abiotic (physical and geomorphical) aspects of aquatic ecosystems, e.g., wet chemistry and physiometric assessments. Students will also employ various aquatic survey techniques to assess biotic aspects of lakes and streams, including rapid biological assessment used state and federal agencies. **Prerequisites:** Junior standing *and* successful completion of BIOL 2204 *and* BIOL 2314 with a grade of C. *Course rotation:* Varies.

BIOL 4912 – Seminar I – 2 credit hours

The introductory portion of the senior capstone sequence. A comparative critique of existing peer-reviewed research prepares the student for a study of current literature in a selected biology topic of the student's interest. Students will prepare and practice two short oral presentations on the initial stages of their research project. Students will submit a novel biology research proposal in draft form at the end of the course integrating multiple peer-reviewed references into a cohesive proposal. **Prerequisite or Corequisite:** BIOL 3204, MATH 2403, *and* junior standing in the biology program. *Course rotation:* All semesters. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application &

Integration of Knowledge. *Note:* Students must also complete BIOL 4921 to meet general education requirements.

BIOL 4921 – Seminar II – 1 credit hour

A continuation of the senior capstone research project from BIOL 4912. Students will finalize their written research proposal according to discipline-specific, written research standards. Students will formally present their completed research proposal to peers and faculty. Both peers and Faculty will evaluate the scientific validity and communication of the proposal. *Note:* Completion of the ETS Biology Field Test is required for passage of this course. *Prerequisites:* Senior standing and successful completion, with a minimum grade of C, of BIOL 2204 or BIOL 2314, BIOL 3204, BIOL 3304 or BIOL 3403, and BIOL 4912. *Course rotation:* All semesters. *General Education:* Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge. *Note:* Students must also complete BIOL 4912 to meet general education requirements.

Business

BUSI

BUSI 1043 – Introduction to Financial Literacy – 3 credit hours

Introduction to the concepts of personal budgeting, spending, investing, and debt management. Emphasizes the individual's ability to discern financial choices, to discuss money and financial issues without discomfort, to plan for the future, and to respond competently to life events that affect everyday financial decisions, including events in the general economy.

BUSI 1053 – Business Applications – 3 credit hours

Introduction to the major concepts of business management, economics/finance, human resources, and accounting, including affiliated fields of study and future job opportunities. Applied learning is incorporated and coordinated with the Lindsey Wilson College Center for Entrepreneurship.

BUSI 2106 – Lean Systems – 6 credit hours

Students will learn to describe and apply the principles, tools, and techniques associated with lean operations and will plan and execute improvement projects in their workplace or in a simulated workplace. The course requires application of lean principles and techniques. *Prerequisite:* Instructor's permission. *Note:* Will be offered at workplace locations.

BUSI 2203 – Entrepreneurship – 3 credit hours

Focuses on the following fundamentals of entrepreneurship: creative thinking, leadership, problem-solving, risk-taking, and adaptation to change along with basic concepts in economics, accounting, and marketing. Strong emphasis on experiential learning activities which will involve student interaction with business leaders and entrepreneurs.

BUSI 2206 – Lean Leadership – 6 credit hours

Students will analyze and select applicable lean principles and tools for their workplace. They will develop innovative solutions to problems in their workplace. They will teach and coach lean principles to coworkers. *Prerequisite:* BUSI 2106 or documented previous equivalence training or experience.

BUSI 2216 – Entrepreneurship Project – 6 credit hours

Students will develop a business plan and begin implementation of the business concept that they have submitted prior to the beginning of the semester in which they register for the course.

BUSI 2303 – Business Communication – 3 credit hours

Study of communication processes in business as related to managerial and professional communication. Emphasis on interpersonal and organizational concepts; goals, skills, and criteria; cultural aspects; electronically assisted communication; collaborative communication; planning, organizing, and developing business messages; message patterns; visual and oral media; research and reports; and the employment process. *Prerequisite:* ENGL 1023.

BUSI 2503 – Business Mathematics – 3 credit hours

Introduces elementary finance and specific problems relative to business enterprises.

Prerequisite: MATH 1013, unless mathematics waiver requirements are met.

BUSI 2713 – Business Law – 3 credit hours

Studies the legal environment of business. Introduces the private and public aspects of business law. Topics include law and the judicial system, contracts, regulation and consumer protection, and commercial paper.

BUSI 2903 – Introduction to Management – 3 credit hours

Introduces the discipline of Management. Integrates the basic processes of management: planning, organizing, motivating, and controlling. Case studies are used to solve realistic problems in managing a business. *Prerequisite:* Sophomore standing. *General Education:* Intermediate – Communication; Intermediate – Inquiry & Analysis.

BUSI 2933 – Small Business Management – 3 credit hours

A study of the problems of establishing and operating a small business. Includes development of a business plan, integrating capital requirements, location, managing inventory, taxation, and services.

BUSI 3103 – Consumer Behavior – 3 credit hours

Marketing is a customer-driven function that begins and ends with the consumer – from identifying customer needs to trying to meet those needs and ensuring post-purchase satisfaction. This course focuses on fundamental theories and concepts in consumer behavior to enhance the student's understanding of how and why people choose, use, and evaluate goods and services the way they do.

BUSI 3303 – Introduction to Marketing Research – 3 credit hours

This course focuses on the use of marketing research as an aid to making marketing decisions, specifically how the information used to make marketing decisions is gathered and analyzed.

Prerequisite: BUSI 3933.

BUSI 3403 – Digital Marketing – 3 credit hours

The course focuses on the what, why, and how of digital marketing, including online listening and monitoring, search engine optimization, search ads, email marketing, and ~~participating~~ participation in social media. *Prerequisite:* BUSI 3933.

BUSI 3503 – Business Computer Applications – 3 credit hours

Uses computer-based spreadsheets to create and analyze worksheets and graphs for accounting, finance, marketing, and human resource management.

BUSI 3513 – Introduction to Integrated Marketing Communication – 3 credit hours

The course introduces students to the fundamentals of integrated marketing communications (IMC). Students learn and apply the IMC planning process and examine the role of integration to ensure consistency of creative strategy and complementary use of traditional and digital media.

Prerequisites: BUSI 2303 and BUSI 3933.

BUSI 3533 – Principles of Finance – 3 credit hours

Studies the basic principles, concepts, and analytical tools in finance. Areas examined include: budgeting, present value concepts, sources, and uses of funds. *Prerequisites:* ACCT 2123 and BUSI 2903.

BUSI 3553 – Financial Literacy – 3 credit hours

Addresses concepts of personal money management, determining financial resources, establishing financial goals and strategies, and budgeting through retirement.

BUSI 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.

BUSI 3603 – Employee & Labor Relations – 3 credit hours

Provides a comprehensive introduction to employment and labor regulations. Consideration will be given to the rights and responsibilities of employers and employees throughout the employment relationship. Topics to be discussed will include the common law and statutory foundations of employment law, the employment relationship, collective bargaining, and labor relations.

Prerequisites: BUSI 2713 and BUSI 3953.

BUSI 3701 – Entrepreneurship in Action (ENACTUS) – 1 credit hour

Introduces the student to business leadership training using the guidelines of a national leadership organization called ENACTUS (“a community of student, academic, and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world”). Through project management, this course emphasizes activities and techniques that develop competencies needed to become a successful leader. Students receive instruction and hands-on experience in areas of entrepreneurship, teamwork, communication, and networking.

BUSI 3933 – Principles of Marketing – 3 credit hours

Studies the behavioral, functional, societal, and institutional foundations of marketing, as well as the marketing mix variables: product, price, promotion, and channels of distribution. *Prerequisite:* BUSI 2903.

BUSI 3943 – International Marketing – 3 credit hours

The course considers the marketing strategies needed to remain competitive in a global environment. The impact of changing economic, political, legal, social, and cultural environments on management decision making is examined. *Prerequisite:* BUSI 3933.

BUSI 3953 – Personnel Management – 3 credit hours

Deals with personnel functions within organizations. Topics include: recruitment, selection, appraisal and compensation, labor laws governing management and labor, and future prospects in the personnel field. *Prerequisite:* BUSI 2903.

BUSI 3973 – Management Information Systems – 3 credit hours

Introduces information systems in business and the global society. Topics include information technology concepts, business information support systems, transaction processing systems, management decision support systems, expert systems, enterprise systems, and systems development.

BUSI 3983 – Acquiring & Developing Talent (Workforce Planning) – 3 credit hours

Focuses on workforce planning and talent management. Topics include workforce needs analysis, recruitment and staffing, organizational entry and socialization, training, career and succession planning, performance measurements, and issues in mergers and consolidations. *Prerequisite:* BUSI 3953.

BUSI 3993 – International Business Operations – 3 credit hours

Study of globalization, political, and cultural diversities; foreign investment; regional economic integration; the global monetary system; global capital market; the strategy and structure of international business; exporting; alternative approach to entering foreign markets; global manufacturing and material management; global marketing and research and development (R&D); global human resource management; accounting in international business; and financial management in international business. *Prerequisite:* Junior standing.

BUSI 3TX3 – Topics in Marketing – 3 credit hours

This course examines topics within marketing that are of current interest or that deal with specific areas of marketing. Examples include sports marketing, entrepreneurial marketing, marketing for non-profits, healthcare marketing, and data analytics. *Prerequisite:* BUSI 3933.

BUSI 4103 – Marketing Capstone Project – 3 credit hours

Students apply knowledge and skills learned in their course of study to develop a marketing plan for a for-profit company or non-profit organization. *Prerequisite:* Business major with senior standing.

BUSI 4603 – Compensation & Benefits – 3 credit hours

Provides advanced study of the human resources function of compensation. Topics include design and administration of the total compensation system, including such subtopic areas as pay equity, job evaluation, wage and salary structures, variable pay programs, negotiation of benefit plans, benefit administrative and legal compliance, and compensation and benefits regulations.

Prerequisites: ACCT 2113 and BUSI 3953.

BUSI 4623 – Quantitative Business Research Methods – 3 credit hours

Provides a cross-discipline foundation in research methods in business. Exposes students to the set of conceptual tools and techniques that will enable them to understand the nature of the scientific method as it applies to a business setting, to evaluate the usefulness of research proposals and studies from the point of design and execution, and to execute a basic job of planning and carrying out a research project. *Prerequisites:* BUSI 2903 and ECON 3203.

BUSI 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.

BUSI 4763 – Operations Management – 3 credit hours

This course provides students with concepts, techniques, and tools involved in the process of converting or transforming resources into products or services. Included in the course are the managerial concepts in decision making as well as the interplay between financial objectives and operational capabilities. Topics covered include operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, managing quality, location strategies, layout strategies, inventory management, Just In Time (JIT), and lean operations. Also included are case studies and a semester-long simulation game which demonstrates critical concepts. *Prerequisites:* BUSI 2903 and ECON 3203.

BUSI 4773 – Human Relations in Business – 3 credit hours

Studies individual and group behavior in organizations, the nature and crucial importance of communication, employee motivation, and development of the human aspects on organizations.

Prerequisite: Senior standing or instructor's permission.

BUSI 4783 – Business Ethics & Values – 3 credit hours

Includes an analysis of the issues in the social responsibilities of business, ethics in promotion, distribution, processing, research, product development, honesty and fairness, accounting, finance, and production. Includes a study of federal legislation that created agencies to force business to act in socially responsible ways. *Prerequisites:* Senior standing or instructor's permission. *General Education:* Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

BUSI 4793 – Business Policy – 3 credit hours

Establishes effective business policy within the framework of the problems and methods of

business decision-making. Written and oral analyses are made of comprehensive cases cutting across the major functions within business organizations. Group and individual reports are required. Uses a computer simulation. This is the capstone course for the bachelor's degree business major and should be taken in the student's final semester. **Note:** A fee of approximately \$25 is required for the ETS Majors Fields Test. **Prerequisites:** BUSI 3533, BUSI 3933, BUSI 4763 and senior standing. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

BUSI PN06 – Entrepreneurship Internship – 6 credit hours

Students will spend at least 240 hours during the semester working at an entrepreneurial business. The internship will be accompanied by a seminar.

Chemistry

CHEM

CHEM 1100 – Principles of Chemistry Lab – 0 credit hours

Lab component of CHEM 1104. **Corequisite:** CHEM 1104.

CHEM 1104 – Principles of Chemistry – 4 credit hours

Emphasis on the structures and reactions that occur in biological systems, as well as the study of carbohydrate, protein, enzyme, lipid, nucleic acid, and hormone function. Laboratory component included. **Prerequisite:** Concurrent enrollment in or successful completion of the general education mathematics requirement. **Corequisite:** CHEM 1100. **Note:** Pre-nursing curriculum. **General Education:** Core – Inquiry & Analysis.

CHEM 1210 – General Chemistry I Lab – 0 credit hours

Lab component of CHEM 1214. **Corequisite:** CHEM 1214.

CHEM 1214 – General Chemistry I with Lab – 4 credit hours

Deals with the structure of the atom and matter, nomenclature, stoichiometry, thermodynamics, and chemical bonding. A two-hour laboratory series is included that correlates with the course's concepts. **Prerequisite:** MATH 1013, unless waiver requirements are met. **Corequisite:** CHEM 1210. **Course rotation:** Fall. **General Education:** Core – Inquiry & Analysis.

CHEM 1220 – General Chemistry II Lab – 0 credit hours

Lab component of CHEM 1224. **Corequisite:** CHEM 1224.

CHEM 1224 – General Chemistry II with Lab – 4 credit hours

Continuation of General Chemistry I, this course deals with kinetics, equilibria, acids and bases, solutions, pH, radiation, and biological compounds. A two-hour laboratory series is included that correlates with the course's concepts. **Prerequisite:** CHEM 1214 with a minimum grade of C. **Corequisite:** CHEM 1220. **Course rotation:** Spring. **General Education:** Core – Inquiry & Analysis.

CHEM 3312 – Organic Chemistry I Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry I Lecture. Common organic laboratory techniques like distillations and recrystallizations as well as safe means of performing and analyzing simple organic reactions are covered. Formal lab reporting methods are developed. Must be taken concurrently with the associated lecture CHEM 3313. **Prerequisite:** CHEM 1224 with a minimum grade of C. **Course rotation:** Fall.

CHEM 3313 – Organic Chemistry I Lecture – 3 credit hours

Lecture presents the chemistry of carbon compounds: alkenes, alkynes, alkyl, halides, alcohols, ethers, and esters. Also includes nomenclature, preparations, reactions, reaction mechanisms, and stereochemistry. Must be taken concurrently with the associated lab CHEM 3312. **Prerequisite:** CHEM 1224 with a minimum grade of C. **Course rotation:** Fall.

CHEM 3322 – Organic Chemistry II Laboratory – 2 credit hours

Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry II Lecture. More involved organic reactions, analytical methods, and qualitative organic analysis are covered. Higher level conceptual analysis of the laboratory observations 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.

CHEM 3323 – Organic Chemistry II Lecture – 3 credit hours

Continuation of Organic Chemistry I Lecture, including the study of the chemistry of aldehydes, ketones, carboxylic acids, aromatic compounds, amines, amides, and biological compounds. Also includes some spectroscopy introduction: nuclear magnetic resonance, infrared, visible, ultraviolet, and mass spectroscopy. Must be taken concurrently with the associated lab CHEM 3322.

Prerequisites: CHEM 3313 and 3312, both with a minimum grade of C. **Course rotation:** Spring.

CHEM 4104 – Biochemistry – 4 credit hours

Provides the material for a comprehensive undergraduate biochemistry course. Topics include production of biochemically useful energy, biochemical pathways, the structure and metabolism of carbohydrates, protein structure and functions, and the structures of lipids and nucleic acids. The required laboratory will provide correlating exercises. **Prerequisite:** CHEM 3323 with a minimum grade of C or instructor's permission. **Course rotation:** Varies.

Communication

COMM

COMM 1003 – 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. **General Education:** Core – Application & Integration of Knowledge.

COMM 1503 – Mass Media & Society – 3 credit hours

Examines the role and impact of the media on individuals and society. Topics include the historical development of the mass media, along with media effects, ethics, legal considerations, and the role of journalism in society. Students develop a deeper awareness of the media in their lives and a critical perspective to become more responsible consumers of information. Also listed as JRNL 1503. **Course rotation:** Fall.

COMM 2003 – Critical Thinking & Communication – 3 credit hours

This survey course introduces critical thinking, establishes its historical nexus with the discipline of communication, and explores contemporary applications vis-à-vis information literacy, media literacy, new media literacy, quantitative literacy (i.e. numeracy), and visual literacy. Emphasis will be placed on developing critical thinking skills through intensive practice in in-class debate and deliberative exercises, and analysis of communication artifacts. **Course rotation:** Spring.

COMM 2103 – Public Speaking – 3 credit hours

Focused primarily on the construction of speeches. Includes introductions to audience analysis, persuasion, and delivery techniques. An additional focus is on developing appropriate listening behaviors. Strong emphasis on attendance. **Recommended:** ENGL 1013. **Course rotation:** Fall and spring. **General Education:** Core – Communication.

COMM 2503 – Interpersonal Communication – 3 credit hours

An analysis of interpersonal effectiveness, verbal and nonverbal techniques, encoding and decoding communication messages, and interaction within relationships. **Recommended:** COMM 1003. **Course rotation:** Fall and spring. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

COMM 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.

COMM 3103 – Advanced Public Speaking – 3 credit hours

An intensive application of the basic skills of public speaking. Delivery is stressed as a critical component of speech-making. Emphasis is given to critical thinking skills, analysis of research findings, the impact of language on messages, and critiquing and examining the delivery and speaking skills of current political and entertainment figures. *Prerequisites:* Minimum grade of C in COMM 2103. *Recommended:* COMM 1003. *Course rotation:* Spring of odd years.

COMM 3113 – Public Relations Principles & Practices – 3 credit hours

Students will learn how information moves inside and outside organizations and how this information can be used to contribute to organizational goals. For students considering careers in public relations, this course will provide initial communication planning and writing skills. For students interested in communication applications part of careers in other fields, this course will contribute to understanding communication applications in modern organizations. *Course rotation:* Spring.

COMM 3203 – Nonverbal Communication – 3 credit hours

An integral study relating to body language, facial expressions, vocal variations, proxemics, personal appearance, and artifacts. *Recommended:* COMM 1003. *Course rotation:* Fall.

COMM 3213 – Intermediate Public Relations – 3 credit hours

Helps students develop expanded skills in applying public relations principles and practices to case studies that reflect the realities of the profession today. As student skills expand, there will be some work with real companies as clients. *Course rotation:* Fall.

COMM 3303 – Group Communication & Decision Making – 3 credit hours

Study of time interaction and communication in small-group and team situations. Emphasis is placed on role identity, listening, conflict, problem-solving and decision-making. *Recommended:* COMM 1003. *Course rotation:* Spring.

COMM 3333 – Internal Communication – 3 credit hours

Focuses on the effect internal dialogue has on reasoning choice and intention. The course explores the role that conscious and unconscious discourse plays in our effort to understand both ourselves and our environment; and thus become more effective communicators. *Course rotation:* Fall and spring.

COMM 3403 – Family Communication – 3 credit hours

An introduction to communication phenomena in the family setting. Designed to help students understand how, through communication, family relationships are developed, maintained, enhanced, or disturbed. Students will learn verbal and nonverbal skills that help promote healthy family communication. *Course rotation:* Fall and spring. *General Education:* Mastery – Engaged Local & Global Citizenship.

COMM 3503 – Organizational Communication – 3 credit hours

A management approach to communication within business environments. Includes team approaches, problem-solving, and development of professionalism. *Recommended:* COMM 1003. *Course rotation:* Fall.

COMM 3603 – Intercultural Communication – 3 credit hours

Provides an overview of the study of communication and culture with an emphasis on the theory and practice of cross-cultural and intercultural communication. It includes comparative studies of communication practices in different cultures and subcultures (cross-cultural) and descriptive normative studies of communication between different cultures and subcultures (intercultural).

Recommended: COMM 1003. *Course rotation:* Fall. **General Education:** Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

COMM 3703 – Communication & Aging – 3 credit hours

A study of communication as it pertains to human social development, with an emphasis on the effects of aging, generational differences and social stereotypes on interpersonal communication effectiveness. **Recommended:** COMM 1003. *Course rotation:* Fall. **General Education:** Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

COMM 3713 – Gender & Communication – 3 credit hours

An assessment of communication interaction as influenced by gender differences and similarities. Intensive study of gender in social and professional situations. **Recommended:** COMM 1003. *Course rotation:* Spring.

COMM 3723 – Great Speeches – 3 credit hours

Inquiry into and analysis of historically significant orators and speeches. Themes and topics will vary from semester to semester. Students will learn to apply critical inquiry skills to the study of speeches and to discern the rhetorical and societal factors that contribute to the assessment of “greatness.” **Recommended:** COMM 2103. *Course rotation:* Fall.

COMM 4103 – Conflict Resolution – 3 credit hours

An intensive study of the nature of conflict, its causes and consequences, and communication strategies for managing and resolving conflict. **Recommended:** COMM 1003. *Course rotation:* Fall of odd years.

COMM 4113 – Advanced Public Relations – 3 credit hours

Assigned work groups will plan and execute public relations/communication strategies for area business organizations. These plans will be expected to provide measurable gains against client objectives. Students will be expected to demonstrated exceptional professionalism, as established in the course structure and content. *Course rotation:* Spring.

COMM 4203 – Crisis Communication – 3 credit hours

Communication strategies for dealing with crisis situations through prevention, readiness, and resolution of crisis situations will be developed. **Recommended:** COMM 1003. *Course rotation:* Spring of even years.

COMM 4403 – Communication Law & Ethics – 3 credit hours

Study focuses on media law and ethical considerations in the contemporary communication environment. Topics include the First Amendment, libel, invasion of privacy, information access, free press and fair trial considerations, obscenity, copyright, advertising, and telecommunication regulations. Also listed as JRNL 4403. *Course rotation:* Spring. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

COMM 4503 – Interviewing – 3 credit hours

A comprehensive study of interviewing techniques as applied in diverse settings, including employment, performance appraisal, health care, and human services. Students will demonstrate understanding of relevant principles and techniques through observation of and participation in a series of interviews in and out of class. **Recommended:** COMM 1003. *Course rotation:* Spring.

COMM 4613 – Creative Communication – 3 credit hours

Building on the Transactional Process of Communication model, students explore the use of creative communication in nonprofit organizations to target publicity, leadership recruitment and membership involvement. Units include mime, skits, clowning, and monologue. The model used in class will center on creative communication in a church setting because the college's foundation is in the United Methodist church. *Course rotation:* Fall and spring.

COMM 4713 – Leadership – 3 credit hours

Study of communication relative to values, leadership, and power in organizational contexts such as business, professional, social, educational, and political groups. **Recommended:** COMM 1003. *Course rotation:* Fall of even years.

COMM 4723 – Persuasion – 3 credit hours

An advanced study of theories of human influence and motivation and their applications with emphasis on commercial and political advertising in mass communication and computer-mediated communication. *Course rotation:* Spring. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

COMM 4733 – Political Communication & Public Affairs – 3 credit hours

Study of communication issues related to interest group politics, including how interest groups use mass media to advance their public policy agendas. Citizen disengagement and the theory and practice of deliberative democracy are also emphasized. *Course rotation:* Spring.

COMM 4903 – Professional Internship in Communication – 3 credit hours

A student may elect to participate in a professional internship in a communication or communication-related field. The internship must involve a minimum of 120 clock hours per semester, for which at least 80 percent of the time at work involves activities that meaningfully contribute to the student's professional development for a targeted career. The internship must be pre-approved and supervised by a communication program faculty member and comply with the program's guidelines for professional internships. *Grading:* Credit/No Credit. *Course rotation:* As needed.

COMM 4993 – Communication Capstone – 3 credit hours

The capstone course gives all undergraduates in communication the opportunity for a culminating college experience that focuses on their discipline and areas of interest and requires them to integrate concepts from a related communication course. A written report and oral presentation of that report as well as a culminating reflection paper serve as the exit assessment for the major. Communication majors only, must be taken within the last two semesters prior to graduation or with the program's permission. *Course rotation:* Fall and spring. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

Computer Information Systems

CIS

CIS 1003 – Computer Concepts & Applications – 3 credit hours

A survey of computing and technology-related issues, including hardware, software, operating systems, file management, networks, electronic communication, Internet research, technology in society, and online security, privacy, and ethics. Also provides a survey of and hands-on experience with word processing, spreadsheet, presentation, database, Web browser, and email software. **Recommended:** Keyboarding skills *or* instructor's permission.

CIS 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. **Corequisites:** CIS 1003 and MATH 1013, unless waiver requirements are met, or instructor's permission.

CIS 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 1013.

CIS 2103 – Windows & Linux Administration – 3 credit hours

Students will configure and administer Windows and Linux hosts in order to learn how to maintain a heterogenous network. Troubleshooting and system administration skills will be emphasized and routinely assessed. Students will learn to evaluate and implement software applications that can be used to centrally manage and monitor network servers and client workstations. Learning the roles and functions of management in organizations and communicating technical information to managers will be introduced.

CIS 2703 – Visual Basic Programming – 3 credit hours

Visual Basic language will be used to provide experience in planning and creating interactive Windows applications with an emphasis on Graphical User Interface design skills. **Prerequisite:** MATH 1013. *Course rotation:* Fall.

CIS 2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as MATH 2713 and PHYS 2713. **Prerequisite:** MATH 1013, unless waiver requirements are met. *Course rotation:* Spring.

CIS 3003 – Web Design – 3 credit hours

Introduction to basic Web design and creation principles using Web authoring software, HTML, JavaScript, and Cascading Style Sheets. *Course rotation:* Fall.

CIS 3013 – Web Applications I – 3 credit hours

Introduction to Web application development using HTML, CSS, Responsive frameworks, JavaScript, jQuery, and ColdFusion. Points of emphasis include working with UI elements, client interactions, ColdFusion tags and functions, dynamic Web pages, interacting with databases, forms, and various methods of data presentation. **Prerequisite:** CIS 3003. **Prerequisite/Corequisite:** CIS 3023. *Course rotation:* Spring.

CIS 3023 – Database Applications I – 3 credit hours

Introduction to relational databases using Oracle. Students will learn database concepts and how to create database objects such as tables, indexes, views, etc. Creation of databases objects will be covered from the perspective of system design and will address such topics as normalization and referential integrity. The student will become proficient in Structured Query Language (SQL) and will be able to insert, update, delete, and retrieve data from tables. **Prerequisite:** CIS 3003. *Course rotation:* Spring.

CIS 3103 – Introduction to Cybersecurity – 3 credit hours

Students will build onto the network from Windows and Linux system administration by implementing security solutions to harden their network. Students will learn the principles of cybersecurity and integrate the knowledge learned into actionable tasks to maintain a secure network. Techniques used by adversaries will be discussed along with the methods to detect and

prevent the attacks. Report writing, security plan development, and developing a continuous security control assessment plan will be explored.

CIS 3203 – Advanced Cybersecurity – 3 credit hours

Students will continue to learn about emerging security threats and incorporate defenses to strengthen networks. Enterprise level security techniques will be explored and implemented such as intrusion detection systems, managing firewalls, enterprise host-based security, etc. Secure network design will be explored, and students will redesign their virtual network based on those principles. Students will also participate in the demonstration of security technologies with commercial vendors.

CIS 3303 – Ethical Hacking – 3 credit hours

Students will learn the ethics of testing the security of a network. They will be introduced to an unknown network and will learn the techniques and skills needed to successfully penetrate the network. Defensive strategies will be explored after a successful compromise of a service or software application. Students will learn to write non-technical reports that outline the vulnerabilities found and how to mitigate the risks.

CIS 4013 – Web Applications II – 3 credit hours

Focuses on web application framework and advanced ColdFusion techniques. Topics covered include ColdFusion components, user defined functions, AJAX, JSON, APIs, advanced database techniques, user interface, and banded report writing. Prepares the student for the Capstone Project, where the student will build a functional web application which includes the design of the database and user interface components. **Prerequisites:** CIS 3013. **Prerequisite/Corequisite:** CIS 4023. *Course rotation:* Fall.

CIS 4023 – Database Applications II – 3 credit hours

Focuses on Oracle's PL/SQL language. Topics covered include cursors, exception handling, native and user defined procedures and functions, packages, privileges, database triggers, and dynamic SQL. The student will acquire a strong understanding of the PL/SQL language, its uses and value to system architecture. Prepares the student for the Capstone Project, where the student will build a functional web application which includes the design of the database and user interface components. **Prerequisite:** CIS 3023. *Course rotation:* Fall.

CIS 4033 – Capstone Project – 3 credit hours

Culmination of the concepts learned in the CIS program. The student will be provided specifications for a project which requires the development of the database infrastructure and user interface of a dynamic, Web-based application. As part of the database component, the project will emphasize design, normalization of tables, data integrity, user defined functions and procedures. User input and interaction with the database (including the insertion, editing, and deleting of records) and reporting will comprise the back end and user interface aspect of the project. **Prerequisites:** CIS 4013 and CIS 4023. *Course rotation:* Spring.

Criminal Justice

CRJS

CRJS 1003 – Introduction to Criminal Justice – 3 credit hours

Surveys the American justice system, including legal and constitutional dimensions, the juvenile justice system, probation and parole, and elements of law enforcement. **Recommended:** It is highly recommended that students first complete or test out of the Reading Sequence before taking this course. It is also recommended that students complete ENGL 1013 before taking this course.

General Education: Core – Inquiry & Analysis.

CRJS 1013 – Writing in Criminal Justice – 3 credit hours

Focuses on specific writing skills necessary for working in the criminal justice field, including proper formatting and specific report writing. **Prerequisite:** CRJS 1003 and ENGL 1023. **Note:** CRJS 1013 may be taken simultaneously with CRJS 1003 with the instructor's permission.

CRJS 2103 – Criminology – 3 credit hours

Focuses on theoretical and pragmatic factors involved in illegal behavior. *Prerequisites:* CRJS 1003 and ENGL 1023. *General Education:* Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

CRJS 2213 – Juvenile Offender – 3 credit hours

A psycho/social examination of deviant and criminal behavior among juvenile populations in the United States, focusing on prevention, treatment, and other elements of the juvenile justice system. *Prerequisite:* CRJS 1003.

CRJS 2303 – Criminal Courts – 3 credit hours

Examines personnel, administration, legal issues, and delivery of legal services in the American criminal court system in the context of local, state, and federal systems. *Prerequisites:* CRJS 1003.

CRJS 3003 – American Legal Systems – 3 credit hours

Examines the American system of alternative and judicial dispute resolution, focusing on court structures, jurisdictions, and steps in the civil and criminal processes. *Prerequisite:* CRJS 1003.

CRJS 3023 – Police Investigation – 3 credit hours

Focuses on how the crime scene should be investigated, searched, and processed for evidence, and includes an emphasis on the legal admissibility of these procedures. Students will discuss the forensic value of physical evidence and the role of forensic science and criminalistics in evaluating this evidence and presenting it in court. *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 3123 – Police & Society – 3 credit hours

A study of law enforcement in the United States as it relates to society. Topics include: changing mores, the nature and evolution of the family and other social institutions, ethnic and racial elements, and social stratification. *Prerequisite:* CRJS 1003.

CRJS 3203 – Corrections – 3 credit hours

Study of the American penal system with attention to objectives, administration, historical evolution, and comparative status among developed countries. *Prerequisites:* CRJS 1003.

CRJS 3213 – U.S. Constitutional Law – 3 credit hours

The study of the development of foundational constitutional principles, the U.S. Constitution and amendments, the workings of the U.S. Supreme Court, and the landmark decisions of the U.S. Supreme Court. *Prerequisites:* CRJS 1003 or POSC 1003. *General Education:* Intermediate – Communication; Intermediate – Inquiry & Analysis.

CRJS 3403 – Probation & Parole - 3 credit hours

Administration and management of county, state, and federal community-based correction systems, including developing innovative systems of accounting and tracking those committed to the correctional system. *Prerequisites:* CRJS 1003, CRJS 2103, and CRJS 3203.

CRJS 3573 – Rural Crime – 3 credit hours

Examines critical issues related to criminal offending, criminal victimization and the administration of criminal justice in rural communities. Specific attention will be devoted to examining the social context of domestic violence, youth violence, substance abuse, drug trafficking, policing and crime prevention in rural communities. *Prerequisite:* CRJS 1003.

CRJS 3613 – Statistics in Criminal Justice – 3 credit hours

Analytical and statistical concepts and procedures relevant to crime and criminal justice, including quantitative and qualitative techniques. *Prerequisites:* General education math requirement, unless waiver requirements are met, CRJS 1003, and CRJS 3623.

CRJS 3623 – Research Methods in Criminal Justice – 3 credit hours

Overview of the research process with emphasis on research design, data collection, and analysis and interpretation of data and statistics. Use of both quantitative and qualitative research methods appropriate to the study of criminal justice. *Prerequisites:* General education math requirement, unless waiver requirements are met, and CRJS 1003. *General Education:* Intermediate – Communication; Intermediate – Inquiry & Analysis.

CRJS 3703 – Criminal Law – 3 credit hours

Attention will be given to the history and development of the substantive law, including common law, statutory law, and administrative regulations at the federal, state, and local levels. *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 3903 – Criminal Procedure – 3 credit hours

Focus upon the procedural law at the federal, state, and local levels, including a comprehensive look at the meaning of the legal concept of “due process.” *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 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. *Prerequisite:* CRJS 1003.

CRJS 4273 – Evidence – 3 credit hours

Examines forms of evidence, preservation of evidence, chain of custody, witnesses, proof, privileges, hearsay, and circumstantial evidence. Solid preparation for law enforcement candidates and a plus for the student focused on the law or the courts aspect of criminal justice today. *Prerequisites:* CRJS 1003 and CRJS 3213.

CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – 3 credit hours

This capstone course examines ethical and professional conduct related to specific career fields in criminal justice as well as general ethical issues related to the overall discipline. Focuses on applying learned principles and ethical frameworks to current legal, political, and social issues related to criminal justice. *Prerequisites:* Senior-level standing in CRJS program and at the college. *General Education:* Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

CRJS 4TX3 – Topics in Criminal Justice – 3 credit hours

Studies within a specific area of criminal justice are offered on an irregular basis in order to address a field of interest, current issues, or cases in criminal justice that are not addressed in depth in the normally offered courses. Examples of special topics: legal profession, criminal justice and mental health issues, forensics, current issues, and cases. *Prerequisites:* CRJS 1003 and instructor’s permission.

CRJS PN03 – Professional Internship – 3 credit hours

Required work experience in an occupational area related to student’s interest or focus. Students must have 120 clock hours worked and write a scholarly paper related to the work experience. *Grading:* Credit/No Credit. *Prerequisites:* Senior-level standing in CRJS program and at the college.

Economics

ECON

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. **General Education:** Core – Inquiry & Analysis.

ECON 2033 – Microeconomics – 3 credit hours

A study of supply, demand, price, seller-market power, profit, consumer choice, specialization, efficiency, domestic and international trades, and distribution of income. The role of middlemen, speculators, and the government in economy. Current economic controversies are discussed.

Prerequisites: Sophomore standing and MATH 1013, unless mathematics waiver requirements are met. **General Education:** Core – Inquiry & Analysis.

ECON 2043 – Macroeconomics – 3 credit hours

A study of inflation, unemployment, national income, booms and busts, government budget deficit, money, monetary and fiscal policies, specialization, efficiency, trade, currency exchange, and balance of payment with other nations. **Prerequisites:** ECON 2033 and MATH 1013, unless mathematics waiver requirements are met. **General Education:** Core – Inquiry & Analysis.

ECON 2203 – Statistics for Business & Economics I – 3 credit hours

Content includes descriptive statistics, survey of probability concepts, discrete probability distribution with emphasis on Poisson and binomial distributions, continuous normal distribution, simple random sampling, and sampling distribution. **Prerequisite:** MATH 1013 with a minimum grade of C.

ECON 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.

ECON 3203 – Statistics for Business & Economics II – 3 credit hours

Estimation and confidence intervals, hypothesis testing, analysis of variance, regression, analysis and correlation, non-parametric methods, time series and business forecasting, index numbers, quality control, and decision theory are reviewed. **Prerequisite:** ECON 2203 with a minimum grade of C.

Education

EDUC

EDUC 2123 – The Teaching Profession – 3 credit hours

Provides an overview of formalized schooling: influence of cultural background and socioeconomic status on child development and learning; teacher ethics; legal issues; student diversity; and curriculum. Includes a study of the historical movements of Western thought that have shaped contemporary educational theory and practice in the United States. Students will use technology to analyze the underlying philosophical themes revealed in the current structure and content of primary, middle level, and secondary education. Includes field hours. **Course rotation:** Fall and spring.

EDUC 2203 – Music Education P-5 – 3 credit hours

Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as MUSI 2203. **Course rotation:** Fall. **General Education:** Core – Application & Integration of Knowledge.

EDUC 2243 – Children’s Literature – 3 credit hours

Read and evaluate books and related materials for children in grades P- 5. A review of the interests and needs of children at different ages. Discussion of issues in children’s reading. *Course rotation:* Spring.

EDUC 2613 – Art Education P-5 – 3 credit hours

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as ART 2613. (\$30 lab fee) *Recommended* for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

EDUC 2713 – Introduction to Educational Technology – 3 credit hours

Introduces the theory and practice of instructional technology from historical and pragmatic perspectives. Studies the context and rationale for technology infusion in education, the definition of instructional technology, and its development in practice, the history of the field and current trends and issues. Students develop competencies in educational technology appraisal, technologically mediated communication and research, and the selection, development and application of multimedia to instruction. *Prerequisite or Corequisite:* EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3123 – Principles of Lifelong Learning – 3 credit hours

A study of psychology’s role in the understanding of human growth and development and its effect on learning. Students will become conversant with prevalent learning theories, experimental findings, and other data applicable to teaching and learning in the education profession. Students will integrate and apply the course knowledge base through case studies and application in P-12 educational settings. Includes field hours. *Prerequisite:* PSYC 1003 *and* admission to the teacher education program. *Course rotation:* Fall and spring. *General Education:* Intermediate – Engaged Local & Global Citizenship.

EDUC 3143 – The Exceptional Learner – 3 credit hours

A study of the social, psychological, and physiological aspects of diverse student needs in the classroom that include learning disabilities, the gifted, and the visually, aurally, physically, emotionally, and neurologically challenged. A major focus of the course is differentiation of instruction and accommodating the needs of learners. In the field hours, education candidates will work collaboratively with the classroom teacher and utilize technology in assisting student learning. *Corequisite:* PSYC 1003. *Prerequisites:* Admission to the teacher education program *and* EDUC 3403 *or* EDUC 3413. *Course rotation:* Fall and spring.

EDUC 3223 – Teaching Reading & Language Arts P-5 – 3 credit hours

Reading/language arts methods, materials, and media for grades P-5 are presented with special emphasis on using technology to explore theories of reading acquisition and development, multi-cultural experiences, and computer use in language arts and reading. Includes field hours. *Prerequisites:* Admission to the teacher education program *and* EDUC 3413. *Course rotation:* Spring. *General Education:* Intermediate – Inquiry & Analysis.

EDUC 3233 – Methods/Materials P-5 Mathematics – 3 credit hours

Evaluate materials and techniques in teaching children arithmetic, with emphasis on the organization of subject matter, activities involved in arithmetic, and diagnosis and remedial instruction. Technology designed for mathematics instruction will be applied and evaluated. Includes field hours. *Prerequisites:* Admission to the teacher education program, EDUC 3413, *and* MATH 2213. *Course rotation:* Fall.

EDUC 3303 – Adolescent Psychology – 3 credit hours

Students will use technology to study developmental processes, behavior, and thinking of children during adolescence. **Prerequisites:** PSYC 1003 and junior standing or instructor's permission. *Course rotation:* Fall.

EDUC 3313 – Literature for Grades 5-9 – 3 credit hours

Students will use technology to read and evaluate books and related materials for children in grades 5-9. Students will identify, evaluate, and discuss different types of children's literature. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3403 or EDUC 3413. *Course rotation:* Spring of even years.

EDUC 3403 – Fundamentals of Secondary Education – 3 credit hours

Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include: theories underlying educational curriculum and instruction, generic teaching methods, issues in student diversity, instructional technology, principles/problems/materials/media, and techniques involved in instructional activities. Students use technology to develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. **Prerequisite:** EDUC 2123. *Course rotation:* Fall and spring. **General Education:** Intermediate – Communication.

EDUC 3413 – Fundamentals of Elementary & Middle Grades Education – 3 credit hours

Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include theories underlying educational curriculum and instructions, generic teaching methods, issues in student diversity, instructional technology, principles/problems/materials/media and techniques involved in instructional activities. Students use technology to develop competencies in standards-based lesson/ unit planning and lesson presentation. Includes field hours. **Prerequisite:** EDUC 2123. *Course rotation:* Fall and spring. **General Education:** Intermediate – Communication.

EDUC 3523 – Reading & Writing in the Content Areas 5-9, 8-12 & P-12 – 3 credit hours

Establishes methods and techniques for incorporating literacy instruction, including digital media technology, in the content teaching of middle and high school teachers. Includes an overview of the reading and writing processes and discusses the application of literacy principles to the content areas. Literacy needs of diverse learners in closing the achievement gap is also addressed in order to prepare students for literacy requirements outlined in the Kentucky Academic Standards (KAS) and Career Readiness Standards. Includes field hours. **Prerequisites:** Admission to the teacher education program, EDUC 3403, and junior standing. *Course rotation:* Fall. **General Education:** Intermediate – Inquiry & Analysis.

EDUC 3623 – Art Education 6-12 – 3 credit hours

Provides Preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as ART 3623. **Prerequisites:** ART 1214, ART 2164, and ART/EDUC 2613 or instructor's permission. *Course rotation:* Offered as needed.

EDUC 4103 – Measurement & Assessment in Education – 3 credit hours

A pragmatic approach to the study of educational tests and measurement that explains essential psychometric concepts and their application in the classroom. Includes a thorough discussion of performance and portfolio assessments as well as how to assess special needs students. Uses technology, construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations. Includes field hours. **Prerequisite:** Admission to the teacher education program. *Course rotation:* Fall and spring.

EDUC 4243 – Methods/Materials P-5 Science – 3 credit hours

Includes interpreting children's science experiences and guiding development of their scientific concepts, and a briefing of science content material and its use for children. Technology designed for science instruction will be applied and evaluated. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413. **Course rotation:** Spring.

EDUC 4253 – Methods/Materials P-5 Social Studies – 3 credit hours

Explores the development of methods, materials, and principles of instructional strategies for teaching social studies in elementary schools. Technology designed for social studies instruction will be applied and evaluated. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413. **Course rotation:** Fall. **General Education:** Intermediate – Application & Integration of Knowledge.

EDUC 4263 – Classroom Management P-5 & P-12 – 3 credit hours

Acquaints the student with classroom organization, discipline strategies, and classroom management techniques using technology designed as a culminating experience prior to student teaching that prepares students for effective classroom management in rural/small-school settings. Includes field hours. **Prerequisites:** Admission to the teacher education program, EDUC 3403 or EDUC 3413, and last semester before student teaching. **Course rotation:** Fall and spring.

EDUC 4333 – Curriculum & Methodology in the Middle Grades – 3 credit hours

An in-depth study of discipline-specific principles of middle school curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques. Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413 and EDUC 3523, and second semester junior standing. **Course rotation:** Spring. **General Education:** Intermediate – Application & Integration of Knowledge.

EDUC 4433 – Curriculum & Methodology in Secondary Schools – 3 credit hours

An in-depth study of discipline-specific principles of secondary curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques. Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours. **Prerequisites:** Admission to the teacher education program, EDUC 3403 and EDUC 3523, and second semester junior standing. **Course rotation:** Spring. **General Education:** Intermediate – Application & Integration of Knowledge.

EDUC 4463 – Classroom Management 5-9 & 8-12 – 3 credit hours

Acquaints the student with classroom organization, discipline strategies, and classroom management techniques using technology designed as a culminating experience prior to student teaching that prepares students for effective classroom management in rural/small-school settings. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3403 or EDUC 3413 and last semester before student teaching. **Course rotation:** Fall and spring.

EDUC 4600 – Supervised Student Teaching – 12 credit hours

The student-teacher is expected to observe systematically expert teaching and to engage, under supervision, in the conduct of class sessions. The student-teacher also is expected to acquire skills in, and familiarity with, the co-curricular activities of a teacher and technology integration. Personal and group conferences and systematic supervision by faculty members are part of this requirement. Open only to students who have been approved for this part of the program. (\$155 student teaching fee) **Corequisite:** EDUC 4603. **Course rotation:** Fall and spring. **General**

Education: Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

EDUC 4603 – Practicum – 3 credit hours

Taken during the student teaching semester using technology to study curriculum, methods, media, computer software materials, and instructional procedures in the content areas in secondary education with an emphasis on field experience. **Corequisite:** EDUC 4600. **Course rotation:** Fall and spring.

English

ENGL

ENGL 0803 – ESL: Listening & Speaking – 3 credit hours

For speakers of English as a second language. Focuses on improvement of oral English skills in daily life and, especially, in academic contexts. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. **Course rotation:** Fall.

ENGL 0804 – ESL: Reading & Writing – 4 credit hours

For speakers of English as a second language. Focuses on improving the skills of reading and writing. Includes work on increasing active and passive vocabulary, improving reading comprehension, and strengthening the skills of expression and coherence when writing in English. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. **Course rotation:** Fall.

ENGL 0854 – ESL: College-Level Skills – 4 credit hours

For speakers of English as a second language. Focuses intensively on developing all four language skills (reading, writing, listening, and speaking) to college-level proficiency. **Grading:** Credit/No Credit. Students are not allowed to withdraw from this course as it is a developmental course. **Course rotation:** Spring.

ENGL 0903 – Introduction to Writing Studies – 3 credit hours

Introduces students to college-level writing, with emphases on writing as process, critical thinking, and strategies for successfully addressing writing assignments in a variety of genres. By the end of the semester, students will be able to produce well-organized, thoughtful writing of various types that may include personal narratives, rhetorical analyses, argument essays, literary responses, short stories, and book reviews. Students will learn what it means to be a writer and to think critically about texts. **Grading:** Credit/No Credit. **Note:** Some sections of ENGL 0903 will be identified as ESL. These sections are recommended for international students. **Course rotation:** All semesters.

ENGL 0904 – Introduction to Writing Studies with Lab – 4 credit hours

Same as ENGL 0903 but with a scheduled lab component. Designed for developmental writers designated for intensive tutoring. **Course rotation:** Fall and spring.

ENGL 1013 – Writing Studies I – 3 credit hours

Familiarizes students with the expectations of college-level writing, with emphases on writing as a process, critical thinking, and fundamentals of research. Focus may be divided among the standard features of academic writing that may include personal narratives, rhetorical analyses, argument essays, literary responses, and short, researched essays. Students will begin to develop sophisticated analytical skills to complement a broadened understanding of the writing process and what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors. **Prerequisite:** 18 or above ACT English sub-score, 83 or above Accuplacer Sentence Skills sub-score, *or* successful completion of ENGL 0903, ENGL 0904, *or* READ 0713. **Course rotation:** All semesters. **General Education:** Core – Communication.

ENGL 1023 – Writing Studies II – 3 credit hours

Builds on knowledge developed in Writing Studies I and provides comprehensive instruction on incorporating research in academic writing assignments. Students learn how to summarize,

synthesize, and document sources using MLA documentation style. Using researched material for support rather than as the primary content of an essay will be encouraged and emphasized. Students will exhibit sophisticated analytical skills to complement a broad understanding of the writing process and what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors. **Prerequisite:** Minimum grade of C in ENGL 1013 or minimum ACT English sub-score of 25. **Course rotation:** All semesters. **General Education:** Core – Communication.

ENGL 2103 – Literary Interpretation – 3 credit hours

Introduces students to the fundamental terminology and methodology for understanding and interpreting the literary genres of fiction, drama, and poetry. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. Open to all students, this course is required for English majors. **Prerequisite:** ENGL 1013. **Course rotation:** All semesters. **General Education:** Core – Inquiry & Analysis.

ENGL 2203 – World Literature – 3 credit hours

Introduces and examines selected works of literature from countries around the world in order to demonstrate the rich diversity of national and regional literatures and, through those readings, to arrive at a more informed appreciation of human experiences. The basic terminology and methodology used in literary study of fiction, drama, and poetry will also be presented. All works are read in modern English translations. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 1013. **Course rotation:** Spring. **General Education:** Core – Engaged Local & Global Citizenship.

ENGL 2703 – Introduction to Modern English Grammar – 3 credit hours

An examination of contemporary grammar as it pertains to Standard English. Students will become aware of language varieties, familiar with grammar terminology, and better able to recognize the structure of English sentences. This awareness will, in turn, assist students in strengthening their own language use and working with language users from various backgrounds. This course emphasizes intellectual development, critical analysis, and cultural literacy. **Prerequisite:** ENGL 1023. **Course rotation:** Spring.

ENGL 3053 – 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Fall. **General Education:** Intermediate – Application & Integration of Knowledge.

ENGL 3103 – Creative Writing – 3 credit hours

Provides students the opportunity to learn and practice the essentials of writing poetry, fiction, drama, or creative nonfiction in a workshop setting. This course emphasizes intellectual development and cultural literacy. **Prerequisite:** ENGL 2103 or ENGL 2203. **Course rotation:** Fall.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Fall.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Spring.

ENGL 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 & Gender Studies major and minor programs and emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. May be repeated once for credit. **Prerequisite:** ENGL 2103 or ENGL 2203. **Course rotation:** Fall. **General Education:** Intermediate – Application & Integration of Knowledge.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Fall. **General Education:** Intermediate – Engaged Local & Global Citizenship.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Spring.

ENGL 3363 – Modern Critical Theory – 3 credit hours

Examines the basic principles and moves to advanced application of literary and modern critical theories, which may include feminist and gender studies, reader-response theory, new historicism, deconstruction, and post-colonialism. By semester's end, students will have the opportunity to develop their own critical positions. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 2103 or ENGL 2203 and junior standing. **Course rotation:** Spring. **General Education:** Intermediate – Inquiry & Analysis.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Spring.

ENGL 3553 – Transnational Literature – 3 credit hours

Intensive study of literary works and traditions from various parts of the world, through a comparative framework. Attention will be paid to cross-cultural exchanges that occur when literary works and movements cross nation-state boundaries. Exploration of phenomena such as globalization, exile, diaspora, border-crossing, print circulation, and migration may be emphasized.

Focus varies depending upon instructor but may include Transnational Modernism(s), the Postcolonial, the black Atlantic, Chicano/a literature, border studies, Transatlantic literature, Trauma and Terrorism, and literature of the Americas. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. **Prerequisite:** ENGL 2103 or ENGL 2203. **Course rotation:** Alternate fall. **General Education:** Intermediate – Engaged Local & Global Citizenship.

ENGL 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:** ENGL 2103 or ENGL 2203. **Course rotation:** Spring. **General Education:** Intermediate – Application & Integration of Knowledge.

ENGL 3633 – Writing & Technology – 3 credit hours

Examines literate cultures' use of technology as a method of communication, encouraging detailed rhetorical analyses of common technologies including blogs, social networking websites, email, online gaming, and class management applications such as Blackboard. This course focuses on affordances of such technologies and theories of technology that consider accessibility, usability, and design, alongside issues of class, gender, and ethnicity. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 1023. **Course rotation:** Alternate spring

ENGL 3643 – Greek Myth & Literature – 3 credit hours

Advanced study of Greek mythology and how it influenced and appears in Homer's epics, the Greek tragedians, and later literary works. All works will be read in modern English translations. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 2103 or ENGL 2203. **Course rotation:** Alternate fall. **General Education:** Intermediate – Engaged Local & Global Citizenship.

ENGL 3733 – Writing & Culture – 3 credit hours

This course is designed to help students think and write critically about varying aspects of culture. Encourages students to engage in rhetorical analyses of the ways various cultures use writing and conceive literacy and to investigate the ways cultural norms shape writing and visual media. Explores developments of trends in areas such as film, television, and the internet. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisite:** ENGL 1023. **Course rotation:** Spring. **General Education:** Intermediate – Communication.

ENGL 4003 – Modern Rhetorical Theory – 3 credit hours

Structured on the following assumptions: 1) language shapes reality; 2) by analyzing texts, power relations can be identified, researched, and challenged; 3) everything is a text which can be analyzed; and 4) it is part of civic responsibility to analyze and engage with texts that we are exposed to on a daily basis. Through the lens of late modern and postmodern theories of language, discourse, and persuasion, students will foster an appreciation for the power of language to shape human society, action, and identity. Intellectual development, critical analysis, and cultural literacy will be emphasized. **Prerequisite:** ENGL 1023. **Course rotation:** Alternate spring.

ENGL 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:* ENGL 2103 or ENGL 2203. *Course rotation:* Fall. *General Education:* Mastery – Engaged Local & Global Citizenship.

ENGL 4203 – Advanced Creative Writing – 3 credit hours

Builds on and enhances students' skills in the writing of poetry, fiction, or creative nonfiction in a workshop setting. Special attention is given to the essentials and mechanics of submitting creative work for publication. This course emphasizes intellectual development and cultural literacy. *Prerequisite:* ENGL 3103 or instructor's permission. *Course rotation:* Spring.

ENGL 4353 – The History & Literature of Empire – 3 credit hours

Intensive study of the history and literature of imperialism, spanning the 16th to 20th centuries. This course utilizes an interdisciplinary methodology, adopting a dual focus on the historical, sociological, and political conditions of empire and the literature representing such contexts. Students critically analyze the intersection between historical events and the individual experience of European colonialism in various parts of the world, including Africa, South America, the Indian subcontinent, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. The course can either be team-taught or be taught solely by English or history faculty members. Also listed as HIST 4353. *Prerequisite:* ENGL 2203 or HIST 2233 or HIST 2243 or instructor's permission. *Course rotation:* Alternate spring. *General Education:* Mastery – Engaged Local & Global Citizenship.

ENGL 4413 – Studies in Genre – 3 credit hours

Advanced, in-depth study of poetry, drama, or narrative (broadly define and which may include film and memoir). Readings will include theoretical studies of the genre and readings within the genre. Effective use of secondary sources and research-supported writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and when applicable, global awareness. This course may be repeated once for credit. *Prerequisite:* ENGL 2103 or ENGL 2203 or instructor's permission. *Course rotation:* Fall.

ENGL 4503 – Advanced Writing – 3 credit hours

This course enhances students' abilities to think critically and write effectively through exposure to current and ongoing scholarly conversations about the theory and practice of writing. Students will have multiple opportunities to join the conversation (both orally and in writing) and to communicate in various forms and styles (formal as well as informal). This course emphasizes intellectual development, critical analysis, and cultural literacy. By the end of the course, students will be not only more effective writers and critical thinkers but also more flexible and thoughtful users of the English language. Topics, subject matter, and approaches may vary depending upon the instructor. *Prerequisite:* ENGL 1023. *Course rotation:* Fall. *General Education:* Mastery – Communication.

ENGL 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 ENGL 2103 or ENGL 2203. *Course rotation:* Spring.

ENGL 4703 – Topics in Writing & Rhetoric – 3 credit hours

Advanced study of a specific research area or sub-discipline of writing studies and rhetoric. Students will gain a working knowledge of current scholarship, engage in scholarly critiques, and move toward making a contribution of their own in the specific subject area. Topics may include feminism and writing studies; ethnography and writing studies; classical rhetoric; rhetoric of science; film studies; or methods of assessment. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. **Prerequisite:** Senior standing or instructor's permission. *Course rotation:* Spring.

ENGL 4803 – Special Topics – 3 credit hours

Advanced, in-depth study of a selected topic, sometimes suggested by students, related to the field of English. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. **Prerequisite:** Senior standing or instructor's permission. *Course rotation:* As needed.

ENGL 4903 – English Majors Seminar – 3 credit hours

The English program's capstone course that provides students further opportunities to explore literature, writing, and language topics and ideas, culminating in a substantive, research-supported writing project. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. **Prerequisites:** ENGL 3363. *Course rotation:* Fall. **General Education:** Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

First-Year Experience

FYE

FYE 1001 – First-Year Experience Seminar – 1 credit hour

Designed to assist first-year students with their transition to college life both on an academic and social level. This highly interactive course will help students understand how to be successful in college by identifying and practicing certain skills and behaviors. Within a small class environment, students discuss topics such as classroom civility, responsibility, time management, study skills, liberal arts education, college policies and procedures, career exploration, health and wellness, and money management. As a result, students will be better prepared and equipped to handle everyday challenges and stresses of college. **Note:** Dropping this course is not permitted. *Course rotation:* Fall and spring. **General Education:** Core – Application & Integration of Knowledge.

FYE 2011-4011 – Peer Mentor Leadership – 1 credit hour

Focuses on the development of the skills and knowledge required for sophomore, junior and senior undergraduates to effectively assist with First-Year Experience Seminar. Students develop materials to assist freshmen in adjusting to the college environment, and research leaders and profile them through an oral presentation. **Note:** Dropping this course is not permitted as it is a requirement for the Peer Mentor program. **Note:** FYE 2011 is for first-year peer mentors; FYE 3011 is for second-year peer mentors; and FYE 4011 is for third-year peer mentors.

French

FREN

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. **General Education:** Core – Engaged Local & Global Citizenship.

FREN 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 Language, Literature & Culture. **Prerequisite:** FREN 1013 or two years of secondary school French. *Course rotation:* Spring. **General Education:** Core – Engaged Local & Global Citizenship.

FREN 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 course if the literature and culture discussed are from a francophone country different from the student’s own. **Prerequisite:** FREN 1023, three to four years of secondary school French, or completion of AP French. *Course rotation:* Fall and spring semesters contingent upon student enrollment.

Geography

GEOG

GEOG 1003 – World Regional Geography – 3 credit hours

Introduction to the various cultural and political regions of the world. Emphasis is placed on the physical aspects of each geographic region and upon the diversity within and between each region of our global society. *Course rotation:* Fall and spring.

GEOG 3003 – Geography of North America – 3 credit hours

A spatial study of the interaction of physical and cultural geographic characteristics in the United States and Canada in a present day context as well as from an historical perspective.

GEOG 3103 – Human Geography – 3 credit hours

The systematic study of two of our world’s main features of human behavior: culture and economy. The first half of the class looks at items such as population, migration, religion and ethnicity around the world. The second half of the class looks at items such as agriculture, industry, politics and urban patterns in our global society.

Health Care

HLCA

HLCA 2013 – Medical Communication – 3 credit hours

An introduction to communication and terminology used in health care professions in the U.S. Provides an overview of health professions and health-related professions involved in the delivery of healthcare with a focus on professional communication and medical terminology. Pre-nursing curriculum. *Course rotation:* Spring.

History

HIST

HIST 1033 – U. S. History: 1492 to 1865 – 3 credit hours

Surveys the social, economic, cultural, and political development of the United States from the Age of Discovery through the Civil War. Focuses on topics such as early exploration, the American Revolution, the early development of American democracy, the Old South and slavery, Westward

expansion, and the Civil War. *Course rotation:* Fall. **General Education:** Core – Inquiry & Analysis.

HIST 1043 – U.S. History: 1865 to Present – 3 credit hours

Surveys the social, economic, cultural, and political development of the United States from the Reconstruction Era to the recent past. Focuses on topics such as the world wars, the Great Depression and New Deal, the Cold War, Vietnam, and Watergate. *Course rotation:* Spring. **General Education:** Core – Inquiry & Analysis.

HIST 2233 – World Civilization I: Prehistory to 1500 – 3 credit hours

Studies the development of civilization in Africa, Asia, Europe, and the Americas down to the age of European colonialism. Primary emphasis is given to the unique social and cultural characteristics of each civilization. *Course rotation:* Fall. **General Education:** Core – Engaged Local & Global Citizenship.

HIST 2243 – World Civilization II: 1500 to Present – 3 credit hours

Studies the development of civilization throughout the world from the beginning of the 16th century to the present. The evolution of cultures and the progress of major social, economic, political, and intellectual trends are studied as a means of understanding the modern world. *Course rotation:* Spring. **General Education:** Core – Application & Integration of Knowledge.

HIST 3033 – Colonial America – 3 credit hours

Examines American political, social, cultural, and economic development to 1776. Includes topics such as early exploration, Native American contact, race, and the imperial relationship.

Prerequisite: HIST 1033 *or* instructor's permission. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

HIST 3053 – Age of Jackson – 3 credit hours

Studies the Age of Andrew Jackson from political and social/cultural perspectives. Special attention is given to the rise of Jacksonian democracy and its impact on American politics.

Prerequisite: HIST 1033 *or* instructor's permission. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

HIST 3063 – A History of the Old South – 3 credit hours

Examines the social, economic, cultural, and political development of the Antebellum South. Focuses on topics such as slavery, the pro-slavery argument, the development of Southern nationalism, and plantation life. **Prerequisite:** HIST 1033 *or* instructor's permission. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

HIST 3073 – Civil War & Reconstruction – 3 credit hours

Examines the Civil War Era of American history. Focuses on the sectional conflict preceding secession, the political and military aspects of the Civil War, and the political and social issues involved in Reconstruction. **Prerequisites:** HIST 1033 *and* HIST 1043 *or* instructor's permission.

General Education: Intermediate – Communication; Intermediate – Inquiry & Analysis.

HIST 3093 – Diplomatic History of the United States – 3 credit hours

Focuses on the major problems and issues in American foreign policy from independence to the present. Special attention is given to the isolationist tradition, expansionism, American imperialism, the United States' entry into the world wars, and the Cold War. **Prerequisite:** HIST 1033 *or* HIST 1043 *or* instructor's permission.

HIST 3103 – Kentucky Studies – 3 credit hours

Examines the history, literature, geography, folklore, and culture of Kentucky. **Prerequisite:** Junior standing *or* above.

HIST 3143 – Women in the American Experience – 3 credit hours

Studies the social, cultural, economic, and political forces shaping women's lives from the pre-Colonial period to the present. This course will focus on the variety of women's experiences and examine the intersections of race, class, and ethnicity. *Prerequisite:* Sophomore standing or above.

HIST 3153 – American Revolution & Early Republic – 3 credit hours

Examines American development during the critical 1763-1815 period. Focus will be on the causes and impact of the American Revolution as well as on the ideological, political, and constitutional conflict involved in the subsequent creation of the American Republic. *Prerequisite:* HIST 1033 or instructor's permission.

HIST 3163 – America in World War & Cold War – 3 credit hours

Examines American involvement in World War II and the Cold War. Special attention is given to the origins of conflict, consequences, and historical continuities. *Prerequisite:* HIST 1043 or instructor's permission.

HIST 3213 – Ancient & Medieval Europe – 3 credit hours

Traces the development of Europe from its foundations in ancient Greece through the medieval and renaissance periods. Major topics will include the political and philosophical contributions of the ancient Greeks, the Roman Republic and Empire, the influences of Christianity, Islam, and Judaism, medieval social and cultural structures, and the Renaissance. *Prerequisite:* Sophomore standing or above.

HIST 3223 – History of Christianity to the Reformation – 3 credit hours

Examines the history of Christianity in the ancient, medieval, and early modern world. Special attention is given to Christianity's Hebrew and Greco-Roman background, the New Testament, the development of theology, the medieval church, and the Reformation. *Prerequisite:* Sophomore standing or above. *General Education:* Intermediate – Application & Integration of Knowledge.

HIST 3253 – The Reformation – 3 credit hours

Examines the economic and political conditions, the popular movements, and the theological controversies that led to the religious revolutions of sixteenth- and seventeenth-century Europe. Attention is focused on the lives and ideas of the leading reformers. *Prerequisite:* Junior standing or above. *General Education:* Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

HIST 3273 – Tudor & Stuart Britain – 3 credit hours

An introduction to British politics, society, economy, religion, and culture during the fifteenth, sixteenth, and seventeenth centuries. Special attention will be paid to the unique cultures (English, Scottish, Irish, and Welsh) that comprise the British Isles. *Prerequisite:* HIST 2243 or instructor's permission. *General Education:* Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

HIST 3303 – Modern Europe Since 1789 – 3 credit hours

Examines major aspects of Western European development since the French Revolution. *Prerequisite:* HIST 2243 or instructor's permission.

HIST 3433 – International History & Film – 3 credit hours

Explores the relationship between history and film, in particular, how film can enhance one's understanding of the past. Incorporating written texts, emphasis will be placed on how films both illuminate and conceal basic historical truths and how the medium's demands can contribute to such ends. Through related critical thinking exercises, students will work toward developing visual literacy. *Prerequisite:* HIST 2233 or HIST 2243 or instructor's permission.

HIST 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 or above.

HIST 4003 – Colloquium in European History – 3 credit hours

A discussion and reading intensive course centered around the historical literature relating to a particular issue or period of European history. Topics will be announced in advance by the instructor. Possible topics may include women, medieval and early modern witchcraft, propaganda, Renaissance monarchy, medieval religions, etc. This course may be repeated once for credit as long as the topics are different. *Prerequisite:* HIST 2233, HIST 2243, and junior standing or above. *General Education:* Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

HIST 4013 – Colloquium in American History – 3 credit hours

A discussion and reading intensive course centered around the historical literature relating to a particular issue or period of American history. Topics will be announced in advance by the instructor. Possible subject may include democracy in early America, slavery, race, the Vietnam War, the Cold War, etc. *Prerequisite:* Junior standing or above.

HIST 4353 – The History & Literature of Empire – 3 credit hours

Intensive study of the history and literature of imperialism, spanning the 16th to 20th centuries. This course utilizes an interdisciplinary methodology, adopting a dual focus on the historical, sociological, and political conditions of empire and the literature representing such contexts. Students critically analyze the intersection between historical events and the individual experience of European colonialism in various parts of the world, including Africa, South America, the Indian subcontinent, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. The course can either be team-taught or be taught solely by English or history faculty members. Also listed as ENGL 4353. *Prerequisite:* ENGL 2203 or HIST 2233 or HIST 2243 or instructor's permission. *Course rotation:* Alternate spring. *General Education:* Mastery – Engaged Local & Global Citizenship.

HIST 4903 – History Seminar – 3 credit hours

A capstone course which emphasizes historical research and writing, intensive reading, discussion of selected historical topics in a seminar setting. *Prerequisites:* Senior standing or instructor's permission and history or social science major. *General Education:* Mastery – Communication; Mastery – Inquiry & Analysis.

Honors

HONR

HONR 1101- 4101 – Honors Seminar – 1 credit hour

A seminar which will focus on current topics of interest to honors students in an atmosphere of intellectual exchange and more active student involvement in the learning process. A theme will be determined each semester for the seminar. The seminar may involve speakers, projects and service-learning opportunities. *Note:* Each level may be taken a maximum of two times for credit. *Prerequisite:* Admission to the honors program. *Course rotation:* Fall and spring.

Honors Courses

Each honors course involves the completion of an honors project. 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 and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honor's program graduate's final, official transcript will also have a designated section

listing all of the completed honors project titles and the courses for which they were completed. *Course rotation:* Honors course selection will vary each semester and will be identified on the course schedule.

Human Services & Counseling

HS

HS 2103 – Introduction to Human Services – 3 credit hours

Provides an introduction into the helping professions and the roles of human services workers in modern society. In addition, materials overview human service workplace and familiarize students with a variety of helping disciplines. Designed as a foundation for fundamental professional and personal exploration and growth. **Recommended:** PSYC 1003. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

HS 2203 – Marriage & Family – 3 credit hours

Addresses the institution of marriage and family with an emphasis on the American family. Specifically, students investigate the origin and continuing evolution of the family, human sexuality, love and marriage, gender roles and parenting.

HS 2903 – Introduction to Counseling Theory – 3 credit hours

Provides an introduction to and overview of theories significant to the practice of counseling. Attention will be given to notable individuals and theoretical principles.

HS 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. **General Education:** Core – Application & Integration of Knowledge.

HS 3003 - Human Services Foundations & Issues – 3 credit hours

Focuses on foundations for human services, APA writing, and issues from the human service field. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

HS 3023 – Human Sexuality – 3 credit hours

Focuses on the integration of psychological, social, and biological components of the human body as well as the human emotional system. A systemic approach will be utilized to define “human sexuality.”

HS 3103 – Life Span Development – 3 credit hours

An overview of the developmental issues of human beings throughout the life span, from conception to death including developmental stages; basic theories, concepts, and principles of development; influences on development; and cultural understanding of development. Also listed as PSYC 3103. **Prerequisite:** PSYC 1003.

HS 3153 – Abnormal Psychology – 3 credit hours

Study of the origins, development, and treatment of abnormal, maladaptive, or deviant behavior in society, the etiology and diagnosis of abnormal behavior, and an overview of treatment methods. The *Diagnostic & Statistical Manual of Mental Disorders* is utilized to introduce the student to clinical diagnosis. **Recommended:** HS 2103.

HS 3233 – Case Management, Intake & Referral – 3 credit hours

Designed to build the student’s skills for client interview, coordination of client services, collaboration, consultation, service/treatment planning, and required documentation. **Recommended:** HS 2103. **General Education:** Intermediate – Inquiry & Analysis.

HS 3503 – Human Services Practicum I – 3 credit hours

Requires 120 clock-hours of observation designed to offer opportunities for shadowing and observation in human services environments. *Prerequisite:* Enrollment in the human services & counseling program of study.

HS 3801-03 – Personal Insight Development – 1-3 credit hours

Designed to facilitate and assist students in gaining personal insight of self. Experiential focus is on ways to become healthier emotionally and physically. *Prerequisite:* HS 2103.

HS 3893 – Cultural Diversity: Working with Latino & Hispanics – 3 credit hours

An introduction to cultural diversity issues among Spanish-speaking individuals in the United States as they relate to human services and counseling provision. Topics will include a conversational introduction to basic Spanish, demographic and socio-cultural variables, the acculturation process, clinical issues, educational considerations, and practical cultural competencies.

HS 4003 – Research Methods – 3 credit hours

Introductory coursework in elementary research design, data collection, analysis and interpretation of data and statistics. *Recommended:* HS 2103.

HS 4013 – Gender Studies – 3 credit hours

Introduction to gendered relationships and communication in contemporary American society, the course provides an exploration of communication in families and in society. Additionally, the course defines the function of interpersonal communication in the creation and perpetuation of gender roles. The influence of gender enactment on success, satisfaction, self-esteem, and the counseling profession is also explored. Self-awareness exercises, which stress the application of theory and research, provide the opportunity for personal growth and development.

HS 4053 – Therapeutic Play for Parents & Child Professionals – 3 credit hours

This experiential course presents ways to build positive relationships with children and communicate more effectively with them, particularly through play. Students will learn to understand children's emotional needs, nurture their self-esteem, foster their responsibility and cooperation, provide encouragement, and use positive methods of discipline. Students must have access to a child between the ages of three and eight for required play sessions. Both parents and non-parents are welcome in the course.

HS 4153 – Introduction to Counseling Techniques – 3 credit hours

Focuses on the examination, evaluation, and application of contemporary counseling techniques. An experiential framework allows the development of differential therapeutic skills and direct experience with techniques inherent in a variety of counseling models. *Recommended:* HS 2103 and HS 2903.

HS 4233 – Child & Adolescent Interventions – 3 credit hours

Overview of various problematic issues and behaviors specific to children and adolescents. Provides ways to prevent, assess, and treat these problems. Theoretical foundations, ethical concerns, and developmental issues and norms will also be reviewed as they are applied to children and adolescents. *Recommended:* HS 2103.

HS 4243 – Creative Counseling – 3 credit hours

Designed to enhance the knowledge of the creative approaches to counseling. Various modalities are studied through a theoretical and experiential framework. Theoretical approaches such as art, music, imagery and bibliotherapy are explored. *Recommended:* HS 2103.

HS 4253 – Ethics & Multicultural Diversity – 3 credit hours

Examines ethical, professional, and multi-cultural issues/dilemmas within the discipline. Particular

emphasis is given to codes of ethics and the parameters of acceptable professional conduct. Human diversity is also a major focus. **Recommended:** HS 2103. **General Education:** Mastery – Communication; Mastery – Engaged Local & Global Citizenship.

HS 4263 – Crisis Intervention – 3 credit hours

Enhances understanding of theory and intervention into the lives of individuals in crisis. Case management and risk analysis are areas of focus. **Recommended:** HS 2103.

HS 4283 – Personal Growth & Development – 3 credit hours

Facilitates the personal growth, self-realization, and self-actualization of class participants. The experiential focus is intended to assist students in the development of greater insight into the self, promotion of personal openness, and exploration of individual ego boundaries. **Recommended:** HS 2103.

HS 4293 – Assessment in the Helping Professions – 3 credit hours

Introduces the basic principles, instruments, and test interpretation in the area of career, personality, and mental health assessment. **Recommended:** HS 2103. **General Education:** Intermediate – Engaged Local & Global Citizenship.

HS 4343 – Substance Abuse – 3 credit hours

Facilitates understanding of major theories of addiction and evaluation of psychological, social, and physiological signs and symptoms of alcohol and other drug use, abuse, and/or dependence associated with addiction. **Recommended:** HS 2103.

HS 4353 – Gerontological Interventions – 3 credit hours

Enhances student's knowledge of the theory, sociological variables, and treatment interventions associated with aging. **Recommended:** HS 2103.

HS 4373 – Rural Mental Health Issues – 3 credit hours

Examines idiosyncratic issues involved in service provision to mental health populations within a rural environment. **Recommended:** HS 2103.

HS 4893 – Mental Health Administration – 3 credit hours

Introduction to knowledge, theory, and skills relating to planning, evaluating, and managing programs. The course will also address the influence of social, political, and community structure on advocacy and social change. **Recommended:** HS 2103.

HS 4943 – Human Services Practicum II – 3 credit hours

A 120 clock-hour experience designed to offer human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. **Prerequisite:** Engaged in last year of coursework *or* practicum instructor's permission. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

HS 4953 – Human Services Practicum III – 3 credit hours

A 120 clock-hour field experience that offers human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. Expectations for Practicum III, beyond the 120 clock-hour field experience, include the Human Services Comprehensive Exam and job search preparation. **Prerequisite:** Engaged in last year of coursework *or* practicum instructor's permission. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

HUMN 2503 – Culture & Values – 3 credit hours

This course offers a theme-centered, interdisciplinary approach to understanding the nature of humankind and the perennial questions that are the foundations and ongoing expressions of culture. Human value choices are examined through artistic, intellectual, literary, and philosophical texts and images, based on the premise that by studying and reflecting on creative and intellectual expressions of humankind and by seeing their interrelated connections and how those vary between communities and are shaped by specific cultural ideologies and institutions, students will learn to think in more creative and critical ways, gain new knowledge, and have a clearer sense of what it means to be human. **Prerequisite:** ENGL 1013. **Course rotation:** Spring. **General Education:** Core – Engaged Local & Global Citizenship.

HUMN 3503 – Enduring Questions Seminar – 3 credit hours

In a seminar setting, this interdisciplinary and question-driven course encourages students to engage with enduring ethical concerns addressed by the humanities. Through close critical reading and active participatory discussion, students will acquire an increased awareness and deeper understanding of the various approaches to and theories about ethical reasoning; the origins and efficacy of their own core beliefs, assumptions, and worldviews; the connections between current ethical issues and those of other times, places, and cultures; and the correlations between literary, artistic, philosophical, and historical works. This course emphasizes intellectual development, ethical reasoning, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches will vary depending on the instructor. This course may be repeated once for credit. **Prerequisites:** Sophomore standing and HUMN 2503 or ENGL 2103 or ENGL 2203. **Course rotation:** Spring. **General Education:** Intermediate – Engaged Local & Global Citizenship.

Japanese**JAPN****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:** JAPN 1013 is not open to native speakers. **Course rotation:** Fall. **General Education:** Core – Engaged Local & Global Citizenship.

JAPN 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:** JAPN 1013, two years of secondary-school Japanese, or instructor's permission. **Course rotation:** Spring.

JAPN 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****JRNL 1503 – Mass Media & Society – 3 credit hours**

Examines the role and impact of the media on individuals and society. Topics include the historical development of the mass media, along with media effects, ethics, legal considerations, and the role of journalism in society. Students develop a deeper awareness of the media in their lives and a critical perspective to become more responsible consumers of information. Also listed as COMM 1503. **Course rotation:** Fall.

JRNL 2153 – Introduction to Photography – 3 credit hours

Introduces the fundamentals of digital photography in both artistic and media contexts. Through the study of cameras, light, composition, and image manipulation, students learn the processes and aesthetic values needed to produce quality images. A hands-on approach allows students to explore their creativity through a series of projects. Also listed as ART 2153. *Course rotation:* Fall and spring.

JRNL 2403 – Media Writing & Reporting – 3 credit hours

An introduction to the fundamentals of journalism. Emphasis is on the reporting, writing, and editing of stories for the print, online, and broadcast media. Specific topics include interviewing, story structure and development, media style, ethics, and legal considerations. *Prerequisite:* ENGL 1013, unless waiver requirements are met, or instructor's permission. *Course rotation:* Fall.

JRNL 3103 – Community Reporting – 3 credit hours

Students develop advanced skills in reporting and writing on events and issues that affect their communities. Topics include coverage of government, crime, courts, and social events. A hands-on approach is stressed. Projects are critiqued in a workshop setting. *Prerequisite:* JRNL 2403 or instructor's permission. *Course rotation:* Spring of odd years.

JRNL 3203 – Editing & Media Management – 3 credit hours

Designed for writers, journalists, and other communication professionals by providing advanced instruction in publication editing and design. Topics include matters of style, copy editing, and proofreading in print and electronic environments. Other topics include publication management, ethics, and legal considerations. A hands-on approach is stressed in a workshop setting.

Prerequisite: ENGL 1023 or JRNL 2403. *Course rotation:* Spring of even years.

JRNL 3213 – Magazine & Feature Writing – 3 credit hours

The focus is on writing feature stories for magazine, newspaper, and creative nonfiction audiences. Genres include personality profiles, human interest features, travel writing, and creative nonfiction. A hands-on approach allows exploration of creativity through a series of exercises and projects.

Prerequisite: JRNL 2403 or instructor's permission. *Course rotation:* Spring of even years.

JRNL 3413 – Interactive Media Design – 3 credit hours

Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative applications of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as ART 3413. *Prerequisite:* Junior standing or instructor's permission. *Course rotation:* Fall of odd years.

JRNL 4401 – Topics in Journalism – 1 credit hour

Explores a chosen topic related to journalism or the mass media, such as documentaries, technology, economics, ethics, or literary journalism. *Prerequisite:* JRNL 2403 or instructor's permission. *Course rotation:* As needed.

JRNL 4123 – Broadcast Journalism – 3 credit hours

Emphasizes the theories, skills, and techniques used in the wiring, production, and presentation of news in a digital media environment. Topics include broadcast wording style, story structure, podcasting, digital audio and video production, and working as talent in front of a camera. A hands-on approach is stressed, allowing students to explore creativity through a series of projects.

Prerequisites: JRNL 2403 or instructor's permission. *Course rotation:* Spring of odd years.

JRNL 4403 – Communication Law & Ethics – 3 credit hours

Study focuses on media law and ethical considerations in the contemporary communication environment. Topics include the First Amendment, libel, invasion of privacy, information access,

free press and fair trial considerations, obscenity, copyright, advertising, and telecommunication regulations. Also listed as COMM 4403. *Course rotation:* Spring. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

JRNL 4901 – Media Studies Seminar – 1 credit hour

Combined with the experiential component of the media studies program, the seminar is a capstone course where students design, execute, and present a project appropriate to their emphasis in the media studies program. In addition, students create and evaluate a professional portfolio for future employment. *Course rotation:* Spring.

JRNL XNF1, JRNL XNS1 – Practicum: Student Media Productions – 1 credit hour

A practical application of skills, techniques, and critical thinking through work with campus media productions (*RaiderView* newspaper and online journal). The course may be repeated up to six hours to satisfy capstone requirements for the journalism emphasis or repeated for three hours and combined with JRNL PN03 (Journalism Internship). **Prerequisite:** JRNL 2403 or instructor's permission. *Course rotation:* XNF1 fall and XNS1 spring.

JRNL PN03 – Journalism Internship – 3 credit hours

Students gain practical experience in a professional media setting. Internships are arranged by students with the assistance and approval of an internship advisor. *Grading:* Credit/No Credit. **Prerequisite:** Junior standing and grades of C or better in twelve hours of JRNL courses. *Course rotation:* As needed.

Mathematics

MATH

MATH 0901 – Percents & Proportions – 1 credit hour

Builds an understanding of the definition of percents and the use of proportion in problem solving. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0903 – Basic Mathematics – 3 credit hours

A prerequisite to Precollege Algebra and/or Topics in Mathematics for students who have not mastered middle school mathematics. Course content includes whole numbers and their operations, fractions and decimals, ratio and proportion, percentages, signed numbers, basic geometry, and data interpretation. *Grading:* Credit/No Credit. *Course rotation:* As needed.

MATH 0911 – Variables & Equations – 1 credit hour

Builds an understanding of equations as conditions and the use of variables to generalize. We will work extensively with identifying conditions that may be represented numerically and with solving linear equations. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0921 – Charts – 1 credit hour

Builds an understanding of reading and presenting graphical information. *Grading:* Credit/No Credit. *Course rotation:* All semesters.

MATH 0923 – Precollege Algebra – 3 credit hours

Introduces students to algebraic concepts necessary for MATH 1013. Topics include algebraic expressions, linear equations and inequalities, applications of linear equations and inequalities, exponents, and polynomials. **Prerequisites:** MATH 0901, MATH 0911, and MATH 0921 or placement. *Course rotation:* All semesters.

MATH 1003 – Topics in Mathematics – 3 credit hours

Introduces the nature and utility of contemporary mathematics. Topics include numeration contexts, problem solving, modeling with technology, Cartesian coordinate systems, time series data, and modeling with straight lines. Additional topics may include but are not limited to functions, direct proportionality, discrete dynamical systems, probability and statistics, and logic.

Prerequisite: Placement. **Course rotation:** All semesters. **General Education:** Core – Inquiry & Analysis.

MATH 1013 – College Algebra – 3 credit hours

Familiarizes students with standard mathematics functions and other algebra content. Topics include linear, non-linear, inverse, polynomial, rational, exponential, and logarithmic functions; systems of linear equations, linear and quadratic inequalities. Additional topics may include but are not limited to conic sections, matrices, and determinants. Problem-solving techniques will be discussed with and without the use of technology. **Prerequisite:** MATH 0923 or placement. **Course rotation:** All semesters. **General Education:** Core – Inquiry & Analysis.

MATH 1124 – Precalculus – 4 credit hours

Explores algebraic, polynomial, exponential, logarithmic and trigonometric functions, and their inverses, graphs, matrices, vectors, conics, and applications. A graphic calculator is used. **Note:** This course is a prerequisite for MATH 2315 and MATH 2503. **Prerequisite:** MATH 1013 or placement. **Course rotation:** All semesters. **General Education:** Core – Inquiry & Analysis.

MATH 2003 – Intersections – 3 credit hours

Topics course with varying content. It will normally be team taught with a faculty member from a discipline other than mathematics. The course contains a large writing component. It may be repeated for credit as long as the topic is different from any for which the student has previously obtained credit. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** As needed.

MATH 2011 – Graphing Calculators – 1 credit hour

Investigates how to use the many features of a graphing calculator to solve problems of a quantitative nature. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** As needed.

MATH 2021 – Standardized Tests – 1 credit hour

This course will help students review for the quantitative portions of the various standardized tests used for entrance into graduate and professional schools. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** As needed.

MATH 2031 – Trigonometry Review – 1 credit hour

Particularly aimed at helping students taking Calculus who may need some review of Trigonometry. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** As needed.

MATH 2153 – Finite Mathematics – 3 credit hours

Selected topics in probability, matrices and matrix algebra, and linear programming. **Prerequisite:** MATH 1013 or equivalent. **Course rotation:** Fall.

MATH 2203 – Introduction to Statistics – 3 credit hours

Content includes descriptive statistics for one and two variables, elementary probability theory, random variables, discrete probability distributions, and continuous probability distributions with emphasis on the normal distribution. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** All semesters.

MATH 2213 – Mathematics for Elementary Teachers I – 3 credit hours

For future teachers of grades P-9. Course emphasizes mathematical concepts and processes through solving problems. Content includes: concepts of decimals and fractions, number theory, real number system, and numeration systems and bases. Manipulatives, cooperative learning, reflective writing, and available technology will be utilized. **Prerequisite:** MATH 1003 or MATH 1013 or instructor's permission. **Course rotation:** Fall.

MATH 2223 – Mathematics for Elementary Teachers II – 3 credit hours

For future teachers of grades P-9. Emphasizes mathematical concepts and processes through solving problems. Content includes probability, statistics, measurement (including metric and English), geometry (properties of shape, two and three dimensions, similarities, and transformations). Manipulates, cooperative learning, reflective writing, and available technology will be utilized. *Prerequisite:* MATH 2213. *Course rotation:* Spring.

MATH 2301 – Mathematics & Technology – 1 credit hour

An array of current technologies is utilized to solve mathematical problems at the level of calculus and below. Exposure to the appropriate use and limits of technology is the main objective. The course is conducted in a laboratory format and is intended for prospective math majors. *Grading:* Credit/No Credit. *Prerequisite or Corequisite:* MATH 2315. *Course rotation:* As needed.

MATH 2303 – Calculus for Business & Social Sciences – 3 credit hours

Covers topics in elementary calculus and analytic geometry for students in business and social sciences. *Note:* Credit will be allowed for only one course of MATH 2315 or MATH 2303.

Prerequisite: MATH 1013 or equivalent. *Course rotation:* Spring of even years.

MATH 2315 – Analytic Geometry & Calculus I – 5 credit hours

An introduction to analytic geometry, functions, limits, and continuity, the derivative and applications, the differential, integration and applications. *Prerequisite:* MATH 1124 or equivalent. *Course rotation:* All semesters. *General Education:* Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

MATH 2325 – Analytic Geometry & Calculus II – 5 credit hours

Presents topics including techniques of integration, indeterminate forms and improper integrals, infinite series, analytic geometry, plane curves and polar coordinates. *Prerequisite:* MATH 2315. *Course rotation:* Spring. *General Education:* Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

MATH 2403 – Experimental Statistics – 3 credit hours

Emphasis is on modeling and inference. Basic concepts of probability are introduced and built upon in order to understand confidence intervals and hypothesis tests, including but not limited to t-tests, chi-square tests, and analysis of variance. Case studies will be used to explore design of experiments, data analysis, correlation, and regression. Spreadsheets and a statistical software package will be utilized. *Prerequisite:* MATH 1013 or equivalent. *Course rotation:* Spring. *General Education:* Intermediate – Application & Integration of Knowledge.

MATH 2503 – Discrete Mathematics – 3 credit hours

An introduction to the formal mathematical study of proof through topics that include Boolean algebra, set theory, combinatorics, relations, functions, and graph theory. *Prerequisite:* MATH 1124 or equivalent. *Course rotation:* Fall.

MATH 2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as CIS 2713 and PHYS 2713. *Prerequisite:* MATH 1013 unless waiver requirements are met. *Course rotation:* Spring.

MATH 3003 – Linear Algebra – 3 credit hours

Concepts and topics include systems of linear equations, vector spaces, linear transformations, matrices, and determinants. *Prerequisite:* MATH 2315. *Course rotation:* Spring. *General Education:* Intermediate – Communication.

MATH 3103 – Geometry for Middle Grades Teachers – 3 credit hours

For future teachers of grades 5-9. Exploration of geometrical ideas using constructions, manipulatives, technology, and a variety of other investigative techniques. This emphasis on investigation, designed to set the stage for the discovery of key geometrical relationships, is central. Course content includes a panoramic view of geometry, basic ideas of geometry (Euclidean and non-Euclidean), discovering polygon relationships, tessellations, and motion geometry.

Prerequisite: MATH 2223 or instructor's permission. *Course rotation:* Varies.

MATH 3113 – Geometry – 3 credit hours

Concepts and topics explored in this class include constructions, the axiomatic method, Euclidean geometry, finite geometries, transformational geometry, and other non-Euclidean geometries.

Prerequisite: MATH 2315. *Course Rotation:* Spring.

MATH 3121 – History's Great Problems – 1 credit hour

A study of selected topics from the history and nature of mathematics from ancient to modern times, with an emphasis on important mathematical concepts and problems. *Prerequisite:* MATH 2503. *Course rotation:* Alternate spring.

MATH 3131 – History's Great Mathematicians – 1 credit hour

A study of selected topics from the history and nature of mathematics from ancient to modern times, with an emphasis on the biographies and mathematical interests of prominent mathematicians. *Prerequisite:* MATH 2503. *Course rotation:* Alternate spring.

MATH 3151 – Mathematics Education I – 1 credit hour

Historical and current perspectives of mathematics education; an introduction to mathematics education organizations and their resources; and exposure to technologies used in mathematics.

Prerequisites: MATH 2315 and EDUC 2123. *Course rotation:* Alternate fall.

MATH 3161 – Mathematics Education II – 1 credit hour

An introduction to place-based mathematics, ethno mathematics, and the integration of mathematics and social justice issues; and an emphasis on demonstrative mathematics in the school mathematics curriculum. *Prerequisites:* MATH 2315 and EDUC 2123. *Course rotation:* Alternate fall.

MATH 3203 – Probability & Statistics – 3 credit hours

Concepts and topics explored in this class include a review of elementary properties of probabilities events, statistical densities and distributions, properties of random variables, expected values, law of large numbers, and sampling. Emphasis is on use of integrated statistical packages (or graphic calculator) to complement the statistical methodology. *Corequisite:* MATH 3314. *Course rotation:* Fall.

General Education: Mastery – Inquiry & Analysis.

MATH 3314 – Calculus III – 4 credit hours

Concepts and topics explored include multivariable functions, partial derivatives, multiple integrals, and vector analysis. *Prerequisite:* MATH 2325. *Course rotation:* Fall. *General Education:* Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

MATH 3323 – Differential Equations – 3 credit hours

Concepts and topics explored in this class include first and second order ordinary differential equations, the Laplace transform, and matrix systems of ordinary differential equations.

Prerequisite: MATH 2325. *Course rotation:* Spring. *General Education:* Mastery – Application & Integration of Knowledge.

MATH 4003 – History of Mathematics – 3 credit hours

Selected topics from the history and nature of mathematics from ancient to modern times, with an

emphasis on the historical development of mathematics through a study of biographies of prominent mathematicians and the evolution of important mathematical concepts. The fundamental role of mathematics in the rise, maintenance, and extension of modern civilization will also be considered. **Prerequisites:** MATH 2325 and MATH 3113. **Course rotation:** Varies.

MATH 4113 – Abstract Algebra – 3 credit hours

A theoretical development of topics in modern algebra including groups, rings, and fields.

Prerequisites: MATH 2503 and MATH 3003. **Course rotation:** Fall. **General Education:** Mastery – Communication.

MATH 4123 – Topology – 3 credit hours

Introduction to the basic concepts of topology, including sets, topological spaces, connectedness, compactness, and separation axioms. **Prerequisite:** MATH 3314. **Course rotation:** Varies.

MATH 4203 – Number Theory – 3 credit hours

Concepts and topics explored include first order axioms, factorization properties, theory of remainders, perfect numbers, Diophantine problems, and quadratic residues. **Prerequisite:** MATH 3003. **Course rotation:** Varies.

MATH 4303 – Engineering Mathematics – 3 credit hours

Topics that appear in the study of the physical sciences and in engineering. Topics can vary but will include Green's theorem, Stokes' theorem, and the divergence theorem; complex variables; partial differential equations; and numerical methods. Particular emphasis is placed on the integration of technology into the mathematical process. Also listed as PHYS 4303. **Prerequisite:** MATH 2315. **Course rotation:** Alternate spring. **General Education:** Mastery – Application & Integration of Knowledge.

MATH 4403 – Mathematical Modeling – 3 credit hours

Introduces the application and modeling processes of mathematics. Emphasizes continuous models to include deterministic and stochastic models. The use of computer packages and algorithms will be incorporated into the solution process. An individual project is required. **Prerequisite:** MATH 3314 or MATH 3323. **Course rotation:** Varies. **General Education:** Mastery – Application & Integration of Knowledge.

MATH 4413 – Foundations of Analysis – 3 credit hours

A theoretical development of topics in real analysis including sequences, limits, continuity, differentiability, Riemann integration, and infinite series. **Prerequisite:** MATH 3314. **Course rotation:** Varies. **General Education:** Mastery – Communication.

MATH 4513 – Advanced Calculus – 3 credit hours

Concepts and topics explored in this course include the real and complex number systems, basic set theory and topology, sequences and series, continuity, differentiation, and Taylor's theorem. Emphasis is on careful mathematical reasoning. **Prerequisite:** MATH 3314. **Course rotation:** Varies.

Military Science

MIL

MIL 1012 – Military Mountaineering & Leadership – 2 credit hours

Introduction to military mountaineering operations and leadership. Fundamentals of basic rappelling, belaying, rope bridges, and applications of leadership in practical exercises. Field trips to off-campus locations may be required, and transportation will be provided. **Course rotation:** Fall.

MIL 1022 – Developmental Skills – 2 credit hours

Continues the student's education in military and life skills lessons in the areas of problem solving, critical thinking, leadership theory, basic first aid, survival skills, and group interaction. **Course rotation:** Spring.

MIL 2013 – Basic Leadership – 3 credit hours

Prepares the student to become an effective small unit leader. Topics include leadership doctrine, ethics, communications, first aid, and land navigation. *Course rotation:* Fall.

MIL 2023 – Team Building & Military Doctrine – 3 credit hours

Introduces students to military doctrine and tactics, values and ethics, and officership. The latter includes extensive work at military oral and written communication skills as well as the role of The United States Army from Vietnam to present day. *Course rotation:* Spring.

MIL 3013 – Military Leadership & Management – 3 credit hours

Principles and techniques of leadership and management including leadership techniques and training, introduction to basic military weapons, and ethics and professionalism. *Prerequisites:* MIL 1012, MIL 1022, MIL 2013, and MIL 2023. *Course rotation:* Fall.

MIL 3024 – Military Leadership & Advanced Tactical Skills – 4 credit hours

Principles and fundamentals of small unit tactics and communications with emphasis on leadership techniques for controlling and employment of small units. Includes communication, map reading, and troop leading procedures. *Prerequisites:* MIL 1012, MIL 1022, MIL 2013, and MIL 2023. *Course rotation:* Spring.

MIL 4013 – Professional Leadership Skills – 3 credit hours

Focuses on military leadership and management principles. Discussion and practical exercises in leadership principles and traits, organizational leadership, counseling techniques, management, delegation, and control. *Prerequisites:* MIL 3013 and MIL 3024. *Course rotation:* Fall.

MIL 4024 – Role of the Army Officer – 4 credit hours

The final course of the advanced program focuses on Army combat operations, logistics, administration, readiness, military justice, leadership, management, and preparation for commissioning. *Prerequisites:* MIL 3013 and MIL 3024. *Course rotation:* Spring.

MIL 4103 – Military History – 3 credit hours

Major theoretical, strategic, technological, and social developments in military history from earliest times to the present. *Course rotation:* Spring.

Music**MUSI****MUSI 1151-4151 – Concert Choir – 1 credit hour**

An ensemble that focuses on the study and performance of thematic or larger choral literature. Emphasis is on choral musicianship skills in vocal production and aural theory. Some additional rehearsals required. Membership is by audition. *Course rotation:* Fall and spring.

MUSI 1161-4161 – Band – 1 credit hour

Ensemble engaged in the preparation and performance of a variety of music for wind and percussion instruments. The band will perform occasional concerts and play for various athletic events. Participation requires high school band experience, ability to read music, and permission of the band director. *Course rotation:* Fall and spring.

MUSI 1171-4171 – The Lindsey Wilson College Singers – 1 credit hour

Organized on professional standards to represent the college on and off campus as a performing arts ensemble, the choir studies and performs choral music from all eras, specializing in sacred a cappella anthem literature. Membership is by audition. Additional rehearsals required. *Corequisite:* MUSI 1151. *Course rotation:* Fall and spring.

MUSI 1201 – Piano Skills I – 1 credit hour

Beginning instruction in piano. Sight-reading: be able to read elementary pieces in a variety of keys

and meters in the style of a single line melody, unison melody, or melody with accompaniment. Technique: 5-finger scales and positions in all major keys; I, IV and V chords in all major keys. Repertoire: play the pieces in each appropriate unit of the text. Functional skills: transpose patterns up or down a whole step (or more); harmonize simple melodies with I, IV, and V chords. Create simple melodies over ostinato basses. **Prerequisite:** Instructor's permission. *Course rotation:* Fall.

MUSI 1301 – Piano Skills II – 1 credit hour

Continuation of Piano Skills I. Sight-reading: be able to read elementary pieces in a variety of keys and meters with a variety of keyboard patterns and hand positions, finger extensions and contractions, and crossing fingers in the style of a melody with accompaniment and two-voice style. Technique: play hands together two-octave scales in all major and harmonic minor keys; play I, IV and V chords in all minor keys; and play all major and minor arpeggios and inversions hand over hand. Repertoire: play the pieces in each appropriate unit of the text. Functional skills: transpose melodies up or down a whole step (or more) and harmonize simple melodies with I, IV and V chords and add the first inversion ii chord. Play simple tunes by ear. **Prerequisite:** MUSI 1201 or instructor's permission. *Course rotation:* Spring.

MUSI 1311-4311 – Private Piano – 1 credit hour

Individual piano instruction for the student with previous study and recital performance experiences in piano. The requirement appropriate to the student's course level is contained in each syllabus. Takes students from their current level of ability and improves their technique and repertoire. Repeatable credit. (\$60 lesson fee) **Prerequisites:** Instructor's permission *and/or* audition. *Course rotation:* Varies.

MUSI 1411-4411 – Private Voice – 1 credit hour

Applied voice with emphasis on development of bel canto style of vocal production. Attention is given to the development of basic voice repertoire, good vocal habits, and diction. Repeatable credit. (\$60 lesson fee) *Course rotation:* Varies.

MUSI 1501 – Voice – 1 credit hour

Voice instruction with a laboratory component. Emphasis is given to developing repertoire, musicianship, sight-singing, and basic vocal production techniques. This course also serves to prepare advanced musicians for their auditioned or contracted roles within larger ensemble performances. Repeatable credit. **Prerequisite:** Instructor's permission *and/or* audition. *Course rotation:* Varies.

MUSI 1512-4512 – Applied Music – 2 credit hours

Applied lessons for the major instrument each semester. Includes participation in music program lab and recital series. Requires recital attendance. Senior recital required at 4000 level. *Course rotation:* Fall and spring.

MUSI 1612 – Music Theory I – 2 credit hours

Development of an applicable knowledge of music elements: rhythms and time signatures with division and subdivision, music notation, keyboard geography, major and minor scales and key signatures, intervals, chords in root position and inversion, dominant seventh chord structures, cadences, and non-harmonic tones with principles of diatonic harmony in four-part chorale writing. Includes development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. *Course rotation:* Fall.

MUSI 1713 – Music Theory II – 3 credit hours

Continuation of Music Theory I. More intensive study of seventh chords, modulation, two-part and three-part form, utilizing both analysis and writing of music compositions. Includes continual development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. **Prerequisite:** MUSI 1612. *Course rotation:* Spring.

MUSI 2003 – Survey of Musical Masterworks – 3 credit hours

A historical overview of music history of Western civilization from the Middle Ages to present day. Substantial listening from all periods of music will help students identify and understand basic music terms, form, style, elements, and genres. *Course rotation:* Fall and spring. **General Education:** Core – Inquiry & Analysis.

MUSI 2103 – Music in American Culture – 3 credit hours

A study in American music that explores its significance, diversity, innovation, and influence. The course seeks to continually incorporate and define milestones within U.S. history and the resulting influence of communal music making on the social strata of such a diverse culture. *Course rotation:* Spring. **General Education:** Core – Engaged Local & Global Citizenship.

MUSI 2201 – Piano Skills III – 1 credit hour

Continuation of Piano Skills II with more advanced skill level in sight-reading and technique. Play all major and harmonic minor scales a range of two octaves. Play dominant and diminished seventh chords in root position. Play repertoire comparable to *Arabesque* and *Ballade* of Burgmuller or *Toccatina* by Kabalevsky. Accompany vocal and instrumental solos selected from early grade collections used in public school music books. Harmonize melodies such as “Jingle Bells,” “Silent Night,” etc. **Prerequisite:** MUSI 1301 or instructor’s permission. *Course rotation:* Fall.

MUSI 2203 – Music Education P-5 – 3 credit hours

Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as EDUC 2203. *Course rotation:* Fall. **General Education:** Core – Application & Integration of Knowledge.

MUSI 2301 – Piano Skills IV – 1 credit hour

Continuation of Piano Skills III with more advanced skill level in sight-reading; be able to read one or more parts of choral or instrumental literature. More technical fluency is required in the two-octave performance of major and minor scales, chords, and arpeggios. Play dominant and diminished arpeggios in root position. Play repertoire comparable to intermediate literature: Sonatas 1-3, Op. 36 of Clementi. **Prerequisite:** MUSI 2201 or instructor’s permission. *Course rotation:* Spring.

MUSI 2533 – History of Music Literature – 3 credit hours

An introductory study of music literature from the various historical periods to prepare the student for the study of music history. The course will integrate the musical parameters of form, analysis, and listening and combine significant biographical information on selected composers with detailed listening analyses of representative works. Course material will be taken from the Middle Ages to the modern period. **Prerequisite:** MUSI 1612 or instructor’s permission. *Course rotation:* Spring. **General Education:** Core – Inquiry & Analysis.

MUSI 2613 – Music Theory III – 3 credit hours

Continuation of Music Theory II. Content includes Renaissance polyphony; eighteenth-century counterpoint; the fugue; borrowed chords and augmented sixth chords; variation, sonata, and rondo forms. Continual development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. **Prerequisite:** MUSI 1713. *Course rotation:* Fall.

MUSI 2713 – Music Theory IV – 3 credit hours

Continuation of Music Theory III. Content includes 9th, 11th, and 13th chords, altered dominants and chromatic mediants. Investigates the nineteenth- and twentieth-century concepts of expanded harmonic and chord vocabularies, post-romanticism, impressionism, twelve-tone composition,

serialism, and music since 1945. Final development of sight-singing, ear-training, and keyboard harmony skills within a lab setting. Two hours lecture, two hours lab per week. Four hours a week. **Prerequisite:** MUSI 2613. *Course rotation:* Spring.

MUSI 3102 – Music History I – 2 credit hours

A study of the history of music in Western cultures beginning with musical life and thought in ancient Greece and Rome and extending to the time of the Enlightenment. The course is designed to establish a working knowledge of the development of musical styles and their historical importance. **Prerequisites:** MUSI 1612 and MUSI 2533. *Course rotation:* Fall.

MUSI 3112 – Music History II – 2 credit hours

Continuation of MUSI 3102. A study of the history of music in Western cultures from the time of the Enlightenment and the early Classic Period to the present day. **Prerequisite:** MUSI 2533. *Course rotation:* Spring.

MUSI 3123 – Worship – 3 credit hours

Develops an understanding of Christian worship and church music through consideration of its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. Also listed as RELI 3123. **Prerequisite:** RELI 1003. *Course rotation:* Spring of even years. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Engaged Local & Global Citizenship.

MUSI 3212 – Conducting – 2 credit hours

An introduction to basic conducting skills with and without the baton. Topics include patterns, cueing, releases, fermatas, phrasing, dynamics, tempo, score reading as well as rehearsal techniques and management. Extensive use of video assessment for reflection and skill development. **Prerequisite:** MUSI 1713. *Course rotation:* Fall.

MUSI 3231 – Woodwinds Methods – 1 credit hour

The purpose of this course is to give the student an introduction to the techniques of playing and teaching woodwinds. Teaching methods, proper playing position, embouchure, common problems and errors made by students, equipment, maintenance and repair of the instruments, performance literature, pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Spring.

MUSI 3241 – Brass Methods – 1 credit hour

The purpose of this course is to give the student an introduction to the techniques of playing and teaching brass. Teaching methods, proper playing position, embouchure, common problems and errors made by students, equipment, maintenance and repair of the instruments, performance literature, pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Fall.

MUSI 3251 – Percussion Methods – 1 credit hour

The purpose of this course is to give the student an introductory study, with actual playing experience, of the major percussion instruments. Performance literature and pedagogical and assessment techniques will be presented. **Prerequisite:** MUSI 1612. *Course rotation:* Spring.

MUSI 3261 – Strings Methods – 1 credit hour

A practical class involving the playing and techniques of teaching the bowed, orchestral string instruments (violin, viola, cello, and string bass) at an elementary level. Teaching materials, string pedagogy, and assessment techniques are also considered. **Prerequisite:** MUSI 1612. *Course rotation:* Fall.

MUSI 3553 – Church Music Methods & Materials – 3 credit hours

Methods and materials for the administration of the church music ministry. Primary emphasis is

given to techniques for directing age-graded choral and instrumental ensembles. A conducting component is included within a practicum setting. Also explores technology applications.

Prerequisite: Instructor's permission. **Course rotation:** Spring of odd years.

MUSI 3TX1-3TX3 – Topics in Music – 1-3 credit hours

In-depth study of a particular topic in music beyond the range of listed courses. Topics and approaches will vary according to the instructor and may include advanced or specialized ensembles, choral festival performance travel, symphonic literature, composer/genre studies, etc. Variable credit. This course may be repeated for credit, up to a total of nine hours. **Course rotation:** Varies.

MUSI 4522 – Marching Band Techniques – 2 credit hours

A broad overview of all aspects of directing a high school marching band program. This course will include organization of all performing sections and support groups, drill techniques, modern show design, and judging techniques in the competitive arena. Assessment of performance ensembles is also considered. Music software and technology will be integrated.

MUSI 4532 – Choral Pedagogy & Literature – 2 credit hours

The teaching of voice within the choral ensemble from elementary school through high school. A survey of standard choral literature from all historical periods for choral ensembles. Assessment measures will also be considered.

MUSI 4542 – Orchestration & Arranging – 2 credit hours

Techniques of transcribing, arranging, and scoring music for various vocal and instrumental combinations. Music software and technology will be integrated. **Prerequisite:** MUSI 2713.

MUSI 4613 – Teaching Elementary School Music – 3 credit hours

This course is designed to prepare music education majors for teaching and managing the elementary music classroom. It incorporates appropriate elementary music instructional strategies, materials, and classroom management skills. This course also includes strategies for building a successful music program. Includes field hours. **Prerequisite:** Admission to the teacher education program.

MUSI 4623 – Teaching Music in Secondary Schools – 3 credit hours

This course is designed to prepare music education majors for teaching and managing the secondary music classroom. It incorporates appropriate instrumental and choral instructional strategies, materials, and classroom management skills. This course also will explore the skills needed to administer and maintain a successful music program. Includes field hours. **Prerequisite:** Admission to the teacher education program. **General Education:** Intermediate – Application & Integration of Knowledge.

Nursing: Pre-Licensure B.S.N.

NURS

NURS 2002 – Introduction to Professional Nursing – 2 credit hours

This course provides an overview of student success strategies to be utilized for program and NCLEX success. The student is introduced to concepts and theories underlying professional nursing practice with a focus on role expectations and behaviors. The student is familiarized with the philosophy and program outcomes of the pre-licensure B.S.N. program. **Prerequisite:** Admission to the pre-licensure B.S.N. program. **Course rotation:** Fall.

NURS 2013 – Health Assessment – 3 credit hours

Prepares the student to conduct a comprehensive, patient-centered, spiritually and culturally appropriate holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider of

care are explored. Opportunities are provided to apply concepts and skills with clients in the clinical laboratory and the clinical setting. **Prerequisites:** BIOL 2614, BIOL 2624, NURS 2002, and NURS 2024. *Course rotation:* Spring. *Theory hours:* Two. *Total clinical hours:* 45.

NURS 2024 – Foundations of Professional Practice – 4 credit hours

Builds upon concepts and skills presented in NURS 2002. Introduces theoretical and evidence based concepts, standards, and skills basic to beginning professional nurse practice. Utilization of the nursing process, clinical reasoning, critical thinking, and caring in the provision and coordination of patient-centered care are emphasized. The student is introduced to psychomotor activities for basic care of the simulated client in the laboratory. Clinical experiences in long-term care settings provide opportunities for application of theory to practice. **Prerequisite:** Admission to the pre-licensure B.S.N. program. *Course rotation:* Fall. *Theory hours:* Two. *Total clinical hours:* 90.

NURS 3013 – Pharmacology – 3 credit hours

Presentation of the principles of pharmacotherapeutics applicable to professional nursing practice. Emphasis is upon the nurse's collaborative role and responsibilities related to safe medication administration. Focus is placed upon understanding the physiological actions of drugs, expected client responses, common and major adverse effects, contraindications, and implications for nursing. Drug dose computation is included in the course. **Prerequisites:** BIOL 2104, BIOL 2614, BIOL 2624, NURS 2013, and NURS 3203. *Course rotation:* Fall.

NURS 3105 – Adult Health Nursing I – 5 credit hours

Provides students with theory and evidence pertinent to managing adult health problems. Provision of safe, patient-centered care through the application of clinical reasoning, critical thinking, and caring is emphasized. Students communicate effectively, engage in interprofessional collaboration, and utilize information management and technologies to provide safe, patient-centered care to adults with acute and chronic alterations in health. Learning experiences are provided in the simulation laboratory and in the acute care clinical setting. **Prerequisites:** BIOL 2104, BIOL 2614, BIOL 2624, NURS 2013, and NURS 3203. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 3203 – Pathophysiology – 3 credit hours

Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health and the body's response to illness and disease. Disease etiology, incidence/prevalence, risk factors, and clinical manifestations are examined. **Prerequisites:** BIOL 2614, BIOL 2624, NURS 2002, and NURS 2024. *Course rotation:* Spring.

NURS 3305 – Maternal/Newborn/Family-Centered Nursing – 5 credit hours

Provides the student with nursing theory and evidence-based practice principles needed to recognize and promote health during pregnancy and childbirth. Focus is on pregnancy and childbirth as natural processes. High-risk obstetrical clients and subsequent nursing care are identified and discussed. Students demonstrate clinical reasoning, critical thinking, and caring to design and deliver safe, spiritually and culturally appropriate, patient-centered care. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical prevention and health promotion of the childbearing family. **Prerequisites:** NURS 3013 and NURS 3105. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 3355 – Pediatric/Family-Centered Nursing – 5 credit hours

Assists students in meeting the health care needs of children and families experiencing potential and actual alterations in health. Course content includes evidence-based, spiritually and culturally appropriate, patient-centered care of the child from infancy to adolescent years. Emphasis is placed on clinical prevention, health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical

prevention and health promotion of the childrearing family. **Prerequisites:** NURS 3013 and NURS 3105. **Course rotation:** Spring. **Theory hours:** Three. **Total clinical hours:** 90.

NURS 4003 – Nursing Research – 3 credit hours

Provides an overview of the research process and utilization of current nursing research in evidence-based practice. Issues of scientific merit and relevance of research to clinical practices will be explored. Emphasis is placed on the role of research in clinical problem solving, practice, and evaluation. **Prerequisites:** MATH 2403, PSYC 1003, and all 3000 level nursing courses or instructor's permission. **Course rotation:** Fall.

NURS 4105 – Mental Health Nursing – 5 credit hours

Prepares students to provide spiritually and culturally appropriate, client-centered care to individuals across the lifespan experiencing acute and chronic mental/behavioral health problems. Students examine issues and trends affecting the provision of care to patients with common mental disorders or mental health needs. Clinical experiences take place in a variety of health care settings. **Prerequisites:** All 3000 level nursing courses. **Course rotation:** Fall. **Theory hours:** Three. **Total clinical hours:** 90.

NURS 4155 – Community Health Nursing – 5 credit hours

Includes health promotion and primary, secondary, and tertiary prevention as applied to the nursing care of individuals, families, groups, and populations in the community. Clinical practice is focused on evidence-based nursing practice with groups and populations. The concept of system is applied to health and community and is evaluated in light of nursing theories and public health frameworks. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. Students analyze political, economic, social, and environmental factors that influence community and global health. Clinical experiences are designed and provided in a variety of community settings. **Prerequisites:** All 3000 level nursing courses. **Course rotation:** Fall. **Theory hours:** Three. **Total clinical hours:** 90. **General Education:** Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

NURS 4205 – Leadership in Nursing – 5 credit hours

The role of the professional nurse as a leader and manager of care in the nursing profession and health care delivery is analyzed. Emphasis is placed on the three distinct roles that emerge from the nursing discipline. These include provider of care, manager of care, and member of the profession. Healthcare and nursing are viewed from the service and business context with exploration of specific leadership and management skills. Contemporary issues related to health care delivery are explored with an examination of ethical, legal, and regulatory processes. Knowledge and behaviors consistent with professional nursing practice are stressed within a paradigm that views the nurse as a leader and collaborator within the interprofessional team. **Prerequisites:** NURS 4003, NURS 4105, and NURS 4155. **Course rotation:** Spring. **Theory hours:** Three. **Total clinical hours:** 90. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

NURS 4304 – Adult Health Nursing II – 4 credit hours

Provides students with theory and evidence pertinent to managing complex adult health problems. Emphasis is on the provision of safe delivery of patient-centered care through the application of clinical reasoning, critical thinking, and caring. Students communicate effectively, engage in interprofessional collaboration, and utilize information management and technologies to provide safe, patient-centered care to adults with complex acute and chronic alterations in health. Learning experiences are provided in the simulation laboratory and in the acute care clinical setting. **Prerequisites:** NURS 4003, NURS 4105, and NURS 4155. **Course rotation:** Spring. **Theory hours:** Three. **Total clinical hours:** 45.

NURS 4402 – Nursing Synthesis – 2 credit hours

Provides a culminating experience in which students synthesize nursing and general education knowledge. The course provides core nursing content review and interactive tools to assist students in identifying nursing content strengths and weaknesses. Students will demonstrate focused study and apply interactive exam techniques prior to taking the National Council Licensure Examination (NCLEX). *Prerequisites:* NURS 4205 and NURS 4304.

NURS 4503 – Capstone in Nursing – 3 credit hours

Provides students with a culminating intensive clinical experience. The students are given the opportunity to integrate clinical and theoretical learning from previous nursing courses. Through a preceptorship experience, the student will further his/her transition from student nurse to the role of the professional nurse. The primary purpose of this course is to develop competency in nursing care, including organizational, prioritizing, and decision-making skills. Critical care content will be delivered in this course. This component will focus on synthesizing nursing knowledge and advanced skills in caring for individuals and families experiencing crises. *Note:* Because this course integrates the 90 of the 120 hour Kentucky Board of Nursing (KBN) required practicum experience, it must be taken during the semester immediately prior to graduation. *Prerequisites:* NURS 4205 and NURS 4304. *Course rotation:* Spring. *Theory hours:* One. *Total clinical hours:* 135.

Nursing: R.N. B.S.N.

NURN

NURN 3012 – Transition to Professional Nursing Practice – 2 credit hours

Provides an overview of the nursing profession. Concepts underlying professional nursing practice with a focus on role expectations and behaviors are introduced. Students must enroll in this course during the first session of the first term of enrollment. *Prerequisite:* Admission to the R.N. B.S.N. program. *Theory hours:* Two.

NURN 3024 – Comprehensive Health Assessment – 4 credit hours

Prepares students to conduct a comprehensive, patient-centered, spiritually and culturally appropriate, holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider are explored. *Theory hours:* Four.

NURN 3114 – Complex Disease Concepts & Care – 4 credit hours

Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health. Disease etiology, incidence/prevalence, clinical manifestations, and pharmacotherapeutics appropriate for evidence-based practice are examined. *Theory hours:* Four.

NURN 3122 – Healthcare Informatics – 2 credit hours

Creates an opportunity to examine the interdisciplinary use of technology-based innovations in healthcare services. Focus will be on use of informatics for planning and management of nursing, public health, and healthcare in general. Students will explore legislative and political issues related to informatics on state, national, and global levels. *Theory hours:* Two.

NURN 3313 – Population Health – 3 credit hours

Includes health promotion and primary, secondary, and tertiary prevention as applied to the care of individuals, families, groups, and populations in the community. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. *Theory hours:* Three.

NURN 4213 – Global Health – 3 credit hours

Provides an opportunity to examine and assess health among varying cultures in a growing global healthcare system. Students will analyze cultural, political, economic, social, and environmental factors that influence global health. Experiential learning will include activities that examine surveillance of disease, public health response, public health risks, and control measures. Health guidelines and international health services (i.e. Healthy People, 2020, WHO, CDC) will be explored. *Theory hours:* Three.

NURN 4323 – Healthcare Ethics – 3 credit hours

Includes analysis of ethics (i.e. justice, beneficence, maleficence) required for healthcare practice as well as ethical situations encountered in nursing practice. Emphasis will be placed on examination of ethical health scenarios (i.e. genetics, end of life care) and responses to those scenarios to provide quality care to clients, families, and communities. *Theory hours:* Three. **General Education:** Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

NURN 4413 – Art & Science of Leadership – 3 credit hours

The role of leader and manager of care in the healthcare delivery system is analyzed. The interprofessional delivery of healthcare is viewed from the service and business context with exploration of leadership and management skills. Contemporary issues related to healthcare delivery are explored with an examination of legal and regulatory processes. *Theory hours:* Three.

NURN 4423 – Evidence-Based Practice – 3 credit hours

Provides an overview of the research process and utilization of current nursing research in evidence-based practice. Issues of scientific merit and relevance of research to clinical practices will be explored. Emphasis is placed on the role of nursing research and evidence in clinical problem solving, practice, and evaluation. **Prerequisite:** NURN 4413. **Corequisite:** MATH 2403. *Theory hours:* Three. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

NURN 4614 – Organizational & Systems Leadership – 4 credit hours

Applies leadership techniques to address challenges encountered in healthcare organizations. Systems theories are assessed and utilized to manage complex health challenges. Emphasis is on the provision of safety and quality through application of clinical reasoning, critical thinking, and caring. *Theory hours:* Four. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

NURN 4622 – Interprofessional Education & Collaboration – 2 credit hours

Involves effective education and communication strategies to transform health services. Focus will be on educational strategies for teaching and training, therapeutic communication techniques, and a holistic approach to interaction with other healthcare professionals. Students will participate in case scenarios, debates, and discussions that create immersion opportunities for understanding education, collaboration, and communication concepts. *Theory hours:* Two. **General Education:** Mastery – Communication; Mastery – Engaged Local & Global Citizenship.

NURN 4713 – Nursing Certification & Credentials – 3 credit hours

Provides a culminating experience in which students synthesize nursing and general education knowledge. The course provides specialty nursing content review and an opportunity to identify certification or credentialing opportunities. Students will demonstrate focused study and apply learning strategies prior to taking a specialty nursing certification exam. *Theory hours:* Three.

NURN PN00 – Internship – 3-12 credit hours

Provides an experiential learning opportunity that allows the student to grow in his/her communication, critical thinking, and confidence as a nursing leader. It is expected that during the

internship, the student will begin to take responsibility for quality enhancement opportunities and will experience different populations and issues in the healthcare system. Emphasis is placed on the three distinct roles that emerge from the nursing discipline, including provider of care, manager of care, and member of the profession. *Theory hours:* Variable 3-12.

Nutrition

NUTR

NUTR 1003 – Fundamentals of Nutrition – 3 credit hours

This course will review the role of nutrition in disease prevention and health promotion. This will include a study of the individual nutrients and how the body utilizes these nutrients. There will be a comprehensive analysis of facts vs. fallacies in contemporary nutrition. A focus on the relation of nutrition and exercise on both the mind and the body will be reviewed. *General Education:* Core – Application & Integration of Knowledge.

Philosophy

PHIL

PHIL 1003 – Introduction to Philosophy – 3 credit hours

Survey of the basic questions of knowledge and existence. Explores methods of philosophical reasoning in addressing human identity, worldview, epistemology, hermeneutics, natural law, the problem of evil, free will, and human nature. Includes both traditional and contemporary voices. *General Education:* Core – Inquiry & Analysis.

PHIL 3003 – Ethics – 3 credit hours

Explores questions of the nature and ground of virtue, wisdom, and the good life. Considers ethical theories including deontology, utilitarianism, and virtue ethics. Particular attention is paid to making principled choices in practical situations. Includes responsibilities of the individual and society in both traditional and contemporary moral debates. *Recommended:* Sophomore standing or above. *Course Rotation:* Spring. *General Education:* Intermediate – Engaged Local & Global Citizenship.

Physical Education

PHED

Note: Students interested in majoring in physical education or physical education & health should be aware that these majors require acceptance into and compliance with the standards set forth by the education division.

PHED 1201 – First Aid – 1 credit hour

Students will use technology to practice of first-aid procedures and prevention/care of injuries. *Course rotation:* Fall and spring.

PHED 1802 – Special Topics in Physical Activity – 2 credit hours

Activity normally features skill development in a specific recreational area or sport. Emphasis is on participation, development or camaraderie, strategy, and team play. Course may be repeated. *Course rotation:* Varies.

PHED 2012 – Basic Injury Care for the Coach & Trainer – 2 credit hours

Students will use technology to study of symptoms, prevention, immediate treatment, and long-term care in athletic injuries. *Course rotation:* Spring of odd years.

PHED 2013 – Nutrition – 3 credit hours

Examines nutritional values and practices. Topics for discussion include, but are not limited to, the following: basic food groups, food nutrients, weight problems, and food labels. *Course rotation:* Spring of odd years.

PHED 2053 – Foundations of Health & Physical Education – 3 credit hours

Students will use technology to provide historical and philosophical perspective for health and physical education. *Course rotation:* Spring of even years.

PHED 2133 – Motor Learning & Development – 3 credit hours

Teaches various stages of motor learning as it applies to the physical education student. The development of children in grades P-12, including digital media and technology, will be discussed with issues that this brings for their physical movement abilities. **Prerequisite:** EDUC 2123. *Course rotation:* Fall of odd years.

PHED 2253 – Personal, School & Community Health – 3 credit hours

Incorporates personal and school health into the wider scope of community health. Needs-assessment on an individual, school, and community basis will be developed using technology. Students will be actively engaged in planning program design for themselves and others. **Prerequisite:** EDUC 2123. *Course rotation:* Spring of even years.

PHED 2553 – Fitness, Wellness & Conditioning – 3 credit hours

The course provides a comprehensive understanding of theory and practical application of critical areas for lifelong physical fitness, wellness, and physical conditioning (cardio, respiratory endurance, muscular strength and endurance, flexibility, body composition). Nutrition, weight management, cardiovascular disease, and injury prevention will be included using digital media and technology. Interactive learning and laboratory experiences for individual wellness assessment, practice of exercise systems including dance and recreational activities, and improvement of body function will allow students to assess critically lifetime activities as components of a wellness program. *Course rotation:* Fall and spring of odd years.

PHED 3002 – Psychology/Sociology of PE/Sport – 2 credit hours

Surveys psychology/sociology and the varied responsibilities of the teacher and coach as they relate to these fields. Uses technology to explore topics of discussion, including areas such as characteristics, type of personality, philosophy, history, organization, and administration, as well as current issues. **Prerequisites:** EDUC 2123 and admission to the teacher education program or instructor's permission. *Course rotation:* Fall of even years.

PHED 3013 – Exercise Physiology – 3 credit hours

Students will use technology to study physiological changes which occur during and after physical activity. The physiological changes include circulatory, respiratory, endocrine, and nervous systematic adjustments. Students are recommended to have successfully completed the biology general education requirement before taking this course. *Course rotation:* Fall of even years.

PHED 3023 – Kinesiology – 3 credit hours

Students will use technology to study of the human musculature and the body's structural relationship to exercise and skilled motor performance. *Course rotation:* Fall.

PHED 3103 – Epidemiology – 3 credit hours

Examination of the infectious diseases and disorders that are currently prevalent, as well as address the history of these diseases. Using technology that is designed to inform the content knowledge required in public school teaching of P-12 health teachers. Emphasis is placed on incorporating the material in instructional design. **Prerequisite:** Admission to the teacher education program or instructor's permission. *Course rotation:* Fall of odd years.

PHED 3143 – Adaptive Physical Education for PE/Health Majors – 3 credit hours

The social, psychological, and physiological aspects of the mentally retarded, the gifted, and the visually, aurally, physically, emotionally, and neurological disabled are discussed. Students will use technology to address how to best meet the needs of these students in a physical movement environment. Includes field hours. **Prerequisites:** EDUC 3403, PHED 2053, and admission to the teacher education program. *Course rotation:* Fall of even years.

PHED 3163 – Skills & Techniques of Team & Lifetime Activities – 3 credit hours

Students will use technology to explore the fundamental skills and strategies for team, individual, and dual activities. **Prerequisite:** Admission to the teacher education program. **Course rotation:** Fall of even years.

PHED 3203 – Physical Education/Health Curriculum & Methods for Elementary P-5 – 3 credit hours

Explores principles of instruction by using technology for grades P-5 in health and physical education. Students will learn to integrate content knowledge of child health, nutrition, and physical fitness in designing effective learning experiences for elementary students. Special emphasis is given to teaching methods and curriculum materials considered best practice for grades P-5 to promote healthy lifestyles. Includes field hours. **Prerequisites:** Admission to the teacher education program and EDUC 3413 (P-5 majors) or EDUC 3403 (physical education majors). **Course rotation:** Spring.

PHED 3402 – Fundamentals of Coaching – 2 credit hours

Methods of teaching sport skills, and sport management skills. The purpose will be to promote athletes' growth, development, and learning, while teaching age-appropriate skills. Includes analysis of National Coaching Standards and an examination and analysis of the philosophy and ethics of coaching. Students will examine how values are communicated, and how to facilitate positive social and emotional growth. Students will utilize technology to write personal statements on their philosophy of coaching and will work through ethical dilemmas in sport. **Prerequisite:** EDUC 2123. **Course rotation:** Spring of even years.

PHED 4023 – Middle/Secondary Methods for Physical Education – 3 credit hours

Explores principles of instruction, digital media, technology, teaching methods, and curriculum materials as prevalent in public schools, grades P-12. Includes field hours. **Prerequisite:** Admission to the teacher education program. **Course rotation:** Spring of odd years. **General Education:** Intermediate – Application & Integration of Knowledge.

PHED 4103 – Contemporary Health Issues – 3 credit hours

Students will use technology to examine current issues in health by means of special speakers and other resources. Issues explored include AIDS, world population, global warming, and others that the future will dictate. **Prerequisite:** PHED 3103 and admission to the teacher education program or instructor's permission. **Course rotation:** Spring of odd years.

Physical Science**PHSC****PHSC 1104 – Introduction to Physical Science – 4 credit hours**

Introduces the physical science disciplines of physics and chemistry. Specific topics include physical units, motion, force, energy, heat and thermodynamics, waves, electricity and magnetism, optics, atomic and nuclear physics, the periodic table, the chemical elements, chemical bonding, chemical equations, and simple stoichiometry. A one-hour laboratory series is included, which correlates with the course's concepts. **Prerequisite:** MATH 0923 or minimum ACT mathematics sub-score of 20 or an Accuplacer Algebra score of 53-120 and/or an Accuplacer college-level mathematics score of 44-85. **Course rotation:** Varies. **General Education:** Core – Inquiry & Analysis.

PHSC 1204 – Earth Science – 4 credit hours

Integrates study of the general concepts in astronomy, geology, meteorology, and oceanography. Introduces the student to the scientific method of problem-solving and acquaints the student with the applications of earth science to everyday living. A one-hour laboratory series is included, which correlates with the course's concepts. **Course rotation:** All semesters. **General Education:** Core – Inquiry & Analysis.

PHYS 2114 – College Physics I – 4 credit hours

A non-calculus based introduction to models of physical phenomena including conservation of energy, three-phase matter, mechanical energies, oscillations, particle models of matter, bond energy, and thermal energy, thermodynamics, ideal gas, entropy, Bernoulli's principle, solid-state energy-density, and linear transport. Emphasis will be placed on conceptual analysis, graphical interpretation, and communication. A laboratory component is included. *Prerequisite:* MATH 1124 or equivalent. *Course rotation:* Fall.

PHYS 2124 – College Physics II – 4 credit hours

A continuation of College Physics I, including the following physical models: Galilean space-time, momentum conservation, angular momentum conservation, Newtonian mechanics, harmonic motion, electrical and magnetic models including fields, forces, and potentials, waves, interference, and optics. A laboratory component is included. *Prerequisite:* Minimum grade of C in PHYS 2114. *Course rotation:* Spring.

PHYS 2414 – General Physics I – 4 credit hours

A calculus-based introduction to models of physical phenomena including conservation of energy, three-phase matter, mechanical energies, oscillations, particle models of matter, bond energy, and thermal energy, thermodynamics, ideal gas, Galilean space-time, momentum conservation, angular momentum conservation, Newtonian mechanics. Emphasis will be placed on conceptual analysis, problem solving, graphical interpretation, and communication. A laboratory component is included. *Prerequisite:* MATH 2315 or equivalent. *Course rotation:* Spring.

PHYS 2424 – General Physics II – 4 credit hours

A continuation of General Physics I, this course presents an introduction to Bernoulli's principles, solid-state energy-density, linear transport, harmonic motion, electrical and magnetic models including fields, forces, induction, and potentials, harmonic waves, interference, and optics. A laboratory component is included. *Prerequisite:* MATH 3315 and minimum grade of C in PHYS 2414. *Course rotation:* Fall.

PHYS 2713 – Introduction to Computational Science – 3 credit hours

Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as CIS 2713 and MATH 2713. *Prerequisite:* MATH 1013 unless waiver requirements are met. *Course rotation:* Spring.

PHYS 3103 – Statics – 3 credit hours

Study of forces on objects at rest. Contents include: a discussion of vector algebra; a study of force systems; equivalent force systems; distributed forces; internal forces; principles of equilibrium; application to trusses, frames, and beams; and friction. *Corequisite or Prerequisite:* MATH 3314. *Prerequisite:* PHYS 2414. *Course rotation:* Fall.

PHYS 3203 – Dynamics – 3 credit hours

Study of particle dynamics, rigid-body motion, small oscillations, rotating coordinate systems, and an introduction to the Lagrangian and Hamiltonian formulations of mechanics. *Prerequisite:* PHYS 2424. *Corequisite or Prerequisite:* MATH 3323 or MATH/PHYS 4303. *Course rotation:* Varies.

PHYS 3404 – Electrodynamics – 4 credit hours

Study of the fields produced by static charges and steady currents. Topics include electric fields and dielectrics, magnetic fields and magnetic materials, scalar and vector potentials, Maxwell's equations, and electromagnetic waves. A laboratory component is included. *Prerequisites:* PHYS 2424 and MATH 3314 or equivalent. *Course rotation:* Varies.

PHYS 3614 – Thermodynamics – 4 credit hours

Presents a discussion of the fundamental principles and applications of thermodynamics. A laboratory component is included. *Prerequisite:* PHYS 2414. *Course rotation:* Spring.

PHYS 3703 – Modern Physics – 3 credit hours

This course presents an overview of some of the discoveries in physics since the late nineteenth century. Topics include relativity (objects traveling near the speed of light), particle physics (particles smaller than nucleons), nuclear decays and energy/mass equivalence, and quantum mechanics. *Prerequisites:* PHYS 2424 and MATH 3314 or equivalent. *Course rotation:* Varies.

PHYS 4303 – Engineering Mathematics – 3 credit hours

Topics that appear in the study of the physical sciences and in engineering. Topics can vary but will include Green's theorem, Stokes' theorem, and the divergence theorem; complex variables; partial differential equations; and numerical methods. Particular emphasis is placed on the integration of technology into the mathematical process. Also listed as MATH 4303. *Prerequisite:* MATH 2315. *Course rotation:* Alternates with MATH 3323 in spring. *General Education:* Mastery – Application & Integration of Knowledge.

Political Science**POSC****POSC 1003 – United States Government – 3 credit hours**

Introductory survey of the American political system, including study of the philosophical basis of American government, the three branches of the federal government, federal-state relations, civil rights, political parties, campaigns, the role of the media, and lobby groups. *Course rotation:* All semesters. *General Education:* Core – Inquiry & Analysis.

POSC 2103 – Modern and Contemporary Political Thought – 3 credit hours

Political theorists from the 16th to the 20th century are used to examine a series of major questions (e.g., human nature, power, authority, justice, liberty, equality, and legitimacy) which are central to political theory and political science. In addition, students will be introduced to the core modern ideologies (e.g. liberalism, conservatism, and socialism). This course is discussion oriented and designed to develop the student's critical reading and thinking abilities. *Prerequisite:* POSC 1003. *Course rotation:* Fall of odd years. *General Education:* Intermediate – Communication; Intermediate – Inquiry & Analysis.

POSC 2203 – United States Congress – 3 credit hours

Examines the role of the legislative branch in the American political system. The focus is primarily on the U.S. Congress. State legislatures including the Commonwealth of Kentucky, representation, the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process will also be discussed. The role elections, leadership, and parties play in the legislative process will be examined. Recommended for students contemplating a legislative internship. *Prerequisite:* POSC 1003. *Course rotation:* Fall of even years.

POSC 2213 – International Relations – 3 credit hours

An investigation of the basic factors in international politics, including the origin and nature of the state system; the concepts of sovereignty, diplomacy, and war; international conflicts and disputes; and the relationship of international politics to international economics in the conduct of foreign affairs. *Prerequisite:* POSC 1003.

POSC 2303 – Comparative Politics – 3 credit hours

This course provides an introduction to comparative politics. It aims to provide students with the tools necessary to study politics and society in comparative perspective. Within political science, the subfield of comparative politics is concerned with studying politics in countries outside the United States. This course is designed to give students an introduction to processes of political and economic development both within and across countries around the world. In the process, the issues

raised will challenge students to think, analyze, and write with both creativity and rigor.

Prerequisite: POSC 1003.

POSC 2403 – U.S. Foreign Policy – 3 credit hours

A study of the formulation and implementation of American foreign policy. Attention is devoted to how political institutions (President, Congress, bureaucracy, etc.) interact to produce foreign policy. Major issues of American foreign policy, both past and present, are discussed, with particular emphasis since the events of September 11, 2001. **Prerequisite:** POSC 1003.

POSC 3103 – United States Legislatures – 3 credit hours

Examines the role of the legislative branch in the American political system. The focus is primarily on the U.S. Congress. State legislatures including the Commonwealth of Kentucky, representation, the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process will also be discussed. The role elections, leadership and parties play in the legislative process will be examined. Recommended for students contemplating a legislative internship. **Prerequisite:** POSC 1003. *Course rotation:* Spring of even years.

POSC 3203 – Classical Political Thought – 3 credit hours

Selected political theorists from classical antiquity, the medieval period, and the renaissance are used to examine a series of major questions (e.g., human nature, power, authority, justice, and liberty) which are central to political theory and political science. In addition, students are introduced to the origins of our Western political thought and culture. This course is discussion oriented and designed to develop the student's critical reading and thinking abilities. **Prerequisite:** POSC 1003.

POSC 3213 – Public Policy – 3 credit hours

A study of the development, implementation, and impact of government policies, with a primary focus on the United States. **Prerequisite:** POSC 1003.

POSC 3503 – Politics of the Middle East – 3 credit hours

A study of the politics of the Middle East, with particular focus on the sources of conflict in the Middle East. These sources include religion, colonialism and imperialism, great power rivalry, resource conflict, and levels of development. These sources are applied to the variety of conflicts in the region, including intra-Arab disputes, the Arab-Israeli conflict, the notion of civilizational conflict between the West and Islam, and the implications for transformation in the Middle East.

Prerequisite: POSC 1003.

POSC 3TX3 – Topics in International Issues in Political Science – 3 credit hours

May include the study of terrorism, political ideologies, the politics of the Soviet Union and Russia, and/or comparative politics. This course may be repeated once for credit. **Prerequisite:** POSC 1003.

POSC 4103 – American Political Thought – 3 credit hours

Selected political thinkers from the history of American political thought are used to explore the core values and beliefs that define the American political system and culture. **Prerequisites:** POSC 1003 and POSC 2103. *Course rotation:* Fall of odd years. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis.

POSC 4203 – The American Presidency – 3 credit hours

An examination of the nature and development of the presidency and its role in the American political system. The presidency is defined broadly to include both the presidential office and the institutional structures in the White House and the Executive Office of the President that have grown up around it. **Prerequisite:** POSC 1003. *Course rotation:* Spring of odd years.

POSC 4903 – Capstone in Political Science – 3 credit hours

A capstone course which emphasizes research and writing, intensive reading, and discussion of selected political topics in a seminar setting. **Prerequisites:** POSC 1003 and senior standing or instructor's permission.

POSC 4TX3 – Topics in Political Science & Politics – 3 credit hours

Includes the study of a variety of current issues in political science and politics. May include the following topics: civil liberties and civil rights; presidential elections; dictatorships and anti-democratic political systems; the politics of film; the politics and philosophy of *Star Wars*. This course may be repeated once for credit. **Prerequisite:** POSC 1003.

POSC PN00 – Professional Internship in Political Science – 3-12 credit hours

Required work experience in an occupational area related to student's interest or focus. Students must have 120 clock hours worked and write a scholarly paper related to the work experience. In addition, students must keep a reflective journal. **Grading:** Credit/No Credit.

Psychology

PSYC

PSYC 1003 – Principles of Psychology – 3 credit hours

Introduction to the scientific study of human behavior. Fundamental facts, theories, concepts and principles of psychology are included. **Course rotation:** Fall and spring. **General Education:** Core – Inquiry & Analysis.

PSYC 3033 – Psychopathology – 3 credit hours

The origins, development, and treatment of psychopathological behavior. **Prerequisites:** PSYC 1003 and sophomore standing or above. **Course rotation:** Spring.

PSYC 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.

PSYC 3203 – Theories of Personality – 3 credit hours

Various modalities and explanations of personality structures and dynamics proposed by major personality theorists. **Prerequisites:** PSYC 1003 and sophomore standing or above. **Course rotation:** Fall.

PSYC 3403 – Social Psychology – 3 credit hours

A study of human behavior in terms of personality and situational variables. Major topics covered include attitude formation and change, aggression, attraction, social cognition, prejudice, and group processes. **Prerequisites:** PSYC 1003 and sophomore standing or above. **Course rotation:** Fall.

PSYC 3503 – Cognitive Psychology – 3 credit hours

A study of theories and experimental findings in the areas of learning, memory, thinking, problem-solving, and language. **Prerequisites:** PSYC 1003 and sophomore standing or above. **Course rotation:** Fall. **General Education:** Intermediate – Inquiry & Analysis.

PSYC 3603 – Behavioral Analysis – 3 credit hours

A study of the theory and techniques of behavioral change utilizing the principles of conditioning. Application relevant to health-centered and educational settings is emphasized. **Prerequisites:** PSYC 1003 and sophomore standing or above. **Course rotation:** Spring.

PSYC 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 or above. **Course rotation:** Varies.

PSYC 4403 – Physiological Psychology – 3 credit hours

An introduction to the biological basis of behavior. Neural, sensory, motor, and chemical structures and functions will be examined in relation to emotions, learning and memory, perception, and psychopathology. **Prerequisites:** PSYC 1003 and junior standing or above. **Course rotation:** Spring.

PSYC 4503 – History & Issues of Psychology – 3 credit hours

A study of the historical, philosophical, and theoretical roots of contemporary psychology. Included will be a critical examination of contemporary issues in relationship to historical perspectives.

Prerequisites: PSYC 1003 and junior standing or above. **Course rotation:** Spring. **General Education:** Intermediate – Application & Integration of Knowledge.

PSYC 4703 – Research Methods & Statistics I – 3 credit hours

Introduces the student to conducting research in the behavioral sciences. Concepts and application emphasized are ethics in research, exploring the literature, types of research variables, validity and descriptive statistics. In addition, each student will design an independent research project to be completed in PSYC 4903. **Prerequisites:** PSYC 1003 and MATH 1013, unless mathematics waiver requirements are met. **Course rotation:** Alternate fall. **General Education:** Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

PSYC 4903 – Research Methods & Statistics II – 3 credit hours

Continuation of Research Methods, this class provides an overview of experimental designs and inferential statistics with an emphasis on selecting the appropriate statistical analysis for each experimental design. The student will demonstrate understanding of experimental methods by conducting the independent research project designed in Research Methods and presenting the results in a public forum. **Prerequisite:** PSYC 4703. **Course rotation:** Alternate spring. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

Reading

READ

READ 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.

READ 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.

READ 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.

READ 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 tutor coordinator. *Note:* Students are not allowed to withdraw from this course as it is a developmental course.

READ 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.

READ 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 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

RTSM 2013 – Introduction to Recreation, Tourism & Sport Management – 3 credit hours

Introduction to the professional fields in recreation and leisure by presenting the basic principles, fundamentals, and concepts as related to such factors as history and objectives, sociological and economic aspects, as well as motivation and barriers to participation. Knowledge, attitude awareness, and resources needed to work with diverse populations. Additionally provides an introduction to communication tools necessary for RTSM professionals such as email, PowerPoint, Word, Excel, etc. Focus on effective written and oral communication. *General Education:* Core – Application & Integration of Knowledge.

RTSM 2103 – Leadership & Diversity in RTSM – 3 credit hours

Students will examine and practice leadership techniques and group dynamics in RTSM programming. Application of these techniques and concepts will be examined specific to minority status, gender, youth-at-risk, senior citizens, and people with disabilities. *Prerequisite:* RTSM 2013.

RTSM 2403 – Principles of 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. *General Education:* Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

RTSM 2603 – Principles of Sport Management – 3 credit hours

Development of a conceptual understanding of sport management, career opportunities in sport management, and the necessary competencies for the different career fields. *Prerequisite:* RTSM 2013.

RTSM 3103 – Recreation & Sport Facility Management – 3 credit hours

Management and design principles applied to park, recreation, and sport areas and facilities.

Emphasis on operational efficiency, quality service, fiscal responsibility, and maintenance management. Additional emphasis on physical accessibility of facilities. *Prerequisite:* RTSM 2013.

RTSM 3303 – Recreation Programming – 3 credit hours

Theoretical and applied approaches to the recreation program planning process. Basic elements of programming using a variety of recreational settings and diversity of practical experience.

Prerequisites: ENGL 1023 and RTSM 2013. *General Education:* Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

RTSM 3503 – Outdoor Living Skills – 3 credit hours

Designed to acquaint students with basic outdoor living skills and related environmental practices. A variety of outdoor activities, including overnight camping trips, are required. *Course rotation:* Fall.

RTSM 3513 – Outdoor Recreation Management – 3 credit hours

Examines the outdoor recreation movement in America and its impact on natural resources. Reviews relationships between changing public demand and the many agencies involved in supplying outdoor recreation. Concepts and methods of outdoor recreation planning and management explored with emphasis on visitor and wildlife management. Current issues relative to recreation provision are identified and debated.

RTSM 3523 – Outdoor Recreation & Rural Tourism Consortium – 3 credit hours

This is an off campus Outdoor Recreation & Rural Tourism Consortium taking place at Tremont, the Environmental Education Center at the Great Smoky Mountain National Park. Students will be expected to do readings prior to the trip and participate in the entire trip. Course fee applies.

Prerequisite: RTSM major and/or instructor's permission. *Course rotation:* Fall.

RTSM 3613 – Research & Evaluation in RTSM – 3 credit hours

Overview of research and evaluation methods as applied to recreation, tourism, and sport management services. Topics will include needs assessment and program and service evaluation.

Prerequisite: RTSM 2013.

RTSM 3803 – Special Topics in RTSM – 3 credit hours

Presentation and discussion of relevant issues in recreation, tourism & sport management.

Prerequisite: Instructor's permission. *Course rotation:* Fall and spring.

RTSM 3901 – Pre-internship Seminar – 1 credit hour

Review of philosophy and professional ethics of recreation, tourism, and sport management. Self assessment of student's strengths, limitations, and career aspirations. Preparation of reference files, letters, and resumes. Identification of and application to program-approved agencies for completion of internship. *Prerequisites:* RTSM 2103, RTSM 2403, RTSM 2603, and RTSM 3303.

RTSM 4102 – Senior RTSM Seminar – 2 credit hours

Integration of knowledge, theory, and methods from coursework and experience; development and presentation of comprehensive operational and management problems and plans. Designed to encourage students to function as professionals and to relate areas of specialty to the broader recreation, tourism and sport management profession. *Prerequisite:* Senior standing or instructor's permission.

RTSM 4203 – Park & Open Space Planning & Design – 3 credit hours

This course will familiarize students with the basic principles of planning and design of outdoor recreation and park facilities. The course reviews the importance of an environmental and social ethic in planning and design, the process and products, and how planning and design of a place can influence people. Students should complete the course having gained knowledge that will help

them to contribute to a planning or design process and be able to critically examine various types of plans and designs.

RTSM 4303 – Professional Event Management – 3 credit hours

Students acquire an in-depth knowledge about the field of event management. Planning techniques, strategies, and requirements for planning, implementing, and evaluating community events are included. Emphasizes ordinances, planning, funding, and marketing. **Prerequisite:** RTSM 3303. *Course rotation:* Spring. **General Education:** Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

RTSM 4403 – Tourism Destination Management – 3 credit hours

This course examines the functions of community tourism management. Examines management strategies and methods to fund, operate, and promote a tourism destination to meet the needs of the community, local service providers, and potential visitors. Includes consideration of environmental and resource requirements as well as tourism's social and cultural ramifications. **Prerequisite:** RTSM 2403.

RTSM 4503 – Adventure-Based Recreation – 3 credit hours

Acquaints students with basic adventure-based outdoor activities and related environmental practices. A variety of outdoor activities, including an overnight camping trip, are conducted in the classroom and surrounding areas. Course fee will apply. **Prerequisite:** RTSM 3503.

RTSM 4603 – Athletic Administration – 3 credit hours

Provides overview of the area of athletics administration for scholastic and collegiate settings. This course covers many areas from staffing and recruiting to fund-raising. **Prerequisite:** RTSM 2603.

RTSM 4803 – Special Topics Course – 3 credit hours

Presentation and discussion of relevant issues in recreation, tourism & sport management. **Prerequisite:** Instructor's permission.

RTSM 4903 – RTSM Internship – 3 credit hours

Provides prospective RTSM professionals a 400-hour (ten-week) learning experience in a selected agency or organization, under the joint supervision of a qualified manager and an RTSM program supervisor. *Grading:* Credit/No Credit. **Prerequisites:** RTSM 3901, senior standing, and program coordinator's permission. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis.

Religion

RELI

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. **General Education:** Core – Engaged Local & Global Citizenship.

RELI 1013 – Old Testament – 3 credit hours

A survey of the Old Testament dealing with its making, meaning, and literature; designed to lead to an appreciation of its content and application. *Course Rotation:* All semesters. **General Education:** Core – Engaged Local & Global Citizenship.

RELI 1023 – New Testament – 3 credit hours

A survey of the New Testament dealing with its making, meaning, and literature; designed to apply teachings of the New Testament to present times. *Course rotation:* All semesters. **General Education:** Core – Engaged Local & Global Citizenship.

RELI 1203 – World Religions – 3 credit hours

A survey of the varieties of religious beliefs, emphasizing the relationship of the world's great religions to one another and to society. *Course rotation:* All semesters. **General Education:** Core – Engaged Local & Global Citizenship.

RELI 2113 – Gospel, Church & Culture – 3 credit hours

This course examines trends of postmodern culture while preparing missional leaders for effectiveness in Christian ministry amid the ideologies and cultural milieu of contemporary society. The nature and mission of the Church and its witness and service to the world is examined in light of the diverse cultural values encountered in the various cross-cultural contexts within our society. Focus will be given to renewed efforts at effective cultural engagement with the Christian gospel in multi-cultural contexts. *Course rotation:* Fall. **General Education:** Intermediate – Engaged Local & Global Citizenship; Intermediate – Application & Integration of Knowledge.

RELI 3103 – Christian Ministry – 3 credit hours

An introductory study of the nature of the church and its mission. Students will be exposed to the various issues and literature in the field of Christian ministries with special emphasis on discipleship. **Prerequisites:** RELI 1003 and sophomore standing or above. *Course rotation:* All semesters. **General Education:** Intermediate – Communication; Intermediate – Application & Integration of Knowledge.

RELI 3113 – Youth Ministry – 3 credit hours

Consideration of the nature and needs of adolescents from junior high through the college years. Philosophy of youth ministry objectives, organizations, and methods are studied with emphasis on effective ministry to reach and develop youth to their fullest potential. **Prerequisite:** RELI 1003. *Course rotation:* Spring.

RELI 3123 – Worship – 3 credit hours

Understanding Christian worship and church music through consideration to its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. Also listed as MUSI 3123. **Prerequisite:** RELI 1003. *Course rotation:* Spring of even years. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Engaged Local & Global Citizenship.

RELI 3133 – The Gospels – 3 credit hours

A study of the basic teachings of Jesus in the synoptic gospels and the Gospel of John in light of critical studies. **Prerequisite:** RELI 1003. *Course rotation:* Spring of even years. **General Education:** Intermediate – Communication; Intermediate – Inquiry & Analysis.

RELI 3143 – New Testament Letters – 3 credit hours

A historical study of the spread of Christianity into Asia and Europe as seen in the life and writings of the apostles. **Prerequisite:** RELI 1003. *Course rotation:* Fall of odd years.

RELI 3153 – Age-Level Ministry – 3 credit hours

An examination of the periods of childhood through adulthood from the perspective of ministry needs, developmental tasks, and spiritual formation. Attention is given to the principles of moral and spiritual development of children and programs to integrate all persons into the community of faith. **Prerequisites:** RELI 1003 and RELI 3103. *Course rotation:* Fall. **General Education:** Mastery – Application & Integration of Knowledge.

RELI 3163 – Children's Ministry – 3 credit hours

The purpose of this course is to educate and train leaders in various aspects of children's ministry including effective teaching methods, program organization, age-level development, volunteer recruitment and training, service on a church staff, and ministry to families.

RELI 3203 – Christian Education – 3 credit hours

Study of the historical, Biblical, theoretical, and psychological concepts central to the field of educational ministry. Reference to various applications in children's, youth, and adult ministries will be included. *Course rotation:* All semesters.

RELI 3213 – Pentateuch/Historical Books – 3 credit hours

An analysis of the general content and spiritual teachings of the Torah as well as the historical books from Joshua to Esther. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3253 – Poetical Books/Prophets – 3 credit hours

A study of wisdom literature and the prophetic writings of the Old Testament. *Prerequisite:* RELI 1003. *Course rotation:* Spring of even years.

RELI 3273 – Women in Religion – 3 credit hours

Drawing on the insights of Biblical theology, history, and cross-cultural studies, this course examines the places of women in society and in the church – both as they are and should and could be. Explores the views of female/male roles in the church over the centuries. Critically examines feminist thought and experiences of women with Christianity as well as other religions.

RELI 3293 – Contextual Ministry – 3 credit hours

This course prepares students for ministry in a multicultural society. It is designed to provide historical, theological, sociological, and ethical foundations for ministry in diverse cultures. Special attention will focus on ministries of evangelism, discipleship, and social justice, including an examination of various models of ministry to persons in recovery and others on the margins of society. *Prerequisites:* RELI 1003, RELI 2113 and RELI 3103. *Course rotation:* Spring of odd years.

RELI 3413 – Christian Apologetics – 3 credit hours

A basic introduction to a rational defense for the historic and apostolic claims of the Christian faith. Attention is focused on the classic arguments for the existence of God, the reliability of the Bible, and the historical evidence for the life, death, and resurrection of Jesus of Nazareth. Contemporary issues in the area of Christian apologetics within a postmodern, secular culture are examined. *Course rotation:* Spring of even years. *General Education:* Intermediate – Inquiry & Analysis.

RELI 3423 – Discipleship – 3 credit hours

This course covers the primary philosophy and methodology for making Christian disciples and examines problems, possibilities and processes for building a disciple-making culture in the local church. Special attention is given to the integration of biblical and theological principles of discipleship for cross-cultural applications in a postmodern world. *Course rotation:* Fall. *General Education:* Intermediate – Application & Integration of Knowledge.

RELI 3503 – Christian Theology – 3 credit hours

An advanced course in the primary doctrines of the Christian faith. *Prerequisite:* RELI 1003. *Course rotation:* Spring. *General Education:* Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship.

RELI 4103 – Spiritual Formation – 3 credit hours

An examination of the theological and practical dimensions of spiritual life with an emphasis on prayer, solitude and social responsibility. The history of spirituality and great Christian spiritual writers, past and present will be examined. *Prerequisite:* RELI 1003. *Course rotation:* Spring.

RELI 4393 – Psychology of Religion – 3 credit hours

Presents psychological, philosophical, and the theoretical factors associated with religious practice. *Prerequisite:* PSYC 1003. *Course rotation:* Winter.

RELI 4403 – Recreational Ministries – 3 credit hours

Objectives, principles, methods, organizations, and administration of church recreation and camping. Emphasizes the building of a sound recreational program along with the various facets of Christian camping. *Prerequisite:* RELI 1003. *Course rotation:* Fall.

RELI 4413 – Missional Leadership – 3 credit hours

A course that combines biblical theology, sociological foundations, and principles of leadership development to equip students for effective ministry in missional contexts, including church plants, urban ministries, cross-cultural missions, and related ministry systems in a postmodern culture.

Prerequisites: RELI 1003, RELI 2113 and RELI 3103. *Course rotation:* Spring. **General**

Education: Mastery – Communication; Mastery – Engaged Local & Global Citizenship.

RELI 4553 – Wesleyan Studies – 3 credit hours

A survey of Methodist theology, history and practice from the time of John Wesley to the present. It integrates theology and practice of ministry by showing the impact and relevance of Wesleyanism for the contemporary church. *Prerequisites:* RELI 1003 and RELI 3103. *Course rotation:* Fall of odd years.

RELI 4603 – Homiletics – 3 credit hours

A consideration of the essential qualifications of a preacher; the need for preaching; and proper preparation of sermon material, including discovery and arrangement of ideas, and the effective presentation and reception of the message. *Prerequisite:* Minimum grade of C in COMM 2103. *Course rotation:* Varies.

RELI 48X1 – Ministry Seminar – 1 credit hour

Special topics courses in various areas of ministry. *Prerequisite:* RELI 1003. *Course rotation:* All semesters.

RELI 4933 – Practicum I – 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. **General Education:** Mastery – Communication.

RELI 4943 – Practicum 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. **General Education:** Mastery – Application & Integration of Knowledge.

RELI 4950 – Senior Practicum III – 1-3 credit hours

An additional 120-clock hour practicum experience in the field of church work. *Course rotation:* All semesters.

Science**SCI****SCI 1011-4011 – Earth Day Plant Sale – 1 credit hour**

Students enrolled in this course will help to set up and coordinate the annual Lindsey Wilson College Earth Day plant sale. Aspects of the course include: plant selection; plant growth and propagation (using the Lindsey Wilson College greenhouse); advertising; plant labeling and pricing; selling and delivery of the plants, etc. This course is open to students from all majors and includes business and marketing components in addition to its obvious biology facets. Students will work independently outside of class and will be expected to complete their tasks in a timely and conscientious manner as is needed for any business venture to succeed. Proceeds from the sale will be used to fund natural areas projects on campus. *Prerequisite:* Instructor's permission.

SCI 1013 – Topics in Science – 3 credit hours

Study of current topics in natural science. Emphasizes the scientific process, including scientific

method, introductory content relative to the topic of the course, and a focus on a topical issue as designated by the instructor. *Course Rotation:* All semesters. **General Education:** Core – Inquiry & Analysis.

SCI 4303 – Science, Technology & Society – 3 credit hours

Explores the roles and responsibilities that the scientist and technologist have in society and, inversely, that society has in science and technology. Explores how science and technology sometimes bridge and sometimes exacerbate the chasms between different global cultures. Employs case studies to analyze the strengths and weaknesses of this relationship. Possible topics include political controversy over scientifically settled issues, emerging technologies and fields of research, pseudoscience, and academic integrity. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. **Prerequisite:** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies. **General Education:** Intermediate –Engaged Local & Global Citizenship.

SCI 4313 – Hard Decisions in STEM – 3 credit hours

An examination of multiple paradigms (theories and analyses) utilized in decisions affecting science, technology, engineering, and mathematics (STEM). Employs case studies to understand these paradigms in practice. Applies the paradigms to current and future topics such as controversial research, funding allocation, and other decisions in uncertainty. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. **Prerequisite:** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies. **General Education:** Mastery – Engaged Local & Global Citizenship.

SCI 4DS3 – Psychophysiology Capstone Course – 3 credit hours

An interdisciplinary (biology, chemistry, and psychology) research project. **Prerequisites:** Senior standing *and* approval of the psychophysiology faculty. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

Sociology

SOCI

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

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. **General Education:** Core – Engaged Local & Global Citizenship.

SPAN 1023 – Elementary Spanish II – 3 credit hours

Continued development of the four language skills (listening, speaking, reading, and writing) and culture. Communicative skills will be emphasized. **Prerequisite:** SPAN 1013 *or* placement test score. *Course rotation:* Spring. **General Education:** Core – Engaged Local & Global Citizenship.

SPAN 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.

SPAN 2033 – Intermediate Spanish I – 3 credit hours

First-semester intermediate level review and continued development of the four language skills taught through and/or accompanied by a study of culture. Communicative skills will be emphasized. **Prerequisite:** SPAN 1023 *or* placement test score *or* instructor's permission. **General Education:** Core – Application & Integration of Knowledge.

SPAN 2043 – Intermediate Spanish II – 3 credit hours

Second-semester intermediate level review and continued development of the four language skills taught through and/or accompanied by a study of culture. Communicative skills will be emphasized. **Prerequisite:** SPAN 2033 *or* placement test score *or* instructor's permission.

SPAN 3013 – Spanish Conversation – 3 credit hours

Designed to improve oral proficiency. Conducted in Spanish. **Prerequisite:** SPAN 2033.

SPAN 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.

SPAN 3033 – Latin American Culture & Civilization – 3 credit hours

A study of Latin American civilization and culture through the analysis of the arts, music, geography, politics, and history. Conducted in Spanish. **Prerequisite:** SPAN 2033.

SPAN 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.

SPAN 3113 – Introduction to Spanish Literature – 3 credit hours

Study of authors from 12th to 21st century Spain. Conducted in Spanish. **Prerequisite:** SPAN 2033.

SPAN 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. **General Education:** Intermediate – Engaged Local & Global Citizenship.

SPAN 3803 – Special Topics in Spanish – 3 credit hours

An advanced study of special topics in literature or culture in Spain and/or Latin America. Conducted in Spanish. **Prerequisite:** SPAN 2033.

SPAN 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

SPAN 3000-4000 – Study Abroad – 1-6 credit hours

Students may take courses offered by other accredited colleges, or by Lindsey Wilson College, if available, for 1-6 credit hours toward Spanish minor. Offers students the opportunity to travel to a Spanish-speaking country and to be immersed by language and culture. **Prerequisites:** Permission of the program coordinator *and* pre-approval by the Registrar's Office.

Study Skills

STSK

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. 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.

Sustainability & Energy Applications

SEA

SEA 1103 – Introduction to Sustainable Studies – 3 credit hours

This is a transdisciplinary course open to all majors that examines the interrelated environmental, economic, and social problems facing humanity at local, regional, and global scales. It introduces students to the principles, ideas, and practices of sustainability as an academic discipline. Students will spend the semester exploring aspects of sustainability that include ecological principles, sustaining natural resources and biodiversity, and sustaining human societies. It is taught through lectures, discussions, hands-on activities, field trips, and invited speakers. *Course rotation:* Fall and spring. **General Education:** Core – Application & Integration of Knowledge.

SEA 1203 – Solutions in Sustainability – 3 credit hours

This is a cross-disciplinary course open to all majors. The course critically examines issues associated with the technical and environmental aspects of energy and sustainability. The course will take a comprehensive look at all ten recognized energy sources and will focus on five alternative and renewable resources and how they can help move our campus forward in sustainability. The course is taught through lectures, discussions, hands on activities, field trips, and invited speakers, in both on and off campus classroom settings. **Prerequisite:** Instructor's permission. *Course rotation:* Fall and spring. **General Education:** Intermediate – Inquiry & Analysis.

SEA 2103 – Introduction to Electrical Energy Systems – 3 credit hours

This course is designed to provide students with an understanding of AC/DC electrical theory as it relates to alternative and renewable energy systems. This course will provide a basic mechanical background and a working knowledge of tools and applications, OSHA safety 10, and workplace safety and will provide the environment for technical thinking and problem solving skill applications in a project-based learning environment. *Course rotation:* Spring.

SEA 2203 – Alternative Energy Analysis – 3 credit hours

This course will provide an introduction to the history of various energy technologies – oil, coal, natural gas, and wind – including geography, site analysis, resources, and restrictions. Students will analyze current energy systems in terms of their applications and status. The process will include project recommendations based on the site, structures, and both existing and proposed features. Analysis will be project-based and will require cost comparisons of various energy solutions and calculations involving system comparisons. **Prerequisites:** SEA 1203, SEA 2103, and instructor's permission. *Course rotation:* Spring.

SEA 3013 – Research in Bio-Energy – 3 credit hours

This course is designed to provide an introduction to the fundamentals of bio fuels and bio energy. Emphasis is placed on bio-diesel: proper handling and usage guidelines, basic chemistry of bio-fuels, production methodology, and the socio-enviro-economic impacts. Provides students with an historical perspective and investigations into bio-fuels. Upon completion students will be able to demonstrate a general understanding of bio-fuels. Applied research project required. **Prerequisites:** SEA 1103 or SEA 1203 and SEA 2103. *Course rotation:* Fall. **General Education:** Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

SEA 3103 – Building Energy Technology Applications – 3 credit hours

This course will be a broad building-science course. It will present a solid scientific foundation upon which students use the same techniques as inspectors and auditors to build an accurate

understanding of modern buildings. Includes discussion of technologies, typical installations and their defects, audit procedures, retrofit recommendations, energy efficiency, building durability, and human health using the BPI certification model. **Prerequisites:** SEA 1203, SEA 2203, and instructor's permission. *Course rotation:* Fall.

SEA 3203 – Environmental Safety & Energy Policy – 3 credit hours

This course focuses on the key policy instruments utilized to foster use of and development for renewable energy. It covers the basic introduction to public energy policy, various levels of policy making, and the scope of policy tools related to renewable energy, air and water quality, environmental hazards related to energy, and electricity production. The goal is to develop the analytical framework to understand the variety of impacts, range and scope of policy and a practical foundation for understanding the history of safety and energy policy. *Course rotation:* Spring.

SEA 3303 – Topics in Sustainability & Energy Applications – 3 credit hours

This course is designed to provide students with an understanding of and provide the environment for technical thinking and problem solving skill applications in a project-based learning environment. **Prerequisites:** SEA 1203, SEA 2103, SEA 3013, and instructor's permission. *Course rotation:* Spring.

SEA 4904 – Sustainability & Energy Policy Capstone Project – 4 credit hours

The goal of this course is to provide a culminating experience where students apply the knowledge, skills, and methods acquired through their studies to the mastery of an energy and sustainability policy topic of their choosing. Students will work independently to discover fully the science, technology, economics, and politics underlying the topic chosen. They will identify stakeholders, engage with others, form their own well-supported opinion, and seek opportunities to participate publicly. The arc of the project includes a rigorous and in-depth examination of the issue, development of a well-articulated position on the issue, an in-person presentation to an audience engaged on the issue of the student's findings, recommendations, and a recorded presentation that will be made available on public media (YouTube) and program website. **Prerequisites:** Senior standing in the major and instructor's permission. *Course rotation:* Spring. **General Education:** Mastery – Communication; Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship; Mastery – Application & Integration of Knowledge.

SEA PN03 – Energy Co-op/Internship – 3 credit hours

This course is designed to provide students with the opportunity to work in the energy sector for the semester. It will provide them with valuable experience and the opportunity to apply knowledge gained from previous courses and to engage their personal vision and apply adaptive changes in lifestyles. **Prerequisites:** Senior standing in the major and instructor's permission. *Course rotation:* All semesters.

Theatre

THEA

THEA 1313 – Introduction to Theatre Arts – 3 credit hours

Study of methods of play-making from page to stage, with emphasis on the director, actor, designer, and playwright. The history of selected periods of drama is explored to develop a critical appreciation for live performance. **General Education:** Core – Engaged Local/Global Citizenship.

THEA 1323 – Fundamentals of Acting – 3 credit hours

An introduction to the theory and practice of acting. Students explore interacting and reacting in improvisation with special consideration given to concentration, motivation, and relaxation. The course will also include a beginning look at vocal production and text analysis and will conclude with performance of scenes and/or monologues. **General Education:** Core – Communication.

THEA 1341 – Practicum – 1 credit hour

Guided participation in theatre productions in performance, stage management, crew work on sets,

props, lights, costumes, and make-up. A minimum of 40 hours. May be repeated once for credit.
Course rotation: All semesters.

THEA 1413 – Technical Theatre – 3 credit hours

The study of the basic elements of technical theater, with application to selected examples of dramatic literature. Specifically considered will be the fundamentals of set and property construction, lighting and sound technology, makeup, and backstage organization. Problem-solving techniques for specific play productions will be emphasized.

THEA 2323 – Acting II – 3 credit hours

An advanced acting course to develop the actor's ability to create a character. Performance of one-acts or extended scenes will offer challenges in interpretation and vocal and physical embodiment. Audition preparation will be stressed. *Prerequisite:* THEA 1323 *or* instructor's permission.

THEA 2413 – Children's Theatre – 3 credit hours

This course will explore various aspects of children's theater, and students will put on a play that will be performed for area schools. May be repeated once for credit.

THEA 2423 – Theatre Design – 3 credit hours

Basic principles and practices of designing for the stage, including the scenic, lighting, and costume elements of a theatrical production. Emphasis placed on design procedures, research techniques and materials, period styles, design history, drafting, and application of design concepts to specific plays.

THEA 2433 – Directing I – 3 credit hours

The course will explore the basic elements of directing, including play analysis, techniques for working with actors, and play production. Emphasis will be on exercises to develop skills in creating stage pictures, movement, design, pacing, casting, and holding auditions. The course will culminate in the development of a Director's Prompt Book. *Prerequisite:* THEA 1313 *or* instructor's permission. *General Education:* Intermediate – Inquiry & Analysis; Intermediate – Application & Integration of Knowledge.

THEA 2513 – Voice & Movement – 3 credit hours

Introduces students to various techniques and skills to develop body and vocal awareness, physical expressiveness, and vocal production.

THEA 3081 – Advanced Topics in Theatre Production – 1 credit hour

This course will coordinate with the TheatreFest! (the summer theater offering at Lindsey Wilson College). Students will work in every aspect of theater production: performance, set construction, props, costumes, marketing, public relations, etc. Students will also choose a project (a dramaturgical response to one of the plays of TheatreFest!, a marketing plan, a stage manager's prompt book, character analysis, etc.) and present an oral report at the conclusion of the course. May be repeated once for credit. *Prerequisite:* Instructor's permission.

THEA 3323 – Acting III – 3 credit hours

Advanced-level course in acting. Students will develop skills in various styles and genres of theater. Performance of extended scenes from classical plays will give students an opportunity to work with poise, tempo, and vocal variation. Resume preparation will be stressed. *Prerequisite:* THEA 2323.

THEA 3333 – Playwriting – 3 credit hours

A practical course in writing a one-act play. The students will develop a script from an idea or scenario through various rewrites, concluding with a final version to be given a Reader's Theater style reading. *General Education:* Intermediate – Communication.

THEA 3423 – Dramatic Literature Survey – 3 credit hours

A survey of dramatic literature from ancient Greece to the present. Selected plays will be studied in their historical and cultural contexts with attention to performance history. **Prerequisite:** THEA 1313. **General Education:** Mastery – Communication; Mastery – Engaged Local & Global Citizenship.

THEA 3433 – Directing II – 3 credit hours

Advanced elements of directing with emphasis on various spatial arrangements, directing period styles, developing effective rehearsal techniques, and collaboration. This course will culminate in the student directing a one-act play. **Prerequisite:** THEA 2433.

THEA 3453 – Advanced Design for Theatre – 3 credit hours

Advanced level design course with intensive study of a specific area of theatrical design selected from the following areas: scenic, lighting, sound, or make-up. May be repeated for credit in a different design area. Specific area offered on a rotating basis and/or upon student request and faculty availability. **Prerequisites:** THEA 2423 and instructor's permission.

THEA 3613 – A Cry of Players – 3 credit hours

An intensive acting course aimed at producing a piece of theater. Students will work together on a production directed by the instructor. This course may be repeated once for credit. **Prerequisites:** Audition and instructor's permission.

THEA 3623 – Theatre History – 3 credit hours

A survey of theater history from classical to contemporary theater with attention to the theatrical forms of Asia, India, and Africa. **General Education:** Intermediate – Communication; Intermediate – Engaged Local & Global Citizenship.

THEA 3800 – Special Topics in Theatre – 1-3 credit hours

An in-depth study of a particular topic in theater. Possible subjects include Shakespeare, theatrical make-up, Asian theater forms, stage combat, mask-work, dialects, etc.

THEA 4903 – Senior Seminar – 3 credit hours

Capstone course in theater for intensive and independent study (with faculty supervision) of a major area of theater, such as playwriting, acting, directing, designing, or dramaturgy, culminating in a public performance as appropriate to the subject. **Prerequisite:** Senior standing. **General Education:** Mastery – Inquiry & Analysis; Mastery – Application & Integration of Knowledge.

Women's & Gender Studies**WS****WS 1003 – Introduction to Women's & Gender Studies – 3 credit hours**

An introduction to the subject matter and methods of the discipline of women's and gender studies, especially the practice of placing women's experiences at the center of feminist critical inquiry. Introduces the idea of gender as a cultural phenomenon involving difference as well as power and privilege and explores issues at the center of women's experiences, including work, education, sexuality, family, and violence. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. *Course rotation:* Fall. **General Education:** Core – Application & Integration of Knowledge.

WS 1013 – Women in Global Perspective – 3 credit hours

An introduction to the discipline of global women's and gender studies. Introduces students to the practice of placing women's experiences at the center of critical inquiry by exploring the cultural constructions and implications of gender in various global regions and by analyzing experiences of women around the world from a feminist perspective. Also examines how women's movements across the globe practice the desire for social justice. *Course rotation:* Spring. **General Education:** Core – Engaged Local & Global Citizenship.

WS 2203 – Gender & Popular Culture – 3 credit hours

Examines various aspects of popular culture from a feminist perspective, including how popular culture reflects and shapes cultural constructions of gender and women's experiences. Enhances students' ability to analyze a wide range of cultural practices and institutions through a lens of gender that is sensitive to power and privilege. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. **Prerequisites:** WS 1003 or WS 1013 or instructor's permission. **Course rotation:** Alternate spring. **General Education:** Intermediate – Engaged Local & Global Citizenship.

WS 2213 – Gender & Politics – 3 credit hours

Examines the dynamic relationship between cultural constructions of gender and political practice in the United States from a feminist perspective. Enhances students' ability to analyze a wide range of cultural practices and institutions through a lens of gender that is sensitive to power and privilege. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. **Prerequisites:** WS 1003 or WS 1013 or instructor's permission. **Course rotation:** Alternate fall. **General Education:** Intermediate – Inquiry & Analysis.

WS 3203 – Feminist Theory & Practice – 3 credit hours

Introduces students to the major tenets of and debates in contemporary feminist theories and practices. Facilitates the application of various feminist theories in analyses of cultural constructions of gender and pivotal issues at the center of women's experiences and explores the integral relationship between feminist theory and practice. Students also develop their own feminist critical perspectives, and they study trends in and learn to create effective feminist academic writing. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. **Prerequisites:** WS 1003 and WS 1013 or instructor's permission. **Course rotation:** Alternate spring **General Education:** Intermediate – Communication.

WS 3213 – Women, Violence & Feminist Activism – 3 credit hours

Explores the cultural constructions and implications of gender by examining various forms of violence against women from a feminist theoretical perspective, sensitive to inequalities that produce a climate of violence. Particular attention is paid to how violence against women intersects with other issues central to women's identities and experiences, including race, ethnicity, class, sexuality, religion, nationality, health, family, work, and education. Students also study diverse feminist activist strategies for combating violence against women and engage in a substantive research project with a service-learning component. **Prerequisites:** WS 1003 and WS 1013 or instructor's permission. **Course rotation:** Alternate spring. **General Education:** Intermediate – Application & Integration of Knowledge.

WS 3313 – Feminist Writing & Film – 3 credit hours

Examines how various forms of feminist writing or feminist film challenge patriarchal gender norms and/or represent women's histories and experiences. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. **Prerequisites:** WS 1003 and WS 1013 or instructor's permission. **Course rotation:** Alternate fall.

WS 3803 – Special Topics – 3 credit hours

Examines the depth and diversity of women's and gender studies that may fall outside the range of listed courses. Special Topics will be offered on an irregular basis, and topics will vary according to instructor. **Prerequisites:** ENGL 1023, WS 1003, WS 1013, and WS 2203 or WS 2213 or instructor's permission.

WS 4103 – Critical Issues in Women’s & Gender Studies – 3 credit hours

An advanced, in-depth study of issues related to cultural constructions of gender that are central to women’s and gender studies today. Particular attention is paid to the interconnectedness of gender, race, ethnicity, religion, class, and sexuality. This course may be repeated once for credit.

Prerequisites: WS 1003, WS 1013, and WS 2203 or WS 2213 and one 3000-level WS course or instructor’s permission. *Course rotation:* Fall. **General Education:** Mastery – Inquiry & Analysis; Mastery – Engaged Local & Global Citizenship.

WS 4903 – Women’s & Gender Studies Seminar – 3 credit hours

A capstone course that gives students the opportunity to integrate the concepts and skills that they learned in core and intermediate women’s and gender studies courses, especially those that have prepared them to place women’s experiences at the center of critical inquiry, to analyze problems through the lens of gender, and to use feminist theoretical concepts and activist strategies. Students utilize these skills to engage in advanced study of gender issues specifically relevant to their major fields of study as well as their personal and professional lives and to develop individual research projects with a service-learning component. **Prerequisites:** Senior standing or instructor’s permission and women’s and gender studies major or minor. *Course rotation:* Spring. **General Education:** Mastery – Application & Integration of Knowledge.

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Elaine Turner – P.M. Cook
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Admissions

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OPEN – Assistant Athletic Trainer

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Ethan Utley – Assistant Baseball Coach

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Terran Duncan – Assistant Women’s Basketball Coach

Bowling: OPEN – Bowling Head Coach

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Swimming:	Alicia Kemnitz – Swimming & Diving Head Coach
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Office of Planning, Institutional Effectiveness & Research

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Gerald Lucas – Maintenance, General, Renovations
Jackie Chapman – Maintenance, Carpenter/Renovations
Jimmy Bottoms – Maintenance, HVAC
Johnny Carter – Maintenance, Painter
Kenneth Baker – Maintenance, The Pines
Kevin Smith – Maintenance, The Pines
Shon Bloyd – Maintenance, HVAC
Mark Jones – Maintenance, General, Renovations
Chris Bryant – Maintenance, Carpenter
Mitch Quinn – Maintenance, General, Pool Technician, Chapel Fountain
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Kate Durham – Women’s Residence Director, McCandless Hall, Keefe Hall

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OPEN – Assistant Student Activities Director, Residence Life Apartment Manager

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Alaina Phelps – Bonner Scholars Coordinator

Laura Burwash – Director, Career Services

Kay Gaines – Health Services

Kassie Little – Assistant Coordinator of International Student Programs/Grider Apartments Manager

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Troy Elmore – Chaplain

Carol Weddle – Campus Pastor

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Yvonne Rhodes – Coordinator, Mountain Empire Community & Technical College, Big Stone Gap, Va.
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Penny Rizenbergs – Coordinator, Somerset Community College, Somerset, Ky.
Billie Robinson – Coordinator, University Center of the Mountains at Hazard Community & Technical College, Hazard, Ky.
Michele Russell – Coordinator, Maysville Community & Technical College, Maysville, Ky.
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Stacy Springston – Online Academic Director
JoAnn Steinhilber – Region I Office Associate
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OPEN – Coordinator, Volunteer State Community College, Gallatin, Tenn.
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Lynda Westfall – Coordinator, Big Sandy Community & Technical College, Prestonsburg, Ky.
Kristi Williams – Coordinator, Cincinnati State Technical & Community College, Cincinnati, Ohio
Jerry Wood – Director of Program Development & Strategic Partnerships

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Mike Seale – Assistant Vice President for Academic Affairs
Jacquelyn G. Montgomery – Associate Dean, School of Professional Counseling
Dennis Robinson – Director of Learning Design & Delivery
Jennie Shelphman – Office Manager

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Sharon Shields-Smock – Assistant to the Registrar
Jade McElroy – Students Records Specialist
Rachel Mattingly – Student Records Associate

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Houston P. Barnes – Chief Librarian, Technical Services
Hannah Grace Rogers – Chief Librarian, Public Services
Greg Blair – Library Assistant
Kim Hamlett – Library Assistant
Amelia Thomas – Library Assistant

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Myra Ford – Director, Human Services & Counseling Academic Unit
Kara Mollis – Chair, Humanities & Fine Arts Division
Rick Hagan – Chair, School of Business
Missy Arnold – Interim Chair, Education Division
Jeffrey Parsons – Director, Counselor Education & Supervision Academic Unit

Greg Phelps – Chair, Social Science & Interdisciplinary Studies Division
Michael Ratliff – Chair, Science Division
Emiley Button – Chair, Nursing Division

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Linda Kessler – Mathematics Center Coordinator
Maretta Garner – Tutor Coordinator, Academic Success Center
Michele Fruth – Academic Unit Database Manager, Education
Cynthia Bretz – Nursing Office Associate
Christy Vaughan – Coordinator of Records & Administration
JoAnn Steinhilber – Office Associate, School of Professional Counseling

Center for Entrepreneurship

Linda McKinley-Grider – Director

Emeriti Faculty

Garmoline Carpenter, Professor Emerita of Physical Science

B.A., Western Kentucky University
M.A., Western Kentucky University

Lori Sargent, Professor Emerita of Art & Education

B.A., Montana State University, Billings
M.F.A., Wichita State University
M.A.E., University of Southern Mississippi

Faculty

Annette Abel (2005), Associate Professor of Counseling & Human Development

B.S., University of Central Oklahoma
M.S., Texas A&M University
Ph.D., Texas A&M University

Holly Abel (2006), Associate Professor of Counseling & Human Development

B.S., University of Central Oklahoma
M.S., Texas A&M University
Ph.D., Texas A&M University

Tim Allen (2009), Instructor of Music & Director of Instrumental Music

B.S., University of Tennessee, Knoxville
M.A.E., Western Kentucky University

Jennifer Antoniotti-Neal (2017), Assistant Professor of Education

B.A., Lindsey Wilson College
M.A., Western Kentucky University
Ed.D., Western Kentucky University

Houston Barnes (1996), Chief Librarian, Technical Services

B.A., University of Central Florida
M.L.I.S., University of South Florida

John B. Begley (1977), Chancellor Professor of Religion

B.A., Campbellsville College
M.Div., Louisville Presbyterian Seminary
D.Div. (Honorary), Kentucky Wesleyan College

Michael J. Bosela (2009), Assistant Professor of Biology

B.A., Oberlin College
M.S., Michigan State University
Ph.D., North Dakota State University

Kristen Branham (2015), Instructor of Nursing

B.S.N., Western Kentucky University
M.S.N., Western Kentucky University

Robert Brock (2011), Assistant Professor of Theatre

B.A., University of Kentucky
M.F.A., Wayne State University, Detroit, Mich.

Andrea Brooks (2008), Associate Professor of Counseling & Human Development

B.S., Centre College
M.Ed., Lindsey Wilson College
Ph.D., Capella University

Tiffany Brooks (2018), Assistant Professor of Counseling & Human Development

B.A., Lee University
M.S., Lee University
Ph.D., University of Tennessee, Knoxville

Kimberly Brown (2013), Assistant Professor of Counseling & Human Development

B.A., Lindsey Wilson College
M.Ed., Lindsey Wilson College
Ed.D., Argosy University

**Emiley Wyatt Button (2017), Assistant Professor of Nursing
Chair, Nursing Division**

B.S.N., Northern Kentucky University
M.S.N., Western Kentucky University
D.N.P., Western Kentucky University

Michael David Calhoun (2011), Assistant Professor of Religion

B.A., Kentucky Wesleyan College
M.Div., Asbury Theological Seminary
D.Min., Asbury Theological Seminary

Patrice Callery (2008), Associate Professor of Counseling & Human Development

B.A., Otterbein College
M.Ed., Xavier University
Ed.D., University of Cincinnati

Richard Carroll (2014), Assistant Professor of Counseling & Human Development

B.A., Emory & Henry College
M.S., Longwood College
Ph.D., Regent University

Gerald L. Chafin (1997), Associate Professor of Music & Director of Choral Programs

B.M., Campbellsville University
M.M., Southern Baptist Theological Seminary
Ph.D., University of America

Cindy L. Clark (2015), Assistant Professor of Health Education

B.S., Minnesota State University
B.A., Minnesota State University
M.S., Minnesota State University
Ph.D., Southern Illinois University

Melissa P. Clauson (2001), Associate Professor of Biology

B.S., Morehead State University
M.S., Morehead State University
Ph.D., University of Kentucky

Allen Copenhaver (2015), Assistant Professor of Criminal Justice

B.S., Eastern Kentucky University
M.S., Eastern Kentucky University
Ph.D., University of Louisville

**Jeffrey J. Crane (1999), Associate Professor of Counseling & Human Development
Director, Counseling & Human Development Program**

B.A., University of Texas, San Antonio
M.Div., Oblate School of Theology
M.A., St. Mary's University
Ph.D., Iowa State University

Jodi M. Crane (2001), Professor of Counseling & Human Development

B.S., Texas Christian University
M.A., St. Mary's University
Ph.D., University of North Texas

Katie M. Curry (2015), Instructor of Accounting

B.S., University of Kentucky
M.Acc., Auburn University

Tim Curry (1987), Associate Professor of Computer Information Systems

B.S., Campbellsville University
M.S., University of Evansville

Bonnie Davenport (1976), Associate Professor of Mathematics

B.A., Western Kentucky University
M.A., Western Kentucky University

D. Scott Dillery (2003), Associate Professor of Mathematics

B.A., Albion College
M.S., North Carolina State University
Ph.D., University of Kentucky

Ginni Dilworth (2013), Associate Professor of Recreation, Tourism & Sport Management

B.S., California State University
M.B.A., Bentley College
Ph.D., Texas A&M University

Melissa Doan (2011), Associate Professor of Counseling & Human Development

B.A., Lindsey Wilson College
M.Ed., Lindsey Wilson College
Ph.D., Capella University

Al R. Eferstein (1994), Assistant Professor of Business

B.A., Florida Atlantic University
M.P.A., Florida Atlantic University

Tabitha Ellis (2009), Instructor of Biology

B.S. Western Kentucky University
M.S. Western Kentucky University

**Troy Elmore (2007), Instructor of Religion
Chaplain**

B.S., University of Kentucky
M.Div., Asbury Theological Seminary

Sarah Fauque (2016), Assistant Professor of Biology

B.S., Viterbo University
Ph.D., University of Louisville

Leigh Ann Ford, (2009), Assistant Professor of Counseling & Human Development

B.A., Pikeville College
M.A., Morehead State University
Ph.D., University of Kentucky

**Myra G. Ford (2002), Assistant Professor of Human Services & Counseling
Director, Human Services & Counseling Program**

B.A., Lindsey Wilson College
M.Ed., Lindsey Wilson College

Teresa L. Fugate (2003), Instructor of Developmental Studies

B.A., Berea College
M.A., Northern Kentucky University

Jennifer Dudley Furkin (2016), Assistant Professor of Communication

B.A., Lindsey Wilson College
M.A., Western Kentucky University
Ph.D., University of Kentucky

Sarah Fucillo (2018), Assistant Professor of Counseling & Human Development

B.A., Thomas College
B.S., Thomas College
M.S., University of South Alabama
Ph.D., Auburn University

Mona Gallo (2011), Assistant Professor of Counseling & Human Development

B.A., Point Park University, Pittsburgh, Pa.
M.A., Argosy University, Chicago, Ill.
Ed.D., Argosy University, Orange, Calif.

David Goguen (2008), Associate Professor of Journalism

B.A., Western Kentucky University
M.F.A., Minnesota State University

Kalvin J. Gregory (2011), Assistant Professor of Chemistry

B.S., University of Kentucky
Ph.D., University of Kentucky

S. Bradley Grot (2013), Assistant Professor of Counseling & Human Development

B.A., Western Kentucky University

M.A., Rollins College

Ph.D., Barry University

Edwin Gunberg (2012), Associate Professor of Counseling & Human Development

B.A., Gustavus Adolphus College

M.A., George Mason University

Ph.D., University of North Dakota

Richard P. Hagan (1990), Assistant Professor of Computer Information Systems

Chair, School of Business

B.S., University of Louisville

M.S., University of Louisville

Debbie Hall (2007), Assistant Professor of Reading & Developmental Studies

B.S., Western Kentucky University

M.Ed., Lindsey Wilson College

Ashley Hancock (2012), Assistant Professor of Nursing

B.S.N., University of Kentucky

M.S.N., University of Cincinnati

Patrick Hardesty (2016), Professor of Counseling & Human Development

B.S., Northern Illinois University

M.S., Northern Illinois University

Ph.D., Northwestern University

William B. Haynes, Jr (2016), Assistant Professor of Counseling & Human Development

B.S., University of Georgia

M.Ed., Georgia State University

Ph.D., Regents University

Brian Hilker (2009), Assistant Professor of Chemistry

B.S., Pennsylvania State University

M.S., Pennsylvania State University

Ph.D., Pennsylvania State University

Amy Holsinger (2014), Assistant Professor of Counseling & Human Development

B.A., Shawnee State

M.Ed., Lindsey Wilson College

Ph.D., Capella University

John E. Howery (1990), Associate Professor of Business

B.S., Bellarmine College

M.B.A., Bellarmine College

Amber Hughes (2017), Assistant Professor of Counseling & Human Development

B.S., University of Southern Indiana

M.Ed., Peabody College at Vanderbilt University

Ph.D., University of Tennessee

Quentin Hunter (2018), Instructor of Human Services & Counseling

B.A., University of Oklahoma

M.Ed., Augusta University

Aaron Hymes (2016), Assistant Professor of Counseling & Human Development

B.A., Concord University
M.Ed., Lindsey Wilson College
Ph.D., University of North Carolina

Andrew Johnson (2017), Associate Professor of Chemistry

B.S., Marian College
Ph.D., University of Notre Dame

Angie Johnson (2015), Assistant Professor of Nursing

B.S.N., McKendree University
M.S.N., McKendree University
D.N.P., University of Southern Indiana

Daniel A. Koger (2007), Associate Professor of Communication

B.A., University of Missouri
M.A., Michigan State University
Ph.D., Michigan State University

Derek Kotter (2011), Assistant Professor of Spanish

B.A., University of Wyoming
M.A., University of Wyoming

John D. LaGrange (2010), Associate Professor of Mathematics

B.S., University of Southern Indiana
M.S., Western Kentucky University
Ph.D., University of Tennessee

Warren E. Lambert III (2011), Assistant Professor of Counseling & Human Development

B.A., Ohio University
M.A., Marshall University, Huntington, W.Va.
Ph.D., Fielding Graduate University

Curtis Lee (2010), Assistant Professor of Religion

B.A., Southern Wesleyan University
M.Div., Asbury Theological Seminary
Graduate Diploma, Divinity, University of St Andrews
Ph.D., Middlesex University of London in collaboration with the London School of Theology

William T. Luckey, Jr. (1983), President of the College

B.A., Wabash College
M.B.A., Vanderbilt University
Ed.D., Vanderbilt University

Holly Mattingly (2012), Assistant Professor of Counseling & Human Development

B.S., Western Kentucky University
M.S., Walden University
Ph.D., Walden University

Melinda Mays (2009), Associate Professor of Counseling & Human Development

B.A., University of Kentucky
M.A., Morehead State University
Ed.D., Argosy University

Tim McAlpine (1998), Professor of English

B.A., Westmont College
M.A., Purdue University
Ph.D., Purdue University

Linda McKinley-Grider (2011), Instructor of Business

B.A., University of Kentucky
M.P.S., Western Kentucky University

Mark L. McKinnon (2009), Associate Professor of Physics

B.S., San Jose State University
M.S., University of California, Davis
Ph.D., University of California, Davis

David Meggitt (2018), Instructor of Human Services & Counseling

B.A., California State University
M.A., Colorado Christian University

Susan K. Minton (1990), Associate Professor of Communication

B.A., Western Kentucky University
M.A., Western Kentucky University

Kara L. Mollis (2007), Associate Professor of English

Chair, Humanities & Fine Arts Division

B.A., Washington & Jefferson College
M.A., Duquesne University
Ph.D., Duquesne University

Jacquelyn G. Montgomery (2004), Assistant Professor of Human Services & Counseling

Associate Dean, School of Professional Counseling

B.S., Arizona State University
M.A., University of Texas, El Paso

David W. Moore (1985), Professor of History

B.A., Eastern Illinois University
M.A., Eastern Illinois University
Ph.D., Miami University (Ohio)

Trudy Morlino (2012), Associate Professor of Business

B.S., Mississippi State University
M.S., Louisiana State University
Ph.D., Capella University

Bethany Morris (2018), Assistant Professor of Psychology

B.A., University of Prince Edward Island
M.A., Brock University

Jessica Moyer (2017), Director of Library Services

B.A., University of Illinois, Urbana-Champaign
M.S., University of Illinois, Urbana-Champaign
Ph.D., University of Minnesota

William Neace (2014), Assistant Professor of Psychology

B.A., University of Maryland
M.A., University of Louisville
Ph.D., University of Louisville

Geralda Nelson (2015), Assistant Professor of Education

B.A., Faculdade de Filosofia, Belo Horizonte Minas Gerais

M.S., Georgia Southwestern State University

Ed.D., Georgia Southern University

Laura Nissley (2011), Assistant Professor of Biology

B.A., Lindsey Wilson College

M.S., University of Louisville

Ph.D., University of Louisville

Jared Odd (2011), Instructor of English

B.A., Brigham Young University

M.A., Utah State University

Patricia A. Parrish (2017), Professor of Education

Vice President for Academic Affairs

B.A., Flagler College

M.A., University of South Florida, St. Petersburg

Ph.D., University of South Florida, Tampa

Jeffrey M. Parsons (2004), Professor of Counseling & Human Development

Director, Counselor Education & Supervision Program

B.S., Brigham Young University

M.S., Portland State University

Ph.D., University of Iowa

Steven Patrick (2014), Assistant Professor of Counseling & Human Development

B.S., University of Cincinnati

M.S., University of Cincinnati

M.A., University of Cincinnati

Ed.D., University of Cincinnati

Susan Patterson (2007), Assistant Professor of Counseling & Human Development

B.A., University of Western Ontario

M.Ed., Lindsey Wilson College

Ed.D., Argosy University, Sarasota

Greg A. Phelps (1999), Professor of Communication

Chair, Social Science & Interdisciplinary Studies Division

B.A., Henderson State University

M.A., University of Iowa

Ph.D., University of Iowa

Mohammad Pourheydarian (1990), Professor of Business

B.S., University of Tehran

M.B.A., Roosevelt University (Illinois)

Ph.D., University of Wisconsin, Milwaukee

Michael Ratliff (1990), Associate Professor of Mathematics

Chair, Science Division

B.S., University of Arkansas, Monticello

M.A., University of Arkansas, Fayetteville

Ph.D., University of Tennessee

Robert Reynolds (1980), Professor of Music

B.A., Campbellsville College
M.A., University of Kentucky
D.M.A., University of Kentucky

Kerry E. Robertson (1996), Associate Professor of English

B.A., Berea College
M.A., Ohio University
Ph.D., University of Kentucky

Hannah Grace Rogers (2016), Public Services Librarian

B.A., University of Kentucky
M.L.S., University of Kentucky

Daniel Romero (2013), Assistant Professor of Counseling & Human Development

B.R.E., Kuyper College
M.A., Montclair State University
Ph.D., Western Michigan University

Robert F. Roscoe, Jr. (2017), Assistant Professor of Psychology

B.S., Muhlenberg College
M.A., University of South Carolina
Ph.D., University of South Carolina

Daya Sandhu (2014), Professor of Counselor Education & Supervision

Director of Research

B.A., Punjab University
B.T., Punjab University
M.A., Punjab University
M.Ed., Delta State University
Ed.D., Mississippi State University

Gregory Sandman (2017), Assistant Professor of Counseling & Human Development

B.A., University of Nebraska, Lincoln
M.S.Ed., University of Nebraska, Kearney
Ph.D., University of Wyoming

Melissa Saunier-Arnold (1989), Associate Professor of Education

Interim Chair, Education Division

A.B., Transylvania University
M.A., Georgetown College

Daniel L. Schnopp-Wyatt (2004), Professor of Counseling & Human Development

B.S., Wright State University
M.A., Goddard College
Ph.D., Union Institute & University

Nicole Schnopp-Wyatt (2008), Professor of Counseling & Human Development

B.S., Wright State University
M.A., University of Illinois
Ph.D., University of Illinois

M. Angela Schwendau (2016), Assistant Professor of Criminal Justice

B.S., University of Louisville
M.S., University of Louisville
Ph.D., University of Louisville

Michael D. Seale (2018), Professor of Physics
Assistant Vice President for Academic Affairs

B.A., Wabash College
M.S., College of William & Mary
Ph.D., College of William & Mary

Benson Sexton (2012), Assistant Professor of Communication

B.A., Lindsey Wilson College
M.A., Western Kentucky University
Ph.D., University of Kentucky

Tip H. Shanklin (1998), Professor of English

B.A., Burlington College
M.A., The College of Saint Rose
Ph.D., Binghamton University

Willard A. Sheets (2016), Assistant Professor of Counseling & Human Development

B.A., California State University, Fullerton
M.Ed., Ohio University
Ph.D., Ohio University

Allison Egnew Smith (2010), Associate Professor of English

B.A., University of Louisville
M.A., University of Louisville
Ph.D., University of Louisville

Laura Ann Bailey Smith (2016), Assistant Professor of Counseling & Human Development

B.A., Christian Brothers University
M.S., University of Memphis
Ed.D., University of Memphis

Timothy W. Smith (1992), Professor of Art

B.A., College of the Ozarks (Missouri)
M.F.A., University of Mississippi

Dennis Souther (2015), Assistant Professor of Criminal Justice

B.S., University of North Carolina, Charlotte
M.P.A., University of North Carolina, Charlotte

Stacy Springston (2015), Assistant Professor of Counseling & Human Development

B.A., Eastern Kentucky University
M.Ed., Lindsey Wilson College
Ed.D., Argosy University

Mark A. Staples (2007), Assistant Professor of Counseling & Human Development

B.A., Xavier University
M.Div., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

Michael Starr (2015), Instructor of Business

B.A., Elon University
M.B.A., Pfeiffer University

Karolyn Steffens (2015), Assistant Professor of English

B.A., Indiana University

M.A., University of Wisconsin, Madison

Ph.D., University of Wisconsin, Madison

Terry Swan (1985), Professor of Religion

Dean of the Chapel

B.A., Centenary College

M.A., Western Kentucky University

Ed.S., Western Kentucky University

M.Div., Asbury Theological Seminary

D.Min., Vanderbilt University

Elizabeth Tapscott (2015), Assistant Professor of History

Director, Honors Program

B.A., Eastern University

M.A., University of Maryland

M.Litt., University of St. Andrews

Ph.D., University of St. Andrews

Stefanie Davis Tarter (2011), Instructor of Applied Science

B.B.A., University of Cincinnati

M.S., Mississippi State University

Thomas Taylor (2015), Assistant Professor of Business

B.S., Murray State University

M.B.A., Murray State University

Ph.D., North Central University

Jerry D. Thomas (1990), Associate Professor of Communication

B.A., Lindsey Wilson College

M.A., Western Kentucky University

Jamie Marie Wenzel Thorn (2018), Visiting Assistant Professor of Sustainability

B.A., California University of Pennsylvania

M.A., Prescott College

Ph.D., Prescott College

Donnetta Tungate (2014), Instructor of Nursing

B.A., Campbellsville University

M.S.N., Walden University

Janet Turner (2014), Assistant Professor of Counseling & Human Development

B.S., Southwest Missouri State University

M.S., University of Tennessee

Ph.D., University of Tennessee

Susan Vickous (2016), Instructor of Nursing

B.S.N., Western Kentucky University

M.S.N., University of Wyoming, Laramie

Erin Wais-Hennen (2009), Assistant Professor of English

B.A., Clemson University

M.A., University of Minnesota

Ph.D., University of Minnesota

William Ward (2018), Associate Professor of Business

B.Min., Mid-Continent University

B.S.B.A., Western Carolina University

M.B.A., University of Central Oklahoma

D.B.A., Northcentral University

Rickie L. Williams (1989), Instructor of Mathematics

B.S., University of Arkansas

M.A., University of Arkansas

Calendars

LINDSEY WILSON COLLEGE ACADEMIC CALENDAR 2018-2019

AIM & LWC ONLINE PROGRAMS

FALL 2018

Session 1 – August 20 to October 13 – 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)
Friday	September	07	Make-up session
Friday	September	28	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
Friday	November	16	Make-up Session
Thursday-Friday	November	22-23	Thanksgiving holiday (no classes)
Friday	November	30	Last date to drop a class – Session 2
Friday	December	14	Session 2 ends
Monday	December	17	Final grades due – Session 2

SPRING 2019

Session 1 – January 14 to March 8 – M=7 / R=8

Monday	January	14	Classes begin – Session 1
Friday	January	18	Last date to register or add a class
Monday	January	21	Martin Luther King Jr. holiday (no classes)
Friday	January	25	Make-up session
Friday	February	22	Last date to drop a class – Session 1
Friday	March	08	Session 1 ends
Monday	March	11	Final grades due – Session 1
Monday-Friday	March	11-15	Spring break (no classes)

Session 2 – March 18 to May 10 – M=8 / R=8

Monday	March	18	Classes begin – Session 2
Friday	March	22	Last date to register or add a class
Friday	April	26	Last date to drop a class – Session 2
			Make-up session
Friday	May	10	Session 2 ends
Monday	May	13	Final grades due – Session 2

**LINDSEY WILSON COLLEGE – ACADEMIC CALENDAR – A.P. WHITE CAMPUS IN COLUMBIA
2018-2019**

Fall 2018

Monday	August	20	Advising
Monday	August	20	AIM and online classes begin (S1)
Tuesday	August	21	Day classes begin
Monday	August	27	Last day to register or add a class (day)
Monday	September	03	Labor Day holiday (no classes)
Friday-Sunday	September	07-08	Family weekend
Friday-Saturday	October	05-06	Homecoming
Monday-Friday	October	15-19	Fall break
Wednesday	October	17	Mid-term grades due (8:00 a.m.)
Monday	October	22	AIM and online classes begin (S2)
Monday-Friday	November	05-09	Advising & registration (Jr & Sr) for spring 2019
Monday-Friday	November	12-16	Advising & registration (Fr & So) for spring 2019
Monday	November	12	Last day to drop a class or withdraw (day)
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 a.m.)
Friday	December	14	Fall 2018 term ends
Saturday	December	15	Fall 2018 Commencement (10:00 a.m. CST)
Monday	December	17	Final grades due (8:00 a.m.)

MWF – 42 days @ 50 minutes + 150 minute final exam = 45 contact hours

TR – 29 days @ 75 minutes + 150 minute final exam = 46.7 contact hours

Winter 2018-2019

Monday	December	17	Classes begin
Friday	January	11	Last day of classes

Spring 2019

Monday	January	14	Advising
Monday	January	14	AIM and online classes begin (S1)
Tuesday	January	15	Day classes begin
Monday	January	21	Martin Luther King Jr. holiday (no classes)
Tuesday	January	22	Last day to register or add a class (day)
Monday-Friday	March	11-15	Spring break
Wednesday	March	13	Mid-term grades due (8:00 a.m.)
Monday	March	18	AIM and online classes begin (S2)
Monday-Friday	April	01-05	Advising & registration (Jr. & Sr.) for fall 2019
Monday-Friday	April	08-12	Advising & registration (Fr & So) for fall 2019
Monday	April	08	Last day to drop a class or withdraw (day)
Friday	April	19	Good Friday holiday (no classes)
Tuesday	April	23	Honors convocation
Thursday	April	25	Founder's Day
Friday	May	03	Last day of classes (day)
Monday-Friday	May	06-10	Final exams (day)
Friday	May	10	Senior grades due (11:00 a.m.)
Friday	May	10	Spring 2019 term ends
Friday	May	10	Baccalaureate service
Saturday	May	11	Spring 2019 Commencement (10:00 a.m. CDT)
Monday	May	13	Final grades due (8:00 a.m.)

MWF – 43 days @ 50 minutes + 150 minute final exam = 46 contact hours

TR – 30 days @ 75 minutes + 150 minute final exam = 48 contact hours

Summer 2019

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 17 (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
HS & CHD Programs
2018-2019**

Fall 2018	Spring 2019	Summer 2019
Module 1A August 24-25 September 7-8 September 21-22 October 5 (Finals)	Module 1A January 18-19 February 1-2 February 15-16 March 1 (Finals)	Module 1A May 10-11 May 24-25 June 7-8 June 21 (Finals)
Module 1B August 31-September 1 September 14-15 September 28-29 October 6 (Finals)	Module 1B January 25-26 February 8-9 February 22-23 March 2 (Finals)	Module 1B May 17-18 May 31-June 1 June 14-15 June 22 (Finals/SPC day)
Module 2A October 12-13 October 26-27 November 9-10 November 30 (Finals)	Module 2A March 8-9 March 22-23 April 5-6 April 26 (Finals)	Module 2A June 28-29 July 12-13 July 26-27 August 9 (Finals)
Module 2B October 19-20 November 2-3 November 16-17 December 1 (Finals)	Module 2B March 15-16 March 29-30 April 12-13 April 27 (Finals)	Module 2B July 5-6 July 19-20 August 2-3 August 10 (Finals)

**FALL 2018
FINAL EXAM SCHEDULE
A.P. WHITE CAMPUS IN COLUMBIA**

Class Times

Exam Times

Monday, 10 December 2018

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

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 04:30 p.m.

Tuesday, 11 December 2018

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. – 04:30 p.m.

Wednesday, 12 December 2018

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. – 04:30 p.m.

Thursday, 13 December 2018

09:30 a.m. – 10:45 a.m. TR
12:30 p.m. – 01:45 p.m. TR
03:30 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. – 04:30 p.m.

Friday, 14 December 2018

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 2019
FINAL EXAM SCHEDULE
A.P. WHITE CAMPUS IN COLUMBIA**

Class Times

Exam Time

Monday, 6 May 2019

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

08:00 a.m. – 10:30 a.m.
11:00 a.m. – 01:30 p.m.
02:00 p.m. – 04:30 p.m.

Tuesday, 7 May 2019

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. – 04:30 p.m.

Wednesday, 10 May 2019

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. – 04:30 p.m.

Thursday, 11 May 2019

09:30 a.m. – 10:45 a.m. TR
12:30 p.m. – 01:45 p.m. TR
03:30 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. – 04:30 p.m.

Friday, 12 May 2019

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.

**Essential Learning General Education -- Bachelor's Degree Programs
(Students Entering AY 2018-2019)**

I – CORE – 27 to 37 hours

Communication (6 to 9 hrs)

- Written Communication (3-6 hrs)*
 ENGL 1013 ENGL 1023

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement. ENGL 1013 and ENGL 1023 must be passed with a grade of C or higher.*

- Oral Communication (3 hrs)
 COMM 2103 THEA 1323

Inquiry & Analysis (9 to 15 hrs): Select one course from each category

- Behavioral & Social Science (3 hrs)
 CRJS 1003 HIST 1033
 ECON 2023 HIST 1043
 ECON 2033 POSC 1003
 ECON 2043 PSYC 1003

- Mathematics (0-4 hrs)*
 MATH 1003 MATH 1124
 MATH 1013

**An ACT mathematics sub-score of 26 or higher waives the gen. ed. math requirement. All gen. ed. MATH courses must be passed with a grade of C or higher.*

- Natural Science (3-4 hrs)
 BIOL 1103 CHEM 1224
 BIOL 1204 PHSC 1104
 CHEM 1104 PHSC 1204
 CHEM 1214 SCI 1013

- Fine Arts & Humanities (3-4 hrs)
 ART 1214 MUSI 2003
 ART 2314 MUSI 2533
 ART 2414 PHIL 1003
 ENGL 2103

Engaged Local & Global Citizenship (9 hrs)

- Religion (3 hrs)
 RELI 1003 RELI 1023
 RELI 1013 RELI 1203

- Additional Coursework (6 hrs – Select two)
 ART 1003 JAPN 1013
 ART 2733 MUSI 2103
 ENGL 2203 SPAN 1013
 FREN 1013 SPAN 1023
 FREN 1023 THEA 1313
 HIST 2233 WS 1013
 HUMN 2503

I – CORE – 27 to 37 hours

Application & Integration of Know. (3 to 5 hrs)

- First-Year Experience (1 hr)*
 FYE 1001

**Non-traditional students and transfer students with more than 15 credit hours may request exemption.*

- Additional Coursework (3-4 hrs)
 ACCT 2113 HIST 2243
 AIS 1003 HS 2953
 AMST 1003 NUTR 1003
 ART 2164 RTSM 2013
 BIOL 1214 SEA 1103
 COMM 1003 SPAN 2033
 EDUC/MUSI 2203 WS 1003

II – INTERMEDIATE – 6 to 12 hours

Select from available approved 2000-4000 level courses; see catalog or website for a current list of courses to meet the requirement. In most cases, these courses will simultaneously fulfill major, minor, or other program requirements.

Communication (min. 3 hrs)

- _____

Inquiry & Analysis (min. 3 hrs)

- _____

Engaged Local/Global Citizenship (min. 3 hrs)

- _____

Application/Integration of Know. (min. 3 hrs)

- _____

III – MASTERY – 3 to 12 hours

Select from available approved 3000-4000 level courses; see catalog or website for a current list of courses to meet the requirement. In most cases, these courses will simultaneously fulfill major, minor, or other program requirements.

Communication (min. 3 hrs)

- _____

Inquiry & Analysis (min. 3 hrs)

- _____

Engaged Local/Global Citizen. (min. 3 hrs)

- _____

Application/Integration of Know. (min. 3 hrs)

- _____

**Essential Learning General Education – Associate Degree Programs
(Students Entering AY 2018-2019)**

I – CORE – 18 to 27 hours

Communication (6 to 9 hrs)

Written Communication (3-6 hrs)*

- ENGL 1013 ENGL 1023

**An ACT English sub-score of 25 or higher waives the ENGL 1013 requirement. ENGL 1013 and ENGL 1023 must be passed with a grade of C or higher.*

Oral Communication (3 hrs)

- COMM 2103 THEA 1323

Inquiry & Analysis (6 to 11 hrs) – Select one course from each category

Behavioral & Social Science (3 hrs)

- CRJS 1003 HIST 1033
 ECON 2023 HIST 1043
 ECON 2033 POSC 1003
 ECON 2043 PSYC 1003

Mathematics (0-4 hrs)*

- MATH 1003 MATH 1124
 MATH 1013

**An ACT mathematics sub-score of 26 or higher waives the gen. ed. math requirement. All gen. ed. MATH courses must be passed with a grade of C or higher.*

Natural Science (3-4 hrs)

- BIOL 1103 CHEM 1224
 BIOL 1204 PHSC 1104
 CHEM 1104 PHSC 1204
 CHEM 1214 SCI 1013

I – CORE – 18 to 27 hours

Engaged Local & Global Citizenship (6 hrs)

Religion (3 hrs)

- RELI 1003 RELI 1023
 RELI 1013 RELI 1203

Fine Arts & Humanities (3 hrs)

- ART 1003 MUSI 2103
 ART 2733 THEA 1313
 ENGL 2203 WS 1013
 HUMN 2503

Application & Integration of Know. (0 to 1 hr)

First-Year Experience (1 hr)*

- FYE 1001

**Non-traditional students and transfer students with more than 15 credit hours may request exemption.*

II – INTERMEDIATE – 6 to 12 hours

Select from available approved 2000-4000 level courses; see catalog or website for a current list of courses to meet the requirement. In most cases, these courses will simultaneously fulfill major or other program requirements.

Communication (min. 3 hrs)

- _____

Inquiry & Analysis (min. 3 hrs)

- _____

Engaged Local/Global Citizenship (min. 3 hrs)

- _____

Application/Integration of Know. (min. 3 hrs)

- _____

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