LINDSEY WILSON UNIVERSITY
Catalog
24 August 2026 to 23 August 2027

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

Accreditation

Lindsey Wilson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lindsey Wilson University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The university 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 are accredited through the Council for the Accreditation of Counseling & Related Educational Programs (CACREP).

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

The Bachelor of Arts in business administration is accredited by the International Accreditation Council for Business Education (IACBE) at 11960 Quivira Road, Suite 300, Overland Park, KS, 66213, (931) 631-3009.

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

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

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

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

- The Ohio Department of Higher Education has authorized Lindsey Wilson University to offer programs at Southern State Community College in Hillsboro.
- The State Council of Higher Education for Virginia (SCHEV) has certified Lindsey Wilson University to operate in Virginia at Southwest Virginia Community College.
- The West Virginia Higher Education Policy Commission has authorized Lindsey Wilson University to operate in West Virginia at the Southern West Virginia Community & Technical College-Logan Campus.
- Lindsey Wilson University has demonstrated that it meets the standards set forth in the rules of the Texas Higher Education Coordinating Board and qualifies for an exemption pursuant to Subchapter G, Chapter 61, Texas Education Code and, as defined in Chapter 7.3 of Board rules from certain, but not all, regulations. This exemption will continue as long as the institution maintains its accreditation status with the accrediting organization Southern Association of College and Schools Commission on Colleges and standards acceptable to the Coordinating Board. Lindsey Wilson University is authorized to conduct courses, grant degrees, grant credit toward degrees, and to use certain protected academic terms in the State of Texas until expiration of its current grant of accreditation.

Lindsey Wilson University Policy on Accreditation
Lindsey Wilson University 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 university will notify the Southern Association of College and Schools Commission on Colleges of any change in its accreditation status by other recognized accrediting bodies.

Lindsey Wilson University does not discriminate against any person on the basis of race, color, sex, age, national and ethnic origin, religion, or disability. Lindsey Wilson University 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 university 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 University.

This catalog is for information only and does not constitute a contract. Lindsey Wilson University 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.

Table of Contents

Accreditation 1
Lindsey Wilson University Creed 4
Lindsey Wilson University Mission 4
Institutional Goals 4
Academic Excellence 4
A Brief History 5
State Authorizations 8
Community Outreach to Working Adults 8
Admissions Requirements, Undergraduate Students 10
Admissions Requirements, Graduate Students 19
Katie Murrell Library Services 21
Campus Life 23
Financial Information 31
Financial Aid 32
Academic Policies and Regulations 51
Academic Degrees – List 83
Undergraduate Programs 85
Graduation Requirements for Associate Degree Programs 87
Associate of Arts Major Program 91
Graduation Requirements for Bachelor's Degree Programs 93
Bachelor's Degree Major Programs 97
Bachelor's Degree Minor Programs 183
Bachelor's Degree Certificate Programs 214
Undergraduate Course Descriptions 219
Graduate Programs 297
Graduation Requirements for Graduate Degree Programs 299
Graduate Course Descriptions 326
Register 343
Faculty 353
Academic Calendar 366
Final Exam Schedules 369
Community Campus Class Schedule 370
General Education Curriculum Check Sheets 371
Index 373

Lindsey Wilson University Creed

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

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

Lindsey Wilson University Mission

The mission of Lindsey Wilson University 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 university community.

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

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

Academic Excellence

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

A Brief History

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

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

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

In April 2025, the trustees voted to rename the school Lindsey Wilson University to reflect the school's diverse, growing academic programs, broad range of delivery formats, and its presence in several states.

While historically Lindsey Wilson's focus has been to serve the citizens of Southcentral Kentucky, the university serves a diverse group of students. In 2025-2026, Lindsey Wilson enrolled more than 3,000 undergraduate and graduate students. The student body includes students from 105 Kentucky counties, 45 states, and 57 foreign countries.

In addition to an online and hybrid format, Lindsey Wilson has programs at community college campuses in the Kentucky cities of Ashland, Cumberland, Elizabethtown, Hazard, London, Louisville, Middlesboro, Prestonsburg, and Somerset, with community college campuses in Hillsboro, Ohio, Richlands, Virginia, and Logan, West Virginia.

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, Kentucky; a two-hour drive from Louisville or Lexington, Kentucky; or a two-hour drive from Nashville, Tennessee.

Lindsey Wilson has completed major renovations to more than 25 buildings on the A.P. White Campus in the last 20 years – the result of one of the most aggressive and ambitious building programs in Kentucky higher education. 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 2010.
- Doris & Bob Holloway Health & Wellness Center: Opened in 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 2009. An 18-hole golf course located less than five miles from the A.P. White Campus, the Pines at Lindsey Wilson is open to members. It is also home of the Blue Raiders men's and women's golf teams. The men's golf team won the 2025 NAIA Men's Golf Championship.
- Lindsey Wilson Sports Park was opened in 2009. The park features Egnew Park, home to baseball; Marilyn D. Sparks Park, home to softball; and Parnell Family Stadium, home to football and track & field. The Lindsey Wilson football team won the 2020 NAIA National Football Championship – the first title in program history.
- The Jim & Helen Lee Fugitte Science Center – a three-story, 42,000-square-foot building that houses the university's mathematics and science programs – was opened for the 2006-07 academic year. The Fugitte Science Center includes laboratories, smart classrooms, and a greenhouse.
- The T.D. & Rowena Everett Center, renovated in 2007 and again in 2024, houses the Student Success Center and First-Year Experience offices.

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

- A 20-acre parcel of land near campus was purchased in 2016 and serves as the home of the Blue Raiders archery team.
- Keefe Hall, a 46–bed residence hall, opened in 2014.
- V.P. Henry Auditorium, a 325-seat theater housed in the L.R. McDonald Administration Building, underwent a $200,000 renovation during 2012.
- The Dr. Robert & Carol Goodin Nursing & Counseling Center – a 27,100-square-foot, two-story building that is home to the university's award-winning nursing programs, School of Professional Counseling, and Technology Center – opened in 2011.
- Memorial Hall, a 156-bed residence hall, opened in 2011.
- The six-court Henry Baughman Tennis Complex opened in 2010.
- A Natural Garden was established in 2010 through an Eastern Kentucky PRIDE Environmental Education grant. It features plants and flowers native to Kentucky and is used to teach ecology and natural areas restoration. This effort devoted to instruction and student engagement has been expanded to include a woodlot near T.J. Health Columbia.

Before the "Changing Lives" campaign was launched, the A.P. White Campus 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 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 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 over 67,000 books and audiovisual titles. A growing virtual library provides access to nearly 550,000 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 57,000 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 Dr. Shilpan M. Patel '04 amphitheater, was completed during the 2002-03 academic year.
- Richardson Hall was opened in 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 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). In 2023, the field was named Ray Wells Field in honor of the long-time men's soccer coach who initiated the program.
- 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 Slider Humanities 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 School of Arts & Humanities.
- 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 & Communication, 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 and women's wrestling teams. The women's volleyball team won the 2017 NAIA national Championship.

- The cycling program has a BMX track 1-1/2 miles west of the A.P. White Campus. The course offers multiple large jumps, a pair of straightaways, and a rhythm section. It also features a competition dual slalom and downhill course. The Lindsey Wilson cycling has won four national titles: cyclocross (2000, 2001) and BMX racing (2012, 2022).

State Authorizations

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

- Kentucky: Kentucky Council on Postsecondary Education, 100 Airport Road, Frankfort, KY 40601; (502) 573-1555.
- Ohio: Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (877) 644-6338.
- Texas: Texas Higher Education Coordinating Board, 1801 Congress Ave., Suite 12.200, Austin, TX 78701, (512) 427-6101.
- Virginia: Commonwealth of Virginia, P.O. Box 1475, Richmond, VA 23212; (804) 786-3586.
- West Virginia: West Virginia Higher Education Policy Commission, 2001 Union Carlisle Drive, Building 2000, South Charleston, WV 25303; (304) 558-2101.

Community Outreach to Working Adults

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

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

Online and Hybrid Programs
Lindsey Wilson University launched Lindsey Wilson University Online in 2014, providing a number of fully online degree programs. Currently, Lindsey Wilson University Online is approved to offer online degrees in 49 states including Kentucky through our National Council for State Authorization Reciprocity Agreement (NC-SARA). Six bachelor's and six master's degrees are available fully online as well as three certificate programs. Online degree programs are typically offered in two sessions per semester.

Online programs allow students to earn the following degrees:

- Bachelor of Arts in business administration (emphasis in marketing or management), communication, criminal justice, human services & counseling, or interdisciplinary studies;
- Bachelor of Science in Nursing (R.N. B.S.N.);
- Master of Business Administration;
- Master of Education in counseling;
- Master of Science in applied machine learning & AI;
- Master of Science in cybersecurity management;
- Master of Science in data science; *and*
- Master of Science in technology management.

The following programs are offered in the hybrid format:

- Bachelor of Arts in human services & counseling;

- Master of Business Administration;
- Master of Education in counseling;
- Master of Science in applied machine learning & AI;
- Master of Science in cybersecurity management;
- Master of Science in data science; *and*
- Master of Science in technology management.

Online counseling students may also have the opportunity to work toward the certificates in substance abuse counseling, trauma-informed counseling, or counseling first responders (master's-level coursework).

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

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

Community Campuses
Lindsey Wilson University offers programs at campus sites in Kentucky, Ohio, Texas, Virginia, and West Virginia, including:

- **Ashland Community Campus** – Ashland Community & Technical College, 1400 College Drive, Ashland, KY 41101.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Cumberland Community Campus** – Southeast Kentucky Community & Technical College, 700 College Road, Cumberland, KY 40823.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Elizabethtown Community Campus –** Elizabethtown Community & Technical College, 600 College Street Road, Elizabethtown, KY 42701
    - The Bachelor of Arts in human services & counseling is offered.
    - The Bachelor of Arts in business administration is also offered. The emphasis areas in accounting, human resources management, and marketing are available.
- **Hazard Community Campus** – University Center of the Mountains, Hazard Community & Technical College, One Community College Drive, Hazard, KY 41701.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Hillsboro Community Campus** – Southern State Community College, 100 Hobart Drive, Hillsboro, OH 45133.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Irving Community Campus** – Irving Convention Center, 500 W. Las Colinas Blvd., Irving, TX 75039
    - The hybrid Master of Science programs in applied machine learning & AI, technology management, cybersecurity management, data science, and the hybrid Master of Business Administration are offered.
- **Knicely Conference Center Campus** – Western Kentucky University, 2355 Nashville Rd., Bowling Green, KY 42101.

    - The hybrid Master of Science programs in applied machine learning & AI, technology management, cybersecurity management, data science, and the hybrid Master of Business Administration are offered.
- **Logan Community Campus** – Southern West Virginia Community & Technical College, 2900 Dempsey Branch Road, Mount Gay, WV 25637.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **London Community Campus** – Somerset Community College-Laurel Campus, 100 University Drive, London, KY 40741.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Louisville Community Campus** – Jefferson Community & Technical College, 109 East Broadway, Louisville, KY 40202.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Middlesboro Community Campus** – Southeast Kentucky Community & Technical College, 100 College Rd., Middlesboro, KY 40965.
    - The Bachelor of Arts in human services & counseling and the Master of Education in Counseling are offered.
- **Prestonsburg Community Campus** – Big Sandy Community & Technical College, One Bert T. Combs Drive, Prestonsburg, KY 41653.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
- **Richlands Community Campus** – Southwest Virginia Community College, 724 Community College Road, Cedar Bluff, VA 24609.
    - Programs offered are the Bachelor of Arts in human services & counseling, the Master of Education in counseling, and the certificate in substance abuse counseling.
- **Somerset Community Campus** – Somerset Community College, 808 Monticello Street, Somerset, KY 42501.
    - The Bachelor of Arts in human services & counseling and the Master of Education in counseling are offered.
    - The hybrid Master of Science programs in applied machine learning & AI, technology management, cybersecurity management, data science, and the hybrid Master of Business Administration are offered.

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

Admission Requirements – Undergraduate Students

General admission decisions are based on academic promise, personal objectives, maturity, motivation, and a reasonable potential for success at the university 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 university. 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, at community campuses, and for online programs.

Lindsey Wilson University uses a rolling admissions plan that enables the Admissions Office to notify applicants of admission decisions. Students may be accepted on a conditional basis as regular students in an eligible degree program until they provide documentation such as academic transcripts. Students accepted on a conditional basis must submit all required documents by the end of their first semester. Traditional high school students may be accepted during their senior year prior to graduation once an Application for Admission is completed and a current high school transcript is provided. Students may choose to enroll as a test optional student. Students may be asked to participate in a virtual or face-to-face interview and/or to provide recommendation letters if test optional. Applying as a test optional student does not guarantee admittance. Students are encouraged to submit the results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) if the results are available.

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

1. A completed Application for Admission;
2. An official high school transcript indicating graduation date or GED (General Education Development) test scores with a minimum of 145 on each of the four tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies; *and*
3. The results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) or request to be considered test optional.

Home-Schooled Graduates
Lindsey Wilson University 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 and the texts used for each class, if requested; *and*
4. Submit either the results of the American College Test (ACT) or the Scholastic Assessment Test (SAT) or request to be test optional.

General Education Development (GED) Graduates
GED graduates must submit the following:

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

Nontraditional Students
For academic purposes, nontraditional students are typically students who:

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

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

1. A completed Application for Admission; *and*

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

High School/Dual Enrolled Students
Qualified high school students who wish to begin college work may apply for admission to Lindsey Wilson University. 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) if a prerequisite score is required for a particular course; *and*
4. Approval from the high school guidance office.

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

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

For admissions decisions, the cumulative GPA of students transferring to Lindsey Wilson University will include hours attempted and quality points earned from all previously attended institutions.

Transfer students placed on probation by their previous institution will be placed on warning or probation by Lindsey Wilson University. 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 University as 1000-2000 level credits only.

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

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

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

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

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

**Nursing requires iBT 84.*

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

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

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

Students with Disabilities
Lindsey Wilson University 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 university as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students are encouraged to identify and document the nature of their disabilities with the ADA coordinator. It is the responsibility of the student to provide the ADA coordinator with appropriate materials documenting the disability. Documentation of disabilities/diagnosis should be within the past three years and be presented on official letterhead from the individual (a professional person such as a psychologist, psychiatrist, doctor, or a qualified licensed person) or office that administered the assessment and/or diagnosis. In addition, the student must fill out and return the Lindsey Wilson University Request for Accommodations Handbook packet available from the ADA coordinator. For more information, contact the ADA coordinator at lwcadaofficer@lindsey.edu.

Readmission
Students who have previously attended Lindsey Wilson University 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 readmit students who are not in good standing academically will be reviewed by the Admissions Committee for acceptance consideration.

Credit by Examination and Transfer

Transfer Credit Approval
Transfer credit is accepted only from colleges and universities with U.S. Department of Education recognized institutional accreditation. Credits earned in certificate, technical, and vocational programs from a college or university with U.S. Department of Education recognized accreditation are evaluated on

a case-by-case basis. Current students taking courses at another institution must obtain prior, written approval from the Registrar's Office to ensure general education or elective credit will be accepted. For courses in a student's major, written approval must be obtained from the dean of the school and the Registrar's Office. Upon completion of the course(s), an official transcript must be submitted to the Registrar's Office.

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

General Education Transfer Certification
All students who have earned an A.A. or A.S. degree from a regionally accredited institution will be deemed to have met the general education requirements at Lindsey Wilson University. All students who have earned a bachelor's degree from a regionally accredited institution will be deemed to have met all general education requirements at Lindsey Wilson University. For students who have not yet earned an associate or bachelor's degree, courses may be transferred to Lindsey Wilson University which may meet general education requirements. Such equivalencies will be determined on a course-by-course basis. Students are encouraged to complete a course audit through the Registrar's Office when transferring to Lindsey Wilson University.

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. AP credit will not count toward Lindsey Wilson University residency credit.

AP Exam	Minimum Score	Credits	Course Awarded
AP Capstone			
AP Research	3	3	Lower elective hours
AP Seminar	3	3	Lower elective hours
Arts			
2-D Art & Design	3	3	Lower elective hours
3-D Art & Design	3	3	Lower elective hours
African American Studies	3	3	Lower elective hours
Art History	3	3	ART 2733
Drawing	3	3	Lower elective hours
Music Theory	3	3	Lower elective hours
English			
English Language & Composition	3	3	ENGL 1013
English Literature & Composition	3	3	ENGL 2103
History and Social Sciences			
Comparative Government & Politics	3	3	Lower elective hours
European History	3	6	Lower elective hours
Human Geography	3	3	Lower elective hours
Macroeconomics	3	3	ECON 2043
Microeconomics	3	3	ECON 2033

AP Exam	Minimum Score	Credits	Course Awarded
Psychology	3	3	PSYC 1003
United States Government & Politics	3	3	POSC 1003
United States History	3	6	HIST 1033 & HIST 1043
World History	3	6	HIST 2233 & HIST 2243
Math and Computer Science			
Calculus AB	3	5	MATH 2315
Calculus BC	3	5	MATH 2325
Computer Science A	3	3	Lower elective hours
Computer Science Principles	3	3	Lower elective hours
Precalculus	3	4	MATH 1124
Statistics	3	3	MATH 2203
Sciences			
Biology	3 4 or 5	3 3	SCI 1013 or BIOL 1103 BIOL 1204
Chemistry	3 4 or 5	4 4	CHEM 1104 CHEM 1214
Environmental Science	3	3	Lower elective hours
Physics I	3	3	SCI 1013
Physics II	3	3	SCI 1013
Physics C: Electricity & Magnetism	3	3	Lower elective hours
Physics C: Mechanics	3	3	Lower elective hours
Psychology	3	3	PSYC 1003
World Languages			
Chinese Language & Culture	3 4 5	8 12 16	Lower elective hours
French Language & Culture	3 4 5	6 9 12	Lower elective hours
German Language & Culture	3 4 5	12 16 20	Lower elective hours
Italian Language & Culture	3 4 5	6 9 12	Lower elective hours
Japanese Language & Culture	3 4 5	8 12 16	Lower elective hours
Latin	3 4 5	6 9 12	Lower elective hours
Spanish Language & Culture	3 4 5	6 9 12	Lower elective hours Lower elective hours Lower elective hours
Spanish Literature & Culture	3 4 5	9 12 15	Lower elective hours Lower elective hours Lower elective hours

Writing and Mathematics Placement Due to ACT or SAT Scores
Placement in writing courses is determined through the student's score on the English section of the ACT (American College Test) or the SAT (Scholastic Assessment Test) or through a writing sample administered to new students. An ACT English sub-score of 25 or above or an SAT reading & writing sub-score of 620 or above waives the ENGL 1013/ENGL 1004 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 or SAT. An ACT mathematics subscore of 26 or higher or an SAT mathematics score of 600 or higher waives the general education mathematics requirement, allowing for 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 schools. Coursework from the classes taken in preparation for the exams may be helpful in demonstrating what was covered.

College Level Examination Program (CLEP) Examinations
A maximum of 15 credit hours may be awarded on the basis of College Level Examination Program (CLEP) examinations for associate degree programs, and a maximum of 30 hours of CLEP credit may be applied to bachelor's degree programs. Lindsey Wilson University 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 50 is required for passing, except for the World Language Level 2 examinations where higher scores are required. A student cannot take an exam for a course in which the student was previously registered at the university or another accredited institution. Student must wait three months before the same exam may be retaken. If the student is currently enrolled in the class for which credit is requesting to be earned, then the student must drop the class during the drop/add period (first week of classes) for credit to be awarded. CLEP credit will not count toward Lindsey's residency credit. To count for Lindsey Wilson University coursework, CLEP credit must be pre-approved by the Registrar's Office.

CLEP Exam	Minimum Score	Credits	Course Awarded
Business			
Financial Accounting	50	3	ACCT 2113
Information Systems	50	3	CIS 1003
Introductory Business Law	50	3	BUSI 2713
Principles of Management	50	3	BUSI 2903
Principles of Marketing	50	3	Lower elective hours
Composition & Literature			
American Literature	50	3	Lower elective hours
Analyzing & Interpreting Literature	50	3	ENGL 2103
College Composition	50	3	ENGL 1013
College Composition Modular	50	3	Lower elective hours
English Literature	50	3	Lower elective hours
Humanities	50	3	Lower elective hours

History & Social Sciences			
American Government	50	3	POSC 1003
History of the United States I	50	3	HIST 1033
History of the United States II	50	3	HIST 1043
Human Growth & Development	50	3	Lower elective hours
Introduction to Educational Psychology	50	3	Lower elective hours
Introductory Psychology	50	3	PSYC 1003
Introductory Sociology	50	3	SOCI 1003
Principles of Macroeconomics	50	3	ECON 2043
Principles of Microeconomics	50	3	ECON 2033
Social Science & History	50	6	Lower elective hours
Western Civilization I	50	3	Lower elective hours
Western Civilization II	50	3	Lower elective hours
Science and Mathematics			
Biology	50	3	BIOL 1103
Calculus	50	3	MATH 2315
Chemistry	50	6	CHEM 1214 & CHEM 1224
College Algebra	50	3	MATH 1013
College Mathematics	50	3	MATH 1003
Natural Science	50	6	SCI 1013 & 3 elective hours
Precalculus	50	3	MATH 1124
World Languages			
French Language Level 1	50	6	Lower elective hours
French Language Level 2*	60	9	Lower elective hours
German Language Level 1	50	6	Lower elective hours
German Language Level 2*	60	9	Lower elective hours
Spanish Language Level 1	50	6	SPAN 1013 & SPAN 1023
Spanish Language Level 2 *	63	9	SPAN 1013, SPAN 1023 & SPAN 2033

*Students taking Spanish Level 1 and Spanish Level 2, French Level 1 and French Level 2, or German Level 1 and German Level 2 can earn only a total of 9 hours for both exams.

Dual Credit Courses

A dual credit course is one high school students nominated by their high school may take at or through Lindsey Wilson University. 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 University 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 University faculty in the normal manner for all recognized course offerings at the university;
- 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 university 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 university faculty, that person will meet all criteria normally applied for appointment at the rank of instructor. The syllabus for the course and all quizzes, tests, and other graded material will be reviewed by the program coordinator/director and approved by the relevant dean sponsoring the course prior to the semester in which the course is offered. The student learning outcomes (SLOs) for the course are required to be the same as those for the course as taught at the university. The instructor will be required to follow university 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 university. They will also have all rights of appeal normally afforded Lindsey Wilson University students in the event of any differences with regard to grades or other academic matters.

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

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

Credit for Military Training
Upon presentation of an authenticated DD 214 form, Lindsey Wilson University 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 university policy.

Veterans are eligible for financial assistance. The university 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 University 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 University 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 university and must earn at least half of the credit hours required for their major from the university.

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 university catalog;
2. Credit recommendations made by the American Council on Education (ACE), if approved by the appropriate program;

3. Individual portfolios evaluated by Council for Adult and Experiential Learning's (CAEL) national prior learning assessment service, see LearningCounts.org; National College Credit Recommendation Service (NCCRS); or by university faculty who have been trained in portfolio assessment;
4. Challenge exams developed and/or approved by faculty and approved by the program offering the course that is challenged; *and/or*
5. Performance-based assessments developed and evaluated by faculty trained in performance assessment and approved by the program that offers credit for the assessment.

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

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

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

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

Policy on Physical Education Activity Courses
Lindsey Wilson University will allow up to two credit hours of activity courses (e.g., college/university athletic participation, racquetball, badminton, physical fitness) to be transferred for elective credit. The grade must be equivalent to a D grade or above as is required of any undergraduate course for transfer.

Admission Requirements – Graduate Students

The admission criteria for the university Doctor of Philosophy in counselor education & supervision, Master of Education degree program in counseling, Master of Business Administration, and Master of Science in applied machine learning & AI, cybersecurity management, data science, and technology management programs are specific to each program. Individuals interested in these programs should consult the appropriate Program Application Procedure section of the catalog.

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

International Students
International students applying to the Master of Business Administration (M.B.A.) or to the Master of Science in applied machine learning & AI (M.S.M.A.), in cybersecurity management (M.S.C.M.), in data science (M.S.D.S.), or in technology management (M.S.T.M.), programs must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based: 550; *or*

    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed an undergraduate or a graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

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

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

- TOEFL minimum score:
    - Internet-based (iBT): 79* composite with 21 writing and 19 reading,
    - Paper-based: 550, *or*
    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student's native language; *or*
- Student completed an undergraduate or a graduate program at a U.S. institution with U.S. Department of Education recognized institutional accreditation.

Non-degree Admission

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

1. Complete the Graduate School Application for Admission form, which must be submitted online, with non-refundable program application fee of 35.00 USD;
2. Send official transcripts showing completion of a bachelor's degree, and for doctoral classes the completion of a master's degree, from a college or university with U.S. Department of Education recognized institutional accreditation to the Lindsey Wilson University Registrar's Office; *and*
3. If requested, successfully complete an interview with program faculty.

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

Students with Disabilities

Lindsey Wilson University 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 university as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students are encouraged to identify and document the nature of their disabilities with the ADA coordinator. It is the responsibility of the student to provide the ADA coordinator with appropriate materials documenting the disability. Documentation of disabilities/diagnosis should be within the past three years and be presented on official letterhead from the individual (a professional person such as a psychologist, psychiatrist, doctor, or a qualified licensed person) or office that administered the assessment and/or diagnosis. In

addition, the student must fill out and return the Lindsey Wilson University Request for Accommodations Handbook packet available from the ADA coordinator. For more information, contact the ADA coordinator at lwcadaofficer@lindsey.edu.

Readmission
Students who have previously attended Lindsey Wilson University 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 readmit students who are not in good standing academically will be reviewed by the Admissions Committee for acceptance consideration.

Credit by Examination and Transfer

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

For students in the Graduate School of Business & Technology, a maximum number of nine transfer credits can be accepted (with a maximum of six credits applied to hybrid courses). Only completed graduate courses with a final grade of B- or higher will be considered for potential transfer.

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

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

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

Katie Murrell Library Services

The Katie Murrell Library, housed in the Holloway Building on the A.P. White Campus, is a 24,000 square foot facility that serves the educational and other needs of the university community. Extensive library resources are available to all students via the Katie Murrell Library web page. The library provides access to a multimedia collection of nearly 700,000 cataloged titles. This includes over 67,000 physical books and AV titles, nearly 550,000 ebooks, and numerous other online resources with literary, scientific, business, statistical, and reference information as well as streaming music and video titles. The library subscribes to 128 individual electronic databases. 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 50 public access terminals, including two Macs, 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 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.

Library facilities include individual study carrels, group tables, a computer lab, the juvenile/curriculum collection, a conference room, and group study rooms. Sofas and other casual seating can be found near the circulation desk and in the Thomas D. Clark Reading Room. A wireless network allows Internet access through laptops, tablets, or other mobile devices. Library staff members work to make the library a center of the A.P. White Campus 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 books, periodicals, magazines, and full-text databases through the discovery bar located on the library web page. If they cannot find a particular resource within the library, they have access to interlibrary loan with resources available with participating libraries in Kentucky and throughout the United States. 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 research guides, created by the library staff, in various areas of study. All of this information along with information about the library services can be found on the Katie Murrell Library web page.

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

Government Documents
The Katie Murrell Library is a member of the Federal Depository Library Program (FDLP). It receives selected government documents in print and electronic formats. Using the online catalog, students may access over 57,000 documents and government websites. These include periodicals, statistics, census data, legislative information, consumer literature, agency directories, government spending data, and research summaries from all branches of the federal government. A guide to these materials can be found on the library's web page.

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

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

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

Campus Life

Arts & Lecture Series
The university Cultural Affairs & Enrichment Committee coordinates an annual Arts & Lectures Series for the A.P. White Campus. 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. Events also include performances by the university's theatre program as well as by the university's choral and instrumental ensembles. Events in the Arts & Lecture series are an important part of the educational experience at the university, 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 university and community members.

The Lindsey Wilson Players, the Lindsey Wilson University 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.

Every spring, the Gender & Cultural Studies program sponsors the Dr. Kara L. Mollis Conference on Gender Studies, which is an on-campus, interdisciplinary conference that showcases academic projects by Lindsey Wilson University students that focus on issues of gender, including those related to violence, sexuality, poverty, work, sports, family, health, religion, communication, and art.

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 University became a university 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 university, 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 University Work Study. Based on level of funding, Bonner Scholars commit to serving 280 hours each academic year. Bonner Scholars also commit to one Summer of Service, consisting of 200 hours served at a non-profit organization, during their university experience.

- Anyone can apply to and join Bonner Volunteers. Bonner Volunteers receive no funding and commit to fewer hours, serving 100 hours each academic year. They are not required to complete a Summer of Service. They are welcome at all Bonner meetings, workshops, and social events.

Bob's Basket
Bob's Basket is an on-campus food and hygiene pantry that aims to make necessities available and accessible across campus. The pantry began as a student-led initiative in the spring of 2021; being so well utilized, it became an official student resource just a year later. Bob's Basket now hosts a self-service shelf in the Student Union Building that is regularly stocked with various nonperishable food and hygiene items, including:

- Breakfast items – cereal, oatmeal, pancake mix;
- Canned goods – spaghetti, soup, vegetables, tuna;
- Grab and go snacks – granola bars, applesauce, peanut butter;
- Microwave meals – mac and cheese, mashed potatoes, stir fry;
- Hygiene items – deodorant, toothbrushes, shampoo & conditioner, body wash, *and*
- Cleaning supplies – laundry detergent, dish soap.

In spring 2025, Bob's Basket expanded to provide information related to SNAP benefits, financial literacy mini-courses and budgeting tools, nutrition guides, meal planning, and dorm room recipes as well as help connecting students to locate food banks.

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

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

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

Intercollegiate Sports
Lindsey Wilson University 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, flag football, golf, soccer, softball, swimming, tennis, track and field, volleyball, and wrestling. Women's JV sports consist of basketball, soccer, softball, tennis, and volleyball. The university 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 University'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 University 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:

- Alpha Chi (National Honor Society)
- Alpha Phi Sigma (National Criminal Justice Honor Society, Mu Sigma Chapter)*
- Alpha Psi Omega (National Theater Honor Society)*
- Black Student Union*
- Chess Club*
- Chi Sigma Iota Honor Society (Counseling)
- Crafts & Hobbies Club
- Fellowship of Christian Athletes
- Feminist Student Union*
- Global Citizens Club*
- History Club*
- The Honors Society for Sustainability
- Honors Student Association*
- Kentucky Education Association, Aspiring Educators (KEA-AE) (formerly Kentucky Education Association Student Program, KEA-SP)
- Lambda Pi Eta (National Communication Honor Society)*
- Lindsey for Liberty*
- Lindsey Wilson Players*
- Lindsey Wilson Travel Club*
- Lindsey Wilson University Entrepreneurship Club (E-Club)*
- Lindsey Wilson University Singers*
- LWU Pre-Law Club*
- Mosaic*
- National Association for Music Education (NAfME)*
- Phi Beta Lambda (Business Honor Society)
- Pool Club
- Pre-health Professions Club*
- Psychology Club*
- Raider Rage
- SAGASU (Sexuality and Gender Accepting Student Union)*
- Sigma Tau Delta (International English Honor Society)*
- Sigma Theta Tau (Nursing Honor Society)*
- Student Activities Board*
- Student Ambassadors*
- Student Athlete Advisory Council
- Student Government Association (SGA)*
- Sustainability Club*
- Tea Club
- Triathlon Club*
- Ukrainian Club*
- Young Democrats

**Members of Student Government*

Lindsey Wilson University 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.

Student Publications
Lindsey Wilson University 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:

- The *Campus Courier* is an online student journal that features long-form journalism, video productions, podcasts, photography, and social media news for the campus community. Students, regardless of major, are encouraged to apply and volunteer for staff positions at the beginning of the fall or spring semesters. Facilities include a lab featuring state-of-the-art publishing and production software and a digital media studio facility. For more information, contact Mr. David Goguen, the student media productions advisor.
- *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 University student based on experience or interest. For more information, contact Mr. Caleb Dempsey-Richardson, the faculty advisor.
- *Alpha Kappa Phi 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 university's chapter of Sigma Tau Delta, the International English Honor Society. Questions may be directed to Dr. Karolyn Steffens, Dr. Rachel Carr, or Mr. Kendall Sewell, the faculty sponsors.

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

Conduct Policies

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

All students are responsible for behaving appropriately as a citizen. The *Lindsey Wilson University Student Handbook* is available on the university's website as a PDF document. All students are instructed to log into Raider Portal to update their student records and to electronically sign that they have read and understood the student handbook.

Drug-Free Environment
Lindsey Wilson University is committed to providing a healthy and safe environment for its students. The university is in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. Standards of conduct relating to the unlawful possession, use, dispensing, distribution, or manufacturing of alcohol or illicit drugs are available for review in the *Lindsey Wilson University Student Handbook*. These standards of conduct will be applicable while on Lindsey Wilson University property, and elsewhere while on university business, and/or while attending university-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, is responsible for coordinating the following areas: admissions, athletics, student activities, career services, student government, residence life, campus recreation, intramural activities, public safety and security, student health services, public relations, Bonner Scholars, civic engagement, and student leadership. Each department has a staff member responsible for day-to-day operations. Their respective office locations and extension numbers may be found by visiting the Lindsey Wilson University website.

Title IX

Lindsey Wilson University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities as required by Title IX of the Educational Amendments of 1972, the American with Disabilities Act of 1900, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Acts of 1964, and other applicable statues and university policies. University programs and activities include, but are not limited to, athletics (NAIA and club sports), admissions, financial aid, and employment.

Lindsey Wilson University will not tolerate any forms of sexual misconduct. The university is required by law to investigate complaints of sexual misconduct. The university has a responsibility to investigate and ensure a fair, effective, comprehensive, and timely response to complaints. The university will take prompt and effective action to address allegations of sexual misconduct.

For further information or to file a complaint, please contact: Title IX Coordinator (Dr. Casey Hardy McGowan), 210 Lindsey Wilson Street, (270) 384-8091, titleixcoordinator@lindsey.edu.

Health Services

Lindsey Wilson University Health Services is located in the basement of Phillips Hall. Tamara Coots, R.N., is available for the purpose of consultation, administering medications (e.g., allergy shots), checking blood pressure, and providing general overall health information. Additionally, in partnership with Cumberland Family Medical Center, Inc., telehealth services are available on campus to all students, faculty, and staff. Telehealth appointments are administered through Microsoft teams with a remote medical provider. Lab testing is available for, but not limited to, influenza, Covid-19, strep, mono, urinalysis, and general blood work. Office hours are posted on the Lindsey Wilson University website and appointments can be made by emailing cootst@lindsey.edu or by calling 270-384-8138.

When someone needs medical attention after school hours, First Choice Immediate Care is open daily from 8:00 a.m. to 8:00 p.m. CT They are located at 197 Will Walker Rd., Columbia, KY 42728, and walk-ins are accepted. If someone would like a telehealth appointment, please contact First Choice at 270-384-9981 to schedule.

If someone is experiencing a physical or mental emergency, call 911 immediately.

Public Safety & Security

A university security officer is scheduled to be on duty on the A.P. White Campus 24 hours each day. The main security office is located in the Cralle Student Union Building. All students should assist the university and campus security officers in maintaining adequate protection within the residence halls and on campus. As members of the campus community, students should immediately notify the residence hall directors or security officer on duty concerning the presence of unauthorized individuals in residence halls or any situation requiring their assistance. In the event of a situation on campus, contact Public Safety at (270) 384-8106. If campus phone lines are inoperative, Public Safety & Security can be reached directly by dialing (270) 634-1147 (mobile or text). If there is a situation or emergency that needs immediate attention, it is always appropriate to dial 911 for police, fire, and ambulance. Emergency call

boxes on the A.P. White Campus are located behind the J.L. Turner Leadership Center, Biggers Sports Center, Richardson Hall, Draper Apartments, and Phillips Hall. During the 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 university Bookstore and several offices vital to students and staff: the Service Center, the central office for mail and phone services on campus; Public Safety & Security; Student Activities; and Student Government Association. Students and staff can meet at the Blue Raider Café for food and conversation, and a Starbucks kiosk serves a wide assortment of hot and iced coffees and teas. The campus game room, TV areas, and internet café are favorite places for students to enjoy breaks from their studies.

Bookstore
The Lindsey Wilson University 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 University. Bookstore hours are Monday through Friday from 7:30 a.m. to 4:30 p.m. CT. Students can determine what textbooks are needed for their courses by going to Bookstore's web page. Books can be ordered by calling (270) 384-8053 or emailing bookstore@lindsey.edu. Visa, MasterCard, and Discover are honored.

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

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

Residence Halls
Any full-time Lindsey Wilson University student on the A.P. White Campus who does not live with a parent or guardian must live in one of the residence halls, unless he or she qualifies as an independent student under policies described in the *Lindsey Wilson University 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 University, 210 Lindsey Wilson Street, Columbia, KY 42728. A room will be reserved once a room and board contract is signed and a housing fee is received and on file in the Residence Life Office. The standards and guidelines pertaining to residence life are explained in the *Lindsey Wilson University 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: 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 university is not responsible for damage to or loss of a student's property.

Vehicles
Students on the A.P. White Campus 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 $40.00 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

Student Success Counselors
Lindsey Wilson University provides a staff of full-time Student Success Counselors who advise and work with freshmen on the A.P. White Campus during their first year in university. The Student Success Counselors and faculty partner with one another after the freshman year and continue a relationship with the student through graduation. The Student Success Counselors work out of the Student Success Center, which is located in the T.D. & Rowena Everett Center. Student Success Counselors teach many of the First-Year Experience Seminar classes, monitor class attendance and academic performance, coordinate study halls, evaluate testing results, conduct periodic surveys of student needs, participate in campus social activities with freshmen, assist students with course selection and registration, and meet regularly with their advisees.

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

Faculty Advisors
Many freshmen and all other students are regularly advised by full-time faculty members. The advisors guide students to successful university graduation. Advising includes helping students set educational and career goals, assisting students in understanding the culture and expectations of the university, 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

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

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

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

Writing Consultation
The Student Success 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. Online sessions are available to Lindsey Wilson University writers at community campuses and to those enrolled in online degree programs. Please contact ssc@lindsey.edu for further information and assistance or go to the Student Success Center's web page to schedule an appointment online.

Counseling and Career Services

Counseling Services
There are multiple options for personal and confidential counseling is provided by ~~a~~ licensed professionals from The Adanta Counseling Group, by The Cumberland Family Medical Center, and by the university's chaplain. Whether it is a religious question, mental health issue, substance abuse, 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. When a student is experiencing a medical emergency (including but not limited to suicidal thoughts or homicidal thoughts), please seek medical attention immediately.

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

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

Please contact the 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

12-18 credit hours, per semester	$14,328
More than 18 hours, per credit hour	$1,194
Less than 12 hours, per credit hour	$1,194

Other Tuition Rates, per Credit Hour

Programs

Undergraduate

Community Campuses	$474
Dual Credit (High School)	$97
Online	
Business Administration	$318
Communication	$318
Criminal Justice	$318
Human Services	$474
Interdisciplinary Studies	$318
RN BSN	$318
Summer, A.P. White Campus	$474
Winter Intercession	$1,194

Master's

Counseling	$756
A.P. White Campus	$540
Community Campuses	$540
Online	$540
Graduate Business & Technology	
MBA: Master of Business Administration	$455
MSMA: Master of Science in Machine Learning & AI	$455
MSCM: Master of Science in Cybersecurity Management	$455
MSDS: Master of Science in Data Science	$455
MSTM: Master of Science in Technology Management	$455

Doctoral

Counselor Education & Supervision	$784

Student Activity Fee per Semester $94

Full-time students; includes ID card, campus activities, and regular season athletic events

Student Technology Fee per Semester $66

Housing per Semester

Residence Hall $1,924

Food per Semester $3,371

The meal plan is required of residential students. It includes 19 meals per week: three peak meals a day, Monday through Friday, and two meals a day on Saturday and Sunday. Monday through Friday there is continuous dining from 7:00 a.m. until 6:30 p.m. where students can come into the Dining Center and partake of

soup, salad, deli, pasta, desserts, and grill items if they aren't able to dine during peak meal times.

Commuting students may eat in the Dining Center on a per-meal basis; prices vary depending on meal and day of week, or they can choose to purchase a meal plan just like residential students. Call (270) 384-8097 for more information.

Note: Summer food and housing is available only to students who are enrolled in summer session courses. Summer food and housing rates are the same as those stated above, prorated by the period of enrollment.

Other Fees	**Each**
Application Fee, all graduate programs	$35
Art Studio	$44
Athletic Accident Insurance (can be waived with proof of primary coverage)	$430
Course Audit, per credit hour	$1,194
Fraudulent Charge	$50
Graduation	
Associate	$70
Bachelor's	$70
Master's	$90
Doctoral	$145
Housing	
	$50
ID Replacement	$5
Key Replacement	$14
Music (private lessons), per semester	$175
Nursing, per semester	$915
Parking Fines	$5-45
Parking Permit	$40
Prior Learning Assessment, per credit hour	$70
Replacement Diploma Fee	$35
Returned Check Fee	$20
(checks returned marked "insufficient funds" or "account closed")	
Student Teaching	$163
Transcript	$11

Graduate Business & Technology Hybrid Fees	**Each**
Enrollment Deposit	$250
Late Payment	$100
Residency Make-up	$500

Financial Aid

General Information

Lindsey Wilson University's financial aid program offers a variety of federal, state, and institutional funds. Financial aid 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 federal and state financial aid programs administered through the university require acceptance for admission to the university and completion of the Free Application for Federal Student Aid (FAFSA). Students who complete these requirements receive priority. Each applicant will be notified of financial aid eligibility. Aid offers will

be made to qualified students until funds are depleted. Students who are in a default status or who are rejected by the federal government for other reasons will not be eligible to receive federal or state financial assistance.

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

***Note**:* Institutional grants and scholarships are awarded up to the direct cost of attendance for residential students for the academic year. The cost of attendance at Lindsey Wilson University is defined as tuition and fees, in addition to housing and food for residential students. Institutional grants and scholarships are awarded, according to individual need, after federal and state aid is evaluated. Institutional grants and scholarships will be adjusted to prevent over-awarding based on the student's direct cost of attendance.

No student will receive more than one institutional academic scholarship. Except for the Begley Scholars and the Wesley Scholars Programs, 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. Begley Scholars and Wesley Scholars are eligible to receive the Honors Scholarship for a course load greater than 18 credits.

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 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 University as a policy concerning a drug-free environment. This policy is available for review in the Office of the Vice President for Administration & Finance.

Federal Financial Aid
Students may receive federal financial aid as a full-time or part-time student. Part-time attendance will be prorated accordingly. To remain eligible, the student must meet the conditions of minimum satisfactory academic progress (SAP). **See the Satisfactory Academic Progress section in this catalog.**

Grants

Challenge Grant
This is a need-based grant for first-time, full-time freshmen up to $14,000 per year. It is renewable for three years. Students are not eligible for this grant if they receive an academic scholarship.

Federal Pell Grant
This federally funded grant is awarded based on financial need. This grant is the foundation upon which other aid is based.

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

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

families. Students must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH grant. Failure to complete this service obligation will result in the grant being converted to a Federal Direct Unsubsidized Loan.

Students have the right to cancel the TEACH Grant after the funds are disbursed to their account. See the Right to Cancel section in this catalog.

Kentucky State Grants
The Kentucky Tuition Grant (KTG) and College Access Program Grant (CAP) are funded by the Commonwealth of Kentucky. They are awarded according to the need of Kentucky residents attending Kentucky colleges and are subject to the availability of funds. These grants are not guaranteed; they are based on students' "need" according to their cost of attendance.

Christian Service Grant
This grant is available to 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.

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

Ohio College Opportunity Grant
The Ohio Department of Higher Education administers the Ohio College Opportunity Grant (OCOG) program, which provides grant money to Ohio residents who demonstrate the highest level of financial need (as determined by the results of the Free Application for Federal Student Aid [FAFSA]) who are enrolled at Ohio private, non-profit colleges. Lindsey Wilson University undergraduate students enrolled at the Hillsboro Community Campus location may receive this grant.

Admissions Assistance Grant
The Admissions Counselor recommends this grant. Students must have a remaining need in the Cost of Attendance Budget, and priority will be given to Pell eligible students. The Admissions Assistance Grant (AAG) may not exceed direct cost unless institutional, federal, and state aid meets that threshold. In the event this occurs, students could receive up to $1,000 over direct cost with the AAG to assist with books, course materials, supplies, and equipment. This grant is limited in the number of awards available.

Loans

Federal Direct Subsidized Loan
This need-based program enables students to borrow a student loan. The loan is insured by the federal government, and the federal government pays the interest while the borrower is enrolled in school at least half-time, during a grace period, and during authorized periods of deferment. Interest will begin to accrue from the beginning of the repayment period. Loans must be adjusted when a student's enrollment drops below full-time status or when the number of enrolled credit hours changes due to a dropped or withdrawn course.

Federal Direct Unsubsidized Loan
This is a non-need-based loan. This loan is insured by the federal government. Interest begins accruing when the loan is disbursed. The interest rate is determined annually by the federal government. The student is responsible for the interest during in-school, deferment, and repayment periods. Loans must be

adjusted when a student's enrollment drops below full-time status or when the number of enrolled credit hours changes due to a dropped or withdrawn course.

Federal Direct Graduate PLUS Loan
The Federal Direct Graduate PLUS Loan is an unsubsidized loan for graduate and professional students. The program allows a graduate student to borrow up to the cost of attendance, minus any other financial aid received. Graduate or professional students must be enrolled at least half-time at an eligible school in a program leading to a graduate or professional degree and must meet the eligibility requirement established by the U.S. Department of Education. Interest is determined annually by the federal government. Loans must be adjusted when a student's enrollment drops below full-time status or when the number of enrolled credit hours changes due to a dropped or withdrawn course.

Federal Direct Parent PLUS Loan
This loan program enables parents with approved credit to borrow for each child who is enrolled at least half-time and who is a dependent student. There is no grace period for these loans. Interest is determined annually by the federal government. Loans must be adjusted when a student's enrollment drops below full-time status or when the number of enrolled credit hours changes due to a dropped or withdrawn course.

Note: Students and parents have a right to cancel Federal Direct Loans after the funds are disbursed. See the Right to Cancel section in this catalog.

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 University.

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

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

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

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

Right to Cancel
Students have a right to cancel a Direct Loan or a TEACH Grant after the funds were disbursed to their account. The Financial Aid Office will notify students via email of their cancellation right after the disbursement. Students have 30 days from the disbursement to complete and submit a Direct Loan and TEACH Grant Cancellation form to the Financial Aid Office. Students who cancel this aid will be

responsible for returning any funds to the university for which they received a refund and for paying any balance created on the student account.

Work Study Programs
Federal and institutional aid are available for part-time employment opportunities for students who need financial assistance. Employment in the university's work study program takes place mostly on campus and is based on need. Students may not work during scheduled class times.

Scholarships

Academic Scholarships
Academic scholarships require that students maintain a cumulative GPA of at least 2.5 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 qualify to reinstate their academic scholarship. Renewal of a previously lost scholarship is not guaranteed and is subject to availability of funds. No student will receive more than one institutional academic scholarship except for the Begley Scholars and the Wesley Scholars Programs.

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

Begley Scholars Program
This scholarship is given in honor of Dr. John B. Begley, who served as the president of Lindsey Wilson from 1977-1997. The Begley scholarship is merit-based and covers tuition, fees, housing, and food. 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 or a minimum SAT composite score of 1160;
- A minimum high school GPA of 3.0;
- 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 University, 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 Lindsey Wilson from 1932 to 1942. This need-based scholarship up to $16,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 21 and 23 and have a cumulative high school GPA of 3.0 or above may qualify for this scholarship.

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 or a minimum composite SAT score of 1160 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 an SAT composite score of less than 1160 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 Lindsey Wilson from 1954 to 1971. This need-based scholarship up to $15,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 18 and 20 or a composite SAT score between 960 and 1050 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 on ACT/SAT 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 university once the university notifies KHEAA that the student is enrolled.

To renew the scholarship, students must have a cumulative GPA of 2.50 or higher at the end of their first year.

At the end of their second, third, or fourth year of university, the students must meet one of the following requirements for KEES renewal:

- Cumulative GPA of 3.00 or higher, *or*
- Cumulative GPA at or between 2.50 and 2.99, and be certified as on track to graduate by the university.

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, as a Kentucky Governor's Scholar for the School for the Arts~~,~~ or Governor's Scholar of Entrepreneurship. Students with a composite ACT score of 24 or a composite SAT score of 1160 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 composite SAT score of less than 1160 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 Lindsey Wilson from 1971 to 1977. This need-based scholarship of up to $17,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 24 and 26 or a composite SAT score between 1160 and 1250 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 University 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 Financial Aid Office 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 or a composite SAT score of 1160 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 composite SAT score of less than 1160 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 or a composite SAT score of 1360 or above 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 Lindsey Wilson from 1942 to 1954. This need-based scholarship up to $18,000 is available to first-time, full-time freshmen. Students who have a composite ACT score between 27 and 29 or a composite SAT score between 1260 and 1350 and 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 Lindsey Wilson'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 University as first-time, full-time freshmen with a minimum ACT composite score of 24 or a minimum SAT composite score of 1160 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 an SAT composite score less than 1160 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 University and the Wesley Scholars program;
- Complete the Free Application for Federal Student Aid (FAFSA);
- Submit letters of reference from a pastor and teacher; *and*
- Attend Wesley Scholars Day held during the Talent Showcase in the spring.

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

Additional Types of Financial Assistance

Bonner Leader Program
The mission of the Bonner Leader program is to transform the lives of students and members, the life of their campuses, their local communities, and the world through service and leadership. The Bonner Leader program is designed to heighten the overall education students and members receive by asking them to engage in ongoing service work and by helping them to develop the experience, skills, knowledge, and values necessary to make that work meaningful and lasting. This award can be up to $3,000. If there is no-need based eligibility remaining for a Bonner Leader in their Cost of Attendance Budget, other institutional aid may be adjusted to guarantee compensation for participating in the program.

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 University 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 University diploma), address, Social Security number, date of birth, and year of graduation from the college.

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

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

Categories for Distinguished Young Women scholarship opportunities include: (1) the Scholastic Winner, up to $3,500, and (2) the Winner, also up to $3,500.

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

Eagle Scout Scholarship
This is a need-based, academic scholarship up to $1,000 for outstanding young men and women who have obtained the rank of Eagle Scout through the Scouting 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 or a minimum SAT composite score of 1160, a minimum 3.0 cumulative high school GPA, and acceptance for admission to Lindsey Wilson University. In addition, the applicant must submit two letters of reference (one from a Scouting official and one from another source) as well as a written essay on how Scouting has benefited him/her.

Girl Scout Gold Award Scholarship
This is a need-based, academic scholarship up to $1,000 for outstanding young women who have obtained the highest award that a Girl Scout may earn through the Girl Scouts of the USA. Students must be a first-time, full-time freshman and meet the following requirements: gold award by age 18, a minimum ACT composite score of 24 or a minimum SAT composite score of 1160, a minimum 3.0 cumulative high school GPA, and acceptance for admission to Lindsey Wilson University. 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.

Josh Phipps Scholarship
This is a full-tuition scholarship awarded annually to one graduating senior from either Adair or Russell Counties. The scholarship is renewable for up to four years. Students must complete the FAFSA, though FAFSA results will not impact eligibility. Federal and state financial aid will be applied first, and the scholarship will then cover any remaining unmet need for direct costs.

Applicants must submit a 1- to 2-page typed essay on a designated topic (to be provided). Preference will be given to students who major in programs focused on helping others – such as criminal justice, human services & counseling, or nursing – though other majors will be considered. The deadline to apply is April 1.

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 or a minimum SAT composite score of 930, must have earned a minimum high school GPA of 2.5, and must have been accepted for admission to Lindsey Wilson University. This scholarship is also available to transfer students on the A.P. White Campus with a GPA greater than 3.0.

Lindsey Wilson United Methodist Scholarship
This is a need-based scholarship of 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 United Methodist Church membership.

Military Service Scholarship
These scholarships will be awarded $500 per term to full-time and $250 to part-time undergraduate or graduate students who qualify and have remaining eligibility to receive educational funding from any Veterans Affairs Tuition Assistance Program from any branch of the military. Undergraduate students must maintain a 2.5 GPA and graduate students must maintain a 3.0 GPA.

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. For deadline and application information, visit www.umhef.org.

William Randolph Hearst Endowed Scholarship Fund
This scholarship is for students in need 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. The award amount varies based on the remaining eligibility of need-based aid.

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

- A high school GPA of 3.3 or above on a 4.0 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.

Veterans Educational Benefits
Lindsey Wilson University certifies veterans, reservists, servicepersons, and other eligible persons under the provisions of Chapters 30, 32, 33, and 35, Title 38, U.S. Code; and Chapter 1606, Title 10, U.S. CODE (CFR21.4253). Students using U.S. Department of Veterans Affairs (V.A.) Post 9/11 G.I. Bill®*

(Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, Lindsey Wilson University will not:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding; *or*
- Deny them access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

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

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

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

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

Veterans Standards of Progress and Readmission of Benefits

Every student who is permitted to enroll at Lindsey Wilson University is expected to make continuous progress toward his/her educational objective. This includes those students who are beneficiaries of any V.A. benefits that come from the U.S. Department of Veterans Affairs. See the Satisfactory Academic Progress (SAP) policy in this catalog.

Any student whose quality of performance is below the minimum scholarship standards will be placed on academic probation or academic suspension.

In most cases, a student will be placed on academic probation prior to being academically suspended. A student who is placed on academic suspension may be given the opportunity to appeal. See the Academic Integrity section in this catalog.

Students academically suspended must leave the university for a semester. Upon suspension, students receiving G.I. Bill® benefits will not be certified for future semesters and the students' status will be reported to the Veterans Administration.

The *Lindsey Wilson University Student Handbook* addresses student conduct and institutional policy. Upon dismissal for unsatisfactory conduct, students receiving G.I. Bill® benefits will not be certified beyond the dismissal date and the students' status will be reported to the Veterans Administration. The students are held responsible for any debt that may occur once the Veterans Administration makes their determination to request benefits to be returned to them.

Students intending to pursue readmission must follow the university's procedures for readmission to the university. See the Readmission after Suspension section in this catalog. When the students are officially readmitted to the university, they are permitted to register for classes. Students eligible for G.I. Bill® benefits may request that their enrollment be certified to the Veterans Administration. Students should contact the Veterans Affair Coordinator in the Financial Aid Office (financialaid@lindsey.edu, 270-384-8022) to start the Veteran's enrollment process procedures listed on our website.

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

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

The student's responsibilities are as follows:

- Apply for Veterans Affairs (V.A.) educational benefits at the G.I. Bill® website;
- Submit the Certificate of Eligibility and DD214 to the V.A. coordinator;
- Complete the Lindsey Wilson University 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 University administers several other types of scholarships and institutional loan programs. Information can be obtained by contacting the Financial Aid Office.

Endowed Scholarships

Endowed scholarships are established by friends and families who make donations to the university. 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.

Dr. Oris Aaron
Howard Abston Memorial
Adair County Teachers
Valerie Adams Non-Traditional
Mr. & Mrs. Joseph P. Allen
Vista & Sandidge Allison
Alumni
Alumni Walkway
Norman, Dora & Joey Antle
Athletic
Awakening Ministry
William Cashman Ayer
Frank M. Bacon Cycling
Mattie B. Baker & Son's
Peggy E. Baker
Mary Christine Randolph Baugh
Charles D. & Jeanette Bennett
R.V. Bennett
Gilbert M. & Covella H. Biggers
Blue Harvest
Beth Boisvert
Tyler & Mary Lula Bow
William R. & Mary Deane Brantley
Myrl & Marcella Brashear
Moseill Breeding
L. Foster & Ruth Brewer
Junius E. Bryant
Burger/Hummel
B.J. & Mary Burnett
Brandon Burns Memorial
Ben & Libby Burr
John & Dean Burr
Elsie C. Butcher
Brady C. Button
William Campbell
Caleb Capps Baseball Memorial
Carnall Family
Edith Carroll
Rev. Lester B. & Mabel Spears Carter
Tom & Julialice Carter
Merrill & Beth Challman
Clyde & Christine Cheatham
Chowning-Pence
Patricia Merkley Christiansen
Dr. Thomas D. Clark for History
Class of 1963
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
Cumberland Pipeline
Stand & Kim Curry

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
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
Donna Gividen
Glasgow Family Memorial
Ronald D. & Lily Glosser
Robert R. Goodin Family
Coach Don Green
Fred Gribbins Ministerial
Tommy Grider
Chris & Marcella Groff
Drs. Charles S. & Vera Guthrie
W. Paul & Lillian McAllister Hale
Greg V. & Teresa M. Hall
Wood & Marie Hannah for Choral Music
Bruce Harris
Havens/LWU
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
Robert & Prudence Hutchison
Mattie Hyams
Jamestown High School Class of 1949
Jeffries Family
Dr. Ernest & Betty Brown Johnson
Walter M. & Lois G. Jones
Bob & Fran Keefe Athletic
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
Lake Cumberland Home Health Service Varna Holt
Donna & Billy Lacy
Vivian Landrum
Dr. Gary T. & Doris McKinney Lane
James P. & Bettye M. Long
Jeremy & Mary Lord
Mary Lucy Lowe
Julia Loy
William T. Luckey, Jr.
William T. Luckey, Jr. (Hendrickson)
Vicki Main
Ida Catherine Marshall
Patricia Ann Massey & Sandra Diane Luckey 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
Dr. Kara L. Mollis Memorial
Delorah Jewell Moore Endowed English
Tom & Jan Morgan
Doug & Betty Jean Moseley
Katie Murrell – Sponsor Jerry Garver ’62
Neal Family
Louise Page Newberry
Jennifer-Jeanne Lucille Nickerson
Chloe M. Niehaus
Dr. J. Howard Olds
Samuel Orr
Dr. Andrea and Josh Owens
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
Russell Polston Scholarship Fund
Curtis J. & Beatrice H. Powell
Preacher's Aid Society of Kentucky
Lenn R. Pruitt
Keith & Mary Radford
Aleen Ensor Ralph
Ramseyer/Lindsey Wilson University
Robert M. Rawls
John C. & Nora L. Redman
Lowell Reeg
Walter S. Reuling
Lee & Gertrude Reynolds
Edward & Beulah Richards
Doug & Alberta Richardson
Elizabeth Ann Cravens & Eldridge Richards
Marit B. Robb & Shelia K. Robb Nursing Advocacy Award
Henry C. & Elsie B. Rogers
Marshall Rowe Family
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
Dr. Allison Smith
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
Bill Straus
Asa James Swan Christian Service
Terry W. & Cinda L. Swan
Joe & Margaret Quinn Taylor
Teacher Education
Dr. Cyrintha Terry
Horace H. & Wilma Thompson
Tommy Marden 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
Shelia Wallen
Jean Walters Memorial
Dr. Jerry Westerfield Endowed Theatre
A.P. White
Elizabeth & Ken Whitfield for Nursing
Bob & Lorene Whitmer
John & Lanye Wigginton
Rose Willis
Dr. M.A. & Portia Winchester
Dr. Ralph D. & Mrs. Nellie Winchester
Noma Dix Winston
Rev. L.E. & Rose Woodcock
Lewis & Mary Woodward
W. Ruel & Runa Wooten
Collins, Russell, Wortham
Sean Wright & McKaylee Gilmore Memorial
Leo & Betty Young
Joseph W. & Margaret Zinn
Cheryl Zuckschwerdt-Ellsbury

Terms of Payment

All tuition and fees are due on the first day of classes. 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.

Transcripts will not be released to students who are indebted to the university unless they received Title IV funds. Registration at the university for another semester will not be permitted until any indebtedness is fully paid. In addition, the university 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 university 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 within the first week of the semester.
- On the first day of the second week of the semester, tuition refunds are calculated by determining the percentage of instructional days the student will not be attending to the total number of instructional days in the semester. The student will receive a pro-rated refund, to the student account, based upon that percentage.
- In the case of the winter term, no refunds will be made after the end of registration (first day of classes), with the exception of students covered by the Virginia refund policy.
- Should the official withdrawal date occur after 60 percent of the instructional days in the semester have been completed, no refunds will be granted. This policy applies to all students except for students covered by the Virginia refund policy.

The official date for the refund calculation of "instructional days not attended" shall be the date a student provides written notice to the Registrar's Office.

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

Other Refund Rules

Dropping a Course
Tuition for courses dropped by a student during the drop/add period will be refunded at 100%, assuming that the student is enrolled in other courses in the term. Financial aid packages will be adjusted accordingly. No refunds will be given for dropped classes after the drop/add period if the student is enrolled in other courses in the term. If a student does not complete 12 credit hours each semester or 24 credit hours within the academic year, Federal Direct Student Loans will be reduced based on the Department of Education's Schedule of Reductions Guidelines.

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

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

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

Housing
No refund will be made for housing 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 university has contracted in advance.

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

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

- Full refund if the student withdraws during the drop/add period.
- 75 percent refund if 0-25 percent of class completed.
- 50 percent refund if 26-50 percent of class completed.
- 25 percent refund if 51-75 percent of class completed.
- No refund if 75-100 percent of class completed.

Title IV

Lindsey Wilson University participates in "federal student aid" programs which is synonymous with the term "Title IV." To receive Title IV aid a student fills out the Free Application for Federal Student Aid (FAFSA) form for every aid year and their Student Aid Index (SAI) is calculated to determine a student's eligibility. Students must complete all verification requirements and make sure they resolve any conflicting information that the Financial Aid Office has requested. Lindsey Wilson University has partnered with the Kentucky Higher Education Assistance Authority (KHEAA) to complete the verification process.

Course Program of Study Requirement
Course Program of Study (or CPOS) is a federal requirement of the U.S. Department of Education that mandates that only the courses in a student's declared major or minor program will determine that student's eligibility for federal or state financial aid, which can include the Pell Grant, SEOG Grant, Federal Work-Study, federal loans, and state aid. To remain eligible to receive full-time federal and state financial aid, students must be enrolled in a minimum of 12 credit hours within their degree program. If a student is enrolled in fewer than 12 credit hours, their federal and state financial aid will be prorated depending on their total amount of qualifying hours.

Return of Title IV Federal Student Aid
If a student completely withdraws from the university during the first 60 percent of a semester, a portion of the Title IV aid disbursed to the student may 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 and if any exemptions to returning Title IV funds exist. 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 university. The amount of assistance that a student has earned is determined on a pro-rata basis.

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

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

- Number of calendar days completed ÷ total calendar days in the payment period = % of the Title IV aid earned.

- Percentage of Title IV aid earned × total amount disbursed + aid that could have been disbursed = dollar amount of Title IV aid earned.
- Scheduled breaks of five or more days are excluded from the number of days in a payment period.

Charges included in the R2T4 calculation are tuition, food, housing, fees, books, and supplies.

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

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

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

If a student withdraws before the Title IV aid is disbursed, the student may be entitled to a post-withdrawal disbursement of the Pell Grant within 45 days. If Federal Direct Loans originated prior to withdrawal, students will be offered the option to receive a post-withdrawal loan payment within 30 days of when the school determined the student withdrew. Students with Federal Direct Loans or parents with a Federal Direct Parent Plus Loan will have 14 days from the date of the email notification to respond for post withdrawal of Federal Direct Loans. If accepted, the University has up to 180 days to disburse the loan.

If a student is required to return Title IV funds, Lindsey Wilson University will return "unearned" Title IV aid on behalf of the student. Notification is sent to the student within 30 days of withdrawal via the student's Lindsey Wilson University email address regarding aid adjustments. If aid adjustments result in a balance owed, and the earned aid does not cover the charges within the period of enrollment, the student is responsible for the balance owed to the university. The Business Office will bill the student for any outstanding balance.

The Financial Aid Office will review unofficial withdrawals (FA or NC grades) at the end of each semester to determine if a Return of Title IV Funds calculation is necessary. If a student unofficially withdraws, Lindsey Wilson University will use the last date of attendance to determine the withdrawal date. This date may be determined by the last date of attendance or academic activity that includes: attending class; submitting an assignment online or in person; taking an assessment or exam; posting in a discussion board, blog, or journal; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion that is assigned by the institution; or interacting with an instructor about academic matters.

Financial Aid Satisfactory Academic Progress (SAP) Policy

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

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

The minimum standard for enrollment for graduate and doctoral students for full-time enrollment is six credit hours per term as determined by federal regulations. Doctoral students working on their dissertation are considered full-time students when taking three credit hours per term.

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

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

- Associate degree seeking students can attempt up to 90 credit hours;
- Bachelor's degree seeking students can attempt up to 180 credit hours;
- Master's degree seeking students can attempt between 45-38 credit hours depending on the program length; *and*
- Doctoral students can attempt up to 108 credit hours.

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

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

If it is not mathematically possible for the student to meet Quantitative SAP requirements at the end of the next term, the student will be denied financial aid and must complete the SAP appeal process in order to continue receiving aid. This policy is due to students needing to be able to meet the maximum timeframe of 150% of their degree program. If a student has less than a 51% passing rate, their SAP will be denied. If a student has between 51% and 67% passing rate, they will be put on SAP Waring or SAP denial, depending on their previous term's SAP status.

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

Student Rank	Semester Count	Overall Completion Ratio	Overall GPA
Undergraduate Students	1	50%	1.25
	2	50%	1.5

	3	50%	1.75
	4	50%	1.75
	5	75%	2.0
	6	75%	2.0
	7+	75%	2.0
Graduate Students	1+	66.7%	3.0

Coursework

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

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

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

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

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

Financial Aid Sanctions

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

- **Financial Aid Warning:** Students who fall below the minimum SAP for the first time and complete one or more credit hour will be placed on Financial Aid Warning for the following semester. Students who are placed on Financial Aid Warning status may continue to receive Title IV and state aid without submitting an appeal.

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

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

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

To appeal the SAP Termination status, reference the Regaining Eligibility section below.

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

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

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

  When the student has met SAP standards, s/he will be placed in good SAP status.

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

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

The Financial Aid Office will contact students with an SAP Termination status after each term using the student's Lindsey Wilson University email address. Students will have the opportunity to submit an online SAP appeal form. The form provides a place for students to submit a written detailed statement explaining their extenuating circumstances, what has changed, and how they will ensure academic success if the appeal is approved. Student must submit supporting documentation with the form in order for the appeal to be received.

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

- Denial: Students with a denied appeal may continue to attend but must pay all tuition and fees. Denied appeals result in SAP status of Financial Aid Termination; *or*
- Approval: Students with an approved appeal are on Financial Aid Probation and must increase their cumulative GPA and completion ratio each term enrolled to maintain eligibility.

Academic Policies and Regulations

Academic requirements and regulations of Lindsey Wilson University are published in this catalog, the *Lindsey Wilson University Student Handbook*, and in other university announcements. Throughout their period of enrollment at the university, 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 university.

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

Academic Schedule

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

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

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

Online and Community Campus Programs
Lindsey Wilson University's online and community campus degree programs are typically offered in an 8-week format utilizing two sessions per semester and operate on a year-rounded 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:** Fifteen contact hours and 30 out-of-class hours constitute one credit hour.
2. **Laboratory session** (requires effort by the student before or after the lab at a level beyond the preparation required for the associated class): Thirty contact hours and 15 out-of-class hours constitute one credit hour.
3. **Studios:** Twenty-two and a half contact hours constitute one credit hour.
4. **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.

5. **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.

Exceptions

- Credit for courses that have an accompanying laboratory or clinical component is built into the credit for the course. Therefore, the lab or clinical associate with the course will indicate zero credit hours.
- Some programs require students to complete a zero-credit-hour course to meet programmatic accreditation standards. This type of course focuses on the intrinsic value of a personal and professional learning without altering the structured credit system of the program. For example, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) specifies as part of the student's program of study "direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term" (Section 2.F.6.H.). COUN 5000 is a zero-credit activity that fulfills CACREP's experiential learning requirement and ensures that the Counseling program remains accredited and the students are eligible for professional licensure. To preserve the integrity of this small group experience, non-faculty facilitators are hired to lead this group activity. If this activity was conducted within a course, it could create a dual relationship with the student (e.g., the instructor and small group counselor).

Level of Credit Awarded

- **0800-0900 Level:** Developmental courses; pre-college level courses in ESL and mathematics designed to provide students with the skills and resources needed to succeed in college. Credit-earning but not applicable toward credits for a degree.
- **1000 Level:** Lower division, introductory courses that constitute the beginning of college work in a major or in general education and which require little or no previous college experience. Open to upper division students.
- **2000 Level:** Lower division courses designed at the sophomore level. Open to upper division students. Constitute intermediately link between beginning and advanced work in a given field and general education courses that require previous college experience.
- **3000 Level:** Upper division courses, normally taken by junior and senior students. Sophomore students may enroll in 3000-level courses, but freshmen may not without permission from the student's academic advisor and the instructor of the course in question. Advanced courses that build upon lower division work; upper division prerequisites to specialized work in a major; core courses in professional education; the highest number for courses primarily concerned with development of skills.

- **4000 Level:** Upper division courses that may be limited to more advanced students, normally taken by juniors and seniors, and whose content requires a high degree of intellectual maturity on the part of the student. Should also meet one or more of the following specific criteria:
    - Have specific prerequisites at the 1000-2000 level;
    - Be supported by a substantial body of 1000-3000 level offerings from which a student could normally be expected to gain adequate background for the 4000-level course; *and/or*
    - Be restricted in scope, aiming at depth rather than breadth.
- **5000 Level:** Courses intended primarily for graduate students; undergraduate students could be approved for enrollment under specific circumstances. Content requires significant independent thinking on the part of the student and may offer opportunity for research. Designed for a graduate curriculum (e.g., an introductory course to current topics in the field).
- **6000 Level:** Courses limited to graduate students. Intended mainly for master's programs; may be taken as part of a doctoral degree with prior approval of the doctoral program director and the appropriate dean.
- **7000-9000 Levels:** Courses limited to graduate students. Intended mainly for doctoral programs; require depth of knowledge in a specific discipline or prepare students for dissertation research.

Credit Hour Requirement for Associate Degree Candidates
All associate degree candidates for graduation must complete a minimum of 60 credit hours of acceptable academic work with a minimum grade point average (GPA) of 2.0 on a 4.0 scale. Required courses in the major must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. Some students, depending upon their major and/or general education choices, may exceed the 60-hour minimum. Only courses between the 1000- and 4000-level 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 2.0 on a 4.0 scale. Some programs (education and human services & counseling) require a higher GPA. Required courses in the major and/or minor must be completed with a minimum grade of C unless a school or program specifies a higher grade requirement. Some students, depending upon their major, minor, and/or general education choices, may exceed the 120-hour minimum.

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

Only courses between the 1000- and 4000-level 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 3.0 on a 4.0 scale. Refer to specific degree program for additional requirements. Most master degree programs exceed the 30-hour minimum.

Credit Hour Requirement for CES Doctoral Candidates
All CES doctoral degree candidates must complete a minimum of 63 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 3.0 on a 4.0 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 per semester that qualifies a student for full-time status and financial assistance is 12 semester hours. Incoming freshmen cannot register for more than 17 credit hours their first semester unless approved by the Academic Affairs Office. A.P. White Campus students are limited to two online or web courses during a fall or spring semester.

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

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

Summer Load

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

Load for Three-Week Terms

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

Graduate Load

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

- Master of Education program in counseling: Full-time enrollment is 9 semester hours; *and*
- Doctor of Philosophy in counselor education & supervision: Full-time enrollment is three semester hours during the dissertation.

Advising and Selection of a Major

Advisor Guidance

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

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

The Academic Affairs Office assigns a faculty or staff member as an academic advisor to those students on the A.P. White Campus 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 University, undergraduate students must meet all general education and major requirements specified in the catalog in effect when they entered the university or all requirements specified by a catalog published in a subsequent year. With the exception of doctoral students, if a student leaves the university 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. Once doctoral students reach candidacy and begin work on the dissertation, they remain in the catalog in which they completed their coursework prior to candidacy. Students who obtain a Leave of Absence (up to two semesters for A.P. White Campus students and three semesters for CES, community campus, and online students) may complete the general education and major requirements with the catalog in place at the time the Leave of Absence was granted.

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

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

Academic Opportunities

First-Year Experience Seminar on the A.P. White Campus
The mission of First-Year Experience (FYE) Seminar is to empower freshmen to become academically successful and socially responsible students at Lindsey Wilson University.

The FYE Seminar promotes successful student transition from high school to Lindsey Wilson University. The Student Success Counselors 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 University 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 Seminar requirements incorporate curricular and co-curricular elements. The two courses that are part of the program offered by the Student Success Counselors are First-Year Experience Seminar and the Peer Mentor Leadership course.

The Student Success Counselors program, formerly the FYE 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.

The FYE Seminar'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 University.

Transfer-Year Experience Seminar on A.P. White Campus

The mission of the Transfer-Year Experience (TYE) Seminar is to empower transfer students to navigate campus resources.

The TYE program promotes successful student transition from their previous institutions to Lindsey Wilson University. The Student Success Counselors 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 University encourages all transfer, full-time students to complete the Transfer-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 TYE Seminar'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 University.

Redeemed Raider Seminar on the A.P. White Campus

The Redeemed Raider Seminar assists students who have a 2.5 or below GPA after their first semester and up to 53 credit hours (sophomore status) earned to improve their academic outcomes. This highly interactive course will help students strengthen their academic performance by providing them with the tools, strategies, and support needed to improve the student's academic standing. Within a small class environment, students will discuss topics such as: student responsibility, time management, study skills and resources, university policies and procedures, and career exploration. As a result, students will be better prepared and equipped to elevate their academic success. Students will be invited to participate in the Redeemed Raider Seminar in spring terms.

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

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

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

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

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

a. Participate in a semester abroad (one semester will be waived).
b. Graduate more than two semesters early as a result of dual credits. These will be examined on a case-by-case basis.
c. Transfer to the R.V. Bennett Honors program from a comparable honors program at another institution. These will be examined on a case-by-case basis.

2. Successfully participating in honors projects during at least six semesters. Each semester that honors students participate in an honors project, they must complete a project as part of a course in which they are enrolled. Over the course of the semester, they work with the professor of that course on a project that goes beyond the standard requirements assigned for the course. If the student successfully completes the project, that course will receive an honors designation (an H on their transcript). To receive an honors designation, the completed project must be approved by the supervising professor, and the student must make an acceptable presentation of his/her honors project at the Honors Symposium. If the student makes an approved, acceptable honors presentation and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honors program graduate's final, official transcript will also have a designated section listing all of the completed honors project titles and the courses for which they were completed.

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

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

3. Participating in the Honors Association: Students enrolled in the Honors Seminars will also be members of the Honors Association. The Honors Association will sponsor social, experiential, and service opportunities for honors students.

Arranged Course and Directed Study

In exceptional cases, an Arranged Course (listed in the catalog but taught to less than a full class) or Directed Study (specially designed, individualized course) may be developed by a faculty member in order to meet a student's particular need. Courses require the approval of the student's advisor, applicable dean, the Academic Affairs Office, and the Registrar's Office. Approval is contingent upon a variety of factors. Applicants applying for a Directed Study must have a minimum 2.5 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; and those seeking graduate degrees are limited to six hours. Applications are available in the Registrar's Office; faculty may also access the application through the Raider Portal. Students must register for Arranged Courses/Directed Studies during the normal registration period.

Internships

Required in some majors and elective in others, internships give students the opportunity to apply the skills and understandings learned in their majors in a professional setting. Working closely with a faculty

member and an on-site professional supervisor, the intern receives valuable work experience and may receive an advantage in competition for full-time, ongoing employment after graduation. Pre-approved internship opportunities – paid and unpaid – are available in certain majors and may be taken during the fall or spring semester or during the summer.

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

Note: Any student enrolled at Lindsey Wilson University on an F-1 student visa who is eligible to engage in practical training, internship, and/or off-campus employment must follow the process outlined for international students. Under no circumstances may an F-1 student engage in a paid or unpaid internship/off-campus employment without prior authorization by a Designated School Official.

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

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

Student Exchange Programs and Sister Schools Overseas
Lindsey Wilson University 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 University for either a semester or a year as part of their degree program at their home university. In turn, Lindsey Wilson University students can also study for a semester or year at sister schools with which the university has a two-way tuition exchange program. For these programs, Lindsey Wilson University students need to register first at Lindsey Wilson University as "Study Abroad" and pay their tuition fees at the university. Generally students pay no additional tuition with our sister school and are responsible only for room and board and textbooks. A GPA of 3.0 is recommended for these students. Typically, students will take a combination of foreign language courses and content courses taught in English during their semesters overseas. For further information about our sister school relationships, please see the Academic Affairs Office or Ms. Sabine Eastham, the director of International Student Affairs.

- 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 Lindsey Wilson University)
    - Kinjo Gakuin University (One-way study abroad at Lindsey Wilson University)
- 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 University student with junior standing and a GPA of 3.2 or above is eligible to apply for one or two semesters of study abroad in Northern Ireland. The student may choose courses in any subject area available for which tuition fees will be waived; living costs and other expenses are the responsibility of the student.

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

Harlaxton College
Lindsey Wilson University is a partner with Harlaxton College in Grantham, England. Lindsey Wilson University students may spend a semester or summer term at Harlaxton College studying in a Victorian manor located in the British countryside of Lincolnshire. For more information, contact the Academic Affairs Office.

Travel Opportunities for Academic Groups
In addition, Lindsey Wilson University 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 University 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 university 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 University reserves the right to administratively withdraw any student who has not attended a class during the first five days and/or during the first two class meetings.

Changes in Registration: Adding and/or Dropping a Course
For undergraduate classes at the A.P. White Campus 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 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 university's academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F / FA 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 or site enrollment coordinator, as appropriate. Failure to do so will result in a grade of F / FA for the course. Drop/Add forms may be obtained from the Registrar's Office, the Academic Affairs Office, the university's website, or the student's academic advisor.

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

Placement in Courses

ACT, SAT, or Equivalent Testing and Placement
Students are strongly urged to take the American College Test (ACT) or the Scholastic Assessment Test (SAT). Students on the A.P. White Campus who do not provide ACT or SAT scores may be expected to undergo equivalent testing through the Student Success Center. Based upon these scores, students will be placed into the appropriate level in the ESL and mathematics sequences.

Placement in Developmental Courses
Adequate skills in English and mathematics are necessary for success in all college-level courses. Developmental courses in ESL and mathematics are designed to provide students with the skills and resources needed to succeed in college. Based on ACT, SAT, or other test scores, students may be placed in the appropriate level course(s) in ESL and mathematics during their first year at Lindsey Wilson University (Courses numbered 0900 or below are considered developmental courses.) Successful

completion of any required development course is required prior to enrolling in higher-level courses in the discipline. Developmental courses are included in calculating full-time status for financial aid purposes but do not count toward the 60 credit hours required for an associate degree or the 120 credit hours required for a bachelor's degree.

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

English as a Second Language (ESL) Sequence

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

Writing Studies Sequence

1. ENGL 1013 – Writing Studies I **– *or* –** ENGL 1004 – Writing Studies I with Lab
2. ENGL 1023 – Writing Studies 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 or College Algebra with Lab 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 10E3 – Essential Algebra
2. MATH 1013 – College Algebra **– *or* –** MATH 1014 – College Algebra with Lab
3. MATH 1124 – Precalculus

Topics in Mathematics Sequence

1. MATH 1003 – Topics in Mathematics

Placement Appeals Process

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

- Students who have provided test scores that place them into developmental courses are urged to retake the ACT or SAT and submit new scores.
- Students may submit Kentucky Online Testing (KYOTE) scores.
- Students may choose to take any or all parts of the placement challenge test. Testing is offered prior to the beginning of each semester by the director of Student Success/Title III. Testing dates are announced during the New Student Orientation.
- Students who have provided test scores that place them into developmental courses may appeal their placement by taking tests administered by the university. To exercise this option, the student must contact the director of Student Success/Title III prior to the beginning of the semester. Students who wish to appeal their placement after the beginning of the semester (beginning with the first day of classes) must refer items 1-4 below.
- Students who wish to appeal their placement based upon ACT, SAT, KYOTE, or other test scores may do so through a written request to the instructor of the course following the procedure outlined below. This process must be completed by the last day to add a class.
    1. The student must attend the first class meeting and must make the appeal request in writing, to the instructor, as soon as possible.
    2. The instructor of the course, in consultation with the applicable academic program coordinator, may choose to administer an assessment instrument (other than the test

administered by the Student Success Center) to determine whether the student can demonstrate competency in the skills taught in that particular course.

3. If the instructor of the course is satisfied that the student has demonstrated competency in those skills, the instructor will complete a Drop/Add form, which will indicate the student may drop the course. The instructor will then add the next course in the sequence to the student's schedule. The student will need to obtain his or her advisor's signature on the Drop/Add form before submitting it to the Registrar's Office.
4. If the student tests out of the last class in any sequence, the student will need to consult with his or her advisor to choose another course.

Attendance Policies

Class Attendance during the First Week of Classes

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

Students in the hybrid Master of Science programs in applied machine learning & AI, cybersecurity management, data science, and technology management,-and the hybrid Master of Business Administration, in addition to attendance in the first week of class, are required to attend residency each semester to remain eligible for enrollment.

Hybrid Program Residencies

All students enrolled in a hybrid program must attend a residency at a specified Lindsey Wilson University location. **Residencies are mandatory.** Students who miss a residency must attend a make-up residency. The student is required to do a make-up residency prior to the end of the term during which it was missed and may be required to travel to the main campus of Lindsey Wilson University for the make-up residency. Students may attend only one make-up residency during their program. If a hybrid student misses more than two hours of class, the instructor is expected to report the absence to the Hybrid Programs director.

Absences

- Attendance at a residency will be taken in the classroom by the instructor and reported to the Hybrid Programs director.
- Missing more than two hours of residency (Friday a.m. or Saturday a.m.) will be considered an absence and require the student to attend a make-up residency.
- Only the Hybrid Programs director or the dean of the Student of Graduate Business & Technology have the authority to excuse a student from residency.
- It is the students' responsibility to communicate with their instructor and academic advisor concerning a missed residency.
- Students missing residency and make-up residence will receive an F grade for the course.
- Students who do not participate in their course and who do not attend their residency will be removed from the course and withdrawn from the program. This action may have immigration consequences for F-1 students.
- **Unexcused absences from the primary residency will result in a requirement to attend the make-up residency.**

Makeup Residency

- A $500 fee will be charged for makeup residency.

- The Hybrid Programs director or the dean of the School of Graduate Business & Technology may waive the fee for extenuating circumstances, including medical, a death in the family, flight cancellation, or inclement weather. Documentation will be required.
- Students are permitted to attend only one make-up residency per program.

Class Attendance and Student Success
At Lindsey Wilson University, 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 Navigate 360, a system that electronically notifies the student's advisor, the Academic Affairs Office, the Student Affairs Office, and coaches (if the student is an athlete) of the attendance issue; *and*
3. Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F or FA for the course.

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

- Absences for scheduled, authorized, university-sanctioned 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.

Remote Instruction Policy
Lindsey Wilson University uses the term "remote instruction" to describe student attendance in face-to-face (seated) classes using videoconferencing. Remote instruction is not intended for use for periods of more than two consecutive weeks and is never guaranteed for students. Remote instruction may be considered by faculty members when a student is facing a shot-term illness (e.g., COVID or the flu), when a student has been injured or requires surgery, or other unavoidable incidents. Remote instruction is not meant for a student to schedule appointments, travel for personal reasons, or work-related circumstances. Ultimately, it is the faculty member's purview to allow remote instruction or not, with the caveat that remote instruction may not be approved for longer than a two-week period without approval from the VPAA or AVPAA.

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 university 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 university. 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 University. 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.

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

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

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

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

Academic Integrity Appeals
When a faculty member suspects a violation of the university's academic integrity policy, that faculty member contacts the student and then files an Academic Integrity Violation Report with the Academic Affairs Office. The student is notified by letter that the report has been filed. A student who wishes to appeal the finding of an academic integrity violation must submit an appeal in writing (email is

acceptable) to the Academic Affairs Office within ten days. The Academic Integrity Committee will then schedule an appeals hearing. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Academic Integrity Appeals Panel. A student may appeal the decision of the Academic Integrity Appeals Committee within 10 days by submitting a written statement to the vice president for Academic Affairs.

Artificial Intelligence (AI)

As generative AI becomes more commonplace (ChatGPT, QuillBot, Gemini) faculty should include a statement on the use of AI on their syllabus. It is up to individual faculty to set the AI use policy in their courses. Some examples that might be useful include: "Claiming the work of others as your own, whether created by another human or artificial intelligence, is plagiarism and a violation of academic integrity. Students must obtain permission before using generative AI for any assignments in this course."

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

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

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

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

Exempt

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

4. Research that involves the use of educational tests (cognitive, aptitude, achievement), surveys, interview procedures, or observations of public behavior UNLESS:
    - The information is recorded in such a way that human subjects can be identified directly or through identifiers linked to subjects.
    - Any disclosure of the human subject's responses outside the research could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, or reputation.

Non-Exempt

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

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

Institutional Animal Care & Use Committee (IACUC)

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

Assurance

The university 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 university.

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

- The university is guided by the U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.
- The university accepts responsibility for the care and use of animals involved in activities covered by this policy. The university 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 university 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 University 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.

Undergraduate Grading Scale

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	Percentage	Quality of Work	Quality Points toward GPA
A	93-100		4.0
A-	90-92	Excellent	3.7
B+	87-89		3.4
B	83-86	Good	3.0
B-	80-82		2.7
C+	77-79		2.4
C	70-76	Satisfactory	2.0
D	60-69		1.0
F	<60		0.0
FA	Failure due to lack of attendance		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),
- Basic Mathematics (MATH 0903),
- Percents & Proportions (MATH 0901), Variable & Equations (MATH 0911), and Charts (MATH 0921), *and*
- Most practica and internships.

Other Exceptions to the Standard Grading Scale
The pre-licensure and R.N. B.S.N. programs use a grading scale different from other programs of the university. Consistent with other nursing programs, the grading scale requires students to earn 77 percent or higher to be awarded a C or better. The pre-licensure B.S.N. and R.N. B.S.N. programs use the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. Grades will be rounded. The FA grade may be assigned according to university policy.

Graduate courses may have grading scales that are different from those stated here. Students are advised to refer to course syllabi for academic standards and grading information.

Midterm Grade Reports
Midterm grades are submitted electronically at midterm of each semester according to the deadline issued by the Registrar's Office. Midterm grades are not part of the student's permanent record. All students may view their midterm grades online through BannerWeb or Raider Portal.

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, DegreeWorks, or Raider Portal.

Incomplete Grades
A grade of I (Incomplete) is given when circumstances beyond a student's control prevent completion of course requirements and when a student has made a formal request for an incomplete prior to the end of the term. Students receiving incompletes are not eligible for the Dean's and President's Lists. The student must complete the coursework within six weeks. That deadline may be extended to 15 weeks if mutually agreed upon with the instructor. Approval of the instructor, the dean, and the Academic Affairs Office is required before an incomplete grade can be given. If work is not completed within 15 weeks, the I grade will automatically be changed to an F grade, unless special arrangements for extension have been made by the faculty member and approved by the Academic Affairs Office. Work submitted by a student after a faculty member posts final grades will not be accepted for credit unless arrangements for an incomplete grade were made prior to the end of the term.

Failure Based on Attendance Grade (FA)
The grade of FA denotes failure based on attendance and is assigned by faculty members when a student stops attending a class or stops completing academic activities (e.g., submitting assignments, taking assessments, posting in a discussion board, interacting with faculty about academic matters, etc.) and the faculty are unable to make a normal evaluation of the student's academic performance. Typically, this means a student attended a class or completed an academic activity in the first week of the semester or term and stopped attending or completing academic activities before 75% of the semester or term has elapsed. Generally, for full semester courses, FA is assigned when a student ceases to attend or ceases to complete academic activities prior to the end of the 11^{th} or 12^{th} week. Generally, for session 1 or session 2 terms, FA is assigned when a student ceases to attend or ceases to complete academic activities prior to the end of the sixth week. When submitting grades of FA in Banner Self-Service, faculty will need to include the date on which students stopped attending or stopped completing academic activities. This date is called the last date attended.

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

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

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

Repeating a Course
Students may repeat any course at an accredited institution in order to improve their grade. The grade earned the last time the course is taken becomes the official grade for the course. This grade is used in calculating GPA and determining if university or program requirements have been met. Current students who plan on taking a course at another institution must receive written approval from the Registrar's Office prior to taking the course.

Questioning a Grade – The Student Academic Complaint Policy
A student who wishes to question **an assignment grade or other academic issue other than an academic integrity appeal** should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the Registrar's Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the dean of the school in which the grade was assigned. Upon receipt of such request, that dean will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the dean will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the dean's decision, the student or faculty member may, within seven (7) days by written request to the dean, ask that the matter be reviewed by a Grade Appeals Panel* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

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

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

**The Grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs, and the director/dean of the academic program/school 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.

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

- **Kentucky:** CPE Complaint, Council on Postsecondary Education, 1024 Capital Center Drive, Ste. 320, Frankfort, KY 40601; (502) 573-1555. Students may also visit the Council for Postsecondary Education website for their online form.
- **Ohio:** Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; (614) 466-6000 or (614) 728-3095. Students may also visit the Ohio Department of Higher Education website for their online form.
- **Texas:** Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, TX 78711-2788; (512) 427-2788. Students may visit the Texas Higher Education Coordinating Board website for instructions and an online form.
- **Virginia:** State Council of Higher Education for Virginia, 101 N. 14th Street, 10th Floor, James Monroe Bldg., Richmond, VA 23219; (804) 225-2600. Students may visit the State Council of Higher Education for Virginia website for their online form or may contact council staff to file a complaint about the school as a last resort.
- **West Virginia:** Executive Vice Chancellor for Administration, West Virginia Council for Community & Technical College Education, West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd East, Ste. 700, Charleston, WV 25301; (304) 558-5719. Students may also visit the West Virginia Council for Community & Technical College Education website for their online form.
- **NC-SARA**: Online students who are not located in one of the states above may contact the SARA State Portal Entity of the state in which they reside. Students can find the complaint process in Section 4.4 of the SARA Policy Manual online (https://www.nc-sara.org/sara-policy-manual).

Academic Standing – Undergraduate Students

Student Rank

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

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

Academic Sanctions

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

12-30 hours attempted	GPA
Warning	1.8-1.99
Probation	1.5-1.79
Suspension	Below 1.5

31-60 hours attempted	GPA
Warning	1.9-1.99
Probation	1.7-1.89
Suspension	Below 1.7
61-90 hours attempted	**GPA**
Probation	1.8-1.99
Suspension	Below 1.8
91 Plus Hours Attempted	**GPA**
Probation	1.9-1.99
Suspension	Below 1.9

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

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

Suspension Semester: At the end of the probation semester, students who continue to fall below the minimum acceptable standards for academic progress will be suspended from Lindsey Wilson University 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 university. The letter should outline a plan for being successful upon return to the university. Readmittance should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.
2. Students placed on suspension have the right to appeal. Student appeals to the Academic Affairs Council will be reviewed individually according to the following considerations:
    a. Past performance;
    b. Mitigating circumstances (e.g., health, family, personal considerations);
    c. The performance trend as reflected in the GPA performance over earlier semesters;
    d. Achieving the minimum GPA for the student's credit hour standard as defined above;
    e. Performance/compliance within the programs assigned as condition of probation; *and*
    f. Other individual circumstances and considerations.

Other Causes for Academic Suspension
Students who demonstrate a callous disregard for learning as stated in the Student Codes section of the *Lindsey Wilson University 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 university (see Academic Integrity policy).

Readmission after Academic Suspension
Students may be reviewed for readmission to the university after serving the semester-long suspension through application to the Admissions Committee at the A.P. White Campus. 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 university is not guaranteed and should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.

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

1. If fewer than three calendar years have elapsed since the semester for which the student seeks to declare academic bankruptcy, the student may declare bankruptcy for all coursework taken during that semester, provided that the student has successfully completed at least 18 credit hours at the university 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 university 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 academic career are not eligible to graduate with honors.

When academic bankruptcy is declared, the term "Academic Bankruptcy" will be reflected on the transcript for each semester affected. The phrase "Academic Bankruptcy Implemented" will be stamped on the transcript for the semester in which bankruptcy is implemented. Courses removed or changed as a result of academic bankruptcy are counted in determining satisfactory academic progress (SAP) for financial aid eligibility. Students may declare academic bankruptcy only once. Students should be aware that academic bankruptcy may not be recognized by graduate or professional schools.

Academic Standing – Graduate Students

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

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

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

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

Probation Semester: Students who fall below the minimum acceptable standards for academic progress will be placed on probation. While probation is in effect, a student is subject to suspension from Lindsey Wilson University at any time when, in the opinion of instructors and the vice president for Academic

Affairs or designee, the student's academic effort or social conduct fails to demonstrate a responsible approach to studies. Student status will be reviewed at the end of the probation semester.

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

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

Other Causes for Academic Suspension

Students who demonstrate a callous disregard for learning as stated in the Student Codes section of the *Lindsey Wilson University 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 university (see Academic Integrity policy).

Readmission after Academic Suspension

Students may be reviewed for readmission to the university after serving the semester-long suspension through application to the Admissions Committee at the A.P. White Campus. 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 university is not guaranteed and should not be assumed. Students readmitted after a suspension will be on probation for the first semester of reenrollment.

Leave of Absence and Withdrawal Policies

Leave of Absence

Students who contemplate leaving Lindsey Wilson University 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 undergraduate A.P. White Campus students; three semesters for graduate, community campus, and online students except for Virginia residents. Students taking classes in Virginia and Virginia residents enrolled in online courses are eligible for only up to 180 days of LOA in any 12-month period. If unable to return at the end of the first LOA semester, a student can make application for continuation by writing or calling the Academic Affairs Office.

The LOA assures readmission 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. However, taking a LOA can affect the availability of classes, lead to an increased time to completion of the degree, and may have financial aid implications, especially for online, extended, and graduate students. Therefore, students should consult their advisor and the Financial Aid Office prior to

taking a LOA. 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 on the webpage for the Registrar's Office and must be approved by the vice president for Academic Affairs.

Withdrawal from the College

A student contemplating withdrawal from the university should first consult with his or her advisor. If after advisor consultation the student still wishes to withdraw, he or she must contact the Academic Affairs Office, the vice president for Student Services & Enrollment Management, or the Lindsey Wilson University Online Office to complete an official Withdrawal form. A student withdrawing from the university 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 university 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 or FA in all courses in which they were enrolled. These Fs or FAs may result in loss of eligibility for financial assistance, whether at Lindsey Wilson University or another institution to which the student transfers.
- Proper withdrawal from the university is important!
- Students who withdraw will be deemed to have met academic progress but may face financial aid sanctions.

Student Records

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

The university reserves the right to contact a dependent student's parent (or a physician of the student's choice) when, in the opinion of the university, 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 university. 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 $11.00. Copies of other documents to which the student has legal access are available to the student free of charge. Transcripts

will be forwarded to other educational institutions, agencies, or firms by the Registrar's Office upon written request of the student. The cost is $11.00, 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 university are not fully paid at the time of the request.

Records Maintained by the University

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

- **Admission:** 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 university records. Records of academic discipline are held by the Academic Affairs Office for five years following the last date of enrollment.
- **Advising:** Student Success Counselors 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.
- **Educational Outreach:** All materials submitted on behalf of applicants are maintained by the Educational Outreach Office. Upon final registration, these files are transferred to the Registrar's Office.
- **Financial Aid:** All information submitted and collected for the evaluation and disbursement of financial aid is maintained by the Financial Aid Office.
- **Student Accounts:** Records of student accounts with the university 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 university 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 university 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 university. In those cases, the records are permanent.
- **International Student Affairs (ISA):** This office is divided between Graduate Admissions (GA), International Student Services (ISS), and International Student Programs (ISP). GA stores all documents related to the admissions process for the university's hybrid student population. ISS is collecting immigration and advising documents related to the international hybrid student population. ISP collects immigration and advising documents related to the international undergraduate student population.
- **Judicial:** These records may be inspected by university officials who have a professional justification for such information. Under no circumstances shall any personally identifiable information be released by anyone to any individual, agency, or organization without prior written consent of the student or as provided by law.
- **Other Non-Academic Records:** Information about co-curricular activities and awards, on-campus residence, and materials gathered for individual student consultations are maintained by the Student Services Office.

- **Health and Counseling Records:** These records are covered by additional regulations and are not available for student review. However, students may request that an appropriate professional of their choice be allowed to inspect these records. Health records are kept by the director of Health Services/campus nurse, and counseling records are kept only by the individual(s) consulted by the student.

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

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

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

Further Information
The above policies and procedures are designed in coordination or compliance with the requirements of FERPA. Copies of the complete university policy on records and implementation of FERPA regulations are available for review in the university 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 University is very important to the university. 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 university 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 university 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 university 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 university 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 university's privacy compliance officer by phone at (270) 384-8023 or in writing at Lindsey Wilson University, 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 University. 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 university.

The university encourages its faculty, staff, and students to contribute to their discipline and professional organizations in their research and scholarship. The general policy of the university 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 University owns intellectual property developed in the performance of assigned university 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 university policy applies, and the work becomes the property of the creator or creators.
3. **Significant use of university-administered resources:** When the development of intellectual property is significantly assisted by the use of university facilities, resources, or personnel, the university is entitled to a share of royalty or other income from that intellectual property. Significant use of university-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 university.

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

When either the university or the employee determines that a formal assignment or sharing of intellectual property rights between the employee and the university exists, the terms of any agreements concerning intellectual property rights will be negotiated with the creator or creators by the appropriate university 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 university'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 university and the employee.

Residency and Graduation Requirements

Residency Requirement for Associate Degrees

In order to earn an associate degree from Lindsey Wilson University, students must successfully complete a minimum of 25 percent of the credits required for the degree, and at least 25 percent of credits required in a major at the university. Hours transferred to the need approval of the Registrar's Office. An associate degree and a bachelor's degree may not be conferred in the same semester. Programs have the authority to require students to complete program assessments prior to graduation.

Residency Requirement for Bachelor's Degrees

In order to earn a bachelor's degree from Lindsey Wilson University, students must successfully complete a minimum of 25 percent of the credits required for the degree, and at least 25 percent of credits required in a major at the university. Hours transferred to the university need approval of the Registrar's Office. Education methods classes may not be transferred to the university. Programs have the authority to require students to complete program assessments prior to graduation.

Residency Requirement for Graduate Degrees

In order to earn a graduate degree from Lindsey Wilson University, students must successfully complete a minimum of one-third (1/3) of the credit hours required for the degree at the university. Most programs limit the number of transfer hours (see specific program requirements), which will require students to complete significantly more than one-third of the credit hours required for the degree. Hours transferred to the university need approval of the Registrar's Office.

Graduation and Degree Conferral

Students must complete an Application for Graduation form in the semester prior to their intended graduation in order to be considered a candidate for graduation. The graduation application must be submitted by the student and is available online in the Student Forms section of the Registrar's Office's web page. Payment of a $70 graduation fee is required for undergraduate degree recipients; a $90 graduation fee is required for master's candidates, and a $145 graduation fee is required for doctoral candidates.

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

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

Degrees are conferred six times per year. In months with commencement ceremonies, they are conferred on the date of the ceremony. Degrees will be conferred on the next conferral date after students complete all degree requirements, resolve all incomplete grades, and submit all required forms and official transcripts for transfer work.

Note: Undergraduate graduation honors as listed in the commencement program are calculated after the penultimate term of enrollment. For commencement program purposes, 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 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 4.0 and who are in good academic standing for the semester are named to the President's List.

Dean's List
The Dean's List consists of the names of those full-time undergraduate students who have achieved a grade point average of 3.5 or above and who are in good academic standing for the semester.

The President's Award
The President's Award is given to the graduate who, in the judgment of the president of the university, 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 University.

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 University 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 University 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 University 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 University 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 university and to secure for the university 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 University.

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 3.5 minimum grade point average and one or more terms of full-time counselor education study or its equivalent to be eligible.

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

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

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

Lambda Pi Eta Honor Society
The Lambda Pi Eta Honor Society is the official national honor society of the communication discipline. Lindsey Wilson University'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 University's chapter received its charter in 2013.

Scholar Athletes
White and blue athletic stoles are bestowed on student athletes with a cumulative GPA of 3.5 or above.

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

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

The Society for Collegiate Journalists
The National Council of the Society for Collegiate Journalists is the National Honor Society of Collegiate Mass Communications. The Lindsey Wilson University 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 University grade point average. Students who declare academic bankruptcy are not eligible to qualify for honors at graduation.

- **Associate Degrees:** Students who have earned at least 32 of the 60 credit hours for an associate degree at Lindsey Wilson University and have a 3.5 or above GPA are eligible for associate honors.
- **Bachelor's Degrees:** A student must have earned at least 48 of the 120 credit hours required for a bachelor's degree at Lindsey Wilson University. In addition, all coursework required for the degree in question must be completed. The graduation honors are awarded as follows:
    - 3.5-3.69: Cum Laude (with distinction)
    - 3.7-3.89: Magna Cum Laude (with high distinction)
    - 3.9-4.0: 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.

This page intentionally left blank.

Academic Degrees

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

Undergraduate Programs

Associate of Arts

- Engineering Mechanics

Bachelor of Arts

- Agribusiness
- Art
- Art Education P-12
- Arts Administration
  Emphases offered in:
    Art
    Music
    Theater
    Writing
- Business Administration
  Emphases offered in:
    Accounting
    Marketing
    Management
    Concentrations offered:
      General
      Entrepreneurial
      Human Resources
  - Christian Ministries
  - Communication
    Emphases offered in:
      Organizational
      Interpersonal
      Culture & Society
  - Criminal Justice
  - Elementary Education P-5
  - English
      Emphases offered in:
        Literature
        Secondary Education
        Communication & Professional Writing
  - Gender & Cultural Studies
  - History
      Emphases offered in:
        History
        Social Studies Education
- Human Services & Counseling
- Interdisciplinary Studies
- Mathematics
- Media Studies
  Emphases offered in:
    Journalism
    Public Relations
    Media Arts
- Middle Grades Education 5-9
  Emphases offered in:
    English
    Mathematics
    Sciences
    Social Studies
- Physical Education & Health P-12
- Political Science
- Psychology
- Recreation, Tourism & Sport Management
  Emphases offered in:
    Recreation
    Tourism
    Sport Management
- Secondary Education 8-12
  Majors offered in:
    English
    History Social Studies Education
    Mathematics
- Spanish
- Sport Performance
- Sustainability & Environmental Studies
- Theatre

Bachelor of Science

- Biology
  Emphases offered in:
    General
    Environmental & Organismal
    Pre-Health Professions
- Biology Education 8-12
- Pre-licensure B.S.N.
- R.N. B.S.N.
- Psychophysiology
  Emphases offered in:
    Pre-Medical/Dental
    Pre-Optometry
    Pre-Physical Therapy
    Pre-Physician Assistant

Minors

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

Certificates

- Legal Studies
- Organizational Leadership

Graduate Programs

Master of Business Administration

Master of Education

Counseling
Specialization offered in:
Clinical Mental Health Counseling
Certificates offered in:
Counseling First Responders
Substance Abuse Counseling
Trauma-Informed Counseling

Master of Science

Applied Machine Learning & Artificial Intelligence
Cybersecurity Management
Data Science
Technology Management

Doctor of Philosophy

Counselor Education & Supervision



Undergraduate

Programs

This page intentionally left blank.

Catalog Requirements

To graduate from Lindsey Wilson University, students must meet all general education and major requirements specified in the catalog in effect when they entered the university or all requirements specified in a subsequent year. If a student leaves the university 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 students and three semesters for community campus and online students) may complete the general education and major requirements with the catalog in place at the time the Leave of Absence was granted.

Credit Hours

All associate degree candidates for graduation must complete a minimum of 60 credit hours of acceptable academic work with a minimum grade point average (GPA) of 2.0 on a 4.0 scale. Required courses in the major must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. Some students, depending upon their major and/or general education choices, may exceed the 60-hour minimum. Only courses-between the 1000- and 4000-level meet degree requirements for an associate degree.

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

1. General education requirements (typically 27-34 credit hours),
2. First-Year Experience Seminar (FYE 1001) ***or*** waiver (applies only to students enrolled at the A.P. White Campus),
3. A major (minimum of 24 credit hours), *and*
4. Elective hours.*

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

Residency Requirement for Associate Degrees

In order to earn an associate degree from Lindsey Wilson University, students must successfully complete a minimum of 25 percent of the credits required for the degree, and at least 25 percent of credits required in a major at the university.

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

First-Year Experience Seminar

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

FYE 1001 is not required for community campus or Lindsey Wilson University Online students.

General Education Curriculum

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

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

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

Program Prerequisites – Developmental Courses

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

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0804, ***and*** ENGL 0854
- Mathematics sequence: MATH 0903 ***or*** MATH 0901, MATH 0911, MATH 0921

Curriculum Requirements

1 – Effective Communication: 6-10 hours

1A – Written Communication (select both of the following): 3-7 hours

- Writing Studies I (ENGL 1013) – 3 hours ***or*** Writing Studies I with Lab (ENGL 1004) – 0-4 hours*
- Writing Studies II (ENGL 1023) – 3 hours

**An ACT English subscore of 25 or higher or an SAT reading and writing score of 620 or higher waives the ENGL 1013/ENGL 1004 requirement, allowing an additional three hours of elective credit.*

1B – Choose one additional course: 3 hours

- Presentation Design & Delivery (COMM 1203)– 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours

2 – Critical Thinking (choose one course from 2A and one course from 2B): 3-9 hours

2A – Mathematics: 0-5 hours*

- Topics in Mathematics (MATH 1003) – 3 hours
- Essential Algebra (MATH 10E3) – 3 hours
- College Algebra (MATH 1013) – 3 hours
- College Algebra with Lab (MATH 1014) – 4 hours

- Precalculus (MATH 1124) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Experimental Statistics (MATH 2403) – 3 hours

**An ACT Mathematics subscore of 26 or higher or an SAT Mathematics score of 600 or higher waives the general education mathematics requirement, allowing for an additional three hours of elective credit.*

2B – Science: 3-4 hours

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

3 – Cultural Literacy: 15 hours

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

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

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

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Marriage & Family (HS 2203) – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- U.S. Government (POSC 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 3 hours
- Introduction to Gender & Cultural Studies (GCS 1003) – 3 hours

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

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

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

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

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

- World Literature (ENGL 2203) – 3 hours
- Mythology & Folklore in Literature (ENGL 2503) – 3 hours
- Global Perspectives on Gender & Culture (GCS 1013) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours
- Elementary Medical Spanish I (SPAN 1033) – 3 hours
- Elementary Medical Spanish II (SPAN 1043) – 3 hours

A.A. Engineering Mechanics

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

Mark L. McKinnon, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 323
(270) 384-8092 mckinnonm@lindsey.edu

Full-time program faculty: Michael Davis, Ph.D.; Kalvin J. Gregory, Ph.D.; Brian Hilker, Ph.D.; Andrew Johnson, Ph.D.; John D. LaGrange, Ph.D.; Mark L. McKinnon, Ph.D.; Michael Ratliff, Ph.D.

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

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

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

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

Program Requirements: 45-49 hours
Along with the general education program, students must complete the major's prerequisites and core requirements.

A. Prerequisites: 4-8 hours
- College Algebra (MATH 1013), ***or*** College Algebra with Lab (MATH 1014), ***or*** a minimum ACT mathematics subscore of 26, ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 – 0-4 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 ***and*** MATH/CIS 2713 – 4 hours

B. Core Requirements: 41 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours
- Engineering Physics I (PHYS 2211) – 1 hour
- Engineering Physics II (PHYS 2221) – 1 hour
- Statics (PHYS 3103) – 3 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours

- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Calculus III (MATH 3314) – 4 hours
- Differential Equations (MATH 3323) ***or*** Engineering Mathematics (MATH 3333) – 3 hours

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

Bachelor's Degree Graduation Requirements

Catalog Requirements

To graduate from Lindsey Wilson University, students must meet all general education and major requirements specified in the catalog in effect when they entered the university or all requirements specified in a subsequent year. If a student leaves the university 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 students and three semesters for community campus and online students) may complete the general education and major requirements with the catalog in place at the time the Leave of Absence was granted.

Credit Hours

All 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 2.0 on a 4.0 scale. Some programs (education and human services & counseling) require a higher GPA. Required courses in the major and/or minor must be completed with a minimum grade of C unless a school or program specifies a higher grade requirement. Some students, depending upon their major, minor, and/or general education choices, may exceed the 120-hour minimum. Only courses between the 1000- and 4000-level meet degree requirements for a bachelor's degree.

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

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

1. General education requirements (typically 33-41 credit hours),
2. First-Year Experience Seminar (FYE 1001) ***or*** waiver (applies only to students enrolled at the A.P. White Campus),
3. A minimum of 39 credit hours of courses at the 3000-4000 level,
4. A major that consists of a minimum of 12 credit hours of courses at the 3000 and/or 4000 level within the discipline to develop a depth of knowledge, *and*
5. Elective hours.*

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

Residency Requirement for Bachelor's Degrees

In order to earn a bachelor's degree from Lindsey Wilson University, students must successfully complete a minimum of 25 percent of the credits required for the degree, and at least 25 percent of credits required in a major at the university.

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

First-Year Experience Seminar

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

FYE 1001 is not required for community campus or Lindsey Wilson University Online students.

General Education Curriculum

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

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

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

Program Prerequisites – Developmental Courses

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

- English as a Second Language (ESL) sequence: ENGL 0803, ENGL 0804, ***and*** ENGL 0854
- Mathematics sequence: MATH 0903 ***or*** MATH 0901, MATH 0911, MATH 0921

Curriculum Requirements

1 – Effective Communication: 6-10 hours

1A – Written Communication (select both of the following): 3-7 hours

- Writing Studies I (ENGL 1013) – 3 hours ***or*** Writing Studies I with Lab (ENGL 1004) – 4 hours*
- Writing Studies II (ENGL 1023) – 3 hours

**An ACT English sub-score of 25 or higher or an SAT reading and writing score of 620 or higher waives the ENGL 1013/ENGL 1004 requirement, allowing an additional three hours of elective credit.*

1B – Choose one additional course: 3 hours

- Presentation Design & Delivery (COMM 1203) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours

2 – Critical Thinking (choose one course from 2A, one course from 2B, and one course from 2C): 6-13 hours

2A – Mathematics: 0-5 hours*

- Topics in Mathematics (MATH 1003) – 3 hours
- Essential Algebra (MATH 10E3) – 3 hours
- College Algebra (MATH 1013) – 3 hours
- College Algebra with Lab (MATH 1014) – 4 hours
- Precalculus (MATH 1124) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Experimental Statistics (MATH 2403) – 3 hours

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.

**An ACT Mathematics subscore of 26 or higher or an SAT mathematics score of 600 or higher waives the general education mathematics requirements, allowing an additional three hours of elective credit.*

2B – Science: 3-4 hours

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

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

2C – Additional Electives: 0-3 hours**

- Computer Concepts & Applications (CIS 1003) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- Introduction to Philosophy (PHIL 1003) – 3 hours
- Global Energy Development (SES 2123) – 3 hours

***A course from Group 2A or Group 2B may be substituted for Group 2C. Choose a course from among those not already taken for Group 2, Critical Thinking.*

3 – Cultural Literacy: 18 hours

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

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) – 3 hours

- New Testament (RELI 1023) – 3 hours
- World Religions (RELI 1203) – 3 hours

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

- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Marriage & Family (HS 2203) – 3 hours
- Fundamentals of Nutrition (NUTR 1003) – 3 hours
- U.S. Government (POSC 1003) – 3 hours
- Principles of Psychology (PSYC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 3 hours
- Introduction to Gender & Cultural Studies (GCS 1003) – 3 hours

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

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

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

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

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

- World Literature (ENGL 2203) – 3 hours
- Mythology & Folklore in Literature (ENGL 2503) – 3 hours
- Global Perspectives on Gender & Culture (GCS 1013) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours
- Elementary Medical Spanish I (SPAN 1033) – 3 hours
- Elementary Medical Spanish II (SPAN 1043) – 3 hours

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

B.A. Agribusiness

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

Trudy Dawkins Morlino, Ph.D., Program Coordinator
Online office
morlinot@lindsey.edu

Full-time program faculty: Katie M. Curry, M.Acc; Evan Mahanna, M.A.; Linda McKinley-Grider, M.P.S.; Trudy Dawkins Morlino, Ph.D.; Jacob Phelps, Ph.D.

Mission Statement
The mission of the agribusiness program is to prepare students for leadership and management roles within a variety of agricultural industries. Consistent with the university's mission to engage students in a living-learning environment, the program integrates business principles within the agricultural industry to promote ethical decision-making, sustainable practices, and community development. Through applied coursework, experiential learning, and engagement with rural and regional stakeholders, graduates are equipped to enhance the economic vitality and environmental stewardship of the agricultural sector.

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: 51-53 hours
Along with the general education program students must complete the major's core requirements and choose program electives as indicated.

Students should also note that some courses, especially in biology and business, have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 36 hours

- Survey of Agribusiness (AGBS 1033) – 3 hours
- Farm & Agribusiness Management (AGBS 3003) – 3 hours
- Agricultural Marketing & Supply Chains (AGBS 3013) – 3 hours
- Agricultural Technology & Information Systems (AGBS 3023) – 3 hours
- Agricultural Policy (AGBS 4033) – 3 hours
- Agribusiness Capstone Seminar (AGBS 4093) – 3 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Entrepreneurship (BUSI 2203) ***or*** Small Business Management (BUSI 2903) – 3 hours
- Business Mathematics (BUSI 2503) – 3 hours
- Grant Writing (ENGL 4783) – 3 hours
- Statistics for Business & Economics (ECON 2203) – 3 hours
- Sustainable Agriculture (SES 3623) – 3 hours

B. Program Electives: 15-17 hours

- Rural Development (AGBS 2003) – 3 hours
- Food Systems & Supply Chain Analysis (AGBS 3033) – 3 hours
- Agribusiness Issues (AGBS 4053) – 3 hours
- Environmental Science (BIOL 2604) – 4 hours
- Conservation Biology (BIOL 2704) – 4 hours
- Ecology (BIOL 3304) – 4 hours
- Plant Propagation (BIOL 4214) – 4 hours
- Business Communication (BUSI 2303) – 3 hours
- Entrepreneurship Project (BUSI 3213) – 3 hours
- Internship in Business (BUSI PN00) – 1-6 hours
- Organizational Communication (COMM 3503) – 3 hours
- Special Topics in Communication (COMM 4803) – 3 hours
- Environmental Policy (SES 3223) – 3 hours
- Topics in Sustainability & Environmental Studies (SES 3323) – 3 hours

Note: Students who wish to take BIOL courses must successfully complete, with a minimum grade of C, MATH 1013 *or* MATH 1014 *or* MATH 1124 *or* MATH 2315 *or* have a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent.

B.A. Art

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Karly Flynn, M.A.T., Program Coordinator
W.W. Slider Humanities Center, Room 108
(270) 384-8196 flynnk@lindsey.edu

Full-time program faculty: Karly Flynn, M.A.T.; 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.

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

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

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

Program Requirements: 48-55 hours
Along with the general education program, students must complete the major's core requirements, must select one of its emphasis areas (Studio or Digital Arts), and must complete the requirements and electives for that area.

A. Recommended and Prerequisite Courses: 3-7 hours
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, is recommended for ART 2733 ***and*** ART 2743 – 3-4 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ART 3753 – 3 hours

B. Core Requirements: 34-36 hours
- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- 3D Design (ART 2174) – 4 hours
- **Choose one course from the following:**
  - Introduction to Photography (ART/JRNL 2153) – 3 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
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours

- Modern & Contemporary Art (ART 3753) – 3 hours
- **Choose two courses from the following:**
  - Art Majors Seminar I (ART 4914) – 4 hours
  - Art Majors Seminar II (ART 4924) – 4 hours
  - Art Internship (ART PN03) – 3 hours

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

C. Program Electives (select from the following): 11-12 hours

- Introduction to Photography (ART/JRNL 2153) – 3 hours
- Beginning Studio: Painting (ART 2314) – 4 hours
- Beginning Studio: Ceramics (ART 2414) – 4 hours
- Beginning Studio: Sculpture (ART 2514) – 4 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Advanced Studio: Painting (ART 3334) – 4 hours
- Watercolor & Water Media (ART 3344) – 4 hours
- Figure Drawing & Painting (ART 3354) – 4 hours
- Interactive Media Design (ART/JRNL 3413) – 3 hours
- Advanced Studio: Ceramics (ART 3434) – 4 hours
- Advanced Studio: Sculpture (ART 3524) – 4 hours
- Computer Graphics II (ART 3633) – 3 hours
- Digital Video Arts (ART 3643) – 3 hours
- Topics in Art (ART 3TX1-3TX4) – 1-4 hours*

Note: The Advanced Studio courses (ART 3234, Art 3334, Art 3434, and Art 3524) may be repeated for credit. The twelve hours in a concentration are earned through repeating the specific Advanced Studio course and prerequisites or in combination with other listed elective choices.

**Topics in Art (ART 3TX1-3TX4) may be used only when the content and credit hours of the course are appropriate and with the program coordinator's permission.*

Exit Assessment

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

Art Education P-12 Program

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

B.A. Arts Administration

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 302
(270) 384-7382 brockr@lindsey.edu

Full-time program faculty: Jennifer Bersaglia, M.M.; Robert Brock, M.F.A; Gerald Chafin, Ph.D.; Caleb Dempsey-Richardson, M.F.A.; Karly Flynn, M.A.T.; David Goguen, M.F.A.; Robert Palmer, D.M.; Allison Egnew Smith, Ph.D.; Tim Smith, M.F.A.

Mission Statement
The mission of the arts administration program at Lindsey Wilson University is to cultivate the next generation of leaders in the arts and cultural sector, equipping students with the knowledge, skills, and ethical foundations essential for success in arts management. Through an interdisciplinary approach which utilizes our successful School of Arts & Humanities as well as our rapidly growing School of Business & Communication, the program fosters critical thinking, creativity, and effective communication. The program faculty are dedicated to instilling a profound commitment to the cultural and societal significance of the arts, empowering students to navigate the complexities of arts administration with confidence.

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

Students should note that some courses have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 27 hours
- Foundations of Arts Administration (AADM 1003) – 3 hours
- Arts Administration in Practice (AADM 3003) – 3 hours
- Arts Administration Seminar (AADM 4003) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Organizational Communication (COMM 3503) – 3 hours
- Culture & Values (HUMN 2503) – 3 hours
- **Choose two courses *outside* the emphasis area**
    - Understanding Visual Art (ART 1003) – 3 hours
    - Survey of Musical Masterworks (MUSI 2003) – 3 hours
    - Introduction to Theatre Arts (THEA 1313) – 3 hours

B. Emphasis Area (select one of the following areas): 18 hours

1 – Arts Emphasis Requirements (select from the following)

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Art History I (ART 2733) ***or*** Art History II (ART 2743) – 3 hours
- Interactive Media Design (ART/JRNL 3413) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours
- Beginning Studio: Painting (ART 2314) – 4 hours
- Beginning Studio: Ceramics (ART 2414) – 4 hours
- Beginning Studio: Sculpture (ART 2514) – 4 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Topics in Art (ART 3TX1-3TX4) – 1-4 hours

2 – Music Emphasis Requirements

- Ensembles: Choose 6 hours from the following
  - Concert Choir (MUSI 1151-4151) – 1 hour
  - Band (MUSI 1161-4161) – 1 hour
  - Lindsey Wilson University Singers (MUSI 1171-4171) – 1 hour
  - Applied Music (MUSI 1512) – 2 hours*
  - Applied Music (MUSI 2512) – 2 hours*

  **Repeatable for a total of 4 hours*

- Theory & History/Literature: 12 hours
  - Music Theory I (MUSI 1613) – 3 hours
  - Music Theory II (MUSI 1713) – 3 hours
  - Survey of Musical Masterworks (MUSI 2003) – 3 hours
  - History of Music Literature (MUSI 2533) – 3 hours

3 – Theatre Emphasis Requirements (choose from the following)

- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Acting II (THEA 2323) – 3 hours
- Directing I (THEA 2433) – 3 hours
- Children's Theatre (THEA 2513) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours
- Directing II (THEA 3433) – 3 hours
- Theatre History (THEA 3623) – 3 hours

4 – Writing Emphasis (choose from the following)

- Creative Writing (ENGL 3101/3103) – 1 or 3 hours
- Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Interactive Media Design (JRNL 3413) – 3 hours
- Playwriting (THEA 3333) – 3 hours

C. General Electives

Arts Administration majors have several opportunities regarding the selection of a minor or for direction in a set of carefully selected elective hours. For example, the program outline itself suggests possibilities such as minors in business administration, communication, or study in a second arts emphasis area. Strongly recommended elective courses include:

- Principles of Marketing (BUSI 3933)
- Digital Marketing (BUSI 3403)
- Public Relations: Principles & Practices (COMM 3113)
- Group Communication & Decision Making (COMM 3303)
- Mass Media & Society (JRNL 1503)
- Media Writing & Reporting (JRNL 2403)

Exit Assessment

Students must successfully complete AADM 4003.

B.S. Biology

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

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

Full-time program faculty: Sarah Ash, Ph.D.; Michael J. Bosela, Ph.D.; Melissa Clauson, Ph.D.; Greg Denke, Ph.D.; Tabitha Ellis, M.S.; Kalvin 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 maximum flexibility in terms of the different combinations of program electives or of graduating with an emphasis in one of two topic areas: environmental & organismal biology or pre-health professions such as medical school, dental school, or physician assistant. Students who choose to major with an emphasis will take program electives related to their focus area as outlined below. The environmental & organismal biology emphasis is designed for students interested in careers in natural resources management or field biology. The pre-health professions 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/BIOL 1200 and BIOL 1214 with a minimum grade of C.

Program Requirements: 50-68 hours
Along with the general education program, students must complete the major's prerequisites and core requirements, must select an emphasis area, and must complete the requirements for that area.

A. Prerequisites: 17-22 hours

- Introduction to Cellular Biology (BIOL 1204) *and* Introduction to Cellular Biology Lab (BIOL 1200) are the prerequisites for BIOL 2204, BIOL 2314, BIOL 3103, BIOL 3204, BIOL 3304, ***and*** SCI 2101 – 4 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** Precalculus (MATH 1124) ***or*** Analytical Geometry & Calculus I (MATH 2315) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for BIOL 1204/BIOL 1200 ***and*** BIOL 1214 – 0-5 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 – 0-3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, ***and*** CHEM 3313 – 4 hours
- Organic Chemistry II Lecture (CHEM 3323) ***and*** Organic Chemistry II Laboratory (CHEM 3322) are prerequisites for CHEM 4104 – 5 hours

B. Core Requirements: 27-28 hours

- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Animal Diversity (BIOL 2204) ***or*** Plant Diversity (BIOL 2314) – 4 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL 3304) ***or*** Theory of Natural Selection (BIOL 3403) – 3-4 hours
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Experimental Statistics (MATH 2403) – 3 hours
- Introduction to Scientific Communication (SCI 2101) – 1 hour
- Seminar (SCI 4913) ***or*** Research & Thesis (SCI 4900) – 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 – General Biology Emphasis: 12-16 hours

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

2 – Environmental & Organismal Biology Emphasis: 13-16 hours

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

3 – Pre-Health Professions Emphasis: 12-16 hours

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

Exit Assessment

Biology majors must successfully complete the chosen capstone option (SCI 4900 or SCI 4913) with a grade of C or better. Completion of the ETS Major Field Exam in biology is also required to exit the biology program.

B.A. Business Administration

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

Catherine Boatright, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 216
(270) 384-8061 boatrightc@lindsey.edu

Full-time program faculty: Catherine Boatright, Ph.D.; Jennifer J. Crawley, M.B.A.; Katie M. Curry, M.Acc.; Tim Curry, M.S.; Linda McKinley-Grider, M.P.S.; Trudy Dawkins Morlino, Ph.D.; Jacob Phelps, Ph.D.; Michael Starr, D.B.A.; William Ward, D.B.A.

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

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

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

Lindsey Wilson University offers students enrolled in the B.A. program in business administration the opportunity to enter the M.B.A. program early, through the 4+1 B.A. to M.B.A. pathway. It prepares students to move seamlessly from undergraduate business foundations to advanced leadership and strategic practice in an accelerated, integrated learning pathway. The program cultivates analytical thinking, ethical decision-making, and innovative problem-solving through a curriculum that blends business theory with real-world application. Graduates emerge equipped to lead in dynamic, data-driven, and globally connected organizations, ready to translate knowledge into impact across industries and professions.

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

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

Program Requirements: 69-73 hours
Along with the general education program, students must complete the major's prerequisite and core requirements, must select one of its three emphasis areas (accounting, marketing, management), and must complete the requirements for that area.

Students should note that some courses have prerequisites. Some of these courses may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 45-46 hours

- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Business Mathematics (BUSI 2503) ***or*** College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) – 3-4 hours
- Business Law (BUSI 2713) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Business Computer Applications (BUSI 3503) – 3 hours
- Principles of Finance (BUSI 3533) – 3 hours
- Principles of Marketing (BUSI 3933) – 3 hours
- Operations Management (BUSI 4763) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours
- Business Policy (BUSI 4793) – 3 hours
- Microeconomics (ECON 2033) – 3 hours
- Macroeconomics (ECON 2043) – 3 hours
- Statistics for Business & Economics (ECON 2203) – 3 hours

B. 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 University 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.

Note: Between one and six hours of elective credit may be earned if a student takes Internship in Accounting (ACCT PN00).

2 – Marketing Emphasis Requirements: 24 hours

- Consumer Behavior (BUSI 3103) – 3 hours
- Introduction to Marketing Research (BUSI 3303) – 3 hours
- Digital Marketing (BUSI 3403) – 3 hours
- Introduction to Integrated Marketing Communications (BUSI 3513) – 3 hours
- International Marketing (BUSI 3943) – 3 hours
- Content Creation (BUSI 3743) – 3 hours
- Marketing Capstone Project (BUSI 4103) – 3 hours
- **Choose <u>one course</u> from the following: 3 hours**
  - Internship in Business (BUSI PN00) – 1-6 hours
  - Any 3000-4000 level ACCT course not already required for the program – 3 hours
  - Any 3000-4000 level BUSI course not already required for the program – 3 hours
  - Any of the following COMM courses:
    - Public Advocacy (COMM 3103) – 3 hours
    - Public Relations Principles & Practices (COMM 3113) – 3 hours
    - Group Communication & Decision Making (COMM 3303) – 3 hours
    - Organizational Communication (COMM 3503) – 3 hours
    - Intercultural Communication (COMM 3603) – 3 hours
    - Communication in Social & Critical Contexts (COMM 3713) – 3 hours
    - Conflict Resolution (COMM 4103) – 3 hours
    - Crisis Communication (COMM 4203) – 3 hours
    - Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
    - Interviewing (COMM 4503) – 3 hours
    - Leadership (COMM 4713) – 3 hours
    - Persuasion (COMM 4723) – 3 hours
    - Social Media Communication (COMM 4743) – 3 hours

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

3a – General Management

- Small Business Management (BUSI 2933) – 3 hours
- Personnel Management (BUSI 3953) – 3 hours
- Management Information Systems (BUSI 3973) – 3 hours
- International Business Operations (BUSI 3993) – 3 hours
- Quantitative Business Research Methods (BUSI 4623) – 3 hours
- Human Relations in Business (BUSI 4773) – 3 hours
- **Choose <u>two courses</u> from the following: 6 hours**
  - Internship in Business (BUSI PN00) – 1-6 hours
  - Any 3000-4000 level ACCT course not already required for the program – 3 hours
  - Any 3000-4000 level BUSI course not already required for the program – 3 hours
  - Any of the following COMM courses:
    - Public Advocacy (COMM 3103) – 3 hours
    - Public Relations Principles & Practices (COMM 3113) – 3 hours
    - Group Communication & Decision Making (COMM 3303) – 3 hours
    - Organizational Communication (COMM 3503) – 3 hours
    - Intercultural Communication (COMM 3603) – 3 hours
    - Communication in Social & Critical Contexts (COMM 3713) – 3 hours
    - Conflict Resolution (COMM 4103) – 3 hours

- Crisis Communication (COMM 4203) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Social Media Communication (COMM 4743) – 3 hours

3b – Entrepreneurial Management

- Entrepreneurship (BUSI 2203) – 3 hours
- Entrepreneurship Project (BUSI 3213) ***and/or*** Entrepreneurship Internship (BUSI PN06) – 3-6 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
- **Choose <u>one course</u> from the following: 3 hours**
  - Any 3000-4000 level ACCT course not already required for the program – 3 hours
  - Any 3000-4000 level BUSI course not already required for the program – 3 hours
  - Any of the following COMM courses:
    - Public Advocacy (COMM 3103) – 3 hours
    - Public Relations Principles & Practices (COMM 3113) – 3 hours
    - Group Communication & Decision Making (COMM 3303) – 3 hours
    - Organizational Communication (COMM 3503) – 3 hours
    - Intercultural Communication (COMM 3603) – 3 hours
    - Communication in Social & Critical Contexts (COMM 3713) – 3 hours
    - Conflict Resolution (COMM 4103) – 3 hours
    - Crisis Communication (COMM 4203) – 3 hours
    - Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
    - Interviewing (COMM 4503) – 3 hours
    - Leadership (COMM 4713) – 3 hours
    - Persuasion (COMM 4723) – 3 hours
    - Social Media Communication (COMM 4743) – 3 hours

Note: Between one and six hours of general elective credit may be earned if a student takes Internship in Business (BUSI PN00).

3c – Human Resources Management

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

Note: Between one and six hours of elective credit may be earned if a student takes Internship in Business (BUSI PN00).

Exit Assessment
All business administration majors are required to take the Peregrine Global Services Business Administration Assessment during the final semester of their senior year. Examinees pay a fee of approximately $45.

4+1 B.A. to M.B.A. Pathway

Pathway Admission Requirements
Students wishing to enroll in the 4+1 B.A. to M.B.A. program must meet the following requirements:

1. Undergraduates must have senior standing or permission of the Dean of the School of Graduate Business & Technology to take MBA courses; *and*
2. They must have and maintain a cumulative quality point average of at least 3.0.

Curriculum Differences
Students enrolled in the 4+1 B.A. to M.B.A. must take the following MBA courses during their senior year, in addition to their remaining BUSI courses:

- Legal & Ethical Environment of Business (MBA 6023) – 3 hours*
- Organizational Communication (MBA 5013) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours

*MBA 6023 substitutes for the undergraduate Business Ethics & Values (BUSI 4783) – 3 hours

Note: The MBA nine MBA hours will be counted toward the student's undergraduate 39-hour 3000-4000 level coursework requirement.

Graduation Requirements – M.B.A.
The Lindsey Wilson University M.B.A. program is a 30-credit hour course of study that offers all required core courses in a flexible, online format. Students in the 4+1 B.A. to M.B.A. program will begin the M.B.A. program with 9 credit hours to be applied to the M.B.A. core requirements. The following 21 credit hours of core requirements are required to complete the M.B.A. degree program.

A. Remaining M.B.A. Core Requirements: 21 hours

- Managerial Accounting (MBA 5033) – 3 hours
- Managerial Economics (MBA 5043) – 3 hours
- Managerial Finance (MBA 5053) – 3 hours
- Marketing Management (MBA 5063) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Strategic Management (MBA 6043) – 3 hours
- Organizational Leadership (MBA 6093) – 3 hours

M.B.A. Program Application Procedure
Applicants to the M.B.A. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit the official undergraduate transcripts documenting the completion of the undergraduate B.A. degree from Lindsey Wilson University with the equivalent of a 2.5 GPA.

B.A. Christian Ministries

Curtis Lee, Ph.D., Dean, School of Professional Studies
Program Coordinator
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Full-time program faculty: William Bowes, Ph.D.; Curt Lee, Ph.D.

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 hours
Along with the general education program, students must complete the major's core, bible & theology, and ministry & mission requirements.

A. Core Requirements: 33 hours
- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) – 3 hours
- New Testament (RELI 1023) – 3 hours
- Gospel, Church & Culture (RELI 2113) – 3 hours
- Biblical & Theological Hermeneutics (RELI 2203) – 3 hours
- Christian Ministry (RELI 3103) – 3 hours
- Discipleship (RELI 3423) – 3 hours
- Christian Theology I (RELI 3513) – 3 hours
- Christian Theology II (RELI 3523) – 3 hours
- Topics in Applied Ministry (RELI 4TX3) – 3 hours
- Practicum I (RELI 4933) – 3 hours

B. Bible & Theology Requirements (select from the following): 6 hours
- The Gospels (RELI 3133) – 3 hours
- New Testament Letters (RELI 3143) – 3 hours
- Pentateuch/Historical Books (RELI 3213) – 3 hours
- Poetical Books/Prophets (RELI 3253) – 3 hours
- Women in Religion (RELI 3273) – 3 hours
- Christian Apologetics (RELI 3413) – 3 hours
- Spiritual Formation (RELI 4103) – 3 hours
- Wesleyan Studies (RELI 4553) – 3 hours

C. Ministry & Mission Requirements (select from the following): 6 hours

- Youth Ministry (RELI 3113) – 3 hours
- Worship (RELI 3123) – 3 hours
- Age-Level Ministry (RELI 3153) – 3 hours
- Children's Ministry (RELI 3163) – 3 hours
- Christian Education (RELI 3203) – 3 hours
- Contextual Ministry (RELI 3293) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours
- Missional Leadership (RELI 4413) – 3 hours
- Homiletics (RELI 4603) – 3 hours
- Practicum II (RELI 4943) – 3 hours
- Senior Practicum III (RELI 4950) – 3 hours

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 3513 and RELI 3523.

B.A. Communication

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

Jennifer Dudley Furkin, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 203
(270) 384-7431 furkinj@lindsey.edu

Full-time program faculty: Katelyn Brooks, M.S..; Kaylie Butler, M.A.; Jennifer Furkin, Ph.D.; Zachary Isaacs, Ph.D.; Benson T. Sexton, Ph.D.

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 university, is to prepare students for effective and ethical leadership in human affairs and to provide solid foundations for a variety of professional careers by helping students become more competent communicators.

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

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

Entrance Criteria
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; *and*
- Meet with the new academic advisor immediately to plan the student's program.

Program Requirements: 48 hours
Along with the general education program, students must complete the major's core requirements, must select one of its emphasis areas (organizational communication, interpersonal communication, or culture & society), and choose program electives as indicated.

Students should note that some courses have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 27 hours

- Presentation Design & Delivery (COMM 1203) – 3 hours
- Critical Thinking & Communication (COMM 2003) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours
- Communication & Identity (COMM 2603) – 3 hours
- Communication Theory (COMM 3003) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours

- Intercultural Communication (COMM 3603) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Communication Capstone (COMM 4993) – 3 hours

B. Emphasis Area (select one of the following advanced studies emphasis areas): 12 hours

1 – Organizational Communication (select from the following)
- Organizational Communication (COMM 3503) – 3 hours
- Communication is Social & Critical Contexts (COMM 3173) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Professional Internship in Communication (COMM 4903) – 3 hours

2 – Interpersonal Communication (select from the following)
- Nonverbal Communication (COMM 3203) – 3 hours
- Family Communication (COMM 3403) – 3 hours
- Communication & Aging (COMM 3703) – 3 hours
- Communication in Social & Critical Contexts (COMM 3173) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours

3 – Culture & Society (select from the following)
- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Public Advocacy (COMM 3103) – 3 hours
- Communication in Social & Critical Contexts (COMM 3713) – 3 hours
- Popular Culture & Media (COMM 3733) – 3 hours
- Political Communication & Public Affairs (COMM 4733) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Social Media Communication (COMM 4743) – 3 hours

C. Program Electives (select from the following): 9 hours
- Any COMM course from the emphasis areas not already taken for the major
- Introduction to Leadership Studies (AIS 1103) – 3 hours
- Topics in Applied Leadership (AIS 4013) – 3 hours
- Public Relations: Principles & Practices (COMM 3113) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Special Topics in Communication (COMM 4803) – 3 hours
- Business Communication (BUSI 2303) – 3 hours
- Introduction to Integrated Marketing Communications (BUSI 3513) – 3 hours
- Intermediate Composition & Rhetoric (ENGL 3013) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- Writing & Culture (ENGL 37330 – 3 hours
- Historiography: The Historian's Craft (HIST 3703) –3 hours
- Ethics & Multicultural Diversity (HS 4253) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Developmental Psychology (PSYC 3903) – 3 hours
- Homiletics (RELI 4603) – 3 hours
- Elementary Spanish I (SPAN 1003) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours

- Playwriting (THEA 3333) – 3 hours
- Victim's Advocacy (GCS 3213) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours

B.A. Criminal Justice

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

M. Angela Schwendau, Ph.D., Program Coordinator
Durham Center, Room 104
(270) 384-7453 schwendaum@lindsey.edu

Full-time program faculty: Casey Hardy McGowan, J.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 2.0;
- 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: 48-59 hours
Along with the general education program, students must complete the major's prerequisites and core requirements and select program electives as indicated.

A. Prerequisite Courses: 3-14 hours

- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004) is a prerequisite for CRJS 1003 unless waiver requirements are met – 0-4 hours
- Writing Studies II (ENGL 1023) is a prerequisite for CRJS 2103 – 3 hours

- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***and*** Principles of Psychology (PSYC 1003) are prerequisites for the research methods and statistics alternative PSYC 4703 – 6-7 hours

B. Core Requirements: 30 hours

- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses – 3 hours
- Criminology (CRJS 2103) – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- Statistics in Criminal Justice (CRJS 3613) ***or*** Research Methods & Statistics II (PSYC 4903) – 3 hours*
- Research Methods in Criminal Justice (CRJS 3623) ***or*** Research Methods & Statistics I (PSYC 4703) – 3 hours*
- Criminal Justice Capstone: Ethics & Professionalism (CRJS 4303) – 3 hours
- Professional Internship in Criminal Justice (CRJS PN03) – 3 hours

**Students who choose the PSYC option for their research and statistics requirement must complete both courses in the sequence. Student who choose the CRJS option for their research and statistics requirement must complete both courses in the sequence.*

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

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

Exit Assessment

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

B.A./B.S. Education

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

Full-time program faculty: Jennifer Antoniotti-Neal, Ed.D.; Carlyn Causey-Meese, M.Ed.; Wonhee Lee, Ph.D.; Lisa Newell-Hare, M.Ed.; Brennon Sapp, Ed.D.

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

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

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

The Education Program Vision
This unit's mission statement is the root of the vision Lindsey Wilson University 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 university faculty work to help candidates develop the knowledge, skills, and dispositions of 21st century teachers in the conceptual framework. Specifically, the unit prepares professionals who model best practices and who continually strive to lead their students and schools to accomplish meaningful goals that improve learning, both in initial and advanced programs.

Initial Candidate Learning Goals:
The program focuses on four learning goals.

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

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

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

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

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

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

Reflective Best Practice: Candidates develop dispositions as caring, reflective, self-assessing thinkers and professional teachers by:

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

Conceptual Framework Emblem



The Conceptual Framework Emblem for the unit depicts the mission, vision, motto, and four Key Concepts of Lindsey Wilson University'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 University" (Lindsey Wilson University website, 2010). The image of the chapel dome supports the university'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 university's mission of "Every Student, Every Day" and the Kentucky Teacher Performance Standards which are the base for the Conceptual Framework, symbolically provide a foundation for the entire emblem. The unit's theme, *Teacher as Leader for the 21st Century*, arches above the chapel encompassing the entire emblem.

The rings and arcs of the chapel represent the interlocking concepts that define the knowledge, skills, and dispositions of the unit. The four Key Concepts of Knowledge, Pedagogy, Leadership, and Reflective Best Practice are arranged inside the rings and arcs. Reflective Best Practice is located at the middle of the dome to denote the central importance of the candidate's disposition of caring, respect, and compassion; critical reflection; and professional integrity. The dispositions are essential in order to develop the other three Key Concepts of Knowledge, Pedagogy, and Leadership. Assessment feedback is integral to the success of the unit, and Continuous Assessment is strategically placed on either side of the dome to represent a commitment to program evaluation through continuous assessment.

Diversity Policy
The Lindsey Wilson University education program is committed to recruiting and retaining a diverse body of education candidates and fulfilling the university'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 University and in the education program. The education unit (program) is committed to structuring the program experiences to integrate the application of equity and diversity in all levels of development of our candidates. Through coursework, field/clinical experience, community service, and professional development, candidates gain competence in their ability to plan and implement instruction while creating a learning environment that meets the diverse needs of all students.

Education Programs
The education program offers several challenging and rewarding Bachelor of Arts degree programs and one Bachelor of Science degree program that lead to the granting of the Kentucky Provisional Certificate through the Kentucky Education Professional Standards Board:

- Art education P-12 major (B.A. degree)
- Biology education 8-12 major (B.S degree)
- Elementary education P-5 major (B.A. degree)
- Middle grades education 5-9 major with choice of one or two emphasis areas: English, mathematics, sciences, and/or social studies (B.A. degree)
- Physical education & health P-12 major (B.A. degree)
- Secondary education 8-12 program with majors in English, history social studies, or mathematics (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 University accepts course credits from two- and four-year colleges with U.S. Department of Education recognized institutional accreditation. All prior coursework is included in GPA computations, without exception, and is recorded on the transcript. Transfer students will be individually advised as to the proper courses to take.

Prospective candidates who possess a bachelor's degree from an accredited college or university and who seek only state certification (not a degree from Lindsey Wilson University) will not be required to satisfy Lindsey Wilson's general education requirements.

Entrance Criteria for the Teacher Education Program
Candidates may apply for admission to the teacher education program when they have completed, or are in the process of completing the required 30 hours within the semester, and meet the admission criteria listed, normally during their sophomore year. When all criteria for admission have been met, an admission interview is scheduled. Interviews will not be scheduled for candidates who do not meet the minimum criteria. Following review of the applicant's interview, scores, and application materials, one of the following recommendations will be made:

- Admission,
- Admission pending completion of a course,
- New interview required, *or*
- Denial.

The education program will present the recommendations to the Teacher Education Committee for admission or denial to the program. Candidates are notified of the decision by letter. All application materials are filed with the education program.

Candidates may not enroll in professional education methods courses until they have been admitted into the teacher education program.

Criteria for Admission
Each candidate must:

1. Submit an application for admission to the teacher education program.
2. Have completed or be in the process of completing a minimum of 30 semester hours of college/university coursework or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college/university coursework at Lindsey Wilson University.
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 University Code of Conduct and have a signed Kentucky Code of Ethics Declaration form on file in the education program.
6. Have successfully completed or be in the process of completing Fundamentals of Elementary Education (EDUC 3413) or Fundamentals of Middle & Secondary Education (EDUC 3403) with a grade of C or above.
7. Meet pre-professional requirements by taking the Praxis Core Academic Skills for Educators (CASE) exams with minimum scores for Reading (5712) of 156; Writing (5722) of 162; and Mathematics (5732) of 150.
8. Have completed the following required courses with a grade of C or above:
    a. ENGL 1013/ENGL 1004 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
    b. COMM 1203 Demonstration of Communication competency, *and*
    c. MATH course for general education requirement determined by major.
9. Have a Lindsey Wilson University Teacher Education Program Candidate Handbook Acknowledgment form signed and on file in the education program.
10. Have obtained three disposition recommendations which indicate satisfactory performance in the areas of professional integrity; caring, respect, compassion; and critical reflection. One recommendation will be completed by the instructor of EDUC 2123 (The Teaching Profession). A second recommendation will be completed by the instructor of EDUC 3403 (Fundamentals of Elementary Education) or EDUC 3413 (Fundamentals of Middle & 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 Lindsey Wilson University Disposition Assessment Instrument.

11. Have scores at the acceptable (2), target (3), or exceeds target (4) level on the Recommendation/ Disposition Assessment Instrument. If a candidate does not have this minimum score, s/he must meet with an education faculty member, as designated by the director, to develop and implement a remediation plan for improving dispositions appropriate for a professional educator as adopted by the education program. The candidate may reapply after one semester. The candidate must obtain three new recommendations from three new instructors: one from a professor in the candidate's emphasis area; one from a liberal arts faculty member; and one from the candidate's professional education teacher/advisor/program coordinator. The score on these three new recommendations must be at the acceptable, target, or exceeds target level to be eligible for admission to the teacher education program. The candidate will not be allowed to repeat this process again.
12. Demonstrate competency in critical thinking, creativity, communication, and collaboration and in the ability to demonstrate competency in content knowledge and professional standards by obtaining an overall acceptable score on the Stage 1 Entry Portfolio as assessed through the Entry Portfolio Rubric & Criteria based on the Kentucky Teacher Performance Standards.
13. Demonstrate satisfactory performance in the Stage 1 portfolio and interview as scored on rubrics based on the Kentucky Teacher Performance Standards.
14. Demonstrate satisfactory performance on an On Demand Writing sample at the time of the interview. (Communication competency)
15. Have completed or be in the process of completing 30 field hours with positive teacher recommendation (acceptable level or above) and a disposition rating at the acceptable level or above on the Cooperating Teacher Field Experience Evaluation form.

Note: November 1 and April 1 are normally the application completion deadlines for an interview invitation in the fall and spring semester, respectively.

Note: A candidate who has completed items 1, 2, 3, 8, and 9 of the Admission Criteria and who has completed 60 hours of coursework but who has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program, the education program must make a recommendation to the Teacher Education Committee for program admission or denial based on the listed criteria. If all criteria cannot be met within the next semester, the program may recommend denial without an interview.

When criteria for admission into teacher education have been met, the student's name will be presented to the Teacher Education Committee, which has final jurisdiction on approving or denying a candidate's admission into the teacher education program. The education director will advise students on the decisions of the committee.

Criteria for Admission to Student Teaching

1. Senior standing shall be a prerequisite for admission to student teaching.
2. Each candidate for student teaching must be approved by the Teacher Education Committee. Acceptance into the teacher education program does not mean automatic approval for student teaching.
3. Official transcripts of all college/university 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/university 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 $163 student teaching fee.

Exit Assessment

Graduation requirements for art education P-12 majors, elementary education P-5 majors, middle grades education 5-9 majors, and physical education & health P-12 majors and for candidates receiving secondary certification are as follows:

1. Minimum 2.75 Cumulative GPA;
2. Minimum 2.75 Content/Emphasis Area GPA;
3. Minimum 2.75 Professional Education GPA;
4. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. 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.

B.A. Education: Art Education P-12

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Program Coordinator
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

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

Art Program Mission Statement
In cooperation with the education program, the art program provides students with the opportunity to develop the skills and knowledge leading toward deeper appreciation of the visual arts, professional preparation as art educators, and individualized creative expression.

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

Entrance Criteria
As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, Writing Studies II (ENGL 1023), ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course, as determined by the candidate's general education program.

Program Requirements: 87-91 hours
To earn an art education P-12 degree, students will complete a minimum of 42 hours of art courses and 39 hours of education courses, working concurrently in both programs, along with the general education program and prerequisites.

A. Recommended and Prerequisite Courses: 6-10 hours

- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, is recommended for ART 2733 ***and*** ART 2743 – 3-4 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ART 3753 – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3143 ***and*** EDUC 4123 – 3 hours

B. Core Requirements – Art: 42 hours

- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours

- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Computer Graphics I (ART 2623) – 3 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Art Education 6-12 (ART/EDUC 3623) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours
- Two-dimensional ART elective – 4 hours
- Three-dimensional ART elective – 4 hours
- Studio elective (3000 level) – 4 hours

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

C. Professional Preparation – Education: 39 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Middle & Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Principles of Lifelong Learning (EDUC 4123) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. Successful completion of Stage III Exit Portfolio.

B.S. Education: Biology Education 8-12

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

Brennon Sapp, Ed.D. Program Coordinator
Goodhue Academic Center, Room 209
(270) 384-8127 sappb@lindsey.edu

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

Biology Program Mission Statement
In cooperation with the education program, the biology program provides students with the resources to develop a broad knowledge base in biology and the skills necessary to be successful educators. In addition to the factual content, students learn the historical basis and the scientific methodology of each major conceptual area of biology.

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

Entrance Criteria
The biology program requires successful completion of freshman biology courses BIOL 1204/BIOL 1200 and BIOL 1214 with a minimum grade of C.

As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met ***and*** Writing Studies II (ENGL 1023) ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014).

Program Requirements: 99-104 hours
To earn a biology education 8-12 degree, students will complete a minimum of 43 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 course prerequisites. Students may exceed the total hours required for graduation.

A. Prerequisites: 15-24 hours

- Introduction to Cellular Biology (BIOL 1204) *and* Introduction to Cellular Biology Lab (BIOL 1204) are prerequisites for BIOL 2314, BIOL 3103, BIOL 3204, ***and*** BIOL 3304 – 4 hours

- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** Precalculus (MATH 1124) ***or*** Analytical Geometry & Calculus I (MATH 2315) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for BIOL 1204/BIOL 1200 ***and*** BIOL 1214 – 0-5 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 – 0-3 hours
- Experimental Statistics (MATH 2403) is a prerequisite for BIOL 4912) – 3 hours
- General Chemistry I with Lab (CHEM 1214) is a prerequisite for CHEM 1224 – 4 hours
- General Chemistry II with Lab (CHEM 1224) is a prerequisite for BIOL 3103, BIOL 3204, CHEM 3312, ***and*** CHEM 3313 – 4 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3143 ***and*** EDUC 4123 – 3 hours
- Introduction to Scientific Communication (SCI 2101) is a prerequisite for BIOL 3204 – 1 hour

B. Core Requirements – Biology: 33 hours
- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Microbiology (BIOL 2104) – 4 hours
- Plant Diversity (BIOL 2314) – 4 hours
- Environmental Science (BIOL 2604) – 4 hours
- Human Anatomy (BIOL 2614) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Genetics (BIOL 3204) – 4 hours
- Ecology (BIOL 3304) – 4 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
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Middle & Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Principles of Lifelong Learning (EDUC 4123) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Curriculum & Methodology in Secondary Schools (EDUC 4433) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. Successful completion of Stage III Exit Portfolio.

B.A. Education: Elementary Education P-5

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Program Coordinator
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

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

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

Entrance Criteria
As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met **and** Writing Studies II (ENGL 1023) ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course, as determined by the candidate's general education program.

Program Requirements: 104-108 hours
To earn an elementary education P-5 degree, students will complete a minimum of 50 hours of interdisciplinary coursework and 48 hours of education courses along with the general education program and prerequisites.

A. Prerequisites: 6-11 hours

- Writing Studies II (ENGL 1023) is a prerequisite for EDUC 2413 – 3 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3143 ***and*** EDUC 4123 – 3 hours
- Completion of the general education mathematics requirement ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 ***or*** equivalent is a prerequisite for EDUC 2313 – 0-5 hours

B. Interdisciplinary Program Requirements: 50-51 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
- First Aid (PHED 1021) – 1 hour
- Earth Science (PHSC 1204) – 4 hours
- U.S. Government (POSC 1003) – 3 hours

- Topics in Science (SCI 1013) (biology-related topic) ***or*** Introduction to Cellular Biology (BIOL 1204) *and* Introduction to Cellular Biology Lab (BIOL 1200) – 3-4 hours
- Art Education P-5 (ART/EDUC 2613) – 3 hours
- Music Education P-5 (EDUC/MUSI 2203) – 3 hours
- Numeracy for Elementary Teachers I (EDUC 2313) – 3 hours
- Numeracy for Elementary Teachers II (EDUC 2323) – 3 hours
- Children's Literature (EDUC 2243) – 3 hours
- Literacy for Elementary Teachers I (EDUC 2413) – 3 hours
- Literacy for Elementary Teachers II (EDUC 2423) – 3 hours
- World Civilization I: Prehistory to 1500 (HIST 2233) – 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
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Methods/Materials P-5 Mathematics (EDUC 3233) – 3 hours
- Methods/Materials P-5 Social Studies (EDUC 3253) – 3 hours
- Fundamentals of Elementary Education (EDUC 3413) – 3 hours
- Principles of Lifelong Learning (EDUC 4123) – 3 hours
- Teaching Reading & Language Arts P-5 (EDUC 4223) – 3 hours
- Methods/Materials P-5 Science (EDUC 4243) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. Successful completion of Stage III Exit Portfolio.

B.A. Education: Middle Grades Education 5-9

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

Carlyn Causey-Meece, M.Ed., Program Coordinator
Goodhue Academic Center, Room 105
(270) 384-5165 meecec@lindsey.edu

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

Middle grades education 5-9 is a teacher education program designed to prepare candidates to teach middle school in grades 5-9. Lindsey Wilson University 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:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met ***and*** Writing Studies II (ENGL 1023) ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program and academic emphasis area(s).

Program Requirements
Lindsey Wilson University offers two options for middle grades certification. Candidates may choose two academic emphasis areas (recommended), or candidates may choose only one area of emphasis. The 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 3143, EDUC 3303, ***and*** EDUC 4123 – 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) ***or*** Mythology & Folklore in Literature (ENGL 2503) is a prerequisite for 3000-4000 level English literature courses – 3 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics subscore of 600 ***or*** equivalent is a prerequisite for BIOL 1214, CHEM 1214, MATH 1124, ***and*** MATH 2153 – 0-4 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours

B. Academic Emphasis Area(s) – Select one or two of the following areas (English Language Arts, Mathematics, Science, or Social Studies):

1 – English Language Arts Requirements (double emphasis areas): 24 hours

- Literature for Grades 5-9 (EDUC 3313) – 3 hours
- Literary Interpretation (ENGL 2103) – 3 hours
- World Literature (ENGL 2203) – 3 hours
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- American Literature I (ENGL 3113) ***or*** American Lit II (ENGL 3123) – 3 hours
- British Literature I (ENGL 3213) ***or*** British Literature II (ENGL 3223) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours

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

- Complete the requirements listed above in #1 – 24 hours
- Select an additional 12 hours of 3000-4000 level ENGL courses approved by the advisor.

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

Note: A student with College Algebra and Trigonometry skills may elect to enroll in MATH 2315 and MATH 2325.

- Precalculus (MATH 1124) – 4 hours
- Finite Mathematics (MATH 2153) – 3 hours
- Introduction to Statistics (MATH 2203) – 3 hours
- Mathematics for Elementary Teachers I (MATH 2213) – 3 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Geometry (MATH 3113) – 3 hours
- Choose two courses from the following:
  - Mathematics & Technology (MATH 2301) – 1 hour
  - History's Great Problems (MATH 3121) – 1 hour
  - History's Great Mathematicians (MATH 3131) – 1 hour
  - Mathematics Education I (MATH 3151) – 1 hour
  - Mathematics Education II (MATH 3161) – 1 hour

or **Mathematics Requirements (single emphasis area): 36 hours**

- Complete the requirements listed above in #2 – 26 hours

- Analytical Geometry & Calculus II (MATH 2325) – 5 hours
- Select an additional 5 hours of 3000-4000 level MATH courses approved by the advisor.

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

- Introduction to Cellular Biology (BIOL 1204) & Introduction to Cellular Biology Lab (BIOL 1200) – 4 hours
- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Biology electives – 4 hours
- Earth Science (PHSC 1204) – 4 hours
- Select one of the following groups:
  - Introduction to Physical Science (PHSC 1104) – 4 hours
  - General Chemistry I with Lab (CHEM 1214) – 4 hours
  - General Chemistry II with Lab (CHEM 1224) – 4 hours

    or
  - General Chemistry I with Lab (CHEM 1214) – 4 hours
  - College Physics I (PHYS 2114) – 4 hours
  - College Physics II (PHYS 2124) – 4 hours

    or
  - General Chemistry I with Lab (CHEM 1214) – 4 hours
  - Introduction to Physical Science (PHSC 1104) – 4 hours
  - College Physics I (PHYS 2114) – 4 hours

or **Science Requirements (single emphasis area): 37-40 hours**

- Complete the requirements listed above in #3 – 28 hours
- Select an additional 9-12 hours of 3000-4000 level science courses approved by the advisor.

4 – Social Studies Requirements (double emphasis areas): 24 hours

- 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
- U.S. Government (POSC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 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
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Fundamentals of Middle & Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Principles of Lifelong Learning (EDUC 4123) – 3 hours

- Curriculum & Methodology in the Middle Grades (EDUC 4333) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; and
6. Successful completion of Stage III Exit Portfolio.

B.A. Education: Physical Education & Health P-12

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

Wonhee Lee, Ph.D., Program Coordinator
Goodhue Academic Center, Room 104
(270) 384-8044 leew@lindsey.edu

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

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

Entrance Criteria
As part of the admission criteria for the education program, candidates must have completed the following required courses with a grade of C or higher:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met ***and*** Writing Studies II (ENGL 1023) ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program.

Program Requirements: 88 hours
To earn a physical education & health P-12 degree, students will complete a minimum of 31 hours of physical education courses, 18 hours of health courses, and 36 hours of education courses along with the general education program and prerequisite.

A. Prerequisite: 3 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 4123 ***and*** HS 3103 – 3 hours

B. Core Requirements – Physical Education: 31 hours

- Foundations of Health & Physical Education (PHED 2053) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Fitness, Wellness & Conditioning (PHED 2553) – 3 hours
- Psychology/Sociology of PE/Sport (PHED 3002) – 2 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- Adaptive Physical Education for PE/Health Majors (PHED 3143) – 3 hours
- Skills & Techniques of Team & Lifetime Activities (PHED 3163) – 3 hours

- Physical Education/Health Curriculum & Methods for Elementary P-5 (PHED 3203) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Middle/Secondary Methods for Physical Education/Health (PHED 4023) – 3 hours

C. Core Requirements – Health Education: 18 hours

- First Aid (PHED 1021) – 1 hour
- Basic Injury Care for the Coach & Trainer (PHED 2012) – 2 hours
- Nutrition (PHED 2013) – 3 hours
- Personal, School & Community Health (PHED 2253) – 3 hours
- Epidemiology (PHED 3103) – 3 hours
- Contemporary Health Issues (PHED 4103) – 3 hours
- Life Span Development (HS 3103) – 3 hours

D. Professional Preparation – Education: 36 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- Fundamentals of Middle & Secondary Education (EDUC 3403) – 3 hours
- Reading & Writing in the Content Areas 5-9, 8-12 & P-12 (EDUC 3523) – 3 hours
- Principles of Lifelong Learning (EDUC 4123) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. Successful completion of Stage III Exit Portfolio.

B.A./B.S. Education: Secondary Education 8-12

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Jennifer Antoniotti-Neal, Ed.D., Director of Education
Goodhue Academic Center, Room 102
(270) 384-8135 nealj@lindsey.edu

Brennon Sapp, Ed.D., Program Coordinator
Goodhue Academic Center, Room 209
(270) 384-8127 sappb@lindsey.edu

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

The secondary education program offers several challenging and rewarding Bachelor of Arts degree programs and one Bachelor of Science degree program that lead to the granting of the Kentucky Provisional Certificate through the Kentucky Education Professional Standards Board.

- Biology education 8-12 (B.S. degree)
- Secondary education 8-12 program with majors in English, history social studies, or mathematics (B.A. degrees)

In addition, there are two P-12 Bachelor of Arts degree programs which can also lead to secondary teaching positions: art 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:

- Presentation Design & Delivery (COMM 1203) ***or*** equivalent transfer course for Demonstration of Communication competency;
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, ***and*** Writing Studies II (ENGL 1023) ***or*** equivalent transfer course for Demonstration of Communication competency; *and*
- General education mathematics course as determined by the candidate's general education program.

Program Requirements: 45 hours
Along with the general education requirements, students seeking secondary certification must complete the professional education requirements and prerequisite. They must also select an academic major and

complete the prerequisites, core requirements, and electives for the chosen major. Hours for the academic major vary.

A. Prerequisite: 3 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for EDUC 3143 ***and*** EDUC 4123 – 3 hours

B. Professional Preparation – Education: 42 hours

- The Teaching Profession (EDUC 2123) – 3 hours
- Introduction to Educational Technology (EDUC 2713) – 3 hours
- Measurement & Assessment in Education (EDUC 3113) – 3 hours
- The Exceptional Learner (EDUC 3143) – 3 hours
- Fundamentals of Middle & 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
- Principles of Lifelong Learning (EDUC 4123) – 3 hours
- Classroom Management (EDUC 4363) – 3 hours
- Supervised Student Teaching (EDUC 4600) – 12 hours
- Practicum (EDUC 4603) – 3 hours

Note: Student teaching candidates must pay a $163 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 emphasis 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 – History Social Studies Education (B.A.)

- Please see the information in this catalog on the history social studies education emphasis for a complete list of major requirements.
- History social studies education emphasis majors seeking secondary certification may earn more than the total hours needed to meet graduation requirements.

4 – Mathematics (B.A.)

- Please see the information in this catalog on the mathematics major for a complete list of major requirements.

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. Successful completion of all program requirements and assessments;
5. Successful completion of Supervised Student Teaching (EDUC 4600), including all course requirements with positive evaluations; *and*
6. Successful completion of Stage III Exit Portfolio.

B.A. English

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Karolyn Steffens, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 303
(270) 384-7461 steffensk@lindsey.edu

Full-time program faculty: Mary Baker, M.A.; Harold Bosstick, Ph.D.; Todd Campbell, M.F.A.; Rachel Carr, Ph.D; Caleb Dempsey-Richardson, M.F.A.; Sarah Loy, Ph.D.; W. Kendall Sewell, M.A.T.; Allison Egnew Smith, Ph.D.; Karolyn Steffens, Ph.D.

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.

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

Entrance Criteria
Students must have completed ENGL 1013/ENGL 1004, ENGL 1023, and ENGL 2103 with a minimum grade of C.*

**An ACT English sub-score of 25 or higher waives the ENGL 1013/ENGL 1004 requirement, allowing students an additional three hours of elective credit.*

Program Requirements: 45-46 hours
Along with the general education program, students must complete the major's prerequisites and core requirements and must select an area of specialization (literature, secondary education, communication & professional writing) and complete that coursework as indicated. English majors who wish to become certified in secondary education must follow the secondary education area of specialization.

Students should note that some non-ENGL courses have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Prerequisites: 6 hours
- Writing Studies II (ENGL 1023) is a prerequisite for ENGL 2703, ENGL 3013, ENGL 3733, ENGL 3401, ***and*** ENGL 4503 – 3 hours

- Literary Interpretation (ENGL 2103) ***or*** World Literature (ENGL 2203) ***or*** Mythology & Folklore in Literature (ENGL 2503) is a prerequisite for the 3000-level literature courses – 3 hours*

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

B. Core Requirements: 33 hours

1 – Methods Courses: 6 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- English Majors Seminar (ENGL 4903) – 3 hours

2 – Literature Survey Courses: 12 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

3 – Diversity Courses (select two of the following): 6 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Transnational Literature (ENGL 3553) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Feminist Theory & Practice (GCS 3203) – 3 hours

4 – Writing, Rhetoric & Culture Courses: 9 hours
- Intermediate Composition & Rhetoric (ENGL 3013) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- **Select one course from the following: 3 hours**
  - Creative Writing (ENGL 3101/3103) – 1 or 3 hours
  - Writing & Culture (ENGL 3733) – 3 hours
  - Sports Stories (ENGL 3743) – 3 hours
  - Gender & Sexuality in Cinema (GCS 3313) – 3 hours
  - Playwriting (THEA 3333) – 3 hours

C. Areas of Specialization (select one of the following areas): 6-7 hours

1 – Literature Emphasis (choose from the following)*
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Major Authors Seminar (ENGL 3053) – 3 hours
- Literary Cultures (ENGL 3373) – 3 hours
- The Teaching & Tutoring of Writing (ENGL 3401) – 1 hour
- Studies in Genre (ENGL 3413) – 3 hours
- Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Special Topics (ENGL 4803) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours

**A course from Group B3 or Group B4 may count as an elective for Group C1. Choose course from among those not taken for the Core Requirements.*

2 – Secondary Education Emphasis*

- Introduction to Modern English Grammar (ENGL 2703) – 3 hours
- Choose from the following: 3-4 hours*
  - Major Authors Seminar (ENGL 3053) – 3 hours
  - Literary Cultures (ENGL 3373) – 3 hours
  - The Teaching & Tutoring of Writing (ENGL 3401) – 1 hour
  - Studies in Genre (ENGL 3413) – 3 hours
  - Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
  - Shakespeare (ENGL 3603) – 3 hours

**A course from Group B3 or Group B4 may count as an elective for Group C2. Choose a course from among those not taken for the Core Requirements.*

3 – Communication & Professional Writing Emphasis (choose from the following)*

- The Teaching & Tutoring of Writing (ENGL 3401) – 1 hour
- Special Topics (ENGL 3803) – 3 hours
- Intercultural Communication (COMM 3603) – 3 hours
- Communication in Social & Critical Contexts (COMM 3713) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Interviewing (COMM 4503) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Media Writing & Reporting (JRNL 2403) – 3 hours
- Community Reporting (JRNL 3103) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours

**A course from Group B3 or Group B4 may count as an elective for Group C3. Choose a course 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 2.5.

In the fall semester of their senior year, students are required to take English Majors Seminar (ENGL 4903).

Secondary Education 8-12 Certification
Students pursuing a bachelor's degree in English also have the option to concurrently complete the secondary education 8-12 program through the education program. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

Recommended Minor or Certificate
History, theatre, communication, political science, media studies, and gender & cultural studies minors or the legal studies or organizational leadership certificates are good choices for English majors. Courses taken for a minor reduce the number of general electives a student must take**.**

B.A. Gender & Cultural Studies

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Rachel Carr, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 301
(270) 384-8083 carrr@lindsey.edu

Full-time program faculty: Rachel Carr, Ph.D.; Casey Hardy McGowan, J.D.; Eric Carter, Ph.D.; William Kendall Sewell, M.A. T.; Allison Egnew Smith, Ph.D.

Mission Statement
The gender & cultural studies program at Lindsey Wilson University is an interdisciplinary program that emphasizes the vital connections between education, personal empowerment, and social transformation. The curriculum engages students in a variety of experiential learning opportunities, including the planning and execution of the Dr. Kara Mollis Conference on Gender Studies, preparing them to analyze gender as a cultural phenomenon and to apply that analysis through research, professional communication, and leadership. Students develop skills to apply critical frameworks across disciplines, equipping them for success in diverse professional and global contexts. In doing so, the program fosters career readiness, intellectual growth, and engaged citizenship.

To prepare students for success in both academic and professional settings, the curriculum is intentionally scaffolded to integrate theoretical knowledge with applied skills. At the 1000-level, students are introduced to gender and cultural studies as a field, developing foundational approaches to critical inquiry alongside an understanding of how identity and culture operate across global contexts. At the 2000-level, students build on this foundation by using gender and culture as analytical lenses to evaluate social issues, institutions, and cultural texts, strengthening their ability to connect theory to contemporary debates and real-world contexts. At the 3000-level, students deepen their engagement with theoretical frameworks while advancing their research, writing, and analytical skills through sustained projects that emphasize application, including advocacy, media analysis, and community-based work. At the 4000-level, students synthesize their learning through advanced study of critical issues relevant to their academic and professional interests, culminating in an individualized capstone project that integrates research, professional communication, and applied experiences.

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

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

Entrance Criteria
Students must complete GCS 1003 ***or*** GCS 1013, and file a Declaration of Major form with the Registrar's Office.

Program Requirements: 36 hours
Along with the general education program, students must complete the major's prerequisites and core requirements and select program electives as indicated.

Students should note that some courses have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog. In addition, the NURS elective courses require admission to the nursing program.

A. Core Requirements: 27 hours

- Introduction to Gender & Cultural Studies (GCS 1003) – 3 hours
- Global Perspectives on Gender & Culture (GCS 1013) – 3 hours
- Gender & Popular Culture (GCS 2203) – 3 hours
- Gender & Politics (GCS 2213) – 3 hours
- Feminist Theory & Practice (GCS 3203) – 3 hours
- Victim's Advocacy (GCS 3213) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours
- Critical Issues in Gender & Cultural Studies (CS 4103) – 3 hours
- Gender & Cultural Studies Capstone (GCS 4903) – 3 hours

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

- Communication in Social & Critical Contexts (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Special Topics (GCS 3803) – 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
- Maternal/Newborn/Family-Centered Nursing (NURS 3305) – 5 credit hours
- Community Health Nursing (NURS 4154) – 4 credit hours
- Women in Religion (RELI 3273) – 3 hours

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

B.A. History

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Caleb Wittum, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 307
(270) 384-7467 wittumc@lindsey.edu

Full-time program faculty: Lucas Somers, Ph.D.; Elizabeth Tapscott, Ph.D.; Caleb Wittum, Ph.D.

Mission Statement
The history faculty is committed to a program which stresses academic excellence. The history program focuses on the development of historical literacy, critical thinking, and proficiency in primary historical skills. Central to these program objectives are an emphasis on intellectual development, critical analysis, cultural literacy, and global awareness. The history curriculum seeks to prepare students for graduate or professional school, teaching social studies at the middle grades and secondary level, 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.

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

Entrance Criteria
Students must complete 45 hours or more of coursework with a minimum grade point average of 2.0 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: 42-51 hours
Along with the general education program, students must complete the major's core requirements and select program electives and an emphasis area as indicated. History majors who wish to become certified in secondary education must follow the social studies education emphasis.

Students should note that some courses may have prerequisites. Some of these courses may satisfy general education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 18 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
- Historiography: The Historian's Craft (HIST 3703) – 3 hours
- History Seminar (HIST 4903) – 3 hours

B. Program Electives: 18 hours

- **Select at least two of the following advanced courses in U.S. history: 6 hours**
  - Colonial & Revolutionary America (HIST 3013) – 3 hours
  - Early Republic (HIST 3023) – 3 hours
  - Civil War & Reconstruction (HIST 3073) – 3 hours
  - Women in the American Experience (HIST 3143) – 3 hours
  - African American History (HIST 3173) – 3 hours
  - Gilded Age & Progressive Era (HIST 3183) – 3 hours
  - U.S. since 1920 (HIST 3193) – 3 hours
  - Special Topics in U.S. History (HIST 3853) – 3 hours

- **Select at least two of the following advanced courses in European 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
  - Special Topics in European History (HIST 3863) – 3 hours
  - History & Literature of Empire (HIST/ENGL 4353) – 3 hours

- **Select at least two of the following advanced courses in Global history: 6 hours**
  - International History & Film (HIST 3433) – 3 hours
  - A Cultural History of Latin America (HIST 3453) – 3 hours
  - Reform & Revolution in Latin America (HIST 3463) – 3 hours
  - Atlantic World History (HIST 3473) – 3 hours
  - Women in World History (HIST 3633) – 3 hours
  - Special Topics in Global History (HIST 3873) – 3 hours

C. Emphasis Area (select one of the following): 6-15 hours

1 – History: 6 hours

Select two additional 3000-4000 level HIST courses *or* 3000-4000 level courses from a related discipline approved by the program coordinator – 6 hours

2 – Social Studies Education: 15 hours

- U.S. Government (POSC 1003) – 3 hours
- Principles of Sociology (SOCI 1003) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- Survey of Economic Issues (ECON 2023) – 3 hours
- Select one additional 3000-4000 level HIST course or 3000-4000 level course from a related discipline approved by the program coordinator – 3 hours

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

Exit Assessment

Students are required to take History Seminar (HIST 4903).

Secondary Education 8-12 Certification
Students pursuing a bachelor's degree in history social studies emphasis also have the option to concurrently complete the secondary education 8-12 program through the education program. The program requires 42 hours of coursework in education that includes a semester of student teaching. Interested students should contact the director of education for education program advising.

Recommended Minors
Minors in political science, English, and gender & cultural studies are good choices for history majors. Courses taken for a minor reduce the number of general electives a student must take.

B.A. Human Services & Counseling

Jeffrey M. Parsons, Ph.D., Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 220
(270) 384-8131 parsonsj@lindsey.edu

Hannah Coyt, Ph.D., Associate Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 223
(270) 384-8683 coyth@lindsey.edu

Myra Ford, M.Ed., Director, Human Services & Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 224
(270) 384-8153 fordm@lindsey.edu

Full-time program faculty: Annette Abel, Ph.D.; Holly Abel, Ph.D.; Gregory Bohner, Ph.D.; Tiffany Brooks, Ph.D.; Kimberly Brown, Ed.D.; Patrice Callery, Ed.D.; Richard Carroll, Ph.D.; Courtney Conley, Ed.D.; Hannah M. Coyt, Ph.D.; Jeff Crane, Ph.D.; Jodi Crane, Ph.D.; Melissa Doan, Ph.D.; Connie Elkins, Ph.D.; Leon Ellison, Jr., Ph.D.; Sabrina Evans, M.A.; Leigh Ann Ford, Ph.D.; Myra Ford, M.Ed.; Sara Fucillo, Ph.D.; Mona Gallo, Ed.D.; S. Bradley Grot, Ph.D.; Edwin Gunberg, Ph.D.; Patrick Hardesty, Ph.D.; Amy Holsinger, Ph.D.; Amber Hughes, Ph.D.; Linda Koenig, Ed.D.; Warren Lambert, Ph.D.; Holly Mattingly, Ph.D.; Daniel Melear, Ph.D.; Sarah Mendoza, Ph.D.; Patrick Murphy, Ph.D.; Jeffrey Parsons, Ph.D.; Katelyn Richey, Ph.D.; Daniel Romero, Ph.D.; Daniel Schnopp-Wyatt, Ph.D.; Nicole Schnopp-Wyatt, Ph.D.; Charles Shepard, Ph.D.; Laura Ann Bailey Smith, Ed.D.; Stacy Springston, Ed.D.; Keeley Stewart, Ph.D.; Patricia Stewart-Hopkins, Ed.D.; Ami Waller, 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 University 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, Virginia, and West Virginia.

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

Entrance Criteria
The following conditions apply for acceptance to the program:

- Each student must have completed at least one semester of college coursework with a minimum overall GPA of 2.25 before applying to the program.
- Each student is expected to complete an Application for Admission to the program prior to or as a part of the requirement for Introduction to Human Services (HS 2103).
- The application process also requires a letter of recommendation from each of the following people:
    - A Lindsey Wilson University faculty member;
    - A community leader; *and*
    - An employer (if the student has never been employed, another category will be assigned).
- The student must have his/her advising file transferred to human services & counseling.
- A personal interview may be conducted by a committee of human services & counseling faculty and staff. This committee will review each application, letters of recommendation, and interview content. A majority of the committee must have a favorable recommendation for the student to be admitted into the program.
- Students will be notified in writing when the committee has acted on their application to the program. Possible committee action includes acceptance, probationary acceptance, or denial of admission.
- If admission is denied, the student may appeal to the dean for the School of Professional Counseling. If admission is denied, an alternative program of study will be recommended.
- Transfer students (as well as others out of the expected course sequence) should consult their advisor regarding the application process.

Program Requirements: 48 hours
Along with the general education program, students must complete the major's prerequisite and core requirements as indicated.

A. Prerequisite and Recommended Course: 3 hours
- Principles of Psychology (PSYC 1003) is recommended for HS 210 3 ***and*** is a prerequisite for HS 3103 – 3 hours

B. Core Requirements: 45 hours
- Introduction to Human Services (HS 2103) – 3 hours
- Introduction to Counseling Theory (HS 2903) – 3 hours
- Life Span Development (HS 3103) – 3 hours
- Principles & Techniques of Group Counseling (HS 3113) – 3 hours
- Abnormal Psychology (HS 3153) – 3 hours
- Case Management, Intake & Referral (HS 3233) – 3 hours
- Human Services Practicum I (HS 3503) – 3 hours
- Research Methods (HS 4003) – 3 hours
- Introduction to Counseling Techniques (HS 4153) – 3 hours
- Ethics & Multicultural Diversity (HS 4253) – 3 hours
- Assessment in the Helping Professions (HS 4293) – 3 hours
- Substance Abuse (HS 4343) – 3 hours
- Mental Health Administration (HS 4893) – 3 hours
- Human Services Practicum II (HS 4943) – 3 hours
- Human Services Practicum III (HS 4953) – 3 hours

Exit Assessment
A comprehensive examination is required for the human services & counseling program. The exam is taken in HS 4953 during the second semester of the senior year. This examination is graded on a 200-

point scale. A student must pass each section with 50 percent or better to pass. A passing grade is required for graduation.

Human services & counseling majors are required to earn a 2.25 cumulative GPA.

B.A. Interdisciplinary Studies

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Mary Baker, M.A., Program Coordinator
W.W. Slider Humanities Center, Room 306
(270) 384-8085 bakerm@lindsey.edu

Full-time program faculty: Mary Baker, M.A.

Mission Statement
The mission of the interdisciplinary studies program is to provide a meaningful educational experience for students who desire a personalized and flexible plan within their course of study and prefer to think critically and engage subjects through more than one perspective.

The interdisciplinary studies program provides a course of study leading to a Bachelor of Arts degree that will prepare students for entry into the professional world or into graduate studies.

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

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

Program Requirements: 39 hours
Students who pursue a degree in interdisciplinary studies must choose a two-discipline or three-discipline emphasis.

A. Prerequisites
Some courses may require prerequisites within some disciplines.

B. Core Requirement: 3 hours
- Interdisciplinary Studies Seminar (AIS 4903) – 3 hours

C. Emphasis Areas (select one of the following areas): 36 hours

1 – Two-Area Emphasis
- Student chooses two areas of study with a minimum of 15 credit hours in each and a total of 36 credit hours.
- At least 12 credit hours at the 3000-4000 level are required within each emphasis in the major.
- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

2 – Three-Area Emphasis
- Student chooses three areas of study with 12 credit hours in each for a total of 36 credit hours.
- At least nine credit hours at the 3000-4000 level are required within each discipline.

- Students may also repeat Interdisciplinary Studies Internship (AIS PN03) for a total of six hours for the major.

Additional information and course listings may be found under specific discipline listings in the catalog. The proposed plan of study must be submitted to the Academic Affairs Office for review and approval.

Note: Lindsey Wilson University Online students may pursue the interdisciplinary studies major provided they choose emphasis areas from those available online.

Exit Assessment
A capstone project, as part of Interdisciplinary Studies Seminar (AIS 4903), is proposed and completed in the student's senior year. Students, under the supervision of a faculty mentor, design and complete a project through the application of knowledge and critical perspectives synthesized from the selected interdisciplinary emphasis areas within their major. Students may also, upon approval from the Interdisciplinary Studies program coordinator and the Academic Affairs Office, substitute a capstone course from one of their chosen disciplines to satisfy the capstone requirement for the major, provided that the required project shows a meaningful synthesis between disciplines chosen for the major.

Note: The B.A. in Interdisciplinary Studies is not applicable to a second bachelor's degree.

B.A. Mathematics

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

John D. LaGrange, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 112
(270) 384-7376 lagrangej@lindsey.edu

Full-time program faculty: Bonnie Davenport, M.A.; Michael Davis, 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 workforce in a mathematics-related position; 2) to enter graduate programs in mathematics; or 3) to teach secondary mathematics content (upon completion of teacher certification requirements).

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

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

Program Requirements: 41-48 hours
Along with the general education program, students must complete the major's prerequisites and its core, foundational, stochastic modeling, and deterministic modeling program requirements. Students must also select program electives as indicated.

A. Prerequisites: 0-7 hours
- The Teaching Profession (EDUC 2123) is a prerequisite for MATH 3153 – 3 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 ***and*** MATH 2503 – 4 hours

B. Core Requirements: 26 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Discrete Mathematics (MATH 2503) – 3 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours
- Linear Algebra (MATH 3003) – 3 hours
- Introduction to Abstract Mathematics (MATH 3213) – 3 hours
- Calculus III (MATH 3314) – 4 hours

C. Foundational Requirements I (select one of the following): 3 hours*
- Abstract Algebra I (MATH 4113) – 3 hours
- Foundations of Analysis I (MATH 4413) – 3 hours

D. Foundational Requirements II (select one of the following): 3 hours*

- Abstract Algebra II (MATH 4133) – 3 hours
- Foundations of Analysis II (MATH 4423) – 3 hours
- Advanced Topics in Mathematics (MATH 4503) – 3 hours

Note: Foundational Requirements II is not required for students who complete secondary certification.

E. Stochastic Modeling Requirements (select one of the following): 3 hours*

- Probability & Statistics (MATH 3203) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours

F. Deterministic Modeling Requirements (select one of the following): 3 hours*

- Differential Equations (MATH 3323) – 3 hours
- Engineering Mathematics (MATH 3333) – 3 hours

G. Secondary Certification Requirements: 6 hours

- Geometry (MATH 3113) – 3 hours
- Mathematics for 7^{th} to 12^{th} Grade Teachers (MATH 3153) – 3 hours

Note: Secondary Certification Requirements are required only for students who complete secondary certification.

H. Program Electives (select three hours from the following): 3 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 for 7^{th} to 12^{th} Grade Teachers (MATH 3153) – 3 hours

**A second course from Group C, Group D, Group E, or Group F may count as an elective for Group H.*

Note: Program electives are not required for students who complete secondary certification.

Secondary Education 8-12 Certification

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

B.A. Media Studies

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

David Goguen, M.F.A., Program Coordinator
W.W. Slider Humanities Center, Room 308
(270) 384-8241 goguend@lindsey.edu

Full-time program faculty: Karly Flynn, M.A.T.; David Goguen, M.F.A.; Tim Smith, M.F.A.

Mission Statement
The mission of the media studies program is to provide students with the knowledge and skills to critically evaluate, create, and distribute information for mass audiences and to develop effective and responsible communicators who contribute in productive and positive ways to society.

This degree is recommended for students interested in assuming professional roles in print, online, and broadcast journalism, public relations, business communication, marketing and promotion, and advertising. The curriculum features a strong interdisciplinary approach, integrating the disciplines of journalism, communication, and art.

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

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

Program Requirements: 44-49 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: 6-10 hours
- Introduction to Photography (ART/JRNL 2153) – 3 hours
- Presentation Design & Delivery (COMM 1203) – 3 hours
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, ***or*** instructor's permission is a prerequisite for JRNL 2403 – 3-4 hours

B. Core Requirements: 20 hours
- Principles of Communication (COMM 1003) – 3 hours
- Mass Media & Society (COMM/JRNL 1503) – 3 hours
- Design & Color (ART 2164) – 4 hours
- Media Writing & Reporting (JRNL 2403) – 3 hours
- Interactive Media Design (JRNL 3413) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours
- Media Studies Seminar (JRNL 4901) – 1 hour

C. Emphasis Area (select one of the following areas)

1 – Journalism: 12 hours

- Community Reporting (JRNL 3103) – 3 hours
- Editing & Media Management (JRNL 3203) – 3 hours
- Magazine & Feature Writing (JRNL 3213) – 3 hours
- Broadcast Journalism (JRNL 4123) – 3 hours

2 – Public Relations: 12 hours

- Public Relations Principles & Practices (COMM 3113) – 3 hours
- Intermediate Public Relations (COMM 3213) – 3 hours
- Advanced Public Relations (COMM 4113) – 3 hours
- Crisis Communication (COMM 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 gender & cultural studies are good choices for media studies majors. Courses taken for a minor reduce the number of general electives a student must take.

B.S.N. Nursing: Pre-Licensure

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Emiley Wyatt Button, D.N.P., Director of Nursing
Program Coordinator
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 126
(270) 384-7442 buttone@lindsey.edu

Angie Johnson, D.N.P., Assistant Director of Nursing
Dr. Robert & Carol Goodin Nursing & Counseling Center, Online Office
(270) 384-7352 johnsona@lindsey.edu

Full-time program faculty: Ashley Adamson, M.S.N.-Ed.; Roslin Bradshaw, M.S.N.; Kristen Branham, M.S.N.; Emiley Button, D.N.P.; Angie Johnson, D.N.P.; Lindsay Wheat, 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 university community and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson University 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 University 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, manage, 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. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
5. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
6. Utilize information management and technologies to deliver safe, effective, patient-centered care;
7. Integrate professional standards, health care policy, finance, and regulatory environments with regard to ethical nursing practice, quality care, and patient safety;

8. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; *and*
9. 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 university before applying to the pre-licensure B.S.N. program. Admission to the university 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 University. 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. program 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) ***or*** Writing Studies I with Lab (ENGL 1004) unless waiver requirements are met – 3-4 hours
    - Writing Studies II (ENGL 1023) – 3 hours
    - First-Year Experience Seminar (FYE 1001) unless waiver requirements are met – 1 hour
    - Nursing Assistant Preparatory Course (HLCA 1013) – 3 hours*
    - Medical Terminology for Health Care (HLCA 2013) – 3 hours
    - College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) unless waiver requirements are met – 3-4 hours
    - Fundamentals of Nutrition (NUTR 1003) – 3 hours
    - Principles of Psychology (PSYC 1003) – 3 hours
- Demonstration of overall passing standard score of 84 on the Test of English as a Foreign Language (TOEFL iBT) by applicants who document English as a second language.
- Completion of the Test of Essential Academic Skills (TEAS) exam. The TEAS exam will be given at Lindsey Wilson University. The TEAS exam evaluates general knowledge in the areas of reading, mathematics, science, English, and language usage. TEAS practice tests are available by clicking here. Students may take the TEAS exam one time during each application cycle. The TEAS exam scores are valid for one calendar year. Scores will be ranked to determine admission.

  **Waiver of HLCA 1013 will be granted for students with active, unencumbered listing for State Registry Nursing Assistant (SRNA) in any U.S. state or completion of equivalent course.*

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.
- All prerequisite coursework must be completed by May 15 of the spring in which the student applies.
- Students seeking admission to the B.S.N. degree program must complete additional B.S.N. program requirements.
- The Test of Essential Academic Skills (TEAS) exam must be completed. TEAS exam information, including dates, is available on the nursing program's web page.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Email confirmation of acceptance of conditional admission and intent to enroll to the pre-licensure B.S.N. program must be sent by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- The entry point into the pre-licensure B.S.N. program occurs with enrollment in Introduction to Professional Nursing (NURS 2002) on the last day to register for a seated or online course established by the university's academic calendar.

Transfer Students and Credit by Examination and Transfer

Students desiring to transfer from another accredited pre-licensure B.S.N. program must complete all admission criteria and application steps as outlined above. A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application. Transfer applicants from another accredited pre-licensure B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria

Progression criteria for the pre-licensure B.S.N. program are outlined in *The B.S.N. Student Handbook* that is published on the nursing program's web page.

Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale

The nursing programs use a grading scale different from other programs of the university. 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 programs use the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. The FA grade may be assigned according to university policy. Grades will be rounded.

Program Requirements: 74 hours

Along with the general education program, students must complete the major's prerequisites and complementary and professional nursing courses. Students must receive a minimum grade of C in the prerequisites and in the complementary and the professional nursing courses.

Students should note that some courses may have prerequisites. Please consult the course descriptions section of this catalog.

A. Complementary Courses: 17 hours

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

- Presentation Design & Delivery (COMM 1203) – 3 hours
- Life Span Development (HS 3103) ***or*** Developmental Psychology (PSYC 3903) – 3 hours
- Experimental Statistics (MATH 2403) – 3 hours

B. 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 3106) – 6 hours
- Pathophysiology (NURS 3204) – 4 hours
- Maternal/Newborn/Family Centered Nursing (NURS 3305) – 5 hours
- Pediatric/Family Centered Nursing (NURS 3354) – 4 hours
- Nursing Research (NURS 4003) – 3 hours
- Mental Health Nursing (NURS 4105) – 5 hours
- Community Health Nursing (NURS 4154) – 4 hours
- Leadership in Nursing (NURS 4204) – 4 hours
- Adult Health Nursing II (NURS 4304) – 4 hours
- Nursing Synthesis (NURS 4402) – 2 hours
- Capstone in Nursing (NURS 4504) – 4 hours

Exit Assessment

All students earning the pre-licensure B.S.N. degree must meet established program benchmarks outlined in *The B.S.N. Student Handbook* to successfully complete the pre-licensure B.S.N. program of study.

Curtis Lee, Ph.D., Dean, School of Professional Studies
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

Emiley Wyatt Button, D.N.P., Director of Nursing
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 126
(270) 384-7442 buttone@lindsey.edu

Angie Johnson, D.N.P., Assistant Director of Nursing
Program Coordinator
Dr. Robert & Carol Goodin Nursing & Counseling Center, Online Office
(270) 384-7352 johnsona@lindsey.edu

Full-time program faculty: Ashley Adamson, M.S.N.-Ed.; Roslin Bradshaw, M.S.N.; Kristen Branham, M.S.N.; Emiley Button, D.N.P.; Angie Johnson, D.N.P.; Lindsay Wheat, 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 university community and through excellence in teaching, scholarship, practice, and service, the Lindsey Wilson University 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 University 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, manage, 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. Demonstrate personal, organizational, and systems leadership to improve safe patient care and to advance professional nursing practice;
5. Engage in effective interprofessional collaboration to achieve optimal health care outcomes;
6. Utilize information management and technologies to deliver safe, effective, patient-centered care;
7. ~~Evaluate~~ Integrate professional standards, health care policy, finance, and regulatory environments with regard to ethical nursing practice, quality care, and patient safety;

8. Implement clinical prevention and health promotion interventions to provide patient-centered care across the lifespan and across the health care continuum; *and*
9. 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 University. All admission and transfer requirements outlined in the current catalog apply. Students must be unconditionally accepted before they can be accepted into the R.N. B.S.N. program.
- Submission of completed electronic application to the R.N. B.S.N. program.
- Cumulative minimum GPA of 2.0 at the entry point to the program.
- Completion of Associate of Applied Science or Associate of Science degree from an accredited institution of higher education and a state-approved pre-licensure associate degree nursing program, as evidenced by the transcript.
- Active, unencumbered state registered nurse licensure. Applicants awaiting results of examination for licensure (NCLEX-RN) may be admitted on a conditional basis for one semester until notified of licensure.
- Email confirmation of acceptance of admission and intent to enroll to the R.N. B.S.N. program by the designated date. Non-compliance with this requirement will forfeit the seat allotted for the student.
- Interview may be required.

Application Process and Deadlines

- Lindsey Wilson University uses a rolling admission plan for the R.N. B.S.N. program. Applications are accepted year round. It is recommended applications be submitted by July 1 for fall admission and November 1 for spring admission.
- Students seeking admission to the R.N. B.S.N. degree program must complete additional BSN applications and requirements.
- Correspondence to applicants regarding admission status will be sent to the email address on record.
- Students are notified of admission to the program by the director of nursing.
- The entry point into the R.N. B.S.N. program is defined by the program as enrollment in Transition to Professional Nursing Practice (NURN 3012) on the last day to register for a seated or online course established by the college's academic calendar.

Transfer Students and Credit by Examination and Transfer
Students desiring to transfer from another accredited R.N. B.S.N. program must complete all admission criteria and application steps as outlined above. A letter of good standing from the chair of the nursing program from which the student is transferring must accompany the application. Transfer applicants from another accredited R.N. B.S.N. program will be evaluated on an individual, case-by-case basis.

Progression Criteria
Progression criteria for the R.N. B.S.N. program are outlined in *The B.S.N. Student Handbook* that is published on the nursing program web page. Students must comply with current course changes and/or degree requirements as well as with policies and procedures.

Grading Scale
The nursing programs use a grading scale different from other programs of the university. 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 programs use the following grading scale: A = 93-100 percent, B = 85-92 percent, C = 77-84 percent, D = 70-76 percent, F = 69 percent or lower. The FA grade may be assigned according to university policy. Grades will be rounded.

Program Requirements: 36-40 hours
Along with the general education program, students must complete the major's program requirements and professional nursing courses. Students must receive a minimum grade of C in the program requirements and professional nursing courses.

A. Program Requirements: 6-7 hours

- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014), unless waiver requirements are met, is a prerequisite for MATH 2403 – 3-4 hours
- Experimental Statistics (MATH 2403) – 3 hours

B. Professional Nursing Courses: 30-33 hours

- Transition to Professional Nursing Practice (NURN 3012) – 2 hours*
- Comprehensive Health Assessment (NURN 3023) – 3 hours
- Complex Disease Concepts & Care (NURN 3114) – 4 hours
- Health Care Informatics (NURN 3122) – 2 hours
- Global & Population Health (NURN 3313) – 3 hours
- Health Care Ethics (NURN 4323) – 3 hours
- Evidence-Based Practice (NURN 4423) – 3 hours
- Organizational & Systems Leadership (NURN 4614) – 4 hours
- Interprofessional Education & Collaboration (NURN 4622) – 2 hours
- Nursing Certification & Credentials (NURN 4711) – 1 hour
- Practicum (NURN 4900) – 3-6 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.

B.A. Political Science

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Matthew Powers, Ph.D., Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-8119 powersm@lindsey.edu

Full-time program faculty: Trudy Dawkins Morlino, Ph.D.; Matthew Powers, Ph.D.

Mission Statement
The mission of the political science program is to develop students' understanding of politics by providing them with the conceptual tools needed to evaluate the political world. In the process, the political science program exposes students to all of the discipline's different subfields by educating them on each subfield's core principles and demonstrating the ways they relate to one another. The political science program also strives to contribute to a deeper understanding of politics and government through faculty research and publications, while also serving as a resource of expertise for national, state, and local government.

The education that students receive in political science is ultimately geared toward providing them with the skills required to pursue successful careers in government, academics, and the private sector. A political science degree is particularly appropriate for students contemplating attending law school or graduate programs in the social sciences. Students who have an interest in political science but who have career plans outside the discipline often minor in political science while majoring in another field.

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: 42-61 hours
Along with the general education program, students must complete the major's prerequisites and its core, American politics, and international perspectives requirements while also selecting from a range of program electives.

A. Prerequisites: 0-16 hours

- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent ***and*** Principles of Psychology (PSYC 1003) are the prerequisites for PSYC 4703 – 0-7 hours
- Introduction to Criminal Justice (CRJS 1003) ***and*** U.S. Constitutional Law (CRJS 3213) are prerequisites for elective CRJS 3703 – 6 hours
- Introduction to Gender & Cultural Studies (GCS 1003) ***or*** Global Perspectives on Gender & Culture (WS GCS 1013) is the prerequisite for elective WS GCS 2213 – 3 hours

B. Core Requirements: 18 hours

- U.S. Government (POSC 1003) is a prerequisite for all other POSC courses, excluding POSC 2213 – 3 hours
- International Relations (POSC 2213) – 3 hours
- Comparative Politics (POSC 2303) – 3 hours
- Capstone in Political Science (POSC 4903) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

C. American Politics Requirements (select three of the following): 9 hours

- U.S. Constitutional Law (CRJS 3213) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- U.S. Congress (POSC 2203) – 3 hours
- Public Policy (POSC 3213) – 3 hours
- The American Presidency (POSC 4203) – 3 hours
- Topics in Political Science & Politics (POSC 4TX3) – 3 hours

D. International Perspectives Requirements (select three of the following): 9 hours

- U.S. Foreign Policy (POSC 2403) – 3 hours
- International Law (POSC 3313) – 3 hours
- Terrorism & Political Violence (POSC 3323) – 3 hours
- Ethnic Conflict & Civil War (POSC 3403) – 3 hours
- Politics of the Middle East (POSC 3503) – 3 hours
- Topics in International Issues in Political Science (POSC 3TX3) – 3 hours

E. Program Electives (select from the following): Minimum of 6 hours

- Gender & Politics (GCS 2213) – 3 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- Political Theory Through the Ages (POSC 2113) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- Professional Internship in Political Science (POSC PN00) – 3-12 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.

B.A. Psychology

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

Jordan E. Greenburg, Ph.D., Program Coordinator
Goodhue Academic Center, Room 309
(270) 384-7419 greenburgj@lindsey.edu

Full-time program faculty: Brittany Barnett, M.S.; Greg Denke, Ph.D.; Jordan E. Greenburg, Ph.D.; William Neace, Ph.D.

Mission Statement
The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

The Bachelor of Arts degree in psychology is designed to help students develop a theoretical and applied understanding of individual and social behavior. The program offers courses for majors and non-majors. The courses emphasize writing, research, and critical-thinking skills necessary for a liberally educated person to function in a dynamic, changing world.

A psychology degree prepares students for graduate training in areas such as clinical, counseling, experimental, and social psychology. Additionally, a psychology degree is appropriate for students who plan to enter business or social services, or it can also serve as preparation for post-baccalaureate work in professions such as social work, theology, business administration, or law. Students with an interest in psychology but who have career aspirations elsewhere often choose a major in another field and minor in psychology.

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

Students should note that the major provides only 36 hours of the required 39 hours of 3000-4000 level coursework; therefore, students will need to complete additional 3000-4000 level coursework to meet this requirement.

Entrance Criteria
Students who wish to major in psychology must schedule an interview with the program coordinator to discuss program requirements and to select a psychology advisor.

Program Requirements: 39-43 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: 3-7 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014), ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for PSYC 4703 – 0-4 hours

B. Core Requirements: 27 hours

- Theories of Personality (PSYC 3203) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Cognitive Psychology (PSYC 3503) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Developmental Psychology (PSYC 3903) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- History & Issues of Psychology (PSYC 4503) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

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

- Animal Behavior (BIOL 3513) – 3 hours
- Nonverbal Communication (COMM 3203) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Introduction to Counseling Theory (HS 2903) – 3 hours
- Ethics & Multicultural Diversity (HS 4253) – 3 hours
- Substance Abuse (HS 4343) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Sport Psychology (PSYC 3733) – 3 hours
- Special Topics (PSYC 3803) – 3 hours
- Special Topics (PSYC 4803) – 3 hours

Exit Assessment

All students design and conduct an individual research project. They present the results of their research during a symposium at the end of the spring semester; they also write up the results of their project as an APA-formatted research paper.

Recommended Minor

A minor is strongly recommended. Courses taken for a minor reduce the number of general electives a student must take.

B.S. Psychophysiology

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

Greg Denke, Ph.D., Program Co-Coordinator
Jim & Helen Lee Fugitte Science Center, Room 314
(270) 384-8180 denkeg@lindsey.edu

Kalvin Gregory, Ph.D., Program Co-Coordinator
Jim & Helen Lee Fugitte Science Center, Room 330
(270) 384-7462 gregoryk@lindsey.edu

Full-time program faculty: Sara Ash, Ph.D.; Brittany Barnett, M.S.; Michael J. Bosela, Ph.D.; Melissa Clauson, Ph.D.; Greg Denke, Ph.D.; Jordan E. Greenburg, Ph.D.; Kalvin Gregory, Ph.D.; Brian Hilker, Ph.D.; Andrew Johnson, Ph.D.; Mark McKinnon, Ph.D.; William Neace, Ph.D.; Laura Nissley, Ph.D.

Mission Statement
The mission of the psychophysiology program is to provide a comprehensive education that integrates psychological and physiological principles, equipping students with the knowledge and skills to unravel the complexities of human behavior and health. The program also aspires to provide graduates with the scientific knowledge and skills needed for admission to medical, dental, physician's assistant, optometry, or physical therapy 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: 66-93 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 (pre-physical therapy, pre-optometry, pre-physician's assistant, or pre-medical/dental), and complete the requirements for that area.

A. Prerequisites: 8-13 hours

- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** Precalculus (MATH 1124) ***or*** Analytical Geometry & Calculus I (MATH 2315) ***or*** a minimum ACT mathematics subscore of 26 ***or*** a minimum SAT mathematics score of 600 or equivalent is a prerequisite for BIOL 1204/BIOL 1200 *and* BIOL 1214 – 0-5 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** a minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 *and* PSYC 4703 – 0-4 hours

- Precalculus (MATH 1124) is a prerequisite for MATH 2315 ***and*** PHYS 2114 – 4 hours
- Intro to Scientific Communication (SCI 2101) is a prerequisite or corequisite for BIOL 32043 – 1 hour

B. Core Requirements: 42 hours

- Experimental Statistics (MATH 2403) ***or*** Research Methods & Statistics I (PSYC 4703) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Behavioral Analysis (PSYC 3603) – 3 hours
- Developmental Psychology (PSYC 3903) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- Introduction to Cellular Biology (BIOL 1204) *and* Introduction to Cellular Biology Lab (BIOL 1200) – 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
- Psychophysiology Capstone Course (SCI 4DS3) – 3 hours

C. Emphasis Area (select one of the following areas): 16-38 hours

1 – Pre-Physical Therapy Emphasis: 16 hours

- Medical Terminology (BIOL 2702) – 2 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- College Physics I with Lab (PHYS 2114) – 4 hours
- College Physics II with Lab (PHYS 2124) – 4 hours

2 – Pre-Medical/Dental Emphasis: 38 hours

- Microbiology (BIOL 2104) – 4 hours
- Genetics (BIOL 3204) – 4 hours
- Immunology (BIOL 3703) – 3 hours
- Organic Chemistry I (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- College Physics I with Lab (PHYS 2114) – 4 hours
- College Physics II with Lab (PHYS 2124) – 4 hours

3 – Pre-Optometry: 31 hours

- Microbiology (BIOL 2104) – 4 hours
- Organic Chemistry I (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours

- College Physics I with Lab (PHYS 2114) – 4 hours
- College Physics II with Lab (PHYS 2124) – 4 hours

4 – Pre-Physician's Assistant: 30 hours

- Microbiology (BIOL 2104) – 4 hours
- Medical Terminology (BIOL 2702) – 2 hours
- Genetics (BIOL 3204) – 4 hours
- Organic Chemistry I (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours
- College Physics I with Lab (PHYS 2114) – 4 hours
- Introduction to Scientific Communication (SCI 2101) – 1 hour

B.A. Recreation, Tourism & Sport Management

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

Ginni Dilworth, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 217
(270) 384-8068 dilworthg@lindsey.edu

Full-time program faculty: Katelyn Brooks, M.S.; Kaylie Butler, M.A.; Ginni Dilworth, Ph.D.; Jennifer Furkin, Ph.D.; Zachary Isaacs, Ph.D.; Benson T. Sexton, Ph.D.

Mission Statement
The recreation, tourism & sport management (RTSM) program focuses on preparing students to enter professional careers that involve developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities. As RTSM professionals, graduates will be involved in improving the quality of people's lives and the livability of their communities by developing, communicating, and applying knowledge and educating professionals committed to providing recreation, tourism, and sport resources that are environmentally, socially, and economically beneficial.

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

Program Requirements: 47-51 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 three emphasis areas (recreation management, tourism management, or sport management) and complete the requirements for that area.

Students should note that some courses may have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements:25-30 hours

- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Senior RTSM Seminar (RTSM 4103) – 3 hours
- RTSM Internship (RTSM 4901-4906) – 1-6 hours
- Group Communication & Decision Making (COMM 4203) – 3 hours
- Conflict Resolution (COMM 4103) ***or*** Crisis Communication (COMM 4203) – 3 hours
- Interviewing (COMM 4503) – 3 hours

B. Emphasis Area (select one of the following): 12 hours

1 – Recreation

- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Recreation Administration (RTSM 3213) – 3 hours
- Park & Open Space Planning (RTSM 4203) – 3 hours

2 – Tourism

- Principles of Tourism (RTSM 2403) – 3 hours
- Topics in Tourism (RTSM 3TX3) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours

3 – Sport Management

- Principles of Sport Management (RTSM 2603) – 3 hours
- **Select three courses from the following: 9 hours**
  - Recreation & Sport Facility Management (RTSM 3103) – 3 hours
  - Coaching Ethics & Strategies (RTSM 3633) – 3 hours
  - Sport Marketing (RTSM 3713) – 3 hours
  - Athletic Administration (RTSM 4603) -- 3 hours
  - Sport Law (RTSM 4703) – 3 hours

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

- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours
- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Recreation Administration (RTSM 3213) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Coaching Ethics & Strategies (RTSM 3633) – 3 hours
- Sport Marketing (RTSM 3713) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Topics in Tourism (RTSM 3TX3) – 3 hours
- Park & Open Space Planning & Design (RTSM 4203) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Sport Law (RTSM 4703) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

*Select courses not taken for the Emphasis Area.

Exit Assessment
Student must complete RTSM 4103 with a grade of C or better.

B.A. Spanish

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Derek Kotter, M.A., Program Coordinator
J.L. Turner Leadership Center, Room 104B
(270) 384-7463 kotterd@lindsey.edu

Full-time program faculty: Lorena Andueza, Ph.D.; Derek Kotter, M.A.

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

A. Introductory Requirements: 6 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours

or

- Elementary Medical Spanish I (SPAN 1033) – 3 hours
- Elementary Medical Spanish II (SPAN 1043) – 3 hours

B. Core Requirements: 7 hours
- Intermediate Spanish I (SPAN 2013) – 3 hours
- Intermediate Spanish II (SPAN 2023) – 3 hours
- Spanish Seminar (SPAN 4901) – 1 hour*

**SPAN 4901 must be taken in conjunction with an approved three credit hour Spanish course during the last year of major (3000 or 4000 level).*

C. Program Electives (select from the following): 18 hours
- Spanish Conversation (SPAN 3013) – 3 hours
- Latin American Culture & Civilization (SPAN 3033) – 3 hours
- Spanish Translation (SPAN 3053) – 3 hours
- Introduction to Hispanic Literature (SPAN 3103) – 3 hours
- Teaching Spanish as a Foreign Language (SPAN 3133) – 3 hours

- Second Language Acquisition: Spanish (SPAN 3153) – 3 hours
- Special Topics in Spanish (SPAN 3803) – 3 hours
- Introduction to Spanish Linguistics (SPAN 4033) – 3 hours
- Spanish Phonetics & Pronunciation (SPAN 4053) – 3 hours
- Advanced Grammar & Composition (SPAN 4103) – 3 hours
- Study Abroad (3000-4000 level) – credit hours may vary

Exit Assessment
Students are required to take Spanish Seminar (SPAN 4901).

B.A. Sport Performance

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Courtney Carter, M.S., Program Coordinator
W.W. Slider Humanities Center, Room 103A
carterc2@lindsey.edu

Full-time program faculty: Courtney Carter, M.S.

Mission Statement
The mission of the sport performance major at Lindsey Wilson University is to recognize and cultivate competitive sport as a legitimate site of academic learning, preparing student-athletes to integrate their athletic experiences with intellectual, ethical, cultural, and professional development.

Grounded in theories of integrative learning, embodied pedagogy, ethical reasoning, cultural competence, and teamwork, the program provides a structured academic framework in which student-athletes critically reflect on their practice, training, rehabilitation, and competition experiences. Through a balance of classroom instruction, supervised athletic engagement, and applied reflection, sport performance creates a transformative learning environment that supports the university's mission of educating the whole student. The program also emphasizes the cultivation of professional skills, including leadership, communication, problem-solving, and adaptability, that prepare student-athletes for careers in sport, business, education, and other professional fields.

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

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

Entrance Criteria
Students must be identified as active participants on an intercollegiate, competitive sport team at Lindsey Wilson University.

Program Requirements: 45 hours
Along with the general education program, students must complete the major's core requirements and select program electives as indicated.

Students should note that some courses have prerequisites. Please consult the course descriptions section of this catalog.

A. Core Requirements: 33 hours
- Applied Analytics (BUSI 3963) – 3 hours
- Introduction to Gender & Cultural Studies (GCS 1003) – 3 hours
- Fitness, Wellness & Conditioning (PHED 2553) – 3 hours
- Kinesiology (PHED 3023) – 3 hours
- Sport Psychology (PSYC 3733) – 3 hours

- Leadership & Diversity in Sport (RTSM 2103) – 3 hours
- Sport Performance Research Methods (SCI 4923) – 3 hours
- The Social History of Sport (SPER 1003) – 3 hours
- Integrating Sport & Scholarship (SPER 2103) – 3 hours
- Ethics in Action (SPER 3103) – 3 hours
- Senior Seminar (SPER 4903) – 3 hours

B. Program Electives (selecting from the following): 12 hours

- Content Creation (BUSI 3743) – 3 hours
- Leadership (COMM 4713) – 3 hours
- Sports Stories (ENGL 3743) – 3 hours
- First Aid (PHED 1021) – 1 hour
- Nutrition (PHED 2013) – 3 hours
- Motor Learning & Development (PHED 2133) – 3 hours
- Exercise Physiology (PHED 3013) – 3 hours
- Fundamentals of Coaching (PHED 3402) – 2 hours
- Ethics (PHIL 3003) – 3 hours
- Social Psychology (PSYC 3403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours
- Coaching Ethics & Strategies (RTSM 3633) – 3 hours
- Sport Law (RTSM 4703) – 3 hours
- Culture in Competition (SPER 3203) – 3 hours
- Collaboration in Motion (SPER 3303) – 3 hours

General Electives and Recommended Minor

A minimum of 120 hours is required for graduation; thus, some students may need to take general electives to meet that requirement.

Students may select a minor or pursue other carefully chosen elective hours. Courses taken for a minor reduce the number of general electives a student must take. Business administration, communication, English, psychology, and gender & cultural studies are good choices for sport performance majors, depending on the student's professional goals.

Exit Procedures

Students must complete at least two seasons of competition to graduate with the sport performance major.

B.A. Sustainability & Environmental Studies

William Neace, Ph.D., Dean, School of Mathematics & Sciences
Jim & Helen Lee Fugitte Science Center, Room 316
(270) 384-8080 neacew@lindsey.edu

Evan Mahanna, M.A., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 329
(270) 384-8132 mahannae@lindsey.edu

Full-time program faculty: Evan Mahanna, M.A.

Mission Statement
The sustainability & environmental studies program is founded on the principles of environmental ethics and the science of sustainability. The program offers students the opportunity to study the basic principles of sustainability; to examine the complications to achieving a more sustainable society; and to envision, propose, and apply the philosophies of environmental stewardship to their careers, communities, and daily lives.

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

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

Program Requirements: 48 hours
Along with the general education program, students must complete the major's science and core requirements and must select program electives as indicated.

A. Science Requirements: 8 hours
- Environmental Science (BIOL 2604) – 4 hours
- Conservation Biology (BIOL 2704) – 4 hours

B. Core Requirements: 34 hours
- Introduction to Sustainability (SES 1123) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Environmental Education (SES 3123) – 3 hours
- Environmental Policy (SES 3223) – 3 hours
- Solid Waste Management & Recycling (SES 3423) – 3 hours
- Sustainable Agriculture (SES 3623) – 3 hours
- Sustainable Natural Resource Management (SES 4223) – 3 hours
- Research Methods in Sustainability & Environmental Studies (SES 4323) – 3 hours
- Sustainability Internship (PN03) – 3 hours
- Sustainability & Environmental Studies Senior Capstone (SES 4924) – 4 hours
- U.S. Government (POSC 1003) – 3 hours

C. Program Electives (select from the following): 6 hours
- Global Energy Development (SES 2123) – 3 hours

- Topics in Sustainability & Environmental Studies (SES 3323) – 3 hours
- World Regional Geography (GEOG 1003) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Science, Technology & Society (SCI 4303) – 3 hours

Exit Assessment
All sustainability & environmental studies majors are required to complete a capstone project as part of SES 4924.

B.A. Theatre

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 302
(270) 384-7382 brockr@lindsey.edu

Full-time program faculty: Robert Brock, M.F.A.

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

Students should note that some courses may have prerequisites. Please consult the course descriptions section of this catalog.

A. Core Requirements: 25 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Fundamentals of Theatre Production (THEA 1343) – 3 hours
- Performance Studies (THEA 2101) – 1 hour
- Directing I (THEA 2433) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours
- Theatre History (THEA 3623) – 3 hours
- Life in the Theatre (THEA 4003) – 3 hours
- Senior Seminar (THEA 4903) – 3 hours

B. Program Electives (select from the following): 22 hours
- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours
- Playwriting (THEA 3333) – 3 hours

- Directing II (THEA 3433) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Special Topics in Theatre (THEA 3800) – 1-3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours

Exit Assessment
Students must successfully complete THEA 4903.

Minors

Many programs at Lindsey Wilson University 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 university offers minors in 22 fields of study.

Students are encouraged to declare their minors early in their academic career and to seek guidance from the program coordinator. Courses for the minor must be completed with a minimum grade of C, unless a school or program specifies a higher grade requirement. A minor is not required for graduation; however, courses taken for a minor reduce the number of general electives a student must take. Please note that undergraduate students can complete a minor only *in addition to* and as *a complement to* a major. The university does not award stand-alone or independent minors.

Minor Accounting

Katie M. Curry, M.Acc., Program Coordinator
J.L. Turner Leadership Center, Room 212B
(270) 384-8063 curryk@lindsey.edu

Mission Statement
The mission of the minor in accounting program is to provide a foundation of generally accepted accounting principles, an understanding of financial and managerial accounting, and other elements of accounting that relate to accounting reports and decision making.

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

Students should note that the minor contributes fifteen hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-28 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: 3-7 hours
- Completion of the general education mathematics requirement is recommended for BUSI 2503 – 0-4 hours.
- Business Mathematics (BUSI 2503) *or* College Algebra (MATH 1013) *or* College Algebra with Lab (MATH 1014) is a prerequisite for ACCT 2113 – 3 hours

B. Core Requirements: 6 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours

C. Program Electives (select from the following): 5 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
- Income Tax Practice Seminar (ACCT 4723) – 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.

Minor Art

Karly Flynn, M.A.T., Program Coordinator
W.W. Slider Humanities Center, Room 108
(270) 384-8196 flynnk@lindsey.edu

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

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

Students should note that the minor may contribute up to eight hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-33 hours
Along with the general education program and a major, students must complete the minor's core requirements and select program electives as indicated.

A. Recommended and Prerequisite Courses: 0-7 hours
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), unless waiver requirements are met, is recommended for ART 2733 ***and*** ART 2743 – 0-4 hours
- Writing Studies II (ENGL 1023) is a prerequisite for elective ART 3753 – 3 hours

B. Core Requirements: 18 hours
- Beginning Studio: Drawing (ART 1214) – 4 hours
- Design & Color (ART 2164) – 4 hours
- 3D Design (ART 2174) – 4 hours
- Art History I (ART 2733) – 3 hours
- Art History II (ART 2743) – 3 hours

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

C. Program Electives (select two courses): 6-8 hours
- Beginning Studio: Painting (ART 2314) – 4 hours
- Beginning Studio: Ceramics (ART 2414) – 4 hours
- Beginning Studio: Sculpture (ART 2514) – 4 hours
- Computer Graphics I (ART 2623) – 3 hours
- Advanced Studio: Drawing (ART 3234) – 4 hours
- Advanced Studio: Painting (ART 3334) – 4 hours
- Watercolor & Water Media (ART 3344) – 4 hours
- Figure Drawing & Painting (ART 3354) – 4 hours
- Advanced Studio: Ceramics (ART 3434) – 4 hours
- Advanced Studio: Sculpture (ART 3524) – 4 hours
- Computer Graphics II (ART 3633) – 3 hours
- Modern & Contemporary Art (ART 3753) – 3 hours
- Topics in Art (ART 3TX1-3TX4) – 3-4 hours*

**Topics in Art (ART 3TX1-3TX4) may be used only when the content and credit hour of the course are appropriate and with the program coordinator's permission.*

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

Minor Biology

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

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

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

Students should note that the minor contributes between four and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 31-46 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: 4-17 hours
- Introduction to Cellular Biology (BIOL 1204) *and* Introduction to Cellular Biology Lab (BIOL 1204) are the prerequisites for BIOL 2204, BIOL 2314, BIOL 3103, BIOL 3204, BIOL 3304, ***and*** SCI 2101 – 4 hours
- Human Anatomy (BIOL 2614) is the prerequisite for elective BIOL 2624 – 4 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** Precalculus (MATH 1124) ***or*** Analytical Geometry & Calculus I (MATH 2315) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for BIOL 1204/BIOL 1200 *and* BIOL 1214 – 0-5 hours
- College Algebra (MATH 1013), College Algebra with lab (MATH 1014), ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 – 0-4 hours

B. Core Requirements: 13 hours
- Introduction to Biodiversity (BIOL 1214) – 4 hours
- Animal Diversity (BIOL 2204) ***or*** Plant Diversity (BIOL 2314) – 4 hours
- Genetics (BIOL 3204) – 4 hours
- Introduction to Scientific Communication (SCI 2101) – 1 hour

C. Program Electives (select two courses): 6-8 hours
- Microbiology (BIOL 2104) – 4 hours
- Animal Diversity (BIOL 2204) if not taken for the Core – 4 hours
- Plant Diversity (BIOL 2314) if not taken for the Core – 4 hours
- Environmental Science (BIOL 2604) – 4 hours
- Human Physiology (BIOL 2624) – 4 hours

- Conservation Biology (BIOL 2704) – 4 hours
- Cell Biology (BIOL 3103) – 3 hours
- Pathophysiology (BIOL 3203) – 3 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 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

Minor Business Administration

Catherine Boatright, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 104A
(270) 384-8061 boatrightc@lindsey.edu

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

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

Students should note that the minor contributes nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-36 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: 3-11 hours
- Completion of ENGL 1023 is recommended for BUSI 2303 – 3 hours
- Statistics for Business & Economics (ECON 2203) is a prerequisite for elective BUSI 4763 – 3 hours
- Completion of the general education mathematics requirement is recommended for BUSI 2503 – 3-5 hours

B. Core Requirements: 15-16 hours
- Financial Accounting (ACCT 2113) – 3 hours
- Managerial Accounting (ACCT 2123) – 3 hours
- Business Mathematics (BUSI 2503) ***or*** College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) – 3-4 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
- Survey of Agribusiness (AGBS 1033) – 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.

Minor Chemistry

Kalvin Gregory, Ph.D., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 330
(270) 384-7462 gregoryk@lindsey.edu

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

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

Students should note that the minor contributes 14 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 30-38 hours
Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must complete the related studies requirements as indicated.

A. Prerequisites: 0-8 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for CHEM 1214 – 0-4 hours
- Precalculus (MATH 1124) is a prerequisite for PHYS 2114 – 4 hours

B. Core Requirements: 22 hours
- General Chemistry I with Lab (CHEM 1214) – 4 hours
- General Chemistry II with Lab (CHEM 1224) – 4 hours
- Organic Chemistry I Lecture (CHEM 3313) – 3 hours
- Organic Chemistry I Laboratory (CHEM 3312) – 2 hours
- Organic Chemistry II Lecture (CHEM 3323) – 3 hours
- Organic Chemistry II Laboratory (CHEM 3322) – 2 hours
- Biochemistry (CHEM 4104) – 4 hours

C. Related Studies Requirements: 8 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours

Minor — Christian Ministries

Curtis Lee, Ph.D., Dean, School of Professional Studies
Program Coordinator
Sumner Campus Ministry Center
(270) 384-7322 leec@lindsey.edu

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

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

Students should note that the minor contributes 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24 hours
Along with the general education program and a major, students must complete the minor's core requirements as indicated.

A. Core Requirements: 24 hours

- Christian Beliefs (RELI 1003) – 3 hours
- Old Testament (RELI 1013) – 3 hours
- New Testament (RELI 1023) – 3 hours
- Christian Ministry (RELI 3103) – 3 hours
- Discipleship (RELI 3423) – 3 hours
- Christian Theology I (RELI 3513) – 3 hours
- Christian Theology II (RELI 3523) – 3 hours
- Any 3000-4000 level RELI course not already required for the minor – 3 hours

Exit Assessment
Graduation with the minor in Christian ministries requires:

- Successful completion of all program requirements and assessments; *and*
- Completion of the Advanced Credo in both RELI 3513 and RELI 3523.

Minor Communication

Jennifer Dudley Furkin, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 203
(270) 384-7431 furkinj@lindsey.edu

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

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

Students should note that the minor may contribute up to15 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: 6 hours
- Presentation Design & Delivery (COMM 1203) – 3 hours
- Interpersonal Communication (COMM 2503) – 3 hours

B. Program Electives (choose from the following): 15 hours
Select any five three-hour courses offered in communication not taken to fulfill the minor's core requirements.

Minor Criminal Justice

M. Angela Schwendau, Ph.D., Program Coordinator
Durham Center, Room 104
(270) 384-7453 schwendaum@lindsey.edu

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

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

Students should note that the minor contributes between nine and 15 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21-28 hours
Along with the general education program and a major, students must complete the minor's prerequisites and core requirements and must select program electives as indicated.

A. Recommended & Prerequisite Courses: 0-7 hours
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004), is a prerequisite for CRJS 1003 unless waiver requirements are met – 0-4 hours
- Writing Studies II (ENGL 1023) is a prerequisite for elective CRJS 2103 – 3 hours

B. Core Requirements: 15 hours
- Introduction to Criminal Justice (CRJS 1003) is the prerequisite for all CRJS courses – 3 hours
- Criminal Courts (CRJS 2303) – 3 hours
- Police & Society (CRJS 3123) – 3 hours
- Corrections (CRJS 3203) – 3 hours
- Criminal Justice Capstone: Ethics & Professionalism (CRJS 4303) – 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.

Minor English

Karolyn Steffens, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 303
(270) 384-7461 steffensk@lindsey.edu

Mission Statement
Literature and Writing Studies: The English faculty is committed to a program that stresses excellence in the study of language, literature, and writing. The program curriculum emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. In addition to acquiring a deeper understanding of and appreciation for language, literature, and writing, the skills and knowledge students gain also fully prepare them for graduate and professional schools, teaching language arts at the middle grades and secondary levels, and careers that demand highly developed abilities in critical thinking, research, and writing.

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

Students should note that the minor contributes between 18 and 22 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 27-28 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.

Students should note that some non-ENGL courses have prerequisites. Some prerequisites may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Prerequisites: 6 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) ***or*** Mythology & Folklore in Literature (ENGL 2503) is a prerequisite for the 3000-level literature courses – 3 hours

B. Core Requirements: 12 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
- Intermediate Composition & Rhetoric (ENGL 3013) ***or*** Advanced Writing (ENGL 4503) – 3 hours
- Select one course from the following:
  - Ethnic Literature (ENGL 3063) – 3 hours
  - Women Writers (ENGL 3163) – 3 hours
  - Transnational Literature (ENGL 3553) – 3 hours
  - History & Literature of Empire (ENGL 4353) – 3 hours
  - Feminist Theory & Practice (GCS 3203) – 3 hours

C. Program Electives (select courses from the following not already taken for the Core Requirements): 9-10 hours
- Introduction to Modern English Grammar (ENGL 2703) – 3 hours

- Major Authors Seminar (ENGL 3053) – 3 hours
- Ethnic Literature (ENGL 3063) – 3 hours
- Creative Writing (ENGL 3101/3103) – 1 or 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
- Teaching & Tutoring of Writing (ENGL 3401) – 1 hour
- Studies in Genre (ENGL 3413) – 3 hours
- Transnational Literature (ENGL 3553) – 3 hours
- Critical Issues in Literature & Writing (ENGL 3563) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Writing & Culture (ENGL 3733) – 3 hours
- Sports Stories (ENGL 3743) – 3 hours
- History & Literature of Empire (ENGL/HIST 4353) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- Feminist Theory & Practice (GCS 3203) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours
- Playwriting (THEA 3333) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours

Minor Gender & Cultural Studies

Rachel Carr, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 301
(270) 384-8083 carrr@lindsey.edu

Mission Statement
The gender & cultural studies program at Lindsey Wilson University is an interdisciplinary program that understands and emphasizes the vital connection between education, personal empowerment, and social transformation. The curriculum engages students in a range of experiential learning experiences, including the planning and execution of the Dr. Kara Mollis Conference on Gender studies, preparing them to analyze gender as a cultural phenomenon and to apply that analysis through research, professional communication, and leadership. Students develop the skills to apply critical frameworks across disciplines, equipping them for success in diverse professional and global contexts. In doing so, the program fosters career readiness, intellectual growth, and engaged citizenship.

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

Students should note that the minor contributes between six and 15 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 prerequisites and core requirements and must select program electives as indicated.

Students should note that some courses have prerequisites. Some of these course may satisfy General Education Requirements. Please consult the course descriptions section of this catalog. In addition, the NURS courses require admission to the nursing program.

A. Core Requirements: 15 hours
- Introduction to Gender & Cultural Studies (GCS 1003) – 3 hours
- Global Perspectives on Gender & Culture (GCS 1013) – 3 hours
- Gender & Popular Culture (GCS 2203) ***or*** Gender & Politics (GCS 2213) – 3 hours
- Feminist Theory & Practice (GCS 3203) ***or*** Victim's Advocacy (GCS 3213) – 3 hours
- Gender & Cultural Studies Capstone (GCS 4903) – 3 hours

B. Program Electives (select two courses from the following): 6-9 hours
- Communication in Social & Critical Contexts (COMM 3713) – 3 hours
- Women Writers (ENGL 3163) – 3 hours
- Gender & Popular Culture (GCS 2203) if not taken for the Core – 3 hours
- Gender & Politics (GCS 2213) if not taken for the Core – 3 hours
- Feminist Theory & Practice (GCS 3203) if not taken for the Core – 3 hours
- Victim's Advocacy (GCS 3213) if not taken for the Core – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours
- Special Topics (GCS 3803) – 3 hours
- Critical Issues in Gender & Cultural Studies (GCS 4103) – 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
- Maternal/Newborn/Family-Centered Nursing (NURS 3305) – 5 credit hours
- Community Health Nursing (NURS 4154) – 4 credit hours
- Women in Religion (RELI 3273) – 3 hours

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

Minor History

Caleb Wittum, Ph.D., Program Coordinator
W.W. Slider Humanities Center, Room 307
(270) 384-7467 wittumc@lindsey.edu

Mission Statement
The history faculty is committed to a program which stresses academic excellence. The history curriculum seeks to prepare students for graduate or professional school and focuses on the development of historical literacy, critical thinking, and proficiency in primary historical skills.

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

Students should note that the minor contributes 12 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. 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:-12 hours

- **Select one of the following U.S. history courses**
  - Colonial & Revolutionary America (HIST 3013) – 3 hours
  - Early Republic (HIST 3023) – 3 hours
  - Civil War & Reconstruction (HIST 3073) – 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
  - African American History (HIST 3173) – 3 hours
  - Gilded Age & Progressive Era (HIST 3183) – 3 hours
  - U.S. since 1920 (HIST 3193) – 3 hours
  - Special Topics in U.S. History (HIST 3853) – 3 hours

- **Select one of the following European history 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
  - Special Topics in European History (HIST 3863) – 3 hours
  - History & Literature of Empire (HIST/ENGL 4353) – 3 hours

- **Select one of the following Global history courses**
    - International History & Film (HIST 3433) – 3 hours
    - A Cultural History of Latin America (HIST 3453) – 3 hours
    - Reform & Revolution in Latin America (HIST 3463) – 3 hours
    - Atlantic World History (HIST 3473) – 3 hours
    - Women in World History (HIST 3633) – 3 hours
    - Special Topics in Global History (HIST 3873) – 3 hours

- **Select one additional 3000-4000 level HIST course**

Minor Journalism

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: 21-25 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: 0-4 hours
- Writing Studies I (ENGL 1013) ***or*** Writing Studies I with Lab (ENGL 1004) is a prerequisite for JRNL 2403 unless waiver requirements are met – 0-4 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.

Minor Mathematics

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 workforce in a mathematics-related position; 2) to enter graduate programs in mathematics; or 3) to teach secondary mathematics content (upon completion of teacher certification requirements).

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

Students should note that the minor contributes between nine and 13 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 26-30 hours
Along with the general education program and a major, students must complete the minor's prerequisite and core requirements and must select program electives as indicated.

A. Prerequisites: 0-4 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 ***and*** elective MATH 2503 – 4 hours

B. Core Requirements: 20 hours
- Analytic Geometry & Calculus I (MATH 2315) – 5 hours
- Analytic Geometry & Calculus II (MATH 2325) – 5 hours
- Introduction to Computational Science (MATH/CIS 2713) – 3 hours
- Linear Algebra (MATH 3003) – 3 hours
- Calculus III (MATH 3314) – 4 hours

C. Program Electives (select from the following): 6 hours
- Mathematics & Technology (MATH 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
- Introduction to Abstract Mathematics (MATH 3213) – 3 hours
- Differential Equations (MATH 3323) – 3 hours
- Engineering Mathematics (MATH 3333) – 3 hours
- Abstract Algebra I (MATH 4113) – 3 hours
- Abstract Algebra II (MATH 4133) – 3 hours
- Mathematical Modeling (MATH 4403) – 3 hours
- Foundations of Analysis I (MATH 4413) – 3 hours
- Foundations of Analysis II (MATH 4423) – 3 hours

Minor Music

Jennifer Bersaglia, M.M., Program Coordinator
W.W. Slider Humanities Center, Room 200A
(270) 384-8587 bersagliaj@lindsey.edu

Mission Statement
The purpose of the Lindsey Wilson University music minor is to provide professional education and instruction in music to students. The music minor is designed to help students grow in basic musicianship, understanding of musical concepts, developing aesthetic values, and acquiring a conceptual understanding of musical properties and their interrelationships.

Students majoring in another area may desire to minor in music with an emphasis on performance to further diversity their liberal arts education. The music minor program is a resource for those seeking a comprehensive music education and for all who wish to enrich their lives through involvement in music. The academic purpose is to advance the university's mission by providing undergraduate professional training in music and in music as a liberal art.

By these means, the music program provides artistic and cultural enrichment for the university and the surrounding communities. Additionally, the program works to preserve artistic heritage and to facilitate new creative expressions.

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

Students should note that the minor contributes only a few hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements
Along with the general education program and a major, students must complete the minor's core requirements and must complete Ensemble hours and take Applied Lessons as indicated.

A. Core Requirements: 10 hours
- Music Theory I (MUSI 1613) – 3 hours
- Music Theory II (MUSI 1713) – 3 hours
- History of Music Literature (MUSI 2533) – 3 hours
- Recital Capstone (MUSI 4901) – 1 hour

B. Ensembles (select one of the following emphasis areas): 7 hours

1. Instrumental Emphasis (choose 7 hours from the following)
- Band (MUSI 1161, 2161, 3161, 4161) – 1 hour

2. Vocal Emphasis (choose 7 hours from the following)
- Concert Choir (MUSI 1151, MUSI 2151, MUSI 3151, MUSI 4151) – 1 hour
- Lindsey Wilson University Singers (MUSI 1171, MUSI 2171, MUSI 3171, MUSI 4171) – 1 hour

C. Applied Lessons: 8 hours

- Applied Music (MUSI 1512) – 2 hours*
- Applied Music (MUSI 2512) – 2 hours*

**Applied Music is repeatable for a total of 4 credit hours.*

Note: The program coordinator typically approves and distributes information about additional electives in various disciplines each semester.

Exit Assessment

Graduation requirements for students with a minor in music are as follows:

1. Minimum of a 2.0 Content/Emphasis Area GPA; *and*
2. Minimum of a 2.0 Recital Capstone GPA.

Students applying for graduation with a minor in music must schedule, plan, rehearse, and successfully perform a recital (Recital Capstone) on their main instrument/voice. The recital may consist of all solo repertoire or combination of repertoire varying from solo, duet, trio, chamber literature, etc. This recital must be a minimum of 25 minutes. The recital will be assessed via the Recital Rubric scoring sheet by the instructor and an ensemble director (choral director for vocal, band director for instrumental).

Minor Physics

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: 35-46 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: 13-22 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for MATH 1124 – 0-4 hours
- Precalculus (MATH 1124) is a prerequisite for MATH 2315 – 4 hours
- Analytical Geometry & Calculus I (MATH 2315) is a prerequisite for MATH 2325 – 5 hours
- Analytical Geometry & Calculus II (MATH 2325) is a prerequisite for MATH 3323 ***and*** for electives PHYS 3203 ***and*** PHYS 3404 – 5 hours
- Calculus III (MATH 3314) is a prerequisite for PHYS 3703 ***and*** a prerequisite ***or*** corequisite for elective PHYS 3103 – 4 hours

B. Core Requirements: 16 hours
- College Physics I (PHYS 2114) – 4 hours
- College Physics II (PHYS 2124) – 4 hours
- Engineering Physics I (PHYS 2211) – 1 hour
- Engineering Physics II (PHYS 2221) – 1 hour
- Differential Equations (MATH 3323) ***or*** Engineering Mathematics (MATH 3333) – 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

Minor Political Science

Matthew Powers, Ph.D., Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-8119 powersm@lindsey.edu

Mission Statement
The mission of the political science program is to develop students' understanding of politics by providing them with the conceptual tools needed to evaluate the political world. In the process, the political science program exposes students to all of the discipline's different subfields by educating them on each subfield's core principles and demonstrating the ways they relate to one another. The political science program also strives to contribute to a deeper understanding of politics and government through faculty research and publications, while also serving as a resource of expertise for national, state, and local government.

The education that students receive in political science is ultimately geared toward providing them with the skills required to pursue successful careers in government, academics, and the private sector. A political science degree is particularly appropriate for students contemplating attending law school or graduate programs in the social sciences. Students who have an interest in political science but who have career plans outside the discipline often minor in political science while majoring in another field.

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

Students should note that the minor may contribute up to 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, American politics, and international perspectives requirements as indicated.

A. Core Requirements: 9 hours
- U.S. Government (POSC 1003) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Comparative Politics (POSC 2303) – 3 hours

B. American Politics Requirements (select two of the following): 6 hours
- U.S. Constitutional Law (CRJS 3213) – 3 hours
- U.S. History: 1865 to Present (HIST 1043) – 3 hours
- U.S. Congress (POSC 2203) – 3 hours
- Public Policy (POSC 3213) – 3 hours
- The American Presidency (POSC 4203) – 3 hours
- Topics in Political Science & Politics (POSC 4TX3) – 3 hours

C. International Perspectives Requirements (select two of the following): 6 hours
- World Civilization II: 1500 to Present (HIST 2243) – 3 hours
- U.S. Foreign Policy (POSC 2403) – 3 hours
- International Law (POSC 3313) – 3 hours
- Terrorism & Political Violence (POSC 3323) – 3 hours
- Ethnic Conflict & Civil War (POSC 3403) – 3 hours
- Politics of the Middle East (POSC 3503) – 3 hours
- Topics in International Issues in Political Science (POSC 3TX3) – 3 hours

Minor Psychology

Jordan E. Greenburg, Ph.D., Program Coordinator
Goodhue Academic Center, Room 309
(270) 384-7419 greenburgj@lindsey.edu

Mission Statement
The mission of the psychology program is to prepare students for graduate and professional study in a variety of fields related to human behavior.

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

Students should note that the minor contributes 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24-28 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: 3-7 hours
- Principles of Psychology (PSYC 1003) is a prerequisite for all PSYC courses – 3 hours
- College Algebra (MATH 1013) ***or*** College Algebra with Lab (MATH 1014) ***or*** a minimum ACT mathematics subscore of 26 ***or*** minimum SAT mathematics score of 600 or equivalent is a prerequisite for PSYC 4703 – 0-4 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
- Developmental Psychology (PSYC 3903) – 3 hours
- Physiological Psychology (PSYC 4403) – 3 hours
- History & Issues of Psychology (PSYC 4503) – 3 hours
- Research Methods & Statistics I (PSYC 4703) – 3 hours
- Research Methods & Statistics II (PSYC 4903) – 3 hours

C. Program Electives (select any additional courses from the Core Requirements listed above and/or from the following): 9 hours
- Animal Behavior (BIOL 3513) – 3 hours
- Nonverbal Communication (COMM 3203) – 3 hours
- Group Communication & Decision Making (COMM 3303) – 3 hours
- Persuasion (COMM 4723) – 3 hours
- Adolescent Psychology (EDUC 3303) – 3 hours
- Introduction to Counseling Theory (HS 2903) – 3 hours
- Ethics & Multicultural Diversity (HS 4253) – 3 hours
- Substance Abuse (HS 4343) – 3 hours
- Psychopathology (PSYC 3033) – 3 hours
- Sport Psychology (PSYC 3733) – 3 hours
- Special Topics (PSYC 3803) – 3 hours
- Special Topics (PSYC 4803) – 3 hours

Minor Recreation, Tourism & Sport Management

Ginni Dilworth, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 217
(270) 384-8068 dilworthg@lindsey.edu

Mission Statement
The recreation, tourism & sport management (RTSM) minor focuses on preparing students to complement their major course of study with content specific to developing, planning, and managing leisure, recreation, sport, and tourism programs and facilities.

Graduation Requirements
Students should note that the minor contributes between nine and 12 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 21 hours
Along with the general education program and a major, students must complete the minor's core requirements and must select program electives as indicated.

A. Core Requirements: 9 hours
- Introduction to Recreation, Tourism & Sport Management (RTSM 2013) – 3 hours
- Principles of Tourism (RTSM 2403) – 3 hours
- Principles of Sport Management (RTSM 2603) – 3 hours

B. Program Electives (select from the following): 12 hours
- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Recreation Administration (RTSM 3213) – 3 hours
- Recreation Programming (RTSM 3303) – 3 hours
- Outdoor Recreation Management (RTSM 3513) – 3 hours
- Research & Evaluation in RTSM (RTSM 3613) – 3 hours
- Coaching Ethics & Strategies (RTSM 3633) – 3 hours
- Sport Marketing (RTSM 3713) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Topics in Tourism (RTSM 3TX3) – 3 hours
- Park & Open Space Planning & Design (RTSM 4203) – 3 hours
- Professional Event Management (RTSM 4303) – 3 hours
- Tourism Destination Management (RTSM 4403) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Sport Law (RTSM 4703) – 3 hours
- Special Topics (RTSM 4803) – 3 hours
- Recreational Ministries (RELI 4403) – 3 hours

Minor Spanish

Derek Kotter, M.A., Program Coordinator
J.L. Turner Leadership Center, Room 104B
(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 between 12 and 15 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 introductory and core requirements and must select program electives as indicated.

A. Introductory Requirements: 6 hours
- Elementary Spanish I (SPAN 1013) – 3 hours
- Elementary Spanish II (SPAN 1023) – 3 hours

or

- Elementary Medical Spanish I (SPAN 1033) – 3 hours
- Elementary Medical Spanish II (SPAN 1043) – 3 hours

B. Core Requirement: 7 hours
- Intermediate Spanish I (SPAN 2033) – 3 hours
- Intermediate Spanish II (SPAN 2043) – 3 hours
- Spanish Seminar (SPAN 4901) – 1 hour*

**Must be taken in conjunction with an approved three-credit-hour 3000-4000 level Spanish course during the last year of minor.*

C. Program Electives (select from the following): 9 hours
- Spanish Conversation (SPAN 3013) – 3 hours
- Latin American Culture & Civilization (SPAN 3033) – 3 hours
- Spanish Translation (SPAN 3053) – 3 hours
- Introduction to Hispanic Literature (SPAN 3103) – 3 hours
- Teaching Spanish as a Foreign Language (SPAN 3133) – 3 hours
- Second Language Acquisition: Spanish (SPAN 3153) – 3 hours
- Special Topics in Spanish (SPAN 3803) – 3 hours
- Introduction to Spanish Linguistics (SPAN 4033) – 3 hours
- Spanish Phonetics & Pronunciation (SPAN 4053) – 3 hours
- Advanced Grammar & Composition (SPAN 4103) – 3 hours
- Study Abroad (3000-4000 level) – credit hours may vary

Exit Assessment
Students are required to take Spanish Seminar (SPAN 4901).

Minor Sport Management

Ginni Dilworth, Ph.D., Program Coordinator
J.L. Turner Leadership Center, Room 217
(270) 384-8068 dilworthg@lindsey.edu

Mission Statement
The sport management minor focuses on preparing students for professional careers with content specific to managing sport programs and facilities.

Graduation Requirements
Students should note that the minor contributes between 12 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 core requirements and must select program electives as indicated.

Students should note that some courses may have prerequisites. Some of these may satisfy General Education requirements. Please consult the course descriptions section of this catalog.

A. Core Requirements: 12 hours
- Principles of Sport Management (RTSM 2603) – 3 hours
- Recreation & Sport Facility Management (RTSM 3103) – 3 hours
- Sport Marketing (RTSM 3713) – 3 hours
- Sport Law (RTSM 4703) – 3 hours

B. Program Electives (select from the following): 9 hours
- Business Communication (BUSI 2303) – 3 hours
- Crisis Communication (COMM 4203) – 3 hours
- Leadership & Diversity in RTSM (RTSM 2103) – 3 hours
- Recreation Administration (RTSM 3213) – 3 hours
- Coaching Ethics & Strategies (RTSM 3633) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- Athletic Administration (RTSM 4603) – 3 hours
- Special Topics (RTSM 3803) – 3 hours
- RTSM Internship (RTSM 4901-RTSM 4906) – 1-6 hours

Minor Sustainability & Environmental Studies

Evan Mahanna, M.A., Program Coordinator
Jim & Helen Lee Fugitte Science Center, Room 329
(270) 384-8132 mahannae@lindsey.edu

Mission Statement
The sustainability & environmental studies program is founded on the principles of environmental ethics and the science of sustainability. The program offers students the opportunity to study the basic principles of sustainability; to examine the complications to achieving a more sustainable society; and to envision, propose, and apply the philosophies of environmental stewardship to their careers, communities, and daily lives.

Graduation Requirements
Students should note that the minor contributes between 12 and 21 hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 24 hours
Along with the general education program and a major, students must complete the minor's core requirements and must select program electives as indicated.

A. Core Requirements: 12 hours
- Introduction to Sustainability (SES 1123) – 3 hours
- Environmental Education (SES 3123) – 3 hours
- Solid Waste Management & Recycling (SES 3423) – 3 hours
- Sustainable Natural Resource Management (SES 4223) – 3 hours

B. Electives (select from the following): 12 hours
- Global Energy Development (SES 2123) – 3 hours
- Environmental Justice (SES 2223) – 3 hours
- Topics in Sustainability & Environmental Studies (SES 3323) – 3 hours
- Sustainable Agriculture (SES 3623) – 3 hours
- Green Criminology (CRJS 4113) – 3 hours
- International Relations (POSC 2213) – 3 hours
- Science, Technology & Society (SCI 4303) – 3 hours

Minor Theatre

Robert Brock, M.F.A., Program Coordinator
Goodhue Academic Center, Room 302
(270) 384-7382 brockr@lindsey.edu

Mission Statement
The mission of the theatre program is to provide a nurturing and challenging artistic environment that celebrates our history and anticipates our future and to enhance the cultural and aesthetic experience of our campus and community through quality productions and educational outreach.

The theatre program will provide:
- Basic knowledge of the main components of the theater arts, *and*
- Appreciation of the historical and present impact of theater on human civilization.

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

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

Students should note that the minor contributes up to nine hours toward the required 39 hours of 3000-4000 level coursework.

Program Requirements: 22 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.

Students should note that some courses may have prerequisites. Please consult the course descriptions section of this catalog.

A. Core Requirements: 13 hours
- Introduction to Theatre Arts (THEA 1313) – 3 hours
- Fundamentals of Acting (THEA 1323) – 3 hours
- Fundamentals of Theatre Production (THEA 1343) – 3 hours
- Performance Studies (THEA 2101) – 1 hour
- Directing I (THEA 2433) – 3 hours

B. Program Electives (select from the following): 9 hours
- Acting II (THEA 2323) – 3 hours
- Children's Theatre (THEA 2413) – 3 hours
- Voice & Movement (THEA 2513) – 3 hours
- Advanced Topics in Theatre Production (THEA 3081) – 1 hour
- Acting III (THEA 3323) – 3 hours

- Playwriting (THEA 3333) – 3 hours
- Dramatic Literature Survey (THEA 3423) – 3 hours
- Directing II (THEA 3433) – 3 hours
- A Cry of Players (THEA 3613) – 3 hours
- Theatre History (THEA 3623) – 3 hours
- Life in the Theatre (THEA 4003) – 3 hours
- Shakespeare (ENGL 3603) – 3 hours
- Gender & Sexuality in Cinema (GCS 3313) – 3 hours

Exit Assessment
Students applying for graduation with a minor in theatre must schedule an exit interview with the theatre program coordinator. Prior to the exit interview, each student will prepare a two-minute monologue from a play. Students must be prepared to answer questions about the monologue; these questions may be obtained from the program coordinator.

Certificates

Lindsey Wilson University has designed certificates for the convenience of bachelor-degree seeking students. Certificate programs offer specialized training in a focused area, helping individuals gain specific skills and knowledge to enhance their career prospects. As the world becomes increasingly globalized, specialized skills and credentials are highly beneficial for graduates as they enter competitive career markets. Certificate programs offer students studying in traditional liberal arts programs the opportunity to gain knowledge and practical skills to complement their major and benefit their career goals. Lindsey Wilson University offers two certificate programs for currently enrolled undergraduate students.

Courses taken for a certificate reduce the number of general electives a student must take.

Certificate — Legal Studies

Allison Egnew Smith, Ph.D., Dean, School of Arts & Humanities
W.W. Slider Humanities Center, Room 305
(270) 384-8158 smitha@lindsey.edu

Matthew Powers, Ph.D., Program Coordinator
Goodhue Academic Center, Room 303
(270) 384-8119 powersm@lindsey.edu

Full-time program faculty: Catherine Boatwright, Ph.D.; Rachel Carr, Ph.D.; Jennifer Furkin, Ph.D.; David Goguen, M.F.A.; Casey Hardy McGowan, J.D.; Matthew Powers, Ph.D.; M. Angela Schwendau, Ph.D.; Allison Smith, Ph.D.; Lucas Somers, Ph.D.; Karolyn Steffens, Ph.D.; Elizabeth Tapscott, Ph.D.

Mission Statement
The mission of the legal studies certificate program is to prepare those students interested in law school for the rigors of this experience. It does this by providing students with many of the skills they will need while in law school, with courses that will hone their analytical, writing, and rhetorical abilities. The certificate also introduces students to the legal field by requiring them to take a variety of legal studies classes examining business law, constitutional law, international law, and criminal law.

Certificate Requirements: 18-30 hours
In addition to the general education requirements and a major, to be eligible for this certificate, students must complete its prerequisites (if necessary), its Legal Skills, Analytical Skills, Writing Skills, and Rhetorical Skills requirements.

Students should note that the certificate contributes between six and 15 hours toward the required 39 hours of 3000-4000 level coursework.

A. Prerequisites: 3-15 hours

- Introduction to Criminal Justice (CRJS 1003) ***or*** U.S. Government (POSC 1003) is the prerequisite for CRJS 3213 – 3 hours
- Introduction to Criminal Justice (CRJS 1003) ***and*** U.S. Constitutional Law (CRJS 3213) are the prerequisites for CRJS 3703 – 6 hours
- Writing Studies II (ENGL 1023) ***and*** Literary Interpretation (ENGL 2103) ***or*** instructor's permission is the prerequisite for ENGL 3013 – 6 hours
- Writing Studies II (ENGL 1023) ***and*** junior standing ***or*** instructor's permission are the prerequisites for ENGL 4503 – 3 hours
- Literary Interpretation (ENGL 2103) ***or*** World Literature (ENGL 2203) ***or*** Mythology & Folklore in Literature (ENGL 2503) is the prerequisite for ENGL 3363 – 3 hours
- Introduction to Gender & Cultural Studies (GCS 1003) ***or*** Global Perspectives on Gender & Culture (GCS 1013) ***or*** instructor's permission is the prerequisite for GCS 2213 – 3 hours
- Introduction to Gender & Cultural Studies (GCS 1003) ***and*** Global Perspectives on Gender & Culture (GCS 1013) ***or*** instructor's permission is the prerequisite for GCS 3203 – 6 hours
- U.S. History: 1492 to 1865 (HIST 1033) ***or*** U.S. History: 1865 to Present (HIST 1043) ***or*** World Civilization I: Prehistory to 1500 (HIST 2233) ***or*** World Civilization II: 1500 to Present (HIST 2243) ***and*** sophomore standing ***or*** instructor's permission are the prerequisites for HIST 3703 – 3 hours
- U.S. History: 1865 to Present (HIST 1043) ***or*** instructor's permission is the prerequisite for HIST 3163 – 3 hours
- U.S. Government (POSC 1003) is the prerequisite for POSC 2113, POSC 2203, ***and*** POSC 4203 – 3 hours

- U.S. Government (POSC 1003) ***and either*** International Relations (POSC 2213) ***or*** instructor's permission are the prerequisites for POSC 3313 – 3-6 hours

B. Legal Skills Requirements (select two of the following): 6 hours

- Business Law (BUSI 2713) – 3 hours
- U.S. Constitutional Law (CRJS 3413) – 3 hours
- Criminal Law (CRJS 3703) – 3 hours
- International Law (POSC 3703) – 3 hours
- Communication Law & Ethics (COMM/JRNL 4403) – 3 hours

C. Analytical Skills Requirement (select one of the following): 3 hours

- Political Theory Through the Ages (POSC 2113) – 3 hours
- Modern Critical Theory (ENGL 3363) – 3 hours
- Feminist Theory & Practice (GCS 3203) – 3 hours
- Ethics (PHIL 3003) – 3 hours
- Business Ethics & Values (BUSI 4783) – 3 hours

D. Writing Skills Requirement (select one of the following): 3 hours

- U.S. Congress (POSC 2203) – 3 hours
- America in World War & Cold War (HIST 3163) – 3 hours
- Historiography: The Historian's Craft (HIST 3703) – 3 hours
- Advanced Writing (ENGL 4503) – 3 hours
- The American Presidency (POSC 4203) – 3 hours

E. Rhetorical Skills Requirement (select one of the following): 3 hours

- Critical Thinking & Communication (COMM 2003) – 3 hours
- Gender & Politics (GCS 2213) – 3 hours
- Intermediate Composition & Rhetoric (ENGL 3013) – 3 hours
- Conflict Resolution (COMM 4103) – 3 hours
- Persuasion (COMM 4723) – 3 hours

Certificate Organizational Leadership

Benson T. Sexton, Ph.D., Dean, School of Business & Communication
J.L. Turner Leadership Center, Room 202
(270) 384-7384 sextonb@lindsey.edu

Kaylie Butler, M.A., Program Coordinator
J.L. Turner Leadership Center, Room 207A
(270) 384-8141 butlerk@lindsey.edu

Full-time program faculty: Catherine Boatwright, Ph.D.; Kaylie Butler, M.A.; Ginni Dilworth, Ph.D.; Jennifer Furkin, Ph.D.; Zachary Isaacs, Ph.D.; Jacob Phelps, Ph.D.; Benson T. Sexton, Ph.D.; Michael Starr, D.B.A.; William Ward, D.B.A.

Mission Statement
The mission of the undergraduate organizational leadership certificate program is to prepare students to be confident, adaptable, and responsible leaders who can inspire positive change in their communities and future professional endeavors. This is accomplished by teaching the skills, knowledge, and ethical foundations needed to lead in diverse and dynamic environments. Through a combination of academic coursework, experiential learning, and personal development, the certificate program fosters critical thinking, emotional intelligence, and collaborative leadership.

Certificate Requirements: 12 hours
Along with the general education program and a major, students must complete the certificate's core requirements. Students should note that the certificate contributes six hours toward the required 39 hours of 3000-4000 level coursework.

A. Program Requirements: 12 hours
- Introduction to Leadership Studies (AIS 1013) – 3 hours
- Topics in Applied Leadership (AIS 4103) – 3 hours
- Introduction to Management (BUSI 2903) – 3 hours
- Leadership (COMM 4713) – 3 hours

This page intentionally left blank.

Undergraduate Course Descriptions

Lindsey Wilson University's undergraduate course descriptions section of the catalog contains the description of courses taught at the institution. For an actual list of undergraduate courses being offered in a specific semester, please visit the online course schedule.

Course Numbers
Each digit in the course numbers represents the following:

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

Course Prerequisites and Corequisites

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

Common Numbered Courses

- **Internships:** Internships are indicated by the program abbreviation followed by PN in the first two digit positions, and the credit hour number (from 01-03) in the third and fourth positions (e.g., BUSI PN03). Most internships are graded on a Credit/No Credit (CR/NC) basis.
- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from the dean of the school, the Academic Affairs Office, and the Registrar's Office are required. Course numbers are assigned using a "DS" for the middle two digit positions (e.g., HUMN 4DS1 – senior level directed study course in humanities earning one credit hour).
- **Special Topics:** These courses are offered on an occasional basis by faculty to explore subjects not offered regularly in the curriculum. Course numbers under this designation will be preceded by the appropriate program abbreviation and will show an "8" in the second digit position. As usual, the first digit indicates the course level, and the final digit will vary according to the number of credits the course carries (e.g., ENGL 3802 – junior level special topics course in English earning two credit hours).

Accounting ACCT

ACCT 2113 – Financial Accounting – 3 credit hours
Introduction to the concepts and principles involved in the preparation of financial statements. Topics covered include: the accounting cycle, the balance sheet, income statement, assets, liabilities, and stockholder equity. The emphasis is on external reporting requirements. ***Prerequisite:*** BUSI 2503 *or* MATH 1013 *or* MATH 1014.

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/corequisite*:** ACCT 2123 with a minimum grade of C+ *or* instructor's permission.

ACCT 3123 – Intermediate Accounting II – 3 credit hours
Introduction to intermediate concepts and principles involved in the preparation of GAAP-based financial statements. Topics covered include: current and long-term liabilities, earnings per share, revenue recognition, income taxes, leases, pensions, and financial statement analysis. ***Prerequisite/corequisite:*** ACCT 2123.

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:*** ACCT 2123.

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/corequisites:*** ACCT 3113, 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 3133 *and* ACCT 3123 *or* concurrent with instructor's permission.

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 Foundation Tax-Aide program, students provide free federal and state income tax return preparation assistance and e-filing for the local community. This course may be repeated once for credit. ***Prerequisite:*** ACCT 3453 *and* instructor's permission.

ACCT PN00 – Internship in Accounting – 1-6 credit hours
Provides experiential learning at an on-campus or off-campus site. Internships give students the opportunity to apply the skills and understandings learned in accounting courses in a professional setting;

integrate classroom knowledge and theory with practical applications and skills; and provide the opportunity to make connections in the industry and to develop hard and soft skills. 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. May be taken during the fall or spring semester or during the summer. *Forty hours constitute one credit hour.* ***Grading:*** Credit/No Credit.

Agribusiness AGBS

AGBS 1033 – Survey of Agribusiness – 3 credit hours
Introduces students to various aspects of the business of agriculture by exploring the three major agribusiness sectors (production agriculture, input supply industries, and food processing and distribution) regionally and internationally. Topics include agricultural economics, finance, technology, marketing, management, accounting, sales, entrepreneurship, and the future of agribusiness.

AGBS 2003 – Rural Development – 3 credit hours
Introduces students to the social, economic, and institutional factors influencing rural development and community sustainability. Students examine the role of agriculture, agribusiness, policy, and local leadership in shaping rural economies, with attention to challenges such as population change, workforce development, and access to resources. Emphasis is placed on understanding strategies that support resilient and thriving rural communities.

AGBS 3003 – Farm & Agribusiness Management – 3 credit hours
Examines the principles & practices of managing farm and agribusiness operations with an emphasis on decision-making, resource allocation, and operational efficiency. Students analyze financial, human, and physical resources within agricultural enterprises and apply management strategies to real-world farm and agribusiness contexts, with particular attention to risk, sustainability, and rural economic standards.

AGBS 3013 – Agricultural Marketing & Supply Chains – 3 credit hours
Explores marketing and supply chain systems within agricultural and food industries. Students examine how agricultural products move from producers to consumers, analyzing pricing, distribution, logistics, value-added strategies, and market coordination. Emphasis is placed on market analysis, risk management, and the role of supply chains in supporting rural economies and food system resilience.

AGBS 3023 – Agricultural Technology & Information Systems – 3 credit hours
Examines the role of technology and information systems in modern agricultural and agribusiness operations. Students explore precision agriculture, data management, decision-support tools, and emerging digital technologies used to enhance productivity, efficiency, and sustainability. Emphasis is placed on applying technology to real-world farm and agribusiness decision-making within contemporary agricultural systems.

AGBS 3033 – Food Systems & Supply Chain Analysis – 3 credit hours
Examines food systems as interconnected networks linking agricultural production, processing, distribution, consumption, and waste management. Students analyze supply chain structures, coordination, and vulnerabilities within regional, national, and global food systems. Emphasis is placed on systems thinking, data-informed analysis, and strategies to enhance efficiency, resilience, equity, and sustainability across food supply chains.

AGBS 4033 – Agricultural Policy – 3 credit hours
Examines agricultural policy at the local, national, and global levels and its impact on farm, agribusiness, and food systems. Students analyze policies related to farm programs, trade, conservation, labor, and rural development, with emphasis on how policy decisions shape agricultural markets, management

practices, and rural communities. The course develops students' ability to critically evaluate policy outcomes and engage in informed policy discussions.

AGBS 4053 – Agribusiness Issues – 3 credit hours
Examines contemporary and emerging issues affecting agribusiness at the local, national, and global levels. Students critically analyze topics such as sustainability, labor, trade, technology adoption, environmental regulation, food security, and ethical challenges within agricultural systems. Emphasis is placed on evaluating multiple perspectives, integrating research, and developing informed responses to complex agribusiness challenges.

AGBS 4093 – Agribusiness Capstone Seminar – 3 credit hours
The capstone seminar provides students with the opportunity to integrate and apply knowledge gained throughout the agribusiness curriculum to real-world agricultural challenges. Students engage in applied projects, case analyses, or community-based partnerships addressing farm and agribusiness issues such as management, marketing, policy, technology, and sustainability. Emphasis is placed on professional communication, critical thinking, and ethical decision-making in agribusiness contexts.

Applied & Interdisciplinary Studies AIS

AIS 1003 – Strategies for Success – 3 credit hours
This course examines various techniques utilized for success academically, personally, and professionally. Opportunities for cross discipline application of concepts explored in the classroom are provided. With a focus on "soft skills," topics include but are not limited to metacognition, self-motivation, self-management, employment of interdependence, inner dialogue, and emotional intelligence. *Course rotation:* Fall and spring.

AIS 1013 – Introduction to Leadership Studies – 3 credit hours
This course examines leadership theory in relationship to student leadership roles. It features critical thinking and reflective activities designed to engage students in practices for exemplary leaders. Students will learn how to transform their leadership style, skills, and values into actions by participating in group discussions, recreational activities, directed readings, and class presentations.

AIS 2013 – Introduction to Community Development – 3 credit hours
Introduction to theories associated with and common practices of community development, with a brief history of community development in the United States. Explores various models of practice in different types of organizations that strengthen communities and address issues related to education, health care, social justice, globalization, and sustainability. Students complete a 10-hour service-learning project. *Course rotation:* Fall and spring.

AIS 4103 – Topics in Applied Leadership – 3 credit hours
An in-depth exploration of contemporary leadership theories and practices, with a focus on applying leadership principles in real-world contexts. Students will examine key topics such as emotional intelligence, team dynamics, conflict resolutions, ethical decision-making, and leading through change. This course emphasizes personal leadership development and prepares students to navigate diverse and complex organizational environments. Suitable for students seeking to enhance their leadership effectiveness across various industries and roles. ***Prerequisite:*** AIS 1013 *or* BUSI 2903. *Course rotation:* As needed.

AIS 4903 – Interdisciplinary Studies Seminar – 3 credit hours
A senior-year capstone integrative experience that involves a synthesis of what has been learned in the major. Students design and complete a project through the application of knowledge and critical

perspectives synthesized from the interdisciplinary emphasis areas selected for their major. Offered as needed and in consultation with the student's Interdisciplinary Studies program advisor. ***Prerequisites:*** Senior standing *and* declared Interdisciplinary Studies major. *Course rotation:* Spring and/or as needed.

AIS PN03 – Interdisciplinary Studies Internship – 3 credit hours
Students gain exposure and experience in a professional working environment appropriate to the areas of emphasis within their degree program. Internships are arranged by students with the assistance and approval of the program coordinator. This course may be repeated once for credit. ***Prerequisite:*** Junior *or* senior standing *or* instructor's permission. *Course rotation:* As needed.

Art ART

ART 1003 – Understanding Visual Art – 3 credit hours
An introduction to the understanding and appreciation of visual arts. The major art forms of painting, sculpture, and architecture are explored and related to everyday life. This course may be taken as partial fulfillment of the requirements for the art minor or as an elective for non-art majors. ***Recommended*** for elementary education P-5 majors. *Course rotation:* Typically each semester.

ART 1214 – Beginning Studio: Drawing – 4 credit hours
Develops observational skills and explores a variety of drawing media and subject matter. Students will become familiar with traditional and contemporary drawing applications while formulating inquiries for personalized artistic expression. ($44 lab fee) *Course rotation:* Typically each semester.

ART 2153 – Introduction to Photography – 3 credit hours
Introduces the fundamentals of digital photography in both artistic and media contexts. Through the study of cameras, light, composition, and image manipulation, students learn the processes and aesthetic values needed to produce quality images. A hands-on approach allows students to explore their creativity through a series of projects. Also listed as JRNL 2153. *Course rotation:* Fall and spring.

ART 2164 – Design & Color – 4 credit hours
An introduction to basic principles and concepts related to color and two- and three-dimensional forms. Students will develop creative problem solving skills by analyzing the properties and functions of various hands-on design applications. ($44 lab fee) *Course rotation:* Typically each semester.

ART 2174 – 3D Design – 4 hours
An introductory course that focuses on basic three-dimensional design, concepts, issues, and processes. Students will create models in planar, volumetric, linear, freestanding, and other modes of physical form. ($44 lab fee) *Course rotation:* Varies.

ART 2314 – Beginning Studio: Painting – 4 credit hours
Designed to enhance creative potential and develop proficiency through the use of paint media, composition, and a variety of subject matter and studio practices. Students will become familiar with traditional and contemporary painting applications while formulating inquiries for personalized artistic expression. ($44 lab fee) ***Recommended:*** ART 1214 *and* ART 2164. *Course rotation:* Typically each semester.

ART 2414 – Beginning Studio: Ceramics – 4 credit hours
Development of functional and sculptural ceramic forms using primarily hand-building methods: Coil, slab, extruded, and combined methods and surface enrichment appropriate for low- and high-fire clay bodies. Students will become familiar with traditional and contemporary ceramic applications while

formulating inquiries for personalized artistic expression. ($44 lab fee) ***Recommended:*** ART 2174. *Course rotation:* Typically once a year.

ART 2514 – Beginning Studio: Sculpture – 4 credit hours
An examination of sculptural processes: casting, carving, modeling, and assemblage. Addresses basic sculptural problems related to technique, materials, and methods. Students will become familiar with traditional and contemporary sculptural applications while formulating inquiries for personalized artistic expression. ($44 lab fee) ***Recommended:*** ART 1214, ART 2164, *and* ART 2174. *Course rotation:* Typically fall.

ART 2613 – Art Education P-5 – 3 credit hours
Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media, and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as EDUC 2613. ($44 lab fee) ***Recommended*** for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

ART 2623 – Computer Graphics I – 3 credit hours
This course is an introduction to the creation of art within a digital environment. Students investigate basic digital illustration techniques, image manipulation, principles of graphic design, and other digital image editing software applications. The course includes structured lessons and creative projects. ***Prerequisite:*** ART 2164.

ART 2733 – Art History I – 3 credit hours
Surveys visual art forms and architecture of the ancient cultures through the Gothic period. ***Recommended:*** ENGL 1013 *or* ENGL 1004. *Course rotation:* Typically spring.

ART 2743 – Art History II – 3 credit hours
Surveys historical developments of western visual art forms and architecture from the Renaissance through the modern era. ***Recommended:*** ENGL 1013 *or* ENGL 1004. *Course rotation:* Typically fall.

ART 3234 – Advanced Studio: Drawing – 4 credit hours
A thematic approach is used to develop advanced studio practices. From consideration of particular topics, investigation of drawing processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary drawing applications leading toward individualized expression is explored. ($44 lab fee) ***Note:*** This course may be repeated for credit. ***Prerequisites:*** ART 1214 *and* ART 2164 *or* instructor's permission. *Course rotation:* Typically once a year.

ART 3334 – Advanced Studio: Painting – 4 credit hours
A thematic approach is used to develop advanced studio practices. Through consideration of particular topics, investigation of paint processes to strengthen proficiency, analysis of problems in composition and content, a variety of traditional and contemporary painting, applications leading toward individualized expression are explored. ($44 lab fee) ***Note:*** This course may be repeated for credit. ***Recommended:*** ART 1214 *and* ART 2164. ***Prerequisites:*** ART 2314 *or* instructor's permission. *Course rotation:* Typically once a year.

ART 3344 – Watercolor & Water Media – 4 credit hours
Students will explore the processes and techniques of water-based painting, including traditional watercolor along with contemporary methods and materials. Whether focusing on watercolor painting or exploring the possibilities of water-based media, this course will help build artistic skill and cultivate creative expression. ($44 lab fee) ***Recommended:*** ART 1214 *and* ART 2164. *Course rotation:* Varies.

ART 3354 – Figure Drawing & Painting – 4 credit hours
A studio class focusing on figurative representation in drawing and paint media. Emphasis is on developing rendering skills of the human form in regard to proportion, anatomy, and structure. Traditional as well as contemporary practices will be explored. ($44 lab fee) ***Recommended:*** ART 1214 *and* ART 2164. *Course rotation:* Varies.

ART 3413 – Interactive Media Design – 3 credit hours
Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative application of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as JRNL 3413. ***Prerequisite:*** Junior standing *or* instructor's permission. ***Recommended:*** ART 2153, ART 2164, *and* ART 2623. *Course rotation:* Fall of odd years.

ART 3434 – Advanced Studio: Ceramics – 4 credit hours
A thematic approach to developing advanced ceramic studio proficiencies is used and includes consideration of advanced problems in composition and content, and a variety of traditional and contemporary functional and sculptural applications leading toward individualized expressions and critical reflection. This course may be repeated for credit. ($44 lab fee) ***Prerequisite:*** ART 2414. *Course rotation:* Typically once a year.

ART 3524 – Advanced Studio: Sculpture – 4 credit hours
A thematic approach to developing proficiencies in advanced sculptural practices. From consideration of particular topics and advanced problems in composition and content, a variety of traditional and contemporary sculptural applications leading toward individualized expression are explored. This course may be repeated for credit. ($44 lab fee) ***Recommended:*** ART 1214 *and* ART 2164. ***Prerequisites:*** ART 2514 *or* instructor's permission. *Course rotation:* Typically fall.

ART 3623 – Art Education 6-12 – 3 credit hours
Provides preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as EDUC 3623. ($44 lab fee) ***Prerequisites:*** ART 1214, ART 2164, *and* ART/EDUC 2613 *or* instructor's permission. *Course rotation:* As needed.

ART 3633 – Computer Graphics II – 3 credit hours
Explores processes related to commercial graphic arts, industry practices, advanced digital image editing, as well as creative projects in digital format. Topics include design, layout, typography, and other digital media applications. ***Prerequisite:*** ART 2623.

ART 3643 – Digital Video Arts – 3 credit hours
Investigates digital applications through small format video production, digital sound environments, advanced 2-D and 3-D digital imaging, animation, and advanced creative design principles. ***Prerequisite:*** ART 3633.

ART 3753 – Modern & Contemporary Art – 3 credit hours
Investigates early 20th century modern art's directions through contemporary trends and issues in the visual arts. ***Prerequisite:*** ENGL 1023. ***Recommended:*** ART 2733 *and* ART 2743. *Course rotation:* Typically spring.

ART 3TX1-3TX4 – Topics in Art – 1-4 credit hours
Offers in-depth study of a particular area in the visual arts. Possible topics may include research into areas of art history; theory and criticism; specialized studio applications, site specific design; digital technologies and instrumentation related to design and creative expression, community art, grant writing, gallery function, or art administration. Variable credit. This course may be repeated for credit. Topic and focus of course will be indicated on the schedule. ($44 lab fee for Topics courses designated as studio). *Course rotation:* Varies.

ART 4914 – Art Majors Seminar I – 4 credit hours
Typically taken within the last three semesters prior to graduation, this course prepares students for Art Majors Seminar II through research projects and studio work. Students conduct independent investigations into thematic content, research contemporary art topics, and develop works with advanced processes in area of concentration. Emphasis is on preparing cohesive bodies of work for exhibition and portfolio. ($44 lab fee) ***Prerequisites:*** 12 hours in area of concentration. *Course rotation:* Typically fall.

ART 4924 – Art Majors Seminar II – 4 credit hours
A cohesive body of work related to his or her principal area of concentration is required to complete this capstone course. In depth investigations of subject, media, form, and content areas demonstrate the student's ability to develop self-directed initiatives. An exhibition and portfolio are required for studio, or research treatise and presentation for art history in addition to artist statement, cover letters, resume, and other professional preparations. ($44 lab fee) ***Prerequisites*:** ART 4914 *and* instructor's permission. *Course rotation:* Typically spring.

ART PN01-03 – Art Internship – 1-3 credit hours
Art Internships offer an opportunity to apply the skills and understandings learned in the art major in a professional setting. Interns will work closely with an art instructor and an on-site professional supervisor. Students arrange their own internships with the assistance and approval of their internship instructor. ***Grading:*** Credit/No Credit. ***Prerequisites:*** Junior standing *and* completion of core program requirements.

Arts Administration AADM

AADM 1003 – Foundations of Arts Administration – 3 credit hours
This course will engage the student in theory and practical applications of the fundamentals of arts administration, including strategic planning, marketing, organization, group dynamics, staffing, budgeting, and effective work with Boards. Students should gain a deeper appreciation for the management support that art organizations require to thrive, particularly in a struggling economy.

AADM 3003 – Arts Administration in Practice – 3 credit hours
This course will help the student to think and write about their own relation to aesthetic experience and the arts through new lenses (e.g. theories and research in emotional intelligence, neuroaesthetics, and creativity), to expand their competencies in order to meet the challenges of arts management and advocacy.

AADM 4003 – Arts Administration Seminar – 3 credit hours
A capstone course for the application of skills and understanding developed within the major in a professional setting. Through practical projects, guest lectures, and hands-on experience, students develop a deep understanding of arts administration challenges and strategies. Upon completion, students are prepared for leadership roles in cultural organizations and advocacy efforts. ***Prerequisite:*** Senior standing.

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 major, minor, or emphasis areas. *Course rotation:* All semesters.

BIOL 1200 – Introduction to Cellular Biology Lab – 0 credit hours
Lab component for BIOL 1204. ***Corequisite:*** BIOL 1204.

BIOL 1204 – Introduction to Cellular Biology – 4 credit hours
Applies the scientific method of study to cell biology, genetics, and molecular biology. Lectures are integrated with laboratory exercises. Successful completion satisfies the requirements for a major or minor in biology. ***Prerequisite:*** Successful completion, with a minimum grade of C, of MATH 1013 *or* MATH 1014 *or* MATH 1124 *or* MATH 2315 *or* a minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 *or* equivalent. ***Corequisite:*** BIOL 1200. *Course rotation:* All semesters.

BIOL 1214 – Introduction to Biodiversity – 4 credit hours
Provides an introductory study of the ecology, evolution, and biodiversity of life. Labs focus on a survey of life from bacteria through vascular plants and vertebrates. ***Prerequisite:*** Successful completion, with a minimum grade of C, of MATH 1013 *or* MATH 1014 *or* MATH 1124 *or* MATH 2315 *or* minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 *or* equivalent. *Course rotation:* All semesters.

BIOL 2100 – Microbiology Lab – 0 credit hours
Lab component for BIOL 2104. ***Corequisite:*** BIOL 2104.

BIOL 2104 – Microbiology – 4 credit hours
Provides a fundamental and applied approach to microbiological study, emphasizing prokaryotic cell structure, physiology, metabolism, and genetics and introducing microbial diversity (virology, parasitology, and mycology) and immunology. The laboratory is a two-hour series that correlates with the lecture. Lab skills include standard microbiological techniques, scientific inquiry and analysis, and bacterial identifications. Students will develop discipline-specific scientific writing skills by using primary literature reviews and writing formal scientific research reports. ***Prerequisites:*** Two semesters of college biology *and* one semester of college chemistry, with minimum grades of C. ***Corequisite:*** BIOL 2100.

BIOL 2204 – Animal Diversity – 4 credit hours
Study of animal characteristics and review of phylogeny of major animal groups. This course requires active student participation in animal dissections and collecting specimens from the field. ***Recommended*** for science majors only. ***Prerequisites:*** Successful completion, with a minimum grade of C, of BIOL 1204/BIOL 1200 *and* BIOL 1214. *Course rotation:* Spring.

BIOL 2314 – Plant Diversity – 4 credit hours
Study of plant characteristics and review of plant diversity. Students learn Linnaean classification and use of dichotomous keys, comparative anatomy through dissection, and plant kingdom survey. Students will complete a taxonomic collection of specimens from a species list of representative Kentucky plants. ***Recommended*** for science majors only. ***Prerequisites:*** BIOL 1204/BIOL 1200 *and* BIOL 1214 with a minimum grade of C. *Course rotation:* Fall.

BIOL 2604 – Environmental Science – 4 credit hours
Physical processes of the environment and their interaction with human development, industrialization, and pollution are examined. Labs with special emphasis on environmental ecology, resource management, and aquatic environments from a watershed perspective. *Course rotation:* Varies.

BIOL 2614 – Human Anatomy – 4 credit hours
An introduction to the anatomy of the human body. Includes the study of major tissues and major body systems. It employs the use of microscopy, models and dissection in laboratory settings. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. *Course rotation:* Fall and spring.

BIOL 2624 – Human Physiology – 4 credit hours
An introduction to the physiology of the human body. Includes the study of the physiology of major body systems. Course includes instruction on homeostasis and basic cellular physiology. Attention is paid to the needs of pre-health science majors. A two-hour lab supports the topics of the lecture portion of the course. ***Prerequisite:*** BIOL 2614 with a minimum grade of C *or* equivalent. *Course rotation:* Fall and spring.

BIOL 2702 – Medical Terminology – 2 credit hours
Introduces basic health care terminology. Prefixes, roots, and suffixes, along with the breakdown of words into separate definite components, are used to ascertain the meaning of words associated with health care careers. Self-paced learning for mastery of the material. *Course rotation:* Varies.

BIOL 2704 – Conservation Biology – 4 credit hours
Introduces conservation biology, the science of preserving biodiversity. Conservation biology incorporates biological principles in the design of effective strategies for the sustainable management of populations, species, and ecosystems. In particular, it explores the fundamental problems of habitat loss and fragmentation, habitat disturbance, and the non-sustainable exploitations of species in aquatic and terrestrial ecosystems. A two-hour lab supports the topics of the lecture portion of the course. ***Prerequisite:*** Instructor's permission. *Course rotation:* Varies.

BIOL 3103 – Cell Biology – 3 credit hours
An integration of biological, chemical, and physical aspects of the cell. Lectures emphasize molecular processes in the cell including organelle structure and function, membranes, cytoskeleton, respiration, trafficking, and signaling. ***Prerequisites:*** BIOL 1204/BIOL 1200, BIOL 1214, *and* CHEM 1224 with a minimum grade of C. ***Recommended:*** CHEM 3322 *and* CHEM 3323. *Course rotation:* Spring.

BIOL 3203 – Pathophysiology – 3 credit hours
Emphasis on physiological mechanisms in regard to disease, pharmacological actions, and providing a bridge between basic science and the clinic. ***Prerequisite:*** BIOL 2624 with a minimum grade of C. *Course rotation:* Varies.

BIOL 3204 – Genetics – 4 credit hours
A study of the major features of heredity, including patterns of transmission; the nature of hereditary information; and the structure, replication, expression, and regulation of this information. Integrated laboratory exercises focus on the patterns of transmission, the nature of RNA, DNA, and chromosomes, and the regulation of gene expression. Modern genetic techniques – such as gel electrophoresis, DNA transformation, and PCR – will be employed. ***Prerequisites*:** BIOL 1204/BIOL 1200, BIOL 1214, *and* CHEM 1224 with a minimum grade of C. *Course rotation:* Fall.

BIOL 3304 – Ecology – 4 credit hours
Concentrates on fundamental principles of ecology and modern topics of ecological interest, e.g., community and biosphere ecology and biodiversity. Laboratory of a strong field component that emphasizes various data collection methods, identification of local flora and fauna, and statistical analysis. Requires independent effort and may exceed scheduled time. ***Prerequisites:*** BIOL 1204/BIOL 1200 *and* BIOL 1214 with a minimum grade of C *and* junior standing *or* instructor's permission. *Course rotation:* Varies.

BIOL 3403 – Theory of Natural Selection – 3 credit hours
Considers the theory of natural selection from biological, historical, and philosophical perspectives. Students will read and discuss selections of Darwin's work as well as more modern ideas in the field of evolutionary biology. Open to students in any major. ***Prerequisite:*** At least junior standing. *Course rotation:* Varies.

BIOL 3503 – Economic Botany – 3 credit hours
Surveys of various economic uses of plants including plants used as food, spices, oils, beverages, fibers, dyes, sources of industrial materials, building supplies, ornamentals and pharmacological sources for designer drugs. Recommended elective for psychology majors. ***Recommended:*** BIOL 2314. ***Prerequisite:*** Successful completion of a general education biology course (BIOL 1204/BIOL 1200 *or* SCI 1013). *Course rotation:* Varies.

BIOL 3513 – Animal Behavior – 3 credit hours
A study of the history and development of science up to modern discoveries in foraging theory, reproductive strategies, sexual selection, social behavior, domestication, learning, migration, and more. The course employs special topical readings followed up by recitation and discussion plus formal lectures. ***Prerequisite:*** Junior *or* senior standing. *Course rotation:* Varies.

BIOL 3703 – Immunology – 3 credit hours
An introductory study of the vertebrate non-specific and specific immunity and how these two corresponding immune responses work together to defend the host of invading pathogens. Connections will be made between the effective processes of immunity and organismal integrity. ***Prerequisite:*** BIOL 2104 with a minimum grade of C *or* instructor's permission. *Course rotation:* Varies.

BIOL 4214 – Plant Propagation – 4 credit hours
Provides an overview of plant propagation techniques, from seed propagation to micropropagation (tissue culture). Plant genetics and breeding techniques are covered as part of the seed propagation process. Most of the labs are applied in emphasis and directed toward producing plants for an Earth Day Plant Sale. The class will be enhanced by field trips to commercial nurseries and/or greenhouses in the region. ***Prerequisite:*** BIOL 1214 with a minimum grade of C. *Course rotation:* Spring.

BIOL 4314 – Animal Physiology – 4 credit hours
Study of the function of organisms by a comparative approach with special attention to vertebrates. Focus is on homeostasis, buffer systems, basics of osmotic control, nerve and muscle function, kidney, cardiovascular, respiratory, function, and metabolic processes. Laboratory is integrated with lecture and uses vivisection where possible. ***Prerequisites:*** Successful completion, with a minimum grade of C, of BIOL 2204 *or* instructor's permission. *Course rotation:* Varies.

BIOL 4404 – Molecular Biology – 4 credit hours
Advanced theory and methods in the study of gene expression in prokaryotic and eukaryotic cells, genetic engineering, and molecular biology including DNA replication, regulation of gene expression, protein expression and purification. Integrated lab exercises include DNA manipulations, DNA cloning and

mapping, protein expression and purification. ***Note:*** Recommended for pre-health science majors. ***Prerequisites:*** BIOL 3204 with a minimum grade of C *and* CHEM 1224. *Course rotation:* Varies.

BIOL 4604 – Aquatic Biology – 4 credit hours
Introduction to concepts in lake and stream ecology. In lab, students will assess abiotic (physical and geomorphical) aspects of aquatic ecosystems, e.g., wet chemistry and physiometric assessments. Students will also employ various aquatic survey techniques to assess biotic aspects of lakes and streams, including rapid biological assessment used by state and federal agencies. ***Prerequisites:*** Junior standing *and* successful completion of BIOL 2204 *and* BIOL 2314 with a grade of C. *Course rotation:* Varies.

Business BUSI

BUSI 1043 – Introduction to Financial Literacy – 3 credit hours
Introduction to the concepts of personal budgeting, spending, investing, and debt management. Emphasizes the individual's ability to discern financial choices, to discuss money and financial issues without discomfort, to plan for the future, and to respond competently to life events that affect everyday financial decisions, including events in the general economy.

BUSI 2203 – Entrepreneurship – 3 credit hours
Focuses on the following fundamentals of entrepreneurship: creative thinking, leadership, problem-solving, risk-taking, and adaptation to change along with basic concepts in economics, accounting, and marketing. Strong emphasis on experiential learning activities which will involve student interaction with business leaders and entrepreneurs.

BUSI 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. ***Recommended:*** ENGL 1023.

BUSI 2503 – Business Mathematics – 3 credit hours
This course equips students with essential mathematical skills for business and managerial problem-solving. Topics include financial mathematics, algebraic techniques, introductory statistics, and their mathematical applications across areas such as accounting, economics, and finance. Students will learn to use mathematical methods to analyze business operations, make informed decisions, and address real-world economic and financial challenges. ***Recommended:*** Completion of the general education mathematics requirement.

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.

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 3213 – Entrepreneurship Project – 3 credit hours
Students will apply entrepreneurial concepts to the development of a business plan covering such areas as market research, financial analysis, strategic planning, and effective resource allocation. Students will also implement projects conducted at companies. This course may be repeated once for credit. ***Prerequisite:*** BUSI 2203.

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. ***Recommended:*** 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 participation in social media. ***Recommended:*** 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. ***Recommended:*** 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. ***Prerequisite:*** ACCT 2113. ***Recommended:*** BUSI 2903.

BUSI 3603 – Employee & Labor Relations – 3 credit hours
Provides a comprehensive introduction to employment and labor regulations. Consideration will be given to the rights and responsibilities of employers and employees throughout the employment relationship. Topics to be discussed will include the common law and statutory foundations of employment law, the employment relationship, collective bargaining, and labor relations. ***Recommended:*** BUSI 2713 *and* BUSI 3953.

BUSI 3743 – Content Creation – 3 credit hours
Provides a focused study of content strategy and production as they apply to business and marketing in a digital environment. Emphasis is placed on storytelling, platform selection, audience engagement, analytics, and brand alignment as central components of creating effective content. Students will apply content creation concepts through live projects, case studies, and collaborative assignments to develop practical skills in digital communication, campaign design, and media management.

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. ***Recommended:*** 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. ***Recommended:*** 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. ***Recommended:*** BUSI 2903.

BUSI 3963 – Applied Analytics – 3 credit hours
Introduces the use of data and analytics. Emphasis is placed on performance metrics, predictive modeling, and data visualization as tools for evaluating operations, markets, and strategic decision-making. Students will apply analytical concepts through projects, case studies, and collaborative assignments to develop practical skills in interpreting, presenting, and applying data-driven insights across diverse business and professional contexts. ***Prerequisites:*** General education mathematics *or* BUSI 2503.

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. ***Recommended:*** 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. ***Recommended:*** Senior standing.

BUSI 3TX3 – Topics in Marketing – 3 credit hours
This course examines topics within marketing that are of current interest or that deal with specific areas of marketing. Examples include sports marketing, entrepreneurial marketing, marketing for non-profits, health care marketing, and data analytics. ***Prerequisite:*** BUSI 3933.

BUSI 4103 – Marketing Capstone Project – 3 credit hours
Students apply knowledge and skills learned in their course of study to develop a marketing plan for a for-profit company or non-profit organization. ***Prerequisite:*** Business major with senior standing.

BUSI 4603 – Compensation & Benefits – 3 credit hours
Provides advanced study of the human resources function of compensation. Topics include design and administration of the total compensation system, including such subtopic areas as pay equity, job evaluation, wage and salary structures, variable pay programs, negotiation of benefit plans, benefit administrational and legal compliance, and compensation and benefits regulations. ***Recommended:*** 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:*** Senior standing or instructor's permission. ***Recommended:*** BUSI 2903 *and* ECON 2203.

BUSI 4763 – Operations Management – 3 credit hours
This course provides students with concepts, techniques, and tools involved in the process of converting or transforming resources into products or services. Included in the course are the managerial concepts in decision making as well as the interplay between financial objectives and operational capabilities. Topics covered include operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, managing quality, location strategies, layout strategies, inventory management, Just In Time (JIT), and lean operations. Also included are case studies and a semester-long simulation game which demonstrates critical concepts. ***Prerequisites:*** Senior standing or instructor's permission. ***Recommended:*** BUSI 2903 *and* ECON 2203.

BUSI 4773 – Human Relations in Business – 3 credit hours
Studies individual and group behavior in organizations, the nature and crucial importance of communication, employee motivation, and development of the human aspects of organizations. ***Recommended:*** Senior standing.

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. ***Recommended:*** Senior standing.

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 $45 is required for the Peregrine Global Services Business Administration Assessment. ***Prerequisites:*** Senior standing or instructor's permission. ***Recommended:*** BUSI 3533, BUSI 3933, BUSI 4763.

BUSI PN00 – Internship in Business – 1-6 credit hours
Provides experiential learning at an on-campus or off-campus site. Internships give students the opportunity to actively participate in a business related to their emphasis/concentration; integrate classroom knowledge and theory with practical application and skills; and provide the opportunity to make connections in the industry and to develop hard and soft skills. 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. May be taken

during the fall or spring semester or during the summer. *Forty hours constitute one credit hour.* ***Grading:*** Credit/No Credit.

BUSI PN06 – Entrepreneurship Internship – 6 credit hours
Students will spend at least 240 hours during the semester working at an entrepreneurial business. The internship will be accompanied by a seminar.

Chemistry CHEM

CHEM 1100 – Principles of Chemistry Lab – 0 credit hours
Lab component of CHEM 1104. ***Corequisite:*** CHEM 1104.

CHEM 1104 – Principles of Chemistry – 4 credit hours
Emphasis on the structures and reactions that occur in biological systems, as well as the study of carbohydrate, protein, enzyme, lipid, nucleic acid, and hormone function. Laboratory component included. ***Prerequisite:*** Concurrent enrollment in *or* successful completion of the general education mathematics requirement. ***Corequisite:*** CHEM 1100. ***Note:*** Pre-nursing curriculum.

CHEM 1210 – General Chemistry I Lab – 0 credit hours
Lab component of CHEM 1214. ***Corequisite*****:** CHEM 1214.

CHEM 1214 – General Chemistry I with Lab – 4 credit hours
Deals with the structure of the atom and matter, nomenclature, stoichiometry, thermodynamics, and chemical bonding. A two-hour laboratory series is included that correlates with the course's concepts. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* a minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 *or* equivalent. ***Corequisite:*** CHEM 1210. *Course rotation:* Fall.

CHEM 1220 – General Chemistry II Lab – 0 credit hours
Lab component of CHEM 1224. ***Corequisite:*** CHEM 1224.

CHEM 1224 – General Chemistry II with Lab – 4 credit hours
Continuation of General Chemistry I, this course deals with kinetics, equilibria, acids and bases, solutions, pH, radiation, and biological compounds. A two-hour laboratory series is included that correlates with the course's concepts. ***Prerequisite:*** CHEM 1214 with a minimum grade of C. ***Corequisite:*** CHEM 1220. *Course rotation:* Spring.

CHEM 3312 – Organic Chemistry I Laboratory – 2 credit hours
Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry I Lecture. Common organic laboratory techniques like distillations and recrystallizations as well as safe means of performing and analyzing simple organic reactions are covered. Formal lab reporting methods are developed. Must be taken concurrently with the associated lecture CHEM 3313. ***Prerequisite:*** CHEM 1224 with a minimum grade of C. *Course rotation:* Fall.

CHEM 3313 – Organic Chemistry I Lecture – 3 credit hours
Lecture presents the chemistry of carbon compounds: alkenes, alkynes, alkyl, halides, alcohols, ethers, and esters. Also includes nomenclature, preparations, reactions, reaction mechanisms, and stereochemistry. Must be taken concurrently with the associated lab CHEM 3312. ***Prerequisite:*** CHEM 1224 with a minimum grade of C. *Course rotation:* Fall.

CHEM 3322 – Organic Chemistry II Laboratory – 2 credit hours
Presents a four-hour laboratory series that correlates with concepts in Organic Chemistry II Lecture. More involved organic reactions, analytical methods, and qualitative organic analysis are covered.

Higher level conceptual analysis of the laboratory observations is developed. Must be taken concurrently with associated lecture CHEM 3323. ***Prerequisites:*** CHEM 3313 *and* CHEM 3312, both with a minimum grade of C. *Course rotation:* Spring.

CHEM 3323 – Organic Chemistry II Lecture – 3 credit hours
Continuation of Organic Chemistry I Lecture, including the study of the chemistry of aldehydes, ketones, carboxylic acids, aromatic compounds, amines, amides, and biological compounds. Also includes some spectroscopy introduction: nuclear magnetic resonance, infrared, visible, ultraviolet, and mass spectroscopy. Must be taken concurrently with the associated lab CHEM 3322. ***Prerequisites:*** CHEM 3313 *and* CHEM 3312, both with a minimum grade of C. *Course rotation:* Spring.

CHEM 4104 – Biochemistry – 4 credit hours
Provides the material for a comprehensive undergraduate biochemistry course. Topics include production of biochemically useful energy, biochemical pathways, the structure and metabolism of carbohydrates, protein structure and functions, and the structures of lipids and nucleic acids. The required laboratory will provide correlating exercises. ***Prerequisite:*** CHEM 3323 with a minimum grade of C *or* instructor's permission. *Course rotation:* Varies.

Communication COMM

COMM 1003 – Principles of Communication – 3 credit hours
Designed to introduce core concepts in the discipline of communication and to demonstrate applications in professional and relational contexts.

COMM 1203 – Presentation Design & Delivery – 3 credit hours
This course equips students with the necessary skills to effectively design and deliver compelling presentations tailored for diverse audiences. Emphasizing both visual design and public speaking techniques, students will learn to create memorable, impactful presentations and confidently convey their ideas.

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.

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.

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.

COMM 2603 – Communication & Identity – 3 credit hours
This course explores the intricate relationship between communication and identity, delving into the ways in which communication shapes, reflects, and challenges our individual and collective identities. Students will examine various aspects of communication to gain a deeper understanding of how communication influences our perceptions of self and others. This course is designed to enhance both self-awareness and

communication competence, enabling students to engage with a dynamic and ever-changing global community.

COMM 3003 – Communication Theory – 3 credit hours
In this course, students will engage a broad spectrum of communication theories and frameworks with the goal of understanding the principles and practices of communication. Students will develop critical thinking skills as they better understand communication research and observe its applicability in their lives.

COMM 3103 – Public Advocacy – 3 credit hours
An in-depth understanding of the theories, strategies, and techniques essential for public advocacy in the modern era. Drawing from historical and contemporary examples, this course examines the role of advocacy in shaping public opinion, influencing policy and legislative decisions, and driving social change. ***Prerequisite:*** COMM 1203.

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 as part of careers in other fields, this course will contribute to understanding communication applications in modern organizations.

COMM 3203 – Nonverbal Communication – 3 credit hours
An integral study relating to body language, facial expressions, vocal variations, proxemics, personal appearance, and artifacts.

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.

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.

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.

COMM 3503 – Organizational Communication – 3 credit hours
A management approach to communication within business environments. Includes team approaches, problem-solving, and development of professionalism.

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).

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.

COMM 3713 – Communication in Social & Critical Contexts – 3 credit hours
An exploration of communication interaction related to diversity, equity, and inclusion in social and critical contexts.

COMM 3733 – Popular Culture & Media – 3 credit hours
Explores communication in American society and culture through the lens of various media, including television, music, movies, and the Internet.

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. ***Prerequisite:*** Junior standing.

COMM 4113 – Advanced Public Relations – 3 credit hours
Assigned work groups will plan and execute public relations/communication strategies for area business organizations. These plans will be expected to provide measurable gains against client objectives. Students will be expected to demonstrate exceptional professionalism, as established in the course structure and content. ***Prerequisite:*** Junior standing.

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. ***Prerequisite:*** Junior standing.

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.

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. ***Prerequisite:*** Junior standing.

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. ***Prerequisite:*** Junior standing.

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. ***Prerequisite:*** Junior standing.

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. ***Prerequisite:*** Junior standing.

COMM 4743 – Social Media Communication – 3 credit hours
A social scientific study of the influence of communication on the history, theory, ethics, technology, and uses of social media. Specific focus will be given to the analysis of messages and emergent social structures through social media platforms, i.e., X (formerly known as Twitter), Facebook, LinkedIn. Course topics include but are not limited to the impact of social media and technology on interpersonal relationships, the workplace, journalism, and politics. ***Prerequisite:*** Junior standing.

COMM 4803 – Special Topics in Communication – 3 credit hours
This course is designed to explore diverse and evolving subjects within the field of communication. It will allow students to delve into specific areas of interest that will vary each time it is offered. This course is designed to provide a unique and enriching learning experience that can be repeated once for continued exploration. ***Prerequisite:*** Junior standing.

COMM 4901-4903 – Professional Internship in Communication – 1-3 credit hours
Provides experiential learning at an on-campus or off-campus site. Internships give students the opportunity to actively participate in a communication or communication-related field aligned with their targeted career goals. Internships integrate classroom knowledge and theory with practical application and skills, and provide the opportunity to make connections in the industry while developing hard and soft skills. The internship must involve a minimum of 40 clock hours per one hour of credit, with at least 80 percent of the time involving activities that meaningfully contribute to the student's professional development. The internship must be pre-approved and supervised by a communication program faculty member and comply with the program's guidelines for professional internships. Students may repeat this course once with program approval. *Course rotation:* Fall, spring, and summer. ***Grading:*** Credit/non-credit.

COMM 4993 – Communication Capstone – 3 credit hours
The capstone course gives all undergraduates in communication the opportunity for a culminating university 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.

Computer Information Systems CIS

CIS 1003 – Computer Concepts & Applications – 3 credit hours
A survey of computing and technology-related issues, including hardware, software, operating systems, file management, networks, electronic communication, Internet research, technology in society, and online security, privacy, and ethics. Also provides a survey of and hands-on experience with word processing, spreadsheet, presentation, database, Web browser, and email software. ***Recommended:*** Keyboarding skills *or* instructor's permission.

CIS 2703 – Visual Basic Programming – 3 credit hours
Visual Basic language will be used to provide experience in planning and creating interactive Windows applications with an emphasis on Graphical User Interface design skills. ***Prerequisite:*** MATH 1013 *or* MATH 1014. Course *rotation:* Fall.

CIS 2713 – Introduction to Computational Science – 3 credit hours
Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as MATH 2713. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* a minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 *or* equivalent. *Course rotation:* Spring.

CIS 3003 – Web Design – 3 credit hours
Introduction to basic Web design and creation principles using Web authoring software, HTML, JavaScript, and Cascading Style Sheets. *Course rotation:* Fall.

Criminal Justice CRJS

CRJS 1003 – Introduction to Criminal Justice – 3 credit hours
Surveys the American justice system, including legal and constitutional dimensions, the juvenile justice system, probation and parole, and elements of law enforcement. ***Prerequisite:*** ENGL 1013 *or* ENGL 1004, unless waiver requirements are met.

CRJS 2103 – Criminology – 3 credit hours
Focuses on theoretical and pragmatic factors involved in illegal behavior. ***Prerequisites:*** CRJS 1003 *and* ENGL 1023.

CRJS 2213 – Juvenile Offender – 3 credit hours
A psycho/social examination of deviant and criminal behavior among juvenile populations in the United States, focusing on prevention, treatment, and other elements of the juvenile justice system. ***Prerequisite:*** CRJS 1003.

CRJS 2303 – Criminal Courts – 3 credit hours
Examines personnel, administration, legal issues, and delivery of legal services in the American criminal court system in the context of local, state, and federal systems. ***Prerequisites:*** CRJS 1003.

CRJS 3023 – Police Investigation – 3 credit hours
Focuses on how the crime scene should be investigated, searched, and processed for evidence, and includes an emphasis on the legal admissibility of these procedures. Students will discuss the forensic value of physical evidence and the role of forensic science and criminalistics in evaluating this evidence and presenting it in court. ***Prerequisites:*** CRJS 1003 *and* CRJS 3213.

CRJS 3123 – Police & Society – 3 credit hours
A study of law enforcement in the United States as it relates to society. Topics include: changing mores, the nature and evolution of the family and other social institutions, ethnic and racial elements, and social stratification. ***Prerequisite:*** CRJS 1003.

CRJS 3203 – Corrections – 3 credit hours
Study of the American penal system with attention to objectives, administration, historical evolution, and comparative status among developed countries. ***Prerequisite:*** CRJS 1003.

CRJS 3213 – U.S. Constitutional Law – 3 credit hours
The study of the development of foundational constitutional principles, the U.S. Constitution and amendments, the workings of the U.S. Supreme Court, and the landmark decisions of the U.S. Supreme Court. ***Prerequisites:*** CRJS 1003 *or* POSC 1003.

CRJS 3403 – Probation & Parole - 3 credit hours
Administration and management of county, state, and federal community-based correction systems, including developing innovative systems of accounting and tracking those committed to the correctional system. ***Prerequisites:*** CRJS 1003, CRJS 2103, *and* CRJS 3203.

CRJS 3573 – Rural Crime – 3 credit hours
Examines critical issues related to criminal offending, criminal victimization and the administration of criminal justice in rural communities. Specific attention will be devoted to examining the social context of domestic violence, youth violence, substance abuse, drug trafficking, policing and crime prevention in rural communities. ***Prerequisite:*** CRJS 1003.

CRJS 3613 – Statistics in Criminal Justice – 3 credit hours
Analytical and statistical concepts and procedures relevant to crime and criminal justice, including quantitative and qualitative techniques. ***Prerequisites:*** CRJS 1003, CRJS 3623, *and* general education mathematics requirement.

CRJS 3623 – Research Methods in Criminal Justice – 3 credit hours
Overview of the research process with emphasis on research design, data collection, and analysis and interpretation of data and statistics. Use of both quantitative and qualitative research methods appropriate to the study of criminal justice. ***Prerequisites:*** CRJS 1003 *and* general education mathematics requirement.

CRJS 3703 – Criminal Law – 3 credit hours
Attention will be given to the history and development of the substantive law, including common law, statutory law, and administrative regulations at the federal, state, and local levels. ***Prerequisites:*** CRJS 1003 *and* CRJS 3213.

CRJS 3903 – Criminal Procedure – 3 credit hours
Focus upon the procedural law at the federal, state, and local levels, including a comprehensive look at the meaning of the legal concept of "due process." ***Prerequisites:*** CRJS 1003 *and* CRJS 3213.

CRJS 4113 – Green Criminology – 3 credit hours
Examines the crimes and social harms which affect the natural environment and the planet. Various theoretical explanations will be offered to explain crimes including, but not limited to, pollution, wildlife crimes, and the effects of global warming on the criminal justice system. This course will also cover environmental laws and policies designed to address crimes which fall under the umbrella of green criminology.

CRJS 4173 – Homeland Security – 3 credit hours
Focuses on the entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of Federal, State and Local Police Agencies, as well as the role of Private Security and Emergency Responders needed to facilitate the implementation of the Homeland Security Act. ***Prerequisites:*** CRJS 1003 *and* junior-level standing in CRJS program *and* at the university.

CRJS 4273 – Evidence – 3 credit hours
Examines forms of evidence, preservation of evidence, chain of custody, witnesses, proof, privileges, hearsay, and circumstantial evidence. Solid preparation for law enforcement candidates and a plus for the student focused on the law or the courts aspect of criminal justice today. ***Prerequisites:*** CRJS 1003, CRJS 3213, *and* junior-level standing in CRJS program *and* at the university.

CRJS 4303 – Criminal Justice Capstone: Ethics & Professionalism – 3 credit hours
This capstone course examines ethical and professional conduct related to specific career fields in criminal justice as well as general ethical issues related to the overall discipline. Focuses on applying learned principles and ethical frameworks to current legal, political, and social issues related to criminal justice. ***Prerequisites:*** CRJS 1003 *and* senior-level standing in CRJS program *and* at the university.

CRJS 4TX3 – Topics in Criminal Justice – 3 credit hours
Studies within a specific area of criminal justice are offered on an irregular basis in order to address a field of interest, current issues, or cases in criminal justice that are not addressed in depth in the normally offered courses. Examples of special topics: legal profession, criminal justice and mental health issues, forensics, current issues, and cases. ***Prerequisites:*** CRJS 1003 *and* instructor's permission.

CRJS PN03 – Professional Internship – 3 credit hours
Required work experience in an occupational area related to student's interest or focus. Students must have 120 clock hours worked and write a scholarly paper related to the work experience. ***Grading:*** Credit/No Credit. ***Prerequisites:*** CRJS 1003 *and* senior-level standing in CRJS program *and* at the university.

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; health care issues; green Gross Domestic Product and environmental pollution; Social Security; poverty; state of national economy; unemployment; inflation; budget deficit and national debt; the financial market; economics of higher education; feminist economic issues; regional economic integration; protectionism versus free trade; world poverty; developing countries' international debt; and the role of international institutions such as WTO, IMF, and the World Bank. ***Note:*** Students who have taken ECON 2043 *or* ECON 2033 may not take this course for credit. ***Prerequisite*:** Mathematics course meeting/exceeding general education requirements.

ECON 2033 – Microeconomics – 3 credit hours
A study of supply, demand, price, seller-market power, profit, consumer choice, specialization, efficiency, domestic and international trades, and distribution of income. The role of middlemen, speculators, and the government in economy. Current economic controversies are discussed. ***Prerequisites:*** BUSI 2503 *or* MATH 1013 *or* MATH 1014.

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:*** BUSI 2503 *or* MATH 1013 *or* MATH 1014 *and* ECON 2033.

ECON 2203 – Statistics for Business & Economics – 3 credit hours
Content includes descriptive statistics, survey of probability concepts, discrete probability distribution with emphasis on Poisson and binomial distributions, continuous normal distribution, simple random sampling, and sampling distribution. ***Prerequisite:*** BUSI 2503 *or* MATH 1013 *or* MATH 1014.

Education EDUC

EDUC 2001 – Standardized Tests Prep – 1 credit hour
Provides instruction, review material, and support for the quantitative and qualitative portions for the various standardized tests in education programs. This course is required for student candidates who are applying for entrance into the education program and who have not yet successfully passed the required assessments by midterm of their EDUC 3403 *or* EDUC 3413. ***Prerequisite:*** EDUC 2123 *or* instructor's permission.

EDUC 2123 – The Teaching Profession – 3 credit hours
Provides an overview of formalized schooling: influence of cultural background and socioeconomic status on child development and learning; teacher ethics; legal issues; student diversity; and curriculum. Includes a study of the historical movements of Western thought that have shaped contemporary

educational theory and practice in the United States. Students will use technology to analyze the underlying philosophical themes revealed in the current structure and content of primary, middle level, and secondary education. Includes field hours. *Course rotation:* Fall and spring.

EDUC 2203 – Music Education P-5 – 3 credit hours
Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as MUSI 2203. *Course rotation:* Fall.

EDUC 2243 – Children's Literature – 3 credit hours
Read and evaluate books and related materials for children in grades P-5. A review of the interests and needs of children at different ages. Discussion of issues in children's reading. *Course rotation:* Spring.

EDUC 2313 – Numeracy for Elementary Teachers I – 3 credit hours
Develops an increased understanding of the foundations of mathematics research and theories of numeracy. Foundational concepts will include K-2 KAS/Assessment content. Application of instructional strategies, pedagogical research, manipulatives, projects, reflective writing, technology utilization, and numeracy assessments that are developmentally appropriate will be included in the coursework. ***Prerequisites:*** Completion of the general education mathematics requirement, unless waiver requirements are met. *Course rotation:* Fall.

EDUC 2323– Numeracy for Elementary Teachers II – 3 credit hours
Develops an increased understanding of the foundations of numeracy research and theories. Foundational concepts will include grades 3-5 KAS/Assessment content. Application of instructional strategies, pedagogical research, manipulatives, projects, reflective writing, technology utilization, and numeracy assessments that are developmentally appropriate will be included in the coursework. ***Prerequisites:*** EDUC 2313 *or* instructor's permission. *Course rotation:* Spring.

EDUC 2413 – Literacy for Elementary Teachers I – 3 credit hours
Develops an increased understanding of the foundations of literacy research and theories of learning to read. Foundational concepts will include phonemic awareness, phonological awareness, and phonics. Application of instructional strategies, pedagogical research, manipulatives, projects, reflective writing, technology utilization, and literacy assessments that are developmentally appropriate will be included in the coursework. ***Prerequisites:*** ENGL 1013/1004, unless waiver requirements are met, *and* ENGL 1023 *or* instructor's permission. *Course rotation:* Fall.

EDUC 2423 – Literacy for Elementary Teachers II– 3 credit hours
Develops an increased understanding of the foundations of literacy research and theories of learning to read. Foundational concepts will include comprehension, vocabulary and fluency. Includes all components of literacy: Reading, Writing, Speaking, Viewing, and Listening. Application of instructional strategies, pedagogical research, manipulative, projects, reflective writing, technology utilization, and literacy assessments that are developmentally appropriate will be included in the coursework. ***Prerequisite:*** EDUC 2413 *or* instructor's permission. *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. ($44 lab fee) ***Recommended*** for elementary education P-5 majors: ART 1003. *Course rotation:* Typically fall.

EDUC 2713 – Introduction to Educational Technology – 3 credit hours
Introduces the theory and practice of instructional technology from historical and pragmatic perspectives. Studies the context and rationale for technology infusion in education, the definition of instructional technology, and its development in practice, the history of the field and current trends and issues. Students develop competencies in educational technology appraisal, technologically mediated communication and research, and the selection, development and application of multimedia to instruction. ***Prerequisite/corequisite:*** EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3113 – 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 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 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 3253 – 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:* Spring.

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 Middle & Secondary Education – 3 credit hours
Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include: theories underlying educational curriculum and instruction, generic teaching methods, issues in student diversity, instructional technology, principles/ problems/materials/media, and techniques involved

in instructional activities. Students use technology to develop competencies in standards-based lesson/unit planning and lesson presentation. Includes field hours. ***Prerequisite:*** EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3413 – Fundamentals of Elementary Education – 3 credit hours
Introduces the historical role and contemporary practices of P-12 education in U.S. society. Topics include theories underlying educational curriculum and instructions, generic teaching methods, issues in student diversity, instructional technology, principles/problems/materials/media and techniques involved in instructional activities. Students use technology to develop competencies in standards-based lesson/ unit planning and lesson presentation. Includes field hours. ***Prerequisite:*** EDUC 2123. *Course rotation:* Fall and spring.

EDUC 3523 – Reading & Writing in the Content Areas 5-9, 8-12 & P-12 – 3 credit hours
Establishes methods and techniques for incorporating literacy instruction, including digital media technology, in the content teaching of middle and high school teachers. Includes an overview of the reading and writing processes and discusses the application of literacy principles to the content areas. Literacy needs of diverse learners in closing the achievement gap are 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. *Course rotation:* Fall.

EDUC 3623 – Art Education 6-12 – 3 credit hours
Provides Preparation for teaching middle and high school art classes. Topics will include examining the philosophical roots of art education; designing instruction and assessment for the lesson plan and unit based on Kentucky Core Academic Standards; promoting creativity and reflection, diversity and interdisciplinary connections; teaching art criticism and history; and addressing national standards and teacher competencies. Studio and writing intensive activities are required. Also listed as ART 3623. ($44 lab fee) ***Prerequisites:*** ART 1214, ART 2164, *and* ART/EDUC 2613 *or* instructor's permission. *Course rotation:* Offered as needed.

EDUC 4001 – Standardized Tests Prep II – 1 credit hour
Provides instruction, review material, and support for the quantitative and qualitative portions for the various standardized tests in education programs. This course is required for student candidates who are applying for entrance into student teaching and who have not yet successfully passed the required assessments by midterm of EDUC 4363. ***Prerequisite:*** EDUC 2123 *or* instructor's permission.

EDUC 4123 – Principles of Lifelong Learning – 3 credit hours
A study of psychology's role in the understanding of human growth and development and its effect on learning. Students will become conversant with prevalent learning theories, experimental findings, and other data applicable to teaching and learning in the education profession. Students will integrate and apply the course knowledge base through case studies and application in P-12 educational settings. Includes field hours. ***Prerequisites:*** PSYC 1003 *and* admission to the teacher education program. *Course rotation:* Fall and spring.

EDUC 4223 – 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:* Fall.

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 4333 – Curriculum & Methodology in the Middle Grades – 3 credit hours
An in-depth study of discipline-specific principles of middle school curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques. Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours. ***Prerequisites:*** Admission to the teacher education program, EDUC 3413, EDUC 3523, *and* second semester junior standing. *Course rotation:* Spring.

EDUC 4363 – Classroom Management – 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 4433 – Curriculum & Methodology in Secondary Schools – 3 credit hours
An in-depth study of discipline-specific principles of secondary curriculum and instruction. Topics include theory and standards organizing disciplinary scope and sequence, preparation of activities, lessons and unit plans, micro-teaching, and the study and application of integrative principles and techniques. Students develop competencies in disciplinary curriculum design technology integration and expand repertoire of assessment and instructional strategies appropriate to their content area. Includes field hours. ***Prerequisites:*** Admission to the teacher education program, EDUC 3403, EDUC 3523, *and* second semester junior standing. *Course rotation:* Spring.

EDUC 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. ($163 student teaching fee) ***Corequisite:*** EDUC 4603. *Course rotation:* Fall and spring.

EDUC 4603 – Practicum – 3 credit hours
Taken during the student teaching semester using technology to study curriculum, methods, media, computer software materials, and instructional procedures in the content areas in secondary education with an emphasis on field experience. ***Corequisite:*** EDUC 4600. *Course rotation:* Fall and spring.

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 1004 – Writing Studies I with Lab – 4 credit hours
Introduces students to the expectations of college-level writing while familiarizing them with emphases on writing as process, critical thinking, and fundamentals of research. These emphases will be explored through the production of writing assignments in a variety of genres, which may include personal narratives, rhetorical analyses, argument essays, literary responses, and short, researched essays. By the end of the semester, students will be able to produce well-organized, thoughtful writing of various types, and they will also have begun to develop more sophisticated analytical skills to complement a broadened understanding of their own writing process along with what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors. Includes a weekly scheduled lab component at the Writing Center, along with increased one-on-one conferencing with course instructor. ***Prerequisite:*** 15 or below ACT English sub-score *or* 410 score or below SAT reading and writing sub-score *or* equivalent. *Course rotation:* All semesters.

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:*** 16 or above ACT English sub-score *or* 420 or above SAT reading and writing sub-score *or* equivalent. *Course rotation:* All semesters.

ENGL 1023 – Writing Studies II – 3 credit hours
Builds on knowledge developed in Writing Studies I and provides comprehensive instruction on incorporating research in academic writing assignments. Students learn how to summarize, synthesize, and document sources using MLA documentation style. Using researched material for support rather than as the primary content of an essay will be encouraged and emphasized. Students will exhibit sophisticated analytical skills to complement a broad understanding of the writing process and what it means to be a writer. Topics, subject matter, and approaches will vary depending upon individual instructors. ***Prerequisite:*** Successful completion of ENGL 1013 *or* ENGL 1004 *or* minimum ACT English sub-score of 25 *or* minimum SAT reading and writing sub-score of 620. *Course rotation*: All semesters.

ENGL 2103 – Literary Interpretation – 3 credit hours
Introduces students to the fundamental terminology and methodology for understanding and interpreting the literary genres of fiction, drama, and poetry. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and

approaches may vary depending upon the instructor. Open to all students, this course is required for English majors.

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.

ENGL 2503 – Mythology & Folklore in Literature – 3 credit hours
Introduces and examines selected works of literature that represent mythology and folklore from a specific ethnic or cultural tradition. Focus varies by instructor but may include Native American mythology and folklore, African American folklore, Caribbean and West African mythology and folklore, and ancient Greek and Roman mythology. The course demonstrates the rich diversity and influence of mythology and folklore on literature. Through the course readings, students arrive at a more informed appreciation of human experience. The basic terminology and methodology of literary study will 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.

ENGL 2703 – Introduction to Modern English Grammar – 3 credit hours
An examination of contemporary grammar as it pertains to Standard English. Students will become aware of language varieties, familiar with grammar terminology, and better able to recognize the structure of English sentences. This awareness will, in turn, assist students in strengthening their own language use and working with language users from various backgrounds. This course emphasizes intellectual development, critical analysis, and cultural literacy. ***Prerequisite:*** ENGL 1023 *or* instructor's permission. *Course rotation:* Spring.

ENGL 3013 – Intermediate Composition & Rhetoric – 3 credit hours
Building beyond skills developed in the first-year writing sequence, the course introduces students to composition theory as well as rhetorical analysis to provide the fundamentals of writing argumentative research essays in English as a discipline. Students learn how to position their interpretation of literary and cultural texts in relation to ongoing scholarship in the field, with an emphasis on summary, synthesis, documentation of sources, and original argumentation. Fundamental terminology and methodology for close reading literary and cultural texts – including, but not limited to, fiction, drama, and poetry – will be included. Practice in recognizing and making appropriate use of discourse conventions as well as the relationship between writing and culture/communities will be introduced. Students will exhibit sophisticated analytical skills to complement a broad understanding of the writing process within the discipline. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 1023 *and* ENGL 2103 *or instructor's permission.*

ENGL 3053 – Major Authors Seminar – 3 credit hours
Study of one, sometimes two, major authors from the ancient world to the present. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. This course may be repeated once for credit. ***Prerequisite***: ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3063 – Ethnic Literature – 3 credit hours
Study of the literature of ethnic cultures such as African American, Asian American, Hispanic American, Native American, and the Caribbean. Use of secondary sources and research writing will be included.

This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3101/3103 – Creative Writing – 1 or 3 credit hours
Offers students the opportunity to study and practice writing two of the following major genres: poetry, fiction, creative non-fiction, or drama. Genres rotate with each offering of the course. Conducted as a workshop, students will share their writing in a group setting and receive feedback from peers and the instructor. Students will engage in the revision process before submitting a portfolio of finished work at the end of the course.

Enrolled students also have the opportunity to join the editorial staff of *Orpheus*, the literary arts journal of Lindsey Wilson University. In this capacity, the editorial responsibilities will include engaging in campus outreach about the journal, impartially reviewing and assessing all potential submissions, arranging the design layout for the journal, and adhering to a specific timeline for the dual online-and-print publication of that year's volume of the journal.

Students are required to enroll first in ENGL 3103 (3 credit hours). After taking the 3 credit hour version of the course, students may take ENGL 3103 (3 credit hours) again or enroll in ENGL 3101 (1 credit hour) to serve on the *Orpheus* editorial board. Creative Writing may be repeated up to three times for credit. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3113 – American Literature I – 3 credit hours
Study of American literature to 1865, which will include Early, Colonial, and Romantic authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3123 – American Literature II – 3 credit hours
Study of American literature since 1865, which will include Naturalist, Realist, Modernist, and Contemporary authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, and cultural literacy. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission. *Course rotation:* Spring.

ENGL 3163 – Women Writers – 3 credit hours
Examines the works of women writers within the contexts of gender, history, society, politics, writing, literature, and literary theory. Content and variety of authors will vary by instructor. Use of secondary sources and research writing will be included. This course is also an elective for the Gender & Cultural Studies major and minor programs and emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. This course may be repeated once for credit. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3213 – British Literature I – 3 credit hours
Study of British literature to 1798, which will include Old, Middle, Renaissance, and Enlightenment authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission. *Course rotation:* Fall.

ENGL 3223 – British Literature II – 3 credit hours
Study of British literature since 1798, which will include Romantic, Victorian, and Modernist authors. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission. *Course rotation:* Spring.

ENGL 3363 – Modern Critical Theory – 3 credit hours
Examines the basic principles and moves to advanced application of literary and modern critical theories, which may include feminist and gender studies, reader-response theory, new historicism, deconstruction, and post-colonialism. By semester's end, students will have the opportunity to develop their own critical positions. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *and* junior standing *or* instructor's permission. *Course rotation:* Spring.

ENGL 3373 – Literary Cultures – 3 credit hours
Study of particular literary cultures and their works as both separate from and a part of larger cultures. Literary cultures might include the Metaphysical or Cavalier Poets, American Transcendentalists, Southern Writers, the Harlem Renaissance, the British War Poets, the Irish Renaissance, the Beats, the Confessional Poets, the Black Arts Movement, the Existentialists, Kentucky/Appalachian Writers, or Nature and Environmental Writers. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches will vary depending upon the instructor. This course may be repeated once for credit. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3401 – The Teaching & Tutoring of Writing – 1 credit hour
Provides intensive study of the teaching and tutoring of writing. Students will explore composition, teaching, and tutoring history and theories, examining the relations between writing center theory and practice, and gaining insight into and facility with writing processes and the act of peer tutoring. Completing the course successfully is a requirement for Writing Center consultants within their first year. ***Prerequisite:*** Minimum grade of C in ENGL 1023 or instructor's permission.

ENGL 3413 – Studies in Genre – 3 credit hours
Study of poetry, drama, or narrative (broadly defined and which may include film and memoir). Readings will include theoretical studies of the genre and readings within the genre. Effective use of secondary sources and research-supported writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and when applicable, global awareness. This course may be repeated once for credit. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3553 – Transnational Literature – 3 credit hours
Study of literary works and traditions from various parts of the world, through a comparative framework. Attention will be paid to cross-cultural exchanges that occur when literary works and movements cross nation-state boundaries. Exploration of phenomena such as globalization, exile, diaspora, border-crossing, print circulation, and migration may be emphasized. Focus varies depending upon instructor but may include Transnational Modernism(s), the Postcolonial, the black Atlantic, Chicano/a literature, border studies, Transatlantic literature, Trauma and Terrorism, and literature of the Americas. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3563 – Critical Issues in Literature & Writing – 3 credit hours
Study of literature and writing that engages such issues as class, gender, ethnicity, education, ethics, nation and citizenship, crime, violence, and war. Reading in the course will include a variety of authors of both nonfiction and literature. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. ***Prerequisites:*** ENGL 1023 *and* ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3603 – Shakespeare – 3 credit hours
Study of the comedies, histories, and/or tragedies of William Shakespeare. Contextual matters such as the Elizabethan stage, Renaissance thought, performance questions, modern adaptations, and critical commentary and controversy will be explored. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and global awareness. ***Prerequisite:*** ENGL 2103 *or* ENGL 2203 *or* ENGL 2503 *or* instructor's permission.

ENGL 3733 – Writing & Culture – 3 credit hours
This course is designed to help students think and write critically about varying aspects of culture. Encourages students to engage in rhetorical analyses of the ways various cultures use writing and conceive literacy and to investigate the ways cultural norms shape writing and visual media. Explores developments of trends in areas such as film, television, and the internet. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisite:*** ENGL 1023 *or* instructor's permission.

ENGL 3743 – Sports Stories – 3 credit hours
This course is designed to help students engage in critical and rhetorical analyses of the ways that sports narratives transform and are transformed by genre, culture, and language. Special attention may be paid to the intersection of sports narratives with issues such as class, gender, ethnicity, education, nation, ethics, and citizenship. Readings and texts in the course may include fiction and nonfiction as well as film, television, and other forms of media that engage with sports narratives. 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 1004 *or* ENGL 1013 *or* instructor's permission

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.

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 *and* junior standing *or* instructor's permission.

ENGL 4803 – Special Topics – 3 credit hours
Advanced, in-depth study of a selected topic, sometimes suggested by students, related to the field of English. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. This course may be repeated once for credit. ***Prerequisite:*** Senior standing *or* instructor's permission. *Course rotation:* As needed.

ENGL 4903 – English Majors Seminar – 3 credit hours
The English program's capstone course that provides students further opportunities to explore literature, writing, and language topics and ideas, culminating in a substantive, research-supported writing project. This course emphasizes intellectual development, critical analysis, cultural literacy, and, when applicable, global awareness. Topics, subject matter, and approaches may vary depending upon the instructor. ***Prerequisites:*** ENGL 3363 *or* instructor's permission. *Course rotation:* Fall.

First-Year Experience FYE

FYE 1001 – First-Year Experience Seminar – 1 credit hour
Designed to assist first-year students with their transition to university life both on an academic and social level. This highly interactive course will help students understand how to be successful in university 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, university 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 university. ***Note:*** Dropping this course is not permitted. *Course rotation:* Fall and spring.

FYE 1201 – Redeemed Raider – 1 credit hour
Designed to assist students who have a 2.5 or below GPA after the first semester and up to 53 credit hours (sophomore status) earned to improve their academic outcomes. This highly interactive course will help students strengthen their academic performance by providing them with the tools, strategies, and support needed to improve the student's academic standing. Within a small class environment, students will discuss topics such as student responsibility, time management, study skills and resources, college policies and procedures, and career exploration. As a result, students will be better prepared and equipped to elevate their academic success.

FYE 1211 – Transfer-Year Experience – 1 credit hour
Designed to assist first-year transfer students with their transition to a new college environment on an academic and social level. This highly interactive course will help students understand how to be successful in college by identifying campus resources and reviewing catalog information. Students will discuss topics such as classroom civility, student 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 the everyday challenges and stresses of university.

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 university 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.

Gender & Cultural Studies GCS

GCS 1003 – Introduction to Gender & Cultural Studies – 3 credit hours
An introduction to the subject matter and methods of the discipline of gender & cultural studies. Introduces the idea of gender as a cultural phenomenon involving difference as well as power and privilege. Particular attention is paid to the multiplicity of women's identities and the interconnectedness of gender with race, ethnicity, religion, class, and sexuality across diverse cultural contexts. *Course rotation:* Fall.

GCS 1013 – Global Perspectives on Gender & Culture– 3 credit hours
An introduction to the discipline of global gender and cultural studies. Introduces students to the practice of placing gender at the center of critical inquiry by exploring the cultural constructions and implications of gender across diverse global perspectives. This course also examines global movements for social justice and the ways individuals and communities respond to gender-based inequities. *Course rotation:* Spring.

GCS 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. 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:*** GCS 1003 *or* GCS 1013 *or* instructor's permission. *Course rotation:* Spring in odd years.

GCS 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:*** GCS 1003 *or* GCS 1013 *or* instructor's permission. *Course rotation:* Fall in odd years.

GCS 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 gender studies 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:*** GCS 1003 *and* CS 1013 *or* instructor's permission. *Course rotation:* Fall in odd years.

GCS 3213 –Victim's Advocacy – 3 credit hours
Explores the cultural constructions and implications of gender by examining victimization, with particular attention to gender-based violence, through feminist theoretical frameworks sensitive to inequalities that produce and sustain harm. The course emphasizes how experiences of victimization intersect with other dimensions of identity, including race, ethnicity, class, sexuality, religion, nationality, health, family, work, and education. Students analyze responses to violence at individual, community, and institutional

levels, including legal systems, social systems, and advocacy organizations, and engage with strategies for prevention and intervention. Through a research project with an experiential learning component, students develop skills in critical analysis, professional communication, and advocacy. ***Prerequisites:*** GCS 1003 *and* GCS 1013 *or* instructor's permission. *Course rotation:* Spring in even years.

GCS 3313 – Gender & Sexuality in Cinema – 3 credit hours
This course examines representations of gender and sexuality in cinema and the ways films shape cultural understandings of identity, the body, and social roles. Students will analyze a range of films alongside key works of film theory in order to explore how cinematic techniques contribute to the construction of meaning on screen. Topics may include depictions of masculinity and femininity, the relationship between gender and race, and changing cultural norms across different historical moments in film. Through discussion, critical reading, and close viewing practices, students will develop tools for analyzing how films reflect and influence broader social and cultural conversations. ***Prerequisites:*** GCS 1003 *and* GCS 1013 *or* instructor's permission. *Course rotation:* Fall in odd years.

GCS 3803 – Special Topics – 3 credit hours
Examines topics in 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, GCS 1003, GCS 1013, *and* GCS 2203 *or* GCS 2213 *or* instructor's permission.

GCS 4103 – Critical Issues in Gender & Cultural Studies – 3 credit hours
An advanced, in-depth study of issues related to cultural constructions of gender that are central to 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:*** GCS 1003, GCS 1013, *and* GCS 2203 *or* GCS 2213 *and* one 3000-level GCS course *or* instructor's permission. *Course rotation:* Fall in even years.

GCS 4903 – Gender & Cultural Studies Capstone – 3 credit hours
A capstone course that gives students the opportunity to integrate the concepts and skills that they learned in core and intermediate gender & cultural 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:*** GCS 2203 *or* GCS 2213 *and* GCS 3203 *or* GCS 3213 *and* gender & cultural studies major or minor *and* senior standing *or* instructor's permission. *Course rotation:* Spring.

Geography GEOG

GEOG 1003 – World Regional Geography – 3 credit hours
Introduction to the various cultural and political regions of the world. Emphasis is placed on the physical aspects of each geographic region and upon the diversity within and between each region of our global society. *Course rotation:* Fall and spring.

GEOG 3003 – Geography of North America – 3 credit hours
A spatial study of the interaction of physical and cultural geographic characteristics in the United States and Canada in a present-day context as well as from an historical perspective.

GEOG 3103 – Human Geography – 3 credit hours
The systematic study of two of our world's main features of human behavior: culture and economy. The first half of the class looks at items such as population, migration, religion and ethnicity around the world.

The second half of the class looks at items such as agriculture, industry, politics and urban patterns in our global society.

Health Care HLCA

HLCA 1013 – Nursing Assistant Preparatory Course – 3 credit hours
The course is designed to provide the student with knowledge and skills necessary to perform basic care services for a patient (acute care setting) or resident (long-term care setting). It prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed practical nurse (LPN). This course is designed to meet the curriculum requirements of the Cabinet of Health and Human Services and the Office of Medicaid Services. The nursing assistant proficiency examination is the State-approved competency evaluation, with both written and clinical skills components. The course requires the student to complete at least 59 hours of classroom didactic and perform at least 16 hours in a clinical setting for a total of at least 75 hours. Satisfactory completion of the course will determine if the student can take the established competency written examination for State certification as a state registered nursing assistant (SRNA). Outside state testing fee is the responsibility of the student. *Course rotation:* Fall and spring.

HLCA 2013 – Medical Terminology for Health Care – 3 credit hours
An introduction to communication and terminology used in health care professions in the U.S. Provides an overview of health professions and health-related professions involved in the delivery of health care with a focus on professional communication and medical terminology. Pre-nursing curriculum. *Course rotation:* Fall and spring.

History HIST

HIST 1033 – U.S. History: 1492 to 1865 – 3 credit hours
Surveys the social, economic, cultural, and political development of the United States from the Age of Discovery through the Civil War. Focuses on topics such as early exploration, the American Revolution, the early development of American democracy, the Old South and slavery, Westward expansion, and the Civil War. *Course rotation:* Fall.

HIST 1043 – U.S. History: 1865 to Present – 3 credit hours
Surveys the social, economic, cultural, and political development of the United States from the Reconstruction Era to the recent past. Focuses on topics such as the world wars, the Great Depression and New Deal, the Cold War, Vietnam, and Watergate. *Course rotation:* Spring.

HIST 2233 – World Civilization I: Prehistory to 1500 – 3 credit hours
Studies the development of civilization in Africa, Asia, Europe, and the Americas down to the age of European colonialism. Primary emphasis is given to the unique social and cultural characteristics of each civilization. *Course rotation:* Fall.

HIST 2243 – World Civilization II: 1500 to Present – 3 credit hours
Studies the development of civilization throughout the world from the beginning of the 16th century to the present. The evolution of cultures and the progress of major social, economic, political, and intellectual trends are studied as a means of understanding the modern world. *Course rotation:* Spring.

HIST 3013 – Colonial & Revolutionary America – 3 credit hours
Examines the development of Anglo-American colonies through the American Revolution and up to the implementation of the U.S. Constitution in 1789. Includes topics such as the establishment of British colonies in North America, Native American contact, the causes and impacts of the American Revolution, and the creation of a constitutional republic. ***Prerequisite:*** HIST 1033 *or* instructor's permission.

HIST 3023 – Early Republic – 3 credit hours
Examines the history of the United States from the implementation of the Constitution in 1789 through the end of the U.S.-Mexican War in 1848. Includes topics such as the evolution of the institution of slavery, conflicts with Native Americans, the War of 1812, westward expansion, the market revolution, and the growing sectional conflict over slavery in western territories. ***Prerequisite:*** HIST 1033 *or* instructor's permission.

HIST 3073 – Civil War & Reconstruction – 3 credit hours
Examines the Civil War Era of American history. Focuses on the sectional conflict preceding secession, the political and military aspects of the Civil War, and the political and social issues involved in Reconstruction. ***Prerequisites:*** HIST 1033 *and* HIST 1043 *or* instructor's permission.

HIST 3103 – Kentucky Studies – 3 credit hours
Examines the history, literature, geography, folklore, and culture of Kentucky. This course satisfies an Interdisciplinary Studies requirement of the Elementary Education P-5 major. It does *not* count toward the U.S. history requirements for the history major, history minor, or social science major. ***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 3173 – African American History – 3 credit hours
Examines the history of African Americans from the beginning of slavery in the colonies that became the United States to the present day. Along with an overview of significant people, movements, and events since 1619, students will learn about the formation of African American culture, both in slavery and freedom, as those communities have fought for freedom and equality. To learn about that experience, we will read scholarly secondary sources along with primary sources which include the words of African Americans throughout history. Finally, we will consider how "memory," "literacy," and access to archival sources has affected the way historians have studied and interpreted this history over time. ***Prerequisite:*** HIST 1033 *or* HIST 1043 *or* instructor's permission.

HIST 3183 – Gilded Age & Progressive Era – 3 credit hours
Examines the history of the United States from 1877 to 1920. Includes topics such as the end of Reconstruction, westward expansion, the Second Industrial Revolution, the Populist movement, New Imperialism, the Progressive movement, women's suffrage, and the U.S. involvement in the Great War. Throughout the semester, we will see how the nation grappled with many issues it continues to face today. ***Prerequisite:*** HIST 1043 *or* instructor's permission.

HIST 3193 – U.S. since 1920 – 3 credit hours
Examines the history of the United States since 1920. Includes topics such as the Great Depression, the Second World War, the Cold War, the many civil rights movements of the 1950s-1970s, the Vietnam War, foreign relations since the Cold War, and various societal trends of the recent past. ***Prerequisite:*** HIST 1043 *or* instructor's permission.

HIST 3213 – Ancient & Medieval Europe – 3 credit hours
Traces the development of Europe from its foundations in ancient Greece through the medieval and renaissance periods. Major topics will include the political and philosophical contributions of the ancient Greeks, the Roman Republic and Empire, the influences of Christianity, Islam, and Judaism, medieval social and cultural structures, and the Renaissance. ***Prerequisite:*** Sophomore standing or above *or* instructor's permission.

HIST 3223 – History of Christianity to the Reformation – 3 credit hours
Examines the history of Christianity in the ancient, medieval, and early modern world. Special attention is given to Christianity's Hebrew and Greco-Roman background, the New Testament, the development of theology, the medieval church, and the Reformation. ***Prerequisite:*** Sophomore standing or above *or* instructor's permission.

HIST 3253 – The Reformation – 3 credit hours
Examines the economic and political conditions, the popular movements, and the theological controversies that led to the religious revolutions of sixteenth- and seventeenth-century Europe. Attention is focused on the lives and ideas of the leading reformers. ***Prerequisite:*** Junior standing or above *or* instructor's permission.

HIST 3273 – Tudor & Stuart Britain – 3 credit hours
An introduction to British politics, society, economy, religion, and culture during the fifteenth, sixteenth, and seventeenth centuries. Special attention will be paid to the unique cultures (English, Scottish, Irish, and Welsh) that comprise the British Isles. ***Prerequisite:*** HIST 2243 *or* instructor's permission.

HIST 3303 – Modern Europe Since 1789 – 3 credit hours
Examines major aspects of Western European development since the French Revolution. ***Prerequisite:*** HIST 2243 *or* instructor's permission.

HIST 3433 – International History & Film – 3 credit hours
Explores the relationship between history and film, in particular, how film can enhance one's understanding of the past. Incorporating written texts, emphasis will be placed on how films both illuminate and conceal basic historical truths and how the medium's demands can contribute to such ends. Through related critical thinking exercises, students will work toward developing visual literacy. ***Prerequisite:*** HIST 2233 *or* HIST 2243 *or* instructor's permission.

HIST 3453 – A Cultural History of Latin America – 3 credit hours
Covers the cultural history of Latin America from before the conquest era to the present with a special focus on the art, literature, foodways, and music of men and women in Latin America. ***Prerequisite:*** HIST 2243 *or* instructor's permission.

HIST 3463 – Reform & Revolution in Latin America – 3 credit hours
This course explores reform movements and revolutionary upheaval in Latin American history from the conquest era to the present. Possible topics may include anti-imperialism, slave revolts, land reform, voting rights, environmental protection, and indigenous representation. ***Prerequisite:*** HIST 2243 *or* instructor's permission.

HIST 3473 – Atlantic World History – 3 credit hours
This course draws together the histories of four continents (Europe, Africa, North America, and South America) to investigate the new social, cultural, political, and economic interactions of the Atlantic world created as a consequence of the Columbian encounter in 1492. ***Prerequisite:*** HIST 2243 *or* instructor's permission.

HIST 3633 – Women in World History – 3 credit hours
Studies the historical, social, cultural, economic and political forces shaping women's lives throughout history. Focuses on the variety of women's experiences and examines the intersections of race, class, and ethnicity. ***Prerequisite:*** Sophomore standing or above *or* instructor's permission.

HIST 3703 – Historiography: The Historian's Craft – 3 credit hours
Writing and speaking intensive course to introduce history majors to the study of what history is and what a historian does, including theory, methodology, research techniques, ethics of the historical profession, and forms of presentation. ***Prerequisite:*** HIST 1033 *or* HIST 1043 *or* HIST 2233 *or* HIST 2243 *and* sophomore standing *or* instructor's permission.

HIST 3853 – Special Topics in U.S. History – 3 credit hours
Examines a thematic topic in U.S. history 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. This course may be repeated for credit as long as the topics are different. ***Prerequisites:*** HIST 1033 *and* HIST 1043 *or* instructor's permission.

HIST 3863 – Special Topics in European History – 3 credit hours
Examines a thematic topic in European history 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. This course may be repeated for credit as long as the topics are different. ***Prerequisites:*** HIST 2233 *and* HIST 2243 *or* instructor's permission.

HIST 3873 – Special Topics in Global History – 3 credit hours
Examines a thematic topic in Global history (non-U.S. and non-European history) 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. This course may be repeated for credit as long as the topics are different. ***Prerequisites:*** HIST 2233 *and* HIST 2243 *or* instructor's permission.

HIST 4353 – The History & Literature of Empire – 3 credit hours
Intensive study of the history and literature of imperialism, spanning the 16th to 20th centuries. This course utilizes an interdisciplinary methodology, adopting a dual focus on the historical, sociological, and political conditions of empire and the literature representing such contexts. Students critically analyze the intersection between historical events and the individual experience of European colonialism in various parts of the world, including Africa, South America, the Indian subcontinent, and the Caribbean. Use of secondary sources and research writing will be included. This course emphasizes intellectual development, critical analysis, cultural literacy, and intercultural and global awareness. The course can either be team-taught or be taught solely by English or history faculty members. Also listed as ENGL 4353. ***Prerequisite:*** ENGL 2203 *or* HIST 2233 *or* HIST 2243 *or* instructor's permission. *Course rotation:* Alternate spring.

HIST 4903 – History Seminar – 3 credit hours
A capstone course which emphasizes historical research and writing, intensive reading, discussion of selected historical topics in a seminar setting. ***Prerequisites:*** Senior standing *or* instructor's permission *and* history *or* social science major.

Honors HONR

HONR 1101-4101 – Honors Seminar – 1 credit hour
A seminar which will focus on current topics of interest to honors students in an atmosphere of intellectual exchange and more active student involvement in the learning process. A theme will be determined each semester for the seminar. The seminar may involve readings, discussions, projects, speakers, and service-learning opportunities. ***Note:*** Each level may be taken a maximum of two times for credit. ***Prerequisite:*** Admission to the honors program. *Course rotation:* Fall and spring.

Honors Courses
Each honors course involves the completion of an honors project. To receive an honors designation (H on the transcript), the completed project must be approved by the supervising professor, and the student must make an acceptable presentation of his or her honors project at the Honors Symposium. If the student makes an approved, acceptable honors presentation and submits an acceptable, graded, full-length project write-up, the course will be tagged with an H on the student's transcript to denote completion of the honors requirement for the course. The honors program graduate's final, official transcript will also have a designated section listing all of the completed honors project titles and the courses for which they were completed. An exception to the requirement that an honors project be completed in a single semester might be made if a student wishes to conduct research that requires more than one semester to complete (such as an experiment, etc.). Such instances will be examined on a case-by-case basis and may require the student to meet additional/alternative requirements. Course rotation: Honors course selection will vary each semester.

Human Services & Counseling HS

HS 2103 – Introduction to Human Services – 3 credit hours
Provides an introduction into the helping professions and the roles of human services workers in modern society. In addition, materials overview human service workplace and familiarize students with a variety of helping disciplines. Designed as a foundation for fundamental professional and personal exploration and growth. ***Recommended:*** PSYC 1003.

HS 2203 – Marriage & Family – 3 credit hours
Addresses the institution of marriage and family with an emphasis on the American family. Specifically, students investigate the origin and continuing evolution of the family, human sexuality, love and marriage, gender roles and parenting.

HS 2903 – Introduction to Counseling Theory – 3 credit hours
Provides an introduction to and overview of theories significant to the practice of counseling. Attention will be given to notable individuals and theoretical principles.

HS 3003 - Human Services Foundations & Issues – 3 credit hours
Focuses on foundations for human services, APA writing, and issues from the human service field.

HS 3023 – Human Sexuality – 3 credit hours
Focuses on the integration of psychological, social, and biological components of the human body as well as the human emotional system. A systemic approach will be utilized to define "human sexuality."

HS 3103 – Life Span Development – 3 credit hours
An overview of the developmental issues of human beings throughout the life span, from conception to death including developmental stages; basic theories, concepts, and principles of development; influences on development; and cultural understanding of development. ***Prerequisite:*** PSYC 1003.

HS 3113 – Principles & Techniques of Group Counseling – 3 credit hours
Designed as an introduction to group counseling. Introducing group stages, process, and issues including guidelines for multicultural practice, ethical and professional issues, group leadership, and pre-group and post-group procedures. Includes a combination of inter/intrapersonal experiential elements to demonstrate the group counseling process to acquaint each student experientially with the therapeutic group process, group involvement, and several group leadership interventions.

HS 3153 – Abnormal Psychology – 3 credit hours
Study of the origins, development, and treatment of abnormal, maladaptive, or deviant behavior in society, the etiology and diagnosis of abnormal behavior, and an overview of treatment methods. The Diagnostic & Statistical Manual of Mental Disorders is utilized to introduce the student to clinical diagnosis. ***Recommended:*** HS 2103.

HS 3233 – Case Management, Intake & Referral – 3 credit hours
Designed to build the student's skills for client interview, coordination of client services, collaboration, consultation, service/treatment planning, and required documentation. ***Recommended:*** HS 2103.

HS 3503 – Human Services Practicum I – 3 credit hours
Requires 120 clock-hours of observation designed to offer opportunities for shadowing and observation in human services environments. ***Prerequisite:*** Enrollment in the human services & counseling program of study.

HS 3801-03 – Personal Insight Development – 1-3 credit hours
Designed to facilitate and assist students in gaining personal insight of self. Experiential focus is on ways to become healthier emotionally and physically. ***Prerequisite:*** HS 2103.

HS 3893 – Cultural Diversity: Working with Latino & Hispanics – 3 credit hours
An introduction to cultural diversity issues among Spanish-speaking individuals in the United States as they relate to human services and counseling provision. Topics will include a conversational introduction to basic Spanish, demographic and socio-cultural variables, the acculturation process, clinical issues, educational considerations, and practical cultural competencies.

HS 4003 – Research Methods – 3 credit hours
Introductory coursework in elementary research design, data collection, analysis and interpretation of data and statistics. ***Recommended:*** HS 2103.

HS 4013 – Gender Studies – 3 credit hours
Introduction to gendered relationships and communication in contemporary American society, the course provides an exploration of communication in families and in society. Additionally, the course defines the function of interpersonal communication in the creation and perpetuation of gender roles. The influence of gender enactment on success, satisfaction, self-esteem, and the counseling profession is also explored. Self-awareness exercises, which stress the application of theory and research, provide the opportunity for personal growth and development.

HS 4053 – Therapeutic Play for Parents & Child Professionals – 3 credit hours
This experiential course presents ways to build positive relationships with children and communicate more effectively with them, particularly through play. Students will learn to understand children's emotional needs, nurture their self-esteem, foster their responsibility and cooperation, provide encouragement, and use positive methods of discipline. Students must have access to a child between the ages of three and eight for required play sessions. Both parents and non-parents are welcome in the course.

HS 4153 – Introduction to Counseling Techniques – 3 credit hours
Focuses on the examination, evaluation, and application of contemporary counseling techniques. An experiential framework allows the development of differential therapeutic skills and direct experience with techniques inherent in a variety of counseling models. ***Prerequisite*:** HS 2903.

HS 4233 – Child & Adolescent Interventions – 3 credit hours
Overview of various problematic issues and behaviors specific to children and adolescents. Provides ways to prevent, assess, and treat these problems. Theoretical foundations, ethical concerns, and developmental issues and norms will also be reviewed as they are applied to children and adolescents. ***Recommended:*** HS 2103.

HS 4243 – Creative Counseling – 3 credit hours
Designed to enhance the knowledge of the creative approaches to counseling. Various modalities are studied through a theoretical and experiential framework. Theoretical approaches such as art, music, imagery, and bibliotherapy are explored. ***Recommended:*** HS 2103.

HS 4253 – Ethics & Multicultural Diversity – 3 credit hours
Examines ethical, professional, and multi-cultural issues/dilemmas within the discipline. Particular emphasis is given to codes of ethics and the parameters of acceptable professional conduct. Human diversity is also a major focus. ***Recommended:*** HS 2103.

HS 4263 – Crisis Intervention – 3 credit hours
Enhances understanding of theory and intervention into the lives of individuals in crisis. Case management and risk analysis are areas of focus. ***Recommended:*** HS 2103.

HS 4283 – Personal Growth & Development – 3 credit hours
Facilitates the personal growth, self-realization, and self-actualization of class participants. The experiential focus is intended to assist students in the development of greater insight into the self, promotion of personal openness, and exploration of individual ego boundaries. ***Recommended:*** HS 2103.

HS 4293 – Assessment in the Helping Professions – 3 credit hours
Introduces the basic principles, instruments, and test interpretation in the area of career, personality, and mental health assessment. ***Recommended*****:** HS 2103.

HS 4343 – Substance Abuse – 3 credit hours
Facilitates understanding of major theories of addiction and evaluation of psychological, social, and physiological signs and symptoms of alcohol and other drug use, abuse, and/or dependence associated with addiction. ***Recommended:*** HS 2103.

HS 4353 – Gerontological Interventions – 3 credit hours
Enhances student's knowledge of the theory, sociological variables, and treatment interventions associated with aging. ***Recommended:*** HS 2103.

HS 4373 – Rural Mental Health Issues – 3 credit hours
Examines idiosyncratic issues involved in service provision to mental health populations within a rural environment. ***Recommended:*** HS 2103.

HS 4893 – Mental Health Administration – 3 credit hours
Introduction to knowledge, theory, and skills relating to planning, evaluating, and managing programs. The course will also address the influence of social, political, and community structure on advocacy and social change. ***Recommended:*** HS 2103.

HS 4943 – Human Services Practicum II – 3 credit hours
A 120 clock-hour experience designed to offer human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. ***Prerequisite:*** Engaged in last year of coursework *or* practicum instructor's permission.

HS 4953 – Human Services Practicum III – 3 credit hours
A 120 clock-hour field experience that offers human services & counseling students the opportunity to apply acquired knowledge from human services coursework while practicing skills in a helping profession environment designed to enhance personal career goals. Expectations for Practicum III, beyond the 120 clock-hour field experience, include the Human Services Comprehensive Exam and job search preparation. ***Prerequisite:*** Engaged in last year of coursework *or* practicum instructor's permission.

Humanities HUMN

HUMN 2503 – Culture & Values – 3 credit hours
This course offers a theme-centered, interdisciplinary approach to understanding the nature of humankind and the perennial questions that are the foundations and ongoing expressions of culture. Human value choices are examined through artistic, intellectual, literary, and philosophical texts and images, based on the premise that by studying and reflecting on creative and intellectual expressions of humankind and by seeing their interrelated connections and how those vary between communities and are shaped by specific cultural ideologies and institutions, students will learn to think in more creative and critical ways, gain new knowledge, and have a clearer sense of what it means to be human. ***Prerequisite:*** ENGL 1013 *or* ENGL 1004. *Course rotation:* Fall and spring.

Journalism JRNL

JRNL 1503 – Mass Media & Society – 3 credit hours
Examines the role and impact of the media on individuals and society. Topics include the historical development of the mass media, along with media effects, ethics, legal considerations, and the role of journalism in society. Students develop a deeper awareness of the media in their lives and a critical perspective to become more responsible consumers of information. Also listed as COMM 1503.

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 *or* ENGL 1004, unless waiver requirements are met, *or* instructor's permission. *Course rotation:* Fall.

JRNL 3103 – Community Reporting – 3 credit hours
Students develop advanced skills in reporting and writing on events and issues that affect their communities. Topics include coverage of government, crime, courts, and social events. A hands-on approach is stressed. Projects are critiqued in a workshop setting. ***Prerequisite:*** JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of odd years.

JRNL 3203 – Editing & Media Management – 3 credit hours
Designed for writers, journalists, and other communication professionals by providing advanced instruction in publication editing and design. Topics include matters of style, copy editing, and proofreading in print and electronic environments. Other topics include publication management, ethics, and legal considerations. A hands-on approach is stressed in a workshop setting. ***Prerequisite:*** ENGL 1023 *or* JRNL 2403. *Course rotation:* Spring of even years.

JRNL 3213 – Magazine & Feature Writing – 3 credit hours
The focus is on writing feature stories for magazine, newspaper, and creative nonfiction audiences. Genres include personality profiles, human interest features, travel writing, and creative nonfiction. A hands-on approach allows exploration of creativity through a series of exercises and projects. ***Prerequisite:*** JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of even years.

JRNL 3413 – Interactive Media Design – 3 credit hours
Examination and application of the theories, skills, and techniques used in digital storytelling and interactive media. Through a series of hands-on projects, students explore creative applications of interactive media through the integration of text, photographs, graphics, audio, and video. Also listed as ART 3413. ***Prerequisite:*** Junior standing or instructor's permission. ***Recommended:*** ART 2153, ART 2164, *and* ART 2623. *Course rotation:* Fall of odd years.

JRNL 4401 – Topics in Journalism – 1 credit hour
Explores a chosen topic related to journalism or the mass media, such as documentaries, technology, economics, ethics, or literary journalism. ***Prerequisite:*** JRNL 2403 *or* instructor's permission. *Course rotation:* As needed.

JRNL 4123 – Broadcast Journalism – 3 credit hours
Emphasizes the theories, skills, and techniques used in the wiring, production, and presentation of news in a digital media environment. Topics include broadcast wording style, story structure, podcasting, digital audio and video production, and working as talent in front of a camera. A hands-on approach is stressed, allowing students to explore creativity through a series of projects. ***Prerequisites:*** JRNL 2403 *or* instructor's permission. *Course rotation:* Spring of odd years.

JRNL 4403 – Communication Law & Ethics – 3 credit hours
Study focuses on media law and ethical considerations in the contemporary communication environment. Topics include the First Amendment, libel, invasion of privacy, information access, free press and fair trial considerations, obscenity, copyright, advertising, and telecommunication regulations. Also listed as COMM 4403.

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 (*Campus Courier* 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.

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 *or* MATH 1014. 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. *Course rotation:* All semesters.

MATH 10E3 – Essential Algebra – 3 credit hours
Topics include arithmetic of polynomial and radical expressions, factoring, linear equations and inequalities, and quadratic equations. ***Prerequisite:*** Placement. *Course rotation:* All semesters.

MATH 1013 – College Algebra – 3 credit hours
Familiarizes students with standard mathematics functions and other algebra content. Topics include linear, non-linear, inverse, polynomial, rational, exponential, and logarithmic functions; systems of linear equations, linear and quadratic inequalities. Additional topics may include but are not limited to conic sections, matrices, and determinants. Problem-solving techniques will be discussed with and without the use of technology. ***Prerequisite:*** MATH 0923 *or* MATH 10E3 *or* placement. *Course rotation:* All semesters.

MATH 1014 – College Algebra with Lab – 4 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. Includes a weekly scheduled lab component. ***Prerequisite:*** Placement. *Course rotation:* All semesters.

MATH 1124 – Precalculus – 4 credit hours
Explores algebraic, polynomial, exponential, logarithmic and trigonometric functions, and their inverses, graphs, matrices, vectors, conics, and applications. A graphic calculator is used. ***Note:*** This course is a prerequisite for MATH 2315 *and* MATH 2503. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* placement. *Course rotation:* All semesters.

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* MATH 1014 *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* MATH 1014 *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* MATH 1014 *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* MATH 1014 *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* MATH 1014 *or* instructor's permission. *Course rotation:* Fall.

MATH 2223 – Mathematics for Elementary Teachers II – 3 credit hours
For future teachers of grades P-9. Emphasizes mathematical concepts and processes through solving problems. Content includes probability, statistics, measurement (including metric and English), geometry (properties of shape, two and three dimensions, similarities, and transformations). Manipulates, cooperative learning, reflective writing, and available technology will be utilized. ***Prerequisite:*** MATH 2213. *Course rotation:* Spring.

MATH 2301 – Mathematics & Technology – 1 credit hour
An array of current technologies is utilized to solve mathematical problems at the level of calculus and below. Exposure to the appropriate use and limits of technology is the main objective. The course is conducted in a laboratory format and is intended for prospective mathematics majors. ***Grading:*** Credit/No Credit. ***Prerequisite/corequisite:*** MATH 2315. *Course rotation:* As needed.

MATH 2303 – Calculus for Business & Social Sciences – 3 credit hours
Covers topics in elementary calculus and analytic geometry for students in business and social sciences. ***Note:*** Credit will be allowed for only one course of MATH 2315 *or* MATH 2303. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* equivalent. *Course rotation:* Spring of even years.

MATH 2315 – Analytic Geometry & Calculus I – 5 credit hours
An introduction to analytic geometry, functions, limits, and continuity, the derivative and applications, the differential, integration and applications. ***Prerequisite:*** MATH 1124 *or* equivalent. *Course rotation:* All semesters.

MATH 2325 – Analytic Geometry & Calculus II – 5 credit hours
Presents topics including techniques of integration, indeterminate forms and improper integrals, infinite series, analytic geometry, plane curves and polar coordinates. ***Prerequisite:*** MATH 2315. *Course rotation:* Spring.

MATH 2403 – Experimental Statistics – 3 credit hours
Emphasis is on modeling and inference. Basic concepts of probability are introduced and built upon in order to understand confidence intervals and hypothesis tests, including but not limited to t-tests, chi-square tests, and analysis of variance. Case studies will be used to explore design of experiments, data analysis, correlation, and regression. Spreadsheets and a statistical software package will be utilized. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* equivalent. *Course rotation:* All semesters.

MATH 2503 – Discrete Mathematics – 3 credit hours
An introduction to the formal mathematical study of proof through topics that include Boolean algebra, set theory, combinatorics, relations, functions, and graph theory. ***Prerequisite:*** MATH 1124 *or* equivalent. *Course rotation:* Fall.

MATH 2713 – Introduction to Computational Science – 3 credit hours
Presents an introduction to the theory and application of computer programming. Basic control 195 structures and object-oriented constructs are explored. Also listed as CIS 2713. ***Prerequisite:*** MATH 1013 *or* MATH 1014 *or* a minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 *or* equivalent. *Course rotation:* Spring.

MATH 3003 – Linear Algebra – 3 credit hours
Concepts and topics include systems of linear equations, vector spaces, linear transformations, matrices, and determinants. ***Prerequisite:*** MATH 2315. *Course rotation:* Spring.

MATH 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 3153 – Mathematics for 7th to 12th Grade Teachers – 3 credit hours
For future mathematics teachers for grades 7-12, the course's purpose is to provide depth of knowledge in the mathematics commonly taught in upper middle school and high school. Topics include number system operations, elementary number theory, functions, lines in the plane, quadratic and higher degree polynomials, trigonometry, and measurement. Available technology will be utilized when appropriate. ***Prerequisites:*** C or higher in MATH 2315 *and* EDUC 2123. *Course rotation:* Alternate spring.

MATH 3161 – Mathematics Education II – 1 credit hour
An introduction to place-based mathematics, ethnomathematics, and the integration of mathematics and social justice issues; and an emphasis on demonstrative mathematics in the school mathematics curriculum. ***Prerequisites:*** C or higher in 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. Statistical software is used to complement the statistical methodology. ***Prerequisite/corequisite:*** MATH 3314 (C or higher if prerequisite) *or* instructor's permission. *Course rotation:* Alternate fall.

MATH 3213 – Introduction to Abstract Mathematics – 3 credit hours
Discovery, communication, and rigorous proof of mathematical statements. The logic, language, and syntax of sets, functions, and axiomatic systems will be presented in various contexts and levels of abstraction. Topics include the algebra of sets, equivalence relations, injections and surjections, images and inverse images, mathematical induction, cardinality, and an axiomatic treatment of the real numbers. ***Prerequisites:*** C or higher in MATH 2315 *and* MATH 2503. *Course rotation:* Varies.

MATH 3314 – Calculus III – 4 credit hours
Concepts and topics explored include multivariable functions, partial derivatives, multiple integrals, and vector analysis. ***Prerequisite:*** MATH 2325. *Course rotation:* Fall.

MATH 3323 – Differential Equations – 3 credit hours
Concepts and topics explored in this class include first and second order ordinary differential equations, the Laplace transform, and matrix systems of ordinary differential equations. ***Prerequisite:*** C or higher in MATH 2325 *or* instructor's permission. *Course rotation*: Alternate spring.

MATH 3333 – Engineering Mathematics – 3 credit hours
Topics that appear in the study of the physical sciences and in engineering. Topics can vary but will include theorems from vector calculus; complex variables; and partial differential equations. Particular emphasis is placed on the integration of technology into the mathematical process. ***Prerequisite:*** C or higher in MATH 2325 *or* instructor's permission. *Course rotation:* Alternate spring.

MATH 4113 – Abstract Algebra I – 3 credit hours
A theoretical development of topics in modern algebra including groups, rings, and fields. ***Prerequisites:*** C or higher in MATH 3003 *and* MATH 3213. *Course rotation:* Varies.

MATH 4133 – Abstract Algebra II – 3 credit hours
A continuation of MATH 4113. Topics include Sylow theorems, the Jordan-Hölder theorem, integral domains, field extensions, and Galois theory. ***Prerequisites:*** C or higher in MATH 4113. *Course rotation:* Varies.

MATH 4403 – Mathematical Modeling – 3 credit hours
Introduces the application and modeling processes of mathematics. Both deterministic and stochastic models are explored. The use of computer packages and algorithms will be incorporated into the solution process. ***Prerequisite/corequisite:*** MATH 3314 (C or higher if prerequisite) *or* instructor's permission. *Course rotation:* Alternate fall.

MATH 4413 – Foundations of Analysis I – 3 credit hours
A theoretical development of topics in real analysis including sequences, limits, continuity, differentiability, Riemann integration, and infinite series. ***Prerequisites:*** C or higher in MATH 2325 *and* MATH 3213. *Course rotation:* Varies.

MATH 4423 – Foundations of Analysis II – 3 credit hours
Topics from MATH 4413 including limits, continuity, differentiability, and integrability are extended to n-dimensional Euclidean space. ***Prerequisites:*** C or higher in MATH 3003, MATH 3314, *and* MATH 4413. *Course rotation:* Varies.

MATH 4503 – Advanced Topics in Mathematics – 3 credit hours
An advanced study of selected topics from an area of contemporary mathematics. ***Prerequisite:*** Instructor's permission. *Course rotation:* Varies.

Music MUSI

MUSI 1151-4151 – Concert Choir – 1 credit hour
An ensemble that focuses on the study and performance of thematic or larger choral literature. Emphasis is on choral musicianship skills in vocal production and aural theory. Some additional rehearsals required. Membership is by audition. *Course rotation:* Fall and spring.

MUSI 1161-4161 – Band – 1 credit hour
Ensemble engaged in the preparation and performance of a variety of music for wind and percussion instruments. The band will perform occasional concerts and play for various athletic events. Participation requires high school band experience, ability to read music, and permission of the band director. *Course rotation:* Fall and spring.

MUSI 1171-4171 – The Lindsey Wilson University Singers – 1 credit hour
Organized on professional standards to represent the university 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 1311-2311 – 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. ($175 lesson fee) ***Prerequisites:*** Instructor's permission *and/or* audition. *Course rotation:* Varies.

MUSI 1411 – 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. ($175 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 1613 – Music Theory I – 3 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 1613. *Course rotation:* Spring.

MUSI 2003 – Survey of Musical Masterworks – 3 credit hours
A historical overview of music history of Western civilization from the Middle Ages to present day. Substantial listening from all periods of music will help students identify and understand basic music terms, form, style, elements, and genres. *Course rotation:* Fall and spring.

MUSI 2103 – Music in American Culture – 3 credit hours
A study in American music that explores its significance, diversity, innovation, and influence. The course seeks to continually incorporate and define milestones within U.S. history and the resulting influence of communal music making on the social strata of such a diverse culture. *Course rotation:* Spring.

MUSI 2203 – Music Education P-5 – 3 credit hours
Explores teaching methods and materials for classroom teachers in the elementary grades for integration of music into teaching strategies with emphasis given to multiple intelligence theory. Music foundational concepts that pertain to pitch, rhythm, scales, harmony, and keyboard orientation are included. Also listed as EDUC 2203. *Course rotation:* Fall.

MUSI 2533 – History of Music Literature – 3 credit hours
An introductory study of music literature from the various historical periods to prepare the student for the study of music history. The course will integrate the musical parameters of form, analysis, and listening and combine significant biographical information on selected composers with detailed listening analyses of representative works. Course material will be taken from the Middle Ages to the modern period. ***Prerequisite:*** MUSI 1612 *or* instructor's permission. *Course rotation:* Spring.

MUSI 3123 – Worship – 3 credit hours
Develops an understanding of Christian worship and church music through consideration of its biblical and historical backgrounds and through observation of its current practice. Experience in planning and conducting worship in a variety of settings. Also listed as RELI 3123. ***Prerequisite:*** RELI 1003. *Course rotation:* Spring of even years.

MUSI 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 4901 – Recital Capstone – 1 credit hour
Students will present a recital performance at an appropriate level of proficiency. *Note:* Students must pass a recital hearing a minimum of two weeks before the recital performance. ***Grading:*** Pass/Fail.

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 will learn numeracy skills specific to nursing situations. Measurements, medication dosage calculations, fluid rates, time calculations, percentages, and dimensional analysis are math components introduced in this course. The student is familiarized with the philosophy and program outcomes of the pre-licensure B.S.N. program. ***Prerequisite:*** Admission to the pre-licensure B.S.N. program. *Course rotation:* Fall.

NURS 2013 – Health Assessment – 3 credit hours
Prepares the student to conduct a comprehensive, patient-centered, spiritually and culturally appropriate holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider of care are explored. Opportunities are provided

to apply concepts and skills with clients in the clinical laboratory and the clinical setting. ***Prerequisites:*** BIOL 2624 with a minimum grade of C, NURS 2002 with a minimum grade of C, *and* NURS 2024 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Two. *Total clinical hours:* 45.

NURS 2024 – Foundations of Professional Practice – 4 credit hours
Builds upon concepts and skills presented in NURS 2002. Introduces theoretical and evidence-based concepts, standards, and skills basic to beginning professional nurse practice. Utilization of the nursing process, clinical reasoning, critical thinking, and caring in the provision and coordination of patient-centered care are emphasized. The student is introduced to psychomotor activities for basic care of the simulated client in the laboratory. Clinical experiences in long-term care settings provide opportunities for application of theory to practice. ***Prerequisite:*** Admission to the pre-licensure B.S.N. program. *Course rotation:* Fall. *Theory hours:* Two. *Total clinical hours:* 90.

NURS 3013 – Pharmacology – 3 credit hours
Presentation of the principles of pharmacotherapeutics applicable to professional nursing practice. Emphasis is upon the nurse's collaborative role and responsibilities related to safe medication administration. Focus is placed upon understanding the physiological actions of drugs, expected client responses, common and major adverse effects, contraindications, and implications for nursing. Drug dose computation is included in the course. ***Prerequisites:*** BIOL 2104 with a minimum grade of C, all 2000-level nursing courses with minimum grades of C, *and* NURS 3204 with a minimum grade of C. *Course rotation:* Fall.

NURS 3106 – Adult Health Nursing I – 6 credit hours
Provides students with theory and evidence pertinent to managing a variety of 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 laboratory, acute care clinical setting, and/or simulation. ***Prerequisites:*** BIOL 2104 with a minimum grade of C, all 2000-level nursing courses with minimum grades of C, *and* NURS 3204 with a minimum grade of C. *Course rotation:* Fall. *Theory hours:* Four. *Total clinical hours:* 90.

NURS 3204 – Pathophysiology – 4 credit hours
Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health and the body's response to illness and disease. Disease etiology, incidence/prevalence, risk factors, and clinical manifestations are examined. ***Prerequisites:*** BIOL 2624 with a minimum grade of C, NURS 2002 with a minimum grade of C, *and* NURS 2024 with a minimum grade of C. *Course rotation:* Spring.

NURS 3305 – Maternal/Newborn/Family-Centered Nursing – 5 credit hours
Provides the student with nursing theory and evidence-based practice principles needed to recognize and promote health during pregnancy and childbirth. Focus is on pregnancy and childbirth as natural processes. High-risk obstetrical clients and subsequent nursing care are identified and discussed. Students demonstrate clinical reasoning, critical thinking, and caring to design and deliver safe, spiritually and culturally appropriate, patient-centered care. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical prevention and health promotion of the childbearing family. ***Prerequisites:*** NURS 3013 with a minimum grade of C *and* NURS 3106 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 3354– Pediatric/Family-Centered Nursing – 4 credit hours
Assists students in meeting the health care needs of children and families experiencing potential and actual alterations in health. Course content includes evidence-based, spiritually and culturally

appropriate, patient-centered care of the child from infancy to adolescent years. Emphasis is placed on clinical prevention, health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of settings to allow for learning experiences that emphasize clinical prevention and health promotion of the childrearing family. ***Prerequisites:*** NURS 3013 with a minimum grade of C *and* NURS 3106 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4003 – Nursing Research – 3 credit hours
Provides an overview of the research process and utilization of current nursing research in evidence-based practice. Issues of scientific merit and relevance of research to clinical practices will be explored. Emphasis is placed on the role of research in clinical problem solving, practice, and evaluation. ***Prerequisites:*** MATH 2403 with a minimum grade of C, COMM 1203 with a minimum grade of C, *and* all 3000 level nursing courses with minimum grades of C. *Course rotation:* Fall.

NURS 4105 – Mental Health Nursing – 5 credit hours
Prepares students to provide spiritually and culturally appropriate, client-centered care to individuals across the lifespan experiencing acute and chronic mental/behavioral health problems. Students examine issues and trends affecting the provision of care to patients with common mental disorders or mental health needs. Clinical experiences take place in a variety of health care settings. ***Prerequisites:*** HS 3103 *or* PSYC 3903 with a minimum grade of C *and* all 3000-level nursing courses with minimum grades of C. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 90.

NURS 4154 – Community Health Nursing – 4 credit hours
Includes health promotion and primary, secondary, and tertiary prevention as applied to the nursing care of individuals, families, groups, and populations in the community. Clinical practice is focused on evidence-based nursing practice with diverse 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 at-risk populations. 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 and virtual settings. ***Prerequisites:*** All 3000-level nursing courses with minimum grades of C. *Course rotation:* Fall. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4204 – Leadership in Nursing – 4 credit hours
The role of the professional nurse as a leader and manager of care in the nursing profession and health care delivery is analyzed. Emphasis is placed on the three distinct roles that emerge from the nursing discipline. These include provider of care, manager of care, and member of the profession. Health care and nursing are viewed from the service and business context with exploration of specific leadership and management skills. Contemporary issues related to health care delivery are explored with an examination of ethical, legal, and regulatory processes. Knowledge and behaviors consistent with professional nursing practice are stressed within a paradigm that views the nurse as a leader and collaborator within the interprofessional team. ***Prerequisites:*** NURS 4003 with a minimum grade of C, NURS 4105 with a minimum grade of C, *and* NURS 4154 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4304 – Adult Health Nursing II – 4 credit hours
A continuation of NURS 3106. This course provides students with theory and evidence pertinent to managing a variety of 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 acute and chronic alterations in health. Learning experiences are provided in the laboratory, acute care clinical setting, and/or simulation. ***Prerequisites:*** NURS 4003 with a minimum grade of C, NURS 4105 with a minimum grade of C, *and* NURS 4154 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* Three. *Total clinical hours:* 45.

NURS 4402 – Nursing Synthesis – 2 credit hours
Provides a culminating experience in which students synthesize nursing and general education knowledge. The course provides core nursing content review and interactive tools to assist students in identifying nursing content strengths and weaknesses. Students will demonstrate focused study and apply interactive exam techniques prior to taking the National Council Licensure Examination (NCLEX). ***Prerequisites:*** NURS 4205 with a minimum grade of C *and* NURS 4304 with a minimum grade of C.

NURS 4504 – Capstone in Nursing – 4 credit hours
Provides students with a culminating intensive clinical experience. The students are given the opportunity to integrate clinical and theoretical learning from previous nursing courses. Through a preceptorship experience, the student will further his/her transition from student nurse to the role of the professional nurse. The primary purpose of this course is to develop competency in nursing care, including organizational, prioritizing, and decision-making skills. Critical care content will be delivered in this course. This component will focus on synthesizing nursing knowledge and advanced skills in caring for individuals and families experiencing crises. ***Note:*** Because this course integrates the 120-hour Kentucky Board of Nursing (KBN) required practicum experience, it must be taken during the semester immediately prior to graduation. ***Prerequisites:*** NURS 4204 with a minimum grade of C *and* NURS 4304 with a minimum grade of C. *Course rotation:* Spring. *Theory hours:* One. *Total clinical hours:* 135.

Nursing: R.N. B.S.N. NURN

NURN 3012 – Transition to Professional Nursing Practice – 2 credit hours
Provides an overview of the nursing profession. Concepts underlying professional nursing practice with a focus on role expectations and behaviors are introduced. Students must enroll in this course during the first session of the first term of enrollment. ***Prerequisite:*** Admission to the R.N. B.S.N. program. *Theory hours:* Two.

NURN 3023 – Comprehensive Health Assessment – 3 credit hours
Prepares students to conduct a comprehensive, patient-centered, spiritually and culturally appropriate, holistic assessment of individuals across the lifespan. Effective communication through written, verbal, nonverbal, and emerging technologies is emphasized. Priority is placed on the collection, processing, and interpretation of subjective and objective client data. The nursing process as the organizing framework for nursing practice and the role of the nurse as provider are explored. *Theory hours:* Four. *Total clinical hours:* 5.

NURN 3114 – Complex Disease Concepts & Care – 4 credit hours
Applies acquired knowledge from the basic sciences to alterations in pathophysiology and diseases. Students examine alterations in physiological processes that disrupt or impair health. Disease etiology, incidence/prevalence, clinical manifestations, and pharmacotherapeutics appropriate for evidence-based practice are examined. *Theory hours:* Four.

NURN 3122 – Health Care Informatics – 2 credit hours
Creates an opportunity to examine the interdisciplinary use of technology-based innovations in health care services. Focus will be on use of informatics for planning and management of nursing, public health, and health care in general. Students will explore legislative and political issues related to informatics on state, national, and global levels. *Theory hours:* Two.

NURN 3313 – Global & Population Health – 3 credit hours
Includes health promotion and primary, secondary, and tertiary prevention as applied to the care of individuals, families, groups, populations in the community, and globally. Community assessment and collaboration with community partners are explored as essential components in community-focused clinical decision-making. Demographic and epidemiologic data are explored to identify populations at risk. Trends and issues in public health, including access to resources and delivery of care, are addressed. *Theory hours:* Three. *Total clinical hours:* 10.

NURN 4323 – Health Care Ethics – 3 credit hours
Includes analysis of ethics (i.e. justice, beneficence, maleficence) required for health care practice as well as ethical situations encountered in nursing practice. Emphasis will be placed on examination of ethical health scenarios (i.e. genetics, end of life care) and responses to those scenarios to provide quality care to clients, families, and communities. *Theory hours:* Three.

NURN 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. ***Corequisites:*** MATH 2403. *Theory hours:* Three.

NURN 4614 – Organizational & Systems Leadership – 4 credit hours
Applies leadership and management techniques to address challenges encountered in health care organizations. Systems theories are assessed and utilized to manage complex health challenges. Emphasis is on the provision of safety and quality through application of clinical reasoning, critical thinking, and caring. ***Prerequisite:*** NURN 4423 with a minimum grade of C. *Theory hours:* Four. *Total clinical hours:* 40.

NURN 4622 – Interprofessional Education & Collaboration – 2 credit hours
Involves effective education and communication strategies to transform health services. Focus will be on educational strategies for teaching and training, therapeutic communication techniques, and a holistic approach to interaction with other health care professionals. Students will participate in case scenarios, debates, and discussions that create immersion opportunities for understanding education, collaboration, and communication concepts. *Theory hours:* Two.

NURN 4711 – Nursing Certification & Credentials – 1 credit hour
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:* One.

NURN 4900 – Practicum – 3-6 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 practicum, the student will begin to take responsibility for quality enhancement opportunities and will experience different populations and issues in the health care system. Emphasis is placed on the three distinct roles that emerge from the nursing discipline, including provider of care, manager of care, and member of the profession. This course may be repeated once for credit. *Theory hours:* Variable 3-6. *Total clinical hours:* 25.

Nutrition NUTR

NUTR 1003 – Fundamentals of Nutrition – 3 credit hours
This course will review the role of nutrition in disease prevention and health promotion. This will include a study of the individual nutrients and how the body utilizes these nutrients. There will be a comprehensive analysis of facts vs. fallacies in contemporary nutrition. A focus on the relation of nutrition and exercise on both the mind and the body will be reviewed.

Philosophy PHIL

PHIL 1003 – Introduction to Philosophy – 3 credit hours
Survey of the basic questions of knowledge and existence. Explores methods of philosophical reasoning in addressing human identity, worldview, epistemology, hermeneutics, natural law, the problem of evil, free will, and human nature. Includes both traditional and contemporary voices.

PHIL 3003 – Ethics – 3 credit hours
Explores questions of the nature and ground of virtue, wisdom, and the good life. Considers ethical theories including deontology, utilitarianism, and virtue ethics. Particular attention is paid to making principled choices in practical situations. Includes responsibilities of the individual and society in both traditional and contemporary moral debates. ***Recommended:*** Sophomore standing *or* above. *Course rotation:* Spring.

Physical Education PHED

Note: Students interested in majoring in physical education & health should be aware that these majors require acceptance into and compliance with the standards set forth by the education program.

PHED 1021 – First Aid – 1 credit hour
Students will use technology to practice first-aid procedures and prevention/care of injuries. *Course rotation:* Fall and spring.

PHED 1802 – Special Topics in Physical Activity – 2 credit hours
Activity normally features skill development in a specific recreational area or sport. Emphasis is on participation, development or camaraderie, strategy, and team play. Course may be repeated. *Course rotation*: Varies.

PHED 2012 – Basic Injury Care for the Coach & Trainer – 2 credit hours
Students will use technology to study symptoms, prevention, immediate treatment, and long-term care in athletic injuries. *Course rotation:* Spring of odd years.

PHED 2013 – Nutrition – 3 credit hours
Examines nutritional values and practices. Topics for discussion include, but are not limited to, the following: basic food groups, food nutrients, weight problems, and food labels. *Course rotation:* Spring of odd years.

PHED 2053 – Foundations of Health & Physical Education – 3 credit hours
Students will use technology to provide historical and philosophical perspectives for health and physical education. *Course rotation:* Spring of even years.

PHED 2133 – Motor Learning & Development – 3 credit hours
Teaches various stages of motor learning as it applies to the physical education student. The development of children in grades P-12, including digital media and technology, will be discussed with issues that this brings for their physical movement abilities. ***Prerequisite:*** EDUC 2123. *Course rotation:* Fall of odd years.

PHED 2253 – Personal, School & Community Health – 3 credit hours
Incorporates personal and school health into the wider scope of community health. Needs-assessment on an individual, school, and community basis will be developed using technology. Students will be actively engaged in planning program design for themselves and others. ***Prerequisite:*** EDUC 2123. *Course rotation*: Spring of even years.

PHED 2553 – Fitness, Wellness & Conditioning – 3 credit hours
The course provides a comprehensive understanding of theory and practical application of critical areas for lifelong physical fitness, wellness, and physical conditioning (cardio, respiratory endurance, muscular strength and endurance, flexibility, body composition). Nutrition, weight management, cardiovascular disease, and injury prevention will be included using digital media and technology. Interactive learning and laboratory experiences for individual wellness assessment, practice of exercise systems including dance and recreational activities, and improvement of body function will allow students to assess critically lifetime activities as components of a wellness program. *Course rotation:* Fall and spring of odd years.

PHED 3002 – Psychology/Sociology of PE/Sport – 2 credit hours
Surveys psychology/sociology and the varied responsibilities of the teacher and coach as they relate to these fields. Uses technology to explore topics of discussion, including areas such as characteristics, type of personality, philosophy, history, organization, and administration, as well as current issues. ***Prerequisites:*** EDUC 2123 *and* admission to the teacher education program *or* instructor's permission. *Course rotation:* Fall of even years.

PHED 3013 – Exercise Physiology – 3 credit hours
Students will use technology to study physiological changes which occur during and after physical activity. The physiological changes include circulatory, respiratory, endocrine, and nervous 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 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 intellectually challenged, the gifted, and the visually, aurally, physically, emotionally, and neurological disabled are discussed. Students will use technology to address how to best meet the needs of these students in a physical movement environment. Includes field hours. ***Prerequisites:*** EDUC 3403, PHED 2053, *and* admission to the teacher education program. *Course rotation:* Fall of even years.

PHED 3163 – Skills & Techniques of Team & Lifetime Activities – 3 credit hours
Students will use technology to explore the fundamental skills and strategies for team, individual, and dual activities. ***Prerequisite:*** Admission to the teacher education program. *Course rotation:* Fall of even years.

PHED 3203 – Physical Education/Health Curriculum & Methods for Elementary P-5 – 3 credit hours
Explores principles of instruction by using technology for grades P-5 in health and physical education. Students will learn to integrate content knowledge of child health, nutrition, and physical fitness in designing effective learning experiences for elementary students. Special emphasis is given to teaching methods and curriculum materials considered best practice for grades P-5 to promote healthy lifestyles. Includes field hours. ***Prerequisites:*** Admission to the teacher education program *and* EDUC 3413 (P-5 majors) *or* EDUC 3403 (physical education majors). *Course rotation:* Spring.

PHED 3402 – Fundamentals of Coaching – 2 credit hours
Methods of teaching sport skills, and sport management skills. The purpose will be to promote athletes' growth, development, and learning, while teaching age-appropriate skills. Includes analysis of National Coaching Standards and an examination and analysis of the philosophy and ethics of coaching. Students will examine how values are communicated, and how to facilitate positive social and emotional growth. Students will utilize technology to write personal statements on their philosophy of coaching and will work through ethical dilemmas in sport. ***Prerequisite:*** EDUC 2123. *Course rotation:* Spring of even years.

PHED 4023 – Middle/Secondary Methods for Physical Education – 3 credit hours
Explores principles of instruction, digital media, technology, teaching methods, and curriculum materials as prevalent in public schools, grades P-12. Includes field hours. ***Prerequisite:*** Admission to the teacher education program. *Course rotation:* Spring of odd years.

PHED 4103 – Contemporary Health Issues – 3 credit hours
Students will use technology to examine current issues in health by means of special speakers and other resources. Issues explored include AIDS, world population, global warming, and others that the future will dictate. ***Prerequisite:*** PHED 3103 *and* admission to the teacher education program *or* instructor's permission. *Course rotation:* Spring of odd years.

Physical Science PHSC

PHSC 1104 – Introduction to Physical Science – 4 credit hours
Introduces the physical science disciplines of physics and chemistry. Specific topics include physical units, motion, force, energy, heat and thermodynamics, waves, electricity and magnetism, optics, atomic and nuclear physics, the periodic table, the chemical elements, chemical bonding, chemical equations, and simple stoichiometry. A one-hour laboratory series is included, which correlates with the course's concepts. ***Prerequisite:*** MATH 0923 *or* minimum ACT mathematics sub-score of 20 *or* minimum SAT mathematics score of 520 *or* equivalent. *Course rotation:* Varies.

PHSC 1204 – Earth Science – 4 credit hours
Integrates study of the general concepts in astronomy, geology, meteorology, and oceanography. Introduces the student to the scientific method of problem-solving and acquaints the student with the applications of earth science to everyday living. A one-hour laboratory series is included, which correlates with the course's concepts. *Course rotation:* All semesters.

Physics PHYS

PHYS 2114 – College Physics I – 4 credit hours
A non-calculus based introduction to models of physical phenomena including conservation of energy, three-phase matter, mechanical energies, oscillations, particle models of matter, bond energy, and thermal energy, thermodynamics, ideal gas, entropy, Galilean space-time, momentum conservation, angular momentum conservation, Newtonian mechanics. Emphasis will be placed on conceptual analysis,

graphical interpretation, and communication. A laboratory component is included. ***Prerequisite:*** MATH 1124 *or* equivalent. *Course rotation:* Spring.

PHYS 2124 – College Physics II – 4 credit hours
A continuation of College Physics I, including the following physical models: Bernoulli's principle, steady-state energy-density, and linear transport, 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:* Fall.

PHYS 2211 –Engineering Physics I – 1 credit hour
Further depth and application of calculus to topics in PHYS 2114. Particular emphasis is on derivations and problem solving. ***Prerequisites/corequisites:*** PHYS 2114 *and* MATH 2315 *or* equivalent *or* instructor's permission. *Course rotation:* Spring.

PHYS 2221 – Engineering Physics II – 1 credit hour
Further depth and application of calculus to topics in PHYS 2124. Particular emphasis is on derivations and problem solving. ***Prerequisites/corequisites:*** PHYS 2124 *and* MATH 2325 *or* equivalent *or* instructor's permission. *Course rotation:* Fall.

PHYS 3103 – Statics – 3 credit hours
Study of forces on objects at rest. Contents include: a discussion of vector algebra; a study of force systems; equivalent force systems; distributed forces; internal forces; principles of equilibrium; application to trusses, frames, and beams; and friction. ***Prerequisites:*** PHYS 2124 *and* PHYS 2211. ***Prerequisite/corequisite:*** MATH 3314. *Course rotation:* Spring.

PHYS 3203 – Dynamics – 3 credit hours
Study of particle dynamics, rigid-body motion, small oscillations, rotating coordinate systems, and an introduction to the Lagrangian and Hamiltonian formulations of mechanics. ***Prerequisite:*** PHYS 2124 *and* PHYS 2221. ***Prerequisite/corequisite:*** MATH 3323 *or* MATH 4303. *Course rotation:* Varies.

PHYS 3404 – Electrodynamics – 4 credit hours
Study of the fields produced by static charges and steady currents. Topics include electric fields and dielectrics, magnetic fields and magnetic materials, scalar and vector potentials, Maxwell's equations, and electromagnetic waves. A laboratory component is included. ***Prerequisites:*** PHYS 2221 *and* MATH 3314 *or* equivalent. *Course rotation:* Varies.

PHYS 3614 – Thermodynamics – 4 credit hours
Presents a discussion of the fundamental principles and applications of thermodynamics. A laboratory component is included. ***Prerequisite:*** PHYS 2211. *Course rotation:* Varies.

PHYS 3703 – Modern Physics – 3 credit hours
This course presents an overview of some of the discoveries in physics since the late nineteenth century. Topics include relativity (objects traveling near the speed of light), particle physics (particles smaller than nucleons), nuclear decays and energy/mass equivalence, and quantum mechanics. ***Prerequisites:*** PHYS 2221 *and* MATH 3314 *or* equivalent. *Course rotation:* Varies.

Political Science POSC

POSC 1003 – U.S. Government – 3 credit hours
Introductory survey of the American political system, including study of the philosophical basis of American government, the three branches of the federal government, federal-state relations, civil rights, political parties, campaigns, the role of the media, and lobby groups. *Course rotation:* All semesters.

POSC 2113 – Political Theory Through the Ages – 3 credit hours
In this class, selected political theorists from classical antiquity, the medieval period, the Renaissance, and the modern era 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. *Course rotation:* Spring of odd years.

POSC 2203 – U.S. Congress – 3 credit hours
Examines the role of the legislative branch in the American political system. While the focus is primarily on the U.S. Congress as a whole, we also discuss such topics as representation, the sources of legislative power, the institutions involved in formulating legislation, and the people who participate in the legislative process. In the process, the role elections, leadership, and parties play in the legislative process will be examined. ***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. *Course rotation:* Spring.

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. *Course rotation:* Fall of odd years.

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. *Course rotation:* Spring of even years.

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. *Course rotation:* Spring of odd years.

POSC 3313 – International Law – 3 credit hours
This course offers an overall examination of the international legal system. In addition to learning how international law is made and applied, we will also analyze the major concepts, bases, and most famous cases of public international law. A portion of the class is also dedicated to illustrating practical challenges international law faces due to an ever more globalized world. The topics we cover will range from the sources and subjects of international law, to the settlement of disputes, to the law of the sea, to issues of jurisdiction, and to the laws of war, just to name a few. ***Prerequisites:*** POSC 1003 *and either* POSC 2213 *or* instructor's permission.

POSC 3323 – Terrorism & Political Violence – 3 credit hours
Terrorism, a violent tactic with a strikingly long history of use, has become a central security concern and political issue in the U.S. in recent years. This course relies on both theoretical and empirical literature to

examine a host of questions about terrorism in an advanced, intensive, discussion-based seminar. In particular, we investigate the definition(s) of terrorism, its historical use and evolution, the motivations of various types of groups that employ or have employed this tactic, different forms of terrorism, variation in state responses to terrorism (where and when terrorism successfully results in concessions), and the effectiveness of a range of counterterrorism strategies and tactics. ***Prerequisites:*** POSC 1003 *and either* POSC 2213 *or* instructor's permission. *Course rotation:* Fall of odd years.

POSC 3403 – Ethnic Conflict & Civil War – 3 credit hours
This course reviews both classic and cutting-edge scholarship on internal political violence, with an emphasis on the causes, organization, consequences, and termination of civil wars and ethnic conflict. The incidence of this violence has risen rapidly in the past two decades and it poses a major humanitarian issue. The readings explore why political leaders, communities, and individual citizens turn to violence against their neighbors and how order can be re-established. We will also study the organization, recruitment strategies, and battle tactics of armed groups. Throughout the course, we will also discuss methods available to political scientists researching ethnic violence or civil war. ***Prerequisites:*** POSC 1003 *and either* POSC 2303 *or* instructor's permission. *Course rotation:* Fall of even years.

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 such topics as international organizations, political ideologies, the Cold War, the politics of film and television (e.g., *Star Wars, Dr. Strangelove, Charlie Wilson's War, Wag the Dog, Battlestar Galactica*), dictatorship and anti-democratic political systems, and/or other, various international relations or comparative politics themes. This course may be repeated once for credit. ***Prerequisite:*** POSC 1003. *Course rotation:* Fall of odd years.

POSC 4203 – The American Presidency – 3 credit hours
An examination of the nature and development of the presidency and its role in the American political system. The presidency is defined broadly to include both the presidential office and the institutional structures in the White House and the Executive Office of the President that have grown up around it. ***Prerequisite:*** POSC 1003. *Course rotation:* Spring of even 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* PSYC 4703 *and* PSYC 4903 *and either* 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; American politics in film and television (e.g., *House of Cards, Dallas Buyers Club, The American President, The Contender*); politics and the media. 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 a minimum of 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.

PSYC 1003 – Principles of Psychology – 3 credit hours
Introduction to the scientific study of human behavior. Fundamental facts, theories, concepts and principles of psychology are included. *Course rotation:* Fall and spring.

PSYC 3033 – Psychopathology – 3 credit hours
The origins, development, and treatment of psychopathological behavior. ***Prerequisites:*** PSYC 1003 *and* sophomore standing or above. *Course rotation:* Fall and spring.

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 and spring.

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 and spring.

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 and spring.

PSYC 3603 – Behavioral Analysis – 3 credit hours
A study of the theory and techniques of behavioral change utilizing the principles of conditioning. Application relevant to health-centered and educational settings is emphasized. ***Prerequisites:*** PSYC 1003 *and* sophomore standing or above. *Course rotation:* Fall and spring.

PSYC 3733 – Sport Psychology – 3 credit hours
This course explores the psychological principles and theories that influence athletic performance, motivation, and team dynamics. Students will examine the mental skills required for peak performance, including goal setting, concentration, confidence, and anxiety management. The course also covers topics such as leadership, motivation, the psychological impact of injury, and the role of mental health in athletic populations. Through a combination of theoretical frameworks, case studies, and practical applications, students will gain a comprehensive understanding of how psychological factors contribute to success and well-being in sport settings. ***Prerequisites:*** PSCY 1003 *and* sophomore standing. *Course rotation:* Fall and spring.

PSYC 3903 – Developmental Psychology – 3 credit hours
Presents an overview of the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, and aging. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and social aspects of human development. ***Prerequisite:*** PSYC 1003. *Course rotation:* Fall and spring.

PSYC 4403 – Physiological Psychology – 3 credit hours
An introduction to the biological basis of behavior. Neural, sensory, motor, and chemical structures and functions will be examined in relation to emotions, learning and memory, perception, and

psychopathology. ***Prerequisites:*** PSYC 1003 *and* junior standing or above. *Course rotation:* Fall and 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:* Fall and spring.

PSYC 4703 – Research Methods & Statistics I – 3 credit hours
Introduces the student to conducting research in the behavioral sciences. Concepts and application emphasized are ethics in research, exploring the literature, types of research variables, validity and descriptive statistics. In addition, each student will design an independent research project to be completed in PSYC 4903. ***Prerequisites:*** PSYC 1003 *and* MATH 1013 *or* MATH 1014 *or* a minimum ACT mathematics subscore of 26 *or* minimum SAT mathematics score of 600 or equivalent. *Course rotation:* Fall.

PSYC 4903 – Research Methods & Statistics II – 3 credit hours
Continuation of Research Methods, this class provides an overview of experimental designs and inferential statistics with an emphasis on selecting the appropriate statistical analysis for each experimental design. The student will demonstrate understanding of experimental methods by conducting the independent research project designed in Research Methods and presenting the results in a public forum. ***Prerequisite:*** PSYC 4703. *Course rotation:* Spring.

Recreation, Tourism & Sport Management RTSM

RTSM 2013 – Introduction to Recreation, Tourism & Sport Management – 3 credit hours
Introduction to the professional fields in recreation and leisure by presenting the basic principles, fundamentals, and concepts as related to such factors as history and objectives, sociological and economic aspects, as well as motivation and barriers to participation. Knowledge, attitude awareness, and resources needed to work with diverse populations. Additionally provides an introduction to communication tools necessary for RTSM professionals such as email, PowerPoint, Word, Excel, etc. Focus on effective written and oral communication.

RTSM 2103 – Leadership & Diversity in RTSM – 3 credit hours
Students will examine and practice leadership techniques and group dynamics in RTSM programming. Application of these techniques and concepts will be examined specific to minority status, gender, youth-at-risk, senior citizens, and people with disabilities. ***Prerequisite:*** Minimum grade of C in RTSM 2013.

RTSM 2403 – Principles of Tourism – 3 credit hours
Survey of travel and tourism worldwide with focus on terminology, demographics, financial significance, and trends. ***Prerequisite:*** Minimum grade of C in RTSM 2013. *Course rotation:* Fall.

RTSM 2603 – Principles of Sport Management – 3 credit hours
Development of a conceptual understanding of sport management, career opportunities in sport management, and the necessary competencies for the different career fields. ***Prerequisite*:** Minimum grade of C in RTSM 2013.

RTSM 3103 – Recreation & Sport Facility Management – 3 credit hours
Management and design principles applied to park, recreation, and sport areas and facilities. Emphasis on operational efficiency, quality service, fiscal responsibility, and maintenance management. Additional emphasis on physical accessibility of facilities. ***Prerequisite:*** Minimum grade of C in RTSM 2013.

RTSM 3213 – Recreation Administration – 3 credit hours
Introduces students to various administrative aspects of recreation, tourism, and sport industries including personnel, marketing, and financial practices. Serves as a basic background in administration with an emphasis in leadership skills, management techniques, training, and risk management. ***Prerequisite:*** Minimum grade of C in RTSM 2013.

RTSM 3303 – Recreation Programming – 3 credit hours
Theoretical and applied approaches to the recreation program planning process. Basic elements of programming using a variety of recreational settings and diversity of practical experience. ***Prerequisites:*** ENGL 1023 *and* minimum grade of C in RTSM 2013.

RTSM 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 3613 – Research & Evaluation in RTSM – 3 credit hours
Overview of research and evaluation methods as applied to recreation, tourism, and sport management services. Topics will include needs assessment and program and service evaluation. ***Prerequisite:*** Minimum grade of C in RTSM 2013.

RTSM 3633 – Coaching Ethics & Strategies – 3 hours
Focuses on competitive coaching with an emphasis on various NCAA and NAIA policies as well as the strengths, weaknesses, and ethical considerations of various coaching styles. ***Prerequisite:*** RTSM 2603 or instructor's permission.

RTSM 3713 – Sport Marketing – 3 credit hours
Evaluation of sport and marketing, including applications of mainstream marketing which include a historical overview of sport marketing, collegiate and professional sporting events, commercial and public organizations, sporting goods, and the sport enterprise. ***Prerequisite:*** Minimum grade of C in RTSM 2603 *or* instructor's permission.

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 3TX3 – Topics in Tourism – 3 credit hours
Introduces students to content based on the industry emphasis in Kentucky and the surrounding region. Topics will include but are not limited to sport tourism, agritourism, equine tourism, bourbon and breweries. This course may be repeated up to three times for credit. ***Prerequisite:*** Minimum grade of C in RTSM 2403 *or* instructor's permission.

RTSM 4102 – Senior RTSM Seminar – 2 credit hours
Integration of knowledge, theory, and methods from coursework and experience; development and presentation of comprehensive operational and management problems and plans. Designed to encourage students to function as professionals and to relate areas of specialty to the broader recreation, tourism and sport management profession. ***Prerequisite:*** Senior standing *or* instructor's permission.

RTSM 4203 – Park & Open Space Planning & Design – 3 credit hours
This course will familiarize students with the basic principles of planning and design of outdoor recreation and park facilities. The course reviews the importance of an environmental and social ethic in planning and design, the process and products, and how planning and design of a place can influence people. Students should complete the course having gained knowledge that will help them to contribute to a planning or design process and be able to critically examine various types of plans and designs.

RTSM 4303 – Professional Event Management – 3 credit hours
Students acquire an in-depth knowledge about the field of event management. Planning techniques, strategies, and requirements for planning, implementing, and evaluating community events are included. Emphasizes ordinances, planning, funding, and marketing. ***Prerequisite:*** Minimum grade of C in RTSM 3303. *Course rotation:* Fall.

RTSM 4403 – Tourism Destination Management – 3 credit hours
This course examines the functions of community tourism management. Examines management strategies and methods to fund, operate, and promote a tourism destination to meet the needs of the community, local service providers, and potential visitors. Includes consideration of environmental and resource requirements as well as tourism's social and cultural ramifications. ***Prerequisite:*** Minimum grade of C in RTSM 2403.

RTSM 4603 – Athletic Administration – 3 credit hours
Provides overview of the area of athletics administration for scholastic and collegiate settings. This course covers many areas from staffing and recruiting to fund-raising. ***Prerequisite:*** Minimum grade of C in RTSM 2603.

RTSM 4703 – Sport Law – 3 credit hours
An overview of legal issues that impact sports. An examination of various aspects of the legal system and how it relates to the management and supervision of sport and recreation programs. Topics include but are not limited to risk management, negligence, contract law, civil law, Title IX, the ADA, waivers, and more. ***Prerequisite:*** Minimum grade of C in RTSM 2603 *or* instructor's permission.

RTSM 4803 – Special Topics – 3 credit hours
Presentation and discussion of relevant issues in recreation, tourism & sport management. ***Prerequisite:*** Instructor's permission.

RTSM 4901-4906 – RTSM Internship – 1-6 credit hours
Provides experiential learning at an on-campus or off-campus site. Internships give students the opportunity to participate actively in a recreation-, tourism-, or sport-related field aligned with their targeted career goals. Internships integrate classroom knowledge and theory with practical application and skills and provide the opportunity to make connections in the industry while developing hard and soft skills. The internship must be pre-approved by the RTSM program coordinator and comply with the program's guidelines for professional internships. The internship must involve a minimum of 40 clock hours per one hour of credit under the joint supervision of a qualified manager and an RTSM program supervisor. Students may repeat the course once for credit. ***Grading:*** Credit/No Credit. ***Prerequisites:*** COMM 4503 *and* program coordinator's permission. *Course rotation:* All semesters.

RELI 1003 – Christian Beliefs – 3 credit hours
A survey of Christian thought, beliefs, and traditions through the ages. Doctrines concerning the nature of God, the fall of man, sin, Jesus Christ, atonement, and salvation are discussed. The Church of the Middle Ages, the Reformation, the Puritan Age, and the contemporary Church are examined. Key figures in Christian thought from St. Augustine to Mother Teresa are introduced. *Course rotation:* All semesters.

RELI 1013 – Old Testament – 3 credit hours
A survey of the Old Testament dealing with its making, meaning, and literature; designed to lead to an appreciation of its content and application. *Course rotation:* All semesters.

RELI 1023 – New Testament – 3 credit hours
A survey of the New Testament dealing with its making, meaning, and literature; designed to apply teachings of the New Testament to present times. *Course rotation:* Varies.

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:* Varies.

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 of even years.

RELI 2203 – Biblical & Theological Hermeneutics – 3 credit hours
This course examines the theory and method of Biblical interpretation and its contemporary application. ***Prerequisite:*** RELI 1003. *Course rotation*: Fall of odd years.

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:* Fall of even years.

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 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 MUSI 3123. ***Prerequisite:*** RELI 1003. *Course rotation:* Varies.

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:* Varies.

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:* Varies.

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:* Varies.

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. *Course rotation:* Varies.

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:* Varies.

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:* Varies.

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:* Varies.

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. *Course rotation:* Varies.

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, *and* sophomore standing or above. *Course rotation:* Varies.

RELI 3413 – Christian Apologetics – 3 credit hours
A basic introduction to a rational defense for the historic and apostolic claims of the Christian faith. Attention is focused on the classic arguments for the existence of God, the reliability of the Bible, and the historical evidence for the life, death, and resurrection of Jesus of Nazareth. Contemporary issues in the area of Christian apologetics within a postmodern, secular culture are examined. *Course rotation:* Spring.

RELI 3423 – Discipleship – 3 credit hours
This course covers the primary philosophy and methodology for making Christian disciples and examines problems, possibilities and processes for building a disciple-making culture in the local church. Special attention is given to the integration of biblical and theological principles of discipleship for cross-cultural applications in a postmodern world. *Course rotation:* Fall of odd years.

RELI 3513 – Christian Theology I – 3 credit hours
As an advanced study in the core doctrines of the Christian faith, this course examines theological method, revelation, the Trinity and the attributes of God, creation, providence, and theological anthropology. ***Prerequisite:*** RELI 1003. *Course rotation:* Fall of even years.

RELI 3523 – Christian Theology II – 3 credit hours
As an advanced study in the core doctrines of the Christian faith, this course examines Christology, hamartiology, soteriology, pneumatology, ecclesiology, sacraments, and eschatology. ***Prerequisite:*** RELI 1003. *Course rotation:* Fall of odd years.

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:* Varies.

RELI 4393 – Psychology of Religion – 3 credit hours
Presents psychological, philosophical, and theoretical factors associated with religious practice. ***Prerequisite:*** PSYC 1003. *Course rotation:* Varies.

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, *and* sophomore standing or above. *Course rotation:* Spring.

RELI 4553 – Wesleyan Studies – 3 credit hours
A survey of Methodist theology, history and practice from the time of John Wesley to the present. It integrates theology and practice of ministry by showing the impact and relevance of Wesleyanism for the contemporary church. ***Prerequisites:*** RELI 1003 *and* RELI 3103. *Course rotation:* Varies.

RELI 4603 – Homiletics – 3 credit hours
A consideration of the essential qualifications of a preacher; the need for preaching; and proper preparation of sermon material, including discovery and arrangement of ideas, and the effective presentation and reception of the message. ***Prerequisite:*** Minimum grade of C in COMM 1203. *Course rotation:* Varies.

RELI 4933 – Practicum I – 3 credit hours
Provides exposure to ministry as a vocation. Students participate in a 120-clock hour practicum under skilled supervision. ***Prerequisite/corequisite:*** Second semester junior standing. *Course rotation:* All semesters.

RELI 4943 – Practicum II – 3 credit hours
Provides exposure to ministry as a vocation. Students participate in a 120-clock hour practicum under skilled supervision. ***Prerequisite/corequisite:*** Second semester junior standing. *Course rotation:* All semesters.

RELI 4950 – Senior Practicum III – 1-3 credit hours
An additional 120-clock hour practicum experience in the field of church work. *Course rotation:* All semesters.

RELI 4TX3 – Topics in Applied Ministry – 3 credit hours
A class that informs students about applications of Christian Ministry to three or more distinct contexts such as church planting, intergenerational ministry, missions, pastoral care, urban ministry, and ministry to people in recovery. General principles that relate to a wide variety of contexts that those serving in ministry are likely to experience will be drawn from each ministerial application. The course may involve weekend intensives, trips, and guest speakers from various ministries. ***Prerequisite:*** RELI 1003. *Course rotation:* Varies.

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 University Earth Day plant sale. Aspects of the course include: plant selection; plant growth and propagation (using the Lindsey Wilson University greenhouse); advertising; plant labeling and pricing; selling and delivery of the plants, etc. This course is open to students from all majors and includes business and marketing components in addition to its obvious biology facets. Students will work independently outside of class and will be expected to complete their tasks in a timely and conscientious manner as is needed for any business venture to succeed. Proceeds from the sale will be used to fund natural areas projects on campus. ***Prerequisite:*** Instructor's permission.

SCI 1013 – Topics in Science – 3 credit hours
Study of current topics in natural science. Emphasizes the scientific process, including scientific method, introductory content relative to the topic of the course, and a focus on a topical issue as designated by the instructor. *Course rotation:* All semesters.

SCI 2101 – Introduction to Scientific Communication – 1 credit hour
Introduces science majors to the conventions of scientific communication with a special emphasis on effective science writing. ***Prerequisites:*** Successful completion, with a minimum grade of C, of BIOL 1204/BIOL 1200 *and* BIOL 1214. *Course rotation:* Varies.

SCI 4303 – Science, Technology & Society – 3 credit hours
Explores the roles and responsibilities that the scientist and technologist have in society and, inversely, that society has in science and technology. Explores how science and technology sometimes bridge and sometimes exacerbate the chasms between different global cultures. Employs case studies to analyze the strengths and weaknesses of this relationship. Possible topics include political controversy over scientifically settled issues, emerging technologies and fields of research, pseudoscience, and academic integrity. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. ***Prerequisite:*** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies.

SCI 4313 – Hard Decisions in STEM – 3 credit hours
An examination of multiple paradigms (theories and analyses) utilized in decisions affecting science, technology, engineering, and mathematics (STEM). Employs case studies to understand these paradigms in practice. Applies the paradigms to current and future topics such as controversial research, funding allocation, and other decisions in uncertainty. This is a seminar course that emphasizes reading and group discussions of numerous journal articles. Class size is limited. ***Prerequisite:*** At least junior standing in one of the STEM disciplines *or* instructor's permission. *Course rotation:* Varies.

SCI 4900 – Research & Thesis – 1-3 credit hours
In this course, students will have the opportunity to work on a research project under the guidance of a faculty member. Students are expected to perform an extensive review of the literature related to the project, develop the experimental skills necessary to complete the research, develop a research plan, carry out the investigation, write up and publicly present their work. The course may be repeated up to three times. ***Prerequisite****:* Instructor's permission. *Course rotation:* Varies.

SCI 4913 – Seminar – 3 credit hours
In this course, students will synthesize multiple peer-reviewed references into a cohesive literature review paper about a contemporary biology topic of the student's interest. Additionally, students will prepare and deliver an oral presentation summarizing the literature review. ***Prerequisites/corequisites:*** BIOL 3204, MATH 2403, *and* junior standing in the biology program. *Course rotation:* Fall semester.

SCI 4923 – Sport Performance Research Methods – 3 credit hours
This course introduces the student to conducting research in sports performance. Concepts and application emphasized types of research variables, basic research designs, validity and descriptive statistics. The material is designed so that the students have the skills and tools they will need to conduct their own research projects. This course will help the students critically evaluate claims and research from others. ***Prerequisites:*** Junior or senior standing. *Course rotation:* Fall.

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.

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.

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* SPAN 1033 *or* placement test score *or* instructor's permission.

SPAN 1033 – Elementary Medical Spanish I – 3 credit hours
Development of the four language skills (listening, speaking, reading, and writing) and culture. The course focuses on medical Spanish, including grammar, vocabulary, spoken interaction, and sociocultural relevance in the health care context. Students will develop their listening, speaking, writing, and reading skills in medical settings. Mastering the Spanish language also requires understanding cultural norms, therefore the students will also learn the cultural values and medical beliefs of Hispanic patients. Communicative skills will be emphasized. Restricted to students with limited to no proficiency in the language. *Course rotation:* Fall.

SPAN 1043 – Elementary Medical Spanish II – 3 credit hours
Continued development of the four language skills (listening, speaking, reading, and writing) and culture in medical settings. Communicative skills will be emphasized. ***Prerequisite:*** SPAN 1013 *or* SPAN 1033 *or* placement test score *or* instructor's permission. *Course rotation:* Spring.

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* SPAN 1033 *or* placement test score *or* instructor's permission.

SPAN 2043 – Intermediate Spanish II – 3 credit hours
Second-semester intermediate level review and continued development of the four language skills taught through and/or accompanied by a study of culture. Communicative skills will be emphasized. ***Prerequisite:*** SPAN 2033 *or* placement test score *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3013 – Spanish Conversation – 3 credit hours
Designed to improve oral proficiency. Conducted in Spanish. ***Prerequisite:*** SPAN 2033 *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3033 – Latin American Culture & Civilization – 3 credit hours
A study of Latin American civilization and culture through the analysis of the arts, music, geography, politics, and history. Conducted in Spanish. ***Prerequisite:*** SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3053 – Spanish Translation – 3 credit hours
This course gives students the opportunity to improve their Spanish language skills, hone their translation ability (from Spanish to English as well as from English to Spanish), and increase their cultural awareness. ***Prerequisite:*** SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3103 – Introduction to Hispanic Literature – 3 credit hours
Introduces the student to a wide array of Hispanic literature, from both Spain as well as Latin America, which includes narrative, poetry, dramas, and essays. Conducted in Spanish. ***Prerequisite:*** SPAN 2033 *or* instructor's permission. *Course rotation:* Fall every three years.

SPAN 3133 – Teaching Spanish as a Foreign Language – 3 credit hours
This course provides a comprehensive overview of teaching Spanish as a foreign language and effective strategies and techniques to the fundamentals of second language acquisition. Designed for those who either are presently or will be teaching Spanish to SSL students in the classroom. Prospective Spanish teachers learn practical applications and various teaching strategies based on Spanish as Second Language principles. This course provides guidelines for planning lessons, developing activities, and effective methods for correcting student errors. ***Prerequisite:*** SPAN 2043 *or* instructor's permission.

SPAN 3153 – Second Language Acquisition: Spanish – 3 credit hours
This course introduces students to the field of second language acquisition (SLA), which is a discipline focused on how humans learn additional languages after they have learned their first; factors that contribute to the variability observed in rates and outcomes; and what it takes to attain advanced academic language and literary competencies in a language other than the mother language. ***Prerequisite:*** SPAN 2043 *or* instructor's permission.

SPAN 3803 – Special Topics in Spanish – 3 credit hours
An advanced study of special topics in literature or culture in Spain and/or Latin America. Conducted in Spanish. ***Prerequisite:*** SPAN 2033 *or* instructor's permission.

SPAN 4033 – Introduction to Spanish Linguistics – 3 credit hours
This course is an introduction to the main concepts and methods of analysis of linguistics, focusing on Spanish. Students in this course will become familiar with the basics of several key areas of language study including the formation and organization of sounds, words, and sentences; semantics and pragmatics; language acquisition; social and contextual variation; and language change. ***Prerequisite:*** SPAN 2043 *or* instructor's permission.

SPAN 4053 – Spanish Phonetics & Pronunciation – 3 credit hours
This course offers a comprehensive review of the pronunciation of Spanish. The fundamental principles of phonetic analysis are introduced in a simple and concise manner in order to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Major attention is devoted to practice with corrective exercises, introductory training phonetic transcription, and, to a lesser extent, the problems of teaching pronunciation. Throughout the course we will focus on the contrast between the Spanish and the English patterns, an aspect intended to help students understand the major phonetic differences between both languages and at the same time improve their Spanish pronunciation. This course will also include a brief introduction to Spanish syllable structure, stress, and intonational patterns. Finally, there will be a brief survey of the major differences in pronunciation across dialects. ***Prerequisite:*** SPAN 2043 *or* instructor's permission.

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 *or* instructor's permission. *Course rotation:* Spring every three years.

SPAN 3000-4000 – Study Abroad – 1-6 credit hours
Students may take courses offered by other accredited colleges or by Lindsey Wilson University, 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.

SPAN 4901 – Spanish Seminar – 1 credit hour
A capstone course that gives students the opportunity to integrate and demonstrate the skills they have learned in prior Spanish courses, particularly those skills related to effective and confident communication in both written and spoken Spanish, along with an increased understanding of Hispanic cultures. This course is to be taken in the last year of a student's major/minor, in conjunction with an approved 3000-4000 level Spanish course. Over the course of the semester, students will complete a substantive, research-supported project in the target language that accompanies the approved 3000-4000 level course.

Sport Performance SPER

SPER 1003 – The Social History of Sport – 3 credit hours
This course introduces students to the sport performance major by exploring the historical and sociological development of sport from ancient civilizations to the present. Students will examine how sport functions as a cultural institution that reflects and influences values, politics, economics, and social change across time. As the introductory course for the major, it provides a foundation for understanding sport as both a site of learning and performance while orienting students to the program's broader goals: fostering critical thinking and ethical decision-making, promoting integrative learning, developing

intercultural competence, and enhancing teamwork and collaboration. As the introductory course for the major, students will begin connecting their lived experiences in sport with the academic study of its history and meaning.

SPER 2103 – Integrating Sport & Scholarship – 3 credit hours
This competitive sport participation-based course examines the integration of academic learning and athletic performance through the lens of student-athlete identity development, embodied learning, and integrative learning theory. Students will analyze how their identities, bodily sport experiences, and academic knowledge interact to shape performance in both sport and scholarly contexts. By engaging in structured reflection, applied projects, and scholarly discussion, students will develop an Integrative Performance & Learning Plan that connects athletic, academic, and career goals.

SPER 3103 – Ethics in Action – 3 credit hours
This competitive sport participation-based course provides an advanced exploration of ethical reasoning and critical thinking in the context of competitive sport. Students integrate their lived experiences as athletes, including practice, training, and competition, with academic study to critically examine moral and ethical challenges in sport. Through structured reflection and applied analysis, students evaluate decisions made under pressure, assess questions of fairness and responsibility, and consider the implications of integrity for athletic, academic, and professional contexts.

SPER 3203 – Culture in Competition – 3 credit hours
This participation-based course examines the lived dynamics of culture as they emerge in competitive sport. Through experiences in practice, training, and competition, students consider how cultural values and norms influence identity, motivation, relationships, and team dynamics. Structured reflection and guided discussion encourage student-athletes to explore how cultural differences shape the rhythms of sport, while practical activities promote the application of empathy, respect, and adaptability. Emphasis is placed on using sport participation as a lens for understanding culture and for cultivating inclusive perspectives that extend to academic and professional contexts.

SPER 3303 – Collaboration in Motion – 3 credit hours
This competitive sport-participation-based course prepares student-athletes to excel in high-performance team environments by linking athletic practice, training, and competition to academic study of teamwork and leadership. Students reflect on their own contributions and responsibilities within team settings while examining research on intercultural dynamics, group cohesion, and applied teamwork frameworks. Through structured participation and guided analysis, they examine the context that contributes to their ability to fulfill defined roles, adapt strategies in real time, resolve interprersonal and performance conflicts, and evaluate both individual and group effectiveness. Emphasis is placed on connecting lived experiences of collaboration in sport to broader applications in academic and professional contexts.

SPER 4903 – Senior Seminar – 3 credit hours
The senior seminar provides graduating SPER students a structured space to synthesize academic learning with competitive sport experiences and to articulate professional goals. Through a curated portfolio, a professional skills showcase presentation, and an exit interview, students evaluate their growth relative to the SPER program-level outcomes (integrative learning; critical thinking and ethics; intercultural competence; teamwork and collaboration) and outline next-step plans for employment or graduate study.

Sustainability & Environmental Studies SES

SES 1123 – Introduction to Sustainability – 3 credit hours
This is a transdisciplinary course open to all majors that examines the interrelated environmental, economic, and social problems facing humanity at local, regional, and global scales. It introduces students to the principles, ideas, and practices of sustainability as an academic discipline. Students will

spend the semester exploring aspects of sustainability that include ecological principles, sustaining natural resources and biodiversity, and sustaining human societies. It is taught through lectures, discussions, hands-on activities, field trips, and invited speakers. *Course rotation:* Fall.

SES 2123 – Global Energy Development – 3 credit hours
This is a cross-disciplinary course open to all majors. The course critically examines issues associated with the geopolitical aspects of energy and sustainability. The course will take a comprehensive look at all ten recognized energy sources in various countries around the world. The course is taught through lectures, discussions, hands-on activities, and student-lead workshops. *Course rotation:* Fall.

SES 2223 – Environmental Justice – 3 credit hours
This course will examine historical and contemporary sociopolitical and socioeconomic conditions, from the local to the global, that have given rise to the environmental justice movement. Various approaches to environmental ethics will also be explored, including anthropocentrism, extensionist, holistic, animal liberation, rights of nature, Gaia-Centrism (The Land Ethic), and the Biophilia hypothesis. This course will be an investigation of the disproportionate burdens of environmental contamination and about the health disparities affecting certain communities across the globe. Students will also analyze how we as individuals have consciously or unconsciously contributed to environmental justice or injustice as well as ethics through everyday decisions and behaviors. *Course rotation:* Spring.

SES 3123 – Environmental Education – 3 credit hours
This environmental education course is designed to prepare students to implement environmental education opportunities in formal and non-formal education settings. Topics include history and philosophy of environmental education, curriculum integration, and environmental education teaching methodologies. Students can become certified in Project WET, Project WILD, Project Learning Tree (PLT), Project Leopold, and Project Underground. *Course rotation:* Spring.

SES 3223 – Environmental Policy – 3 hours
Focuses on the key policy instruments utilized to foster sustainability through the major environmental statues and the common and constitutional laws that are relevant to environmental protection in the United States. It covers the basic introduction to a variety of important environmental challenges addressed by environmental laws, the difficult policy issues surrounding environmental problems, and the legal complexities of environmental regulatory and administrative schemes. 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 federal environmental statutes and case law. *Course rotation:* Spring of odd years.

SES 3323 – Topics in Sustainability & Environmental Studies – 3 credit hours
This course is designed to provide students with an understanding of technical thinking and problem-solving skill applications in a project-based learning environment. Emphasis and application will be on the presentation and discussion of relevant concepts, issues, and current events in sustainability and environmental studies. This course may be repeated for credit as long as topic changes. ***Prerequisite:*** SES 1123 *or* instructor's permission. *Course rotation:* Varies.

SES 3423 – Solid Waste Management & Recycling – 3 credit hours
This course covers the principles, current policies, and practices of integrated solid waste management. Course topics will provide an overview of municipal solid waste, industrial waste, and hazardous waste management and of the need for creating better waste management systems in society. Increasing resource scarcity and environmental pressures are the key drivers for moving toward better waste management systems and technologies that will help society limit its impacts on Earth. This class will provide an overview of the current and emerging national and global policy agendas and waste technologies. Concepts such as waste prevention, circular economy, urban mining, up-cycling, and

crate2cradle will also be discussed in the course. Students will also take an in-depth look at local recycling practices within the global concept. *Course rotation:* Fall.

SES 3623 – Sustainable Agriculture – 3 credit hours
This course is designed as an introduction to the concepts and principles associated with sustainable agriculture. Students will explore environmental, economic, and social considerations of sustainability in agroecosystems. The course will review a brief history of agriculture from its original inception, to the Green Revolution in the mid-1900s, to the current push for sustainability in its various forms. Emphasis will be placed on the contrast between properties of natural ecosystems, sustainable agroecosystems, and conventional agroecosystems. Students will explore various strategies of sustainable agriculture and alternative farming including regenerative agriculture, permaculture, organic farming, biodynamic farming, biological farming (eco-agriculture), nature farming, no-till farming, as well as agroforestry farming methods. *Course rotation:* Alternate fall.

SES 4223 – Sustainable Natural Resource Management – 3 credit hours
This course will prepare students for activities in the conservation and/or improvement of natural resources including both renewable resources such as soil, forests, water, and wildlife, and nonrenewable resources such as oil, metals and minerals. Course topics will emphasize principles of ecosystems stewardship and resilience-based natural resource management in a changing world. Practical and sustainable solutions from a social, economic, cultural, ethical, and environmental perspective will be utilized. Students will evaluate different methods of balancing these sometimes competing interests in order to manage resources sustainably. The course aims to examine global natural resource issues and international collaborative efforts to address them, through the lens of sustainable development. *A course trip could involve an overnight stay. ***Prerequisites:*** SES 1123 *and* SES 3123 *or* instructor's permission. *Course rotation:* Spring.

SES 4323 – Research Methods in Sustainability & Environmental Studies – 3 credit hours
The course aims to provide a comprehensive understanding of the diverse research methods used in the social sciences in general and in sustainability in particular. The overarching goal of the course is to provide students with the analytical skills necessary to engage and assess the sustainability of coupled human and environmental systems and to communicate their findings effectively. Through a combination of lectures and class discussions on research methods, several readings of scientific articles that use mixed methods, and practice using various research methods for data collection in class, students will learn to design and apply mixed methods research tools. ***Prerequisites:*** SES 1123, SES 2223, *and* SES 4223 *or* instructor's permission. *Course rotation:* Fall.

SES 4924 – Sustainability & Environmental Studies Senior Capstone – 4 credit hours
The goal of this course is to provide a culminating experience where students apply the knowledge, skills, and methods acquired through their studies to the mastery of a sustainability topic of their choosing. Students will work independently to discover fully the science, technology, economics, and politics underlying the topic chosen. They will identify stakeholders, engage with others, form their own well-supported opinion, and seek opportunities to participate publicly. The arc of the project includes a rigorous and in-depth examination of the issue, development of a well-articulated position on the issue, and an in-person presentation. ***Prerequisites:*** SES 4323 *and* senior standing in the major *or* instructor's permission. *Course rotation:* Spring.

SES PN03 – Sustainability Internship – 3 credit hours
This course is designed to provide students with the opportunity to work in the sustainability and/or environmental studies sector for the semester. It will provide them with valuable experiences, the opportunity to apply knowledge gained from previous courses and the competence to apply adaptive changes in lifestyles. ***Prerequisites:*** Sophomore standing in the major *and* instructor's permission. *Course rotation:* All semesters, including summer.

THEA 1313 – Introduction to Theatre Arts – 3 credit hours
Study of methods of play-making from page to stage, with emphasis on the director, actor, designer, and playwright. The history of selected periods of drama is explored to develop a critical appreciation for live performance.

THEA 1323 – Fundamentals of Acting – 3 credit hours
An introduction to the theory and practice of acting. Students explore interacting and reacting in improvisation with special consideration given to concentration, motivation, and relaxation. The course will also include a beginning look at vocal production and text analysis and will conclude with performance of scenes and/or monologues.

THEA 1343 – Fundamentals of Theatre Production – 3 credit hours
An introduction to the theory and practice of theater production. Students will be asked to explore theatrical production through lighting, sound, set construction, and design concepts.

THEA 2101 – Performance Studies – 1 hours
Specific study in acting and performance studies utilizing a play which will be performed as part of the Lindsey Wilson University Theatre mainstage season. Students will be able to repeat the course up to eight times.

THEA 2323 – Acting II – 3 credit hours
An advanced acting course to develop the actor's ability to create a character. Performance of one-acts or extended scenes will offer challenges in interpretation and vocal and physical embodiment. Audition preparation will be stressed. ***Prerequisite:*** THEA 1323 *or* instructor's permission.

THEA 2413 – Children's Theatre – 3 credit hours
This course will explore various aspects of children's theater, and students will put on a play that will be performed for area schools. May be repeated once for credit.

THEA 2433 – Directing I – 3 credit hours
The course will explore the basic elements of directing, including play analysis, techniques for working with actors, and play production. Emphasis will be on exercises to develop skills in creating stage pictures, movement, design, pacing, casting, and holding auditions. The course will culminate in the development of a Director's Prompt Book. ***Prerequisite:*** THEA 1313 *or* instructor's permission.

THEA 2513 – Voice & Movement – 3 credit hours
Introduces students to various techniques and skills to develop body and vocal awareness, physical expressiveness, and vocal production.

THEA 3081 – Advanced Topics in Theatre Production – 1 credit hour
This course will coordinate with the TheatreFest! (the summer theater offering at Lindsey Wilson University). Students will work in every aspect of theater production: performance, set construction, props, costumes, marketing, public relations, etc. Students will also choose a project (a dramaturgical response to one of the plays of TheatreFest! a marketing plan, a stage manager's prompt book, character analysis, etc.) and present an oral report at the conclusion of the course. May be repeated once for credit. ***Prerequisite:*** Instructor's permission.

THEA 3323 – Acting III – 3 credit hours
Advanced-level course in acting. Students will develop skills in various styles and genres of theater. Performance of extended scenes from classical plays will give students an opportunity to work with poise, tempo, and vocal variation. Resume preparation will be stressed. ***Prerequisite:*** THEA 2323.

THEA 3333 – Playwriting – 3 credit hours
A practical course in writing a one-act play. The students will develop a script from an idea or scenario through various rewrites, concluding with a final version to be given a Reader's Theater style reading.

THEA 3423 – Dramatic Literature Survey – 3 credit hours
A survey of dramatic literature from ancient Greece to the present. Selected plays will be studied in their historical and cultural contexts with attention to performance history. ***Prerequisite:*** THEA 1313.

THEA 3433 – Directing II – 3 credit hours
Advanced elements of directing with emphasis on various spatial arrangements, directing period styles, developing effective rehearsal techniques, and collaboration. This course will culminate in the student directing a one-act play. ***Prerequisite:*** THEA 2433.

THEA 3613 – A Cry of Players – 3 credit hours
An intensive acting course aimed at producing a piece of theater. Students will work together on a production directed by the instructor. This course may be repeated once for credit. ***Prerequisites:*** Audition *and* instructor's permission.

THEA 3623 – Theatre History – 3 credit hours
A survey of theater history from theater's origins to present-day contemporary theater. This course pays specific attention to major movements, trends, and events within the history of theater.

THEA 3800 – Special Topics in Theatre – 1-3 credit hours
An in-depth study of a particular topic in theater. Possible subjects include Shakespeare, theatrical make-up, Asian theater forms, stage combat, mask-work, dialects, etc.

THEA 4003 – Life in the Theatre – 3 credit hours
Prepares students to seek work in the theater industry. Among the topics covered are resumes, portfolios, the audition process, the interview process, choosing monologues, cold readings, headshots, building a network, seeking auditions, Actor's Equity, EMC, graduate school, etc. ***Prerequisites:*** THEA 1313 *and* senior standing in the theatre major *or* theatre minor.

THEA 4903 – Senior Seminar – 3 credit hours
Capstone course in theater for intensive and independent study (with faculty supervision) of a major area of theater, such as playwriting, acting, directing, designing, or dramaturgy, culminating in a public performance as appropriate to the subject. ***Prerequisite:*** Senior standing.

This page intentionally left blank.



Graduate

Programs

This page intentionally left blank.

Catalog Requirements

To graduate from Lindsey Wilson University, students must meet all degree requirements specified in the catalog in effect when they entered the university or all requirements specified in a subsequent year. With the exception of doctoral students, if a student leaves the university 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. Once doctoral students reach candidacy and begin to work on the dissertation, they remain in the catalog in which they completed their coursework prior to candidacy. Students who obtain a Leave of Absence (up to three semesters for graduate students) may complete the degree requirements with the catalog in place at the time the Leave of Absence was granted.

Credit Hours

All graduate degree candidates for graduation must earn a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Required courses in the program must be completed with a minimum grade of C unless a school or program specifies a higher grade requirements. Students who earn a grade of a D or F in a course must repeat the course.

Residency Requirement for Graduate Degrees

In order to earn a graduate degree from Lindsey Wilson University, students must successfully complete a minimum of one-third (1/3) of the credit hours required for the degree at the university. Most programs limit the number of transfer hours (see specific program requirements), which will require students to complete significantly more than one-third of the credit hours required for the degree. Hours transferred to the university need approval of the Registrar's Office.

M.B.A. Business Administration

Helen MacLennan, Ph.D., Dean, School of Graduate Business & Technology
J.L. Turner Leadership Center, Room 109
(270) 384-7415 maclennanh@lindsey.edu

J. Michael Woods, D.B.A., Program Director
Online office
(270) 384-7415 woodsj@lindsey.edu

Mission Statement
The mission of the Lindsey Wilson University 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 2021 Perspectives Survey that the median annual salary for M.B.A. degree-holders was $115,000. The M.B.A. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 11-1021 General and Operations Managers.

It is possible to earn the M.B.A. degree simultaneously with the M.S. in technology management, the M.S. in cybersecurity, or the M.S. in data science. Interested students should contact their academic advisor.

Curriculum

The Lindsey Wilson University M.B.A. program is a 30-credit hour course of study that offers all required core courses in a flexible, online or hybrid format.

A. Core Requirements: 21 hours

- Organizational Communications (MBA 5013) – 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
- Legal & Ethical Environment of Business (MBA 6023) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Strategic Management (MBA 6043) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours
- Organizational Leadership (MBA 6093) – 3 hours

TOTAL HOURS: 30 credit hours

Admission

Program Application Procedure
Applicants to the M.B.A. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*

2. Submit either:
    a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
    b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in accounting, economics, and statistics prior to application to the program will be required to take academic leveling courses through Peregrine Academic Services.

International Student Application Procedures for Online Programs
An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based, 550; *or*
    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit
The program will accept up to nine credit hours in transfer for equivalent courses from institutions with U.S. Department of Education recognized institutional accreditation.

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's M.B.A. degree should be aware of the following criteria:

- Transfer credit must carry a grade of B- or higher and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the program director.

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

M.Ed. Counseling

Jeffrey M. Parsons, Ph.D., Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 220
(270) 384-8131 parsonsj@lindsey.edu

Hannah Coyt, Ph.D., Associate Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 223
(270) 384-8683 coyth@lindsey.edu

Stacy Springston, Ed.D., Director, Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Online Office
(502) 229-9900 springstons@lindsey.edu

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.

Professional Counseling Program Mission Statement
The mission of the professional counseling (COUN) 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 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 University School of Professional Counseling.

The School of Professional Counseling programs are approved to be offered in the following locations: Ashland, Ky., at Ashland Community & Technical College; Cumberland, Ky., at Southeast Kentucky Community & Technical College; Elizabethtown, Ky., at Elizabethtown Community & Technical College; Hazard, Ky., at Hazard Community & Technical College; Hillsboro, Ohio, at Southern State Community College; Logan, W.Va., at Southern West Virginia Community & Technical College; London, Ky., and Somerset, Ky., at Somerset Community College; Louisville, Ky., at Jefferson Community & Technical College; at Middlesboro, Ky., at Southeast Kentucky Community & Technical College; Prestonsburg, Ky. at Big Sandy Community & Technical College; and Cedar Bluff, Va., at Southwest Virginia Community College.

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

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

departments, drug and alcohol rehabilitation programs, residential foster care agencies, hospice programs, the military, counseling agencies, psychiatric hospitals, rape crisis centers, and vocational services.

This degree does not lead to P-12 school counselor certification.

Curriculum

The Master of Education in counseling, with specialization in clinical mental health counseling, requires a minimum of 60 semester hours, participation in a non-credit group experience of not less than ten hours facilitated by the program, and completion of the COUN 6010 COUN Exit Exam. Requirements include 30 hours from nine core areas (human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and abnormal), nine hours of clinical instruction, and an additional 21-22 hours of specialty requirements in clinical mental health counseling.

A. Core Curriculum: 30 hours

- Personal & Professional Growth & Development Group (COUN 5000) – non-credit
- Lifecycle Development in Individuals & Families (COUN 5003) – 3 hours
- Multicultural Counseling (COUN 5013) – 3 hours
- Counseling Theories & Techniques: Affective/Humanistic (COUN 5023) – 3 hours
- Counseling Skills Lab (COUN 5030) – non-credit
- Counseling Theories & Techniques: Cognitive/Behavioral (COUN 5033) – 3 hours
- Group Counseling Techniques (COUN 5043) – 3 hours
- Career Education Counseling (COUN 5053) – 3 hours
- Research Methods (COUN 5083) – 3 hours
- Ethics in Professional Counseling (COUN 5093) – 3 hours
- Assessment & Evaluation (COUN 5303) – 3 hours
- Psychopathology & Clinical Diagnosis (COUN 5313) – 3 hours
- COUN Exit Exam (COUN 6010) – non-credit

B. Clinical Instruction: 9 hours

- Practicum: 150 hours (COUN 6003) – 3 hours
- Internship I: 300 hours (COUN 6013) – 3 hours
- Internship II: 300 hours (COUN 6043) – 3 hours

TOTAL HOURS, CORE AND CLINICAL: 39 credit hours

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

Although a significant emphasis in the core curriculum is the development of a clinical 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 clinical 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 clinical mental health counseling, and clinical instruction.

- Foundations of Clinical Mental Health Counseling (COUN 5323) – 3 hours
- Theories of Addiction & Pharmacology (COUN 6173) – 3 hours
- Clinical Documentation of Mental & Emotional Disorders (COUN 6203) – 3 hours
- Mental Health Administration, Supervision & Consultation (COUN 6513) – 3 hours
- Systemic Family Therapy (COUN 6613) – 3 hours

- Choose two courses from the following:
    - Advanced Clinical Diagnosis & Treatment (COUN 6053) – 3 hours
    - Advanced Clinical Assessment (COUN 6063) – 3 hours
    - Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (COUN 6174) – 4 hours
    - Assessment, Diagnosis, & Treatment of Addiction (COUN 6183) – 3 hours
    - Relationship Counseling, Group Process, & Techniques with Addicted Populations (COUN 6193) – 3 hours
    - Gerontology (COUN 6213) – 3 hours
    - Counseling Latino Clients (COUN 6223) – 3 hours
    - Crisis Intervention (COUN 6233) – 3 hours
    - Human Sexuality (COUN 6243) – 3 hours
    - Introduction to Play Therapy (COUN 6253) – 3 hours
    - Trauma-Informed Counseling (COUN 6263) – 3 hours
    - Introduction to Adlerian Play Therapy (COUN 6273) – 3 hours
    - Adolescent Intervention (COUN 6283) – 3 hours
    - Psychopharmacology for Mental Health Professionals (COUN 6293) – 3 hours
    - Wellness & Stress Management in Counseling (COUN 6303) – 3 hours
    - Integrating Spirituality in Counseling (COUN 6313) –3 hours
    - Advanced Trauma-Informed Counseling (COUN 6323) – 3 hours
    - Fundamentals of First-Responder Culture & Counseling Practice (COUN 6333) – 3 hours
    - Forensic Mental Health Counseling (COUN 6523) – 3 hours
    - Supporting First-Responder Families: Counseling Interventions & Techniques (COUN 6533) – 3 hours
    - Advanced Interventions for First Responders: Documentation, Resources & Trauma-Informed Care (COUN 6633) – 3 hours
    - Evidence-Based Practices for Integrative Care Settings (COUN 6733) – 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 professional counseling degree program requires:

- A cumulative quality point average of 3.0 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;
- Completion of COUN 6010, COUN Exit Exam. Information about the passing score and remediation requirements can be found in the COUN graduate program handbook; *and*
- Completion of COUN 5030, Counseling Skills Lab (non-credit).

Admission

Program Application Procedure
Applicants to the professional counseling 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 a college or university with U.S. Department of Education recognized institutional accreditation to the Lindsey Wilson University Registrar's Office;

3. Send three letters of recommendation to the appropriate administrative assistant; *and*
4. Successfully complete an interview.

Once the materials for applications are received and a successful interview completed, the student may register for classes.

Classification of Applications
All applicants admitted to the master's program in professional counseling are admitted on a 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 Evaluation process. Students who receive scores of "Pass" will be granted unconditional admission status. A student who receives one or two "No Pass" scores will meet with the resident faculty supervisor to discuss and formulate a remediation plan. A student who receives three or more "No Pass" scores will meet with the Regional Admissions Committee to plan required remediation or discuss alternatives to the program.

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

Non-degree seeking applicants to the professional counseling 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 University 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.

Note: Non-degree applicants are not eligible to take clinical courses.

Transfer of Credit
All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's counseling 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 COUN program structure.
- Normally no more than 15 credit hours may be transferred into the COUN program. Exceptions must be approved by the director of the counseling program.
- The counseling program director reviews all requests for transfer credit.

- In cases where a graduate degree has been earned in a related field from a college or university with U.S. Department of Education recognized institutional accreditation, the graduate faculty may accept credit earned, provided these courses satisfy requirements of the program to which the student is applying. The COUN Admissions Committee may require a student to retake any course in an area where there are questions regarding the content of the curriculum or the student's competence in a given area.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the director.

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

International Students
International students applying to the COUN program must provide proof of English proficiency based on:

- TOEFL minimum score:
  - Internet-based (iBT): 79 composite with 21 writing and 19 reading,
  - Paper-based: 550, *or*
  - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution.

Assistantships

The COUN graduate assistant (GA) placement is designed as a learning milieu for the master's student while assisting faculty. Each assistantship requires 25 hours per week. Contact the counseling program director or the community campus coordinator for more information.

The duties of the COUN GA will vary. COUN GAs at community campus locations work closely with campus coordinators, faculty supervisors, and the counseling program director.

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 currently enrolled in a graduate degree program. 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 (COUN 6173) – 3 hours
- Counseling Procedures & Strategies, Legal Issues & Prevention Strategies with Addicted Populations (COUN 6174) – 4 hours
- Assessment, Diagnosis & Treatment of Addiction (COUN 6183) – 3 hours

- Relationship Counseling, Group Process & Techniques with Addicted Populations (COUN 6193) – 3 hours

COUN 6013 (Internship I) and COUN 6043 (Internship II)
Students who seek the certificate in substance abuse counseling concurrently with their master's degree in professional counseling 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, 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 counseling with a specialization in clinical mental health counseling master's degree program at Lindsey Wilson University:

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

Exit Assessment
The award of the certificate in substance abuse counseling requires:

- A cumulative quality point average of 3.0 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).

Certificate in Trauma-Informed Counseling

The graduate certificate in trauma-informed counseling provides students with specialized knowledge and skills in trauma-responsive care. This program is designed for graduate students and practitioners who are currently enrolled in a graduate degree program. The certificate aims to equip professionals with trauma-informed competencies that are essential for working in clinical, educational, and community settings.

Curriculum: 9 hours

- Trauma-Informed Counseling (COUN 6263) – 3 hours
- Psychopharmacology for Mental Health Professionals (COUN 6293) – 3 hours
- Advanced Trauma-Informed Counseling (COUN 6323) – 3 hours

Admission Requirements
The following items are required to apply for the certificate in trauma-informed counseling for those not already enrolled in the counseling with a specialization in clinical mental health counseling master's degree program at Lindsey Wilson University:

- A completed application to the trauma-informed counseling certificate program; *and*

- At least three evaluations from persons familiar with the applicant's personal and professional qualifications.

Exit Assessment
The award of the certificate in trauma-informed counseling requires:
- A cumulative quality point average of 3.0 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).

Certificate in Counseling First Responders

The graduate certificate in counseling first responders provides students with specialized knowledge and skills in counseling first responders. This program is designed for graduate students and practitioners who are currently enrolled in a graduate degree program. This certificate is designed to enhance graduate-level training by equipping students with specialized knowledge and skills to address complex cultural components when working within clinical settings that specialize in first responders and families.

Curriculum: 9 hours
- Fundamentals of First-Responder Culture & Counseling Practice (COUN 6333) – 3 hours
- Supporting First-Responder Families: Counseling Interventions & Techniques (COUN 6533) – 3 hours
- Advanced Interventions for First Responders: Documentation, Resources & Trauma-Informed Care (COUN 6633) – 3 hours

Admission Requirements
The following items are required to apply for the certificate in counseling first responders for those not already enrolled in the counseling with a specialization in clinical mental health counseling master's degree program at Lindsey Wilson University:
- A completed application to the counseling first responders certificate program; *and*
- At least three evaluations from persons familiar with the applicant's personal and professional qualifications.

Exit Assessment
The award of the certificate in counseling first responders requires:
- A cumulative quality point average of 3.0 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).

M.S. Applied Machine Learning & Artificial Intelligence

Helen MacLennan, Ph.D., Dean of School of Graduate Business & Technology
J.L. Turner Leadership Center, Room 109
(270) 384-7415 maclennanh@lindsey.edu

Syed Raza, Ph.D., Program Director
Online Office
(270) 384-7415 razas@lindsey.edu

Mission Statement
The mission of the Master of Science in applied machine learning & artificial intelligence (M.S.M.A.) is to prepare ethically grounded, intellectually curious, and technically proficient professionals who can design, evaluate, and steward trustworthy AI solutions that advance human flourishing. Rooted in Lindsey Wilson University's commitment to active caring and educational excellence, the program fosters value-centered learning, critical inquiry, and lifelong growth in a rapidly evolving technological landscape.

Curriculum

The Master of Science in applied machine learning & artificial intelligence (AI) is a fully online, application-based graduate program consisting of 33 credit hours of coursework. Each course is worth three credit hours and is delivered in a flexible, accelerated seven-week format designed to support working professionals and adult learners. The curriculum emphasizes hands-on learning in machine learning, deep learning, natural language processing, generative AI, human-centered design, and ethical governance. Students demonstrate mastery through a comprehensive project that integrates theoretical and applied knowledge in real-world AI development.

A. Core Requirements: 30 hours

- Foundations of Python & Machine Learning (MSMA 5003) – 3 credit hours
- Responsible AI: Ethics & Governance (MSMA 5013) – 3 credit hours
- Programming & Algorithmic Thinking for Applied AI (MSMA 5023) – 3 credit hours
- Human-Computer Interaction (MSMA 5033) – 3 credit hours
- Applied Data Analytics & Pattern Discovery (MSMA 5043) – 3 credit hours
- Machine Learning Applications & Operations (MSMA 6013) – 3 credit hours
- Natural-Language Processing (MSMA 6023) – 3 credit hours
- Deep Learning & Neural Networks (MSMA 6033) – 3 credit hours
- Advanced Generative AI (MSMA 6043) – 3 credit hours
- Capstone: Machine Learning Applied Project (MSMA 6903) – 3 hours

B. Select one of the following options: 3 hours

- Hybrid format: Career Development (MSTM 5901) – 1 hour* -- ***or*** **--**
- Online format: Advanced Topics in Machine Learning & AI (MSMA 6093) – 3 hours

**Students selecting this option must earn a minimum of 3 credit hours and be continually enrolled in the course during the program.*

TOTAL HOURS: 33 credit hours

Admission

Program Application Procedure

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

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit either:
    a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
    b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in technology and management may want to consider taking coursework prior to enrolling.

International Student Application Procedures

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based, 550; *or*
    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit

The program will accept up to nine credit hours in transfer for equivalent courses from institutions with U.S. Department of Education recognized institutional accreditation.

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's M.S.M.A. degree should be aware of the following criteria:

- Transfer credit must carry a grade of B- or higher and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the dean.

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

M.S. Cybersecurity Management

Helen MacLennan, Ph.D., Dean of School of Graduate Business & Technology
J.L. Turner Leadership Center, Room 109
(270) 384-7415 maclennanh@lindsey.edu

Melissa Carlton, Ph.D., Program Director
Online Office
(270) 384-7415 carltonm@lindsey.edu

Mission Statement
The mission of the Master of Science in cybersecurity management (M.S.C.M.) program is to provide students with the knowledge and skills necessary to identify, manage, and communicate cybersecurity risks in a global environment through a project-based curriculum delivered by highly qualified faculty.

Cybersecurity, the practice of protecting systems, networks, and data from attacks, is becoming increasingly important as individuals and organizations rely more heavily on technology, cloud computing, and remote workers. According to the Hechinger Report (March 2023), the U.S. Department of Education and the National Security Administration (NSA) is calling for educators to address a talent gap in cybersecurity – there were more than 300,000 job openings in the growing sector and no one qualified to fill them. A report by the Bureau of Labor and Statistics suggests that the job market for Information Security Analysts is expected to grow 35% by 2031. *Cybersecurity Magazine* reports the global shortage of cybersecurity professionals is at an estimated 3.5 million unfilled positions in 2023, up from 1 million in 2014.

The M.S.C.M. program adheres to the requirements for a National Center of Academic Excellence in Cybersecurity Endorsement (NCAE), which encourages consistency in cybersecurity education within the United States. It is an initiative to continue the United States' competitive edge in cybersecurity. It also gives colleges an opportunity to apply for grants that non-NCAE schools cannot.

The National Center of Academic Excellence in Cybersecurity (NCAE-C) program is managed by NSA's National Cryptologic School. Federal partners include the Cybersecurity & Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), the National Institute of Standards & Technology (NIST)/National Initiative on Cybersecurity Education (NICE), the National Science Foundation (NSF), the Department of Defense Office of the Chief Information Officer (DoD-CIO), and the U.S. Cyber Command (USCYBERCOM).

Curriculum

The School of Graduate Business & Technology's Master of Science in cybersecurity management program requires 33 credit hours of core coursework in management and cybersecurity. The courses are offered through a combination of a flexible online or hybrid format.

A. Core Curriculum: 30 hours

- Legal & Ethical Environment of Business (MBA 6023) – 3 hours
- Strategic Management (MBA 6043) – 3 hours
- Organizational Leadership (MBA 6093) – 3 hours
- Foundations of Project Management (PM 5003) – 3 hours
- Process Management (PM 6013) – 3 hours
- Foundations of Cybersecurity Management (MSCM 5013) – 3 hours
- Cybersecurity Risk Management (MSCM 6013) – 3 hours
- Cybersecurity Threats, Attacks & Defense (MSCM 6023) – 3 hours

- Strategic Cybersecurity Management (MSCM 6033) – 3 hours
- Cybersecurity Compliance & Auditing (MSCM 6203) – 3 hours

B. Select One of the Following Options: 3 hours

- Hybrid format: Career Development (MSTM 5901) – 1 hour* ***-- or --***
- Online format: Cybersecurity Capstone Project (MSCM 6903) – 3 hours

**Students selecting this option must earn a minimum of three credit hours and be continually enrolled in the course during the program.*

TOTAL HOURS: 33-35 credit hours

Admission

Program Application Procedure

Applicants to the M.S.C.M. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit either:
    a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
    b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in technology and management may want to consider taking coursework prior to enrolling.

International Student Application Procedures

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based, 550; *or*
    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit
The program will accept up to nine credit hours in transfer for equivalent courses from institutions with U.S. Department of Education recognized institutional accreditation.

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's M.S.C.M. degree should be aware of the following criteria:

- Transfer credit must carry a grade of B- or higher and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the dean.

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

M.S. Data Science

Helen MacLennan, Ph.D., Dean of School of Graduate Business & Technology
J.L. Turner Leadership Center, Room 109
(270) 384-7415 maclennanh@lindsey.edu

Hermano DeQueiroz, Ph.D., Program Director
Online Office
(270) 384-7415 dequeirozh@lindsey.edu

Mission Statement
The mission of the Master of Science in data science (M.S.D.S.) program is to prepare students for employment in various data science and data management related areas and/or the pursuit of advanced degrees in data science fields by educating them in the knowledge and application of data science concepts and methods.

Employers are increasingly recognizing the value of employees who have this expertise. Today, data scientists are working at a range of organizations, including in fields such as product development, marketing, and public health as well as scientific research in areas such as genomics, drug discovery, climate science, neuroscience, particle physics, and research institutions. The sheer amount of data available to firms and the tools used to analyze this information have expanded tremendously in the past decade.

Curriculum

The School of Graduate Business & Technology's Master of Science in data science is an application-based program which requires 33 credit hours of core coursework in statistics, data science and machine learning. The courses are all offered in a flexible online or hybrid format.

A. Core Curriculum: 30 hours
- Python Programming (MSDS 5033) – 3 hours
- Probability & Inference for Data Science (MSDS) 5103) – 3 hours
- Introduction to Statistical Modeling (MSDS 5113) – 3 hours
- Fundamentals of Data Science (MSDS 5123) – 3 hours
- Data Systems & Algorithms (MSDS 6203) – 3 hours
- Programming in Data Science (MSDS 6213) – 3 hours
- Data & Database Management with SQL (MSDS 6403) – 3 hours
- Presentation & Visualization of Data (MSDS 6413) – 3 hours
- Machine Learning & Artificial Intelligence (MSDS 6503) – 3 hours
- Applied Capstone Project (MSDS 6903) – 3 hours

B. Select One of the Following Options: 3 hours
- Hybrid format: Career Development (MSTM 5901) – 1 hour* ***-- or --***
- Online format: Advanced Topics in Data Science (MSDS 6913) – 3 hours

**Students selecting this option must earn a minimum of three credit hours and be continually enrolled in the course during the program.*

TOTAL HOURS: 33-35 credit hours

Admission

Program Application Procedure

Applicants to the M.S.D.S. program will need to:

3. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
4. Submit either:
    c. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
    d. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

International Student Application Procedures

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based, 550; *or*
    - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit

The program will accept up to nine credit hours in transfer for equivalent courses from institutions with U.S. Department of Education recognized institutional accreditation.

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's M.S.D.S. degree should be aware of the following criteria:

- Transfer credit must carry a grade of B- or higher and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the dean.

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

M.S. Technology Management

Helen MacLennan, Ph.D., Dean of School of Graduate Business & Technology
J.L. Turner Leadership Center, Room 109
(270) 384-7415 maclennanh@lindsey.edu

Robin Salyers, Ph.D., Program Director
Online Office
(270) 384-7415 salyersr@lindsey.edu

Mission Statement
The mission of the Lindsey Wilson University Master of Science in technology management (M.S.T.M.) program is to provide a quality graduate program building upon undergraduate studies and experience in management and technology to serve a newly evolving portion of the business world.

M.S.T.M. program graduates will enjoy a wide range of career options and greater earning potential. An M.S.T.M. degree will prepare graduates for managerial positions and to develop needed skills to start their own business within the technology area.

The M.S.T.M. program prepares students for employment in the United States Department of Labor's Standard Occupational Classification code 15-1244 Network and Computer Systems Administration.

It is possible to earn the M.S. in technology management simultaneously with the M.B.A. Interested students should contact the Director of Graduate Business Studies.

Curriculum

The Lindsey Wilson University M.S.T.M. program is a 30-credit hour course of study that is offered through a combination of hybrid and fully online courses. The program is designed to integrate academic concepts and work experience through educational coursework and case studies. Students must complete the M.S.T.M. core requirements, then select either the hybrid or the online program option and complete the courses for that area.

A. Core Requirements: 27 hours

- Organizational Communications (MBA 5013) – 3 hours
- International Business Management (MBA 6033) – 3 hours
- Organizational Behavior (MBA 6083) – 3 hours
- Computer & Network Security (MSTM 5003) – 3 hours
- Disaster & Recovery Planning (MSTM 5013) – 3 hours
- Emerging Technologies (MSTM 5023) – 3 hours
- Issues in Cyberlaw (MSTM 6003) – 3 hours
- Management Information Systems (MSTM 6013) – 3 hours
- Project Management (MSTM 6023) – 3 hours

B. Select One of the Following Options: 3 hours

1 – Hybrid Program

- Career Development (MSTM 5901) – 1.0 hours*
- Graduate Research (MSTM 5700) -- .5 hour**

2 – Online Program

- Technology Management Capstone Project (MSTM 6903) – 3 hours

**Students selecting this option must earn a minimum of 3 credit hours and be continually enrolled in the course during the program.*

***While simultaneously enrolled in MSTM 5901, students may apply credits from this course toward the 3-credit hour Career Development requirement.*

TOTAL HOURS: 30 credit hours

Admission

Program Application Procedure

Applicants to the M.S.T.M. program will need to:

1. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00; *and*
2. Submit either:
    a. Official undergraduate transcripts documenting the completion of a U.S. undergraduate degree from an institution with U.S. Department of Education recognized institutional accreditation or its equivalent from a governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning with the equivalent of a 2.5 GPA; *or*
    b. Official graduate transcripts documenting completion of a graduate degree from an institution with U.S. Department of Education recognized institutional accreditation. Official graduate transcripts from a nationally accredited institution or its equivalent from governmentally recognized or similar authority as a postsecondary, academic degree-granting institution of higher learning will be considered for admission on a case-by-case basis.

Students who have not taken undergraduate courses in technology and management may want to consider taking coursework prior to enrolling.

International Student Application Procedures

An international student's success will rest on the ability to understand, read, write, and speak English as all classes in the program are delivered in English. Thus, in addition to the application materials required of students from the United States, international students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
    - Internet-based (iBT): 79 composite,
    - Paper-based: 550, *or*
    - Revised paper delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5 (score of 6.0 may be considered);
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution or equivalent English-speaking institution.

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

The English proficiency standards apply to domestic students who have not received an undergraduate degree from an English-speaking institution.

Transfer of Credit
The program will accept up to nine credit hours in transfer for equivalent courses from institutions of higher education with U.S. Department of Education recognized institutional accreditation.

All master's students who wish to transfer graduate credit from other institutions to be applied to Lindsey Wilson University's M.S.T.M. degree should be aware of the following criteria:

- Transfer credit must carry a grade of B- or higher and must be earned at the graduate level.
- Transfer credit must be consistent with the program's curriculum.

Graduate Credit without the Bachelor's Degree
The following criteria apply to those students who wish to enroll in master's coursework but who have not earned a bachelor's degree:

- Undergraduates must have senior status;
- They must have a cumulative quality point average of at least 3.0; *and*
- They must have the permission of the dean.

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.

Ph.D. Counselor Education & Supervision

Jeffrey M. Parsons, Ph.D., Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 220
(270) 384-8131 parsonsj@lindsey.edu

Hannah Coyt, Ph.D., Associate Dean, School of Professional Counseling
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 223
(270) 384-8683 coyth@lindsey.edu

Laura Ann Bailey Smith, Ed.D., Director, Counselor Education & Supervision Program
Dr. Robert & Carol Goodin Nursing & Counseling Center, Room 233
(270) 384-8125 smithl2@lindsey.edu

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 63 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: 45 hours

- Foundations of Counselor Education & Supervision (CES 7003) – 3 hours
- Advanced Counseling Theories (CES 7013) – 3 hours
- Contemporary Issues in Clinical Practice (CES 7043) – 3 hours
- Foundations of Teaching in Counselor Education (CES 7143) – 3 hours
- Advanced Teaching in Counselor Education (CES 7153) – 3 hours
- Leadership in Action: Advocacy & Organizational Administration (CES 7243) – 3 hours
- Clinical Supervision & Consultation (CES 7313) – 3 hours
- Leadership & Administration in Counselor Education (CES 7323) – 3 hours
- Research, Program Evaluation & Outcomes Assessment in Higher Education (CES 7333) – 3 hours
- Professional Writing, Publication & Presentations in Counselor Education (CES 9013) – 3 hours
- Research Design & Project Development (CES 9023) – 3 hours
- Psychometric Theory & Measurement Design (CES 9033) – 3 hours
- Qualitative Method & Design (CES 9053) – 3 hours
- Analysis of Variance Methods (CES 9073) – 3 hours
- Regression Methods (CES 9083) – 3 hours

B. Internship: 9 hours

- Internship: 70-210 hours (CES 8010) – 1-3 hours (minimum of 9 hours required)

Note: Students will complete a minimum of nine credit hours of doctoral internship throughout the program. It is recommended that they complete CES 8010 before they begin the dissertation process. Students may choose to take either one, two, or three credit hours of internship each semester. One credit hour of internship equates to 70 clock hours of supervised experience in counseling, teaching, clinical supervision, research, and/or leadership and advocacy. At some point during their internship experience, students must participate in at least three of these five areas.

C. Research Requirements: 9 hours

- Dissertation Hours (CES 9003) – 3 hours

Note: A minimum of nine dissertation hours is required; therefore, CES 9003 must be taken three times. CES 9003 may not be taken until the comprehensive exams are successfully completed.

TOTAL HOURS: 63 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 university'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 University. 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 3.0 or higher and no more than one C;

- Completion of an Application for Graduation form with the Registrar's Office following the specific guidelines set forth in this catalog;
- Recommendation of the CES faculty; *and*
- Completion of the following items as outlined in *The Counselor Education & Supervision Student Handbook*:
    - Annual Student Reviews
    - Written comprehensive exam;
    - Oral comprehensive exam (if required);
    - Dissertation proposal; *and*
    - Defense of the dissertation.

Admission

Program Application Procedure

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

1. Submit official graduate transcripts from all programs attended.
2. Have earned a master's degree in counseling or a related profession; graduates from CACREP accredited programs are preferred. Students admitted to the CES program with fewer than 48 semester hours of graduate credit and/or from a non-CACREP accredited program may be required to take additional hours to fulfill admission requirements as determined by a transcript review.
3. 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.)
4. Submit a current vita documenting the applicant's professional preparation and experience.
5. Complete the Graduate School Application for Admission form, which must be submitted online with non-refundable fees of USD 35.00.
6. Interview successfully as requested with the CES Admissions Committee. Interviewees may also be asked to submit on-site written answers to some selected questions.

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

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

Transfer of Credit

Students may transfer a maximum of 12 credits from another university with U.S. Department of Education recognized institutional accreditation if the courses are taken as part of a CACREP accredited doctoral program and the courses meet the curricular requirements of the Lindsey Wilson University CES program. Dissertation credits cannot be transferred.

Eligibility for transfer will be determined by the CES program director in consultation with CES program faculty. Eligibility will be determined based on coursework comparability via a transcript review. Students may be required to present further evidence of eligibility, such as copies of course syllabi, to support their requests. The CES program director will notify students in writing regarding transfer

eligibility decisions and will notify the Registrar's Office in cases where transfer credits are approved. Faculty advisors will work with students on developing updated plans of study in cases where transfer credits are approved.

International Students
International students applying to a graduate program must provide proof of English proficiency based on:

- TOEFL minimum score:
  - Internet-based (iBT): 79 composite with 21 writing and 19 reading,
  - Paper-based: 550, *or*
  - Revised Paper-delivered: 21 writing and 19 reading;
- IELTS minimum composite score of 6.5;
- Duolingo 100;
- English is the student's native language; *or*
- Student completed undergraduate or graduate program at an accredited U.S. institution.

Assistantships

The CES graduate assistant (GA) placement is designed as a learning milieu for the graduate student while assisting faculty in providing a comprehensive program with academic integrity. Each assistantship requires up to 10 hours per week. Contact the director of the counselor education & supervision program for more information.

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

CES Graduate Assistantship Application

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

Graduate Course Descriptions

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

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

- The M.B.A.,
- The M.Ed. in counseling,
- The M.S. in applied machine learning & artificial intelligence,
- The M.S. in cybersecurity management,
- The M.S. in data science,
- The M.S. in technology management, *and*
- The Ph.D. in counselor education & supervision.

Course Numbers

Each digit in the course numbers represents the following:

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

Course Prerequisites and Corequisites

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

Common Numbered Courses

- **Directed Study:** Such a course is proposed by a student based on a strong interest; approvals from the dean of the school and the Registrar's Office are required. Course numbers are assigned using a "DS" for the middle two digit positions (e.g., MBA 5DS1 – master's level directed study course in the Master of Business Administration 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 course level, and the final digit will vary according to the number of credits the course carries (e.g., MBA 6802 – master's level special topics course in the Master of Business Administration 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 3.0 on a 4.0 scale. Refer to specific program for additional requirements. Most master's degree programs exceed the 30-credit hour minimum.

Credit Hour Requirement for CES Doctoral Candidates
All doctoral degree candidates must complete a minimum of 63 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 3.0 on a 4.0 scale and with no more than 2 Cs. Some students may exceed the minimum number of credit hours.

Master of Business Administration

M.B.A. **MBA**

MBA 5013 – Organizational Communications – 3 credit hours
This course emphasizes oral and written forms of business communications as well as interpersonal and organizational communications and includes exploration of the various techniques, instruments, processes, and styles employed by leaders to communicate effectively within organizations and ethical considerations in communications.

MBA 5033 – Managerial Accounting – 3 credit hours
This course emphasizes the development and use of accounting information for management planning, control, and decision making.

MBA 5043 – Managerial Economics – 3 credit hours
Students will learn how to apply the analytical tools of economic theory to decision making by management.

MBA 5053 – Managerial Finance – 3 credit hours
The course provides insights into and understanding of financial concepts along with practical approaches to analysis and decision making. Includes topics such as financial planning, management of working capital, analysis of investment opportunities, source of long-term financing, and dividend policy.

MBA 5063 – Marketing Management – 3 credit hours
This course will focus on techniques and practical application of planning, market analysis, and strategic design with an emphasis on integration of product, price, promotion, and distribution.

MBA 6023 – Legal & Ethical Environment of Business – 3 credit hours
The emphasis of the course is on the legal and ethical issues affecting the manner in which businesses operate, including contracts, product liability, regulation, anti-trust, and employment.

MBA 6033 – International Business Management – 3 credit hours
This course will emphasize organizational behavior within a global format, prepare the student for dealing with the cultural, social, and ethical issues of working within the world market, and will focus on how and why the world's countries differ and the economics and politics of world trade. Also, this course will investigate the global monetary systems, the strategies and structures of international business, and the roles of international business's functions.

MBA 6043 – Strategic Management – 3 credit hours
The course will integrate many sub-disciplines in business, including ethical and societal considerations, analytical procedures in business, and decision making with a case-oriented context. Focus is on clarity of thought and method, oral and written communications, and strategic planning methods.

MBA 6083 – Organizational Behavior – 3 credit hours
The course will emphasize organizational behavior within complex work organizations. Topics include organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision-making.

MBA 6093 – Organizational Leadership – 3 credit hours
This course presents a comprehensive, integrative, and practical focus on leadership. The course examines leadership theories/concepts that have emerged over the past several decades. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational cultures, diversity, learning organizations, strategic leadership, and crisis leadership. Upon completion of the course, students should be able to explain the role of individuals as leaders, including traits, attitudes, ethical perspectives, behaviors, and styles; analyze sources of influence and their relevance to different leadership situations; compare the principal theories of leadership and evaluate their relevance to different leadership situations; demonstrate the ability to apply specific leadership skills to relevant contexts; evaluate and apply concepts of followers, teams, and team leadership; analyze and apply different approaches to organizational leadership; discuss the conditions that impede or facilitate organizational change; and plan and implement a change effort within an organization.

PM 5003 – Foundations of Project Management – 3 credit hours
This course will focus on the essential activities of project management that include planning, implementation, scheduling, project control, closure, and termination. In addition, the course provides a generic approach and perspective to the project management process.

PM 6013 – Process Management – 3 credit hours
The focus of this course is on the process architecture (PA), which is the methodology for managing data throughout the project life. The objective of PA management is to enable project completion at an accelerated pace and in a cost-effective manner. The student will be exposed to a process that involves assorted process groups and diverse knowledge areas. Students will identify learning curve, contract management, quality management, and modern developments and changes.

Master of Education – Counseling

M.Ed. **COUN**

COUN 5000 – Personal & Professional Growth & Development Group – 0 credit hours
This non-credit course is an authentic small group experience that focuses on personal/professional 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.

COUN 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.

COUN 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.

COUN 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.

COUN 5030 – Counseling Skills Lab – 0 credit hours
The COUN Counseling Skills Lab is required for students enrolled in COUN 5033. This experiential activity focuses on skill development and professional disposition assessment. ***Corequisite:*** COUN 5033.

COUN 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. ***Corequisite:*** COUN 5030.

COUN 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.

COUN 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.

COUN 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.

COUN 5093 – Ethics in Professional Counseling – 3 credit hours
Students are introduced to ethical standards of professional counseling organizations, credentialing bodies, and applications of ethical and legal considerations in professional counseling (American Counseling Association, American School Counseling Association, National Board for Certified Counselors, and state board specific codes). Students explore the legislation, governmental policy, and legal and ethical considerations relevant to professional counseling. Students examine the impact of technology on the counseling profession and identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. Students identify strategies for personal and professional self-evaluation and implications for practice and consider strategies for self-care that are appropriate to the counselor role.

COUN 5303 – Assessment & Evaluation – 3 credit hours
Provides an understanding of individual and group approaches to assessment and evaluation in counseling. History of assessment, statistical assessment concepts, reliability and validity, normal-referenced and criterion-referenced interpretation, applicability of instruments to various diverse cultures, and ethical and legal concerns are addressed. Additional areas of focus include strategies for test

selection, administration, scoring, and interpretation of a variety of instruments frequently used by counselors as well as communicating test results and writing clinical assessment reports.

COUN 5313 – Psychopathology & Clinical Diagnosis – 3 credit hours
Provides an exploration of mental and emotional disorders that develop during childhood and adolescence and continue into adulthood. Course content will include age-appropriate diagnostic information as defined by the current edition of the Diagnostic & Statistical Manual of Mental Disorders classification system. Students will be introduced to concepts related to etiology, cultural factors, differential diagnosis, and the use of psychopharmacological medications.

COUN 5323 – Foundations of Clinical Mental Health Counseling – 3 credit hours
Introduces students to the clinical mental health counseling profession. Students will examine the roles and functions of clinical mental health counseling as it relates to the historical and philosophical context of clinical mental health counseling, professional identity, roles and settings in clinical mental health counseling, standards in credentialing, professional organizations, and models of clinical mental health counseling.

COUN 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. ***Prerequisite:*** COUN 5030.

COUN 6010 – COUN Exit Exam – 0 credit hours
The COUN Exit Exam must be completed with a passing score to satisfy graduation requirements for the COUN program. Students must register for this course when COUN 6013. The COUN Exit Exam cannot be taken prior to registration for COUN 6013. ***Corequisite:*** COUN 6013. ***Grading:*** Pass/Fail.

COUN 6013 – Internship I – 3 credit hours
A minimum of 300 clock hours in a supervised clinical setting that allows for a transition from an educational, student-oriented environment to a professional, clinically-oriented setting. During this experience, the student will receive on-site supervision from a qualified mental health professional while continuing to receive tutorial instruction on campus. Requires 120 hours of direct, face-to-face contact. Both COUN 6013 and COUN 6043 are required to satisfy both the program and CACREP's requirements.

COUN 6043 – Internship II – 3 credit hours
A minimum of 300 clock hours in a supervised clinical setting that allows for a transition from an educational, student-oriented environment to a professional, clinically-oriented setting. During this experience, the student will receive on-site supervision from a qualified mental health professional while continuing to receive tutorial instruction on campus. Requires 120 hours of direct, face-to-face contact. Both COUN 6013 and COUN 6043 are required to satisfy both the program and CACREP's requirements.

COUN 6053 – Advanced Clinical Diagnosis & Treatment – 3 credit hours
Provides an in-depth understanding of mental and emotional disorders commonly diagnosed in the field of counseling. Classification of these disorders will be considered using the current edition of the Diagnostic & Statistical Manual of Mental Disorders. Students will be introduced to methods used in the treatment of mental disorders including treatment planning and the use of psychopharmacological medications.

COUN 6063 – Advanced Clinical Assessment – 3 credit hours
Offered for students interested in gaining more in-depth knowledge regarding clinical assessment. Special attention is on the administration, scoring, and interpretation of commonly used clinical and personality assessments as well as on advanced assessment report writing.

COUN 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.

COUN 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.

COUN 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.

COUN 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.

COUN 6203 – Clinical Documentation of Mental & Emotional Disorders – 3 credit hours
Presents detailed coverage of utilizing and completing the primary documentation components in clinical practice including intake interview reports, session notes, developing and implementing treatment plans, formulating timelines for treatment, assessing and reporting on treatment progress, procedures for making and documenting appropriate treatment recommendations and referrals, and termination summaries in the treatment of mental and emotional disorders. The clinical application of theoretical orientations throughout these processes will also be emphasized.

COUN 6213 – Gerontology – 3 credit hours
This course will focus on familiarizing students with the multi-varied aspects of aging, including identifying and addressing substance use and mental health issues. Students will gain an understanding of viable theories and treatment approaches when working with this population. The importance of professional collaboration, working with caregivers and family members, and utilizing a treatment team model will be discussed.

COUN 6223 – Counseling Latino Clients – 3 credit hours
Explores the current and historical context of Latino culture in the United States including the significance of language, politics, and individual and group experiences. Students also explore the Latino immigration phenomenon and critical issues in counseling, including resources and techniques for counseling Latino clients. Counseling and psychological research and theory on the cultural, societal, and historical influences on the well-being and characteristics of Latinos will be explored. Various counseling and psychological models and interventions responsive to this population will also be examined.

COUN 6233 – Crisis Intervention – 3 credit hours
Provides students with an overview of counseling skills for working in crisis and trauma situations as well as crisis intervention theory. Students will review case studies and create a crisis resource for a client population or counseling setting of interest. Trauma and crises will be examined, with particular emphasis on how they relate to individuals, families, and communities (i.e. schools, cities, countries, cultural groups).

COUN 6243 – Human Sexuality – 3 credit hours
Addresses theories of human sexual development as well as a broad range of topics to include the expression of human sexuality and intimacy across the lifespan; optimal sexual health across all age, gender, and cultural groups; and assessment and treatment of sexual dysfunctions.

COUN 6253 – Introduction to Play Therapy – 3 credit hours
Provides an overview of the play therapy field including philosophical basis for play therapy, micro-skills, and ethical issues. Coursework emphasizes child-centered play therapy theory knowledge and skills. Students will become familiar with play therapy, stages and themes, parent consultation, filial therapy, and diversity implications and will be introduced to family and sand play therapy.

COUN 6263 – Trauma-Informed Counseling – 3 credit hours
Focuses on developing clinical skills to assess and treat the effects of various traumatic events including natural disasters, sexual and/or physical assault, and other personal tragedies. Students will also gain skills and knowledge about exposure to trauma across the lifespan and will explore multiculturally relevant treatment plans.

COUN 6273 – Introduction to Adlerian Play Therapy – 3 credit hours
Provides basic knowledge in the use of Adlerian play therapy skills and techniques to build relationships with children; explore children's lifestyles; help children gain insight into their lifestyles; and help children make changes in their thoughts, feelings, attitudes, and behaviors. The course will include strategies for developing consulting skills for working with parents and teachers as a part of the Adlerian play therapy process. The emphasis of this course is on play therapy skills, Adlerian theory as applied to play therapy, and working with specific populations using Adlerian play therapy.

COUN 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.

COUN 6293 – Psychopharmacology for Mental Health Professionals – 3 credit hours
Provides an overview of the role of psychotropic medication in the treatment of a wide variety of mental health conditions, including mood disorders, anxiety disorders, and psychotic disorders. The course will also include an overview of the etiology, pathology, and development of mood, anxiety, and psychotic disorders as well as the basic principles of pharmacokinetics and pharmacodynamics. Students will also be introduced to fundamental neuroanatomy as it relates to psychotropic medications.

COUN 6303 – Wellness & Stress Management in Counseling – 3 credit hours
This course provides an introduction and critical review of stress and wellness theory and research, stress prevention strategies, and stress reduction techniques in holistic health including experiential as well as interventions that address lifestyle variables. The course will emphasize the role of experiential interventions as the counselor-in-training incorporates stress management and wellness concepts and techniques personally and professionally in various settings to assist clients pursuing optimal health and lifestyle management.

COUN 6313 – Integrating Spirituality in Counseling – 3 credit hours
The course provides an introduction and review of spirituality in counseling research and client care techniques for holistic treatment. The course will emphasize experiential activities as well as interventions that address spiritual variable in client care. The course will emphasize how the counselor-in-training incorporates the client's spiritual/religious concepts, professionally, to assist clients pursuing optimal wellness, health, and lifestyle management.

COUN 6323 – Advanced Trauma-Informed Counseling – 3 credit hours
The advanced course builds upon foundational trauma-informed counseling skills, emphasizing complex trauma presentations, co-occurring disorders, and emerging evidence-based interventions. Students will refine their clinical assessment abilities, explore the neurobiological systemic impacts of trauma, and engage in case conceptualization for diverse populations. Special focus will be given to treating developmental trauma, moral injury, vicarious trauma, and culturally responsive care. Students will develop advanced competencies in trauma-focused interventions, crisis stabilization, and long-term recovery planning through applied learning, case studies, and experiential exercises. ***Prerequisite:*** COUN 6263.

COUN 6333 – Fundamentals of First-Responder Culture & Counseling Practice – 3 credit hours
This foundational course introduces students to the culture, roles, and unique challenges of first responders, including law enforcement, fires, EMS, dispatch. Emphasis is placed on building understanding and respect for the first-responder environment, exploring occupational stress, and reviewing basic skills for effective rapport-building. Students will learn evidence-based principles of trauma, stress, and resilience, with a focus on ethical and culturally competent counseling practice when working with first-responder clients. The course lays the groundwork for reflective practice, clinician safety, and contextually informed interventions, preparing students to engage respectfully and effectively with diverse first-responder populations.

COUN 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.

COUN 6523 – Forensic Mental Health Counseling – 3 credit hours
Provides an overview of where the law and mental health intersect. This course provides students the opportunity to develop knowledge and to enhance their skills in order to work effectively with diverse populations in various forensic settings. Topics covered will include the treatment of juvenile offenders, victims of trauma, and sex offenders as well as an examination of the role of the counselor as an expert witness in court.

COUN 6533 – Supporting First-Responder Families: Counseling Interventions & Techniques – 3 credit hours
This course examines the ripple effects of first-responder careers on families and significant others. Students will learn family systems theory, explore communicative patterns, and review clinical interventions for supporting spouses, children, and loved ones of first responders. Emphasis is on skills

for crisis response, psychoeducation, group facilitation, and navigating secondary trauma. Special attention is given to developing collaborative approaches and techniques for empowering first-responder families through major life transitions and occupational stressors.

COUN 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.

COUN 6633 – Advanced Techniques for First Responders: Documentation, Resources & Trauma-Informed Care – 3 credit hours
This advanced course prepares students to deliver high-quality, trauma-informed care to first responders and their families. Students will receive in-depth training on clinical documentation standards, multidisciplinary referrals, and the use of evidence-based resources within the responder community. Major topics include suicide risk assessment, crisis management, vicarious trauma, managing confidentiality, and coordination with public safety agencies. The course will also emphasize professional boundaries, ethical dilemmas, and current best practices in linking first responders to specialty care, peer programs, and long-term wellness resources. ***Prerequisite:*** COUN 6333.

COUN 6733 – Evidence-Based Practices for Integrative Care Settings – 3 credit hours
Introduces students to evidence-based practices (EBPs) within integrative care settings. Promotes interdisciplinary collaboration and treatment approaches across behavioral health, medical, and allied health professions. Additionally, an emphasis is placed on trauma-informed care and culturally responsive practice within integrative care settings. Students will utilize care studies, applied research, and experiential learning. Students will explore and examine evidence based practice relevant to dynamics found within an interdisciplinary environment. Supports students in the development of knowledge and skills needed to apply EBPs in collaborative care environments.

COUN 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 master's degree.

COUN 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 master's degree.

COUN 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 master's degree.

Master of Science – Applied Machine Learning & AI

M.S. **MSMA**

MSMA 5003 – Foundations of Python and Machine Learning – 3 credit hours
This course introduces students to Python programming with a focus on foundational skills for artificial intelligence (AI) and machine learning (ML). Topics include basic syntax, control structures, data types, and introductory data handling. Students will explore core ML concepts such as supervised vs. unsupervised learning, model evaluation, and ethical considerations. The course emphasizes conceptual understanding and the societal impact of AI, including generative AI applications across industries.

MSMA 5013 – Responsible AI: Ethics & Governance – 3 credit hours
This course examines the ethical, societal, and legal implications of artificial intelligence (AI) through real-world case studies and current regulatory frameworks. Students will explore bias detection, fairness metrics, algorithmic transparency, privacy, and governance models while learning to apply ethical frameworks to AI development and deployment strategies.

MSMA 5023 – Programming Algorithmic Thinking for Applied AI – 3 credit hours
This course builds on foundational programming skills to develop algorithmic thinking and problem-solving strategies essential for scalable artificial intelligence (AI) systems. Students will work with Python libraries such as NumPy, pandas, Matplotlib, and scikt-learn to implement efficient data processing and model training workflows. Topics include algorithmic complexity, recursion, sorting/searching, and optimization techniques, with hands-on projects focused on real-world AI applications. ***Prerequisite:*** MSMA 5003.

MSMA 5033 – Human-Computer Interactions – 3 credit hours
Students will study user-interface (UI) design principles specifically for artificial intelligence (AI) systems, usability testing, and interaction patterns including voice interfaces and conversational design. The course explores the full UI/UX design cycle, accessibility best practices, and emerging technologies in AI-driven interfaces with explainable AI components. ***Prerequisite:*** MSMA 5003.

MSMA 5043 – Applied Data Analytics & Pattern Discovery – 3 credit hours
This course introduces students to practical techniques for discovering patterns and insights from structured and unstructured data. This project-driven course equips students with foundational skills in exploratory data analysis, pattern recognition, and business problem-solving using real-world datasets. Students apply classical and modern analytics techniques, including clustering, association rule mining, predictive modeling, and anomaly detection, to extract actionable insights. ***Prerequisite:*** MSMA 5003.

MSMA 6013 – Machine-Learning Applications & Operations – 3 credit hours
This course explores the theory, algorithm, and real-world applications of machine learning, including supervised and unsupervised, and reinforcement learning. Students gain hands-on experience implementing algorithms using databases from health care, finance, and technology sectors, evaluating models, and addressing deployment challenges, finance, and technology sectors, evaluating models, and addressing deployment challenges. In addition to model development, the course introduces core MLOps principles, including model versioning, reproducibility, monitoring, and deployment pipelines. Students will work with tools such as MLflow, Docker, and cloud-based platforms to understand how machine-learning systems are built, deployed, and maintained in production environments. The course builds a strong foundation for tackling complex AI problems and prepares students for real-world ML-engineering roles. ***Prerequisite:*** MSMA 5003.

MSMA 6023 – Natural-Language Processing – 3 credit hours
This course introduces methods and techniques for enabling machine-learning (ML) algorithms to understand, interpret, and generate human language using modern transformer architectures. Students will gain understanding of computational linguistics and deep learning to process text and speech, implementing applications like sentiment analysis, translation, question answering, and text generation. ***Prerequisite:*** MSMA 5003.

MSMA 6033 – Deep Learning & Neural Networks – 3 credit hours
This course explores deep-learning architectures, including convolutional neural networks (CNNs), recurrent neural networks (RNNs), transformers, and generative adversarial networks (GANs). Students will learn to structure, train, and optimize deep learning models while addressing challenges in deployments, scalability, and model interpretability. Special emphasis is placed on computer vision applications, including image classification, object detection, and segmentation using CNNs, Vision

Transformers, and diffusion models. Students will also explore how deep learning powers modern visual artificial intelligence (AI) systems across industries. ***Prerequisite:*** MSMA 5003.

MSMA 6043 – Advanced Generative AI – 3 credit hours
Students will explore cutting-edge advancements in generative artificial intelligence (AI), including diffusion models, large language models, and multimodal systems, focusing on applications in automation, creativity, and business innovation. The course covers prompt engineering, fine-tuning strategies, AI integration within existing systems, and real-world case studies across industries. ***Prerequisite:*** MSMA 5003.

MSMA 6093 – Capstone: Machine-Learning Applied Project – 3 credit hours
A comprehensive, project-based capstone course combining theoretical knowledge with practical implementation. Students will design and apply Retrieval-Augmented Generation (RAG) systems and LangChain frameworks to optimize large language model (LLM) outputs, enhancing the accuracy and reliability of generative artificial intelligence (AI) applications. Students will implement supervised and unsupervised learning models using Python, developing regression, classification, and probabilistic models to analyze and interpret real-world datasets. Through hands-on projects, students gain practical experience in end-to-end machine-learning solution deploying and model evaluation. ***Prerequisite:*** MSMA 5003, MSMA 5013, MSMA 5023, MSMA 5033, MSMA 5043, MSMA 6013, MSMA 6023, MSMA 6033, *and* MSMA 6043.

MSMA 6903 – Advanced Topics in Machine Learning and AI – 3 credit hours
This course provides an in-depth exploration of emerging trends, methodologies, and innovations in machine learning and artificial intelligence (AI). Topics may vary each semester to reflect current advancements and faculty expertise, such as explainable AI, multimodal deep learning, reinforcement learning in autonomous systems, generative model optimization, federated learning, AI for cybersecurity, and edge AI deployment. Through research-based projects, students will evaluate recent literature, design experimental frameworks, and create innovative AI solutions that address complex, real-world problems while integrating ethical and societal considerations. ***Prerequisite:*** MSMA 5003.

Master of Science – Cybersecurity Management

M.S. MSCM

MSCM 5013 – Foundations in Cybersecurity Management – 3 credit hours
This course provides an overview and foundational understanding of concepts essential to the management of cybersecurity including implementation security systems, data security, privacy, and compliance. Students will review topics including security planning, risk management, security technologies, basic cryptography, application security management, intrusion detection and prevention, physical security, and privacy issues.

MSCM 6013 – Cybersecurity Risk Management – 3 credit hours
In this course, students will learn the practical skills necessary to perform regular risk assessments of their organizations. Topics include management of inventory, risk remediation, risk management analysis, planning, and reporting. The course will provide real-world examples and scenarios of cybersecurity risk management concepts and techniques.

MSCM 6023 – Cybersecurity Threats, Attacks & Defense – 3 credit hours
This course focuses on the practical application of techniques for detecting and documenting network vulnerabilities. Students will explore penetration testing, language-specific software vulnerabilities, mitigation, and input validation.

MSCM 6033 – Strategic Cybersecurity Management – 3 credit hours
The focus of this course is the application of cybersecurity principles, frameworks, standards, and best practices to organization-level strategies, policies, programs, plans, procedures, and processes. Students will implement knowledge gained throughout the program to design a policies and procedures manual appropriate for a small business and develop the communication skills necessary to present their projects to senior-level constituencies.

MSCM 6203 – Cybersecurity Compliance & Auditing – 3 credit hours
This course focuses on the principles, approaches, and the methodology in auditing information systems to ensure the processes and the procedures are in compliance with pertinent cybersecurity laws and regulatory provisions. Management of the complexities of security, compliance and legal obligation, including industry standards and general law. The outcomes of the course will equip students with the knowledge and skills needed to assess, audit and ensure compliance with cybersecurity standards, regulations, and best practices.

MSCM 6903 – Cybersecurity Capstone Project – 3 credit hours
In the capstone project, student teams will work to demonstrate their ability to apply and communicate cybersecurity management concepts and processes to create a comprehensive cybersecurity solution. Students may produce a security assessment report, develop a cybersecurity framework, design an incident response plan, or implement another critical cybersecurity project.

Master of Science – Data Science

M.S. MSDS

MSDS 5033 – Python Programming – 3 credit hours
This course will introduce the student to the Python Programming language as applied to data science. Python, along with the R programming languages, is extensively used in data science and data analytics. The Python programming language is often used to a precursor to more complex languages, such as C++ and Java. The course covers coding, debugging, and documentation of Python code as well as the use of Python code to perform data science operations such as visualization, database access, spreadsheet access, statistics, and Web page access.

MSDS 5103 – Probability & Inference for Data Science – 3 credit hours
In this course, students will be introduced to inferential tools for applications in data science. Topics covered include hypothesis testing, confidence intervals, probability distributions, central limit theorem, and interval estimation.

MSDS 5113 – Introduction to Statistical Modeling – 3 credit hours
This course is an introduction to foundational concepts, theories, and techniques of statistical analysis for data science. Students will begin with descriptive statistics and probability and advance through multiple and logistic regression. Students will also conduct analyses in R. Additional topics covered include descriptive statistics, central tendency, exploratory data analysis, probability theory, discrete and continuous distributions, statistical inference, correlation, and multiple linear regression.

MSDS 5123 – Fundamentals of Data Science – 3 credit hours
This course provides an introduction to foundational concepts, technologies, and theories of data and data science. Students will gain a foundational understanding of the concepts and techniques used in data science and machine learning.

MSDS 6203 – Data Systems & Algorithms – 3 credit hours
In this course, students will work to develop their programming skills and learn the fundamentals of data structures and the practice use of algorithms. Students will review a variety of useful algorithms and analyze their complexity and gain insight into the principles and data structures used in algorithm design.

MSDS 6213 – Programming for Data Science – 3 credit hours
This course introduces students to programming language (Python, R, etc.) and its application in data science. Students will be introduced to platforms such as Jupytr Notebooks to learn the practical aspects of data manipulation, data cleaning, and exploratory data analysis.

MSDS 6403 – Data & Database Management with SQL – 3 credit hours
In this course, students will focus on understanding how data can be organized, cleaned, and managed within and between data sets. Students will be introduced to database design and to the use of databases in data science applications with an emphasis on SQL.

MSDS 6413 – Presentation & Visualization of Data – 3 credit hours
In this course, students are introduced to computational tools for building interactive graphics and dashboards as well as commercial visualization software. Student s will use visualizations technique to identify the patterns, trends, correlations, and outliers of data sets.

MSDS 6503 – Machine Learning & Artificial Intelligence – 3 credit hours
This course introduces students to relevant machine learning methods, communicating results, and the ethical considerations in machine learning. Students will build, train, and test machine learning models such as logistic regression and neural networks. Throughout the course, students experiment with the concepts of data science process and apply them to real-world datasets.

MSDS 6903 – Applied Capstone Project – 3 credit hours
In the capstone project, student teams will work to demonstrate their ability to apply and communicate data science concepts and processes to create a digital project of their choosing. Students may produce a website, platform, tool, or other digital project.

MSDS 6913 – Advanced Topics in Data Science – 3 credit hours
This course exposes students to emerging or specialized topics in Data Science and is designed for students with an advanced understanding of programming, statistical modeling, data visualization, and machine learning. The hands-on project will enable students to apply their learning to practical scenarios, ensuring they are well-equipped to address data science problems and effectively communicate their solutions.

Master of Science – Technology Management

M.S. **MSTM**

MSTM 5003 – Computer & Network Security – 3 credit hours
This course provides the background on security issues relating to computers and communication systems including mobile and internet technologies. This course will develop security awareness for use and implementation of information processing components such as networks, applications, and operating systems. Procedures and algorithms for virus detection, encryption, and database security will be discussed.

MSTM 5013 – Disaster & Recovery Planning – 3 credit hours
This course focuses on practical processes of disaster response planning and mitigation for security professionals working in both public and private organizations. Almost every business and organization must deal with business continuity and IT disaster recovery at some level. Areas addressed include risks to companies' and organizations' critical business resources, IT systems and processes related to the onset

of cloud computing technology, the proliferation of wireless mobile devices, severe weather-related incidents, and other types of disasters both human-engineered and natural.

MSTM 5023 – Emerging Technologies – 3 credit hours
This course addresses academic research and practical applications related to technological ventures. Topics focus on opportunity, strategy, laws covering intellectual property, and financial aspects of technology enterprise.

MSTM 5033 – Information Infrastructure – 3 credit hours
This course introduces fundamental concepts of data communication and networking, such as network structure, cybersecurity issues, and trends in communications and networking. Practical application of content is made through case study analysis.

MSTM 5700 – Graduate Research – 0.5 credit hours
Critical thinking expressed through solid research and clear writing serves as the foundation for all academic and professional pursuits. Each student will develop these skills through the research and composition of an essay that contains a clear thesis statement and produces an argument utilizing appropriate evidence.

MSTM 5901 – Career Development – 1.0 credit hour
This course provides students with an opportunity to connect graduate coursework to the workplace. Students will develop a working resume, review rules for workplace etiquette, and complete written assignments designed to connect practical experiences with graduate coursework. This course may be taken for 1.0 credit hour per term with a minimum of 3 credit hours. **Students must be continuously enrolled in this course during the program.**

MSTM 6003 – Issues in Cyberlaw – 3 credit hours
This course explores the legal and policy issues associated with the Internet and cyberspace. The course will focus on cases, statutes, regulations, and constitutional provisions that affect people and business interacting through computers and the Internet. Topics include intellectual property, e-commerce, online contracts, cybercrimes, torts, and privacy issues.

MSTM 6013 – Management Information Systems – 3 credit hours
The course focuses on how today's businesses use information technology to achieve expected outcomes and corporate missions. It covers the topics of organizational change, ethical issues of information systems, information systems processes, application of project management concepts to technology infrastructure, and compliance and security concerns in information technology.

MSTM 6023 – Project Management – 3 credit hours
This course covers theories supporting effective communication, planning, and tools used in project management. Strategies for gaining internal support for change and mitigation of failure are discussed. Practical application is made through case studies of management change processes.

MSTM 6903 – Technology Management Capstone Project – 3 credit hours
In the capstone project, student teams will work to demonstrate their ability to apply and communicate technology management concepts and processes to create a comprehensive digital or technology-based project. Students may produce a software tool, develop a management platform, design an infrastructure solution, or deliver another innovative technology project.

Doctor of Philosophy – Counselor Education & Supervision

Ph.D. **CES**

CES 7003 – Foundations of Counselor Education & Supervision – 3 credit hours
This course provides an advanced introduction to counselor education and supervision, including an exploration of professional identity, professional organizations, professional ethics, professional writing, and current issues. Students will explore these areas in the context of orienting to the CES program, its processes, resources, and technology.

CES 7013 – Advanced Counseling Theories – 3 credit hours
This course provides an advanced exploration of counseling theories, including the integration of theory and application of multiple theoretical perspectives while conceptualizing client cases. Emphasis is placed on evidence-based counseling practices and methods for evaluating counseling effectiveness. Ethical and culturally appropriate use of counseling across multiple settings is explored.

CES 7043 – Contemporary Issues in Clinical Practice – 3 credit hours
This course provides an advanced exploration of current topics in mental health counseling. Topics will be taken from current events that are influencing the profession as it continues to develop. Themes may include advanced techniques or areas of increased focus in the profession; examples include crisis counseling or grief counseling. The content will be determined by each professor who teaches the course. This class may be repeated for credit.

CES 7143 – Foundations of Teaching in Counselor Education – 3 hours
This course provides a framework for curricular design, assessment, course instruction and classroom management within the context of counselor education and supervision. Students will develop a comprehensive course design strategy while also considering classroom management issues. Foundational uses of educational technology will be explored in the context of higher education. Student learning outcomes and student assessments are addressed as defining elements of the development process. Ethical and cultural considerations of adult learning are included.

CES 7153 – Advanced Teaching in Counselor Education – 3 hours
This course applies the concepts of adult learning to online and hybrid environments. Advanced uses of instructional technology techniques will be explored. Students will expand their understanding of curricular design, assessment, course instruction and classroom management within online and hybrid environments. This exploration is grounded in an understanding of models of instruction and adult learning. Classroom management issues, including screening, remediation, and gatekeeping, are also 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 7243 – Leadership in Action: Advocacy & Organizational Administration – 3 credit hours
This course provides an exploration of the theories, models, and skills of leadership for professional organizations and venues, the counseling profession, and its constituents. Theories, models, and skills in advocacy for the counseling profession and underserved/underrepresented populations will be processed. In addition, practical aspects of mental health administrations, including personnel management, diversification of services, resource utilization, fiscal management, risk management, and ethical and legal considerations are explored. Roles and strategies for coordinating an effective response to crises and disasters are included.

CES 7313 – Clinical Supervision & Consultation – 3 credit hours
This course provides an advanced exploration of clinical supervision and consultation. The purposes, roles, relationships, and skills involved in clinical supervision and consultation are considered as well as legal and administrative responsibilities, such as supervisee assessment, remediation, and gatekeeping.

These factors are placed within the context of current and emerging theories, models, and modes of clinical supervision, with an emphasis on the importance of developing and utilizing an individual approach to supervision in an ethical and culturally relevant manner.

CES 7323 – Leadership & Administration in Counselor Education – 3 credit hours
This course introduces theories and skills of leadership in counselor education programs. Additionally, the course explores the nature of leadership in academic programs, including faculty governance and advocacy, budget development, accreditation, curriculum development, personnel management, conflict resolution, crisis management, and other issues related to the management of an academic unit. Development of a personal leadership style that is ethical and culturally relevant is emphasized.

CES 7333 – Research, Program Evaluation & Outcomes Assessment in Higher Education – 3 credit hours
This course introduces models and methods of program evaluation, program research, and outcomes assessment. Topics include evaluation strategies and designs, data collection, analysis, and reporting. Emphasis is placed on the use of program evaluation methods to support programmatic change. This course includes grant development and writing, capital acquisition, grant management, and outcomes evaluation. Content is explored in the context of CES program accreditation processes and requirements.

CES 7TX1-7TX3 – Topics in Counselor Education – 1-3 credit hours
Students focus on the development of an individual specialty area in counselor education. Each student will identify and develop a specialty area (in counseling, teaching, supervision, leadership, or research) for application and practice and will develop an individualized study plan for the seminar. The individualized plan should include a minimum of 70 practice hours as well as customized readings related to the area of specialization. All aspects of the individualized plan should be developed in conjunction with the instructor, who supervises the experience. Credit hours for CES 7TX1-7TX3 will not substitute for any part of the 72 hours required for the Counselor Education & Supervision doctoral degree. In addition, these hours do not contribute to field experience hours accumulated in CES 8010. Enrollment in this course requires approval from the student's advisor as well as the CES program director. This course may be repeated for credit, up to a total of nine hours.

CES 8010 – Internship – 1-3 credit hours
A supervised experience in counseling, teaching, clinical supervision, research and scholarship, and/or leadership and advocacy. Specific placement requirements are allocated at the discretion of the doctoral advisor and student, based on experience and training. Students receive one hour per week of individual/triadic supervision in the internship setting as well as regularly scheduled group supervision by program faculty. Students must complete 70 hours of supervised experience for each credit hour of the internship.

CES 9001 – Dissertation Continuation – 1 credit hour
This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. This course is required for students who do not complete the dissertation project with nine credits of CES 9003. Failure to enroll in this course throughout the remainder of the dissertation process is a violation of the continuous enrollment policy for the CES program.

CES 9003 – Dissertation Research: Dissertation Hours – 3 credit hours
This course will facilitate the completion of an approved dissertation which will utilize the knowledge, skills, and abilities gained throughout the program in areas of counseling and research. Field-based projects will be emphasized. Ethical and culturally relevant strategies for conducting research will be addressed throughout the experience. ***Prerequisite:*** Comprehensive examinations.

CES 9013 – Professional Writing, Publication & Presentations in CES – 3 credit hours
This course provides an introduction to and exploration of the practice and skills required for professional writing, engaging the publication process, and the development of professional presentations. Students will work under supervision to generate publication manuscripts and/or presentations to present in a professional venue.

CES 9023 – Research Design & Project Development – 3 credit hours
This course will explore research project development, including analysis of the literature, hypothesis construction, selection and identification of appropriate research methodology, data analysis, and discussion of research results. Students will develop an understanding of research methods, statistical analyses, and needs assessment. This course will also focus on understanding research methodologies and how these can be used for action research, program evaluation, and improving counseling effectiveness. Ethical and professional issues associated with research and program evaluation will also be presented.

CES 9033 – Psychometric Theory & Measurement Design – 3 credit hours
This course will explore theoretical perspectives regarding instrument construction and design. Students will explore strategies for designing, administering, and interpreting quantitative measures. Ethical and professional issues associated with measurement construction, bias, and cultural variation will also be included.

CES 9053 – Qualitative Method & Design – 3 credit hours
This course provides a study of the design, approaches, implementation, and analysis of qualitative research. The development of an in-depth understanding of the major methods of inquiry associated with qualitative research will be emphasized. Students will explore the analysis, interpretation, and presentation of qualitative research data. Ethical and cultural considerations of qualitative research are included.

CES 9073 – Analysis of Variance Methods – 3 credit hours
This course covers means-testing approaches in statistical analyses. It begins with the various types of t-tests and proceeds to multifactorial MANCOVA designs.

CES 9083 – Regression Methods – 3 credit hours
This course covers correlational approaches in statistical analyses. It begins with the various types of correlations and proceeds to multiple regression and structural equation modeling designs.



Register

This page intentionally left blank.

Board of Trustees

Mr. Dan L. Antle – Columbia, Ky.
Mr. Dani Burlacu – Prospect, Ky.
Mr. Christopher D. Estes – Nicholasville, Ky.
Mrs. Carrie L. Farris – Louisville, Ky.
Mr. James R. Fugitte – Elizabethtown, Ky.
Judge C. Cleveland Gambill – Lexington, Ky.
Dr. Robert Goodin – Louisville, Ky.
Bishop David Graves – Crestwood, Ky.
Dr. Jenean Hampton – Bowling Green, Ky.
Dr. Bruce Harris – Hoover, Ala.
Dr. John Hatton – Lexington, Ky.
Mr. S. Oden Howell, Jr. – Prospect, Ky.
Mrs. Linda U. King – Louisville, Ky.
Dr. Amanda G. Main – Floyds Knobs, Ind.
Dr. Carol C. Marra – Louisville, Ky.
Mr. Cecil Martin – Bowling Green, Ky.
Mr. Skipper Martin – Louisville, Ky.
Dr. Jerry W. McCandless – Campbellsburg, Ky.
Dr. Kendrick McCandless – Campbellsburg, Ky.
Dr. Allan M. Parnell – Louisville, Ky.
Dr. David R. Perry –San Marcos, Texas
Dr. Clarenda M. Phillips – Springfield, Mo.
Dr. James J. Pike – Gilbert, SC
Mr. Luke C. Popplewell – Russell Springs, KY
Mr. Danny Pyles – Columbia, Ky.
Mr. Danny R. Rigney – Danville, Ky.
Mr. J. Brian Shirley – Glasgow, Ky.
Dr. Allison Egnew Smith – Jamestown, Ky.
Dr. Jay Smith – Smiths Grove, Ky.
Mr. Raymond Smith – Louisville, Ky.
Mr. Lane Thompson – Mount Washington, Ky.
Dr. Cal Turner, Jr. – Nashville, Tenn.

Ex-Officio Members
Dr. William T. Luckey, Jr. – Columbia, Ky.
Dr. John B. Begley – Columbia, Ky.

Trustee Emeriti
Dr. James L. Rogers, III – Vero Beach, Fla.

Administration and Staff

President's Office
William T. Luckey, Jr. – President
Amy Thompson-Wells – Executive Assistant

Development Office
Kevin A. Thompson – Vice President for Development
John B. Begley – Chancellor
Travis Smith – Director of Annual Giving
Allison Cross – Director of Alumni Relations

Amy Perkins – Development Office Manager
Gerald Chafin – Director of Church Relations
John Wethington – Assistant to the President for Special/Major Gifts

Public Relations
Duane Bonifer – Assistant to the President for Communications & Marketing
Venus Popplewell – Director of Public Relations & Creative Services
Shelby Burton – Assistant Director of Public Relations & Media Producer
Amanda Dicken – Graphic Designer

Office of Administration & Finance
Mark Coleman – Vice President for Administration & Finance
Julie McCubbins – Business Analyst
Llewellyn Crew-Brown – Administration & Finance Specialist

Human Resources
Karen Wright – Director of Human Resources
Jill Callison – Payroll Clerk/Human Resources Assistant
Yulanda Bradshaw – Human Resources Associate
Kelly Elmore – Payroll Associate

Business & Finance Office
Fabricio Morales – Controller
Sara Jorgensen – Cashier/Student Accounts
Jenn Walsh – Staff Accountant
Amy Beane – Student Accounts/Accounts Payable/Business Office Specialist

Auxiliary Services
Jeff Willis – Director of Auxiliary Services
Joshua Overstreet – Assistant Manager & Co-Catering Director
Mike Hamlett – Assistant Manager
William Overstreet – Assistant Manager
Kim Redmon–-Assistant Manager
Suzanne Blakeman – Operations Manager & Co-Catering Director
Amy Cooper – Bookstore Manager
Jacob Curry – Bookstore/Student Activities Associate
Angela Butler – Server
Jeanine Hadley – Deli Bar Server
Heather Garrett – Utility
Beth VanArsdale – Starbucks Manager
OPEN – P.M. Cook
Mona Thomas – Baker
Nelda Henry – A.M. Cook
OPEN – P.M. Cashier
Patricia Willis – A.M. Cashier
Donnie Willis – Vending
Irene Melson – A.M. Cook
Perry Stager – A.M. Server
Roger England – Utility
Kaylee Thiery – Blue Raider Cafe
Kenneth Murphy – Utility
Earlene White – P.M. Server

Margie Straut – P.M. Server
OPEN – P.M. Server
Taylor Henry – Blue Raider Café
Percy Campbell – Catering Cook
Elaine Turner – P.M. Cook
Dacoda Young – P.M. Grill/Cook
Deamon Spencer – Utility/Stocker
Dana Oaks – A.M. Grill
Landon Parnell – Maintenance, The Pines
Porter Lobb – Course Superintendent, The Pines

Admissions
Traci Pooler – Dean of Admissions
Charity Ferguson – Director of Admissions
Hannah Peck – Associate Director of Admissions
Kristina Burton – Admissions Associate
Bren Echols – Admissions Associate
Mattie Coomer – Admissions Counselor
Tailor Brumfield – Admissions Counselor
Tanner Pooler – Admissions Counselor
Rebekah Shannon – Admissions Counselor
Jenna McGaha – Admissions Counselor
Adrian Ayala – Admissions Counselor

Athletics

Administration:	Willis Pooler – Director of Athletics
	Michael Talley – Assistant Athletic Director for Internal Operations
	Garrett Koestel – Office Associate/Assistant Flag Football Coach
	Chris Wells – Assistant to the Athletic Director
Sports Information:	Anthony Latessa – Assistant Athletic Director for Athletic Communications
	Joel Snyder – Associate Sport Information Director
Athletic Trainers:	OPEN – Head Athletic Trainer
	Cameron Gray – Assistant Athletic Trainer
	Seungyeon Kim – Assistant Athletic Trainer
	OPEN – Assistant Athletic Trainer
	OPEN – Assistant Athletic Trainer
	OPEN – Assistant Athletic Trainer
Archery:	Anna Bell – Head Archery Coach
Baseball:	Ethan Utley – Head Baseball Coach
	George Gray – Assistant Baseball Coach/Assistant Grounds for Athletics
Basketball:	Chris Starks – Men's Basketball Coach
	Terran Duncan – Women's Basketball Coach
	Rodney Clarke – Men's Basketball Assistant Coach
	OPEN – Assistant Women's Basketball Coach
Bowling:	John Meece – Bowling Head Coach
Bus Drivers:	Anthony Smith – Bus Driver
	Donnie Wells – Head Bus Transportation & Bus Mechanic
	Glen Adams – Bus Driver
	Curtis Williams – Bus Driver
Cheerleading/Dance:	Damon Hicks – Cheer/Dance Head Coach
Cross Country/Track and Field:	
	Anthony Thompson – Director of Track & Field/Cross Country

	Alexia DeHaven – Assistant Track & Field/Cross Country Coach
	Dorian Talbert – Assistant Track & Field/Cross Country Coach
	James Helton – Head Cross-Country/Assistant Track & Field Coach
Cycling:	Josh Patton – Cycling Head Coach
	Gabriel Holcomb – Assistant Cycling Coach
Football:	Phillip Kleckler – Men's Football Head Coach
	Daniel Cotter – Assistant Head Coach/Defensive Coordinator
	Marcus Graham – Assistant Coach
	Sam Ambrose – Assistant Coach
	OPEN – Assistant Coach
	Spencer Crisp – Assistant Coach
	Jay Bright – Assistant Head Coach/Offensive Coordinator
	Chris Raggard – Head Women's Flag Football Coach
Golf:	Dawson Conn – Golf Course Manager
	Chris Butler – Head Golf Coach
Soccer:	Sicelo Buthelezi – Men's Soccer Head Coach
	Jack Cousin – Assistant Men's Soccer Coach
	Drew Burwash – Women's Soccer Head Coach
	Veronica Kurtz – Women's Soccer Assistant Coach
Softball:	Callum Maskill – Head Softball Coach
	Annabelle Sharber – Associate Head Softball Coach
Swimming:	Alicia Kemnitz – Swimming & Diving Head Coach, Senior Woman Leader, Aquatics Director
	Thomas Radtke – Assistant Swimming/Diving Coach & Assistant Aquatics Director
Tennis:	Eric Bernabeu – Tennis Head Coach
Volleyball:	Joshua Kreiner – Volleyball Head Coach
	Carolynne Barbosa – Assistant Volleyball Coach
Wrestling:	Jameel Bryant – Men's Wrestling Head Coach
	Logan Robertson – Men's Assistant Wrestling Coach
	Devan Dodgens – Women's Wrestling Head Coach
	Liliana Vergara – Women's Assistant Wrestling Coach

Computer Center
Joe Moore – Director of Information Services
Kyle Duffy – Lead Software Engineer
Kevin Duncan – Network Administrator
Ryan Mattingly – Technical Support Specialist
Christopher Phillips – Technical Support Specialist
Kelly Martin – Business Systems Specialist
Rebecca Schmidt – Coordinator of Technical Support Services
Anthony Moore – Principal Systems & UX Architect
Robert Prock – Software Engineer
Antony Saragas – Software Engineer

Service Center
Robin Smith – Service Center Director
Kaitlin Neat – Service Center Associate

Plant Operations
Gerald Lucas – Director of Physical Plant
Mark Jones – Assistant Director of Physical Plant

Rita Neat – Office Manager/Plant Operations Accounts Payable Processor
George Wood – Maintenance, Vehicle Maintenance
Travis Brown – Maintenance, Electrician
David Begley – Maintenance, Grounds
Dennis Wilson – Maintenance, Plumbing
Kristen Mann – Assistant Office Manager
Dennis Parsley – Maintenance, Carpenter
Richard Kean – Maintenance, HVAC
Shon Bloyd – Maintenance, HVAC
Johnny Carter – Maintenance, Painter
Landon Parnell – Maintenance, The Pines
Jeff Stevens – Maintenance, General Maintenance
Jordan Richard – Maintenance, Apprentice Carpenter
Ty Jones – Maintenance, Carpenter General, Pool Technician, Key System
Kenneth Parsley – Maintenance, Apprentice Carpenter
Richard Fuller – Maintenance, Carpenter
Brendan Blanton – Maintenance, Grounds/Landscaping
OPEN – Maintenance, Grounds

Environmental Services
Tabitha Nesculia – Environmental Services Supervisor
Jonathan Conover – Custodial, Biggers Gymnasium, Morrison, and Archery
Beverly Miller – Assistant Environmental Services Supervisor, Fenley, Library
Brittany Bean – Custodial, Football House, 2nd Floor Phillips
Teresa Pena – Custodial, Administration Building, Lily, Band
Greg Feese – Custodial, Goodin 1st Floor, Martin, Wooten
Shelley Phillips – Custodial, Fenley, Red House, Goodin 2nd Floor
James Blair – Custodial, SUB, Weight Room
Farrah Philips – Custodial, Fugitte 3rd Floor and ½ of 1st, Everett 1st Floor
Larry Smith – Custodial, Rice House, Round House, Smith Hall
Nioki Rooks – Custodial, Everett 2nd Floor, Fugitte 2nd Floor & ½ of 1st
Darrin Taylor – Custodial, Bonner House, Wellness Center
Gregory Stayton – Custodial, Slider, Sports Medicine
Eddie Burton – Custodial, Honors House, Sumner/Hodge, Richardson
Cody Lanz – Custodial, Turner, Olstead, Trabue Laundry Room, Lily Laundry Room
Jodi Irvin – Custodial, Goodhue, Chapel, Keefe
Nichole Bair – Custodial, Memorial, Vance, Ogahi
Jonathan Barnes – Custodial, Parrot, Horton Bottom Floor
OPEN – Goodin 1st floor, Football House
Jacob Burton – Custodial, Horton Top Floor, Weldon
Trent Wright – Custodial/Maintenance, Athletic Complex
Samantha Higdon – Custodial, Shrader, Wellness Center
Melissa Burriss – Custodial, 3rd floor Phillips, Keltner, Criminal Justice

Safety & Security
Michael Staten – Director of Public Safety
Derrick Murphy – Security Officer
Randy Morgan – Security Officer

Student Financial Services
Audrey Price – Director of Financial Aid
Michelle Larimore – Assistant Director of Financial Aid

Gema Coverstone – Financial Aid Counselor/Work Study Director
Kachet Manners – Financial Aid Counselor
Madeline Bush – Receptionist
Joe McKinley – Default/Student Eligibility Specialist

Student Services & Enrollment Management
Dean Adams – Executive Vice President for Student Services & Enrollment Management
Anita Scruggs – Administrative Assistant for Student Services
Chris Schmidt – Dean of Students
Abe Cross – Assistant Dean of Students
Breeana Downs – Director of Resident Life, Lily Hall
Easton Downs – Assistant Director of Resident Life, Richardson Hall, Pickett House
OPEN – Men's Residence Director, Horton Hall Complex, Parrott Hall, Weldon Hall
OPEN – Men's Area Coordinator, Smith Hall
K'Asia Palmer – Women's Residence Director, Phillips Hall, Keefe Hall
Madyson Jones – Women's Residence Director, Memorial Hall, Huff House, Lowes House
Tori Starks – Director of the Wellness Center/Intramurals
Stephanie Blackwood – Director of Student Activities
Jacob Curry – Bookstore/Student Activities Associate
Megan Whitson – Assistant Student Activities Director, Draper Female, Grider
Elise Luckey – Director, Begley Scholar Program
Yahira Sonnabend – Director of Civic Engagement & Student Leadership, Director of Bonner Scholars Program
OPEN – Assistant Director of Bonner Scholars Program
OPEN – Director, Career Services
Tamara Coots – Director of Health Services
David Requeio Hernandez – International Student Programs Graduate Assistant/Trabue, Draper Male, and College Hill Apartments Manager

Chapel
Tyler Brumfield – Chaplain

Educational Outreach
Tommie Saragas – Assistant Vice President of Educational Outreach
Brandi Berry – Online Success Coach
Cheryl Boger – Regional Enrollment Director, Region 1
Leanna Perkins – Enrollment Coordinator, University Center of the Mountains at Hazard Community & Technical College, Hazard, Ky.
Kimberly Bryant – Online Admissions Counselor
OPEN – Enrollment Coordinator, Jefferson Community & Technical College, Louisville, Ky.
Darlene Batcher – Administrative Assistant for Online Programs
Dawn Jackson – Administrative Assistant (Regions 2, 3 & 4)
Janet Knauff – Enrollment Coordinator, Southern State Community College, Hillsboro, Ohio
Rick Lee – Enrollment Coordinator, Ashland Community & Technical College, Ashland, Ky.
Tonia Marcum – Enrollment Coordinator, Southern West Virginia Community & Technical College, Mount Gay, W.Va.
Ashley Meadows Miller – Director of Online Student Success
Katie Stilts – Online Admissions Counselor
Sadie Miller – Enrollment Coordinator, West Region
Kathy McVey – Enrollment Coordinator, Southwest Virginia Community College, Richlands, Va.
Penny Rizenbergs – Enrollment Coordinator, Somerset Community College, Somerset & London, Ky.
Leigh Dews – Online Admissions Counselor

Dori Bonner – Online Admissions Counselor
Ryan Vitatoe – Director for Enrollment for Educational Outreach
Jason Weaver – Enrollment Coordinator, Southeast Kentucky Community & Technical College, Cumberland, Ky. & Middlesboro, Ky.
Lynda Westfall – Enrollment Coordinator, Big Sandy Community & Technical College, Prestonsburg, Ky.
Cynthia Whaley – Enrollment Coordinator, Roane State Community College

Special Programs
Philip Yoho – Vice President for Special Programs
Gabriel De Freitas – Assistant Vice President for Special Programs
Ana Gonzalez – Hybrid Programs Director
Sabine Eastham – Director of Immigration Regulations & Compliance and ISP/PDSO
Krishnaveni Palla Mandava – Assistant Director of Graduate Admissions
Samantha Gullion – Senior Graduate Admissions Specialist/DSO
Gabrielle Ciofani – Graduate Admissions Specialist/DSO
Marian Casero-Smith – Graduate Admissions Specialist/DSO
Tamara Salcedo – International Student Services Specialist/DSO
OPEN – Director of International Student Services/DSO
Ana Perez – International Student Services Specialist/DSO
Brandon-Lee Dayton – International Student Services Specialist/DSO
Amy Hacker– International Student Services Specialist/DSO
Ramsha Akhtar – International Student Services Specialist/DSO
Jennifer Braunschweig – International Student Services Specialist/DSO
Makayla Wrigth – ISA Communications & Global Student Support Coordinator/DSO

Academic Affairs Office
Ray Lutgring – Vice President for Academic Affairs
Lisa Holtzclaw – Director of Institutional Research & Assessment
Eric Carter – Assistant Vice President for Academic Success & Academic Growth
Benson Sexton – Dean, School of Academic Initiatives
Allison Smith – Dean, School of Faculty Affairs
Jason Neenos – Director of Instructional Technology
Tammy Yoho – Instructional Designer, School of Graduate Business & Technology
Jessica Quinn – LMS Administrator/Instructional Technologist
Jennie Shelpman – Administrative Assistant
Kristyne Gilbert – Executive Director of the Performing Arts Center

Registrar's Office
OPEN – Registrar
Marisa Ramsey – Assistant Registrar
OPEN – Transfer & Records Analyst
Linda Parsley – Assistant Registrar for Hybrid Programs
Chelsea Pike – Student Records Associate

Library
Jason Keinsley – Director of Library Services
Greg Blair – Assistant Director of Library Services
Erin Wolford –Public Services Librarian
Kim Hamlett – Interlibrary Loan
Allison Rea – Circulation Desk Manager
Hunter Rogers – AV Coordinator

Academic Deans
Jeff Parsons – Dean, School of Professional Counseling
Curt Lee – Dean, School of Professional Studies
Helen MacLennan – Dean, School of Graduate Business & Technology
William Neace – Dean, School of Mathematics & Sciences
Benson T. Sexton – Dean, School of Business & Communication
Allison Egnew Smith – Dean, School of Arts & Humanities

Academic Support
Jennie Shelpman – ADA Coordinator
Robin Franklin – Education Department Office Associate
Todd Campbell – Director of Writing Consultation
Charlsey Scott – Tutoring Coordinator
Caleigh Scruggs – Nursing Office Associate
Leise Long – SPC Administrative Assistant
JoAnn Steinhilber – Office Associate, School of Professional Counseling
Andy McAllister – Lead Online Academic Advisor
Christy Vaughn – Online Academic Advisor
Danette Hurley – Online Academic Advisor
Sheela Brachey – Online Academic Advisor
Irene Eriakha – Online Academic Advisor
Krystal Cundiff – Director of Student Success/Title III
Lindsey Butler – Director of Student Success Counselors
Whitley Gibson – Student Success Counselor
Kendra Foster – Student Success Counselor
Lafawn Nettles – Student Success Counselor
Jordan Nelson – Student Success Counselor
Morgan Bryant – Student Success Counselor

Professors Emeriti

Tim McAlpine, Professor Emeritus of English
Ph.D., Purdue University
M.A., Purdue University
B.A., Westmont University

Kara L. Mollis, Professor Emerita of English (Posthumous)
Ph.D., Duquesne University
M.A. Duquesne University
B.A., Washington & Jefferson College

David. W. Moore, Professor Emeritus of History
Ph.D., Miami University (Ohio)
M.A., Eastern Illinois University
B.A., Eastern Illinois University

Robert Reynolds, Professor Emeritus of Music
D.M.A., University of Kentucky
M.A., University of Kentucky
B.A., Campbellsville College

Terry Swan, Professor Emeritus of Religion
D.Min., Vanderbilt University
M.Div, Asbury Theological Seminary
Ed.S., Western Kentucky University
M.A., Western Kentucky University
B.A., Centenary College

Faculty

Annette Abel (2005), Professor of Counseling
Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., University of Central Oklahoma

Holly Abel (2006), Professor of Counseling
Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., University of Central Oklahoma

Ashley Adamson (2026), Instructor of Nursing
M.S.N.-Ed., Western Governors University
B.S.N., Lindsey Wilson College

Lorena Andueza (2024), Associate Professor of Spanish
Ph.D., The Ohio State University
M.A., Universidad Antonio de Bebriji
B.A., University of Deusto

Jennifer Antoniotti-Neal (2017), Director of Education
Associate Professor of Education
Ed.D., Western Kentucky University
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Sara Ash (2022), Professor of Biology
Ph.D., Texas A&M University
M.S., Texas A&M University
B.S., Cumberland College

Mary Baker (2019), Assistant Professor of English
M.A., Eastern Kentucky University
M.L.I.S., University of Kentucky
B.A., Berea College

Brittany Barnett (2020), Instructor of Psychology
M.S., Nova Southeastern University
B.A., Lindsey Wilson College

John B. Begley (1977), Chancellor
Professor of Religion
D.Div. (Honorary), Kentucky Wesleyan College
M.Div., Louisville Presbyterian Seminary
B.A., Campbellsville College

Jennifer Bersaglia (2025), Director of Choral Programs
Assistant Professor of Music
M.M., Indiana University
B.M., Morehead State University

Catherine Boatright (2020), Associate Professor of Business Administration
Ph.D., Capella University, Minneapolis
M.B.A., Bethel University
B.S., Bethel University

Gregory Bohner (2021), Assistant Professor of Counseling
Ph.D., Kansas State University
M.A., University of Mary Hardin-Baylor
B.S., William Jewell College

Michael J. Bosela (2009), Assistant Professor of Biology
Ph.D., North Dakota State University
M.S., Michigan State University
B.A., Oberlin College

Harold Bosstick (2026), Assistant Professor English
Ph.D., University of Louisiana, Lafeyette
M.A., Indiana State University
B.A., Indiana State University

William Bowes (2026), Assistant Professor of Christian Ministries
Ph.D., The University of Edinburgh
M.Div., Gordon Conwell Theological Seminary
M.A., Gordon Conwell Theological Seminary
B.A., University of Alabama, Tuscaloosa

Roslin Bradshaw (2024), Instructor of Nursing
M.S.N., Western Governors University
B.S.N., Lindsey Wilson College

Kristen Branham (2015), Assistant Professor of Nursing
M.S.N., Western Kentucky University
B.S.N., Western Kentucky University

Robert Brock (2011), Associate Professor of Theatre
M.F.A., Wayne State University, Detroit, Mich.
B.A., University of Kentucky

Katelyn Brooks (2024), Instructor of Communication
M.S., University of Utah
B.S., Middle Tennessee State University

Tiffany Brooks (2018), Counseling Online Regional Academic Director
Associate Professor of Counseling
Ph.D., University of Tennessee, Knoxville
M.S., Lee University
B.A., Lee University

Kimberly Brown (2013), Counseling Seated Regional Academic Director
Associate Professor of Counseling
Ed.D., Argosy University
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Kaylie Butler (2023), Instructor of Communication
M.A., University of Kentucky
B.A., Lindsey Wilson College

Emiley Wyatt Button (2017), Director of Nursing
Associate Professor of Nursing
D.N.P., Western Kentucky University
M.S.N., Western Kentucky University
B.S.N., Northern Kentucky University

Patrice Callery (2008), Professor of Counseling
Ed.D., University of Cincinnati
M.Ed., Xavier University
B.A., Otterbein College

Todd Campbell (2023), Director of Writing Consultation
Associate Professor of English
M.F.A., Bowling Green State University
M.A., University of Kentucky
B.A., Emory University

Melissa Carlton (2022), Associate Professor of Technology Management
Ph.D., Nova Southeastern University
M.S., Florida State University
M.B.A., Bellarmine College
B.S., Kentucky State University
B.A., Lindsey Wilson College

Rachel Carr (2019), Associate Professor of English
Ph.D., University of Kentucky
M.A., University of Kentucky
B.A., Lindsey Wilson College

Richard Carroll (2014), Associate Professor of Counseling
Ph.D., Regent University
M.S., Longwood College
B.A., Emory & Henry College

Courtney Carter (2026), Assistant Professor of Sport Performance
M.S., Eastern Kentucky University
B.A., Centre College

Eric Carter (2022), Assistant Vice President for Academic Success & Academic Growth
Associate Professor of Sociology
Ph.D., Kansas State University
M.A., Marshall University
B.A., Carson Newman University

Carlyn Causey-Meece (2024), Instructor of Education
M.Ed., Morehead State University
B.S., Lindsey Wilson College

Gerald L. Chafin (1997), Associate Professor of Music
Ph.D., University of America
M.M., Southern Baptist Theological Seminary
B.M., Campbellsville University

Melissa P. Clauson (2001), Associate Professor of Biology
Ph.D., University of Kentucky
M.S., Morehead State University
B.S., Morehead State University

Courtney Conley (2019), Associate Professor of Counseling
Ed.D., Argosy University, Washington, D.C.
M.A., Edinboro University of Pennsylvania
B.A., Edinboro University of Pennsylvania

Hannah Coyt (2023), Associate Dean of the School of Professional Counseling
Associate Professor of Counseling
Ph.D., Lindsey Wilson College
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Jeffrey J. Crane (1999), Associate Professor of Counseling
Ph.D., Iowa State University
M.A., St. Mary's University
M.Div., Oblate School of Theology
B.A., University of Texas, San Antonio

Jodi M. Crane (2001), Professor of Counseling
Ph.D., University of North Texas
M.A., St. Mary's University
B.S., Texas Christian University

Jennifer J. Crawley (2026), Instructor of Business
M.B.A., University of Louisville
B.A., Lindsey Wilson College

Katie M. Curry (2015), Assistant Professor of Accounting
M.Acc., Auburn University
B.S., University of Kentucky

Tim Curry (1987), Associate Professor of Computer Information Systems
M.S., University of Evansville
B.S., Campbellsville University

Bonnie Davenport (1976), Associate Professor of Mathematics
M.A., Western Kentucky University
B.A., Western Kentucky University

Michael Davis (2026), Assistant Professor of Mathematics
Ph.D., University of Iowa
M.S., DePaul University
B.S., University of Oklahoma

Caleb Dempsey-Richardson (2021), Assistant Professor of English
M.F.A., Lenoir-Rhyne University
M.A., Eastern Kentucky University
B.A., University of Kentucky

Greg Denke (2020), Assistant Professor of Psychology
Ph.D., University of New Orleans
M.S., University of New Orleans
B.S., University of Southern Maine

Hermano De Queiroz (2024), Associate Professor of Technology Management
Ph.D., University of the Cumberlands
M.S., University of Cumberlands
M.B.A., Campbellsville University
B.S., Centro Universitas Ibero, Americano

Ginni Dilworth (2013), Professor of Recreation, Tourism & Sport Management
Ph.D., Texas A&M University
M.B.A., Bentley College
B.S., California State University

Melissa Doan (2011), Professor of Counseling
Ph.D., Capella University
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Connie Elkins (2024), Assistant Professor of Counseling
Ph.D., Lindsey Wilson College
M.S., Radford University
B.S., Old Dominion University

Tabitha Ellis (2009), Instructor of Biology
M.S., Western Kentucky University
B.S., Western Kentucky University

Leon Ellison, Jr. (2019), Assistant Professor of Counseling
Ph.D., Lindsey Wilson College
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Sabrina Evans (2026), Assistant Professor of Counseling
M.A., Pentecostal Theological Seminary
M.A., Murray State University
B.A., Lee University

Karly Flynn (2022), Assistant Professor of Art
M.A.T., University of the Cumberlands
M.A., Morehead State University
B.A., Lindsey Wilson College

Patricia Foley (2021), Assistant Professor of Technology Management
D.I.A., University of Fairfax
M.P.S., New York Institute of Technology
B.E., Stevens Institute of Technology

Leigh Ann Ford, (2009), Assistant Professor of Counseling
Ph.D., University of Kentucky
M.A., Morehead State University
B.A., Pikeville College

Myra G. Ford (2002), Director of the Human Services & Counseling Program
Assistant Professor of Human Services & Counseling
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Sarah Fucillo (2024), Counseling Clinical Director
Associate Professor of Counseling
Ph.D., Auburn University
M.S., University of South Alabama
B.S., Thomas College

Jennifer Dudley Furkin (2016), Associate Professor of Communication
Ph.D., University of Kentucky
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Mona Gallo (2011), Associate Professor of Counseling
Ed.D., Argosy University, Orange, Calif.
M.A., Argosy University, Chicago, Ill.
B.A., Point Park University, Pittsburgh, Pa.

David Goguen (2008), Associate Professor of Media Studies
M.F.A., Minnesota State University
B.A., Western Kentucky University

Jordan E. Greenburg (2021), Assistant Professor of Psychology
Ph.D., George Mason University
M.A., George Mason University
B.A., Emory & Henry College

Kalvin J. Gregory (2011), Assistant Professor of Chemistry
Ph.D., University of Kentucky
B.S., University of Kentucky

S. Bradley Grot (2013), Associate Professor of Counseling
Ph.D., Barry University
M.A., Rollins College
B.A., Western Kentucky University

Edwin Gunberg (2012), Professor of Counseling
Ph.D., University of North Dakota
M.A., George Mason University
B.A., Gustavus Adolphus College

Patrick Hardesty (2016), Director of Research
Professor of Counseling
Ph.D., Northwestern University
M.S., Northern Illinois University
B.S., Northern Illinois University

Brian Hilker (2009), Assistant Professor of Chemistry
Ph.D., Pennsylvania State University
M.S., Pennsylvania State University
B.S., Pennsylvania State University

Amy Holsinger (2014), Assistant Professor of Counseling
Ph.D., Capella University
M.Ed., Lindsey Wilson College
B.A., Shawnee State

Amber Hughes (2024), Associate Professor of Counseling
Ph.D., University of Tennessee
M.Ed., Peabody College at Vanderbilt University
B.S., University of Southern Indiana

Zachary Isaacs (2025), Assistant Professor of Communication
Ph.D., Purdue University
M.A., Purdue University
B.A., Aquinas College

Andrew Johnson (2017), Associate Professor of Chemistry
Ph.D., University of Notre Dame
B.S., Marian College

Angie Johnson (2015), Assistant Director of Nursing
Associate Professor of Nursing
D.N.P., University of Southern Indiana
M.S.N., McKendree University
B.S.N., McKendree University

Linda Koenig (2024), Associate Professor of Counseling
Ed.D., Argosy University
M.Ed., Ohio University, Southern
B.A., Wilmington College

Derek Kotter (2011), Director of General Education
Assistant Professor of Spanish
M.A., University of Wyoming
B.A., University of Wyoming

John D. LaGrange (2010), Professor of Mathematics
Ph.D., University of Tennessee
M.S., Western Kentucky University
B.S., University of Southern Indiana

Warren E. Lambert III (2011), Associate Professor of Counseling
Ph.D., Fielding Graduate University
M.A., Marshall University, Huntington, W.Va.
B.A., Ohio University

Curtis Lee (2010), Dean, School of Professional Studies
Associate Professor of Religion
Ph.D., Middlesex University of London in collaboration with the London School of Theology
Graduate Diploma, Divinity, University of St Andrews
M.Div., Asbury Theological Seminary
B.A., Southern Wesleyan University

Wonhee Lee (2025), Assistant Professor of Education
Ph.D., University of Alabama
M.S., Seoul National University
B.A., Seoul National University

Sarah Loy (2025), Assistant Professor of English
Ph.D., Indiana University
M.A., Indiana University
B.A., Centre College

William T. Luckey, Jr. (1983), President of the College
Ed.D., Vanderbilt University
M.B.A., Vanderbilt University
B.A., Wabash College

Ray Lutgring (2023), Vice President for Academic Affairs
Professor of Chemistry
Ph.D., Purdue University
B.S. Indiana State University

Helen MacLennan (2023), Dean, School of Graduate Business & Technology
Associate Professor of Business
Ph.D., Sullivan University
M.B.A., Marylhurst University
B.S., University of Phoenix

Evan Mahanna (2025), Instructor of Sustainability & Energy Applications
M.A., University of Kentucky
B.S., Lindsey Wilson College

Dale Mancini (2024), Associate Professor of Business Administration
Ph.D., Andrews University
M.S., Central Michigan University
B.A., Spring Arbor College

Holly Mattingly (2012), Assistant Professor of Counseling
Ph.D., Walden University
M.S., Walden University
B.S., Western Kentucky University

Casey Hardy McGowan (2025), Title IX Coordinator
Assistant Professor of Criminal Justice
J.D., Emory University
B.A., Lindsey Wilson College

Linda McKinley-Grider (2011), Instructor of Business
M.P.S., Western Kentucky University
B.A., University of Kentucky

Mark L. McKinnon (2009), Professor of Physics
Ph.D., University of California, Davis
M.S., University of California, Davis
B.S., San Jose State University

Daniel Melear (2021), Assistant Professor of Counseling
Ph.D., University of Florida
M.A.E., Western Kentucky University
B.A., Western Washington University

Sarah Mendoza (2026), Assistant Professor of Counseling
Ph.D., University of Central Florida, Orlando
M.A., University of Central Florida, Orlando
B.S., University of Central Florida, Orlando

Kenneth Moran (2025), Associate Professor of Business
Ph.D., Sullivan University
M.A., University of the Redlands
B.A., Bethel University

Trudy Dawkins Morlino (2012), Associate Professor of Business
Ph.D., Capella University
M.S., Louisiana State University
B.S., Mississippi State University

Patrick Murphy (2025), Associate Professor of Counseling
Ph.D., Auburn University
M.S., University of Memphis
B.S., University of Central Arkansas

William Neace (2014), Dean, School of Mathematics & Sciences
Assistant Professor of Psychology
Ph.D., University of Louisville
M.A., University of Louisville
B.A., University of Maryland

Lisa Newell-Hare (2024), Instructor of Education
M.Ed., Lindsey Wilson College
M.A., Campbellsville University
B.A., Lindsey Wilson College

Laura Nissley (2011), Associate Professor of Biology
Ph.D., University of Louisville
M.S., University of Louisville
B.A., Lindsey Wilson College

Robert Palmer (2025), Director of University Bands
Assistant Professor of Music
D.M., Florida State University
M.M., Western Illinois University
B.M., Western Illinois University

Jeffrey M. Parsons (2004), Dean, School of Professional Counseling
Professor of Counseling
Ph.D., University of Iowa
M.S., Portland State University
B.S., Brigham Young University

Jacob C. Phelps (2023), Assistant Professor of Business
Ph.D., University of the Cumberlands
M.B.A., Western Kentucky University
B.S., Centre College

Matthew Powers (2019), Associate Professor of Political Science
Ph.D., University of Illinois, Urbana-Champaign
M.A., University of Illinois, Chicago
B.A., Franklin & Marshall University
B.A., Mansfield University

Michael Ratliff (1990), Associate Professor of Mathematics
Ph.D., University of Tennessee
M.A., University of Arkansas, Fayetteville
B.S., University of Arkansas, Monticello

Syed Raza (2025), Associate Professor of Cybersecurity Management
Ph.D., Nova Southeastern University
M.B.A., Strayer University
M.S., Nova Southeastern University

Katelyn Richey (2021), Associate Professor of Counseling
Ph.D., University of Louisville
M.Ed., University of Louisville
B.S., Saint Mary-of-the-Woods College

Daniel Romero (2013), Associate Professor of Counseling
Ph.D., Western Michigan University
M.A., Montclair State University
B.R.E., Kuyper College

Robin Salyers (2025) Associate Professor of Technology Management
Ph.D., Northcentral University
M.S., TUI University
M.A., Bethel College
B.S., Bethel College

Brennon Sapp (2020), Director of Student Teaching
Assistant Professor of Education
Ed.D., University of Louisville
M.A.E., Western Kentucky University
B.A., Western Kentucky University

Daniel L. Schnopp-Wyatt (2004), Professor of Counseling
Ph.D., Union Institute & University
M.A., Goddard College
B.S., Wright State University

Nicole Schnopp-Wyatt (2008), Professor of Counseling
Ph.D., University of Illinois
M.A., University of Illinois
B.S., Wright State University

M. Angela Schwendau (2016), Associate Professor of Criminal Justice
Ph.D., University of Louisville
M.S., University of Louisville
B.S., University of Louisville

William Kendall Sewell (2023), Instructor of English
M.A.T., Campbellsville University
M.A., University of Cincinnati
B.A., Lindsey Wilson College

Benson T. Sexton (2012), Assistant Vice President for Academic Initiatives
Dean, School of Business & Communication
Associate Professor of Communication
Ph.D., University of Kentucky
M.A., Western Kentucky University
B.A., Lindsey Wilson College

Charles F. Shepard (2022), Assistant Professor of Counseling
Ph.D., James Madison University
M.A., Reformed Theological Seminary, Jackson, MS
B.A., University of Georgia

Allison Egnew Smith (2010), Assistant Vice President for Faculty Affairs
Dean, School of Arts & Humanities
Professor of English
Ph.D., University of Louisville
M.A., University of Louisville
B.A., University of Louisville

Laura Ann Bailey Smith (2016), Director of Counselor Education & Supervision
Associate Professor of Counseling
Ed.D., University of Memphis
M.S., University of Memphis
B.A., Christian Brothers University

Timothy W. Smith (1992), Professor of Art
M.F.A., University of Mississippi
B.A., College of the Ozarks (Missouri)

Lucas Somers (2022), Assistant Professor of History
Ph.D., University of Southern Mississippi
M.A., Western Kentucky University
B.A., Western Kentucky University

Dennis Souther (2015), Assistant Professor of Criminal Justice
M.P.A., University of North Carolina, Charlotte
B.S., University of North Carolina, Charlotte

Stacy Springston (2015), Director of Counseling
Associate Professor of Counseling
Ed.D., Argosy University
M.Ed., Lindsey Wilson College
B.A., Eastern Kentucky University

Michael Starr (2015), Assistant Professor of Business
D.B.A., George Fox University
M.B.A., Pfeiffer University
B.A., Elon University

Karolyn Steffens (2015), Associate Professor of English
Ph.D., University of Wisconsin, Madison
M.A., University of Wisconsin, Madison
B.A., Indiana University

Keeley Stewart (2024), Assistant Professor of Counseling
Ph.D., Lindsey Wilson College
M.Ed., Lindsey Wilson College
B.A., Lindsey Wilson College

Patricia Stewart-Hopkins (2021), Assistant Professor of Counseling
Ed.D., University of Cincinnati
M.A., Xavier University
B.A., Morehead University

Elizabeth Tapscott (2015), Director of the Honors Program
Associate Professor of History
Ph.D., University of St. Andrews
M.Litt., University of St. Andrews
M.A., University of Maryland
B.A., Eastern University

Ami Waller (2025), Assistant Professor of Counseling
Ph. D., The University of North Carolina at Charlotte
M.A., Hampton University
B.A., Hampton University

William Ward (2018), Associate Professor of Business
D.B.A., Northcentral University
M.B.A., University of Central Oklahoma
B.S.B.A., Western Carolina University
B.Min., Mid-Continent University

Lindsay Wheat (2025), Instructor of Nursing
M.S.N., Western Kentucky University
B.S.N., Western Kentucky University

Rickie L. Williams (1989), Instructor of Mathematics
M.A., University of Arkansas
B.S., University of Arkansas

Caleb G. Wittum (2020), Associate Professor of History
Ph.D., University of South Carolina
M.A., University of South Carolina
B.A., University of North Carolina, Chapel Hill

J. Michael Woods (2023), Assistant Professor of Business
D.B.A., University of Phoenix
M.B.A., University of Phoenix
M.S., University of Phoenix

LINDSEY WILSON UNIVERSITY – ACADEMIC CALENDAR

A.P. White Campus in Columbia / Online / Community Campuses

2026-2027 Term Dates

FALL 2026			
Monday	August	24	Advising
Monday	August	24	Classes begin – Main Campus (MC), 1, 1AA, Doctoral (1DD), Hybrid (S1), Online (S1), Community (1A, 1B)
Friday	August	28	Last day to register or add a class – MC, 1, 1AA, 1DD, S1,1A, 1B
Monday	**September**	**7**	**Labor Day holiday (no MC classes)**
Friday	September	25	Last day to drop a class – S1, 1A, 1B
Friday-Saturday	October	2-3	Family Weekend
Sunday	October	11	Classes end – S1, 1A, 1B
Monday-Tuesday	**October**	**12-13**	**Fall Break (no MC Classes)**
Wednesday	**October**	**14**	**8:00 a.m. CT – Midterm grades due – MC Classes** **5:00 p.m. CT – Final grades due – S1, 1A, 1B**
Monday	October	19	Classes begin – Hybrid (S2), Online (S2), Community (2A, 2B)
Friday	October	23	Last day to register or add a class – S2, 2A, 2B
Monday-Friday	October	26-30	Advising for spring 2027
Monday-Friday	November	2-6	Advanced registration for spring 2027 – Juniors, Seniors, Doctoral, Graduate, Community
Monday-Saturday	November	2-7	Homecoming
Monday-Friday	November	9-13	Advanced registration for spring 2027 – Freshmen & Sophomores
Friday	November	13	Last day to drop a class or withdraw – MC, 1, 1AA, 1DD
Friday	November	20	Last day to drop a class – S2, 2A, 2B
Wednesday-Friday	**November**	**25-27**	**Thanksgiving Holiday (no MC classes)**
Friday	December	4	Last day of classes – MC, 1, 1AA, 1DD
Sunday	December	6	Classes end – S2, 2A, 2B
Monday-Friday	December	7-11	Final exams – MC
Wednesday	**December**	**9**	**5:00 p.m. CT – Final grades due – S2, 2A, 2B**
Friday	December	11	Fall 2026 term ends -- MC, 1, 1AA, 1DD
Saturday	December	12	10:00 a.m. CT – Fall 2026 commencement 2:00 p.m. CT – Fall 2026 commencement
Monday	**December**	**14**	**8:00 a.m. CT – Final grades due – MC, 1, 1AA, 1DD**
WINTER 2026			
Monday	December	14	Classes begin
Thursday to Friday	December to January	24 to 1	Shutdown – Main Campus
Friday	January	1	Last day of classes
Monday	**January**	**4**	**8:00 a.m. CT – Final grades due**
SPRING 2027			
Monday	January	11	Advising
Monday	January	11	Classes begin – MC, 1, 1AA, Doctoral (1DD), Hybrid (S1), Online (S1), community (1A, 1B)
Friday	January	15	Last day to register or add a class – MC, 1, 1AA, 1DD, S1, 1A, 1B

Monday	**January**	**18**	**Martin Luther King, Jr. holiday (no MC classes)**
Friday	February	12	Last day to drop a class – S1, 1A, 1B
Sunday	February	28	Classes end – S1, 1A, 1B
Monday-Friday	**March**	**1-5**	**Spring break (no MC classes)**
Wednesday	**March**	**3**	**8:00 a.m. CT – Midterm grades due – MC** **5:00 p.m. CT – Final grades due – S1, 1A, 1B**
Monday	March	8	Classes begin – Hybrid (S2), Online (S2), Community (2A, 2B)
Friday	March	12	Last day to register or add a class – S2, 2A, 2B
Monday-Friday	March	22-26	Advising for fall 2027
Friday	**March**	**26**	**Good Friday holiday (no MC classes)**
Monday-Friday	March April	29 to 2	Advanced registration for fall 2027 – Juniors, Seniors, Doctoral, Graduate, Community
Monday-Friday	April	5-9	Advanced registration for fall 2027 – Freshmen & Sophomores
Friday	April	9	Last day to drop a class or withdraw – MC, 1, 1AA,1DD Last day to drop a class – S1, 2A, 2B
Tuesday	April	20	Honors Convocation
Thursday	April	22	Founder's Day
Friday	April	23	Last day of classes – MC, 1, 1AA, 1DD
Sunday	April	25	Classes end – S2, 2A, 2B
Monday-Friday	April	26-30	Final exams – MC
Wednesday	**April**	**28**	**5:00 p.m. CT – Final grades due – S2, 2A, 2B**
Friday	April	30	Spring 2027 term ends – MC, 1, 1AA, 1DD
Friday	April	30	6:00 p.m. CT – Spring 2027 Commencement
Saturday	May	1	10:00 a.m. CT – Spring 2027 Commencement 2:00 p.m. CT – Spring 2027 Commencement
Monday	**May**	**3**	**8:00 a.m. CT – Final grades due – MC, 1, 1AA. 1DD**
SUMMER 2027			
Monday	May	3	Classes begin – Main Campus (MC), 1, 1AA, Doctoral (1DD) Hybrid (S1), Online (S1), Community (1A, 1B)
Friday	May	7	Last day to register or add a class – MC, 1, 1AA. 1DD, S1, 1A, 1B
Monday	**May**	**31**	**Memorial Day holiday (no MC classes)**
Friday	June	4	Last day to drop a class – S1, 1A, 1B
Friday	**June**	**18**	**Juneteenth holiday observed (no MC classes)**
Sunday	June	20	Classes end – S1, 1A, 1B
Wednesday	**June**	**23**	**5:00 p.m. CT – Final grades due – S1, 1A, 1B**
Monday	June	28	Classes begin -- S2, 2A, 2B
Friday	July	2	Last day to register or add a class – S2, 2A, 2B
Monday	**July**	**5**	**Fourth of July holiday observed (no MC classes)**
Friday	July	23	Last day to drop a class or withdraw – MC, 1A, 1AA, 1DD
Friday	July	30	Last day to drop a class – S2, 2A, 2B
Friday	August	13	Summer 2027 term ends – MC, 1, 1AA, 1DD
Sunday	August	15	Classes end – S2, 2A, 2B
Monday	**August**	**16**	**8:00 a.m. CT – Final grades due – MC**
Wednesday	**August**	**18**	**5:00 p.m. CDT – Final grades due – S2, 2A, 2B,**

LEGEND:

MC Main Campus, full term
1 Full term, any campus
1AA Full term (community campus, online, graduate)
1DD Doctoral

S1	Hybrid and Online, first 7-week term
S2	Hybrid and Online, second 7-week term
1A	Community campus, first 7-week term, one of two separate, weekend schedules
1B	Community Campus, first 7-week term, the other of two separate, weekend schedules
2A	Community campus, second 7-week term, one of two separate, weekend schedules
2B	Community Campus, second 7-week term, the other of two separate, weekend schedules

FINAL EXAM SCHEDULE
A.P. White Campus – Main – Residential

Fall 2025

Regular Class Times			Final Exam Times			
MWF	7:30 a.m.	8:20 a.m.	Wed.	12/10	7:30 a.m.	9:30 a.m.
MWF	8:30 a.m.	9:20 a.m.	Fri.	12/12	7:30 a.m.	9:30 a.m.
MWF	9:30 a.m.	10:20 a.m.	Wed.	12/10	10:00 a.m.	12:00 p.m.
MWF	10:30 a.m.	11:20 a.m.	Fri	12/12	10:00 a.m.	12:00 p.m.
MWF	11:30 a.m.	12:20 p.m.	Wed.	12/10	12:30 p.m.	2:30 p.m.
MWF	12:30 p.m.	1:20 p.m.	Fri.	12/12	12:30 p.m.	2:30 pm.
MWF	1:30 p.m.	2:20 p.m.	Wed.	12/10	3:00 p.m.	5:00 p.m.
MWF	3:30 p.m.	4:20 p.m.	Tues.	12/09	3:30 p.m.	5:30 p.m.
MW	3:30 p.m.	4:45 p.m.	Tues.	12/09	3:30 p.m.	5:30 p.m.
TR	8:00 a.m.	9:15 a.m.	Tues.	12/09	8:00 a.m.	10:00 a.m.
TR	9:30 a.m.	10:45 a.m.	Thurs.	12/11	8:00 a.m.	10:00 a.m.
TR	11:00 a.m.	12:15 p.m.	Tues.	12/09	10:30 a.m.	12:30 p.m.
TR	1:00 p.m.	2:15 p.m.	Thurs.	12/11	10:30 a.m.	12:30 p.m.
TR	2:30 p.m.	3:45 p.m.	Tues.	12/09	1:00 p.m.	3:00 p.m.
TR	4:00 p.m.	5:15 p.m.	Thurs.	12/11	1:00 p.m.	3:00 p.m.

Spring 2026

Regular Class Times			Final Exam Times			
MWF	7:30 a.m.	8:20 a.m.	Wed.	04/29	7:30 a.m.	9:30 a.m.
MWF	8:30 a.m.	9:20 a.m.	Fri.	05/01	7:30 a.m.	9:30 a.m.
MWF	9:30 a.m.	10:20 a.m.	Wed.	04/29	10:00 a.m.	12:00 p.m.
MWF	10:30 a.m.	11:20 a.m.	Fri	05/01	10:00 a.m.	12:00 p.m.
MWF	11:30 a.m.	12:20 p.m.	Wed.	04/29	12:30 p.m.	2:30 p.m.
MWF	12:30 p.m.	1:20 p.m.	Fri.	05/01	12:30 p.m.	2:30 pm.
MWF	1:30 p.m.	2:20 p.m.	Wed.	04/29	3:00 p.m.	5:00 p.m.
MWF	3:30 p.m.	4:20 p.m.	Tues.	04/28	3:30 p.m.	5:30 p.m.
MW	3:30 p.m.	4:45 p.m.	Tues.	04/28	3:30 p.m.	5:30 p.m.
TR	8:00 a.m.	9:15 a.m.	Tues.	04/28	8:00 a.m.	10:00 a.m.
TR	9:30 a.m.	10:45 a.m.	Thurs.	04/30	8:00 a.m.	10:00 a.m.
TR	11:00 a.m.	12:15 p.m.	Tues.	04/28	10:30 a.m.	12:30 p.m.
TR	1:00 p.m.	2:15 p.m.	Thurs.	04/30	10:30 a.m.	12:30 p.m.
TR	2:30 p.m.	3:45 p.m.	Tues.	04/28	1:00 p.m.	3:00 p.m.
TR	4:00 p.m.	5:15 p.m.	Thurs.	04/30	1:00 p.m.	3:00 p.m.

School of Professional Counseling
Community Campuses Class Schedule
HS & COUN Programs
2026-2027

Fall 2026 August 24 to December 6	Spring 2027 January 11 to April 25	Summer 2027 May 3 to August 15
Seven Week Term from **August 24 to October 11** **Module 1A** August 28-29 September 18-19 October 2-3 **Module 1B** September 11-12 September 25-26 October 9-10 Labor Day holiday: September 7	**Seven Week Term from** **January 11 to February 28** **Module 1A** January 15-16 January 29-30 February 12-13 **Module 1B** January 22-23 February 5-6 February 19-20 Martin Luther King Jr holiday: January 18	**Seven Week Term from** **May 3 to June 20** **Module 1A** May 7-8 May 21-22 June 4-5 **Module 1B** May 14-15 May 28-29 June 11-12 Memorial Day holiday: May 31 Juneteenth holiday: June 18 (Friday)
Seven Week Term from **October 19 to December 6** **Module 2A** October 23-24 November 6-7 November 20-21 **Module 2B** October 30-31 November 13-14 December 4-5 Thanksgiving weekend: November 27-28	**Seven Week Term from** **March 8 to April 25** **Module 2A** March 12-13 April 2-3 April 16-17 **Module 2B** March 19-20 April 9-10 April 23-24 Easter weekend: March 26-28	**Seven Week Term from** **June 28 to August 15** **Module 2A** July 9-10 July 23-24 August 6-7 **Module 2B** July 16-17 July 30-31 August 13-14 Independence Day holiday: July 5

Name_____ ID No. _____ Major _____

General Education – Associate Degree Programs
(Students Entering AY 2026-2027)

1 – Effective Communication – 6-10 hours

1A. Written Communication (3-7 hours)
- □ ENGL 1013*
- □ ENGL 1004*
- □ ENGL 1023

**An ACT English subscore of 25 or higher or SAT reading and writing score of 620 or higher waives the ENGL 1013/ENGL 1004 requirement.*

1B. Choose one additional course (3 hours)
- □ COMM 1203
- □ THEA 1323
- □ COMM 2503

2 – Critical Thinking – 3-9 hours

Students must choose one course from 2A and one course from 2B.

2A. Mathematics (0-5 hours)*
- □ MATH 1003
- □ MATH 1124
- □ MATH 10E3
- □ MATH 2315
- □ MATH 1013
- □ MATH 2403
- □ MATH 1014

**An ACT Mathematics subscore of 26 or higher or an SAT Mathematics score of 600 waives the general education mathematics requirement.*

2B. Science (3-4 hours)
- □ BIOL 1103
- □ CHEM 1224/1220
- □ BIOL 1204/1200
- □ PHSC 1104
- □ BIOL 1214/1210
- □ PHSC 1204
- □ CHEM 1104/1100
- □ SCI 1013
- □ CHEM 1214/1210

3 – Cultural Literacy – 15 hours

3A. Religious Beliefs (3 hours)
- □ RELI 1003
- □ RELI 1023
- □ RELI 1013
- □ RELI 1203

3B. Humanity & Behavior (3 hours)
- □ COMM/JRNL 1503
- □ PSYC 1003
- □ HS 2203
- □ SOCI 1003
- □ NUTR 1003
- □ WS 1003
- □ POSC 1003

3C. Artistic Appreciation (3 hours)
- □ ART 1003
- □ MUSI 2003
- □ ART 2733
- □ MUSI 2103
- □ ART 2743
- □ THEA 1313

3D. Historical Perspectives (3 hours)
- □ HIST 1033
- □ HIST 2233
- □ HIST 1043
- □ HIST 2243

3E. Global Perspectives (3 hours)
- □ ENGL 2203
- □ SES 2223
- □ ENGL 2503
- □ SPAN 1013
- □ GEOG 1003
- □ SPAN 1023
- □ GCS 1013
- □ SPAN 1033
- □ HUMN 2503
- □ SPAN 1043
- □ POSC 2213

Name_____ ID No. _____ Major _____

General Education – Bachelor's Degree Programs
(Students Entering AY 2026-2027)

1 – Effective Communication – 6-10 hours

1A. Written Communication (3-7 hours)*

- □ ENGL 1013
- □ ENGL 1004
- □ ENGL 1023

**An ACT English subscore of 25 or higher or an SAT reading and writing score of 620 waives the ENGL 1013/ENGL 1004 requirement.*

1B. Choose one additional course (3 hours)

- □ COMM 1203
- □ THEA 1323
- □ COMM 2503

2 – Critical Thinking – 6-13 hours

Students must take one course from 2A, one course from 2B, and one course from 2C.

2A. Mathematics (3-5 hours)

- □ MATH 1003
- □ MATH 1124
- □ MATH 10E3
- □ MATH 2315
- □ MATH 1013
- □ MATH 2403
- □ MATH 1014

**An ACT Mathematics subscore of 26 or higher or an SAT Mathematics score of 600 waives the general education mathematics requirement.*

2B. Science (3-4 hours)

- □ BIOL 1103
- □ BIOL 1204/1200
- □ BIOL 1214/1210
- □ CHEM 1104/1100
- □ CHEM 1214/1210
- □ CHEM 1224/1220
- □ PHSC 1104
- □ PHSC 1204
- □ SCI 1013*

**SCI 1013 may count only once.*

2C. Additional electives (0-3 hours)**

- □ CIS 1003
- □ COMM 2003
- □ ECON 2023
- □ ECON 2033
- □ ENGL 2103
- □ PHIL 1003
- □ SES 2123

***A course from Group 2A or Group 2B may be substituted for Group 2C. Choose a course from among those not already taken for Group 2, Critical Thinking.*

3 – Cultural Literacy – 18 hours

3A. Religious Beliefs (3 hours)

- □ RELI 1003
- □ RELI 1013
- □ RELI 1023
- □ RELI 1203

3B. Humanity & Behavior (3 hours)

- □ COMM/JRNL 1503
- □ HS 2203
- □ NUTR 1003
- □ POSC 1003
- □ PSYC 1003
- □ SOCI 1003
- □ WS 1003

3C. Artistic Appreciation (3 hours)

- □ ART 1003
- □ ART 2733
- □ ART 2743
- □ MUSI 2003
- □ MUSI 2103
- □ THEA 1313

3D. Historical Perspectives (3 hours)

- □ HIST 1033
- □ HIST 1043
- □ HIST 2233
- □ HIST 2243

3E. Global Perspectives (3 hours)

- □ ENGL 2203
- □ ENGL 2503
- □ GEOG 1003
- □ GCS 1013
- □ HUMN 2503
- □ POSC 2213
- □ SES 2223
- □ SPAN 1013
- □ SPAN 1023
- □ SPAN 1033
- □ SPAN 1043

3F. Additional elective (3 hours)

- □ _____

Students must choose one additional course from 3A-3E not already taken.

Index

Absences
Authorized Stud Activities/Class Absence... 63
Failure Based on Attendance..... 68
Final Exams and 64
First Weeks of Classes 62
Hybrid Programs Residencies and..... 62
Leave of Absence 73
Student Success and Class Attendance..... 63
Withdrawal from College 74
Academic Bankruptcy Policy..... 72
Academic Calendars.....366-370
Academic Celebration Week 23
Academic Complaint Policy..... 69
State Agencies 70
Academic Degrees (List).....83-84
Academic Dishonesty
See *Academic Integrity*
Academic Excellence 4
Academic Honors..... 79
Academic Integrity 64
Appeals..... 64
Academic Load..... 54
Academic Opportunities 55
Academic Policies and Regulations..... 51
Petitions for Exceptions..... 51
Academic Probation 71, 72
Academic Program Awards..... 79
Academic Records 75
Academic Sanctions..... 70
Academic Schedule 51, 366-368
Academic Scholarships..... 36
Academic Standing
Graduate Students..... 72
Undergraduate Students..... 70
Academic Success Center
See *Student Success Center*
Academic Suspension
Graduate Students..... 73
Other Causes..... 71, 73
Readmission 71,73
Undergraduate Students..... 71
Academic Warning..... 71
Access to Records..... 74
Accident Insurance, Athletes..... 32
Accounting
Course Descriptions 219
Emphasis (Business Admin) 108
Minor..... 184
Accreditation.....1-2
ACT Testing and Placement.....16, 60
Adding a Course.....60
Additional Financial Assistance.....38, 42
Administration and Staff.....345
Admission Records.....75
Admission Requirements
Graduate Students 19
Undergraduate Students 10
Admission Assistance Grant.....34
Advanced Placement (AP).....14
Advising and Selection of a Major.....54
Advising Services.....29, 54
Change of Advisor 54
Change of Major 54
Records.....75
Advisor Guidance.....54
Agribusiness
Course Descriptions 221
Major (BA).....97
Alpha Chi 79
***Alpha Kappa Phi Review*.....26**
Alpha Phi Sigma 79
Alpha Psi Omega 80
Alumni Legacy Scholarship.....39
Animal Care
See *IACUC*
AP Exams 14
A.P. White Campus
Academic Calendar for 366-368
Final Exam Schedule.....369
Schedule 51
Tuition.....31
Undergraduate Program 51
A.P. White Scholarship.....36
Appeals Processes
Academic Complaint Policy 69
Academic Integrity Violation.....64
Developmental Placement.....61
Exceptions to Academic Policies.....51
Final Grades 68
Financial Aid.....50, 76
Questioning a Grade.....69
Questions/Challenges Student Records.....76
State Agencies.....70
Student Academic Complaint Policy 69
Application for Graduation.....78
Fee.....32
Application Fee, Graduate Students.....32

Applied & Interdisciplinary Studies
Course Descriptions 222
Area Resident Services, Library 23
Arranged Course 57
Art
Academic Scholarships 36
Course Descriptions 223
Education P-12 Major 125
Lucretia C. Begley Gallery..... 23
Major (B.A.) 99
Minor 185
Studio Fee..... 32
Art Education P-12 Major 125
Artificial Intelligence 65
Arts Administration
Course Descriptions 226
Major (B.A.) 101
Arts & Lecture Series 23
Arts Emphasis (Arts Administration)..... 102
Ashland Community Campus 9
Assistantships, Graduate..... 307, 325
Associate of Arts
Catalog Requirements 55, 87
Credit Hour Requirement 53, 87
Engineering Mechanics 91
Gen Ed Checklist..... 371
Gen Ed Requirements..... 87
Graduation Honors 81
Graduation Requirements..... 87
Residency Requirements 78, 87
Athletic Grants-in-Aid..... 38
Athletics 24
Absences due to..... 63
Accident Insurance 32
Graduation Honors 81
Grants-in-Aid..... 39
Intramural Programs..... 25
Scholar Athletes 81
Scholarships..... 39
Staff 347
Attendance Policies..... 62
Authorized Student Activities 63
Failure Based on..... 68
Final Exams..... 64
Hybrid Programs Residencies 62-63
Student Success and 63
Auditing a Course 60
Fee 32
Authorized Student Activities & Class Absences 63
Award for Excellence Scholarship 36
Bachelor of Arts
Catalog Requirements 55, 93
Credit Hour Requirement.....53, 93
Gen Ed Checklist.....372
Gen Ed Requirements 94
Graduation Honors.....81
Graduation Requirements.....93
Online Programs 8
Programs
Agribusiness.....97
Art 99
Arts Administration 101
Art Education P-12 125
Business Administration.....107
Christian Ministries.....112
Communication 114
Criminal Justice 117
Elementary Education P-5 130
English 141
Gender & Cultural Studies.....144
History 146
Human Services & Counseling.....149
Interdisciplinary Studies 152
Mathematics.....154
Media Studies 156
Middle Grades Education 5-9 132
Physical Education & Health P-12 136
Political Science.....166
Psychology.....168
Recreation, Tourism & Sport Mgmt 173
Secondary Education 8-12 138
Spanish.....175
Sport Performance 177
Sustainability & Environ. Studies.....179
Theatre 181
Residency Requirements.....78, 93
Bachelor of Science
Catalog Requirements 55, 93
Credit Hour Requirement.....53, 93
Gen Ed Checklist.....372
Gen Ed Requirements 94
Graduation Honors.....81
Graduation Requirements.....93
Online Programs 8
Programs
Biology.....104
Biology Education 8-12 127
Psychophysiology 170
Secondary Education 8-12 138
Residency Requirements.....78, 93

Bachelor of Science in Nursing
Accreditation 1
Catalog Requirements 55, 93
Course Descriptions
HCLA 254
NURN 272
NURS 269
NUTR 274
Credit Hour Requirement 53, 93
Fee, per semester 32
Gen Ed Checklist 372
Gen Ed Requirements 94
Grading Scale 68, 161, 165
Graduation Honors 81
Graduation Requirements 93
Nursing Fee 32
Online Programs 8
Tuition 31
Pre-licensure B.S.N. 159
Residency Requirements 78, 93
R.N. B.S.N. 163
Tuition 31
Sigma Theta Tau (Honor Society) 81
Begley Scholars Program 36
Biology
Course Descriptions 227
Education 8-12 127
General (BIOL emphasis) 105
Major (B.S.) 104
Minor 187
Secondary Education 8-12 138
Biology Education 8-12 127
Blue Raider Café 28
Board See *Food*
Board of Trustees 345
Bob's Basket 24
Bonner Leaders Program 23, 38
Bookstore 28
Business Administration
Accreditation 1, 107
Course Descriptions
ACCT 219
BUSI 230
CIS 238
COMM 235
ECON 241
MBA 327
4+1 B.A. to M.B.A Pathway 110
Major (B.A.) 107
M.B.A. 300
Minors
Accounting 184
Business Administration 189
Online Program 8
Tuition 31
Phi Beta Lambda (Honor Society) 80
Calendars 366-370
***Campus Courier*..... 26**
Campus Life 23
Campuses
A.P. White Campus 51
Community Campuses 9, 303
Online Programs 8
Capitol Hill Internship Prgm (CHIP) 58
Career Services 30
Records 75
Catalog Requirements 55, 87, 93, 326, 327
Center for Civic Engagement 24
Certificate Programs
Counseling First Responders (COUN) 309
Legal Studies (Undergraduate) 215
Organizational Leadership (Undergraduate) 217
Substance Abuse Counseling (COUN) 307
Trauma-Informed Counseling (COUN) 308
CES
See *Counselor Education & Supervision*
Challenge Grant 33
Change of Advisor 55
Change of Major 55
Changes in Registration: Adding and/or Dropping a Course 60
"Changing Lives" Campaign 6
Charles Schell Foundation Loan 35
Cheating
See *Academic Integrity*
Checklists, General Education
Associate Degree Programs 371
Bachelor's Degree Programs 372
Chemistry
Course Descriptions 234
Minor 191
Chi Sigma Iota (Honor Society) 80
CHIP Internships 58
Choral Groups 23
Christian Ministries
Course Descriptions (RELI) 284
Major (B.A.) 112
Minor 192
Christian Service Grant 34
Class Attendance
Authorized Student Activities and 63
Failure Based on 68
Final Exams 64

First Week of Classes 62
Hybrid Program Residencies 62
Student Success and 63
Leave of Absence 73
Withdrawal from College 74
CLEP Examinations 16
Clinical Mental Health Counseling Specialization 304
Clubs and Organizations 25
College Level Examination Program (CLEP) 16
Common Numbered Courses 219, 326
Communication
Course Descriptions 235
Lambda Pi Eta (Honor Society) 80
Major (B.A.) 114
Minor 193
Online Program 8
Tuition 31
Communication & Professional Writing Emphasis (English) 143
Community Campuses
Academic Calendars 51, 366-370, 372
Enrollment Coordinators 29
Library Services for 22
Locations 9, 303
Schedule 51
Security 28
Tuition, Graduate Students 31
Tuition, Undergrad Students 31
Community Outreach to Working Adults 8
Community Program Support 10
Completion Rate (SAP) 48
Computer Information Systems Course Descriptions 238
Conduct Policies 26
Contact Hour to Credit Hour Ratio 51
Continuing Education Program & Units, Policy 19
Corequisites 219, 326
COUN
See *Counseling*
Counseling 303
Academic Calendar 51, 366-370, 372
Accreditations 1
Application Fee 32
Chi Sigma Iota (Honor Society) 80
Course Descriptions 328
Graduation Honors 81
Hybrid Program 9
Online Program 8
Tuition 31
Counseling and Career Services 30
Counseling Records 75
Counselor Education & Supervision 321
Academic Schedule 51, 366-370, 372
Accreditation 1
Application Fee 32
Course Descriptions 340
Graduation Honors 81
Tuition 31
Course Audit 60
Fee 32
Course Descriptions: Graduate 326
Course Descriptions: Undergraduate 219
Course Numbers 219, 326
Course Prerequisites & Corequisites 219, 326
Course Program of Study Requirement 46
Coursework (SAP) 49
Cralle Student Union Building (SUB) 28
Credit by Examination 13, 14, 21, 161, 164
Credit for Continuing Education Programs & Units, Policy 19
Credit for Military Training 18, 21
Credit Hours 51
Associate Degree Requirement 53, 87
Bachelor's Degree Requirement 53, 93
Doctoral Degree Requirement 53, 326
Master's Degree Requirement 52, 53, 327
Credit, Levels of 52
Credit/No Credit Courses 67
Academic Honors and 77
ESL 66
Grades 66
Internships 57, 97, 219
Mathematics 67
Prior Learning Assessment 18
Creed 4
Criminal Justice
Alpha Phi Sigma (Honor Society) 79
Course Descriptions 239
Major (B.A.) 117
Minor 194
Online Program 8
Tuition 31
Cumberland Community Campus 9
Culture & Society (COMM) Emphasis 115
Cybersecurity Management
See *Master of Science in Cybersecurity Management*
Dean's List 79
Declaration of Major 55
Deferred Grades 68

Developmental Courses
Course Levels 512
Course Sequences 60
GPA Calculation 49
Grading 67
Placement Appeals Process 61
Placement in 60
Program Prerequisites 88, 94
Diploma Replacement Fee 32
Directed Study 57, 219, 326
Disabilities, Students with 13, 20
Disciplinary Records 75
Disclosure of Information 76
Distinguished Young Women Scholarship 39
Doctoral Degree
See *Counselor Education & Supervision*
Dormitories
See *Residence Halls*
Dropping a Course 60
Refund Rules 45
Transcript Records of 60
Drug-Free Environment 26
Dual Credit
Admission 12
Courses 17
Tuition 31
Eagle Scout Scholarship 39
Economics Course Descriptions 241
Education 119
Accreditation 1, 119
Course Descriptions, EDUC 241
Course Descriptions, PHED 241
Programs
Art Education P-12 125
Biology Education 8-12 127
Elementary Education P-5 130
Middle Grades Education 5-9 132
Physical Education & Health P-12 136
Secondary Education 8-12 138
Student Teaching Fee 32
Educational Outreach Records 75
Elementary Education P-5 130
Elizabethtown Community Campus 9
Endowed Scholarships 42
Engineering Mechanics
Major (A.A.) 91
Physics Course Descriptions 276
English
ACT/SAT Placement 16
Alpha Kappa Phi Review 26
Course Descriptions 245
ESL Course Sequence 61, 88, 94
Major (B.A.) 141
Middle Grades Education 5-9 133
Minor 195
Orpheus 26
Secondary Education 8-12 138
Sigma Tau Delta (Honor Society) 81
Writing Consultation 30
Writing Studies Course Sequence 61, 88, 94
English as a Second Language
Course Descriptions 245
Course Sequence 61, 88, 94
Grading 67
Enrollment (Credit Hours) 47
Enrollment Coordinators 29
Entrepreneurial Management Concentration (Bus Admin) 110
Environmental & Organismal Emphasis (Biology) 105
E.O. Robinson Scholarship 39
ESL
See *English as a Second Language*
Exceptions
Academic Complaint Policy 69
Academic Integrity Violation 64
Developmental Placement 61
Academic Policies 51
Final Grades 68
Financial Aid 50, 76
Questioning a Grade 69
Questions/Challenges Student Records 76
State Agencies 70
Student Academic Complaint Policy 69
Extended Campuses
See *Community Campuses*
FA Grade 68
Faculty 353
Faculty Advisors 29, 54
Advising Records 75
Failure Based on Attendance Grade (FA) 68
Family Educational Rights and Privacy Act of 1974 (FERPA) 74
Federal Direct Graduate PLUS Loan 35
Federal Direct Parent PLUS Loan 35
Federal Direct Subsidized Loan 34
Federal Direct Unsubsidized Loan 34
Federal Financial Aid 33
Federal Pell Grant 33
Federal Suppl. Ed. Opportunity Grant 33
Federal Teacher Education Assistance for College and Higher Ed. (TEACH) Grant 33

Fees, Other **32**
FERPA **74**
Final Examinations
Attendance and 64
Schedule 369
Final Grades **68**
Appeals 69
Financial Aid **32**
Additional Types 38, 42
Appeals 50, 76
Coursework 49
Endowed Scholarships 42
GPA Requirements 48
Grants 33
Loans 34
Probation 50
Records 75
Refund Rules 45
Regaining Eligibility for 50
Repeats 49, 67
Right to Cancel 35
Sanctions 49
Satisfactory Academic Progress (SAP) Policy 47
Scholarships 36
Student Accounts 75
Termination of 49
Terms of Payment 44
Warning 49
Withdrawal Refund Rules 45
Work Study Programs 36
Financial Information **31**
First-Year Experience **55**
Course Descriptions 251
Graduation Requirements 87, 93
Redeemed Raider 56, 251
Seminar 29, 55, 87, 93, 251
Transfer-Year Experience 56, 251
Food
Meal Plan 31
Refund Rules 45
Services 28
4+1 B.A. to M.B.A. Pathway **111**
Frankfort Semester **58**
Fraudulent Charge Fee **32**
GED Graduates, Admission **11**
General Education Curriculum Checklists **371, 372**
General Education Transfer Cert. **14**
General Education Requirements
Associate Degrees Curriculum 87
Bachelor's Degrees Curriculum 94
Checklists 371, 372
General Emphasis (Biology) **105**
General Management Concentration (Business Administration) **109**
Geography Course Descriptions **253**
Girl Scout Gold Award Scholarship **39**
Government Documents **22**
Grades **67**
Academic Bankruptcy Policy 72
Academic Complaint Policy 69
Academic Sanctions 70
Credit/No Credit Courses 67
Deferred Grades 68
Failure Based on Attendance (FA) 68
Final Grades 68
GPA
Calculation of 67
Graduation Requirements 53
SAP 48
Grading Scale 67
Graduation Honors 81
Incomplete Grades 68
Midterm Grade Reports 68
Minimum Acceptable Academic Progress 72
Nursing Programs 68, 161, 165
Outcomes Assessment 67
Prior Learning Assessment 18
Questioning a Grade 69
Repeating a Course 69
Semester End Grade Reports 68
Undergraduate Grading Scale 67
Exceptions to 68, 161, 165
Graduate Assistantships **307, 325**
Graduate Business & Technology Hybrid Fees **32**
Graduate Course Descriptions **326**
Graduate Programs **297**
Academic Load 51
Academic Schedules 51, 366-370
Academic Standing 72
Admission 19
Counseling (M.Ed.) 305
Counselor Supervision & Educ (Ph.D.) 224
International Students 19
Counseling 307
Counselor Supervision & Educ 325
M.B.A. 301
M.S.C.M 314
M.S.D.S. 317
M.S.M.A. 311
M.S.T.M. 320
Records 75

Counseling 305
Counselor Supervision & Education 324
M.B.A. 300
M.S.C.M. 314
M.S.D.S. 316
M.S.M.A. 311
M.S.T.M. 320
Non-Degree Admission 20
Students with Disabilities 20
Transfer Student Admission 19
Counseling 306
Counselor Education & Supervision 324
M.B.A. 301
M.S.C.M. 315
M.S.D.S 317
M.S.M.A. 311
M.S.T.M. ..... 21`
Application Fee 32
Catalog Requirements 55, 87, 93, 326, 327
Counseling (M.Ed.) 303
Counseling First Responders (Cert.) 309
Counselor Ed. & Supervision (Ph.D.) 321
Credit Hours 52, 53, 326, 327
Grading Scale 68
Graduation Requirements 299
Hybrid Program Residencies 62
Levels of Credit 52
M.B.A. 300
M.S.C.M. 314
M.S.D.S. 317
M.S.M.A. 310
M.S.T.M. 320
Residency Requirements 78, 299
Substance Abuse Counseling (Cert.) 307
Trauma-Informed Counseling (Cert.) 308
Tuition 31

Graduation
Application for 78
Catalog Requirements 55, 87, 93, 326, 327
Commencement Ceremonies 78
Credit Hour Requirements 51, 53, 87, 93, 326, 327
Degree Conferral 78
Fee 32, 78
Honors 81
Requirements (Associate) 87
Requirements (Bachelor's) 93
Residency Rqmts (Associate) 78, 87
Residency Rqmts (Bachelor's) 78, 93
Residency Rqmts (Graduate) 78, 299

Grants 33

Guidelines, Contact Hours to Credit Hours Ratio for Different Modes of Inst. 51
Harlaxton College 59
Hazard Community Campus 9
Health Care Course Descriptions 254
Health (Education Program)
See *Physical Education & Health P-12*
Health Services 27
Records 75
High School/Dual-Enrolled Students, Admission 12
High School Graduates, Admission 11
Hillsboro Community Campus 9
History
Course Descriptions 254
History Emphasis 147
Major (B.A.) 146
Minor 199
Secondary Education 8-12 138
Social Studies Education Emphasis 134
History of the University 5
Home-Schooled Graduates, Admission 11
Honor Society for Sustainability 80
Honors
Association 80
Course Descriptions 257
R.V. Bennett Program 56
Housing
See *Residence Halls*
Human Resources Management Concentration (Bus Admin) 110
Human Services & Counseling
Authorizations/Certifications 1-2
Community Campuses
Class Schedules 366-368, 371
Locations 9
Course Descriptions 258
Hybrid Programs 8
Major (B.A.) 149
Online Program 8
Tuition 31
Humanities Course Description 261
Hybrid Programs 8
Fees 32
Residencies 62
IACUC 66
ID Replacement Fee 32
Incomplete Grades 68
Institutional Animal Care & Use Committee 66
Institutional Goals 4
Institutional Review Board (IRB) 65

Intellectual Property Rights Policy **77**
Intercollegiate Sports **24**
Interdisciplinary Studies (B.A.)
Course Description (AIS) 222
Major 152
Online Program 8
Tuition 31
Interlibrary Loan (ILL) **22**
International Baccalaureate Programs **16**
International Student Affairs **75**
International Student Scholarship **39**
International Students, Admission
Graduate Students 19
Records 75
Undergraduate Students 12
Internships **57**
CHIP 58
Counseling 308
Course Numbering Policy 219
Credit Hours 51
Frankfort Semester 58
Grading 67
Interpersonal Emphasis (COMM) **115**
Intramural Programs **25**
IRB (Institutional Review Board) **64**
Irish American Scholarship **59**
Irving Community Campus **9**
John B. Horton Scholarship **37**
Josh Phipps Scholarship **40**
Journalism
Campus Courier 26
Course Descriptions 261
Emphasis (Media Studies) 157
Minor 201
Society for Collegiate Journalists (Honor Society) 81
Judicial Records **75**
Kara L. Mollis Conference on Gender Studies **23**
Katie Murrell Library Services **21**
KEES **37**
Kentucky Educational Excellence Scholarship **37**
Kentucky Governor's Scholars Scholarships **37**
Kentucky State Grants **34**
Key Replacement Fee **32**
Knicely Conference Center Campus **9**
Lambda Pi Eta (Honor Society) **80**
Leadership Scholarship **40**
Leave of Absence **73**
Legal Studies (Cert.) **215**
Levels of Credit **52**
Library Orientation & Instruction **22**
Library Services **21**
Library Staff **351**
Lindsey Wilson Bagby Loan **35**
Lindsey Wilson-Fenley Loan **35**
Lindsey Wilson Grant **34**
Lindsey Wilson Players **23**
Lindsey Wilson United Methodist Scholarship **40**
Lindsey Wilson University Band **23**
Lindsey Wilson University Creed **4**
Lindsey Wilson University History **5**
Lindsey Wilson University Mission **4**
Literature Emphasis (English) **142**
Loans **34**
Logan Community Campus **9**
London Community Campus **10**
Louisville Community Campus **10**
L.R. McDonald Scholarship **37**
Lucretia G. Begley Gallery **23**
Major, Changes to **55**
Major, Declaration of **55**
Management Emphasis (Bus Admin) **109**
Marketing Emphasis (Bus Admin) **109**
Master of Business Administration **300**
Course Descriptions 327
Curriculum 286
Master of Education
See *Counseling*
Master of Science in Cybersecurity Mgmt
Course Descriptions 336
Curriculum 313
Master of Science in Data Science
Course Descriptions 337
Curriculum 316
Master of Science in Applied Machine Learning & AI
Course Descriptions 310
Curriculum 334
Master of Science in Technology Management
Course Descriptions 338
Curriculum 319
Mathematics
ACT/SAT Placement 16
Course Descriptions 263
Major (B.A.) 152
Middle Grades Education 5-9 133
Minor 202
Secondary Education 8-12 138
Sequences 61, 88, 94

Tutoring 30
M.B.A.
See *Master of Business Administration*
Meal Plan
See *Food*
Media Arts Emp. (Media Studies)..... 157
Media Studies
Campus Courier 26
Course Descriptions (JRNL) 261
Major (B.A.) 156
Minor (Journalism)..... 201
Society for Collegiate Journalists (Honor Society)..... 81
Midterm Grade Reports..... 68
Middle Grades Education 5-9..... 132
Middlesboro Community Campus..... 10
Military Service Scholarship 40
Military Training, Credit for..... 18, 21
Minimum Acceptable Academic Progress 72
Ministerial Loan/Grant..... 35
Minors..... 183
Accounting 184
Art..... 185
Biology 187
Business Administration..... 189
Chemistry 191
Christian Ministries 192
Communication 193
Criminal Justice..... 194
English..... 195
Gender & Cultural Studies 197
History 199
Journalism 201
Mathematics 202
Music 203
Physics..... 205
Political Science 206
Psychology 207
Recreation, Tourism & Sport Mgmt..... 208
Spanish 209
Sport Management 210
Sustainability & Environmental Studies 211
Theatre..... 212
Mission..... 4
M.S.C.M.
See *Master of Science in Cybersecurity Management*
M.S.D.S.
See *Master of Science in Data Science*
M.S.M.A.
See *Master of Science in Applied Machine Learning & AI*
M.S.T.M.
See *Master of Science in Technology Management*
Music
Academic Scholarships 36
Choral Groups 23
Course Descriptions 267
Emphasis Requirements (Arts Admin) 102
Fee for Private Lessons 32
Lindsey Wilson University Band.....23
Minor.....203
National United Meth. Scholarships.....40
Network/Consortia/Affiliations/ILL.....22
Non-academic Records.....75
Non-degree Students, Admission.....13, 20
Nontraditional Students
Admission 11
Community Outreach.....8
Northern Ireland (Irish American Scholarship) 59
Nurse, Campus.....27
Health Records.....76
Nursing
See *Bachelor of Science in Nursing*
Nutrition
Course Description (NUTR) 274
Course Description (PHED).....274
Ohio College Opportunity Grant.....34
Online Programs.....8
Academic Schedule.....51
Admission Counselors 29
Calendar 366-369
Library Services for.....22
Tuition.....31
Organizational Emphasis (COMM) 115
Organizational Leadership (Cert.) 217
***Orpheus*.....26**
Other Non-Academic Records 75
Outcomes Assessment 67
Overseas Exchange Programs.....58
Parking Fines and Permits 32
Vehicles.....29
Periodicals/Magazines/Databases 21
Personal Information Privacy Policy.....76
Petitions, Exceptions to Academic Policies.....51
Phi Beta Lambda (Honor Society).....80
Phi Theta Kappa Scholarship 37

Philosophy Course Descriptions 274
Physical Education Activity Courses, Policy on 19
Physical Education & Health P-12
Course Descriptions 274
Major (B.A.) 136
Physical Science Course Descriptions 276
Physics
Course Descriptions 276
Engineering Mechanics (A.A.) 91
Minor 205
Placement in Courses 60
Developmental Courses 60
Placement Appeals Process 61
Testing for 60
Plagiarism
See *Academic Integrity*
Policy on Continuing Education Programs & Units 19
Policy on Physical Education Activity Courses 19
Political Science
Course Descriptions 277
Major (B.A.) 166
Minor 206
Pre-health Professions (Emphasis) 105
Pre-licensure B.S.N. 159
See *Bachelor of Science in Nursing*
Pre-Medical/Dental Emphasis (Psychophysiology) 171
Pre-Physical Therapy Emphasis (Psychophysiology) 171
Pre-Physician's Assistant Emphasis (Psychophysiology) 172
Pre-Optometry Emphasis (Psychophysiology) 171
Prerequisites 219, 326
President's Award 79
President's List 79
Prestonsburg Community Campus 10
Prior Learning Assessment Policy 18
Fee, per Credit Hour 32
Privacy Policy, Personal Information 76
Probation, Academic 71, 72
Probation, Financial Aid 50
Professors Emeriti 352
Psychology
Course Descriptions 280
Major (B.A.) 168
Minor 207
Psychophysiology (B.S.) 170
Public Relations Emphasis (Media Studies) 157
Public Safety & Security 27
Staff 349
Quantitative & Qualitative Components 47
Questioning a Grade 69
Questions/Challenges to Student Records 76
Readmission 13, 19, 21, 71, 73
Readmission after Suspension 71, 73
Records Maintained by the University 75
Recreation Emphasis (RTSM) 173
Recreation, Tourism & Sport Mgmt
Course Descriptions 281
Major (B.A.) 173
Minors
RTSM 208
Sport Management 210
Refunds 45
Register 345
Registrar
Academic Bankruptcy Policy 72
Access to Records 74
Adding or Dropping a Course 60
Change of Advisor 55
Change of Major 55
CLEP Exams 16
Final Grades 68
General Education Transfer Certification 14
Graduation & Degree Conferral 78
Incomplete Grades 68
Midterm Grades 68
Repeating a Course 69
Reproduction of Records/Transcripts 74
Staff 351
Transcript 32, 74
Transfer Credit Approval 12, 19
Withdrawal 45, 73
Registration 59
Religion
Course Descriptions (RELI) 284
Major (B.A.)
See *Christian Ministries*
Minor
See *Christian Ministries*
Repeating a Course 69
Financial Aid, Effect on 49
Satisfactory Academic Progress 48
Replacement Diploma Fee 32
Remote Instruction Policy 63
Reproduction of Records/Transcripts 74

Residence Halls 28
Disciplinary Records 75
Food 28
Housing Fee 32
Housing, per Semester 31
Refund Rules 45
Residency Requirements 78
Associate Degrees 78, 87
Bachelor's Degrees 78, 93
Hybrid Program 61-63
Graduate Degrees 77, 299
Return of Title IV Federal Student Aid 46
Returned Check Fee 32
Richlands Community Campus 10
Right to Cancel 35
River Foundation Loan 35
R.N. B.S.N.
See *Bachelor of Science in Nursing*
Rogers Scholar Scholarship 37
Room
See *Residence Halls*
RTSM
See *Recreation, Tourism & Sport Mgmt*
R.V. Bennett Honors Program 56
SAT Testing and Placement 16, 60
Satisfactory Academic Progress (SAP) Policy 47
Scholar Athletes 81
Scholarships 36, 42
Science
Course Descriptions 287
Middle Grades Education 5-9 134
Secondary Education 8-12 138
Security 27
Semester End Grade Reports 68
Semester in Frankfort 58
SGA 25
Sigma Tau Delta (Honor Society) 81
Alpha Kappa Phi Review 26
Sigma Theta Tau (Honor Society) 81
Sister Schools Overseas 58
Social Studies
History Social Studies Sec Ed 147
Middle Grades Education 5-9 134
Secondary Ed. 8-12 Certification 138
Society for Collegiate Journalists 81
Sociology Course Description 288
Somerset Community Campus 10
Spanish
Course Descriptions 288
Major (B.A.) 175
Minor 209
Special Topics 219, 326
Sport Management Emphasis (RTSM) 174
Sport Management
Course Descriptions (RTSM) 281
Minor 174
Sport Performance
Course Descriptions (SPER) 290
Major (B.A.) 177
Spiritual Life 24
Staff 345
State Authorizations 8
Student Academic Complaint Policy 69
Student Accounts, Records 75
Student Activity Fee 31
Refund Rules 45
Student Exchange Programs 58
Student Government Association 25
Student Publications 26
Student Rank 70, 72
Student Records 74
Student Services 27
Student Success Center 29
Student Success Counselors 29
Student Teaching Fee 32
Student Technology Fee 31
Refund Rules 46
Students with Disabilities, Admission
Graduate Students 20
Undergraduate Students 13
Study Abroad 58-59
SUB (Cralle Student Union Building) 28
Substance Abuse Counseling (Certificate) 307
Summer Academic Load 54
Summer Session Courses, Refund Rules 45
Summer Tuition 31
Suspension 71, 73
Sustainability & Environmental Studies
Course Descriptions 291
Honor Society for Sustainability 80
Major (B.A.) 179
Minor 211
Table of Contents 3
TEACH Grant 33
Terms of Payment 44
Termination, Financial Aid 49
Testing and Placement 60
Theatre
Alpha Psi Omega (Honor Society) 80
Course Descriptions 294
Emphasis (Arts Administration) 102

Major (B.A.) 181
Minor 212
Thespis 26
Thespis **26**
Three-Week Terms, Academic Load **54**
Title IV **46**
Title IX **27**
Tourism Emphasis (RTSM) **174**
Traditional High School Graduates, Admission **11**
Transcript
Fee 32, 74
Records of Dropped Classes 60
Reproduction of 74
Transfer Credit Approval **13, 20**
Transfer Students, Admission
Graduate 19
Undergraduate 12
Transfer Year Experience Seminar **56**
Trauma-Informed Counseling (Cert.) **308**
Travel Opportunities for Academic Groups **59**
Trustee Scholarship **38**
Tuition **31**
Tutoring Services **29**
Undergraduate Academic Load **54**
Undergraduate Admission **10**
Undergraduate Course Descriptions **219**
Undergraduate Grading Scale **67**
Undergraduate Honors **81**
Undergraduate Levels of Credit **52**
Undergraduate Programs **85**
Undergraduate Tuition **31**
United Methodist (U.M.)
Accreditation by U.M. Church 1
Lindsey Wilson U.M. Scholarship 40
National U.M. Scholarship 40
Washington Consortium 58
University Creed **4**
University History **5**
University Mission **4**
Vehicles **29**
Parking Fines 33
Parking Permit 33
Veterans Educational Benefits **40**
Veterans Standards of Progress and Readmission of Benefits **41**
Virginia Refund Policy **46**
Visiting Students, Admission **13**
V.P. Henry Scholarship **38**
Walter S. Reuling Scholarship **38**
Weekend Programs **8**
Wesley Scholars Program **38**
Who's Who among Students in American Universities and Colleges **79**
William Randolph Hearst Endowed Scholarships Fund for Minority Students **40**
Winter Session Courses, Refund Rules **45**
Winter Tuition **31**
Withdrawal Process **73, 74**
Withdrawal Refund Policy **45**
Work Study Programs **36**
Writing Consultation **30**
Writing Emphasis (Arts Administration) **102**
Writing Placement, ACT/SAT **16, 60**
Writing Studies Course Sequence **61**
Yellow Ribbon Grant **42**