



**LENOIR-RHYNE
UNIVERSITY**

**UNDERGRADUATE
CATALOG**

2019 – 2020



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LENOIR-RHYNE UNIVERSITY

UNIVERSITY CATALOG

2019-2020

Hickory, North Carolina

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How to Navigate this Document

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Disclaimer Notification

Lenoir-Rhyne University intends to adhere to the policies and regulations, course offerings, and financial charges as announced in this bulletin and other publications. The University, nevertheless, reserves the right to withdraw any course, to change its policies affecting the admission and retention of students or the granting of credit degrees, or to alter its fees and other charges, whenever such changes are desirable or necessary. Attendance at Lenoir-Rhyne University is a privilege, which may be forfeited by anyone whose conduct is inconsistent with the traditions, policies, or regulations of the University.

While all efforts are made to ensure the completeness and accuracy of this catalog, the regulations and policies of the University are not changed by typographical or other errors. Additionally, while a student's academic advisor is responsible for giving academic advice, each student is ultimately responsible for ensuring that all commencement requirements for the student's particular program are fulfilled.

LENOIR~RHYNE UNIVERSITY

2019-2020 Academic Calendar

SUMMER 2019

May 13	Maymester classes begin
May 13	Drop/Add ends for Maymester classes at 5:00 pm
May 17	Last day to withdraw from Maymester classes with grade of ‘W’
May 24	Maymester classes end
May 27	Memorial Day Holiday; University Offices Closed
May 28	1 st Summer Session and Summer Full-Term Classes Begin
May 31	Maymester final grades due by 5:00 pm
May 31	Drop/Add ends for 1 st Summer/Full-Term classes
June 12	Last day to withdraw from 1 st Summer Session with grade of ‘W’
June 28	1 st Summer Session Ends
June 28	Last day to withdraw from Full Summer Session with grade of ‘W’
July 1	2 nd Summer Session Begins
July 4	Holiday – No Classes, University Offices Closed
July 5	Drop/Add Ends for 2 nd Summer Session
July 5	Final Grades due for 1 st Summer Session by 5:00 pm
July 17	Last day to withdraw from 2 nd Session classes with grade of ‘W’
July 18-19	Board of Trustee Meetings
August 2	Full and 2 nd Term Session Classes end
August 5	Final Grades due for Full and 2 nd Summer Session Classes

FALL 2019

August 20-21	New Faculty Workshops
August 22	President’s Breakfast and Address
August 22-23	Faculty Development
August 23	New Student Move-In
August 24	Community Service Day
August 25	First Year Student Matriculation Ceremony (Time-TBD)
August 26	ALL Fall Classes Begin (Full and Mini Session One)
August 30	Drop/Add ends for Full and Mini One Classes
September 17	Last day to withdraw from Mini Session One with grade of ‘W’
October 4-5	Parent’s Weekend
October 5	Homecoming
October 9	Midterm grades due for all Full Session Classes by 5:00 pm
October 11	Last day to withdraw from a Full Session course with grade ‘W’
October 11	Mini Session One Classes End
October 14	Holiday, Offices Closed
October 14-15	Fall Break – No Classes
October 16	First Day of Classes for Mini Session Two
October 18	Final grades for Mini Session One due by 5:00 pm
October 21	Drop/Add Ends for Mini Session Two
October 28	Academic Advising for Spring 2020 Begins
November 7	Last day to withdraw from Mini Session Two with grade ‘W’
November 8	Academic Advising for Spring 2020 Ends
November 7-8	Board of Trustee Meetings
November 11-15	Registration for Spring 2020
November 27-29	Thanksgiving Break – No Classes
December 6	Final Day of Classes for Full and Mini Session Two
December 7	Reading Day
December 9-12	Final Exams (See Final Exam Schedule)
December 13	Grades Due for Graduating Seniors, End of Semester
December 16	ALL Final Grades Due by 5:00 pm

SPRING 2020

January 8-9	Faculty Development Days
January 13	ALL Full and Mini Session One Classes Begin
January 17	Drop/Add Ends for all Full and Mini Session One Classes
January 20	MLK Holiday – No Classes, University Offices Closed
February 5	Last day to withdraw from Mini Session One with grade of ‘W’
February 26	Midterm Grades Due for all Full Session Classes
March 2	Mini Session One Classes End
March 2	Last Day Withdraw from Full Session Classes with grade ‘W’
March 3	Mini Session Two Classes Begin
March 6	Drop/Add Ends for Mini Session Two
March 16-20	Spring Break
March 20	University Holiday, Offices Closed
March 23	Academic Advising for Summer/Fall 2020 Begins
March 26-27	Board of Trustee Meetings
April 3	Academic Advising Ends
April 3-9	Registration for Summer/Fall 2020
April 10	Holiday – No Classes and Offices Closed
April 21	SOURCE Day – No Classes
April 29	Last Day of Classes for Full and Mini Term Two
April 29	Baccalaureate (10:00 am)
April 30	Reading Day
May 1-2	Final Exams
May 4-5	Final Exams
May 6	Final Grades for Graduating Seniors due by 11:00 am
May 7	Columbia Commencement (Time TBD)
May 7	LTSS Baccalaureate (Time TBD)
May 8	Hickory Graduate Ceremony (Time TBD)
May 8	Hickory Commencement (Time TBD)
May 8	Grades for ALL students due by 5:00 pm
May 9	Asheville Commencement (10:00 am)

INTRODUCTION TO LENOIR-RHYNE UNIVERSITY

Mission Statement

In pursuit of the development of the whole person, Lenoir-Rhyne University seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world.

As an institution of the North Carolina Synod of the Evangelical Lutheran Church in America, the University holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from the perspective of Christian faith.

As a community of learning, the University provides programs of undergraduate, graduate, and continuing study committed to the liberal arts and sciences as a foundation for a wide variety of careers and as guidance for a meaningful life.

Vision Statement

Our goal is to be a nationally recognized liberal arts institution of choice - known for our excellence in building leaders for tomorrow, developing patterns of lifelong learning, positioning our graduates for success in their professional, personal, and spiritual lives and providing an unparalleled quality of caring within our university community.

Values Statement

Lenoir-Rhyne University espouses a set of values designed to inform us, as members of this educational community, in our personal development and our interactions with others. These values establish our principles of operation as an organization. They furnish guidance and assurance to each member of our community, and they help us to see how everyone's contributions improve the life of our university.

These principles are made manifest through our daily actions, and they are fully realized only when embraced by everyone in our community. Constant and consistent attention to these core values will cultivate the continuous improvement of our institution, will assist us in the achievement of our mission, and will direct us toward realizing our vision as a university.

Excellence – We will strive for excellence in everything we do. We will continuously cultivate our intellectual, physical, and spiritual growth. We will develop our talents and abilities to their fullest extents.

Integrity – We will act with integrity at all times. We will respect and be honest with each other. We will take personal responsibility for our words and our actions.

Care – We will care about others in our learning and working relationships. We will be responsible stewards of our resources. We will support each other and work together toward the common good.

Curiosity – We will learn from our community, past and present. We will confront important issues with humility and open minds. We will embrace the gains attained from the diversity of people and perspectives.

Accreditation

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's degrees. For information on accreditation status, contact:

The Southern Association of Colleges and Schools Commission on Colleges

1866 Southern Lane
Decatur, GA 30033-4097
404.679.4500
Initial Accreditation: 1928
Last Accreditation Review: 2012
Next Accreditation Review: 2018

Purpose of Accreditation Status Publication:

The purpose of publishing Lenoir-Rhyne University's accreditation status with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is 1) to learn about the accreditation status of the institution, 2) to file a third-party comment at the time of the University's decennial review, or 3) to file a complaint against the University for alleged non-compliance with a standard or requirement. It indicates that normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the Commission's office.

South Carolina Commission on Higher Education

The Master of Arts in Counseling, Master of Arts in Human Services, and the Master of Science in Occupational Therapy degree programs offered through Lenoir-Rhyne's Center for Graduate Studies in Columbia, SC are licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia SC 29201, Telephone (803) 737-2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Accreditation Review Commission on Education for the Physician Assistant, Inc.

(ARC-PA)

The ARC-PA has granted Accreditation-Provisional status to the Lenoir-Rhyne University Physician Assistant Program sponsored by Lenoir-Rhyne University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The National Council for Accreditation of Teacher Education

2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-1023
Initial Accreditation: 1958
Last Accreditation Review: October 2013
Next Accreditation Review: Spring 2020

The Accreditation Council for Occupational Therapy Education

ACOTE; c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

Initial Accreditation: December 1996
 Last Accreditation Review: December 2011
 Next Accreditation Review Academic Year: 2018/2019

Accreditation Council for Business Schools and Programs

Initial Accreditation: April 2002
 Last Accreditation Review: June 2014
 Next Accreditation Review: June 2024

Commission on Collegiate Nursing Education

Baccalaureate Nursing Degree Program

Initial Accreditation: 2005
 Next Accreditation Review: 2020

Master's Nursing Degree Program

Initial Accreditation: 2014
 Next Accreditation Review: 2019

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

120 South Riverside Plaza, Suite 2000

Chicago, IL 60606-6995

800.877.1600 ext. 5400

Initial Accreditation: 2016

Next Accreditation Review: 2023

CAATE (Commission on Accreditation of Athletic Training Education)

2201 Double Creek Dr.

Suite 5006

Round Rock, TX 78664

Phone: 512.733.9700

Fax: 512.733.9701

Initial Accreditation: 2011

Next Accreditation Review: 2025

CACREP (Council for Accreditation of Counseling and Related Educational Programs)

1001 North Fairfax Street

Suite 510

Alexandria, VA 22314

Initial Accreditation: 2014

Next Accreditation Review: March 2022

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada

Lutheran Theological Southern Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts Religion, Master of Arts in Christian Ministry, Master of Sacred Theology.

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada:

10 Summit Park Drive

Pittsburgh, PA 15275, USA

Telephone: 412.788.6505

Fax: 412.788.6510

Initial accreditation: 1944

Last Accreditation review: 2013

Next Accreditation review: 2020

History

The Reverends William P. Cline, Andrew L. Crouse, Jason Moser, and Robert A. Yoder shared the desire of other Lutheran leaders that the church establish an institution in Hickory to train teachers and ministers and offer a religious-oriented education to all youth.

Their desire for a school did not take form until property became available through a Hickory businessman, Colonel J.G. Hall. The property, a 56-acre tract one mile north of the Hickory business district, was part of the estate of a Watauga County lawyer, Captain Walter Lenoir. Before he died in 1890, Captain Lenoir surveyed the area and deeded it to Colonel Hall with the request that it be used only as a campus for a church-sponsored college. Colonel Hall, acting as Lenoir's trustee, turned the property over to the ministers after they had signed personal notes assuring that \$10,000 would be invested in buildings and equipment.

The school opened September 1, 1891. It carried the name "Highland College," but four months later it was chartered under the name of Lenoir College in memory of the donor of the land. The 149 students and eight teachers met for classes the first year in a modest two-door frame structure which had originally housed a private academy. During its second year, the College moved into a new brick main building which housed the academic, administrative, social, and religious life of the campus until it was destroyed by fire in 1927.

Even though Lutheran ministers founded the College, taught its classes, and Lutheran congregations sent young people to its doors, it was not until 1895 that the College established a formal relationship with the church. That year, the Evangelical Lutheran Tennessee Synod, which included a large number of North Carolina congregations, assumed official sponsorship and support of the institution and, through its successor bodies, has maintained the church relationship to the present day.

For almost three decades Lenoir College served as a combination college, business school, and academy under the leadership of President R.A. Yoder (1891–1901) and President R.L. Fritz (1901–1920). By the time Dr. J.C. Peery (1920–1925) became president, the emergence of public schools in North Carolina had squeezed the academy division out of the college structure. The institution made another major change in its academic program by abandoning its traditional program of a single liberal arts curriculum and offering students a choice of varied major fields.

In 1923 the College changed its name to honor Daniel E. Rhyne, a Lincoln County industrialist who boosted the endowment and other assets of the institution with his frequent gifts. In recognition of his support, the institution's name became Lenoir-Rhyne College.

Approval of Lenoir-Rhyne College's academic program was earned during the Fritz administration when the North Carolina State Board of Education awarded A-grade ratings to Lenoir and nine other colleges. It was during the administration of President H. Brent Schaeffer (1926–1934) that regional accreditation was earned. Lenoir-Rhyne College was admitted to membership in the Southern Association of Colleges and Secondary Schools in 1928.

Dramatic growth in student enrollment marked the closing years of the administration of Dr. P.E. Monroe (1934-1949). Boosted by the influx of returning veterans following World War II, enrollment rose from 407 in 1945 to 843 two years later.

Lenoir-Rhyne University's Growth

The trend toward rising enrollments carried over into the administration of Dr. Voigt R. Cromer (1949-1967). Gradual enlargement of the student body continued until 1,300 students were enrolled. The faculty increased to 96 members, the endowment grew to \$1.8 million, and 13 major buildings were constructed.

During the administration of Dr. Raymond M. Bost (1967–1976), Lenoir-Rhyne College initiated long-range plans to enrich the quality of its curriculum. Major improvements in the academic calendar and program were implemented, and joint-degree programs with other institutions of higher education were increased. Student personnel services expanded, the campus enlarged to 100 acres, and the endowment grew to \$3.9 million.

Dr. Albert B. Anderson served as the eighth president from 1976-1982. His administration was marked by a refinement of the College's role as a church-related institution, the restructuring of the academic calendar and core curriculum, and the addition of majors in psychology and accounting. Capital campaigns conducted by the church, the local community, and alumni resulted in the construction of a physical education center, new instructional facilities, the renovation of an existing classroom building, and a new mini-auditorium. With the 1980-1981 academic year, the College established a graduate program in education. In addition, two significant programs—the Lineberger Center for Cultural and Educational Renewal and the Broyhill Institute for Business Leadership—were established under Dr. Anderson's leadership and the endowment grew to \$8.8 million.

Lenoir-Rhyne College graduate and member of the College's Board of Trustees, Albert M. Allran, guided the College as interim president for approximately 20 months before the appointment of Dr. John E. Trainer, Jr. Dr. Trainer's administration as ninth president began in August 1984 and closed in May 1994. In recognition of the College's centennial anniversary in 1991, supporters contributed more than \$27 million for endowment, building, and operational purposes. The endowment increased to \$19 million and the annual operational budget advanced to \$20 million. During the decade, the College also added a major field of study in occupational therapy, gained institutional recognition among top-ranked colleges in the nation, and initiated special renewed efforts to encourage academic excellence and student leadership development.

The tenth president, Dr. Ryan A. LaHurd, was called to Lenoir-Rhyne College in 1994, following nine years of service at Augsburg College (Minneapolis, MN), where he served as Vice President of Academic Affairs and Dean of the College. He helped the College achieve a vision to embrace multiculturalism, celebrate Lutheran heritage, and strengthen Lenoir-Rhyne College's leadership as a comprehensive regional college of the liberal arts. He resigned in June 2002.

Dr. Wayne B. Powell became Lenoir-Rhyne's 11th President on December 1, 2002, following two years of service as Vice President and Dean for Academic Affairs at the College. He previously served other institutions as a Dean and Professor of Mathematics. Dr. Powell has articulated an aggressive vision for Lenoir-Rhyne centered around excellence and founded in the College's heritage as a nationally recognized comprehensive, liberal arts college operating under the Lutheran traditions of inquiry and free exchange of ideas.

In 2008 Lenoir-Rhyne College officially changed its name to Lenoir-Rhyne University. The University is governed by a 31-member Board of Trustees and is affiliated with the NC Synod of the ECLA. Under Dr. Powell's leadership, Lenoir-Rhyne University has grown significantly, seeing record enrollments each year from 2009 forward and corresponding growth in total endowment. By 2015, total enrollment exceeded 2300 students, total endowment approached \$100 million, and total full-time faculty rose to over 130 professors. In 2009, the faculty developed and implemented major revisions in the undergraduate core curriculum and convocation programs. In 2012, the University completed a very successful SACSCOC reaffirmation. In that same year, it opened a new graduate center in downtown Asheville, NC and, simultaneously, merged with the Lutheran Theological Southern Seminary in Columbia, SC. In 2014, it established a graduate center on its new Columbia campus. By 2015, the Asheville and Columbia graduate programs constituted nearly 350 of the over 2300 LR students, and the total graduate student enrollment on all three campuses approached 750 students in approximately 25 graduate programs (including several programs delivered fully online to students). In 2015, the University completed its most success capital campaign in institutional history, raising approximately \$67

million in its “University Rising” campaign, which included support for the new Grace Chapel and the new Alex and Lee George Hall addition to the Minges Science Center, slated for completion in 2017.

The Campus

The campus of Lenoir-Rhyne University includes approximately 100 acres, bounded by Fourth and Eighth Streets, N.E., and extending northeast of Seventh Avenue, N.E., in Hickory. In 2015, the University purchased additional acreage adjacent to campus on Lenoir Rhyne Boulevard designated to the growth of its health and medical science programs. Hickory is a city of about 40,000, and is the nucleus of North Carolina’s fourth largest metropolitan area.

The campus includes the following major structures:

Cloninger House (acquired 1996): Facing Seventh Ave. N.E., this structure was originally constructed in 1905 by the Rev. Robert Cline, brother of the Rev. William P. Cline, one of the College’s founders. It houses offices and meeting facilities for the Office of Alumni Relations and Office of Marketing and Communications.

Conrad Hall (1963): This residence hall, facing College Drive, accommodates 108 students. It was completed at a cost of \$520,000 and named for Dr. Flavius L. Conrad, president of the United Evangelical Lutheran Synod of North Carolina from 1949 to 1962. Conrad Hall was totally renovated in 2008.

Cromer Center (1963): Facing Sixth Street, N.E., the Cromer Center includes lounges, meeting rooms, a meditation chapel, offices and rooms for student services, bookstore, post office, and Bears’ Lair (snack bar). It was completed at cost of \$1 million and named for Dr. Voigt R. Cromer, sixth president of Lenoir-Rhyne College. The main facility was renovated in 2015, and the dining hall is presently under full renovation, slated for completion before fall 2016.

Fritz Hall (1950): This residence hall faces College Drive and accommodates 80 students. It was constructed originally as a men’s residence hall and renovated in 1958 and again in 2008. It is named for Dr. R.L. Fritz, Sr., member of the first graduating class, second president of Lenoir-Rhyne College, and member of the faculty for 52 years.

Isenhour Hall (1968): A residence hall for first year students faces Eighth Avenue, N.E., Isenhour accommodates 145 students. It is named for Dr. Harry E. Isenhour, Chairman of the Board of Trustees of Lenoir-Rhyne College from 1950 until 1971.

Lineberger Administration Building (1965): This office building faces the quadrangle, and it houses administrative offices, including the President, Provost, and Development. It was completed at the cost of \$310,000, given by the Lineberger Foundation, Belmont, N.C. It was named for Archibald Caleb Lineberger, a Belmont industrialist.

Living-Learning Center (2001): Facing Sixth Street, N.E., the Living-Learning Center provides residence hall facilities, a faculty apartment, and a seminar space.

Lohr Hall (constructed 1997): Facing Seventh Avenue, N.E., the Lawrence L. and Frances Mauney Lohr Hall was constructed by joining two existing brick homes which had been acquired earlier by the University. One of these homes was built in 1938 for Professor Victor Aderholt, a member of the Class of 1915; the other in 1950 for Dr. Robert L. Fritz, an 1892 alumnus of Lenoir-Rhyne College. Both were acquired by the University in the 1980s. The facility now houses the Division of Enrollment Management, including offices and meeting rooms for Academic Records, Admissions, Financial Aid, and Student Success and Retention.

Mauney Hall (1928): This building was named for donors Mr. and Mrs. W.A. Mauney and Mr. and Mrs. J.S. Mauney and their families. A major renovation project was completed in 2004 converting the building into an academic facility housing faculty offices, classrooms, computer labs, and the Center for Commercial and Social Entrepreneurship.

Mauney Music Building (1960): A classroom-rehearsal building facing Sixth Street, N.E., this structure also contains studios, practice rooms, offices, band room, choral room, and recording and broadcasting equipment. It was completed at cost of \$352,000 and named for the donors, Dr. and Mrs. William K. Mauney, Kings Mountain, N.C., and their sons. The pipe organ, given in memory of Ernest Jacob Mauney, was replaced in 1994 through a contribution by Thomas W. Reese; it was given in memory of his mother, Myrtle Suttlemyre Reese.

McCrorie Center (2002): On Stasavich Place, McCrorie Center is a facility designed to offer the most technologically advanced learning environment for students in the health sciences, including Nursing, Occupational Therapy, Health and Exercise Science, Community Health, Dietetics, and Athletic Training. The Center includes health program instruction areas such as classrooms, offices, and laboratory space, clinical areas encompassing athletic training offices, private exam rooms, rehabilitation, hydrotherapy, and training facilities, as well as athletic facilities such as coaches' offices, locker rooms, and weight training rooms. One of the essential features of the building is its incorporation of the three health education programs and their connection to the university athletics program. Shared classrooms, labs, and computer technology provide efficiencies for the University among these programs. Additionally, the building houses the Solmaz Institute for Childhood Obesity.

Minges Science Building (1959): A classroom-laboratory building facing the quadrangle, Minges was completed at a cost of \$560,000 and named for the donors, Dr. and Mrs. Luther L. Minges, Rocky Mount, N.C., and their family. In 2015, the University began planning and construction of the new wing of this facility, the Alex and Lee George Hall, which will be the first phase of a full renovation and will add over 32,000 square feet of laboratories and other learning spaces to the Natural Science facility.

Moretz Stadium (1923): Situated between Fourth and Fifth Streets, N.E., this impressive stadium was constructed as a combination football-baseball field and renovated in 1964 into a larger football stadium accommodating 8,500 spectators. Originally called College Field, it was renamed in honor of Helen S. and Leonard Moretz, the donors for its major renovations.

Morgan Hall (1958): This residence hall for first year students faces Eighth Avenue, N.E., accommodates 150 students, and was completed at a cost of \$600,000. It was named for Dr. Jacob L. Morgan, president of the United Evangelical Lutheran Synod of North Carolina from 1921 to 1947.

P.E. Monroe Auditorium (1957): Facing Sixth Street, N.E., this structure contains an auditorium with a seating capacity of 1,556, as well as conference rooms and offices. It was completed at the cost of \$625,000, funded in part through the Hickory Chamber of Commerce and supported by the citizens of the Hickory area. It was named for Dr. P.E. Monroe, fifth president of Lenoir-Rhyne College.

President's Home (1952): Facing Fourth Street, N.E., this home was completed at a cost of \$60,000 and made possible through a designated gift of \$35,000 given by Mr. and Mrs. Albert D. Eckard of Hickory and their son, R. Neil Eckard.

Price Village (1973): Facing Ninth Avenue, N.E., this residence area accommodates 180 students in 6 and 14 student units. It was named for Dr. K.A. Price, class of 1902, a benefactor of Lenoir-Rhyne.

Rhyne Building Addition and Belk Centrum (1983): Attached to Rhyne Memorial Building, this added space contains faculty offices, seminar and classroom areas, and a 180-seat auditorium.

Rhyne Memorial Building (1927): A classroom building facing the quadrangle, the Rhyne building was constructed as the Daniel Efird Rhyne Administration Building and converted to classroom-faculty office use exclusively in 1965. It was fully renovated for classroom use in 1982. It was named for the donor, Daniel E. Rhyne, a Lincoln County industrialist.

Rudisill Library (1943): Facing the quadrangle, the Library building was enlarged and remodeled in 1967, and again in 1983, when a television studio, curriculum laboratory, media classrooms, and other features were added. It was erected with money given by Mr. and Mrs. Carl Augustus Rudisill, Cherryville, NC, and their children, Mr. and Mrs. T.W. Borland and Mr. and Mrs. Ben Richard Rudisill. Recent improvements include the

installation of wireless access throughout the building and updating computers. In 2009, the Lohr Learning Commons was opened on the second floor of the facility providing students, faculty, and staff access to a number of general academic supports in one central location.

Schaeffer Hall (1941): Named for Dr. H. Brent Schaeffer, fourth president of Lenoir- Rhyne College, a major renovation project was completed in 2005 converting the building into a conference hall to serve the local business community.

Shuford Memorial Gymnasium (1957): The gymnasium facing Stasavich Place, contains a playing court with a spectator capacity of 3,600, classrooms, offices and dressing rooms. It was completed at a cost of \$525,000, given by Shuford Mills, Inc., of Hickory and named for A. Alex Shuford Sr., Hickory industrialist.

Shuford Physical Education Center (1979): Facing Stasavich Place, this structure contains a playing court, natatorium, dance studio, handball courts, weight room, classrooms, and offices. It was completed at a cost of \$1.9 million and funded by gifts of Hickory area citizens in response to a \$500,000 challenge gift by the late A. Alex Shuford Jr., of Hickory.

St. Andrew's Lutheran Church (1951): Facing Eighth Street, N.E., and used by the University and St. Andrew's congregation (organized on the campus in 1894), St. Andrew's was completed at a cost of \$400,000, given by the congregation, the United Evangelical Lutheran Synod of North Carolina, alumni, and other friends of Lenoir-Rhyne University.

ADMISSION POLICIES - UNDERGRADUATE

DIVISION OF ENROLLMENT MANAGEMENT

The Division of Enrollment Management partners with the University community to attract, admit, enroll, retain, and graduate qualified students through a comprehensive enrollment management strategy with commitment to exceptional service.

OFFICE OF UNDERGRADUATE ADMISSION

The mission of the Office of Undergraduate Admission is to identify, admit, and enroll motivated and qualified students who are committed to academic excellence, leadership, and a desire to develop as a whole person. This office coordinates the recruitment and selection of undergraduate and graduate students, and provides information that will help make prospective students and their support groups aware of Lenoir-Rhyne and its offerings.

Lenoir-Rhyne University admits qualified students in all programs regardless of gender, race, religion, national origin, disability, age, sexual orientation or veteran status. In order to be considered for admission to Lenoir-Rhyne University, application must be made through the Division of Enrollment Management. Applications are accepted on as follows: For Fall Semester beginning August 1 and then on a rolling basis for all other semesters. The priority deadline for First Year Applications is October 16. Applications are on the University website at <http://www.lr.edu/admission/undergraduate/apply>.

**Please refer to the graduate section of this catalog for information regarding admission to the Graduate School.*

First-Year Students

The Office of Admission of Lenoir-Rhyne University reviews the secondary record in order to evaluate applicants who will be successful here. The secondary record includes the high school transcript and standardized test scores. Of importance to selection is the number and level of academic courses taken in high school, as well as the performance in these classes. We are also interested in service, leadership, and other extracurricular activities in which students have participated. Students who are home schooled are welcome to apply.

Applicants will be considered for admission to the first-year upon meeting the requirements specified below. It is the student's responsibility to submit the following information:

1. A completed, accurate application for undergraduate admission and a non-refundable \$35 application fee
2. Official proof of High school diploma or equivalent*
3. Official high school transcript
4. SAT/ACT score report (if score is not included on official transcript)**
5. Lenoir-Rhyne University's CEEB (SAT) code is 5365; ACT code is 3118
6. Satisfactory completion of required coursework (see below)
7. Official college transcript(s) if any college work has been attempted, even if course(s) are listed on high school transcript

**Prospective students may be admitted based on unofficial transcripts and/or as courses are in progress, however a final transcript must be received prior to a student enrolling at Lenoir-Rhyne.*

***Unofficial test scores may be used for the purposes of admission to the University, however official test scores are required prior to a student enrolling at Lenoir-Rhyne.*

Minimum Course Requirements

- Four Units of English
- Two Units of a Language other than English

- Three Units of Mathematics including Algebra I, Algebra II and Geometry
- One Unit of a Laboratory Science
- One Unit of American History
- One Unit of Chemistry preferred for students planning to major in Nursing

Upon receipt of the items above, an application will be reviewed and an admissions decision made. Neither high school grade point average nor test score has an absolute minimum requirement. It is the combination of factors that is important. Any offer of admission is contingent upon receipt of a final transcript confirming satisfactory completion of the high school diploma (or equivalent).

The University may grant admission to outstanding students who have not completed four years of high school work. Students should apply for early admission only if they have an excellent high school record, supportive SAT or ACT scores, and the endorsement of their parents and their high school. An interview may be required for early admission applicants.

Transfer Students

A transfer is a student who has obtained a high school diploma (or equivalent) and has been enrolled at any college/university for one or more semesters following high school graduation. The Office of Admission reviews the college record in order to evaluate transfer applicants who will be successful here. Of importance to selection is the number and level of academic courses taken in college, as well as the performance in these classes. The University is also interested in service, leadership, and other extracurricular activities in which students have participated. Applicants must be in good social and academic standing at their previous institution(s).

Transfer applicants will be considered for admission upon meeting the requirements specified below. It is the student's responsibility to submit the following:

1. A completed, accurate application for undergraduate admission and a non-refundable \$35 application fee
2. Official transcripts from each college or university attended*
3. Dean's reference form from each college or university attended**
4. An official high school transcript and Official SAT or ACT scores if 30 or fewer semester or 45 quarter hours have been attempted.

Note: Students who have earned a baccalaureate degree and wish to pursue a second one are welcome to apply to Lenoir-Rhyne University.

**Prospective students may be admitted based on unofficial transcripts and/or as courses in progress, however a final transcript must be received prior to a student enrolling at Lenoir-Rhyne.*

***Prospective students may be admitted without a Dean's Reference Form (unless applying to the Nursing Program), however a completed Dean's Reference Form from each college attended prior to applying to LR must be received prior to a student enrolling at Lenoir-Rhyne.*

Transfer of Credit

An official evaluation of credit, completed by the Registrar's Office, will follow admission and commitment to Lenoir-Rhyne University by submission of the Enrollment Deposit. Courses taken at a regionally accredited College/University in which a grade of "C" or better has been earned may be transferred to Lenoir-Rhyne for credit. Course requirements may be fulfilled, but no credit will be awarded, with a grade of "D" in the first of sequential course offerings, provided the student earned a grade of "C" or higher in the following course and the first course is a prerequisite for the following course.

With special permission from the University Registrar, a student may transfer, as general elective credits, up to 6 hours of passing grades below the grade of "C" from another regionally accredited institution. These hours may be used only as general elective credits and will not satisfy any program or core curriculum requirements at Lenoir-Rhyne. Once a student matriculates and continues uninterrupted, no subsequent grade below a "C" completed at another institution may be transferred for credit.

Credit from an accredited junior or community college is limited to a maximum of 64 semester or 96 quarter hours. A maximum of 96 semester hours may be transferred from all institutions. As a minimum, the last 25% or 32 semester hours of major course work and two Level II courses (and capstone) must be completed at Lenoir-Rhyne. Exceptions to this rule are extremely rare and may be only granted by the University Provost or Registrar.

During the evaluation of transcripts from other institutions, special scrutiny will be given to credits earned more than ten years preceding the applicant's transfer. The University reserves the right to reject such credit when, in the judgment of the University Registrar and the appropriate program faculty, the coverage and content of the particular course(s) has undergone substantive change. After a student has transferred, the grade point average is computed only on work attempted at Lenoir-Rhyne. Any transfer student may elect to transfer no credits from former institutions and take the total number of hours required for graduation at Lenoir-Rhyne University. A student who takes the total number of hours required for graduation at Lenoir-Rhyne University may elect to delete all credits from former institutions at any time prior to graduation.

Students who have earned an Associate of Arts or Associate of Science degree from a North Carolina Community College may transfer the AA/AS degree to Lenoir-Rhyne to be used in place of the University's core courses with the exception of the LR Orientation course (LRU 101/102), REL 100, COM 111, six credits of foreign language and the core's level two courses and capstone experience. Level two core courses and the capstone experience must be completed at Lenoir-Rhyne; there are no transfer equivalencies for these courses. Note that some programs at Lenoir-Rhyne require specific technical requirements; these will be evaluated on a course by course basis and are not covered under the articulation agreement with the AA/AS transfer policy.

Students who have earned an Associate of Arts/Science degree outside of North Carolina are not subject to the agreement outlined above. A course by course evaluation will be conducted by the Registrar's Office to determine if the AA/AS degree satisfies the essence of the Lenoir-Rhyne core curriculum and which, if any, core courses will remain as part of the student's curriculum at Lenoir-Rhyne. These same rules apply to any student who transfers to Lenoir-Rhyne having previously earned a baccalaureate degree from an accredited institution.

Lenoir-Rhyne has also partnered with local community colleges to create specific articulation agreements with specified Associate of Applied Science programs (i.e. Entrepreneurship, Exercise Science). Details of these articulation agreements are listed in the Special Programs section of the University Catalog.

International Students

All international applicants must submit the following information:

1. A completed, undergraduate application and a non-refundable \$35 (U.S.) application fee.
2. Official transcripts for each college or university attended which have been translated into English and evaluated into a course-by-course report by an approved credential evaluation agency.
3. Proof of English proficiency if the applicant's native language is not English. The preferred method of proof is an official score report from the TOEFL (LR's school code is 5365), IELTS, SAT (5365) or ACT (3118). Applicants must have a minimum TOEFL score of 550 on the paper-based version, 213 on the computer-based version, or 79 on the internet-based version. The minimum IELTS score is 6.5. The minimum SAT score is 480 on the evidence-based reading & writing section and a 17 average on the ACT reading & English tests. All student-athletes must provide SAT or ACT results.

Note that the following would also be accepted to verify English language proficiency of the applicant:

- Completion of a college-level English composition or other reading intensive courses with a "B" or equivalent at a regionally accredited U.S. college or university or a non U.S. college or university where instruction is in English;

- An official transcript showing completion of an Associate of Arts, Associate of Science, or a higher degree from a regionally accredited U.S. college or university or a non U.S. college or university where instruction is in English.

If an applicant does not meet the above minimum English proficiency criteria, the following options are available to the applicant:

- Take the iTEP English proficiency exam which is administered by Lenoir-Rhyne's partner program, the American Language Academy (www.ala.edu), and attain a minimum score of 3.9;
- Enroll in and complete an accredited English language program, such as the American Language Academy Program, prior to attending LRU. The student will be recognized as English proficient after completion of level 5 of the American Language Academy program. Other accredited English Language Proficiency Programs will be accepted as well, as long as the student completes through the certified level deemed English proficient.

If an applicant does not meet any of the minimum criteria above, s/he may request an appeal and if granted may participate in a WebEx or Skype interview to be used as an additional evaluation tool to determine English proficiency. Please note that the findings of this interview will be used in conjunction with all other above materials.

4. A completed Certificate of Finance certified by a bank official, attorney, or notary public.

International Undergraduate Enrollment Guidelines

1. An offer of admission, if applicable, will be sent via email.
2. To confirm enrollment, the applicant will submit the enrollment deposit. This enrollment deposit may be paid online and will be applied to tuition.
3. An I-20 form will be forwarded to the deposited student.

Adult Learners

The Adult Learners program (formerly known as the Lifelong Learning program) at Lenoir-Rhyne University is designed to serve the needs of area adult and/or non-traditional students who because of other life responsibilities need to progress at a pace consistent with these obligations. Adult Learner students at Lenoir-Rhyne are students who require evening or more conveniently scheduled courses, although they may select classes at any time during the day.

Adult Learners will be considered for admission upon meeting the requirements specified below. It is the student's responsibility to submit the following:

1. A completed, accurate application for undergraduate admission and a non-refundable \$35 application fee
2. Official transcripts from each college or university attended
3. An official high school transcript and official SAT or ACT scores if less than 30 semester or 45 quarter hours have been attempted
4. Other admissions requirements including resume and dean's reference forms
5. Proof of eligibility to be considered for the Adult Learners program. Candidates must be at least eight years removed from high school graduation (or 26 years of age).

All students admitted to the Gateway Nursing Program (RN to BSN program) will be classified as Adult Learner students. Due to the nature of this program, exceptions to the admission criteria may be necessary, however, once enrolled, students are expected to adhere to the parameters of the Adult Learners program.

Students who begin at Lenoir-Rhyne classified as traditional students and continue uninterrupted may not change their classification to Adult Learner. Adult Learner students are charged tuition at a discounted rate and are therefore not eligible for any additional institutional scholarships (except Sacred Music and/or athletic scholarships).

Re-Entry Students

Students in good standing who are re-entering after a one semester absence do not have to reapply for admission provided they have not attended another college or university during that time. Inquiries regarding re-entering after one semester should be addressed to the Enrollment Services Center.

Re-entering students in good standing, absent from the University for more than two semesters, must reapply and meet the requirements as outlined in the catalog at the time of their readmission. All transcripts of work completed at other institutions must be submitted with the application.

After satisfactory completion of the requirements outlined in the official letter of Suspension, students desiring to continue study following a period of academic or judicial suspension will be considered for admission upon meeting the requirements specified below. It is the student's responsibility to submit the following:

1. A completed, accurate application for undergraduate admission (no application fee is required)
2. If courses were taken at another college or university during the time of suspension, official transcripts from each college or university attended must be provided
3. A personal statement detailing what they have done during their time away and describing how they plan to be successful at Lenoir-Rhyne if they are allowed to return.

Students who wish to reapply to the University following Academic or Judicial suspension should contact the Transfer Enrollment Counselor in the Office of Admission for more information regarding the readmission process.

Re-Entry for Military Service Students

Students who are required to fulfill active military service obligations during a period of enrollment should notify the Office of the Registrar as soon as possible. Students who will be in service for less than 30 consecutive days will not be academically penalized or withdrawn from courses unless the student makes this specific request. Faculty members will coordinate efforts with the student either during their deployment or upon their immediate return to make up any missing course requirements.

Students who are required to fulfill active military service obligations which require them to cease enrollment more than 30 consecutive days are not required to reapply to the University and may return with the same academic status. Students should inform the Office of the Registrar of their deployment and expected date of return as soon as possible and will work with the Enrollment Services Center to enroll in courses for the next available term.

Confirmation of Enrollment

Payment of an enrollment deposit confirms the acceptance of an offer of admission. Enrollment deposits are required prior to being registered for classes and/or to be assigned to any residency on campus. Enrollment deposit amounts vary by population, degree program and campus. Please refer to your Acceptance Letter for current fee or contact your Enrollment Counselor for more information. Enrollment deposits for the fall and summer terms are refundable only if requests are received in writing before May 1st. For the spring term, enrollment deposits are refundable if written requests are received before December 1st. Questions/concerns regarding enrollment deposits/fees should be directed to the Office of Admission; 1-800-277-5721 / 828.328.7300 or Admissions.Hickory@lr.edu.

Deferred Enrollment

Students who have been accepted and/or have paid an enrollment deposit for any degree-seeking program may defer enrollment for up to one academic year from their original year of acceptance. The Division of Enrollment Management must be notified of the student's wish to defer admission prior to the start of the original term for which the student applied. Note that deferred admission to specific programs (i.e. Nursing, Occupational Therapy, Athletic Training, Medical Studies/Physician Assistant, etc.) may not be optional and is

at the discretion of the respective program. Students wishing to defer admission to specific program should consult with their Enrollment Counselor and/or a department representative for information regarding deferred enrollment. Enrollment deposits deferred to a future term are non-refundable.

High School Scholars Academy

The Lenoir-Rhyne University High School Scholars Academy (HSSA) is a one-year program designed for high school students who seek an alternative opportunity for a full-time on-campus experience. Students will enroll in English IV Honors plus three college courses in the fall, and AP English plus three more college courses in the spring. Students are expected to attend for the full year.

The High School Scholars Academy is limited to 40 spaces for each academic year. First preference for admission will be given to students enrolled in the Catawba County, Hickory Public, or Newton-Conover school systems. If there are still spaces remaining, applicants from private schools, home schools and other school systems will be considered. A waiting list will be established once the first 40 slots are filled.

High school students will be considered for admission to the High School Scholars Academy upon meeting the requirements specified below. It is the student's responsibility to submit the following:

1. A completed, accurate HSSA application
2. Official high school transcript
3. Official SAT/ACT score report (if score is not included on official transcript) Lenoir-Rhyne University's CEEB (SAT) code is 5365; ACT code is 3118
4. Satisfactory completion of required coursework through the junior year
5. Official college transcript(s) if any college work has been attempted, even if course(s) are listed on high school transcript

High School Enrichment

Outstanding high school students may enroll in courses at Lenoir-Rhyne University while still in high school. The University permits this arrangement for students who will be at least 16 years old on or before August 31 of the year in which enrollment is desired, and classified as a junior at their high school. High School Enrichment students may take two undergraduate courses per term at Lenoir-Rhyne pending availability.

High school students will be considered for admission to the High School Enrichment program upon meeting the requirements specified below. It is the student's responsibility to submit the following:

1. A completed, accurate High School Enrichment application
2. Official high school transcript with proof of a minimum GPA of 3.0
3. Official SAT/ACT/PSAT/PLAN score report (if score is not included on official transcript). Lenoir-Rhyne University's CEEB (SAT) code is 5365; ACT code is 3118
4. Completed high school enrichment contract
5. Approval of participation by the administration of the student's high school

Non-Degree Students

This classification is for individuals who generally never plan to obtain a degree from Lenoir-Rhyne University. Non-degree students may take a maximum of 12 undergraduate-level credit hours per semester. Admission as a non-degree student is granted on a semester-by-semester basis and is only permissible when space is available. While a student may not be required to submit an additional application for subsequent semesters (depending on the length of time between enrollment), permission to enroll in more than one semester under this status must be pre-approved. Students seeking enrollment for multiple semesters should contact the Division of Enrollment Management for current policies and procedures. Non-degree students will be considered for admission upon meeting the requirements listed below.

It is the student's responsibility to submit the following:

1. A completed Non-Degree Seeking student application (currently not available online)
2. \$50 non-refundable deposit/processing fee

3. Unofficial transcripts for students taking courses with prerequisites

Because this classification is designed for students taking courses purely for their edification, academic advisors are not assigned. Applicants who are under current suspension from Lenoir-Rhyne, or who were denied admission as degree-seeking first year, transfer, or graduate students are not eligible for non-degree status.

**Note: students seeking entry to graduate-level courses as a non-degree student should refer to this section in the Graduate School section of the Catalog.*

FINANCIAL AID PROGRAMS

Lenoir-Rhyne University administers a wide array of federal, state and institutional resources to help students. With limited funds available to meet the needs of hundreds of students qualifying for assistance each year, the program must operate on the following assumptions: (1) students will rely on their own resources where possible; (2) student expenses will be held to the minimum that is reasonable under the circumstances; and, (3) parents will contribute in proportion to their means. Students who apply are considered for an aid package composed of scholarship, grant, loan, and part-time campus employment resources to help them meet the costs of their education.

The operation of the financial aid program depends upon each applicant, parent, and spouse providing all requested information as promptly and accurately as possible and notifying the financial aid office of the details of any significant changes in their financial circumstances during the year. Students who wish to receive federal, state, or Lenoir-Rhyne University institutional aid are required to file the Free Application for Federal Student Aid (FAFSA) each year.

Most awards are based on need, and because a student's need may vary from year to year, an award for one year is no assurance that an equal amount of assistance will be provided in a succeeding year. There may be variations in the amount of assistance from year to year because of changes in student resources, family financial circumstances, cost of education, changes in aid policies, and/or changes in federal and state funding.

State and Federal funds are based on specific appropriations and may change based on state or federal budget legislation. Students will be notified as soon as possible should any of these funds change.

Total assistance to a student for one year is normally limited to the student's tuition, fees, and if the student lives on campus, room and board charges. Books and supplies are an out-of-pocket expense. Students should be prepared to pay for their books and supplies when they arrive on campus.

Application Process

The financial aid application process must be completed each year. The Priority Deadline for filing is March 1. Students who complete their Free Application for Federal Student Aid (FAFSA) after March 1 may receive less institutional aid and limit their eligibility for state aid (NC residents only). The Final Deadline for all financial aid paperwork is October 1.

1. Complete and submit the FAFSA. Previous applicants will complete a renewal form. The FAFSA is available online at www.fafsa.gov. Although the FAFSA cannot be completed prior to January 1, we recommend completion of it as soon as possible. Be sure to enter the Lenoir-Rhyne school code, 002941, in Step Six. It takes approximately one week to process this form.
2. Applicants should keep copies of the FAFSA and the resulting Student Aid Report (SAR) and all Federal Income Tax Return forms (including all pages, schedules, and W2 forms) readily available. If the student is selected for verification, the Office of Financial Aid is required to collect copies of these documents for the student's financial aid file. If we request these and/or other forms, please submit them within a timely manner. Failure to respond to communication requesting additional information may jeopardize eligibility for aid.
4. Visit the local library, chamber of commerce, high school guidance office, and the Internet to explore outside scholarships. A reference librarian can provide books that list a host of possible resources beyond those awarded by Lenoir-Rhyne. We do not endorse using any scholarship search services that require a fee. Research for outside scholarships should begin in the fall as many have early deadlines.
5. Once a student is admitted and the results of the FAFSA, (your Student Aid Report /SAR) are received, the applicant will be considered for all types of federal, state, and university financial aid.

Students will receive an award letter from the Office of Financial Aid detailing the awards and notifying them of any missing items needed to complete the student's file.

6. Students can choose to accept all the aid resources or a portion of the aid and pay the Business Office the remainder. Students accepting loans must complete necessary promissory notes and other requirements. The offer of a PLUS loan is not a guarantee of eligibility; the parent must complete the application and promissory note to be considered.

Adult Learners Program

The Adult Learners program at Lenoir-Rhyne University is designed to serve the needs of area adult and/or non-traditional students who, because of other life responsibilities, need to progress at a pace consistent with these obligations. Adult Learner students at Lenoir-Rhyne are students who require evening or more conveniently scheduled courses, although they may select classes at any time during the day. Students who begin at Lenoir-Rhyne classified as traditional students and continue uninterrupted may not change their classification to Adult Learners. Adult Learner students are charged tuition at a discounted rate provided they remain registered for less than 13 credit hours. If the student enrolls in more than 12 credit hours, standard tuition charges will apply (see tuition rates for applicable charges). If a student wishes to be considered for institutional aid, they must complete a change of status form with the Enrollment Services Center.

Satisfactory Academic Progress

Students must maintain Satisfactory Academic Progress (SAP) toward a degree to remain eligible for Federal, State, and some forms of Institutional financial aid. Please note that SAP standards for financial aid are different from the SAP standards reviewed by the Admissions and Academic Standing Committee; students are responsible for understanding and adhering to both policies.

In order to maintain aid eligibility, students must complete and pass 66.7% of courses for which they receive aid, keeping them on pace to complete their program within 150% of the maximum timeframe required. Additionally, students must maintain a cumulative GPA consistent with the below chart.

Semesters Completed*	1	2	3	4 or more
Cumulative GPA Required	1.8	1.8	1.9	2.0

*Semesters completed include coursework completed at other institutions as well as summer coursework

Satisfactory Academic Progress is reviewed each semester by the Office of Financial Aid and students who fail to meet the minimum standards will receive a Financial Aid Warning (notice to the student that continuing to achieve below satisfactory academic progress will result in a suspension of their aid). Students who fail to meet the minimum standards for a second consecutive semester will have their aid Suspended. Students whose aid has been suspended have the option to appeal this decision by following the instructions given in their notification letter. Appealing this decision will result in:

- Denial; student must return to minimum SAP standards before receiving further aid
- Probation; student can receive aid for one semester while attempting to return to minimum SAP standards
- Academic Plan; student can receive aid contingent upon the successful drafting and completion of an academic plan, built in conjunction with their advisor and approved by the Office of Financial Aid, that is designed to get the student back to minimum SAP standards in a reasonable timeframe.

Appealing a Financial Aid Suspension

Students wishing to appeal a financial aid suspension may do so based on injury or illness, the death of a relative, or other special circumstances. When appealing, students should describe the basis for their appeal in detail and provide supporting documentation (doctor's note, death certificate, etc.). The appeal must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow them

to make satisfactory progress at the next evaluation. Students failing to meet the pace requirement should document a cumulative set of reasons that have impacted their ability to maintain proper pace and how they specifically will avoid these issues in future terms.

Repeated and Incomplete Coursework, Withdrawals, and Transfer Credit

Students may receive financial aid to repeat failed coursework as many times as needed until they have earned a passing grade. Students may only receive aid to repeat passed coursework one time. Please refer to the University Policy regarding repeated coursework to better understand how our GPA is impacted.

Incomplete coursework will be factored into the semesterly review of SAP as applicable. The Financial Aid office will consider whether an incomplete, if failed, could drop a student below SAP standards, and will notify the student accordingly. The student will have the opportunity to appeal the decision, but will also be reviewed again when the coursework has been completed. If the incomplete coursework does not pose a threat to the student's maintaining SAP standards, that coursework will be considered reviewed for the semester, and the final grade will be considered as appropriate in future SAP reviews.

Courses from which a student withdraws are counted towards a student's pace, but not towards GPA requirements. Likewise, transfer credits are counted toward pace, but are not factored into a student's GPA.

Students' Rights and Responsibilities

Students have the right to:

- Obtain information about the available student aid programs and to apply and be considered for assistance;
- Request an explanation of any phase of the financial aid process;
- Request special consideration if family financial circumstances change significantly. (Students must provide a letter of explanation and supporting documentation to the Division of Enrollment Management.);
- Request an appointment with a financial aid administrator;
- Appeal financial aid awards or denials based upon academic progress or enrollment requirements. (All appeals must be submitted in writing in a timely manner to the Director of Financial Aid.)

In summary, the student has the right to seek and receive necessary information and counseling from the Division of Enrollment Management and other Lenoir-Rhyne sources.

Students have the responsibility to:

- Apply for admission;
- Inform the Division of Enrollment Management of the names of any other institution attended after high school and dates of attendance (this is a federal regulation);
- Maintain a Lenoir-Rhyne University financial aid folder and keep a copy of all paperwork sent to and received from the Division of Enrollment Management, in the event a document is lost in the mail or for the completion of next year's application.
- Read the description of the financial aid program carefully;
- Read all correspondence from the Division of Enrollment Management and any other campus office;
- Complete all forms accurately and submit them according to the scheduled deadline dates;
- Provide any additional information as requested by the Division of Enrollment Management or any other campus office;
- Inform the Division of Enrollment Management of any personal changes (increase or decrease in your financial resources, change in name and/or withdrawal or transfer from Lenoir-Rhyne);
- Report any outside sources of assistance received, such as scholarships, etc;

- Request necessary information;
- Enroll in the necessary number of credit hours;
- Honor the policies and procedures set forth in the Lenoir-Rhyne University General Catalog and the Student Handbook (The Cub);
- Perform the work that is agreed upon in accepting Federal Work Study;
- Reapply for aid each academic year;
- Officially withdraw with the Office of Student Success and Retention to terminate program of study;
- Repay loans in accordance with repayment schedules.
- Frequently check campus mailbox (if they have one), email, and home mail for correspondence from the Division of Enrollment Management.

Types of Financial Aid

The Division of Enrollment Management at Lenoir-Rhyne administers a variety of financial aid sources. These sources include institutional and state scholarships; federal, state, and institutional grants; federal student and parent loans; and, institutional and federal work opportunities. Students will automatically be considered for these sources upon acceptance to the University provided a valid and current FAFSA has been received by the University. Federal, state, and institutional grants and scholarships are awarded on a semester basis and may not be reallocated to previous or future semesters.

University Grants and Scholarships

Lenoir-Rhyne University grants and scholarships are awarded to students pursuing their first Baccalaureate degree enrolling full time in the traditional day undergraduate program (fall and spring) in amounts varying with the student's financial need, academic achievement and program criteria. Lenoir-Rhyne grants and scholarships are applied only against tuition charges and cannot be combined to exceed tuition. These grants and scholarships are renewable for up to four years, inclusive of all transfer credits, for students who meet satisfactory academic progress.

Lenoir-Rhyne University grants and scholarships may not be used to pay for off-campus programs, including study abroad programs that are not student exchange based programs. Students who participate in Lenoir-Rhyne's exchange based programs will be charged tuition as if they were studying on campus. These students may use their federal, state and institutional grants and scholarships towards payment of these tuition charges. Students who wish to study in Lenoir-Rhyne Partner Programs that are not based on student exchange will be charged Lenoir-Rhyne tuition, or the total cost of their chosen international program, whichever is greater. These students would be able to use all federal and state sources of financial aid towards payments of these charges, but would not be able to use institutional grants and scholarships.

Athletic Scholarships - awarded at the discretion of the head coach of each individual sport. The annual amount of the scholarship varies and may exceed the cost of tuition, but not the direct cost of attendance.

Child of a Lutheran Minister Scholarship - awarded to dependent children of ordained Lutheran ministers and ELCA rostered lay personnel, including Associates in Ministry, Deaconesses, and Diaconal Ministers.

Diversity Leadership Grant - awarded in amounts varying with students' needs and contributions to school and community.

Endowed & Gift Scholarships - awarded in amounts varying with the student's need. Preference is given to students who have achieved superior academic records in high school or at the University. More information follows.

Friends In Faith Program - Lenoir-Rhyne matches awards from Lutheran congregations up to \$500 per academic year. This program has a July 1st deadline.

Honors Scholarships - Cromer (full tuition), Lineberger (three-quarter-tuition), Engaged Learning and Trustee (amounts vary) scholarships will be awarded from the recipients of the Lenoir-Rhyne Scholars Awards. These students will be chosen through a combination of academic achievement, school and community involvement, and an interview competition at Scholarship Day.

Legacy Scholarship - awarded to students whose parents or grandparents are Lenoir-Rhyne graduates. The annual amount of this award is \$1,000.

Lenoir-Rhyne Grant In Aid - awarded in amounts varying with the student's need and academic performance.

Lenoir-Rhyne Incentive Grant - awarded in amounts varying with the student's need and contributions to school and community.

Lenoir-Rhyne Scholars Program - awarded to first-year students in recognition of academic achievement during the student's high school career and based on the student's high school grade point average and SAT or ACT scores at the time of admission into Lenoir-Rhyne. Awarded to transfers in recognition of academic achievement during the student's attendance at a previous college(s) and based on the student's grade point average at the time of admission into Lenoir-Rhyne.

Martin Luther Fellows Program - awarded to students who are members of Lutheran Churches within the North Carolina Synod of the ELCA and who are nominated by their congregation by the July 1st deadline. The annual amount of this award is \$1,000.

Phi Theta Kappa Honors Scholarship - awarded to students who hold a 3.0 grade point average at a two-year college and hold membership in Phi Theta Kappa. The annual amount of this award is \$1,500.

Federal Grants

Federal Grants are available to undergraduates with significant financial need, as determined by the Free Application for Federal Student Aid, who meet satisfactory academic progress and are subject to federal funding levels.

Federal Pell Grant - awarded to students with significant financial need. The amount of this grant varies based on Expected Family Contribution (as determined by the FAFSA) and is determined by the federal government.

Federal Supplemental Educational Opportunity Grant (SEOG) - awarded to students with significant financial need in combination with the Federal Pell Grant. The annual amount of this award varies.

North Carolina State Grants and Scholarships

North Carolina State Grants and Scholarships are funded by the State to provide financial assistance to legal residents of NC who meet program criteria and satisfactory academic progress, and are subject to state funding levels.

NC Need Based Scholarship - awarded to students by the state of North Carolina and certified by the institution. The annual award amount varies based on student's Expected Family Contribution as determined by the FAFSA.

Federal Loans

Lenoir-Rhyne participates in the Federal Direct Loan Program. The benefits for borrowers include less paperwork, faster delivery of funds, more flexible repayment options, and possible loan cancellation through service.

Federal Direct Loan - there are two types of Direct Loans: 1) the subsidized loan (the government pays the interest while students are in school as a half-time to full-time student - with a fixed rate determined by Federal legislation) and 2) the unsubsidized loan (students are responsible for the interest costs during school - with a fixed rate determined by Federal legislation). Repayment begins six months after graduation or when attendance drops to less than half-time.

Federal Direct PLUS Loan - Parents can borrow up to the cost of education, less all student aid. Parent loans are not based on financial need, however; borrowers do have to go through a credit check.

Federal Direct Graduate PLUS Loan – Graduate students can borrow up to the cost of education, less all student aid. These loans are not based on financial need, however; borrowers do have to go through a credit check.

Federal Perkins Loan - a low interest loan for students with financial need. The loan is made with government funds with a share contributed by the University. The government pays the interest while students are in school as a half-time to full-time student. Repayment of this loan to Lenoir-Rhyne begins nine months after graduation or when attendance drops to less than half-time.

Depending on time of application, level of need, and the funding level available, students may borrow up to \$5,500 for each year of undergraduate study. The total amount a student can borrow as an undergraduate is \$27,500.

Work Opportunities

Lenoir-Rhyne University views earning from campus employment as a vital part of the financial aid program that supplements the student's resources for incidental expenses and are not a deferrable resource for the payment of direct charges. All students have the opportunity to work on campus as part of the Campus Employment Program. An employment fair is held at the beginning of each academic year and current job positions are posted on-line at <http://www.lr.edu/academics/centers-and-institutes/the-alex-lee-career-professional-development-center>. There are three areas of funding for the Campus Employment Program.

Federal Work Study - awarded to students with financial need, this on-campus work program provides students the opportunity to work with one of the departments or offices at Lenoir-Rhyne University. Students typically work between five and 20 hours per week. The offer of Federal Work Study on a financial aid award letter is not a promise of work.

Federal Community Service - also a form of Federal Work Study and awarded to students with financial need, this off-campus program places students in under-represented populations of the community in a variety of service-oriented jobs such as tutoring in the No Child Left Behind Project. Students typically work between four and 10 hours per week.

Campus Employment Program - if a student is not awarded Federal Work Study, he or she may be eligible to work on-campus through this program with one of the departments or offices at Lenoir-Rhyne University. These funds are available on a first-come basis. Students typically work between five and 20 hours per week.

Endowed and Gift Scholarships

The University serves as custodian and administrator for endowed and gift scholarships which are awarded in amounts varying with the student's need. These funds are limited to students enrolling in full-time, traditional day, undergraduate programs during fall and spring semesters. Preference is given to students who have achieved superior academic records in high school or at the University. Students do not need to write to request specific endowed or gift scholarships. Awarding of these scholarships is based upon the completion of the steps outlined in the Application Process. These sources underwrite a portion of the total tuition cost.

FINANCIAL INFORMATION

Tuition and Fees – All Campuses (Non-LTSS)

Tuition

Undergraduate:

Full Time (12-18 credits)	Year	\$ 37,400
Overload (more than 18 credits)	Credit	840
Part Time (less than 12 credits)	Credit	1545
Summer School	Credit	610

Adult Learners:

<i>Graduate – All except OT, PAS, and DNP 600 level courses</i>	Credit	610
<i>Graduate – Occupational Therapy and DNP 600 level courses</i>	Credit	875

Graduate – Physician Assistant Program

Cohort 2 – Spring 2017	Spring Semester I	13,500
	Summer Semester I	10,400
	Fall Semester I	13,500
	Spring Semester II	13,500
	Summer Semester II	8,300
	Fall Semester II	10,400
	Spring Semester III	10,400

Cohort 3 – Spring 2018	Spring Semester I	14,150
	Summer Semester I	10,900
	Fall Semester I	14,150
	Spring Semester II	14,150
	Summer Semester II	8,700
	Fall Semester II	10,900
Spring Semester III	10,900	

Cohort 4 – Spring 2019	Spring Semester I	14,560
	Summer Semester I	11,220
	Fall Semester I	14,560
	Spring Semester II	14,560
	Summer Semester II	8,950
	Fall Semester II	11,215
Spring Semester III	11,215	

Cohort 5 – Spring 2020	Spring Semester I	15,000
	Summer Semester I	11,555
	Fall Semester I	15,000
	Spring Semester II	15,000
	Summer Semester II	9,220
	Fall Semester II	11,555
Spring Semester III	11,555	

Other:

Dietetics Internship	Credit	875
Certificate Programs	Credit	610
Course Audit	Credit	260
Senior Citizens (65+ years) Audit	Credit	75
University Christian High School	Credit	155

Financial Information

High School Enrichment Program	Credit	110
High School Scholars Program	Semester	1,500

Room and Board

<i>Fall and Spring semesters Full Time Students:</i>	Year	12,510
Private room rate premium	Year	3,265
<i>Summer:</i>		
Single (less than 8 credits)	Week	185
Double (less than 8 credits)	Week	150
11 credits or more		FREE
8-10 credits	Week	80
<i>Full Time Undergraduate Commuter Students:</i>		
Declining balance for Meal Card	Semester	120

Undergraduate Full Time on Campus

Tuition	Year	37,400
Room & Board	Year	12,510
TOTAL Tuition, Room, and Board	Year	\$ 49,910

Tuition and Fees – Lutheran Theological Southern Seminary

Tuition

<i>MDiv and MTS (Note 1):</i>		
Fall Semester	Semester	\$ 9,265
Spring Semester (including J-Term)	Semester	9,265
Full Time per Year	Year	18,530
More than 14 credits in a semester	Credit	630
Less than 9 credits in a semester	Credit	750
Audit	Credit	245
Summer Greek (Summer Mini II)	Credit	610
<i>STM:</i>	Credit	650

Housing (Open to ALL Columbia Students)

<i>Dormitory:</i>		
Single (Single Occupancy)	Year	3,730
Double (Single Occupancy)	Year	5,590
Triple (Double Occupancy)	Year	4,320
<i>Apartments:</i>		
2 Bedroom (Single or Family)	Year	8,500
2 Bedroom (Double Occupancy) Per Student	Year	4,240
3-4 Bedroom (Single or Family)	Year	8,950
3-4 Bedroom (Double Occupancy) Per Student	Year	4,490
3-4 Bedroom (Triple Occupancy) Per Student	Year	2,985
<i>Summer Housing: (Prorated for partial months)</i>		
2 Bedroom (Single or Family)	June-Aug	2,830
2 Bedroom (Double Occupancy) Per Student	June-Aug	1,410
3-4 Bedroom (Single or Family)	June-Aug	2,985
3-4 Bedroom (Double Occupancy) Per Student	June-Aug	1,495

Financial Information

3-4 Bedroom (Triple Occupancy) Per Student	June-Aug	995
Storage Fee	Month	200

Full Time on Campus

Tuition (full time Non-Lutherans)	Year	18,530
Room (Assumes 2 bedroom apartment single or family)	Year	8,500
TOTAL	Year	\$ 27,030

Note 1: A 9.00% tuition reduction is given to all ELCA Lutheran Seminarians who do not qualify for any other discount program (see Special Programs section for more information).

Health Insurance

Domestic Student Health Insurance is not available through Lenoir-Rhyne. International Student Health Insurance rates are as follows:

Premium Type	Type of Student	Cost
Annual	International Student (Aug – July)	\$1,245.00
Annual	International Student/Intercollegiate Athlete (Aug – July)	\$1,481.00

Other Fees

Students will be assessed other fees for the services indicated below:

Auditing Fee: \$260.00 per credit hour. Students who audit a course must receive permission from their advisor and the instructor of the course. Students who audit courses do not take examinations or participate actively in class sessions. Audits are recorded on the student’s permanent record as a grade of AU. The fee for auditing a course is listed above. Students who audit a course and then elect to test out of that course must pay the full tuition for the academic credit earned. Normally, only lecture courses may be audited. Certain courses (lab classes, language classes, physical education activity classes, etc.) are not eligible for audit.

Course Fees: some courses have additional course fees to cover additional expenses. Course fees are noted in the course description for each individual course and/or on the course syllabus received at the beginning of each course.

Credit by Examination Fee: \$200 per examination.

Room (Housing) – Hickory Campus

Lenoir-Rhyne provides semi-private rooms for all interested students at the rate listed above (which includes room and board). Additional room charges are as follows:

Single Room Rate

The opportunity exists for upper-class students to obtain a single for a fee (listed above) in addition to the regular, shared room rate. This opportunity exists only on a space-available basis.

Residence Hall Damage Deposit

Rental of a residential area is a contractual agreement, and rooms will be rented only to full-time students. A signed housing agreement is required before students are allowed to occupy a room. A one-time residence hall damage deposit of \$150 will be assessed with the fall semester billing. This deposit is refundable after a student ceases to rent a residence hall room.

Board (Food Service) – Hickory Campus

The University offers food service to students in three main locations: the Cromer Center Dining Hall, the Bears' Lair food court, and Joe's Coffee. The Dining Hall offers all-you-care-to-eat dining at every meal. Meals are served in the Dining Hall only during times when the University is in session. The Bears' Lair features made to order grill and deli items, Subway, grab and go sandwiches and salads, and assorted beverages.

The University offers the following meal plan options for *residential students*:

Plan #1: Unlimited + 7

- Standard Room & Board Plan plus \$85.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
- 7 Meal Exchanges per week in the Bears' Lair, Joe's Coffee, and POD Express
- \$200 Bear Bucks (declining balance) per semester

Plan #2: Unlimited +6

- Standard Room & Board Plan plus \$45.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
- 6 Meal Exchanges per week in the Bears' Lair, Joe's Coffee, and POD Express
- \$150 Bear Bucks (declining balance) per semester

Plan #3: Unlimited +5

- Basic Plan – included with standard Room & Board rate
- Unlimited meals per week in the Cromer Dining Hall
- 5 Meal Exchanges per week in Bears' Lair, Joe's Coffee, and POD Express
- \$100 Bear Bucks (declining balance) per semester

**Bear Bucks can be transferred from fall to spring, but expire at the end of spring semester.*

The University offers the following meal plans for *commuter students**, *faculty and staff*.

Option 1:	75 meals plus \$75	\$608.66
Option 2:	50 meals plus \$50	\$409.22
Option 3:	25 meals	\$179.31
Option 4:	10 meals	\$77.01

**All full time undergraduate commuter students are automatically assessed a \$120 Declining Meal Plan balance each semester. If the student uses all funds they may add more funds to the Declining Balance or purchase one of the meal plans above.*

All charges for Meal Plans include any applicable NC Sales Tax. The declining balance can be added at any time and for any amount.

Payments and Refunds

Statements provided to students and/or parents prior to the beginning of the semester will reflect charges, credits, deposits, and a pro-rated portion of financial aid known at the time the statement was generated. Balances on accounts unpaid after the due dates listed on the statements are subject to finance charges that accrue every 30 days at a rate of 1.5% per

month. Accounts that are past due may be turned over to a collection agency at which time additional fees may be incurred. The charge for returned checks is \$25.

Any students who have a prior unpaid balance on their account at the time of registration will not be permitted to register for new courses, receive copies of transcripts or their diplomas, live in a residence hall, or receive meals in the university cafeteria.

Deposits are credited to the first payment in a session. Students who do not matriculate or who withdraw within the first two weeks of a semester forfeit their deposit. Room charges are not refunded and board charge refunds are pro-rated on a weekly basis. Tuition charges are refunded based on the following:

Withdrawal from classes: Course charges are based on the student's registration as of the end of the Add/Drop period. No refunds will be given for course withdrawals after the end of the Add/Drop period except in the case where the student officially withdraws from the University.

Withdrawal from University: Students who withdraw from the University must drop all courses by completing forms with the Office of Student Success and Retention.

The refund percentage is based on the official withdrawal date - the date in which the student initiated withdrawal from the university with the Office of Student Success and Retention. A fair and equitable refund will be calculated according to the University Refund Policy as follows:

Tuition Refunds for Fall & Spring Semesters

For 16 Week Courses:

100%	During the Drop/Add period
85%	During second week of classes
75%	During third week of classes
60%	During fourth week of classes
25%	During weeks five through eight
0%	After eighth week of classes

For 8 Week Courses:

100%	During the Drop/Add period
60%	During second week of classes
25%	During weeks three and four
0%	After fourth week of classes

Tuition Refunds for Summer Semester

For 10 Week Courses:

100%	During the Drop/Add period
80%	During second week of classes
70%	During third week of classes
50%	During fourth week of classes
25%	During fifth week of classes
0%	After fifth week of classes

For 5 Week Courses:

100%	During the Drop/Add period
50%	During second week of classes
25%	During third week of classes
0%	After third week of classes

**Note: for Maymester refund schedule, please contact the Office of Student Accounts.*

Prior to a refund check being issued to a student who withdraws, the University must first determine if any of the Title IV Financial Aid Programs need to be repaid. According to federal guidelines, the amount of refund due to the financial aid programs must be repaid before a refund check will be given to the student. Lenoir-Rhyne reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Other federal aid programs.

Withdrawal after the mid-point of the semester is granted only under extraordinary circumstances. Extraordinary circumstances may include death in the immediate family, severe illness of student, severe financial hardship due to loss of employment, or unforeseen major property loss. Supporting documentation will be required.

Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will remain enrolled for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

As such, and to comply with the Department of Defense policies and regulations, Lenoir-Rhyne University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Instances when a Service member stops attending due to a military service obligation, Lenoir-Rhyne University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Payment Plans

The University recognizes the substantial burden of paying for and financing higher education. In order to assist students and parents with this issue, the University offers a variety of payment plans that will assist students and parents in paying for tuition over the number of weeks within a particular semester. Payment plan options may be reviewed through the student's myLR account by reviewing the "Make a Payment" screen. If you are interested in this service you can learn more by contacting (828) 328-7105.

Adjustments to Charges

Lenoir-Rhyne University reserves the right to adjust any and all charges at any time and to modify refund policies in order to maintain compliance with federal, state, and other regulatory bodies. In general, the university adjusts tuition and fees on an annual basis.

STUDENT LIFE AND SERVICES

Lenoir-Rhyne University offers students a wide variety of curricular and co-curricular opportunities for realizing their personal growth and learning goals. Students are encouraged to view their college years as a time to develop their unique talents through a holistic approach which includes an appropriate balance of curricular and co-curricular activities. The Office of Student Life assists students in their personal development through a number of services that help them make better use of their decision making skills and foster growth and self-understanding. Offices found within Student Life include Residence Life, Intramurals, Co-curricular Programs, Student Activities, The Lohr Learning Commons, Career and Professional Development, Personal Counseling, Disability Services, and the Student Health Center (Hickory Campus Only.)

Through the Office of Student Life, a conscious effort is made to provide many types of academic, social and spiritual opportunity necessary to meet the individual needs that exist among all facets of the student body. Lenoir-Rhyne University seeks to maintain an environment in which students may experience acceptance as unique individuals and an environment consistent with the educational, cultural, and social values of the University.

OFFICE OF STUDENT LIFE

Career and Professional Development Center

The Alex Lee Career and Professional Development Center is located on the second floor of the Rudisill Library. The services provided are designed to empower Lenoir-Rhyne students and alumni in maximizing their potential for career and professional success - both in college and beyond. This includes, but is not limited to, providing: assessments for increased self-awareness and confidence; career counseling for clarification of values, interests and abilities; assistance with career exploration activities such as choosing a major, shadowing, on-campus involvement and internships; coaching regarding resume building, interview skills, job search strategies, networking and the graduate school application process. Methods of support include individual counseling and coaching, class visits and on and off-campus career fairs.

Community Service

The University encourages and recognizes students who become involved in volunteerism and service to the community outside of Lenoir-Rhyne University. Students interested in participating in volunteer programs and activities should contact the Career and Community Relations Coordinator in the Alex Lee Career and Professional Development Center.

Disability Services

Students with disabilities may request disability related accommodations in classes, and other University programs, from the Disability Services Office (located in the Cornerstone House). It is the responsibility of the student with a disability to request accommodations and to provide appropriate documentation of the impairment to the Director of Disability Services. After a request for an accommodation has been made, the documentation and the request will be carefully reviewed. If there is insufficient information within the student's documentation to support the request, the Director will request the additional material. All decisions regarding disability-related accommodations are made on a case-by-case basis, after taking into consideration the type and severity of the individual's disability and the impact of the accommodation on the institution's policies and programs.

All disability-related documentation must be from a qualified professional, clearly state a diagnosis and illustrate the current functional limitations of the disabling condition and how the limitation will affect the individual in an educational setting. Complete documentation guidelines are available on the Disability Services Office website at <http://www.lr.edu/student-life/cornerstone>

The purpose of providing disability related accommodations is to ensure qualified students with disabilities have equal access to University programs and are afforded an equal educational opportunity as deemed appropriate under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Provision of disability-related services is not a guarantee of success, and the University cannot guarantee that accommodations will result in the same outcome that is obtained by any other student or participant in a University program.

Disability-related documentation is maintained in a confidential manner. If specific information about a student's disability needs to be revealed to coordinate a service or accommodation, the Director will obtain the student's permission prior to divulging any confidential information.

Depending on the nature and type of disability, examples of accommodations include:

- Extended testing time
- Assistance in coordinating note takers for classes
- Assistance in obtaining text books on audiocassette/CD
- Relocation of classes/activities for students with physical disabilities

For students with physical disabilities who wish to reside on campus, there are accessible residence hall rooms available. For more information about disability related housing accommodations, please contact the Director of Disability Services or the Director of Residence Life at 828-328-7249.

While Lenoir-Rhyne will make reasonable accommodations in policies, procedures and programs for students with disabilities, the University does not provide personal assistance services (such as personal attendants), personal devices (such as wheelchairs or shower stools) or prescriptive devices (such as eye glasses or hearing aids). Additionally, class attendance is not determined by the Disability Services Office. The course instructor determines the attendance policy for each course and it is listed in the course syllabus. Should issues regarding class attendance arise, students are encouraged to make an appointment with the instructor as quickly as possible to address the issues.

Contact the Disability Services Office at 828-328-7296 for additional information or to establish services.

Grievance Policy and Procedures

Lenoir-Rhyne University takes seriously the concerns and grievances of its students. LRU will provide a prompt response to all written complaints, including those complaints alleging discrimination or harassment based on race, age, religion, physical or emotional disability, or sex (which includes gender discrimination, sexual orientation, sexual harassment and sexual violence). LRU will work to resolve grievances as quickly as possible through the appropriate means, whether that be through informal resolution or through our Student Conduct Council, Committee on Equity, or through the Sexual Misconduct Policy; however, the time period for resolution will depend largely on the nature of the grievance and the response required. It is the goal of LRU that written grievances will be resolved within a period not to exceed 60 days; however, the time period for resolving grievances will depend largely on the facts and circumstances at issue and may be expanded where necessary and appropriate to reach a resolution.

For more information on academic integrity policies and procedures, please refer to *The Cub*, online at <http://www.lr.edu/student-life/student-handbook> or the University Catalog. All such matters will be handled in accordance with those policies and procedures.

Health Services

The Student Health Center (SHC), located in the Cornerstone House in Hickory, provides services to help undergraduate students reach optimum wellness. This is done through two modes:

- Wellness Management focuses on healthy lifestyle choices, and
- Illness and Injury Management focuses on acute illnesses and injury.

A registered nurse practitioner is available Monday through Friday for consultation to promote healthy lifestyle choices and evaluation of illnesses or injury. Services through the SHC are available to all undergraduate students. Graduate students will be seen only on an emergency basis.

NOTE: Students are financially responsible for medical treatments that are received off campus. Lenoir-Rhyne University has many healthcare treatment partners in the community. The Nurse Practitioner at the SHC will make referrals to off-campus healthcare services as needed.

All students who plan to use the student health center are required to have a medical health record on file at the center. Failure to comply may void use of services.

The SHC is open during posted hours only (<http://student.lr.edu/student-health-center>). The SHC is closed on weekends, school breaks, holidays and summer break.

Immunizations

All Lenoir-Rhyne University students must adhere to immunization laws which apply to their respective campuses. Specifically for the Hickory campus, all undergraduate and graduate residential students, full-time commuter day students, and part-time commuter day students taking more than 4 credit hours must have the required immunizations on file at the Lenoir-Rhyne University Student Health Service (SHC). Records must be on file before registration takes place OR according to NC Law (G.S. 130A-155.1) you will be withdrawn from classes without credit. Registration for classes will be delayed if immunization records are not current.

Required immunizations are listed on the Lenoir-Rhyne University Student Health Record, which is available online at <http://www.lr.edu/student-life/cornerstone> in the Student Health Center. Additional vaccines or titers may be required by particular health related majors. Please consult the specific academic schools for their requirements.

Acceptable record of your immunizations may be requested and obtained from a variety of sources, including: some high school transcripts, family physician, personal immunization records, military records or World Health Organization documents, or previous college or university. Immunization records do not automatically transfer from previous educational institutions and must be requested by the student. All immunization records must include dates of vaccine administration, be in black ink, and include clinician signature or clinic stamp. Records will be questioned if dates do not meet NC Law (G.S. 130A-155.1) or FDA License Approval.

Questions regarding immunization requirements may be directed to the Director of Student Health Services at 828-328-7181.

Intercollegiate Athletics

Lenoir-Rhyne University has a strong, broadly based intercollegiate athletic program. Lenoir-Rhyne University teams are members of the National Collegiate Athletic Association (NCAA) and the South Atlantic Conference (SAC).

The University fields intercollegiate teams in football, men's and women's cross country, men's and women's soccer, volleyball, men's and women's basketball, men's and women's lacrosse, softball, baseball, men's and women's track and field, men's and women's tennis, men's and women's swimming, and men's and women's golf. Scholarship aid for deserving student-athletes is available in all sports.

Judicial System

Policies and regulations have been established at Lenoir-Rhyne University to support and encourage its educational mission. As elsewhere in society, these policies and regulations are founded on the mutually accepted concepts of freedom and responsibility and are based on the assumption that members of the Lenoir-Rhyne community are interdependent. It is each student's duty to protect the rights of other students, to fulfill their educational objectives, and to maintain high standards of personal conduct. However, when a student's

conduct does not meet these standards, the University employs the Judicial System to redirect the behavior into acceptable patterns. The Judicial System seeks to protect the rights of the student while maintaining conduct which is acceptable for an academic community. Please see *The Cub* for more specifics at <http://www.lr.edu/student-life/student-handbook>

Leadership Development

The University recognizes that leadership development is an important component in the overall development of individuals. Programs are specially designed to enhance the discovery and utilization of students' leadership styles. There are multiple opportunities for students to exercise leadership ability through campus organizations, classroom and volunteer experiences, spiritual settings, and clubs. Lenoir-Rhyne University endeavors to provide an enriching environment in which students may explore, discover, and develop their own potential for leadership and service within their communities.

Libraries

Lenoir-Rhyne University has three libraries, one at each campus. The Carl A. Rudisill Library on the Hickory Campus (with satellite collections in the Mauney Music Library and Career and Professional Development Center) and the Lineberger Memorial Library on the Columbia Campus, provide a wealth of information resources and services to support student learning and development. The libraries provide spaces for quiet study, relaxed group collaboration, formal classroom instruction, accommodated testing, and focused research. Wireless network access is available throughout the buildings. Librarians work with students and faculty to assist in the development of information seeking and management skills that support academic success and lifelong learning. For more information, including hours of operation, please visit the library services web page: <https://www.lr.edu/library>

Lohr Learning Commons

The Lohr Learning Commons, on the Hickory campus, includes a variety of academic services, offices and resources that help undergraduate students reach their educational and academic goals. Conveniently located on the 2nd floor of the Carl A. Rudisill Library, the learning space includes: an open collaborative study area, individual study nooks, computer labs, writing center, math lab, speech preparation lab, peer tutoring, group tutoring spaces, community service and service learning office, the Office of International Education, the Alex Lee Career and Professional Development Center.

Multicultural Affairs

The Office of Multicultural Affairs at Lenoir-Rhyne University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientations, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences. Lenoir-Rhyne University will strive to reflect these differences in its decisions, curriculum, programs and actions. We will also strive to create an environment that brings out the best in all people that leads to positive contributions to the Lenoir-Rhyne community. The University will seek to ensure that underrepresented groups have equal access to the education and resource opportunities available at the University. Policy and procedures will create and sustain an inclusive and productive environment for faculty, staff and students.

Organizations

More than 60 clubs, societies, and other organizations invite students, faculty, and staff to become involved in a variety of co-curricular activities. Additionally, Lenoir-Rhyne has eight nationally-affiliated fraternities and sororities. Lenoir-Rhyne University also hosts for the sake of our students a variety of religious and other activities which are recognized by and operate under the auspices of the University Pastor. Finally, sixteen honor societies recognize excellence in scholarship and curricular areas. Students interested in becoming involved in a club or organization should contact their student services office on their corresponding campus.

Orientation

Lenoir-Rhyne University's Hickory campus offers orientation programs for all incoming first year and transfer students in both the fall and spring semesters. These programs are designed to introduce new students to the University's services, policies, key personnel, and to facilitate students' transition into the Lenoir-Rhyne University community.

The New Student Advising and Registration Days are one-day events that take place in late spring and summer. First-Year students register for Fall semester classes during New Student Advising and Registration Days. All first-year students also participate in a three-day orientation program scheduled for the August weekend before fall classes begin. The New Student Advising and Registration Days, as well as Orientation, are also available for new transfer students. All students should receive information regarding their orientation session well before their first semester at Lenoir-Rhyne.

New graduate students on all three campuses (Hickory, Asheville, and Columbia) also participate in distinct orientation processes. These sessions provide new students with important information regarding their individual programs of study as well as information about the campus policies and procedures.

Personal Counseling

While students are in college they are continuing the developmental process of moving from adolescence into young adulthood. This can be a challenging and constantly changing time for a student, and as a result the counseling services strive to provide quality mental health treatment and support to students, in times of need. All full and part time undergraduate students enrolled in the university are eligible for counseling services. Enrolled graduate students on all campuses are eligible for basic intake services; however, face-to-face counseling is somewhat limited due to travel to and from the different campuses. Students may choose to request a referral to a local provider at the student's expense. Services provided may include individual, couples, and group counseling. Resource information regarding services provided in the community are also available through counseling services, as well as referrals to area psychiatrists and specialized mental health providers.

Counselors as well as other appropriate staff or community resources assist students in times of crisis or other emotional difficulties. If you are in need of an appointment, contact the office during regular office hours at (828) 328-7252. If you are in crisis and unable to reach the campus counselor, (depending on the campus site) contact Catawba County Mental Health's Mobile Crisis Unit at (877)327-2593, Smokey Mountain Center in Asheville at (800) 849-6127, or United Way 211 in Columbia at (866) 892-9211.

All counseling services are confidential. State laws and professional ethical codes dictate that the information discussed during the counseling session will be strictly confidential, if you are 18 years of age or older. The counseling records are not kept as part of your academic or administrative records. Furthermore, the fact that you have used our services, and the information that you share in counseling will not be disclosed to university officials, faculty, staff, parents, outside agencies, or anyone else without your written permission.

Residence Life

With a commitment to the total development of its students, Lenoir-Rhyne University provides a structured, growth-directed, and community-oriented residential housing program. Emphasizing personal maturity and development in a much valued group living environment, the Residence Life program complements the academic experience of the undergraduate student.

Each residence area is supervised by a highly qualified staff of professionals and paraprofessionals. Residence area staff assists students through promoting student involvement in campus issues, personal crisis intervention and counseling, event planning, and acting as a general campus resource.

There are several living options for undergraduate students in Hickory. First-year students have the opportunity to live in a traditional residential hall to take full advantage of the shared first-year experience. Upper-class

students choose their own housing assignments based on class seniority and space availability. Both traditional residence halls and the suite- style rooms and apartments, are available on campus. Basic furniture is provided by the University, with provisions for individual room personalization and decorating.

Graduate students in Hickory are currently housed in one of two apartment complexes adjoining campus. Housing is also available for students in Columbia, SC. Space in these apartments is limited and are on a first come-first served basis.

Student housing at Lenoir-Rhyne University is more than allotting space and providing the basic living environment. It is a valuable out-of-class experience which is essential to the total development of the student.

Lenoir-Rhyne University offers residence hall rooms that are accessible both to deaf and hard-of-hearing students as well as students with physical disabilities. For more information, please contact the Residence Life office.

Residence Requirement

Lenoir-Rhyne University requires all full-time first, second, and third year undergraduate students to live in campus housing unless they are:

- 22 years of age or older
- Living with parents/legal guardians within 25 miles of the campus (proof of residency required)
- Married
- Independent of all parental financial support for tax purposes
- Parents

Lenoir-Rhyne reserves the right to require any student not meeting at least one of the above criteria to live in campus housing. All students residing on campus are required to purchase a board plan.

University Publications

Lenoir-Rhyne has a variety of official publications. For the students on the Hickory campus there are two official publications which contain the conditions and terms to which students agree when they enroll. These are the General Catalog and *The Cub*, the student handbook. All students can access the publications on the University website at www.lr.edu. The General Catalog contains academic information. *The Cub* Handbook contains guidelines for campus citizenship and gives important information concerning campus resources and activities. Other special publications are developed by various groups and provide information specifically related to the activities of these groups. New commuter students should pick up a copy of The Activities Calendar from the Student Life Office in The Cromer Center. All students can access *The Cub* Handbook on the Lenoir-Rhyne website at <http://www.lr.edu/student-life/student-handbook>.

Vehicles – Hickory Campus

All students, faculty, and staff of the University who operate a motor vehicle on the campus are required to register the vehicle with the Security Office. Parking an unregistered vehicle on campus will result in a \$50 fine. All motor vehicles parked on Lenoir-Rhyne property must be kept in working condition. Disabled vehicles will be towed at the owner's expense. The Security Staff publishes a brochure that outlines the regulations pertaining to use of vehicles on campus. This information is also on Lenoir-Rhyne's website, <http://www.lr.edu/student-life/vehicle-registration-parking>.

Students may also keep bicycles on campus as long as they are properly registered and stored in appropriate areas. There is a fee for registering automobiles and motorcycles; however, bicycles and mopeds are free to register.

Worship Services and Devotional Life

Given Lenoir-Rhyne's connection with the ELCA and because the importance of supporting the spiritual development of students, Lenoir-Rhyne offers weekly worship services on the Hickory and Columbia campuses.

Six worship services are held regularly each week on the Hickory Campus: Wednesday chapel at 10 a.m. in Grace Chapel, and the daily celebration of the Eucharist (Holy Communion), Monday through Friday at 3 p.m. in Koinonia House. A Bible study, led by the University Pastor, is offered Thursday evenings at 10 p.m. Additional devotional, faith-sharing and Bible study opportunities are offered by religious organizations and the University's Pastor's office.

The Meditation Chapel in the Cromer Center lobby is open for personal prayer and meditation during regular Cromer Center hours. The Chapel of St. Monica, in Koinonia House, is open throughout the day and evening for prayer and meditation. Additionally, the University Pastor's Office provides information regarding worship opportunities in Hickory area congregations.

The Columbia Campus and LTSS have Chapel Services that are held daily when the seminary is in session. Specifically, a daily worship begins at 11:30 AM (Eucharist on Wednesdays) and 7:00 PM evening Eucharists are scheduled periodically during the year. Please see the Chapel calendar for more information.

Writing Center

The Writing Center in Hickory fosters the development of writing and critical thinking by providing trained, supportive readers and listeners for students' ideas. Peer or faculty consultants work one-on-one with student writers on a wide range of areas, such as helping them understand a written assignment, develop and organize their ideas, revise for wordiness or appropriate voice or style, improve their ability to edit, or address a professor's written feedback.

The Writing Center is located on the second floor of the Rudisill Library in Hickory in the Lohr Learning Commons. Students may sign up for an appointment (strongly encouraged) or walk in if a consultant is available. More information and an updated schedule are available on the Center's web page:

<http://www.lr.edu/student-life/lohr-learning-commons>.

SPECIAL PROGRAMS AND OPPORTUNITIES

Alumni Advantage Program

University alumni who complete their Bachelor's degree (or another graduate degree at an earlier time) at Lenoir-Rhyne University and who meet the following criteria are eligible for tuition discount on all graduate courses taken toward satisfying graduate degree requirements at Lenoir-Rhyne University in specified programs. These discounts are applicable only toward courses that are taken after completion of one's undergraduate degree and only on graduate hours that are taken toward completion of the particular degree requirements. LR reserves the right not to offer discounted credits in particular programs and certain programs do not offer the Alumni Advantage program.

Undergraduate Alumni

The discount rate will be **15%** on all LR graduate hours taken toward degree completion if:

- The student successfully completes at least 64 undergraduate credit hours at LR;
- The student successfully completes all requirements for and graduates with an undergraduate degree from LR; and
- The student meets program admissions requirements and is accepted into one of the University's graduate programs as a degree-seeking student.

The discount rate will be **20%** if:

- The student successfully completes at least 96 undergraduate credit hours at LR;
- The student successfully completes all requirements for and graduates with an undergraduate degree from LR; and
- The student meets program admissions requirements and is accepted into one of the University's graduate programs as a degree-seeking student.

Graduate Alumni

LR alumni from previous graduate level studies are also eligible for course discounts of **15%** on all LR graduate hours taken toward degree completion if they return for another graduate degree that participates in the Alumni Advantage program.

To receive the discount, the student must be accepted as a degree-seeking student and enrolled into the particular approved graduate program as outlined in the University's admissions policies and procedures. This offer does not imply or ensure admissions into any of the University's graduate programs. The discount only applies to hours taken toward meeting the requirements of the degree. This discount may not be combined with any other graduate discounts or scholarships furnished by Lenoir-Rhyne University. The discount is applicable to any participating graduate program on any of the University's three campuses. This discount policy does not apply to post-baccalaureate courses that are not a part of a graduate degree, such as post-baccalaureate teacher licensure or the Dietetics Internship program. It does not apply to any second undergraduate degree hours. As Lutheran Theological Southern Seminary is now a part of Lenoir-Rhyne University, all returning LTSS alumni are also eligible for this offer.

Lenoir-Rhyne University reserves the right to discontinue this discount opportunity at any time. However, if the University decides to end the offer, current students under the plan will receive the discount for a reasonable amount of time to allow them the opportunity to complete their current program.

Bridges to Dreams Program

Lenoir-Rhyne University's "*Bridges to Dreams*" program is designed to assist current LR undergraduate students toward additional completion of a graduate degree. Through dual enrollment in their senior year, qualified LR undergraduates may begin their graduate courses while still completing their undergraduate

degrees. Provided they meet the academic criteria for admission and are accepted into the *Bridges* program, LR students may enroll in up to 12 credit hours of graduate-level work as part of their senior year, which may be used to meet undergraduate graduation requirements *and/or* begin coursework in their graduate studies at LR. The number of hours that may be taken will vary by graduate program but may not exceed 12 credit hours. *Note that not all graduate programs may participate in the Bridges program – see participation list below.*

Students approved to participate in the *Bridges* program are considered Provisionally Admitted to their respective graduate program of interest and their academic performance will be reviewed after each semester to ensure satisfactory academic progress. Upon the successful completion of their undergraduate degree and provided the minimum academic performance criteria is met for each course within the *Bridges* program, students will receive formal admission into their selected graduate program of study. Meeting these criteria allows entry to their graduate program without the standard formal application requirements otherwise required of graduate program applicants.

In taking graduate courses during their final semester(s) as an undergraduate, students participating in the *Bridges* program are able to save the costs of these credits at the graduate level. Additionally, students successfully completing their undergraduate degree at LR and who also meet the required criteria will be eligible for the “Alumni Advantage” program, which provides a tuition discount on all remaining graduate courses taken toward satisfying graduate degree completion at Lenoir-Rhyne University in approved specified programs. (*See Alumni Advantage Section for more information and minimum requirements.*)

The first students admitted to an *Open Bridge* program are expected to be implemented in the spring semester of 2015 with the *Articulated Bridge* programs to be implemented in the fall semester of 2015. (*See program definitions below.*) Students will be admitted to the Bridges Program in either the Fall or Spring semester only; however, once admitted to an approved program, students may enroll in courses available in any term. Summer courses will be charged at the standard rate per credit hour and are not subject to any University discount program.

Special Note: Students participating in an approved Bridge program must satisfy the minimum required hours for the respective graduate program and must earn a minimum of 150 cumulative credit hours, both undergraduate and graduate, in order to successfully complete both degree programs. Students who wish to complete graduate programs which require less than 34 credit hours must pay particular attention to this requirement.

Bridge Program Designations and Participation

Open Bridge

Students accepted to an Open Bridge program are on track to successfully complete their undergraduate degree requirements and have space available in their academic schedules to accommodate the necessary demands of graduate-level courses. Courses completed as a part of an Open Bridge program are factored as general electives toward their undergraduate curriculum and will factor in the student’s cumulative GPA. Once a student officially matriculates into a graduate program, courses taken as part of a Bridge program will appear as ‘transfer’ credit on the student’s graduate transcript and will not be factored in the graduate program GPA.

If a student desires for credit earned as part of an Open Bridge program to also serve as a course substitute for an undergraduate degree requirement, a Course Substitution form must be completed, filed and approved by the University Registrar prior to enrolling in the course. Students who will have earned 92 credit hours by the end of their semester of application (a minimum of 64 credits earned at Lenoir-Rhyne) are eligible to apply for an Open Bridge program. Applications must be completed by the deadline indicated below for consideration – late applicants will not be considered until the following fall or spring semester.

Graduate Programs Participating in an Open Bridge Program:

Business Administration (MBA)	Online Teaching & Instructional Design (MS)
Community College Administration (MA)	Public Health (MPH)

Counseling – Clinical Mental Health (MA)	Sustainability Studies (MS)
Counseling – School (MA)	Teaching (MA)
Exercise Science (MS)	University Leadership (MA)
Human Services (MA)	Writing (MA)
Leadership (MA)	

Articulated Bridge

Articulated Bridge programs differ from Open Bridges in that these are unique transition programs which allow students to dually earn credit toward both their undergraduate major curriculum as well as graduate-level credit towards a specific graduate program.

Courses completed as part of an Articulated Bridge program will serve as course substitutes towards their undergraduate curriculum and grades earned in these courses will be factored in both the major and cumulative GPAs. Once a student officially matriculates into a graduate program, courses taken as part of a Bridge program will appear as ‘transfer’ credit on the student’s graduate transcript and will not be factored in the graduate program GPA. Since these programs are ‘pre-approved’ by the University, a separate course substitution form is not necessary.

Students who will have earned 92 credit hours (a minimum of 64 credits earned at Lenoir-Rhyne) by the end of their semester of application are eligible to apply for an Articulated Bridge program. Applications must be completed by the deadline indicated below for consideration – late applicants will not be considered.

Graduate Programs Participating in Articulated Bridge Programs:

Accounting to MBA	Finance to MBA
Community Health to MPH	Human & Community Service to MA Counseling (both programs)
Elementary/Middle Grades Education to MS OTID	Human & Community Service to MA Human Services
English to MA Liberal Studies	International Business to MBA
English to MA Writing	Management to MBA
Entrepreneurship to MBA	Marketing to MBA
Environmental Studies to MS Sustainability Studies	Psychology to MA Counseling (both programs)

*Qualified students seeking entry to the Master of Arts: Teaching program for the sake of Secondary Education may participate in one of the following approved articulated BRIDGE programs. Note that entry requirements may vary by program and are at the discretion of the School of Education. Please see the School of Education section of the Catalog for more detailed information.

- English to MAT*
- Exercise Science (Health & PE) to MAT*
- History to MAT*
- Mathematics to MAT*
- Music to MAT*
- Natural Sciences to MAT*
- Spanish to MAT*

General Admission Requirements to the Bridges Program

A candidate for admission to the *Bridges to Dreams* program at Lenoir-Rhyne University must:

1. Be an LR student in good standing on all accounts (i.e. academic, judicial, financial) who will have earned at least 92 credit hours by the end of the semester in which s/he is applying to the program. (Note that a minimum of 64 of the 92 credit hours must have been earned at Lenoir-Rhyne University and excludes AP, IB, or credits earned by exam);

2. Intend to graduate with an undergraduate degree from LR and file (or have filed) an official Application for Degree with the Registrar's Office;
3. Possess a cumulative GPA of 3.25 or above on all LR work to date, an overall 3.25 on all college-level work at LR or elsewhere, and (if relevant) a 3.25 in undergraduate work in the discipline in which s/he seeks graduate admissions; and
4. It is important to note that some programs participating in the Bridges program may require additional admission requirements. These are listed with the Bridge curriculum information below.

A student may apply for the *Bridges* program in either the fall or spring term if the three criteria above are met. Complete applications include, at minimum, the following materials and should be submitted to the Office of Enrollment Management:

1. Completed application form for the *Bridges to Dreams* program
2. Transcripts of all undergraduate credits to date (if the University does not already possess any transcripts, it is the student's responsibility to submit these additional documents);
3. Reference from academic advisor or another other undergraduate faculty member capable of providing a thorough assessment of academic capabilities; and,
4. On occasion, the University may request additional materials prior to determining admission into the program.

Note that the standard enrollment deposit for graduate admissions will be waived for students admitted to the *Bridges* program.

Please see Bridges to Dreams website for more information and application deadlines:
<http://www.lr.edu/academics/opportunities-for-exceptional-students/bridges-to-dreams>.

Satisfactory Academic Progress Requirements – Bridges Program

Students accepted in the *Bridges to Dreams* program may take graduate-level courses in their approved program as outline above. Continuation in the program requires successful completion of these courses each term. Students are expected to make at least a 'B-' in all graduate-level (500 level or above) classes. The Registrar will assess the grades of all *Bridges* students at the end of each semester. Failure to meet this requirement in any graduate class constitutes automatic grounds for dismissal from the *Bridges* program at the end of the particular semester.

Students may appeal dismissal through the University's Admissions and Academic Standing Committee. However, reversal of dismissal by appeal will be rare. Dismissal from the *Bridges* program does not necessarily determine a student's academic status of Academic Probation or Suspension, nor does it preclude the possibility of successful application for admission into an LR graduate program at a later time by traditional admissions procedures. If a student dismissed from the *Bridges* program achieves admission later through the traditional process, any credits completed during the *Bridges* program will be assessed by the graduate program in a manner similar to assessment of transfer hours.

Each graduate program may establish different standards for satisfying the probationary admissions period. Similarly, each program will furnish the courses that may be taken during one's senior year as well as the maximum number of hours available to be completed in the *Bridges* program.

Graduate coursework completed during the *Bridges* program with a grade of 'B-' or better will be transferred to meet specific program requirements in the graduate program. However, these credit hours will not be calculated in the ongoing determination of the student's cumulative grade point average after full admission in the graduate program.

Open Bridge Program Information

Master of Business Administration – Open Bridge

Choose 12 credit hours of coursework from the following:

Course	Title	Hours	Prerequisites and/or Course Restrictions
ACC 501	Managerial Accounting	3	Core requirement: Must have successfully completed ACC 230 or ACC 231*
ACC 521	Government & Non-Profit Accounting	3	Accounting Concentration Only. Must have successfully completed ACC 501.
ACC 530	Advanced Tax	3	Accounting Concentration Only. Must have successfully completed ACC 501.
ACC 537	Advanced Auditing Applications	3	Accounting Concentration Only. Must have successfully completed ACC 501.
ACC 533	Accounting Theory	3	Accounting Concentration Only. Must have successfully completed ACC 501.
BUS 504	Creativity & Innovation in Orgs	3	
BUS 511	Financial Management & Budgeting	3	Must have successfully completed ACC 501.
BUS 513	Marketing Strategy	3	
BUS 514	Human Behavior in Organizations	3	
BUS 515	Healthcare Human Resource Management	3	
BUS 519	Supply Chain & Operations Management	3	
BUS 520	Negotiation & Conflict Resolution	3	
BUS 521	Societal, Ethical & Legal Issues	3	
BUS 530	Managing the Multinational Organization	3	
BUS 531	Entrepreneurship/Intrapreneurship	3	
BUS 542	Business & Professional Communications	3	
BUS 583	Special Topics in Business	3	Must have approval of Academic Advisor prior to enrollment.
ECO 502	Economic Analysis for Managers	3	

Master of Arts: Community College Administration – Open Bridge

Choose 12 hours from the following – note that courses not available online are only offered the Center for Graduate Studies in Asheville:

Course	Title	Hours	Prerequisites and/or Course Restrictions
EDU 604	Community College & American Education	3	
EDU 612	Community College Budgeting, Finance & Management	3	
EDU 630	The Adult Learner	3	
EDU 631	Design & Dev. for Student Programs	3	

Master of Arts: Counseling (Clinical Mental Health or School) – Open Bridge

Choose 12 credit hours from the following:

Course	Title	Hours	Prerequisites and/or Course Restrictions
COU 505	Counseling Theories	3	Core Program Requirement
COU 520	Clinical Mental Health Counseling	3	Clinical Mental Health Program Only
COU 524	Psychological & Educational Testing	3	
COU 525	Orientation & Ethical Practices	3	Core Program Requirement
COU 535	Diversity Issues for the Helping Professional	3	
COU 545	Career Counseling	3	

COU 549	Addictions Counseling	3	
COU 560	Marriage & Family Counseling	3	
COU 583	Designated Counseling Electives	3	Must have approval of Academic Advisor prior to enrollment.
EDU 505	Research Methodology	3	
EDU 506	Child, Individual & Family Development	3	

Students interested in completing a degree in School or Clinical Mental Health Counseling must meet the all the criteria as outlined for graduate school admissions. Students should be aware that admission to the graduate school is not the same as admission into the Counseling Degree Program. Students must complete the following to be eligible to submit an application for candidacy in one of the Counseling Degree programs:

1. The student must have taken and passed the introductory core courses with a grade of B or better. The core courses required for candidacy include: COU 505, 525, and 530.
2. In addition to the academic requirements, each student must receive a satisfactory interpersonal dispositions evaluation from the faculty of the identified core courses. A sample of the interpersonal dispositions evaluation can be found in the Counseling Student Handbook.
3. The student must also submit a clear background check and proof of liability insurance through the American Counseling Association (ACA).

Applications for candidacy in the Counseling programs are accepted and reviewed at the completion of the above stated requirements. Please see the Graduate Counseling Degree Handbook for more information on the Application for Candidacy.

Master of Science: Exercise Science – Open Bridge

NOTE: BIO 281 and 282 must be completed prior to participating in the Bridge program. Choose 9 hours from the following:

Course	Title	Hours	Prerequisites and/or Course Restrictions
EXS 505	Sports Nutrition	3	
EXS 510	Sport and Exercise Psychology	3	
EXS 515	Human Movement & Biomechanics	3	
EXS 5XX	Approved ES Electives	3	Must have approval of ES Academic Advisor prior to enrollment.

Master of Arts: Human Services – Open Bridge

Choose 12 credit hours from the following – note that some courses will only be available online:

Course	Title	Hours	Prerequisites and/or Course Restrictions
COU 549	Addictions Counseling	3	Addictions Counseling Track Only
COU 545	Career Counseling	3	Career Development Track Only
HCS 505	Theoretical Foundations & History of Human Services	3	Core Program Requirement
HCS 510	Human Systems	3	Core Program Requirement
HCS 515	Human Services Delivery Systems	3	Core Program Requirement
HCS 520	Information Management for Human Services Professionals	3	Core Program Requirement
HCS 525	Human Services Program Planning and Evaluation	3	Core Program Requirement
HCS 530	Interventions and Direct Delivery Human Services	3	Core Program Requirement
HCS 535	Interpersonal Communications for Human Services Professionals	3	Core Program Requirement

Master of Arts: Leadership – Open Bridge

Choose 12 credit hours from the following – note that some courses may only be available online:

Course	Title	Hours	Prerequisites and/or Course Restrictions
BUS 514	Human Behavior in Organizations	3	
BUS 542	Business & Professional Communication	3	
LED 505	Theories of Leadership & Administration	3	
LED 525	Legal & Ethical Issues of Leadership	3	

Master of Arts: University Leadership – Open Bridge

Choose 12 credit hours from the following – note that some courses may only be available online:

Course	Title	Hours	Prerequisites and/or Course Restrictions
LED 505	Theories of Leadership & Administration	3	
EDU 625	Law & Ethics in Education	3	
EDU 659	Technology in Schools & Organizations	3	
EDU 631	Student Program Design & Implementation	3	

Master of Science: Online Teaching & Instructional Design – Open Bridge

Choose 12 hours from the following – online courses only:

Course	Title	Hours	Prerequisites and/or Course Restrictions
EDU 651	Foundations of Distance Education	3	
EDU 652	How People Learn	3	
EDU 653	Emerging Web & Mobile Technologies	3	
EDU 654	Methods for Online Teaching & Learning	3	

Note that students from any major are eligible to bridge directly into the MS OTID program without additional content area testing.

Master of Public Health – Open Bridge

Choose 12 credit hours from the following:

Course	Title	Hours	Prerequisites and/or Course Restrictions
COU 535	Diversity Issues for Health Professionals	3	Core Program Requirement
MPH 560	Environmental Health	3	Concentration Program Requirement
Choose up to 9 credit hours from the following for program electives:			
ACC 505	Accounting for Healthcare Admin.	3	
BUS 513	Marketing Strategy	3	
BUS 515	HR Management for Healthcare Admin	3	
BUS 518	Operations Management for Healthcare Admin	3	
EDU 506	Child, Individual & Family Development	3	
MPH 575	Nutrition Concepts	3	
MPH 576	Drug Use & Abuse	3	
MPH 577	Human Sexuality	3	
MPH 578	Global Health & Ethics	3	
MPH 579	Application of Theories	3	

MPH 583	Designated Public Health Electives	3	Must have approval of Academic Advisor prior to enrollment.
POL 525	Environmental Policy	3	
SUS 530	Science of Sustainability	3	
SUS 523	Sustainable Energy & Material	3	

Specific Program Admission Materials and Allowed Courses - LTSS

- Students from any undergraduate major are invited to apply to the LTSS articulation program. The pre-enrollment group must be limited to 15% of the total seminary students in any degree program per ATS standards on non-baccalaureate students in seminary classes.
- Lutheran students will be “reported” to their synods so they can begin the year-long discernment process that most candidacy committees are requesting now. The students would then be ready for full enrollment with candidacy requirements met upon graduation from LRU.

Students may take up to two seminary courses each semester of the senior year for a total of 12 credit hours of articulation to the seminary (equivalent to one semester of courses). The articulated courses will count as undergraduate credit units based on the determination of the undergraduate department.

The seminary will teach two courses each fall and two each spring from the following list. The delivery model will be either online, hybrid, or in Hickory. Four courses will be taught each academic year from among the list of these six:

- BIB 511 Survey of Old Testament
- CED 500 Faith Formation in the Parish
- THL 500 Introduction to Theological Thinking
- MIN 505 Foundations in Pastoral Care
- MIN 510 Foundation in Christian Worship
- MIN 520 Foundation in Christian Mission

In addition to the 12 hours of articulation credits, students also can take advantage of the seminary's Advanced Standing Policy. Religion majors (and others who elect religion courses as electives) may apply corollary courses from the religion major (in which they make an A) as Tier 1 advanced standing credit to LTSS upon admission. Religion majors will particularly benefit from the combination of Articulation and Advanced Standing Policies and may accumulate as much as 85% of the first year of seminary (MDiv) through the combination of the two. The total number of credit hours available through articulation and advanced standing is limited by ATS standards to 25% of the total degree requirements (for the MDiv degree 23 hours and for the MAR or MACM degree, 14 hours).

Master of Science: Sustainability Studies – Open Bridge

Choose 12 hours from the following – note that courses are currently only offered the Center for Graduate Studies in Asheville – travel to the Asheville Campus will be required:

**Students who are not completing an undergraduate program in Environmental Science & Policy should strongly consider taking (or having taken) the following undergraduate courses: ENV 120, POL 120, MAT 215 or POL 215, ENV 250/250L, and BIO 310. Please check with a Sustainability Studies advisor for more information.*

Course	Title	Hours	Prerequisites and/or Course Restrictions
POL 519	Public Policy Processes	3	
POL 525	Environmental Policy	3	
SUS 501	Visions of Sustainable Communities	3	
SUS 520	Science for Sustainability	3	
SUS 523	Sustainable Energy & Material Use	3	

Master of Arts: Teaching – Open Bridge

Course	Title	Hours	Prerequisites and/or Course Restrictions
EDU 615	Foundations of Education	3	
EDU 616	Content Methodology: Pedagogy & Lesson Development	3	
EDU 617	Methods for Integrating Technology	3	
EDU 618	Differentiation	3	

Students from the following majors are eligible to bridge directly into the MAT program without additional content area testing:

- English
- Mathematics
- History
- Biology

Students from all other majors will undergo a transcript review for content related to the subject for which they intend to teach. In most cases, students will be required to successfully complete the Praxis II examination for this content area to verify content area knowledge required for federal highly qualified status. Required Praxis II examinations for high school content areas can be found at <http://www.ets.org/praxis/nc/requirements/>.

In addition to the general admissions rules for the Bridges programs, all candidates must show basic skills proficiency through the provision of standardized examination scores. This is a state licensure requirement for all candidates pursuing teacher certification. Passing scores must be received prior to beginning MAT coursework. Acceptable examinations include:

- Praxis: Core Academic Skills for Educators (Reading, Writing & Mathematics)
- GRE
- MAT

Master of Arts: Writing – Open Bridge

Choose 12 hours from the following – note that courses not available online are only offered the Center for Graduate Studies in Asheville:

Course	Title	Hours	Prerequisites and/or Course Restrictions
WRI 501	Rhetorical Theory & Research in Writing	3	
WRI 510	Exploring the Evolution of Fiction	3	
WRI 511	Exploring the Evolution of Creative Nonfiction	3	
WRI 512	Exploring the Evolution of Poetry	3	
WRI 583	Special Topics in Writing Workshops	3	Must have approval of Academic Advisor prior to enrollment.

Articulated Bridge Program Information**Accounting to MBA**

Accounting to MBA BRIDGE – Course Substitution List		*Accounting majors may complete up to 9 credit hours from the following list that will count towards the undergraduate Accounting degree and the MBA curriculum. With approval from Academic Advisor, an additional three hours of Graduate coursework from the Open Bridge course list may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)

Community Health to MPH

Community Health to Public Health – Course Substitution List		*Community Health majors may complete up to 9 credit hours from the following list that will count towards the undergraduate degree and the GRAD curriculum. With approval from Academic Advisor, an additional three hours of Graduate coursework from the Open Bridge course list may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
	Major Electives (up to 9 hours)	ACC 505	Accounting & Finance for Healthcare
	General Electives (up to 3 hours, with permission from Advisor)	BUS 513	Marketing Strategy
		BUS 515	HR Management for Healthcare
		BUS 518	Operations Management for Healthcare
		EDU 506	Child, Individual & Family Development
		MPH 575	Nutrition
		MPH 576	Drug Use and Abuse
		MPH 577	Human Sexuality
		MPH 578	Global Health
		MPH 679	Application of Theories

Elementary/Middle Grades Education to MA OTID

Elementary/Middle Grades Education to Online Teaching Instructional Design – Course Substitution List		*Elementary and Middle Grades Education majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Education degree and the MS Online Teaching & Instructional Design curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>

EDU 451	Technology in the Classroom (three credits)	EDU 653	Emerging Web and Mobile Technologies (three credits)
EDU 409	Inclusive Elementary Curriculum: Language Arts (three credits)	EDU XXX	English Language Arts methods in Blended and Inclusive Settings (three credits)
EDU 441 or 442	Student Teaching K-6 or Student Teaching in the Middle Grades (Note: the graduate course will satisfy 6 or the required 12 credit hours in student teaching)	EDU 670	Practicum in Online Teaching and Instructional Design (six credits)

English to MA Writing

English to Writing BRIDGE – Course Substitution List		*ENG majors may complete up to 6 credit hours from the list below that will count towards the undergraduate ENG degree and the GRAD curriculum. With approval from Academic Advisor, an additional six hours of Graduate coursework from the list below may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
ENG xxx	ENG Major Elective Course	WRI 501	Rhetorical Theory & Research in WRI
		WRI 510	Exploring the Evolution of Fiction
		WRI 512	Exploring the Evolution of Poetry
		WRI 522	Workshop in Writing Poetry

Entrepreneurship to MBA

Entrepreneurship/Social Entrepreneurship to MBA BRIDGE – Course Substitution List		*ENT/SCE majors may complete up to 9 credit hours from the following list that will count towards the undergraduate ENT/SCE degree and the MBA curriculum. With approval from Academic Advisor, an additional three hours of Graduate coursework from the Open Bridge course list may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)

Environmental Science & Policy to MS Sustainability

Environmental Science & Policy to Sustainability Studies BRIDGE – Course Substitution List	*Environmental Science & Policy (ENV) majors may complete up to 9 credit hours from the following list that will count towards the undergraduate ENV Track electives and the MSSS curriculum. Note that the courses below correspond with specific courses within each track. With approval from Academic Advisor, students may complete an additional three credit hours from the Open BRIDGE list that will count towards general electives.
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<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
ECO 322	Government & Business *Policy Track	POL 519	Public Policy Processes
SOC 379	Environment & Society *Policy Track	POL 525	Environmental Policy
SOC 320	Research Methods in Sociology	EDU 505 or MAT 540	Research & Statistical Methods or Statistical Modeling for Sustainability

Finance to MBA

Finance to MBA BRIDGE – Course Substitution List		*Finance majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Finance degree and the MBA curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)
ACC 432	Cost Accounting	ACC 501	Managerial Accounting
BUS 442	International Business	BUS 530 or 583 or 581 Series	BUS 530 – Global Environment BUS 583 – Global Business Study Tour BUS 581 (Series) – Three, one-credit Global Seminar courses (must complete all three sections).

Human & Community Service to MA Counseling

Human & Community Service to Counseling BRIDGE – Course Substitution List		*HCS majors may complete up to 9 credit hours from the following list that will count towards the undergraduate HCS degree (as major electives) and the COU curriculum. With approval from Academic Advisor, an additional three hours of Graduate coursework from the Open Bridge course list may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
N/A	Major Electives	COU 505	Counseling Theories
		COU 520	Clinical Mental Health Counseling
		COU 525	Professional Orientation & Ethical Practices
		COU 549	Addictions Counseling
		COU 560	Couple & Family Counseling
		COU 583	Special Topics in Clinical Counseling (require approval)

Human & Community Service to MA Human Services

Human & Community Service to Human Services BRIDGE – Course Substitution List		*HCS majors may complete up to 9 credit hours from the following list that will count towards the undergraduate HCS degree (as major electives) and the HCS graduate curriculum. With approval from Academic Advisor, an additional three hours of Graduate coursework from the Open Bridge course list may be taken but may only count towards undergraduate general elective hours.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
N/A	Major Electives	HCS 505	Theoretical Foundations of Human Services
		HCS 510	Human Systems
		HCS 520	Information Management for HS Professionals
		HCS 525	Human Services Program Planning & Eval
		HCS 530	Interventions & Direct Delivery in HS
		HCS 535	Interpersonal Communications for HS Professionals

International Business to MBA

Int'l Business to MBA BRIDGE – Course Substitution List		*Int'l Business majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Finance degree and the MBA curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)
BUS 442	International Business	BUS 530 or 583 or 581 Series	BUS 530 – Global Environment BUS 583 – Global Business Study Tour BUS 581 (Series) – Three, one-credit Global Seminar courses (must complete all three sections).

Management to MBA

Management to MBA BRIDGE – Course Substitution List		*Management majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Management degree and the MBA curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)
BUS 345	Human Resource Management	BUS 515	Human Resource Management for Healthcare Administration
BUS 349	Small Business Management	BUS 531	Entrepreneurship/Intrapreneurship
BUS 426	Leadership	BUS 526	Leadership Development

BUS 439	Organizational Behavior	BUS 514	Human Behavior & Development
BUS 442	International Business	BUS 530 or 583 or 581 Series	BUS 530 – Global Environment BUS 583 – Global Business Study Tour BUS 581 (Series) – Three, one-credit Global Seminar courses (must complete all three sections).

Marketing to MBA

Marketing to MBA BRIDGE – Course Substitution List		*Marketing majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Marketing degree and the MBA curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
BUS 300	Business Communications	BUS 542	Professional Communication
BUS 320	Management Information Systems	BUS 532	Business Information Systems
BUS 380	Business Ethics & Social Responsibility	BUS 521 Or 522	Ethical & Legal Issues (521 – Business, 522 – Healthcare Administration)
BUS 442	International Business	BUS 530 or 583 or 581 Series	BUS 530 – Global Environment BUS 583 – Global Business Study Tour BUS 581 (Series) – Three, one-credit Global Seminar courses (must complete all three sections).
BUS 451	Marketing Management	BUS 513	Marketing Strategy
ECO 323	Intermediate Price Analysis	ECO 502	Managerial Economics

Psychology to MA CMH Counseling

Psychology to CMH Counseling BRIDGE – Course Substitution List		*Psychology majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Psychology degree and the MA Clinical Mental Health Counseling curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
PSY 434	Counseling Theories (Required; from Dimension C)	COU 505	Counseling Theories
PSY xxx	Major Elective Requirement	COU 520	CMH Counseling
PSY xxx	Major Elective Requirement	COU 525	Professional Orientation & Ethical Practices
PSY xxx	Major Elective Requirement	<i>Choose one additional course from the following:</i>	
		COU 535	Diversity Issues in the Helping Profession
		COU 545	Career Counseling
		COU 549	Addictions Counseling
		COU 560	Marriage & Family Counseling
		COU 583	Special Topics in Clinical Counseling (must be approved by Advisor)

Psychology to MA SCH Counseling

Psychology to SCH Counseling BRIDGE – Course Substitution List		*Psychology majors may complete up to 12 credit hours from the following list that will count towards the undergraduate Psychology degree and the MA School Counseling curriculum.	
<i>UG Course Number</i>	<i>UG Course Name</i>	<i>GRAD Course Number</i>	<i>Graduate Course Name</i>
PSY 434	Counseling Theories (Required; from Dimension C)	COU 505	Counseling Theories
PSY xxx	Major Elective Requirement	COU 525	Professional Orientation & Ethical Practices
PSY xxx	Major Elective Requirement	<i>Choose two additional courses from the following:</i>	
		COU 535	Diversity Issues in the Helping Profession
		COU 545	Career Counseling
		COU 549	Addictions Counseling
		COU 560	Marriage & Family Counseling
		COU 583	Special Topics in School Counseling (must be approved by Advisor)

Broyhill Center

The Broyhill Center for Business Leadership was created by a grant from the Broyhill Family Foundation in Lenoir, NC, to:

1. Encourage greater understanding of the workings of the American economic system, the values of private enterprise, and business leadership in a free society.
2. Develop the business, economic and leadership skills of future and current business persons.
3. Stimulate a values-centered study of business leadership and economic issues.

To accomplish these purposes, the Institute engages in a variety of activities directed at both the University and the community. The Institute develops and supports forums, lectures, and seminars for the University and the Catawba Valley area. Each year the Institute, in cooperation with the Dean of Students, sponsors the Broyhill Leadership Program. The Program provides individual and group activities designed to develop and strengthen the leadership skills and attitudes of an invited group of Lenoir-Rhyne University sophomores. Leadership development grants support both faculty and student participation in a variety of conferences and seminars including an annual international travel course. The Institute provides support for curriculum development in the business administration, economics and other academic departments as well as program support for Phi Beta Lambda, the university business fraternity and Omicron Delta Epsilon, the Economics Honorary Society.

Further information on the program for the Institute may be obtained from the Director at 828-328-7933.

Engaged Scholars Program

The Engaged Scholars Program promotes undergraduate students' participation in forms of academic development, active learning, and leadership development that extend beyond the traditional classroom. An Engaged Scholar is recognized for achieving specified levels of attainment over a series of specific learning activities--some curricular and some co-curricular--that substantially involves her/him in serious experiential learning designed to promote greater self-ownership and personal understanding of her/his learning.

As members of the Engaged Scholars Program, students complete a series of curricular and co-curricular experiences with specified levels of attainment accompanying reflective assessments of their activities. These experiences are drawn from the following categories:

- Independent Research, with Presentation or Publication
- Independent Creative Project, with Performance, Presentation, or Publication
- Service Learning
- Internship
- Study Abroad
- Off-Campus Community Learning and/or Research
- Peer Tutoring
- Co-Curricular Activity
- Co-Curricular Leadership
- Leadership Development
- Career Preparation

In addition to successfully completing the activities, the program requires ongoing reflection and seminar experiences to enable students to develop habits of lifelong learning outside the classroom and to assume significant responsibility for meeting their educational goals.

To achieve the status of Engaged Scholar, a student must satisfy at least six (6) of the eleven (11) categories. Specific expectations for activities in each category are outlined below. Students may not use the same learning experience to satisfy more than one category. (Note that in a limited number of cases in which particular courses are graded “Pass/Fail,” the grade of “Pass” satisfies the ‘B-’ or above requirement.)

Independent Research Accompanied by a Campus or Community Presentation or Publication:

Develop, complete, and present one's own independent research. The presentation should be at a University sanctioned forum for student research, a regional/national conference, or a general campus convocation event. The publication must be a refereed (or similarly reviewed) article/essay.

Verification/validation of satisfying this category:

- Validation by course (or sponsoring) instructor of successful completion of the independent research project, accompanied by evidence of public presentation or publication, and verification by ESP Director and Committee.

Independent Creative Project Accompanied by a Campus/Community Performance, Presentation, or Publication:

Develop, complete and present one's own creative project. The presentation should be at a University sanctioned forum for student research or creative expression, a regional/national conference, or a general campus convocation event. The publication must be a refereed publication. This creative project may include a recital, exhibit, or performance.

Verification/validation of satisfying this category:

- Validation by course (or sponsoring) instructor of successful completion of the independent creative project, accompanied by evidence of public presentation, performance, or publication, and verification by ESP Director and Committee.

Service Learning:

Satisfy requirements in a designated service-learning class, or a service-learning project that meets designation criteria within a non-designated course. A “service-learning course” means: significant on-site community involvement intentionally linked to the course content; preparation and reflection on the service experience; the service is for the purpose of community engagement and learning, not primarily for the development of personal or job-related skills; and, the experience is mutually beneficial to community partners and students.

Verification/validation of satisfying this category:

- Completion of a “Service Learning” designated course with a grade of ‘B-’ or better, **or**
- Validation by course instructor of successful completion of a significant service learning project within a non-designated course and verification by ESP Director and Committee.

Internship:

Satisfy requirements for an internship for at least three (3) credit hours (most likely within the student's respective major or minor).

Verification/validation of satisfying this category:

- Completion of an Internship course or courses totaling at least three credit hours with grade/grades of ‘B-’ or better.

Study Abroad:

Participate in a University-sanctioned study abroad experience outside the United States.

Verification/validation of satisfying this category:

- Completion of Study Abroad course or courses totaling at least three credit hours with grade/grades of ‘B-’ or better, **or**
- Validation by instructor or staff member responsible for the trip of successful completion of a significant study abroad experience encompassing at least one week abroad in a planned and University sanctioned program, with verification by ESP Director and Committee.

Off-Campus Community Learning and/or Research:

Satisfy requirements for an off-campus experience for credit, in which the student participates in learning activities in the community (away from the University) over an extended period of time, with a substantial experiential component, e.g., Washington Program; North Carolina Mock Legislature, Community research embedded in a course.

Verification/validation of satisfying this category:

- Successful contribution to a significant community research project within a course requiring at least 30 hours of community engagement, as validated by the instructor of record or sponsoring staff member, and verified by the ESP Director and Committee, **or**
- Successful completion of a study away experience carrying at least three (3) credit hours with grade/grades of “B-” or better.

Peer Tutoring:

Successfully serve a term-long service as a peer tutor in a University course for academic credit or complete at least 40 hours verified as a University supported student tutor.

Verification/validation of satisfying this category:

- Completion of a Peer Tutoring course within an academic program for at least 2 credit hours with a grade of “B-” or above, **or**
- Completion of at least 40 hours of tutoring service through the University’s Learning Commons program, as validated by the Office of Student Life and verified by the ESP Director and Committee.

Co-Curricular Activity:

Contribute a substantial year-long commitment to a university-sponsored co-curricular activity or program, such as the debate team, literary journal, the student newspaper, choir, a music ensemble, Model UN, etc....

Verification/validation of satisfying this category:

- Completion of corresponding coursework related to the activity for at least 2 credit hours with a grade of “B-” or above, **or**
- Contribution of at least 40 hours to the specific approved activity, as validated by the appropriate faculty or staff advisor or instructor, and verified by the ESP Director and Committee.

Co-Curricular Leadership:

Fulfill a student leadership role through an elected or appointed position in one of the following ways: 1) a recognized student organization; 2) campus publication or medium; 3.) a significant campus project or program.

Verification/validation of satisfying this category:

- Service in an established student organizational leadership position in a recognized student organization for at least one academic year, **and**
- Completion of a short (1-2 pages) essay describing one's leadership activities that demonstrates adequate fulfillment of leadership responsibilities to the organization's advisor/sponsor (or the Office of Student Life, as appropriate), **and**
- Successful participation in LR's annual Leadership Workshop/Conference, **and**
- Validation by the organization's faculty or staff advisor/sponsor that adequate leadership development occurred through these activities, verified by the ESP Director and Committee.

Leadership Development:

Successfully complete a designated leadership program, serve in a University leadership position designed for students, or equivalent.

Verification/validation of satisfying this category:

- Service as a University Resident Assistant for at least one academic year, as validated by the Office of Student Life and verified by the ESP Director and Committee, **or**
- Successful completion of the responsibilities of an FYE Course Assistant for at least one academic year, **or**
- Successful completion of a Broyhill Institute Leadership program, as validated by the Broyhill Institute Director, **and** (in any of the three options)
- Verification by the ESP Director and Committee.

Career Preparation:

Successfully engage in career development activities that encourage self-awareness, career exploration, graduate school and/or employment preparation.

Verification/validation of satisfying this category:

- Successful completion of the Life and Career Planning class (LRC 410) with a "B-" or better, **and**
- Participation in an etiquette luncheon or networking event as validated by the Career Center Director and verified by the ESP Director and Committee, **and**
- Attendance of a University sponsored career fair as validated by the Career Center Director and verified by the ESP Director and Committee.

Upon completion of each experience, the Engaged Scholar crafts a short (600-1000 words) reflective essay regarding the particular activity. These essays will become a part of each student's portfolio. These essays are expected to be of high quality and must demonstrate the value of the specific learning experience. A category is satisfied when (and only when) both the experience has been successfully fulfilled and the reflective essay is submitted and determined by the ESP seminar instructor to have met necessary standards. The Director and the ESP Committee are charged to develop the necessary specific rubrics defining the standards required to satisfy each category

In her/his senior year, drawing upon this portfolio of essays and the learning experiences, the Engaged Scholar student designs and submits a longer, more general essay (2000-2500 words) examining the benefits and lessons learned from these special activities as they relate to her/his growth as an undergraduate student. In her/his last full semester, the student defends her/his portfolio before the Engaged Scholars Committee (or its designate) to determine whether the student will receive the distinction of graduating as a "University Engaged Scholar." Such determination of distinction will be evaluated based upon satisfaction of all program requirements, the quality of contribution in the experiences completed by the student, the quality of their

reflections upon these experiences, and the student's effectiveness of demonstrating growth through these activities and reflections. Such distinction is recognized at commencement and the student will receive additional certification and recognition for the achievement.

Eligibility and Continuation in the Program

Prospective students seeking admission to Lenoir-Rhyne University as First-Year students may concurrently apply for admission into the Engaged Scholars Program. If accepted, they become a part of the entering cohort class who matriculate in the ESP during their years at LR, as long as they maintain all requirements for continuation in the program. Students who do not join the ESP cohort during their first fall semester may apply for the program for entry in their first spring semester. The ESP Director and Committee will review these late applications in the fall semester and determine which students will be accepted, based upon the quality of the application and space in the cohort. After this point, current students will not be eligible to enter the ESP. (Successful completion of ESP 100 is waived as a program requirement for students entering in the spring term.) Transfer students with more than 18 hours of credits upon entry to LR (post-high school graduation) are not eligible for the ESP. ESP students in good standing receive a scholarship of \$1,000 each fall and spring semester they are in the program and carry full-time student status (up to eight total semesters).

Continuation in the ESP requires that students meet all requirements semester-to-semester. Each semester, ESP students must successfully complete a 0-credit cohort seminar (ESP 100/101-400/401). Additionally, after the first year of the cohort, students must maintain a 2.90 G.P.A. in order to remain in the program. Failure to successfully complete an ESP seminar in a given semester removes the student's ESP scholarship for the upcoming semester. Failure to meet this expectation for two consecutive semesters is grounds for dismissal from the program. Any student whose G.P.A. falls below 2.90 at the end of a semester, beginning with the fall of the second year will be placed on probationary status in the program; s/he will have one full semester to raise her/his G.P.A. above the 2.90 threshold. Failure to achieve this outcome constitutes grounds for dismissal from the Engaged Scholars Program and loss of ESP scholarship.

A student who is dismissed from the ESP may appeal this outcome if s/he believes there are exceptional and unavoidable factors that led to these circumstances. Appeals of dismissal from the program are reviewed by the ESP Director and Committee. Reinstatement into the program is rare.

Students who successfully complete all requirements of the ESP will be recognized at their commencement as a "University Engaged Scholar." Recognition through other media will be furnished as opportunities present themselves. To achieve this honor, the student must:

- Maintain and graduate with a cumulative G.P.A. of at least 2.90 on all coursework taken at LR;
- Manifest upstanding moral and ethical character without violation of academic integrity or student conduct policies;
- Successfully complete all eight of the ESP Seminars (ESP 100-ESP 401);
- Successfully complete at least six of the ESP categories of experience, with accompanying reflective essays; and
- Develop, present, and defend successfully her/his final portfolio before the ESP Director and Committee.

Courses and Program Time Table

ESP 100/101 – 400/401. Engaged Scholars Program Seminar (0 hours). *Open only to students in the Engaged Scholars Program.* Students will register for this seminar each semester they are participants in the Engaged Scholars Program. The seminar meets at least three times a semester and may include guest speakers, informal conversation, program orientation and assistance, group presentations and reflective activities. *Course fee per seminar of \$100. Pass/Fail only.*

ESP 100, First-Year, Fall: Students successfully complete ESP 100, a course designed to orient the Scholars to the program and provide them the context necessary to promote optimal future learning.

ESP 101, First Year, Spring: Complete ESP 101; provide an acceptable plan regarding goals and time tables for meeting program requirements.

ESP 200, Second-Year, Fall: Complete ESP 200; have had initiated at least one experience from one category by end of this term (which includes reflective essay accompanying activity when it is completed).

ESP 201, Second Year, Spring: Complete ESP 201; have had completed at least two experiences from two categories by end of this term.

ESP 300, Third Year, Fall: Complete ESP 300; have had completed at least two experiences from three categories and initiated at least a third experience by end of this term.

ESP 301, Third Year, Spring: Complete ESP 301; have had completed at least four experiences from four categories by end of this term.

ESP 400, Fourth Year, Fall: Complete ESP 400, which includes preparation for the final semester requirements; have had completed at least five experiences from five categories by end of this term.

ESP 401, Fourth Year, Spring: Complete ESP 401, which includes all the final semester requirements for graduation as an Engaged Scholar, including final portfolio and defense of work; have had completed at least six experiences from six categories by end of this term.

Admission into the Program:

The Office of Admissions includes in its admissions materials access to prospective students to apply for initial entry into the ESP. Incoming students who apply for ESP will be reviewed by the Admissions staff and the ESP Director and Committee, based upon the criteria they mutually develop. Students accepted into the program will be offered a \$1,000 ESP Scholarship per semester as part of their admissions package. (Cromer and Lineberger Scholars may not receive these additional scholarship funds but they may participate in the program if approved for admission.)

Students who wish to apply for the ESP during their first-year, fall semester will complete a similar application to the program, which will be reviewed by the ESP Director and Committee. Students accepted through this process will begin to receive the ESP Scholarship in their spring semester.

The ESP Director will confer with the University Registrar at the end of each semester to determine which students, in any, have not met the necessary requisites for continuation in the program. Students who fail to meet these requirements will be informed of this outcome (including loss of scholarship) by the ESP Director, in consultation with the Office of Financial Aid.

Institute for Faith and Learning

The Lenoir-Rhyne Institute for Faith and Learning was created in 2011 as an outgrowth of the strategic plan of LR and the findings of the Lenoir-Rhyne Task Force for the Future. Specifically the goal of the Institute for Faith & Learning is to work in partnership with Hickory churches and other religious agencies and organizations to provide programming (primarily guest speakers and community classes) that meets the needs of laity, clergy, and other religious leaders in Hickory. The Institute endeavors to provide programming that will contribute to and enrich "a culture of the intellect" that is theologically based. Its programs are directed at people of all faith traditions.

Further information on the Institute's activities may be obtained from its Director at 828-328-7184.

The Honors Program

The Lenoir-Rhyne Honors Academy Program fosters personal growth and development of highly motivated students through exceptional individual attention. Program students work with their intellectual peers in an enhanced learning environment. The challenging ethos of the program prepares students for success in their post-graduate experiences. The Honors Program cultivates responsible citizenship through leadership opportunities on campus and the larger community.

Two separate Honors Programs are available. The Honors Academy Program is open to students at the beginning of their first year, to transfer students, and to current Lenoir-Rhyne University students, under the criteria listed below. A student's status in the program is renewed on a yearly basis. Program Honors, on the other hand, are offered in all academic programs to selected students in their junior and/or senior year. Further information may be obtained from the Honors Director at 828-328-7927.

Honors Academy Program

Admission to the Honors Academy Program is by invitation of the University. Students are selected on the basis of scholastic excellence. Honors Academy Program students maintain Honors designation by continuing an overall grade point average of 3.25 although they must attain a 3.5 GPA in order to graduate from the Honors Academy Program. In addition they must meet the following requirements in order to graduate from the Program:

1. Successfully complete FYE 191H and FYE 192H--First Year Experience.
2. Successfully complete two honors sections of LAS level I and/or level-II courses.
3. Successfully complete four Great Books courses (HON 491 and 492).
4. Have a cumulative GPA of at least 3.5 upon graduation.
5. Complete 15 hours community service per year.
6. Take either HON 200 or HON 201.
7. Take HON 301 and maintain a portfolio.
8. Successfully complete program honors in (at least one of) their major field(s).
9. Honors students are expected to be persons of upstanding moral and ethical character.

Program Honors

The specific requirements of Program Honors vary according to the Program offering honors, but all Program Honors guidelines will conform according to the published Program Honors guidelines below. In addition, the following five policies apply to all programs offering Program Honors:

1. no comprehensive examination above and beyond normal program requirements;
2. any student in the major who can meet the GPA requirements described below shall be able to take any Program Honors course except the Senior Research and Thesis courses;
3. a student who completes Program Honors graduates with honors in that program and it is acknowledged at commencement;
4. Program Honors are directed by the school involved under the general guidance and coordination of the Director of the Honors Program;
5. only the academic Program Committee shall have the authority to allow exceptions or to modify the guidelines pertaining to Program Honors. Appeals and/or waivers shall be made to the committee, in writing, and endorsed by the school chair;
6. students shall make a public presentation of their Program Honors work.

A student may, upon invitation of the faculty within a discipline, complete Program Honors within their specific program of study. At a minimum, students invited into Program Honors must have a cumulative GPA of 3.0 and a major GPA of 3.2. Some programs may have higher GPA requirements. Completing Program Honors involves close work with a faculty member involving research within the field of study, culminating in a thesis or significant research-based project appropriate to the field. Students must enroll in a major-specific 499 Senior Honors Thesis course in the semester in which the thesis or significant research-grounded product, whether

applied or theoretical, is completed. Some programs also require additional coursework with an honors designation prior to enrollment in 499 Senior Honors Thesis, including a readings course, 498 Senior Honors Research, which may be taken the semester immediately prior to 499 Senior Honors Thesis. A permanent record of the student's Program Honors work will be bound and maintained in the Library.

The culminating work for graduation with Program Honors, completed in the courses numbered 498 and/or 499, should be significant, beyond that which a student would complete for graduation without honors. In particular, the work should engage the student in deeper thinking and analysis beyond the capstone product or other senior-level work required of all students in the same major.

As such, completing Program Honors requires advanced critical thinking and analysis, demonstrated by written analysis of accepted professional literature in the field of study. Most students will complete theses and will include a research component. Students are expected to leave a permanent copy of their culminating honors work in the library collection. While this culminating work may include a DVD of a recital or student teaching, it should be accompanied by a written undergirding analysis of the support for the work/performance in the existing literature.

In general, the final piece of work for Program Honors (no matter the field) should include the following:

- Statement of the problem/question under investigation
- Critical analysis of the literature in the field of study, pertaining to the question
- Materials and methods employed to explore question under investigation
- Analysis of findings/results
- Conclusion/discussion/implications of the findings and suggestions for further investigations of the question
- Oral presentation/defense of the work before a panel of faculty

Completing the final honors activity for graduation in Program Honors requires careful planning. Students invited into Program Honors will, in consultation with the primary advisor, select a committee of reviewers to guide the work undertaken. The committee shall include at least three members. Two faculty members shall be from the program/School in which the student's major is housed. The third faculty member must be from outside the School. Students may also invite a professional from the local community as a fourth member, if appropriate. Students should identify their committee at the proposal stage in order to receive feedback throughout the process, not just at the end. Students are expected to complete their work in a timely fashion, as follows:

- Generally, complete the draft proposal and have all approvals not later than the fourth week of the semester in which the culminating work is to be completed.
- Generally, submit the completed work not later than three weeks prior to the last day of class.
- Generally, hold the oral presentation/defense no later than one week prior to the last day of classes.

Program	Major GPA	Cum. GPA	Honors Course (hrs)
Art	3.2	3.0	One three hour ART course taken as in- class honors and ART 499 Senior Honors Thesis
Biology	3.2	3.0	BIO 390 and 391 are taken in the junior year, each carrying one credit hour, in preparation for the written thesis. BIO 498 Senior Honors Research and BIO 499 Senior Honors Thesis are taken in the senior year to complete the thesis.
Business	3.5	3.2	Successful completion of ACC 231; BUS 300, 340, 360; and CSC 175, or have been invited to apply by the faculty. BUS 320 and 344 must be taken as in- class honors. BUS 499 Senior Honors Thesis must be taken concurrently with BUS 450 for the completion of the thesis.

Chemistry	3.5	3.0	CHE 401 and 402 must be taken in-class honors. CHE 498 Senior Honors Research and CHE 499 Senior Honors Thesis are taken in the senior year to complete the thesis.
Communication	3.2	3.0	8 hours of COM courses are taken as in- class honors. COM 499 Senior Honors Thesis is taken to complete the thesis.
Computing	3.2	3.0	CSC 498 Senior Honors Research and CSC 499 Senior Honors Thesis
Economics	3.2	3.0	ECO 498 Senior Honors Research and ECO 499 Senior Honors Thesis
Education	3.2	3.0	EDU 430/431/432 and EDU 440/441/442 must be taken as in-class honors. EDU 499 Senior Honors Thesis is taken to complete the thesis concurrent with student teaching.
English	3.25 (A grade no lower than "B" must be in all ENG courses)	3.0	ENG 498 Senior Honors Research and ENG 499 Senior Honors Thesis is taken to complete the thesis
Health , Exercise, and Sport Science	3.2	3.0	HES 410 is taken as in-class honors in, preparation for the thesis. HES 499 Senior Honors Thesis is taken to complete the thesis. The student is expected to earn a minimum grade of "B"
History	3.5	3.2	HIS 498 Senior Honors Research and 499 Senior Honors Thesis
Human & Community Service	3.2	3.0	HCS 498 Senior Honors Research and 499 Senior Honors Thesis
Math	3.2	3.0	6 hours of MAT courses taken in-class honors. MAT 498 Senior Honors Research, MAT 499 Senior Honors Thesis taken to complete the thesis
Modern Languages	3.2	3.0	6-8 hours of FRE/GER/SPA courses taken as in-class honors. FRE/GRE/ SPA 499 Senior Honors Thesis taken to complete the thesis.
Music	3.2 (3.5 GPA in honors courses)	3.0	8 total hrs in MUS: 3 hours in MUS 499 Senior Honors Thesis and 5 hrs in MUS courses carrying honors designation
Nursing	3.25	3.0	NUR 498 Senior Honors Research and NUR 499 Senior Honors Thesis
Philosophy	3.2	3.0	6 hours of PHI courses taken as in-class honors. PHI 499 Senior Honors Thesis is taken to complete the thesis
Physics	3.2	3.0	PHY 303 and 304 are taken as in-class honors. PHY 499 is taken to complete the thesis.
Political Science	3.2	3.0	POL 498 Senior Honors Research and POL 499 Senior Honors Thesis
Psychology	3.2	3.0	PSY 498 Senior Honors Research and PSY 499 Senior Honors Thesis
Religious Studies	3.2	3.0	6 hours of REL courses are taken as in- class honors and REL 499 is taken to complete the thesis
Sociology	3.2	3.0	SOC 498 Senior Honors Research and

			SOC 499 Senior Honors Thesis
Theatre	3.2	3.0	6 hours of THR courses taken as in-class honors and THR 499 Senior Honors Thesis taken to complete the thesis.

Lineberger Center

The Lineberger Center for Cultural and Educational Renewal was created through a generous gift of the Lineberger Foundation in Belmont, NC, to:

1. Affirm the existence of a moral order and the renewal of that sensitivity in ourselves and our society;
2. Promote the study of values and their importance to us and our society;
3. Develop a capacity for making well-ordered, ethical judgments;
4. Instill the means of making critical choices through patterns of inquiry and habits of thought;
5. Stimulate and promote challenge, the courage to meet it, and the skills to deal with it creatively.

To accomplish these purposes, the Center engages in a wide array of activities designed for both the campus and the community. The Center supports and contributes to the University general education program; sponsors seminars, conferences and retreats on a variety of topics; sponsors Great Books sections locally; hosts the Hickory Humanities Forum; and seeks to promote integrative, interdisciplinary inquiry. Further information on the Center's programs for this year may be obtained from its Director at 828-328-7077.

Lineberger Fellows

The Lineberger Fellows program is designed to recognize, support and celebrate the many achievements of highly motivated and talented Lenoir-Rhyne University students. The program accomplishes this by preparing Lineberger Fellows to become more competitive applicants for post-graduate fellowships, awards and exceptional employment opportunities. The program also fosters camaraderie by offering several social opportunities throughout the year. The Fellows meet regularly with the Director to establish personal and professional priorities, develop plans for success, explore networking opportunities, and practice formal and informal interviewing skills. The Fellows participate in career development workshops focusing on self-awareness, internships, the graduate school selection and application process, resumé design, and social media branding. In addition to the personal mentoring and professional guidance provided by the program, Lineberger Fellows receive financial support to purchase passports, attend conferences, receive individual tutoring in a foreign language and enhance their Lenoir-Rhyne University educational experience by receiving funds for national and international travel opportunities.

Participation in the Lineberger Fellows Program is by invitation only. Program expectations include: maintaining a competitive GPA (3.8+) and attending approximately eight mandatory meetings and several highly recommended meetings and events that are announced at the beginning of each academic year. In addition, Fellows will participate in a Fellows common read and in career development workshops and retreats that are announced at the beginning of each academic year.

The program is supported by the Lineberger Center for Cultural and Educational Renewal and is not affiliated with the Lenoir-Rhyne University Lineberger Scholarship awarded by the university.

Lutheran College Washington Semester

Lenoir-Rhyne University is a member of the Lutheran College Washington Consortium which conducts a work/study program in Washington, D.C. Under this program, students spend the semester in Washington and are required to complete two seminars (eight credits) and a 25-30 hour internship and public service component (eight credits). Students enroll at Lenoir-Rhyne and pay tuition at the rate charged by Lenoir-Rhyne University. The program emphasizes the ethical dimension of important questions of public affairs. A separate summer residential housing program is also available. Further information about this program may be obtained by calling 828-328-7216.

Multicultural Affairs

The Office of Multicultural Affairs at Lenoir-Rhyne University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientations, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences. Lenoir-Rhyne University will strive to reflect these differences in its decisions, curriculum, programs and actions. We will also strive to create an environment that brings out the best in all people that leads to positive contributions to the Lenoir-Rhyne community. The University will seek to ensure that underrepresented groups have equal access to the education and resource opportunities available at the University. Policy and procedures will create and sustain an inclusive and productive environment for faculty, staff and students.

Observatory

The observatory, located atop the Minges Science Building, houses a 12 1/2-inch reflecting telescope that can be operated in the Cassegrain or Newtonian mode. The observatory is equipped for UBV and UBVI photoelectric photometry and for astrophotography. Additional equipment includes two four-inch refractors, two eight-inch Meade Schmidt-Cassegrainian reflectors, and various special cameras, including a CCD camera. The possibility exists for the addition to the facilities of a 20-inch Ritchey-Chretien reflector. The observatory is utilized at all levels of college instruction. Future plans include the addition of a computer and telescope control for the CCD camera and photography.

The William and Robert Shuford Center for International Education

The mission of the Shuford Center for International Education is to stimulate, develop and support initiatives and programs, abroad and on-campus, that equip students with the cross-cultural skills and awareness of global issues they will need for gainful employment and service in the world. The SCIE promotes semester and year-long study abroad programs; short-term, faculty-led study abroad programs; and a rich set of affordable summer opportunities as well. The SCIE also provides immigration services for Lenoir-Rhyne's international exchange students and provides for their acculturation and integration into life at Lenoir-Rhyne. The SCIE organizes a wide variety of on campus initiatives to promote intercultural learning and meaningful interaction between U.S. and international students including overseeing a living learning community called the Global Village.

Lenoir-Rhyne University, through the William and Robert Shuford Center for International Education, is a member of NAFSA: Association of International Education; the Institute for International Education (IIE); The Forum on Education Abroad; International Student Exchange Programs (ISEP); and the Consortium for North American Higher Education Collaboration (CONAHEC).

Study Abroad Programs

Lenoir-Rhyne University sponsors study abroad student exchange programs at more than 150 institutions in over 50 countries around the globe. Through Lenoir-Rhyne's agreements with exchange partners, students are registered for classes at Lenoir-Rhyne and receive credit for the course work they complete while abroad. Students may use their Lenoir-Rhyne financial aid for any of these exchange programs. Students must have a minimum cumulative GPA of 2.5 to be approved for study abroad.

Lenoir-Rhyne professors also lead short term study abroad programs during spring break or during May, June, or July. The costs of these study programs vary from program-to-program.

Contact the Assistant Director of the William and Robert Shuford Center for International Education at 828-328-7375 for more information on study abroad programs.

International Student Services

The William and Robert Shuford Center for International Education (SCIE) provides immigration services to J-1 visa holding international students. The SCIE staff will assist with information about:

- Immigration regulations for J students and scholars
- DS 2019s and J visas
- Health insurance for J visa holders
- Employment on campus for J visa holders
- Academic matters for J visa holders
- Cultural adjustment
- Academic Training for J visa holders

Degree-seeking international students should contact Eric Brandon in the Division of Enrollment Management at 828-328-7301 for more information.

- Immigration regulations for F visa holding students
- I-20s for F visas
- Health insurance for international athletes and all other F visa holders
- Employment on and off campus for F visa holders
- Academic matters
- Optional Practical Training
- Curricular Practical Training

Reese Institute for the Conservation of Natural Resources

The Thomas W. Reese Institute for the Conservation of Natural Resources was established through an endowment gift from Lenoir-Rhyne graduate Thomas W. Reese, a nationally recognized conservationist. It promotes leadership for service through a program that emphasizes regional environmental issues, economic development, and the conservation and use of natural resources. The goal of the Institute is to become a nationally recognized conservation program that works closely with regional government, industry, and community groups to clarify environmental problems and identify practical solutions. Students and community members will be able to participate in a variety of educational experiences, including field work and internships. For further information contact the Director of Reese Institute at 828-328-7606.

GENERAL INFORMATION AND POLICIES

The particular nature and goals of Lenoir-Rhyne University presuppose that everything done has some religious dimension. Standards of moral and ethical value form the University's value-based education. The University holds as sources for value the Scriptures and the traditions of the Christian Church, as well as the insights of the arts and culture. It affirms and cherishes its relationship to the Lutheran Church, yet takes a broad and sympathetic approach to religious diversity. Religious activities designed to engage Christian principles and culture include regular worship services, student group programs, forums, convocations, and regular interaction with the larger religious communities in which the University resides.

Lenoir-Rhyne Campus Computing Policies

Purpose

Lenoir-Rhyne University strives to maintain access for its students, faculty, and staff to local, national, and international sources of information and to provide an atmosphere that encourages the sharing of knowledge, the creative process and collaborative efforts within the University's educational, research and public service programs.

Policy

Access to electronic information systems at Lenoir-Rhyne University is a privilege, not a right, and must be treated as such by all users of these systems. With this privilege come the following responsibilities:

- All users must act honestly and responsibly.
- Every user is responsible for the integrity of these information resources.
- Users are responsible for protecting their accounts from access by others and shall keep private their passwords and ID's.
- All users must respect the rights of other computer users.
- All users must respect the integrity of the physical facilities and controls.
- All users must respect the pertinent license and contractual agreements related to University information systems.
- Users who incur access or user charges for services provided by off-campus services (such as commercial databases, processing time, etc.) are responsible for full payment of such charges.
- All users must act in accordance with relevant local, state, and federal laws and regulations.
- All users must abide by all federal copyright laws and the Digital Millennium Copyright Act (DMCA).

Lenoir-Rhyne University is a provider of a means to access the vast and growing amount of information available through electronic information resources. Lenoir-Rhyne University is not a regulator of the content of that information and takes no responsibility for the content of information, except for that information the University itself, and those authorized to act on its behalf, create. Any person accessing information through Lenoir-Rhyne University information systems must determine for him/herself whether any source is appropriate for viewing and use.

Scope of Policy

Any person accepting an account and/or using Lenoir-Rhyne University's information systems shall constitute an agreement on behalf of the user to abide and be bound by the provisions of this policy. This includes any person using a privately owned machine on the University's network. This policy shall not impinge upon academic freedom with regards to research.

Definitions

- "University" shall mean Lenoir-Rhyne University.
- "Electronic communications" shall mean and include the use of information systems in the communicating or posting of information or material by way of electronic mail, bulletin boards, World Wide Web (Internet), or other such electronic tools.

- "Information Systems" shall mean and include computers, networks, servers and other similar devices that are administered by the University and for which the University is responsible.
- "Networks" shall mean and include video, voice and data networks, routers and storage devices.
- "Obscene" with respect to obscene material shall mean (1) an average person applying contemporary community standards would find that the material taken as a whole predominantly appeals to the prurient interest, (2) the material taken as a whole lacks serious literary, artistic, political, or scientific value.
- "Phishing" is attempting to acquire sensitive information such as usernames, passwords and credit card details by masquerading as a trustworthy entity in an electronic communication.

Restriction of Use

The University may restrict or prohibit the use of its information systems in response to complaints presenting evidence of violations of University policies and/or local, state or federal laws. Such complaints shall be addressed through established investigative and disciplinary procedures. Should it be determined that a violation has occurred, the University may restrict or prohibit access to its information systems, as well as any other disciplinary sanction deemed appropriate.

Permitted Use by Employees

University information systems are to be used predominantly for University-related business. Limited personal use by employees is permitted as long as:

- It conforms to this policy.
- It does not interfere with University operations or performance of one's duties as an employee.
- It does not result in additional costs to the University.
- It does not require an inordinate amount of information systems resources.

Obscene Material

University information systems may not be used to access, download, print, store, forward, transmit or distribute obscene material.

Unauthorized Access

Unauthorized access to information systems is prohibited. This includes, but is not limited to:

- Use of another's password or ID.
- Trying to guess another's password or ID.
- Any attempt to circumvent system security.
- When any user terminates his/her relationship with the University, his/her password and ID shall be denied further access to University computing resources.

Misuse of Information Systems

Misuse of University information systems are prohibited and shall include, but not be limited to:

- Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.
- Accessing without proper authorization computers, software, information or networks to which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
- Taking actions, without authorization, which interfere with the access of others to information systems.
- Circumventing, or attempting to circumvent, logon or other security measures.
- Using information systems for any illegal or unauthorized purpose.
- Personal use of information systems or electronic communications for non-University consulting, business or employment. Any exception must be approved by the appropriate division/department head and notification sent to the Chief Information Officer.

- Sending any fraudulent, harassing, threatening, or obscene electronic communication.
- Violating any software license or copyright, including copying or redistributing copyrighted software, without the written authorization of the copyright owner.
- Using electronic communications to violate the property rights of authors and copyright owners. Users should be especially aware of potential copyright infringement through the use of email.
- Using electronic communications to disclose proprietary information without the explicit permission of the owner.
- Using electronic communications to send chain letters or to initiate or perpetuate Phishing.
- Reading or accessing other users' information or files without permission.
- Academic dishonesty, including but not limited to plagiarism (see Student Handbook).
- Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records (including computerized records, permits, identification cards, or other documents or property).
- Using electronic communications to hoard, damage, or otherwise interfere with academic resources available electronically.
- Launching a computer worm, computer virus, or other rogue program.
- Downloading or posting illegal, obscene, proprietary or damaging material to a University computer or network.
- Transporting illegal, obscene, proprietary or damaging material across a University network.
- Use of any University information system to access, download, print, store, forward, transmit, or distribute obscene material.
- Violating any local, state or federal law or regulation in connection with use of any information system.
- Installing software not approved for use by the University on any University computer, network, or server.

Use of Private Machines

Use of privately owned equipment is the responsibility of the owner of the equipment. The University will provide support for such equipment based on the standard support policies. Use of the University network is subject to all of the University policies herein. The University is not responsible for any access to or damage of privately owned equipment, its software, or its files connected to the University's network. The owner is also responsible for any damage or compromise to the University's systems and/or equipment.

Support Policies

There are multitudes of hardware and software choices on the market, and people naturally prefer to use those that suit their individual preferences. Many computer users rely on the Office of Information Technology (OIT) staff for support and it is impossible for the available staff to become experts on all hardware and software products. Therefore, hardware and software campus standards are necessary to make support activities as efficient as possible. Standards allow staff expertise and effort to concentrate on a limited set of essential applications and hardware systems that are widely used on campus. Concentration on standards allows support staff to build expertise in a manageable number of areas. It also focuses support services such as the Help Desk to benefit the greatest number of clients.

Standards also help clients make decisions about hardware and software that are consistent with OIT staff expertise and support programs. Standards, however, are not available for all possible applications that individuals or departments may need to use. In addition, some clients have needs for which the standard hardware or software is not ideal. In cases where non-standard hardware or software for desktop applications are selected, OIT must limit the resources available to solve problems in order to meet our obligations for support of standards. Therefore, clients using non-standard products must assume a greater burden for self-reliance and independence. The following policy explains the support that OIT will provide for various combinations of hardware and software.

Whenever standards have been set for hardware or software products, University policy requires purchase of the standard hardware and software be directed to the Chief Information Officer.

Definitions:

- **Campus Standard Hardware** - Brands and models of hardware that have been tested and found to be reliable and compatible with existing standards. All other hardware is non-standard. Examples of hardware include CPUs, external drives, input devices, network cards, modems, printers, etc. Please see the University OIT website for the list of current hardware standards for more information. Network connectivity is assured for systems where both hardware and software meet University standards.
- **Campus Standard Software** - The University direction for particular types of software in wide campus use that have been tested and found to be reliable and compatible with existing standards. Examples of software include operating systems, networking software, word processors.

The University may announce the direction the campus will take for a particular application prior to the application becoming a standard. Support for the software will begin when the software is designated as a Campus Standard.

OIT provides all standard computer hardware and software. Additional hardware and software for the standard office computer may be purchased by the department with approval from the Chief Information Officer. Any non-standard computer hardware or software purchased with university funds must abide by this policy and will be classified as a Support Level 3. (See below).

Support Levels:

- **Level 1 - Full Support** (Provided for all University owned equipment using Campus Standard hardware and software)
 - OIT provides support (including Help Desk, troubleshooting, and when appropriate, training and documentation) for standard software and guarantees to the extent possible that the various standards will operate correctly together. OIT will make every effort to get standard hardware or software working and bring in expertise as needed until the problem is solved or is found to be unsolvable. In such a case, OIT will work to provide an alternate solution. However, if a software or hardware problem appears to be related to a conflict with non-standard or unapproved component(s), support will drop to Level 3 (see below). Please see the list of Campus Standard hardware and software that receives Level 1 support.
 - Some combinations of standard hardware and software will not be supported because these combinations do not operate well together.
- **Level 2 – Partial Support for University Owned Equipment**
 - OIT support for Approved Software may include making it work with standard hardware and software and/or making it available in our facilities. For example, academic departments may wish to have software available in Lab facilities for their students. In such cases, the professors are responsible for supporting the actual use of the program ("how do I use the quiz feature of the program?"), in conjunction with the manufacturer. OIT support is limited to attempting to make the program run and print on the network.
 - OIT will devote up to one hour attempting to connect non-standard hardware to the network. If the problem cannot be resolved during that time, OIT will not research or refer the problem. If campus standard network software and configuration settings or variations compatible with the network do not work, the hardware will not be connected to the network
- **Level 3 – No Support** (applies to software and hardware that is not standard or has not been approved for use on the campus network or is not University owned)
 - When time permits, a best-guess effort will be made to troubleshoot and correct problems that involve non-standard hardware or non-standard software. "Best guess" means that the OIT Help Desk will suggest solutions or steps toward resolution of problems based on their expertise and experience. In such a case, there will be no research on the problem, office visits or referral of the problem beyond the Help Desk for work by other OIT staff. Clients who purchase non-standard hardware and unsupported software assume an obligation for self-support. They should learn what support and assistance the vendor or manufacturer provides before making a decision to purchase.

Use of Computer Labs/Facilities

Users of computer labs are obligated to all policies herein and to any supplemental policies posted in that lab. Further regulations include but are not limited to:

- Food, drink, or tobacco use is not permitted in computer labs.
- Priority of use and hours of use is as posted in the specific lab.
- Users must exercise proper care of the equipment in the lab.
- Users shall not attempt to remove, repair, reconfigure, move, modify or attach any external device to the computer(s) or system other than usb drives.
- Users shall not attempt to add, delete, or modify data, files, or programs.
- Users shall not attempt to circumvent security measures of the University or other users.
- Primary use of all labs is for academic and educational purposes. Users must be respectful of this in behavior.
- Users shall report any malfunction, or concern to the Help Desk as posted in the lab.
- Users shall report any violation of policy to the Chief Information Officer.

Privacy

When University information systems are functioning properly, a user can expect the files and data he/she generates to be private information, unless the creator of the file or data takes action to reveal it to others. However, users should be aware that no information system is 100% secure. Persons within and outside of the University may find ways to access files. ACCORDINGLY, THE UNIVERSITY CANNOT AND DOES NOT GUARANTEE USER PRIVACY, and users should be continuously aware of this fact.

Users should be aware that on occasion duly authorized Information Technology personnel have authority to access individual user files or data in the process of performing repair or maintenance of computing equipment and systems. This may include the testing of systems in order to ensure adequate storage capacity and performance for University needs. Information Technology personnel performing repair or maintenance of computing equipment are prohibited by law from exceeding their authority of access for repair and maintenance purposes or from making any use of individual user files or data for any purpose other than repair or maintenance services performed by them.

Email

All policies stated herein are applicable to email. Users should never assume that no one other than the addressee would read the message(s). Users should also be cautious about attachments and broad publication of messages. Copyright laws and license agreements also apply to email.

Web Pages

All University web pages shall be designed in accordance with established regulations and guidelines as maintained by the Marketing Department. Creators of all web pages using University information systems shall comply with University policies and are responsible for complying with all local, state and federal laws and regulations, including but not limited to, copyright, obscenity, libel, slander and defamation laws.

Creators of a web page are responsible for the content of the page, including but not limited to accuracy of the information. Content should be reviewed on a timely basis to assure continued accuracy. Web pages should include a contact (phone number, address, or email) of the person to whom questions/comments may be addressed, as well as the most recent revision date. For further details, please contact the Marketing Department.

Institutional Data

Institutional data is information that supports the mission of Lenoir-Rhyne University. Institutional data is considered a vital asset and is owned by the University. Due to the essential nature of institutional data, its quality and security must be ensured to comply with legal, regulatory, and administrative requirements.

Authorization to access institutional data varies according to its sensitivity. This policy sets forth the university's standards with regard to the handling and storing institutional data.

Definitions:

- **Archival/Storage:** The act of physically or electronically moving inactive or other records to a storage location until the record retention requirements are met or until the records are needed again.
- **Institutional Data:** Information that supports the mission of Lenoir Rhyne University.
- **Personally Identifiable Information (PII) or Sensitive Data:** Data requiring the highest level of protection including, but not limited to, data protected by law, data protected by legal contracts, or security related data. It also includes data that is not open to public examination because it contains information which, if disclosed, could cause severe reputation, monetary or legal damage to individuals or the college or compromise public activities. Examples include: passwords, intellectual property, on-going legal investigations, medical or grades information protected by FERPA or HIPAA, social security numbers, people code ID's, birth dates, professional research, graduate student work, bank or credit card account numbers, income and credit history.
- **Restricted Data:** Data whose access is restricted by federal or state statute (i.e. HIPPA, FERPA). For purposes of this policy, restricted data is a subset of PII data.

Archival/Storage Procedures

- **Enterprise Resource Programs (ERP):** The system(s) that maintain enterprise-wide institutional data that is considered PII and requires the greatest security. At all times, personnel should use internal identifiers in lieu of social security numbers. These systems include but are not limited to: PowerCAMPUS, PowerFAIDS, and Dynamics. The ERP is backed up nightly to a back-up server that is also backed up nightly. The data is being backed up but not the entire database structure. OIT will be able to restore the data after the replacement and build of a new database server.
- **Electronic Mail (E-Mail):** The E-mail system is a delivery system for electronic communication and is treated as Institutional Information. E-Mail is backed up nightly and moved to a Storage Area Network that is backed up weekly to a server in a secondary data center. The mailbox stores are being backed up but not the entire Exchange environment. OIT will be able to restore the data after the replacement and building of a new Exchange server.
- **File Servers:** The servers used to store all non-ERP related information that is vital to the mission of the University. The File Server is backed up nightly to a server in a secondary data center.

Access Controls

- Only authorized users may access, or attempt to access, sensitive information.
- Authorization for access to sensitive data comes from the appropriate Vice President or department head, and is made in conjunction with an authorization form which is found on the login screen to PowerCAMPUS.
- Where access to sensitive data has been authorized, use of such data shall be limited to the purpose required to perform university business.
- Users will respect the confidentiality and privacy of individuals whose records they access, observe ethical restrictions that apply to the information they access, and abide by applicable laws and policies with respect to accessing, using, or disclosing information.
- Notification of a user's termination or removal of authorized access to electronic sensitive information must be conveyed immediately to the Office of Information Technology (OIT). The Office of Public Safety must be notified to remove physical access to offices containing sensitive information.

Data Transfer of Personally Identifiable information (PII)

- PII should not be transmitted through electronic messaging even to other authorized users unless security methods, such as encryption, are employed.
- PII must not be transferred by any method to persons who are not authorized to access that information. Users must ensure that adequate security measures are in place at each destination when sensitive data is transferred from one location to another.

- PII must not be taken off campus unless the user is authorized to do so, and only if encryption or other approved security precautions have been applied to protect that information.
- Physical protection from theft, loss, or damage must be utilized for mobile devices that can be easily moved such as a PDA, flash drive, thumb drive or laptop.

Data Storage of PII

- Physical protection must be employed for all devices storing PII. This shall include physical controls that limit physical access and viewing, if open to public view. When not directly in use, office, lab, and suite doors must be locked and any easily transportable devices should be secured in locked cabinets or drawers.
- Users of laptop and other mobile computing devices need to be particularly vigilant and take appropriate steps to ensure the physical security of mobile devices at all times, but particularly when traveling or working away from the University.
- It is strongly recommended that institutional data not be stored on PCs or other systems in offices or laboratories. Institutional data (including word documents, spreadsheets and Access databases) that is created on a PC or similar system should be stored on a networked server managed by OIT.
- Individual desktop machines are not being backed up by OIT.

Data Retention and Disposal

This will be the responsibility of each Vice President, Department Head or designee to determine for each department, school or college at Lenoir-Rhyne University.

Modification and Notification

This policy may be modified at any time in accordance with existing University practice and policy. Notification of this policy and any modification shall be through established University channels of policy information. Logging on to the University's network constitutes acceptance of the policies, procedures, and sanctions herein.

Application and Enforcement

This policy applies to all administrative and educational areas of the University. This policy applies to all employees and students of the University. This policy applies to anyone including guests of the university who access the University's network (both wired and wireless) as well as any university owned computer.

Judicial Process for Cases of Alleged Misuse of Computing Resources

If there is a preponderance of evidence that intentional or malicious misuse of computing resources has occurred, and if that evidence points to the computing activities or the computer files of an individual, OIT has the obligation to pursue any or all of the following steps to protect the user community:

- Take action to protect the systems and data from damage.
- Refer the matter for processing through the appropriate University judicial system.
- Suspend or restrict the alleged abuser's computing privileges during the investigation and judicial processing. A user may appeal.
- Inspect the alleged abuser's files.
- Disciplinary sanctions may include suspension, expulsion, or termination.

Academic Honesty

Faculty and students are reminded that computer-assisted plagiarism is still plagiarism. Unless specifically authorized by a class instructor, all the following uses of a computer are violations of the University's guidelines for integrity code and are punishable as acts of plagiarism:

- Copying a computer file that contains another student's assignment and submitting it as your own.

- Copying a computer file that contains another student's assignment and using it as a model for your own assignment.
- Working together on an assignment, sharing the computer files or programs involved, and then submitting individual copies of the assignment as your own individual work.
- Knowingly allowing another student to copy or use of one of your computer files and to submit the file, or a modification thereof, as his or her individual work.

Drug Free Schools and Communities Act

In 1987, Lenoir-Rhyne University entered into affiliation with the network of colleges and universities committed to the elimination of drug and alcohol abuse. In doing so, the University committed itself to a policy which is consistent with federal, state, and local laws regarding the use of alcohol and illicit or controlled substances. Furthermore, the Drug Free Schools and Communities Act of 1988 and Amendments of 1989 require that institutions of higher education adhere to "standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities." (Federal Register, Vol. 5, N. 59, Page 17385).

The following North Carolina Statutes inform the College's position on drug and alcohol use:

Alcohol: (N STATUTE 18B-302)

- It shall be unlawful for a person less than 21-years-old to purchase, attempt to purchase, or possess malt beverages, wine, liquor or mixed beverages.
- It shall be unlawful to sell or give malt beverages, wine, liquor, or mixed beverages to anyone less than 21-years-old.
- It shall be unlawful for anyone to obtain or attempt to obtain alcoholic beverages by using a fraudulent or altered driver's license or other ID; also by using driver's license or other ID issued to another person.

Controlled Substances: (N STATUTE 90-95)

- It is unlawful for any person to manufacture, sell or deliver, or possess with intent to manufacture to sell or deliver, or possess a controlled substance or counterfeit controlled substance.
- It is unlawful for any person to knowingly use, possess, manufacture, or deliver drug paraphernalia (N Statute 90-113.22, 90-113.23) as defined in N Statute 90-113.21

Penalties

Lenoir-Rhyne University takes very seriously the possession, use, or sale of any controlled substance as well as violations of the laws regarding alcoholic beverages. The campus is not a sanctuary that relieves students or its employees of their responsibilities as citizens to abide by local, state and federal laws, nor college regulations, policies, and procedures.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law which helps protect the privacy of student education records. The act provides eligible students the right to inspect and review their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or one who attends a postsecondary institution. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records.

The rights protected under FERPA include:

1. The right to inspect and review the student's educational records within 45 days of the day Lenoir-Rhyne University receives a written request for access.
2. The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.

3. The right to consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
 - Family Policy Compliance Office
 - US Department of Education
 - 400 Maryland Avenue SW
 - Washington, DC 20202-5901

Definitions as Related to FERPA Policy and Practice

Student: Any person currently or formerly enrolled at Lenoir-Rhyne University (or Lenoir-Rhyne College) regardless of their age or status with regard to parental dependency. Note that records of students who have made application but have not been admitted to Lenoir-Rhyne are not subject to FERPA guidelines, nor are the records of deceased students.

Educational Record: Any record maintained by the University directly related to a student and/or which contains information personally identifiable to a student. Educational records do not include:

- Sole possession records or private notes held by school officials that are not accessible or released to other personnel.
- Campus Security records that are solely for campus safety/security enforcement purposes and maintained solely by the Campus Security department.
- Records relating to individuals who are employed by the University (unless directly related to employment status.)
- Records relating to treatment provided by a physician, psychologist, psychiatrist, or other recognized professional or para-professional and disclosed only to individuals providing treatment.
- Records created or received by the University after the student has graduated or is no longer enrolled (i.e. alumni records.)

School Official: Any member of the Lenoir-Rhyne University faculty, staff or administration whose intention is to act in the student's educational interest within the parameters of their position at the University. In addition to faculty, staff and administration, school officials may also include contractors, volunteers and others performing institutional functions. Students who are serving on an official University committee or otherwise employed by the University may also be considered school officials if performing in the interest of the requested capacity. Reasons of legitimate educational interest for a school official include, but are not limited to:

- Performing a task that is specified in his or her position or contract.
- Performing a task related to a student's education or academic progress.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student (or student's family) such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the campus.

Directory Information: Lenoir-Rhyne University defines the following as Directory Information:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)

- Honors, Awards and Recognition

Notification of Policy

Lenoir-Rhyne University releases the FERPA policy annually in the University's *General Catalog*. Any significant changes to the policy are disseminated to the campus community via email and on *myLR*, the University's internal website.

Release of Information/Records

Lenoir-Rhyne University will disclose information from a student's educational records with the written consent of the student. Written consent may be received by means of an online transcript request, signed FERPA Release or Transcript Request form, or signed letter of consent directly from the student. Written consent may be submitted in person, through the US Postal Service, scanned attachment (pdf or Microsoft Word) via email or by secured fax at 828.328.7378. An email from the student may not serve as written consent.

In some cases, Lenoir-Rhyne may release information from a student's educational records without the direct consent from the student. Records may be released without consent when the disclosure is:

- To appropriate school officials (defined above).
- To authorized representatives of federal, state or local educational authorities.
- In connection with financial aid for which the student has applied or the student has received.
- To third-party vendors conducting research or other analysis for or on behalf of the University.
- To accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena (Note that under these circumstances we will make every effort to notify the student prior to compliance.)
- Related to a health or safety emergency.
- Information defined as Directory Information
- The disclosure concerns sex offenders and other individuals required to register under state or federal law.

Release of Directory Information

Unless a student requests in writing to the contrary, Lenoir-Rhyne University is permitted to release the following types of information without consent from the student:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)
- Honors, Awards and Recognition

Students wishing to restrict the release of directory information must submit a signed, written statement and submit to the Office of Academic Records. Please note that once received, all directory information will be withheld from a variety of third parties including parents/spouses, employers (current and prospective), honor societies and, of course, the media. Once the restriction is filed with the Office of Academic Records the restriction remains valid until the student, again in writing, rescinds the restriction.

Requests to restrict the release of directory information should be submitted to the Office of Academic Records located in Lohr Hall on the Hickory Campus, or by mail/fax/scanned document in email to:

Lenoir-Rhyne University
Office of Academic Records

PO Box 7227
 Hickory, NC 28603
 828.328.7368 (fax)
Registrar@lr.edu

Procedure to Inspect Educational Records

Students simply needing to obtain a copy of their official University transcript may do so online without the completion of a Student Disclosure Form. Current students may request a copy of their official transcript through their secure, online Self-Service account. Former students may make the request through the National Student Clearinghouse. For more information on requesting a transcript online please visit the Registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students have the right to inspect/review their educational records within 45 days of the receipt of the request by Lenoir-Rhyne University. Students must complete and submit a signed Student Disclosure Form indicating the purpose for the release. The Student Disclosure Form is located on the Registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students currently enrolled may select a "one-time release" to a specific party (or parties), or they may select "until I complete a new form." If "until I complete a new form" is selected, the release becomes void once the student graduates or discontinues enrollment. If the student returns to Lenoir-Rhyne University at a later date, a new disclosure form must be submitted. Students who are no longer enrolled must select the "one time release" option and a new form must be submitted with each new request.

Requests to inspect/review educational records should be submitted to the Office of Academic Records located in Lohr Hall on the Hickory Campus, or by mail/fax/scanned document in email to:

Lenoir-Rhyne University
 Office of Academic Records
 PO Box 7227
 Hickory, NC 28603
 828.328.7368 (fax)
Registrar@lr.edu

Lenoir-Rhyne University reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA if the student lives within commuting distance of the University, the student has an unpaid financial obligation to the University, or there is an unresolved disciplinary action against the student. Please note that if the student is requesting copies of educational records and is not within commuting distance, the student will be charged a \$25 processing fee. There is no cost to any student to simply inspect/review their record.

Harassment

Members of the Lenoir-Rhyne University community are entitled to an academic or work environment free not only of discrimination, but also of any unwelcome solicitation or advances. Lenoir-Rhyne University is committed to creating and maintaining an environment in which all members of the Lenoir-Rhyne University community—students, faculty, staff, and administrators—are treated with respect and dignity, free from verbal, sexual, or physical harassment. Faculty, administrators, staff, and students are responsible for maintaining an educational and working environment that is harmonious with the University's mission of teaching. Harassment of any kind of any member of the Lenoir-Rhyne University community is illegal and destructive to that harmony, and such misconduct is a violation of university policy. It should be reported promptly so appropriate action may be taken by the university administration.

Physical Accessibility for Persons with Disabilities

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Lenoir-Rhyne University to provide physical accessibility for individuals with disabilities

whenever it is possible to do so. In instances where events or services are not accessible because of physical barriers, every reasonable effort will be made to relocate the event or service to an accessible location.

Examples of how access may be provided when an event or service is physically inaccessible are:

- Reassigning a course to an accessible classroom if the original classroom is in an inaccessible location.
- Providing a first floor residence hall room for a student who is unable to use stairs when stairs are the only means of accessing upper level floors.
- Scheduling meetings with staff or faculty members whose offices are not physically accessible in a meeting area that is accessible.

Accessibility accommodations for events and services will be considered on a case-by-case basis. Any questions or concerns regarding campus accessibility may be directed to the Director of Disability Services at 828-328-7296.

Sexual Harassment

Sexual harassment is a form of unlawful discrimination. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is used in decisions affecting employment or academic advancement.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Actions that can constitute sexual harassment may include the following:

- The conditioning of employment benefits or participation in a class based on obtaining sexual favors.
- Engaging in conduct of a sexual nature which creates an intimidating, hostile or offensive academic or work environment. This can include sexually oriented language and jokes, offensive physical contact, obscene messages and gestures, etc.
- Punishing or threatening to punish a subordinate for refusal to comply with sexual demands.

Sexual harassment can involve teacher and student, teacher and teacher, student and student, supervisor and employee, co-workers and colleagues, particularly if one of those individuals is in a position of professional judgment over another. Sexual harassment is distinguished from voluntary sexual relationships by nature of advances or comments of a sexual nature being unwanted. The presence of the elements of coercion, threat, or hostility with unwanted sexual advancements clearly indicates harassment. Such behavior constitutes an offense which may lead to disciplinary action by Lenoir-Rhyne.

Individuals who feel they are being subjected to harassment should refer to the procedure detailed below. A prompt, thorough, confidential, and objective investigation will be conducted in the event of a formal complaint. Disciplinary action, up to and including dismissal, will be taken if it is determined that sexual harassment has occurred.

This policy shall not be used to bring frivolous or malicious charges against students, employees, or agents of Lenoir-Rhyne. False accusations of sexual harassment can cause serious harm to innocent persons. Appropriate sanctions will be taken against persons who bring frivolous or malicious charges.

Procedure for Redress or Harassment Grievance

Members of the University community, who feel they are being subjected to harassment, including sexual harassment, should attempt to resolve the issue informally with the person involved. If this is not successful, they should discuss the alleged harassment with the supervisor of the harassing person. If this is not successful, they should file a formal written complaint with the dean or vice president over the area of the harassing person. Students should contact the Dean of Students; faculty should contact the Provost; and staff should contact the Vice President for Administration and Finance for assistance.

Nondiscrimination

Lenoir-Rhyne University is committed to providing equal employment and educational opportunities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status, unless permitted by law. The University complies with all applicable federal, state and local laws governing nondiscrimination in employment and education. This policy of equal opportunity extends to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluation, compensation and benefits. In addition, the University adheres to this philosophy in its admissions policies and in the administration of its educational programs and activities.

Statement on Online Learning

Lenoir-Rhyne University offers several fully online or “distance” options among its many academic programs. Generally, these fully online programs serve the needs of Adult and/or Graduate students to enhance accessibility to educational opportunities for individuals with full professional and/or personal lives, or for students who are seeking an LR program but who are unable to relocate to one of our campuses.

Whether one is in a fully online program, is taking blended or “hybrid” courses that mix face-to-face sessions with virtual learning, or is simply in classes using web-enhanced pedagogies in traditional “on-ground” courses, LR furnishes an educational experience that ensures consistent, challenging, and engaging classes. Participating in LR’s online learning communities, for example, does not mean students sacrifice engagement with their faculty or fellow students, nor do they surrender a challenging and rewarding learning experience. In both our virtual and traditional classes, our faculty are available to support and to mentor students, and students have incredible opportunities to interact and learn with cohorts from around the country or the world with the same quality that has always been a part of Lenoir-Rhyne University’s educational mission.

LR supports online learning through the use of its learning management system, Canvas, and through the use of its online meeting and video conferencing, WebEx. Online students have access 24/7/365 to technical assistance, and additional academic learning supports are furnished through our Learning Commons. Distance students can connect virtually with a professional librarian through chat or WebEx, and can access the University Library’s substantial electronic resources (including ebooks, journal articles, music, films, research guides, and video tutorials). Additionally, the University’s Center for Teaching and Learning, in partnership with the Office of Instructional Technology, support faculty teaching in the online environment.

At Lenoir-Rhyne University, we strive to ensure that regardless of the manner in which courses are delivered—face-to-face or across the web—students can expect the same quality and the same engaging learning environments that have always been a defining feature of the “LR experience.”

ACADEMIC REGULATIONS

Each student and faculty member at Lenoir-Rhyne University is expected to exhibit conduct within the dictates of a Christian conscience and do what is right as a matter of choice rather than as a matter of compulsion.

Lenoir-Rhyne University, like every academic institution, has certain standards and policies adopted as guides for the conduct of general activities for both students and faculty members. These standards are outlined in the student and faculty handbooks. The University reserves the right to request the withdrawal of any student who fails in conduct or attitude to meet the regulations and policies adopted by the University.

It is the responsibility of each student to learn and follow the standards, policies, and regulations stated in the university catalog and student handbook. Students are responsible for fulfilling the requirements as outlined in the catalog in effect at the time of their first matriculation, unless their academic process has been interrupted.

The Institution is under the supervision of the Board of Trustees. The academic programs in all schools are governed by the faculty. The student government constitution is largely administered by the students themselves.

THE LENOIR-RHYNE STUDENT HONOR COMMITMENT AND STATEMENT OF ACADEMIC INTEGRITY

All students at Lenoir-Rhyne University are expected to know and agree to accept the following Lenoir-Rhyne University Student Honor Commitment and Statement of Academic Integrity:

A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne University is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne University, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.

My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code or law, I affirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne University in making the concept of honor a reality.

THE ACADEMIC INTEGRITY SYSTEM

All contributors to Lenoir-Rhyne University—students, faculty, staff, and administrators—are charged to support and to cultivate the principles established in our honor commitment and statement of academic integrity. The Academic Integrity System promotes an educational community based upon honesty, personal and social responsibility, and honor. Each participant in this community must understand that it is her/his responsibility, individually and collectively, to uphold the values of academic integrity at Lenoir-Rhyne University and that all forms of dishonesty profoundly violate these values.

Lenoir-Rhyne University seeks to cultivate continually a learning community in which integrity may flourish. To these ends, the University seeks to define academic dishonesty, to establish standards and expectations of action, and to develop and utilize consistent and reasonable processes for adjudication of any violations of these values.

Violations of Academic Integrity

Violations of the Academic Integrity Statement fall under the jurisdiction of the University Judicial System and are subject to the rules and guidelines established in the Student Handbook.

The following offenses constitute academic integrity violations at Lenoir-Rhyne University:

A. Cheating:

(1) Individual Cheating: To practice or attempt to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work purporting to be one's own; to copy or attempt to copy from another person's test, paper, or other graded work in a course; to use or to provide any notes or other prepared materials that a student is not permitted to consult during a testing period or to bring those materials into the testing area with the intent to use; to submit identical or near-identical papers or course work for credit in more than one course without prior permission of the instructor; to steal, deface, or destroy any research materials or technology that may deprive others of their use; to obstruct or interfere with another student's academic work; to retain, possess, or circulate previously used exams or other assignments without the instructor's permission.

(2) Collusion (action taken by two (2) or more persons together to cheat): To allow another to copy one's tests, papers, or other graded course work; to provide assistance to others in the preparation of graded course work without the express consent of the instructor; to aid or abet another person in an act of cheating.

B. Lying:

Committing a forgery or uttering a statement known to be false or dishonest, orally or in writing, for the purpose of, or having the effect of, protecting or improving one's grades in a course, or one's academic record, or one's academic standing; also, to make a statement known to be false or deceitful in a University Judicial proceeding or to protect another person from apprehension or punishment for a violation of academic integrity.

C. Plagiarizing:

The act of copying a sentence, several sentences, or a significant part of a sentence from any source, including Internet sites, that has been written by someone other than the person submitting the paper, and then neglecting to indicate through the use of quotation marks or blocking that the material has been copied; also, copying from another writer in such a way as to change one or two of the words in the sentence, or to rearrange the order of the wording, or to paraphrase, or to summarize information and then neglect to furnish documentation. Failure to cite sources when appropriate is a form of dishonesty.

D. Impeding an investigation:

Falsifying information, or attempting to falsify information, or intimidating participants in an academic integrity investigation or hearing.

E. Any other actions that violate student regulations as outlined in *The Cub* or Student Handbook or public statutes for the purpose of leading to or supporting an academic integrity violation will come under the jurisdiction of the University Judicial System.

Responsibility for Academic Integrity

The chief responsibility for student academic integrity at Lenoir-Rhyne University rests with the students. Additionally, every faculty member assumes the responsibility for upholding and assisting in administering the honor commitment. To manifest the fullest confidence in the integrity of Lenoir-Rhyne students, it is essential that faculty create an atmosphere of support for the Academic Integrity System. Instructors are expected to giving clear directions regarding assignments, to maintain the integrity and security of examinations, to clarify expectations related to collaborative student work and/or any assignments using tutors, and to promote in all

class assignments an atmosphere of mutual trust. Every faculty member is responsible for proctoring, or having proctored, quizzes, tests, and examinations. Students may not proctor a quiz, test, or examination for a class of which they are a member.

Students have a responsibility to ensure the integrity of their own work. If cheating, lying, or plagiarism is observed in an academic situation, a student should inform the faculty member, the Office of the Dean of Students, or the Office for Academic Affairs.

The faculty member may require that the student write a pledge on all work submitted in the course. If the professor makes no such demand, students may reinforce their commitment to high standards of academic integrity by writing the word PLEDGE and signing the work, or the student may write out a pledge and sign the work. An accepted form for a written pledge is: "I have neither given nor received unauthorized assistance on this work."

Guide to Judicial Procedures

Confrontation

Any member of the Lenoir-Rhyne University community may confront a violation of the Honor Commitment and Statement of Academic Integrity if s/he believes there is information to support such a report. If a student or staff member believes a violation has occurred, s/he may:

- Inform the faculty member in whose class the alleged violation occurred;
- Urge that the individual confess the violation to the faculty member or other appropriate administrator.
- File an Incident Report Form with the faculty member in whose class the violation occurred or with the Office of the Dean of Students. Forms are available in the Office of the Dean of Students, the Office for Academic Affairs, and the various school administrative offices.

If a faculty member believes a violation of the Integrity Pledge has occurred, s/he should:

- Give the student an Incident Report Form for Academic Integrity Violations as notification that s/he is suspected of a violation and then meet with the student to give her/him an opportunity to accept or deny responsibility.
- At this meeting the faculty member may adjudicate the violation or inform the student of the faculty member's intent to refer it for adjudication by the Student Conduct Council. Regardless of who adjudicates the incident, all documentation related to the incident including the Incident Report Form, copies of the test/paper/project, a narrative of the situation, and other supporting materials should be sent to the Office of the Dean of Students. A copy of the Incident Report should also be provided to the Office for Academic Affairs. *A student's violation of the Academic Integrity system always must be reported to the Office of the Dean of Students and the Office for Academic Affairs.*

Fact-Finding and Adjudication

When faced with a possible violation of academic integrity, the faculty member has two potential approaches in the adjudication of the action. He/she may address the matter directly or may refer the matter to the Student Conduct Council for consideration. Regardless of which approach is taken, unless otherwise noted, all rights and responsibilities outlined in this handbook are applicable.

Faculty Member as Adjudicator

If the faculty member chooses to adjudicate the incident, s/he will follow the procedures listed below:

1. If the student accepts responsibility, the faculty member may determine sanctions and communicate a response (skip to #7 below).
2. If the student denies responsibility, the faculty member will conduct an Inquiry, in which he/she will determine the student's responsibility and appropriate sanction. At the meeting to report findings from the Inquiry, both the student and the faculty member are permitted to have one other person at the session, who may observe only. (This participation is limited to faculty, staff, and student members of the university community whose names are communicated to the faculty member at least 24 hours prior to the meeting. No representation by attorney or any other outside person is permitted.)

3. During the Inquiry report, all documentation/materials related to the incident will be reviewed. This includes the definitions of academic dishonesty outlined in the Academic Integrity System, tests, papers, correspondence, or other paperwork pertinent to a determination of responsibility.
4. The student may respond to the allegation, address documentation and clarify or add other information for consideration.
5. The faculty member will determine if the student is responsible for the violation. After all information has been discussed, the faculty member may excuse the student for a few minutes in order to determine an appropriate judicial response, or the faculty member may require the student to return for a second meeting at which time the judicial response will be communicated. The faculty member may determine that a student is responsible for conduct when he/she determines that a preponderance of the evidence supports that conclusion. A preponderance of the evidence exists when the evidence supports the conclusion that it is "more likely than not" that the student engaged in the misconduct.
6. If the student is found responsible, the faculty member will identify an appropriate sanction, as outlined in the section below.
7. The faculty member will communicate his or her decision verbally and in a follow-up letter that includes a description of the Appeal Process (see below). This letter must be sent within 48 hours of the initial communication of the decision to the student.
8. All documentation (including a copy of all correspondence, a completed Incident Report Form, the faculty member's summary, copies of assignments, and any other materials used to determine responsibility and response) will be sent to the Office of the Dean of Students to be maintained in the student's file. A copy of the Incident Report should be provided to the Office for Academic Affairs at the same time.

Student Conduct Council as Adjudicator

If the faculty member decides to refer the incident to the Student Conduct Council (SCC) to adjudicate, it will follow the procedures listed below:

1. Within 48 hours of meeting with the accused, the faculty member will refer the Incident Report Form to the Office of the Dean of Students, who will refer the report to the Chief Judicial Officer. The accused student will be provided a designee from the Judicial Affairs Office to assist and answer any questions about the judicial process. No representation by attorney is permitted.
2. The Judicial Affairs Officer shall furnish a notice of the time and place of the hearing to the parties involved (accused student and the filer of the report) and to the appropriate members of the Court at least four (4) days in advance.
3. Normally, all cases must be heard within ten (10) class days upon return of the Incident Report Form to the accuser by the faculty member. Exceptions to this deadline may be allowed if deemed necessary by the Judicial Affairs Officer.
4. Persons who may attend the inquiry are the filer of the report, the accused student, the faculty member in whose class the incident occurred, others with information pertinent to the incident, SCC members, and other impartial observer(s) at the discretion of the Council. The inquiry will be audiotape recorded for the use in the appeals process, if needed. The Office of the Dean of Students keeps these tapes.
5. Judicial proceedings of the SCC shall be closed to the University community unless an open hearing is specifically requested and agreed upon by both parties involved.
6. The Chair of the Council shall preside and open the inquiry with an explanation of procedures and purpose. He/she shall read the Incident Report Form aloud.
7. Accused, Accuser, and their witnesses will be required to swear or affirm that their testimony will be true and honest before it is presented to the SCC.
8. Both parties shall be given an opportunity to present evidence in the form of materials, oral testimony, papers or witnesses.
9. Members of the Council shall have the opportunity to question those persons appearing before the Council.
10. When there has been sufficient discussion of the case, members of the Council shall meet in private session to consider the case.
11. Once the proceedings have been completed and the judicial body has met for the specific purpose of making a final decision, a recess shall not be called until a decision has been reached.

12. In the Student Conduct Council, a majority decision shall be required for the determination of responsibility. Each member of the Council may determine that a student is responsible for conduct when he/she assesses that a preponderance of the evidence supports that conclusion. A preponderance of the evidence exists when the evidence supports the conclusion that it is "more likely than not" that the student engaged in the misconduct.
13. If an individual is found responsible, a sanction shall be assigned by a majority vote of the Council. The SCC may draw upon the listing of possible sanctions as outlined below. Every attempt shall be made to assign sanctions according to the particular circumstances of each case.
14. After the SCC has reached its decision, the participants previously recessed shall be recalled and shall be informed of the decision and the assigned sanction, if any. If the accused is found responsible, the appeals process will be explained.
15. The absence of the Accused from a hearing shall be considered an admission of responsibility.
16. Details pertaining to SCC hearings and decisions are confidential.
17. If the SCC concludes that a student has been involved in an academic integrity violation, the Office for Academic Affairs and the Office of the Dean of Students must be notified, in writing, of the violation within three (3) days of the actual hearing.
18. If, upon notification and review, it is determined that the person has been previously found responsible for a major violation of academic integrity, along with the sanctions imposed in this particular case, he/she may be expelled from the University at the discretion of the Executive Vice-President for Academic Affairs and Dean of the University. This decision shall be reported to the student, in writing, no more than one week after the SCC's decision.

Sanctions

One of the fundamental principles of integrity is the willingness to assume responsibility for inappropriate actions. For this reason, the University may consider with varying degrees of favor one's willingness to accept voluntarily responsibility for violations of the Academic Integrity code in the determination of sanctions.

The following sanctions may be imposed by the University Judicial System (faculty member or SCC) for violations of academic integrity at Lenoir-Rhyne University:

A. A person who accepts responsibility or is found responsible for a violation of academic integrity in which the circumstances do not merit the imposition of a grade of "F" in a course (e.g., a minor first offense) will receive **at** least the penalty of academic integrity probation. He/she may also receive a failing grade on the particular assignment under review, if deemed appropriate by the faculty member or the SCC.

B. A person who accepts responsibility or is found responsible for a major first violation of academic integrity in a course may be dropped from the course with a grade of "F" and may be subject to an additional penalty including suspension or expulsion, depending on the magnitude of the offense. S/he will receive additionally at least the penalty of academic integrity probation.

C. A person who accepts responsibility or is found responsible for a violation of academic integrity in which the circumstances do not permit the imposition of a grade of "F" in a course (e.g., a charge against a student not enrolled in a particular course) may receive a penalty ranging from academic integrity probation to suspension or expulsion, depending on the magnitude of the offense.

D. A person who accepts responsibility or is found responsible for an additional violation of academic integrity after having been found responsible for a previous offense may be expelled from the University at the discretion of the Provost of the University. After the second violation, a grade of "F" shall be entered for any courses in which a violation occurred. In cases of a second violation, it shall be the normal sanction that the student receives at least suspension from the University for at least one full semester. Readmission following a suspension is not guaranteed: the student must furnish to the satisfaction of both the Provost and the Dean of Students evidence that s/he understands her/his actions and that the University can be confident that subsequent violations of the Academic Integrity code will not occur.

Definition of Sanctions

A. *Academic Integrity Probation* takes effect after one's first academic integrity violation and extends from the time of the conviction until the student meets the necessary requirements to remove the probationary status from her/his academic transcripts. Any further conviction may result in suspension or expulsion.

B. *Academic Integrity Suspension* is the immediate involuntary withdrawal of a student from the University for a time specified by the University Judicial System. The time must be at least one grading period during the academic year. Notation of this penalty shall be maintained on the student's permanent academic transcript. No means of petition is available to remove this notation from one's permanent transcripts.

C. *Academic Integrity Expulsion* is the immediate permanent withdrawal of a student from the University. Notation of this penalty shall be maintained on the student's permanent academic transcript. No means of petition is available to remove this notation from one's permanent transcripts.

Upon being found responsible for a first violation (that does not result in suspension or expulsion), a student will be placed on academic integrity probation. S/he will receive a letter of notification from the Office for Academic Affairs, and the probation will be noted on the student's transcripts. This notation will remain on the student's academic record until s/he carries out the necessary actions to have it removed from her/his permanent transcripts. Additional academic integrity violations shall result in a permanent notation on the student's transcripts.

Failure to receive or to review one's letter of notification after a first academic integrity violation may not in any way serve as a mitigating factor in the determination of sanctions for a subsequent violation of the academic integrity code.

A student who is on Academic Integrity Probation may petition the Provost to have this notation removed from her/his Permanent Transcripts through the following process:

1. The student continues matriculation for at least one year after receiving academic integrity probation with no subsequent recorded violations of the Academic Integrity Code. If the student intends to graduate in less than a full year after receiving probation, s/he may make similar petition during the last month before graduation.
2. The student furnishes the Provost with a written justification requesting removal from academic integrity probation. This petition for removal of probation must furnish a cogent argument that demonstrates that the student has learned from these events and will not repeat these improper actions again in the future.
3. The Provost will review the petition and may also meet face-to-face with the student. If s/he determines that the petition satisfies the requirements for removing probationary status, s/he will inform the University Registrar to remove the notation from the student's permanent transcripts.
4. If the student's petition fails to demonstrate grounds for removing probationary status, s/he may re-submit a new petition no sooner than six months later, or in her/his last month before graduation, whichever comes first.
5. If a student does not successfully petition for removal of academic integrity probation before departing the University (through graduation or a decision not to return), the notation of academic integrity probation will remain on her/his permanent transcripts.

FX Grade

The grade of FX denotes a violation of Lenoir-Rhyne University's Academic Integrity Code that is egregious enough to warrant the sanction of both failure of the course and notation of the incident on the student's permanent academic record. This sanction is reserved for only the most serious offenses and would be applied in cases of pre-meditated, significant, and clear violation of the University's Academic Integrity Code. The FX grade will be treated like an F grade in the student's grade point average. Any use of the FX grade will be reviewed by the Provost. An FX grade may be changed to an F grade on the student's transcript in a subsequent semester before graduation by order of the Provost after the student has met the following requirements:

- The student retakes the course in which the FX was received and successfully completes it with a passing grade; if the course is not offered before the student intends to graduate, the student may request a waiver of this expectation from the Provost.

- The student has no subsequent recorded violations of the Academic Integrity Code.
- The student furnishes the Provost with a written justification requesting the removal of the FX grade.

Any additional academic integrity violations by the student after receiving an FX grade will constitute grounds for immediate and permanent expulsion from the University.

Appeal

If an individual who is found responsible for violations of the academic integrity wishes to make appeal, the appeal form must be completed and filed with the Office of the Dean of Students within seventy-two (72) hours after the date in which the student receives the letter indicating responsibility and sanctions (or 72 hours after receiving notification from the Office for Academic Affairs of suspension or expulsion).

One's *right* to seek appeal does not necessarily imply that an appeals hearing will be held. When an Appeal is filed, the basis or bases of the appeal must be indicated. There are four bases for appeal:

- The evidence did not warrant the decision;
- The decision did not warrant the sanction;
- Proper procedures were not followed that may have had a bearing on the decision;
- There was possible bias/prejudice on the part of one or more of the hearing officers that may have had a bearing on the decision.

The Associate Dean of Students will review the validity of the appeals request. In order for an appeal to be considered valid, the student or faculty member must explain how his/her reasons for appealing have the potential to change the original finding by the SCC or by the faculty member who adjudicated the incident. Appeals without warrant will be denied; if there are no grounds under the criteria listed above for the appeal, additional consideration will be denied. If the Associate Dean of Students views the request as possessing *potential validity*, the appeal shall be forwarded, with all evidentiary materials, to the Provost.

It is not the purpose of the appeals process to rehear fully the proceedings of the original incident. In determining the outcome of the appeal (regarding the decision and/or the sanctions), an appellate body will rely upon a "reasonable person" standard: *were the original decisions and/or sanctions imposed by the faculty member or the SCC conclusions that could be reached by a reasonable person, applying appropriate diligence and community standards, and reaching a proper standard of proof (i.e., preponderance of evidence standard)?*

During the appeals inquiry, the Provost will review all evidence from the faculty member's Incident Report Form and documents and/or the materials from the SCC hearing. The appellant will be permitted to present his/her reasons for appeal. The Provost may ask any questions of the appellant he/she believes to be relevant to the appeal.

Upon completion of appeals inquiry, the Provost may select one of the following courses of action:

- Reverse the decision of the SCC or faculty member.
- Uphold the decision but reduce the sanction (if any).
- Uphold the decision but make the sanction (if any) more severe.
- Uphold the decision and leave the sanction (if any) unchanged.

The Provost may not remand the incident to the original decision venue for re-consideration. He/she will report the decision to the student in writing within 48 hours of the determination. The Provost may reveal his/her reasoning for the decision but is not required to do so.

If the student or the faculty member involved believes that grounds for appeal of the Provost's decision is in order, s/he must put such grounds in written form and deliver the written appeal to the chair of the University Judicial Review Board within 72 hours of receipt of the decision. All relevant materials from the previous hearing/inquiry of the SCC and/or faculty member shall be forwarded to the chair of the Judicial Review Board.

The chair of the Judicial Review Board shall examine the basis for the appeal and determine its validity. The chair shall decide either to uphold the decision of the Provost or to convene the Judicial Review Board to review

the prior decisions. In case of suspensions or expulsions, the Judicial Review Board will automatically convene to review the appeal.

As in earlier appeals, it is not the purpose of the Judicial Review Board, as an appellate body, to rehear fully the proceedings of the original incident. In determining the outcome of the appeal (regarding the decision and/or the sanctions), an appellate body will rely upon a “reasonable person” standard: *were the original decisions and/or sanctions imposed by the faculty member or the SCC and/or the appellate findings of the Provost conclusions that could be reached by a reasonable person, applying appropriate diligence and community standards, and reaching a proper standard of proof (i.e., preponderance of evidence standard.)*

The Judicial Review Board may follow one of the four courses of action:

- Reverse the decision of the Provost.
- Uphold the decision but reduce the sanction (if any).
- Uphold the decision but make the sanction (if any) more severe.
- Uphold the decision and leave the sanction (if any) unchanged.

A student who files an Appeal must receive a final decision within two weeks of the filing date, barring extenuating circumstances. The Chair shall provide to the parties in the appeal a written notification of the decision. The decision of the Judicial Review Board is final.

An appellate (student or faculty member) may withdraw an Appeal at any time prior to the beginning of a scheduled hearing.

ACADEMIC STANDARD REQUIREMENTS

GRADES

Grading in individual courses is the prerogative of the course instructor who will at the beginning of each term notify the students of the grading standards for each course.

At mid-term and at the end of each semester, grade reports containing all information deemed necessary are available for students via *myLR* online. Academic records may be withheld for failure to satisfy financial or other responsibilities on campus.

Course grades are averaged on a grade point average scale with the following values assigned to each letter grade:

A	4.0 points per semester hour
A-	3.7 points per semester hour
B+	3.3 points per semester hour
B	3.0 points per semester hour
B-	2.7 points per semester hour
C+	2.3 points per semester hour
C	2.0 points per semester hour
C-	1.7 points per semester hour
D+	1.3 points per semester hour
D	1.0 points per semester hour
D-	0.7 points per semester hour
F	0.0 points per semester hour
W	Withdrawal from course
WP	Withdrawal Passing from the University
WF	Withdrawal Failing from the University

To compute a grade point average, a student must multiply the credits for the course by point values for each grade received, total and divide that total by the number of hours (graded courses) taken. An average of 4.00 would indicate the student received all A's, 3.00 a B average, 2.00 a C average, 1.00 a D average and below .70 is failing work.

INCOMPLETE GRADES

Students may be given an incomplete grade “I” if, because of sickness or other extreme necessity, some specific portion of their work remains unfinished, provided they are passing the course.

Students receiving a grade of “I” in a fall semester course must make up the deficiency before the following March 15; for an “I” received in a spring semester or Summer Session course, students must make up the deficiency before the following October 15. After these dates, the grade automatically changes to “F”. Any grade adjustments resulting from completion of additional coursework must be completed within one year of the original posting of the incomplete grade. After this point the final grade will remain an “F.” The Admissions and Academic Standing Committee may require that a student remove an incomplete grade during the summer in order to remain enrolled. If the student receiving the grade of “I” is not enrolled the following semester, the grade will become an “F” after one additional semester. Instructors are not expected to allow students to make up work if the student has been out of school more than one year. The Admissions and Academic Standing Committee’s decisions are based on the academic record at the end of each semester. Incomplete grades are viewed as credits not officially earned, and any academic action stands for the following semester, even if the incomplete grades are completed.

FX GRADE

The grade of FX denotes a violation of Lenoir-Rhyne University’s Academic Integrity Code that is egregious enough to warrant the sanction of both failure of the course and notation of the incident on the student’s permanent academic record. This sanction is reserved for only the most serious offenses and would be applied in cases of pre-meditated, significant, and clear violation of the University’s Academic Integrity Code. The FX grade will be treated like an F grade in the student’s grade point average. Any use of the FX grade will be reviewed by the Provost.

GRADE REPEATS

Students may repeat a course in which they received a grade of less than “C.” Special permission must be secured from the University Registrar to repeat a course in which a grade of “C” or better has been earned. All grades received are recorded on the permanent record, but only the grade received on the last attempt will be used in computing the grade point average. Students may repeat a maximum of 18 credits for grade substitution. If a course is repeated more than once, all repeated attempts would count toward the 18 credits allowed. For students who repeat more than 18 credits, only the first eighteen credits will be considered for grade substitution.

SATISFACTORY ACADEMIC PROGRESS

In order to demonstrate satisfactory academic progress students must meet the following criteria:

- Full-time students must pass at least nine (9) credits each regular semester.
- Full-time students must meet minimum standards for credits earned and GPA as reflected in the following chart.
- Full-time students must not fall below a semester GPA of 2.0 after the fourth semester.
- Part-time students taking more than one course each regular semester must pass one-half of the credits attempted.

Semester	1	2	3	4	5	6	7	8	9	10	11	12
Credits	12	24	36	48	60	72	84	96	108	120	128	128
Earned GPA	1.8	1.8	1.9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Students not meeting standards for Satisfactory Academic Progress are subject to Academic Probation or Academic Suspension.

RESPONSIBILITY FOR SATISFACTORY ACADEMIC PROGRESS

The main responsibility for satisfactory academic progress rests with the students. Additionally, the Admissions and Academic Standing Committee enforces criteria for satisfactory academic progress. Faculty will administer grades at the mid-point and end of each academic semester for each student

enrolled in a particular course. However, it is the responsibility of the student to ascertain their current academic standing in any class in which they are enrolled.

Student academic records and progress will not be discussed with any other person outside of faculty and staff of Lenoir-Rhyne University, including parents, unless a Student Disclosure Waiver is on file in the Registrar's Office (see Student Disclosure Waiver below).

In addition to University requirements for satisfactory academic progress, some academic programs have additional academic requirements that students must meet in order to continue in these programs. These additional requirements supersede University requirements for continuation in these particular programs. Students not meeting these additional academic requirements may be removed from these particular programs. However, removal from a program does not necessarily mean removal from the University. As long as the University standards for satisfactory academic progress are met, a student may remain enrolled at Lenoir-Rhyne University.

Part-time students are subject to the same cumulative GPA criteria as full-time students in determining Satisfactory Academic Progress and should follow all listed requirements and definitions regarding procedures for Academic Probation and Suspension. However, part-time students are not subject to cumulative hours-earned criteria as reflected in the Satisfactory Academic Progress chart.

ACADEMIC PROBATION AND SUSPENSION

Any student, who fails to meet minimum standards for cumulative GPA, cumulative credits passed, or semester credits passed, is subject to Academic Probation or Academic Suspension.

Lenoir-Rhyne University requires students to have a cumulative grade point average of 2.0 in order to graduate. Lenoir-Rhyne has also established minimum criteria for satisfactory academic progress based on the number of semesters a student has been enrolled, the number of attempted credit hours, and the number of credit hours earned at Lenoir-Rhyne. The criteria can be found in the table above. Any student whose earned credits and cumulative average fail to meet the required criteria may be placed on Academic Probation or Suspension. Full-time students who pass less than nine credits in any semester are subject to Academic Suspension. Part-time students who take more than one course in a semester, and who pass less than one-half of the semester hours attempted, are subject to Academic Suspension.

ACADEMIC PROBATION

Full-time students who are not in compliance with Satisfactory Academic Progress standards listed above are subject to Academic Probation. Students placed on Academic Probation are expected to comply with all terms of Academic Probation. Students placed on Academic Probation will be monitored by the Office of Student Success and Retention and should work closely with this office as well as their Faculty advisor to ensure that they comply with all terms of their probation.

Students on Probation who fail to meet criteria for Satisfactory Academic Progress are subject to one additional semester of Academic Probation or Academic Suspension. Determination of continued Academic Probation or Academic Suspension is the responsibility of the Faculty Committee for Admissions and Academic Standing.

Students placed on Academic Probation may not appeal the decision.

ACADEMIC SUSPENSION

Full-time students who fail to meet criteria for Satisfactory Academic Progress and/or the terms of their Academic Probation are subject to Academic Suspension. Academic Suspension requires that the student must not be enrolled at Lenoir-Rhyne University for one full Academic semester (not including summer).

Students placed on Academic Suspension may be subject to loss or reduction of Financial Aid (see Satisfactory Academic Progress and Financial Aid).

A full-time student facing Academic Suspension at the conclusion of the spring semester may be allowed to enroll in summer school at Lenoir-Rhyne University. If so, the student will be allowed to enroll in up to nine credits of summer school. If that student meets the Criteria for Satisfactory Academic Progress by the conclusion of the second summer session, the student will be permitted to register for the fall semester but will remain on Academic Probation for the following semester. If the Criteria for Satisfactory Academic Progress are not met but the student shows signs of significant academic improvement, the committee may permit the student to continue for one additional semester on Academic Probation. If the student chooses not to attend

summer school the student will be subject to the punitive effects of Academic Suspension. Summer credits, both at Lenoir-Rhyne and outside institutions, must be preapproved by the Registrar's Office.

A student who wishes to continue study at Lenoir-Rhyne University after a one- semester period of Academic Suspension must notify the Office of Student Success and Retention for readmission criteria and procedures. A student who wishes to continue study at Lenoir-Rhyne University after a two- semester period of Academic Suspension must apply for re-admission to Lenoir-Rhyne University through the Division of Enrollment Management.

Students continuing study after Academic Suspension will continue on Academic Probation until minimum standards under the prescribed Satisfactory Academic Progress Chart are obtained, and are subject to all of the terms of Academic Probation.

Full-time students who have been on Academic Suspension and are subsequently permitted to continue study but continue to perform below the criteria for Satisfactory Academic Progress may be dismissed.

APPEAL OF ADMISSIONS AND ACADEMIC STANDING COMMITTEE ACTION

The institution recognizes that exceptional circumstances occasionally require consideration. The Admissions and Academic Standing Committee reserves the right to place any student on Academic Probation, Academic Suspension, or Expulsion at the conclusion of any semester. The Admissions and Academic Standing Committee further reserves the right to consider exceptional circumstances in decisions concerning removal of Academic Suspension status. In addition, students must appeal any loss or reduction of Financial Aid due to their Academic status separately from their appeal of Academic Suspension.

Notification concerning the Appeal process will be distributed to the student via their Lenoir-Rhyne email address and their permanent address of record following the decision of the committee to place the student on Academic Suspension. Students should read all available materials carefully.

Students placed on Academic Probation may not appeal the decision.

The details of the appeal process and deadline for submitting appeals of Academic Suspension are indicated in the letter of Academic Suspension sent to the students Lenoir-Rhyne email address and the permanent address of record. Appeals received after the deadline will not be reviewed by the committee. The decision following the appeal process is final.

Before any campus representative may talk to a student's parent or guardian, the Student Disclosure waiver must be signed by the student and be on file in the Registrar's Office. The student must sign and date the waiver and send a copy, either by fax (828-328-7368) or mail (Office of the Registrar, Lenoir-Rhyne University, Box 7277, Hickory, NC, 28603) before the deadline for the receipt of appeals. Copies of the Student Disclosure waiver are available in the Registrar's Office and online. Students must complete the appeals process related to suspension as outlined in the letter of Academic Suspension. Students should keep a copy of all responses regarding the appeal that they submit. Appeals of Academic Suspension must be submitted:

By email: Student.Success@lr.edu
Attention: Director of Student Success and Retention

NOTIFICATION OF COMMITTEE DECISION REGARDING APPEAL OF ACADEMIC SUSPENSION

Students who appeal their Academic Suspension will be notified by email and by mail of the Admissions and Academic Standing Committee's decision regarding their appeal. Email notification will be sent within 24 hours of the committee meeting and the official letter will be sent within 36 hours of committee meeting. The date for committee appeal decisions is included in the original letter of Academic Suspension.

RESULTS OF APPEALING ACADEMIC SUSPENSION

The Admissions and Academic Standing Committee may either uphold the original suspension or rescind the suspension.

If the original suspension is rescinded, the student may continue as a student at Lenoir-Rhyne on Academic Probation during the following academic semester subject to all terms of Academic Probation (see Academic Probation). Students who have their Academic Suspension rescinded must also register for classes. They will not be allowed to register until they meet with a representative of the Office of Academic Affairs to review the terms of Academic Probation.

If the suspension is upheld, the student must sit out the following academic semester at Lenoir-Rhyne University. A full-time student facing Academic Suspension at the conclusion of the spring semester may be allowed to enroll in summer school at Lenoir-Rhyne University. If so, the student will be allowed to enroll in up to nine credits in summer school. If that student attains the needed GPA by the conclusion of the second session and/or shows signs of significant academic improvement, the student may be permitted to register for fall semester courses at the discretion of the committee. If the necessary GPA and/or significant progress is not obtained, or if the student chooses not to attend summer school at Lenoir-Rhyne University, the student may not attend fall semester. Summer school credits must be pre-approved by the Registrar.

APPLICATION FOR READMISSION FOLLOWING SUSPENSION OR RESCINDING OF ORIGINAL SUSPENSION

A student who wishes to continue study at Lenoir-Rhyne University after a one- semester period of Academic Suspension must notify the Office of Student Success and Retention for readmission criteria and procedures. Continuation of study is allowed only if all conditions of suspension have been met as determined by the Admissions and Academic Standing Committee. A student who wishes to continue study at Lenoir-Rhyne University after a two- semester period of Academic Suspension must apply for re-admission to Lenoir-Rhyne University through the Division of Enrollment Management. Readmission determinations are the responsibility of the Admissions and Academic Standing Committee. Students who are expelled may not apply for re-admission.

While on suspension, students are strongly encouraged to enroll in college-level courses at an accredited institution to show intent for progress to the committee. These courses must be approved by the University Registrar prior to enrollment. Transcripts for work taken during the period of suspension must be included with the Application for Readmission. Approval of transfer work does not guarantee readmission to the University.

Students will be notified whether their applications for readmission have been approved or denied by a representative of the Division of Enrollment Management. If the application for readmission is approved, the student may enroll in classes at Lenoir-Rhyne University on Academic Probation (see Academic Probation above). If the application for readmission is denied, students will not be allowed to enroll in courses for the following semester at Lenoir-Rhyne University.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Students must maintain Satisfactory Academic Progress (SAP) toward a degree to remain eligible for Federal, State, and some forms of Institutional financial aid. Please note that SAP standards for financial aid are different from the SAP standards reviewed by the Admissions and Academic Standing Committee; students are responsible for understanding and adhering to both policies.

In order to maintain aid eligibility, students must complete and pass 66.7% of courses for which they receive aid, keeping them on pace to complete their program within 150% of the maximum timeframe required. Additionally, students must maintain a cumulative GPA consistent with the below chart.

Semesters Completed*	1	2	3	4 or more
Cumulative GPA Required	1.8	1.8	1.9	2.0

*Semesters completed include coursework completed at other institutions as well as summer coursework

Satisfactory Academic Progress is reviewed each semester by the Office of Financial Aid and students who fail to meet the minimum standards will receive a Financial Aid Warning (notice to the student that continuing to achieve below satisfactory academic progress will result in a suspension of their aid). Students who fail to meet the minimum standards for a second consecutive semester will have their aid Suspended. Students whose aid has been suspended have the option to appeal this decision by following the instructions given in their notification letter. Appealing this decision will result in:

- Denial; student must return to minimum SAP standards before receiving further aid
- Probation; student can receive aid for one semester while attempting to return to minimum SAP standards
- Academic Plan; student can receive aid contingent upon the successful drafting and completion of an academic plan, built in conjunction with their advisor and approved by the Office of Financial Aid, that is designed to get the student back to minimum SAP standards in a reasonable timeframe.

Appealing a Financial Aid Suspension

Students wishing to appeal a financial aid suspension may do so based on injury or illness, the death of a relative, or other special circumstances. When appealing, students should describe the basis for their appeal in detail and provide supporting documentation (doctor's note, death certificate, etc.). The appeal must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow them to make satisfactory progress at the next evaluation. Students failing to meet the pace requirement should document a cumulative set of reasons that have impacted their ability to maintain proper pace and how they specifically will avoid these issues in future terms.

Repeated and Incomplete Coursework, Withdrawals, and Transfer Credit

Students may receive financial aid to repeat failed coursework as many times as needed until they have earned a passing grade. Students may only receive aid to repeat passed coursework one time. Please refer to the University Policy regarding repeated coursework to better understand how our GPA is impacted.

Incomplete coursework will be factored into the semesterly review of SAP as applicable. The Financial Aid office will consider whether an incomplete, if failed, could drop a student below SAP standards, and will notify the student accordingly. The student will have the opportunity to appeal the decision, but will also be reviewed again when the coursework has been completed. If the incomplete coursework does not pose a threat to the student's maintaining SAP standards, that coursework will be considered reviewed for the semester, and the final grade will be considered as appropriate in future SAP reviews.

Courses from which a student withdraws are counted towards a student's pace, but not towards GPA requirements. Likewise, transfer credits are counted toward pace, but are not factored into a student's GPA.

ADVISOR

Each student at Lenoir-Rhyne University is assigned an academic faculty advisor from the school of the student's major. Students who have not yet declared a major will be assigned to an advisor from a special group of faculty. Students are encouraged to seek the counsel of their advisors concerning matters related to their academic program each semester as a part of the registration process. Academic advisors may evaluate students' situations and, if necessary, refer students to other campus counseling personnel or other resources for specific advice and information.

CLASS ATTENDANCE

Students are expected to attend classes and laboratories as specified by the instructor, who will state his or her attendance policy in writing at the beginning of the semester. No allowed number of absences is automatically granted to a student. Ordinarily, a student will not receive credit if 25% of the scheduled class meetings are missed.

Absences can only be excused by the professor of the course. Students absent from classes while representing the University, such as athletic teams or musical groups, are expected to be given the opportunity to complete missed work. Students who know in advance of certain absences should clear those absences and complete any work which will be missed prior to the absence.

The instructor may warn a student who has more absences than seem reasonable. Additional absences by the student may result in a request by the Provost to exclude the student from the class. Unexcused absences may result in the reduction of the student's grade. Each faculty member has the prerogative of determining whether or not a student may miss the last class meeting before a holiday or the first meeting after a holiday and may effect a reduction in grade or assign additional work to the student who misses those classes.

The student who is absent from an announced quiz or examination, unless excused for cause (participation in recognized college activities, illness, or emergencies), may not be permitted to make up the quiz or examination.

WAITING FOR THE INSTRUCTOR: Students are expected to wait for the course instructor for at least 15 minutes.

CLASSIFICATION

The first-year student becomes a sophomore upon successful completion of two semesters and at least 28 semester hours of credit. The junior has completed four semesters and earned at least 60 semester hours; the senior has completed six semesters and earned at least 92 semester hours.

THE CONVOCATION EXPERIENCE

Lenoir-Rhyne University's Convocation Experience is designed to meet the various goals of the institution's mission through educational opportunities beyond the traditional classroom. As a graduation requirement for all students enrolled full-time in a traditional program, these diverse experiences promote life-long habits of learning and reinforce Lenoir-Rhyne's unique mission to develop the whole person, to liberate mind and spirit, to clarify personal faith, to foster physical wholeness, to build a sense of community, and to promote responsible leadership for service in the world.

Students meet the requirements for the program through verified attendance at a series of convocation events among a variety of lectures, fine arts productions, workshops, student activities, and other events. In total, students must complete at least ten (10) "experiences" during an academic year (fall and spring semester combined). Students are required to attend the opening President's convocation and the final Honors convocation and to attend and/or participate in at least one experience from each of the eight categories.

The Convocation program is a graduation requirement for all full-time traditional students and, like other academic expectations, all experiences must be completed and verified prior to graduation. This policy applies every semester the student is enrolled full-time (twelve hours or more). If, during an academic year, the student is full-time in only one of the two semesters, the requirements for that year will be attendance at the campus-wide convocation during the semester in which s/he is a full-time student and at least four other convocations, chosen from four different categories.

If a student misses the opening President's convocation, three (3) additional convocation requirements will be added to the current year's requirement. If a student misses the closing Honor's convocation, three (3) additional convocation requirements will be added to the following year's requirements. (If the student intends to graduate during the academic year/semester in which s/he misses either of these convocations, the accrued requirements must be completed during the same year.) Should a student not complete the eight choice experiences by the end of the academic year, additional convocation requirements will be accrued equal to the number of experiences not completed and applied to the proceeding academic year. (The specific categories to be included in the accrued experiences will be determined on a case-by-case basis.)

Absences from either of the required convocations (opening and final honors) due to illness or other extenuating (emergency) circumstances must be verified by official documentation and approved by the University Convocation Committee.

A calendar of convocation events is provided to students at the beginning of each semester and updated regularly throughout the term on the University portal. Students are strongly encouraged to attend and/or participate in other campus-wide forums and chapel experiences beyond these minimum expectations.

In meeting convocation requirements, these events and/or experiences may not carry any credits toward meeting other academic requisites. These additional experiences must be satisfied by completing *one experience from each of the eight categories:*

Categories:

1. **Intellectual Development**, which focuses upon expanding students' understanding of the world through exploring various scholarly topics and/or contemporary issues from the academic perspective;
2. **Creative Development/Expression**, which seeks to enhance, through attendance and/or participation, an appreciation of the visual and performing arts;

3. **Cultural Development**, through which students explore and/or experience intercultural and/or international issues;
4. **Professional Development**, which focuses on developing personal life skills, leadership abilities, or professional competencies or opportunities
5. **Health and Wellness Development**, which cultivates students' emotional/social development, and/or fosters physical well-being and healthy living;
6. **Spiritual Development**, which promotes attentiveness to issues designed to deepen one's understanding and/or clarify matters of personal faith; and
7. **Community Service and Awareness**, which cultivates a spirit of community involvement, through service to the broader campus or local community and awareness of service initiatives, needs, and volunteer opportunities.
8. **Vocation Discernment**, which encourages students to explore questions of vocational discernment.

COURSE DESIGNATION

Undergraduate courses are numbered at the 100, 200, 300, and 400-level. Graduate courses are numbered 500 and 600-level.

COURSE LOAD

Students must carry at least 12 hours each semester to be considered full-time students. An average of 16 hours per semester is needed to graduate within the normal period. Students enrolling in more than 16 hours as a first-year or more than 18 hours as a Sophomore, Junior or Senior must obtain approval from the Registrar. Forms for requesting overloads are available from the Registrar's Office. Students must pay an additional fee (the current per-credit-hour rate for part-time students) for each credit hour taken beyond eighteen hours. No student with a GPA below 2.5 will be allowed to take overload hours.

DEAN'S & PRESIDENT'S LIST

DEAN'S LIST

In recognition of high academic achievement, a Dean's List is announced each semester. The Dean's List is composed of students with a grade point average of 3.50 to 3.89, provided no grade is below a "C" and the student carried at least 12 hours of letter-graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the Dean's List.

PRESIDENT'S LIST

In recognition of highest academic achievement, the President's List is announced each semester. The President's List is composed of students with a grade point average of 3.90 or better, provided no grade is below a "C" and provided the student carried at least 12 hours of letter-graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the President's List.

GRADUATION

To graduate from Lenoir-Rhyne University, students must complete a minimum of 128 credits with the last 32 earned at Lenoir-Rhyne University. Students transferring from two year institutions must complete a minimum of 64 credits including at least one-half of the major requirements at Lenoir-Rhyne University. Students transferring from a four-year institution must complete a minimum of 12 credits in the major and the last 32 credits at Lenoir-Rhyne University.

All students must earn a major and cumulative grade point average of 2.00 and complete all core and major course requirements. The major grade point average includes courses taken in the major field (except those specifically excluded from counting towards the major) and all courses required for the major even though the courses may be in another field.

One requirement is successful evidence of ENG 131 writing competency standards. Also some programs require students to take a comprehensive assessment examination in their major field of study. This examination will be taken in students' final semester and will be administered by the programs.

APPLICATION FOR DEGREE FORM

During spring semester of the junior year, the student must complete an application for degree form in the Registrar's Office or on-line. This form requests information needed to conduct the degree audit and print the diploma. Failure to complete this form could mean a delay in receiving the diploma and omission from graduation exercises.

GRADUATION ATTENDANCE

Degrees will not be granted in absentia except by special authorization of the Provost on behalf of the faculty. Students seeking such authorization must petition the Provost in writing well in advance of the graduation date.

Students who complete all requirements for graduation at the end of the fall semester will participate in the December commencement ceremony. Students who complete all degree requirements in the summer term are also invited to participate in the December ceremony.

Students who complete all requirements for graduation in the spring semester will participate in the May commencement ceremony. Students who complete all degree requirements in the fall semester, but wish to participate in the May commencement ceremony must inform the Registrar of their intentions early in the fall semester and must register for at least one course at Lenoir-Rhyne University during the spring semester.

GRADUATION HONORS

The graduating senior who earns the highest grade point average receives First Honors; the senior who earns the next highest grade point average receives Second Honors. In each case, the grade point average cannot be lower than 3.40.

A senior with a grade point average from 3.40 to 3.59 will graduate cum laude; with a grade-point average from 3.60 to 3.89 will graduate magna cum laude; with a grade point average of 3.90 or more, summa cum laude.

To qualify for graduation with honors, a student must earn a minimum of 64 semester hours in graded courses at Lenoir-Rhyne University.

MAJOR FIELD REQUIREMENTS

Each degree candidate selects a major field of study and completes a minimum of 30 credits in the major with a minimum grade point average of 2.0. Students must declare a major by or during the spring semester of their sophomore year. The specific courses required within each major are listed on the following pages with descriptions of the majors and the courses. Upon approval of the student's advisor and respective School Chair, course substitutions may be made for major course requirements.

MINOR REQUIREMENTS

Students may select an academic minor(s) in areas other than the major field. Successful completion of at least 18 credits with a minimum of 2.0 grade point average is required. Transfer students must complete at least six credits in their minor at Lenoir-Rhyne University.

**Note: Students may also complete, beyond their required major field, a second major or a minor in another field. If a student wishes to complete a second major or a minor in a field that shares similar course requirements with the primary major, that student must successfully complete these common courses and all other requirements for both programs. A minimum of unique credits in the smaller major and/or the additional minor must be equal or greater than two-thirds of that major's/minor's standard number of required credit hours. Any exceptions to this policy will be noted in the descriptions of the specific major and/or minor field requirements. Students should refer to the particular program's section in the catalog to determine if any special exceptions exist to this standard policy.*

SECOND LENOIR-RHYNE BACCALAUREATE DEGREE

A student with a baccalaureate degree from Lenoir-Rhyne University may receive a second baccalaureate degree provided it is in a different major. The student must meet major requirements as outlined in the catalog in effect at the time of readmission for the second degree. In addition, a minimum of 32 semester hours, beyond the completion for the first degree and major, must be completed in residence at Lenoir-Rhyne University. Upon recommendation of the advisor and approval of the Provost, courses taken during the first degree and not used to satisfy requirements of that degree may be used for the second baccalaureate degree.

INSTITUTIONAL CREDIT

Institutional credit is awarded for MAT 090 and MUS 090, but does not count toward hours earned or the 128 credits required for graduation. Institutional credit is counted toward academic progress, financial aid, grade point average, and NCAA requirements.

REGISTRATION OF COURSES

ADDING, DROPPING, WITHDRAWING

1. Drop/Add Policy

Students may change their course schedule during the first five calendar days of each term with advisor approval. A course that is dropped during this period will not be listed on the transcript. Students in courses that meet only once per week may change their schedules at any time during the first two weeks of the term. Courses may not be added after the first week of term without instructor approval.

It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when dropping or adding a course. Appropriate forms may be obtained from the faculty advisor or the Registrar's Office. Failure to complete the entire drop process could result in the grade of 'F' on the official transcript and the student being responsible for tuition and fees.

2. Withdrawal from a Course

Students may withdraw from courses during the first half of a term or semester with the approval of the advisor and instructor. Withdrawing from courses after the first week of classes (drop/add period) and prior to mid-term will result in grade of 'W' on the official transcript. It is important to note that withdrawing from a course after the drop/add period still counts towards a student's billable hours.

A student may not withdraw from any course after mid-term except under extenuating circumstances. Withdrawing from a course at this time requires approval of the faculty advisor and the Office of Academic Affairs. If withdrawal after mid-term is approved the instructor will assign a grade of 'WP' or 'WF' (according to the student's performance up to the date of official withdrawal) and the grade will be notated on the official transcript. A grade of 'WP' has no influence on the student's cumulative GPA, however, a grade of 'WF' will count the same as an 'F' in calculating the student's GPA. It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when withdrawing from a course. Appropriate forms may be obtained from the faculty advisor or the Registrar's Office. Failure to complete the entire withdrawal process could result in the grade of 'F' on the official transcript and the student being responsible for full tuition and fees.

A student may not withdraw from a course after the final day of classes.

3. Withdrawal from the University

There are several reasons why a student might need to withdraw from the University; however, it is important that a clear understanding of the process and its consequences occurs before a final decision to leave the University takes place. Students are strongly encouraged to seek guidance from their faculty advisor and/or the Office of Student Success & Retention during the decision-making process. Should the final decision be to officially withdraw from the University, students must complete the appropriate paperwork with the Office of Student Success & Retention. The official date of withdrawal is defined as the date in which the student initiates contact with the Office of Student Success & Retention and/or the date in which said office becomes aware of the withdrawal from another university official.

It is important to realize that there are financial consequences to withdrawing after the drop/add period which will vary based upon the official date of withdrawal. These consequences will be discussed during your exit interview with a representative of the Office of Student Success & Retention. (See Refund and Withdrawal Process below). It is imperative the entire withdrawal process is completed prior to the student's departure. Failure to complete the process could result in failing grades and responsibility for full tuition and fees for the semester. In considering withdrawal from the University, be advised of the following:

- A student who withdraws from all courses during the drop/add period (typically the first five days of classes) receives no academic or financial penalties. In this case, the student's class schedule is completely dropped from the academic record, proof of registration will not appear on the student's official transcript, and the student is eligible for full refund of any payment made for the semester.
- A student who withdraws from all courses during the first half of a mini-term or semester must have approval from the Office of Student Success & Retention. Withdrawal from courses after the first week (drop/add period) but prior to mid-term will result in a grade of "W" on the official transcript.

- A student may not withdraw from any classes after mid-term except under extenuating circumstances. Withdrawing from courses at this time requires approval of the Office of Student Success & Retention. If withdrawal after mid-term is approved the instructor will assign a grade of 'WP' or 'WF' (according to the student's performance up to the date of official withdrawal) and the grade will be notated on the official transcript. A grade of 'WP' has no influence on the student's cumulative GPA, however, a grade of 'WF' will count the same as an 'F' in calculating the student's GPA.
- A student may not withdraw from courses after the final day of classes.

4. Withdrawal Refund Policies

Students who withdraw from courses but remain full-time (12 credit hours or more) will see no change in their financial aid. Students whose enrollment status changes during the drop/add period will have their charges and financial aid adjusted accordingly. Students who drop to three-quarter or half-time after the drop/add period has ended will not experience a reduction in aid unless a corresponding reduction has been made to their charges based on an extraordinary circumstance. However, students should be aware that when determining satisfactory academic progress, the Division of Enrollment Management will factor in the courses from which they withdrew. Federal regulations require us to consider any courses for which financial aid was provided.

For students who withdraw completely, the refund percentage is based on the official withdrawal date (date on which the student initiated withdrawal from the University through the Office of Student Success & Retention).

After a student withdraws from Lenoir-Rhyne, a fair and equitable refund will be calculated according to the University Refund Policy as follows:

Tuition Refunds for Fall & Spring Semesters

For 16 Week Courses:

100%	During the Drop/Add period
85%	During second week of classes
75%	During third week of classes
60%	During fourth week of classes
25%	During weeks five through eight
0%	After eighth week of classes

For 8 Week Courses:

100%	During the Drop/Add period
60%	During second week of classes
25%	During weeks three and four
0%	After fourth week of classes

Tuition Refunds for Summer Semester

For 10 Week Courses:

100%	During the Drop/Add period
80%	During second week of classes
70%	During third week of classes
50%	During fourth week of classes
25%	During fifth week of classes
0%	After fifth week of classes

For 5 Week Courses:

100%	During the Drop/Add period
50%	During second week of classes
25%	During third week of classes
0%	After third week of classes

**Note: for J-term course and May-mester refund schedule, please contact the Office of Student Accounts.*

Prior to a refund check being issued to a withdrawn student, the University must first determine if any of the refund is due back to the Title IV Financial Aid Programs. According to the Federal Guidelines, the amount of refund due to the financial aid programs must be repaid before a refund check will be made to the student. The University reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Parent Loan for undergraduate students (PLUS)
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Other Federal Aid Programs

AUDITING COURSES

Auditing courses will be permitted only on the presentation of a written request stating the reason for the request; this must be signed by the University Registrar and approved by the instructor. The student will not be given a grade or receive credit for the course. Certain courses involving active student participation (e.g., laboratory courses, physical education activity courses, internships, independent studies) may not be audited.

The student must follow the regular requirements for registration and class attendance. The hours of the audited course will be counted and are subject to the overload rule. Only upperclassmen with a grade point average of 3.00 or better may audit for an overload.

DIRECTED STUDY

Juniors, seniors, and graduate students may take regular Lenoir-Rhyne University courses on an individual basis, but only in instances of extenuating circumstances. Approval of the professor, school chair, and Provost is required. Junior and senior students with a cumulative grade point average of 2.0 and graduate students who have a cumulative grade point average of 3.0 may register for a maximum of one directed study per term and only when it is impossible for them to take the course at the time it is normally offered. Core courses, introductory courses, activity courses, and courses offered every semester may not be taken as a directed study. **Registrations for directed study courses must be completed by the end of the normal drop/add period.** Life Long Learning students may not register for a directed study course that is not part of their major.

DUAL ENROLLMENT

Students enrolled at Lenoir-Rhyne University may not take courses at another institution during the fall or spring semesters. Exceptions to this policy must be approved by the University Registrar prior to the beginning of the term. Without **prior approval**, dually-enrolled courses from other institutions may not be counted to meet Lenoir-Rhyne University requirements. Policies related to maximum course load apply in cases of dual enrollment.

INDEPENDENT STUDY

Juniors, seniors, and graduate students may take (under the guidance of a faculty member) courses designed to explore an area of interest which is not normally taught in the Lenoir-Rhyne curriculum. In order to register for an independent study course, students must have completed at least two courses in the discipline or disciplines represented in the study. In addition, a cumulative GPA of 2.5 for undergraduate and 3.0 for graduate students is required.

SATISFACTORY-UNSATISFACTORY COURSES

Juniors and Seniors are permitted to register for a maximum of one course in each semester on a Satisfactory/Unsatisfactory (S/U) basis, with the proviso that such courses may not satisfy requirements in a student's major or minor, and that no course required in the core curriculum or designated "Honors" can be taken on a Satisfactory/Unsatisfactory basis. Courses graded as Satisfactory/Unsatisfactory may count towards elective credit for graduation. The designation "Satisfactory" is awarded only for work equivalent to a grade of "C" or better. No more than 12 semester hours total may be taken on an S/U basis. The University

Registrar shall be notified at the time of registration which courses, if any, are being taken on a Satisfactory/Unsatisfactory basis. Students who change majors and who find they have already completed courses on an S/U basis which are required in the new major may (1) have the Satisfactory grade converted to a grade of "C", (2) retake the course for a grade, or (3) at the direction of the program, complete a substitute course.

SUMMER SCHOOL APPROVAL (OFF CAMPUS)

Students considering summer school enrollment at other institutions must request prior approval from the University Registrar to ensure transferability. Approval forms are available in the Registrar's Office and on-line. Students who wish to use financial aid must speak with the Office of Financial Aid prior to enrollment.

Credit hours for satisfactory completion (grade of "C" or better) of courses taken at other institutions will count toward graduation requirements, however the grades earned will not count towards the Lenoir-Rhyne University cumulative grade point average.

TESTING OUT OF COURSES

CREDIT BY EXAMINATION

Lenoir-Rhyne University recognizes that some entering students may have had:

- a) Classroom course experiences above the secondary level (at a technical institute, armed forces school, etc.) that are equivalent to Lenoir-Rhyne University courses, but for which transfer credit is not feasible, and/or
- b) Secondary school experiences which indicate they possess knowledge and skills equivalent to Lenoir-Rhyne University courses, and/or
- c) Personal learning experiences in areas related to Lenoir-Rhyne University courses.

For these reasons, Lenoir-Rhyne University makes available an opportunity for students to obtain credit for certain courses in its curricular offerings through credit by examination.

Certain courses do not lend themselves to credit by examination and, therefore, academic programs, in consultation with the Academic Program Committee, will determine those courses for which the credit by examination option is not available. Generally, credit for internship, directed study, research, field experience, and honors courses is not possible by credit by examination. Also, no physical education activity courses are available for credit by examination. A current, complete list of Lenoir-Rhyne University courses excluded from the credit by examination option will be available in the offices of the Registrar and Provost. This list will be updated periodically.

Students must file an application for credit-by-exam (available at <http://registrar.lr.edu/forms>) pay the \$200 fee, and permission must be obtained in advance from the School Chair and the Provost. A minimum 30 day waiting period will exist between the date of application and the administration of the examination. Results from the examination will be reported to the Provost and then to the University Registrar. Applications must be made no later than mid-term of any semester, and no applications will be accepted later than the withdrawal date of the student's next to last semester. Credit-by-exam in 100-level courses must be completed by the end of the sophomore year or by the end of the first year for transfers. Additionally, the following rules apply:

- No more than 16 hours may be taken in a student's degree program as credit-by-exam,
- No more than 8 hours in the major may be taken as credit-by-exam,
- No more than 8 hours in any one semester may be taken as credit-by-exam.

Students who demonstrate competencies at a level consistent with that necessary to earn a grade equivalent at least to a "C" in the course(s) shall receive academic credit, but no grade for the course. Credit by exam is evaluated only on a satisfactory/unsatisfactory basis. No letter grades will be assigned to credit obtained in this manner and, thus, the grade point average will not be affected. A failed exam may not be repeated within the same semester. A student who fails a credit by examination for a specific course may later enroll in that course with no penalty.

Appeals of any credit by examination policies will be heard by the Academic Program Committee.

The existing rules requiring transfer students to complete 12 semester hours in their major and earn the last 32 hours of their course work at Lenoir-Rhyne University will remain in effect.

ADVANCED PLACEMENT

Lenoir-Rhyne University participates fully in the Advanced Placement Program, awarding placement credit for examination scores of 3, 4, or 5. The letter grade of satisfactory will be assigned to accepted advanced placement scores.

The Advanced Placement Program is administered by the Office of the Provost, the Registrar's Office, and the schools concerned.

Scores of 3 or better on the following Advanced Placement Examinations will be accepted and credit awarded for the specific Lenoir-Rhyne University courses as shown below. Scores must be mailed from the College Board to be acceptable.

AP EXAMINATION	LENOIR-RHYNE COURSE & CREDIT
Art (History of Art)	ART 341-3 credits
Biology	
with a score of 3	BIO 110-3 credits
with a score of 4, 5	BIO 105-4 credits (with departmental approval)
Chemistry	
with a score of 3,4	CHE 103/103L-4 credits
with a score of 5	CHE 103/103L/104/104L-8 credits
Computer Science A	
with a score of 3	CSC 141-3 credits
English	
Language/Comp	ENG 131-4 credits
Literature/Comp	HUM 188-3 credits
French (Language)	
with a score of 3	FRE 110/111-6 credits
with a score of 4,5	FRE 110/111, 221-9 credits (with departmental approval)
German (Language)	
with a score of 3	GER 110/111-6 credits
with a score of 4,5	GER 110-111, 221-9 credits (with departmental approval)
History (U.S. History)	HIS 121-3 credits
History (European History)	HIS 102 or HIS 230-3 credits
Math (Calculus AB)	MAT 165-4 credits
Math (Calculus BC)	MAT 165/166-8 credits
Music (Listening/Literature)	MUS 111-2 credits
Psychology	PSY 100-3 credits
Physics (B)	PHY 121-4 credits
Spanish (Language)	
with a score of 3	SPA 110/111-6 credits
with a score of 4,5	SPA 110/111, 221-9 credits (with departmental approval)
Statistics	MAT 115-3 credits

COLLEGE LEVEL EXAMINATION PROGRAM

Lenoir-Rhyne University accepts the standardized tests offered through the College Entrance Examinations Board's College Level Examination Program (CLEP). Periodic review of available CLEP exams will be made by the faculty. CLEP exams are no longer offered on campus at Lenoir-Rhyne, but students may contact the College Board to find the nearest exam site.

The College Level Examination Program is administered by the Registrar's Office, the Office of the Provost, and the schools concerned.

Generally scores of 50 or above are accepted for credit. The letter grade of satisfactory will be assigned to accepted CLEP. Scores must be mailed from the College Board to be acceptable.

CLEP EXAMINATION

LENOIR-RHYNE COURSE & CREDIT

Principles of Accounting Information Systems & Computer Applications	ACC 231-3 credits
French Language I	CSC 175-3 credits
French Language II (with a score of 62)	FRE 110/111-6 credits
German Language I	FRE 110/111/221/222-12 credits
German Language II (with a score of 62)	GER 110/111-6 credits
Western Civilization I	GER 110/111/221/222-12 credits
Western Civilization II	HIS 101-3 credits
History of the U.S.:	HIS 102-3 credits
Early Colonization to 1876	HIS 121-3 credits
1877 to Present	HIS 122-3 credits
College Algebra	MAT 105-3 credits
College Algebra-Trig.	MAT 129-4 credits
Calculus	MAT 165-4 credits
Introductory Psychology	PSY 100-3 credits
Spanish Language I	SPA 110/111-6 credits
Spanish Language II	SPA 110/111/221/222-12 credits

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study that meets the needs of the highly motivated and academically gifted secondary school student. The program allows its graduates to fulfill requirements for the various international systems of education.

Lenoir-Rhyne University recognizes the value of the International Baccalaureate Diploma Program and the significant achievement of those students who complete the program. The IB Program is administered by the Office of the Provost, the Registrar's Office, and the Schools concerned. The University awards credit for IB work according to the following policy:

1. Lenoir-Rhyne University will award academic credit for satisfactory IB work for students who have been awarded the IB diploma and for those who have achieved a certificate for successful completion of IB subjects.
2. Academic credit will be awarded for grades of 4 or higher on Higher Level (HL) subjects and for grades of 5 or higher on Subsidiary Level (SL) subjects.
3. A maximum of six credits of Lenoir-Rhyne University course work will be awarded for Higher Level subjects in which grades of 4 or higher are achieved.
4. A maximum of three credits of Lenoir-Rhyne University course work will be awarded in Subsidiary Level subjects in which grades of 5 are achieved. A maximum of six credits will be awarded in SL courses in which a grade of 6 or 7 is achieved.
5. Additional credit may be awarded to students in the area of their extended essay if the student has written a successful essay and has received a notation of 0+, 1+ or 2+. No credit is possible for a student who receives a notation of 1-. Determination of appropriate specific credit is made by the Provost in consultation with the chairperson of the department in the area of the extended essay.
6. A maximum of 30 credits of specific course work (as determined by the Provost in consultation with appropriate School Chair) will be awarded to the student who has qualified for and has been awarded the IB Diploma. Students who failed to achieve the IB Diploma but who have achieved certification in certain IB subjects will have the opportunity to receive academic credit for the subject as determined by the Provost and the appropriate School Chair.

EXPERIENTIAL EDUCATION

Many important student learning outcomes desired by Lenoir-Rhyne University are acquired in non-classroom settings. Broadly conceived, experiential education encompasses a wide range of curricular and co-curricular activities which assist students in their personal growth and development, provide opportunities for career exploration, or develop work-related competencies.

Lenoir-Rhyne University recognizes the following basic types of experiential learning opportunities:

Professional: Students serve in assigned responsibilities under the supervision of a professional while receiving appropriate instruction putting theory into practice, developing job-related skills, and synthesizing knowledge, skills, and values. Such areas include, but are not limited to, the fields of education, nursing, psychology, social work, and Christian education.

Career Exploration: Students work in a supervised placement to perform a useful service, to analyze the career possibilities inherent in such tasks, and to develop employment-related skills. The educational institution provides the means for structured reflection, analysis, and self-evaluation; the agency provides an evaluation of the students' work and career potential.

Service/Personal Learning: Students undertake a program in an on or off- campus setting that is designed to further their personal growth and development. Such experiences include, but are not limited to, field research, outdoor or wilderness education, travel/study, and other areas.

GUIDELINES:

1. The experiential learning activity must be associated with an academic program in a clearly defined and identifiable way and must have the advanced approval of the related academic department.
2. Learning activities must be carefully planned and supervised. Supervision will be provided by a faculty member(s) with competence in the area of the learning activity and/or, when appropriate, by a program-approved, field-based supervisor.
3. The expected goals of the experiential learning opportunity must be clearly stated.
4. Student performance must be carefully evaluated by faculty and other supervisors, and assigned grades shall be noted on official transcripts. Unless they are used to fulfill major requirements, such courses will normally be graded on a Satisfactory/Unsatisfactory basis.
5. No more than 12 credit hours in experiential learning may be counted toward the 128 credit hours graduation requirement, except in the case of major programs (e.g., student teaching, nursing) which require more than 12 hours in experiential education.
6. Proposed additions of experiential learning courses to the curriculum must follow the regular process of endorsement by the appropriate academic School, Academic Program Committee, and Faculty Assembly. Within the general rubrics of an approved course, specific learning opportunities may vary; therefore, records of such individual student experiences will be kept on file by the supervising faculty member.
7. No more than one credit hour will be awarded for each 35 hours of approved experiential learning.
8. Credits may not be awarded for experiential learning opportunities that do not have prior institutional evaluation and approval.
9. In the event that a student desires academic credit for a type of experiential learning not related to currently approved experiential learning courses, he/she may undertake the following:
 - a. solicit the cooperation and support of a faculty sponsor. Sponsorship reflects a belief in the legitimacy of the proposal and a willingness to supervise and evaluate the experience individually or in cooperation with other sponsors (e.g., campus or non-campus professionals).
 - b. acquire necessary forms from the Provost's Office and outline the goals to be achieved, procedures to be used, extent of activity to be pursued, and method of evaluation to be followed.
 - c. submit the forms to the Provost's Office for transmission to the Academic Program Committee and for its approval at least four (4) weeks prior to the beginning of the learning experience.
10. Field experiences which currently exist as faculty-approved course offerings (e.g., student teaching, nursing) do not require Academic Program Committee approval. Students desiring such experiences follow the normal channels of registration.
11. The preceding guidelines do not apply to traditional laboratory experiences.

NON-CREDIT EXPERIENTIAL LEARNING

Lenoir-Rhyne University affirms both the value and necessity of relating classroom and non-classroom learning opportunities in the quest of integrating liberal learning, vocational pursuits, and personal values. The University expects and encourages students to explore a variety of co-curricular activities as a vital aspect of their educational experience; however, students cannot expect that academic credit will be awarded for every aspect of their learning at the University. Lenoir-Rhyne University does not award academic credit for participation in intercollegiate or intramural athletics, cheer leading, various student organizations, and certain co-curricular activities.

The dimension of experiential education occurs in many courses offered by academic schools. Some majors include field experience and/or internships as requirements or elective. Students in consultation with faculty sponsors may devise independent studies with an experiential learning emphasis

ACADEMIC PROGRAMS

UNDERGRADUATE DEGREES

Lenoir-Rhyne University grants the undergraduate degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Music (B.M.). The undergraduate academic programs at Lenoir-Rhyne University are administered through a series of four Colleges, each representing disciplines with similar backgrounds and directions.

Additionally, there are two programs designed specifically for Adult Education students: Liberal Arts (B.A.) and Business Administration (B.S.).

Graduate degree information is contained in the Graduate School Catalog.

The table below lists the five Academic Colleges along with their Dean, the eleven Schools and their Chairs, and the programs they administer.

THE COLLEGE OF ARTS AND SCIENCES		Dr. Daniel Kiser, Dean
School of Arts and Letters		Dr. Jennifer Heller, Chair
	American Studies (BA)	
	English (BA)	
	German (BA)	
	Graphic Design (BA)	
	Music (BA, BM)	
	Music Performance (BM)	
	Sacred Music (BA)	
	Spanish (BA)	
	Studio Art (BA)	
	Theatre (BA)	
School of Humanities and Social Sciences		Dr. Gordon Cappelletty, Chair
	Criminal Justice (BA)	
	History (BA)	
	Philosophy (BA)	
	Politics and International Affairs (BA)	
	Political Science (BA)	
	Politics and Law (BA)	
	Psychology (BA)	
	Sociology (BA)	
	Religious Development (BA)	
	Religious Studies (BA)	
School of Natural Sciences		Dr. Marsha Fanning, Chair
	Biology (BA/BS)	
	Chemistry (BS)	
	Environmental Science and Policy (BS)	
	Medical Studies (BS/BS to MS, 3+2)	
	Engineering Physics (BS)	
	Pre-Medical Science (BS)	
	Dual Degree Programs:	
	Pre-Engineering	
	Pre-Forestry	
	Pre-Environmental Management	
THE COLLEGE OF EDUCATION AND HUMAN SERVICES		Dr. Hank Weddington, Dean

	School of Education	Dr. Hank Weddington, Interim Chair
	Elementary Education (BA)	
	Instructional Studies (BA)	
	Middle School Education (BA)	
	Teaching (MA) <i>*Note: concentration areas available – see Graduate section of Catalog for more information.</i>	
	School of Counseling and Human Services	Dr. Neal Gray, Chair
	Human and Community Services (BA)	
	Liberal Arts (BA) <i>(Adult Learners only)</i>	
	THE COLLEGE OF HEALTH SCIENCES	Dr. Michael McGee, Dean
	School of Health, Exercise, and Sport Science	Dr. Stephanie Stadden, Chair
	Community Health (BS)	
	Exercise Science (BS)	
	Sports Management (BA)	
	School of Nursing	Dr. Kerry Thompson, Chair
	Nursing (BS)	
	School of Occupational Therapy	Dr. Toni Oakes, Chair
	Occupational Therapy (MS) – see Graduate section of Catalog for more information.	
	THE COLLEGE OF PROFESSIONAL AND MATHEMATICAL STUDIES	Dr. Mary Lesser, Dean
	Charles M. Snipes School of Business & Economics	Dr. David Jones, Chair
	Accounting (BA)	
	Aviation Studies (B.S.)	
	Business Administration (BS) <i>(Adult Education Students only)</i>	
	Economics (BA)	
	Entrepreneurship (BA)	
	Finance (BA)	
	International Business (BA)	
	International Economics (BA)	
	Management (BA)	
	Marketing (BA)	
	Social Entrepreneurship (BA)	
	Donald and Helen Schort School of Mathematics and Computing Sciences	Dr. Doug Burkholder, Chair
	Computer Science (BS)	
	Information Technology (BA)	
	Mathematics (BA/BS)	
	School of Journalism and Mass Communication	Dr. Lisa Harris, Chair
	Multimedia Communications (BA)	

APPROVED LIST OF UNIVERSITY MINORS		
THE COLLEGE OF ARTS AND SCIENCES		Dr. Daniel Kiser, Dean
	School of Arts and Letters	Dr. Jennifer Heller, Chair
	American Studies	
	Creative Writing	
	English	
	French	
	German	
	Music – Performance, Technical Skills, or Sacred	
	Photography	
	Spanish	
	Theatre	
	Visual Arts	
	School of Humanities and Social Sciences	Dr. David Dreyer, Interim Chair
	Africana Studies	
	Criminal Justice	
	History	
	Philosophy	
	Political Science	
	Psychology	
	Sociology	
	Religious Development	
	Religious Studies	
	Values & Professional Ethics	
	Women's Studies	
	School of Natural Sciences	Dr. Marsha Fanning, Chair
	Astronomy	
	Biology	
	Chemistry	
	Earth Science	
	Environmental Science & Policy	
	Physics	
THE COLLEGE OF EDUCATION AND HUMAN SERVICES		Dr. Hank Weddington, Dean
	School of Education	Dr. Hank Weddington, Interim Chair
	International Studies	
	Special Education	
	School of Counseling and Human Services	Dr. Neal Gray, Chair
	Human & Community Service	
THE COLLEGE OF HEALTH SCIENCES		Dr. Michael McGee, Dean
	School of Health, Exercise, and Sport Science	Dr. Stephanie Stadden, Chair
	Coaching	
	Community Health	
	Exercise Science	
	Health & Physical Education	
	Sports Studies	
	School of Nursing	Dr. Kerry Thompson, Chair
	N/A	
	School of Occupational Therapy	Dr. Toni Oakes, Chair
	N/A	

THE COLLEGE OF PROFESSIONAL AND MATHEMATICAL STUDIES		Dr. Mary Lesser, Dean
Charles M. Snipes School of Business & Economics		Dr. David Jones, Chair
	Business	
	Economics	
	Entrepreneurship	
	Finance	
	Management	
	Marketing	
Donald and Helen Schort School of Mathematics and Computing Sciences		Dr. Doug Burkholder, Chair
	Actuarial Science	
	Applied Computer Science	
	Information Technology	
	Mathematics	
	Mathematics for Middle Grades Education	
	Mathematics for Scientific Computing	
	Statistics	
	Theoretical Computer Science	
School of Journalism and Mass Communication		Dr. Lisa Harris, Chair
	Multimedia Communication	

THE CURRICULUM

Lenoir-Rhyne University operates on a two-semester calendar system. The fall and spring semesters are 16 weeks in length, and each is followed by a formal examination period. During the fall and spring semesters a student may take a maximum of 18 credit hours (16 for First-Year Students) without requesting an overload. The two-term summer session normally allows a student to complete up to 14 credit hours in addition to those earned during the regular academic year.

Classes are scheduled throughout the week, Monday through Friday. A three-credit-hour class is taught in 50 minute segments three times a week or in 75 minute segments twice a week.

Students attending Lenoir-Rhyne University may complete undergraduate degrees in a variety of major areas. Descriptions of the majors and their specific requirements are indicated on the following pages among the academic programs. Upon completion of the stated requirements, the candidate is presented the Bachelor of Arts, Bachelor of Science, or Bachelor of Music degree as indicated in the description.

The candidate qualifies for a degree by satisfactorily completing a minimum of 128 semester hours to include all required courses both in the core curriculum and the major/ minor field(s) of study. Certain majors may require completion of more than 128 semester hours for graduation. The complete program includes Core Curriculum requirements, major field requirements, technical requirements, and electives.

Students may also complete, beyond their required major field, a second major or a minor in another field. If a student wishes to complete a second major or a minor in a field that shares similar course requirements with the primary major, that student must successfully complete these common courses and all other requirements for both programs. A minimum of *unique* credits in the smaller major and/or the additional minor must be equal or greater than two-thirds of that major's/minor's standard number of required credit hours. Any exceptions to this policy will be noted in the descriptions of the specific major and/or minor field requirements. Students should refer to the particular program's section in the catalog to determine if any special exceptions exist to this standard policy.

COMMON LEARNING GOALS

Lenoir-Rhyne University's Learning Goals rest upon three foundations developed from the University's Mission Statement:

- **Integrated Learning** To be a fully developed person, one must know that each of the three broad categories of learning defined in the common learning goals – care and responsibility, knowledge and understanding, and communication and rhetoric – must work together simultaneously.
- **World Engagement** A full understanding of the world and a spirit of openness will yield a call to service and action as we work in communities at every level.
- **Christian Perspective** To fulfill our mission as a Christian institution, the University shall foster caring for others, humility, fellowship, a sense of vocation, and faith.

The common learning goals, when implemented across the entire curriculum, will yield a discerning, curious and effective thinker, responsive to the needs of others.

Care and Responsibility

Lenoir-Rhyne graduates will demonstrate a sense of personal integrity and an awareness of their responsibilities as stewards and citizens of the world. Furthermore, they will exhibit a commitment to morality and to lives of service. They will demonstrate:

- care and concern for personal wellbeing;
- care and concern for others;
- care and concern for learning;
- awareness of the world beyond the self in an open and intercultural way;
- rigorous ethical understanding;
- dedication to vocation;
- realization of these goals in action and service.

Knowledge and Understanding

Lenoir-Rhyne graduates will interpret the world, using appropriate tools drawn from relevant bodies of knowledge both to grapple with and to attempt answers to enduring questions. They will:

- engage the knowledge, the modes of inquiry, and the enduring questions of the Liberal Arts and Sciences;
- engage the unknown and solve problems creatively;
- understand the ways in which the various bodies of knowledge connect and overlap;
- understand the limits of these bodies of knowledge.

Communication and Rhetoric

Lenoir-Rhyne graduates will be discerning readers and listeners as well as persuasive writers and speakers, practiced and skillful at grasping and creating meaning. They will:

- read and listen for information, understanding and argument, moving beyond memorization to discernment;
- write and speak informatively and persuasively to different audiences, and make effective use of qualitative and quantitative reasoning, evidence, and exhortation;
- use writing and speaking as tools for understanding and solving problems;
- effectively locate, critically assess, and use information.

THE CORE CURRICULUM

Lenoir-Rhyne University's core curriculum is an innovative, comprehensive, and flexible introduction to the liberal arts and sciences, and is the common foundation of a Lenoir-Rhyne education. It is designed around ways of knowing the world, big questions both enduring and current, and the growth of a healthy, reflective, and articulate self.

The Core has three primary parts:

1. The First Year Experience is a topical, year-long course that introduces students to the college-level work, to college social and cultural life, and to the college world view.
2. Foundations focus on essential skills, broader cultural and interpersonal understanding, and a Christian perspective.
3. The Liberal Arts and Sciences (Humanities, Human Society and Behavior, the Natural World, and the Fine Arts) courses are built around ways of knowing, both within and between, the traditional

disciplines. Students take introductory courses in all of these areas and then two upper-level, intensive seminars. Students complete a Capstone presentation in one of the seminars.

The core curriculum at Lenoir-Rhyne includes these components:

- The First-Year Experience
- The Foundations courses
- Liberal Arts and Sciences courses (Level 1)
- Liberal Arts and Sciences seminars (Level 2)
- The Core Capstone Project
- Global Learning
- Career/transition Preparation

CORE CURRICULUM REQUIREMENTS: 55-63 HOURS

THE FIRST-YEAR EXPERIENCE*

6 hours

The First-Year Experience consists of two 3-hour courses spanning the first two semesters.

- FYE 191, First-Year Experience I 3 hours
- FYE 192, First-Year Experience II 3 hours

THE FOUNDATIONS COURSES

22-27 hours

Students must complete ENG 131 within their first two semesters.

- ENG 131 4 hours

Students must complete their remaining Foundations courses in their first 64 credit hours.

- COM 111 3 hours
- CSC 115 or above 1-4 hours
- LRU 050 0 hours
- MAT 113, or 115, or 125, or 129, or 165, or 215 3-4 hours
- REL 100 3 hours

Foreign Language**

6 hours

- FRE 110-111
- GER 110-111
- SPA 110-111
- GRE 101-102
- CHN 110-111
- SED 281-282
- HES 100 and 1 activity course, or HES 287, or HES 288 2-3 hours

*Transfer students entering Lenoir-Rhyne University with at least 26 hours of earned college-level credit beyond high school (i.e. not including early college or AP credit) will be exempt from the FYE requirement, but will be required to take LRU 101 or 102, a course designed specifically for adult and traditional transfer students that will orient and acculturate them to the University. Transfer students who enter LR with 26 hours or more and have been out of school for 5 years or longer should enroll in LRU 101. This course is also recommended for all returning LR students who have been away from LR for more than 5 years. This course is designed to help transfer students make the transition to and be successful at LR, with particular attention to the needs of returning students. Transfer students who enter LR with 26 hours or more and have attended another college or university within the last 5 years should enroll in LRU 102. This course is designed to help transfer students make the adjustment to and be successful at LR.

**Students meet the foreign language requirement through successful completion of six hours of courses in the same area or through satisfactory completion of a program-implemented proficiency examination in a second (non-native) language.

THE LIBERAL ARTS AND SCIENCES (LEVEL I)**21-23 hours**

Students will take 27-29 hours of Liberal Arts and Sciences courses from four categories: Humanities (HUM), Human Society and Behavior (HSB), Natural World (NAT), and Fine Arts (FIN). Courses are taken at two levels (I and II).

LEVEL I

Students take two courses each in the Humanities, Human Society and Behavior, and Natural Science with different prefixes; 188s may be repeated with different titles.

Humanities	6 hours
<ul style="list-style-type: none"> • EDU 188 • HUM 188 • HIS 101, 102, 115G, or 201 • ENG 233G • REL 101-299 *Excluding REL 125 and 126 • PHI 100-200 level 	
Human Society and Behavior	6 hours
<ul style="list-style-type: none"> • HSB 188 • SOC 100 • PSY 100 • ECO 121G • ECO 122 • POL 120 • POL 140G 	
Natural Science	6-8 hours
<ul style="list-style-type: none"> • NAT 188 • Any laboratory course in AST, BIO, CHE, EAR, ENV, or PHY; or SCI 110 	
Fine Arts	3 hours
<u>Students take 3 credit hours total from the following options:</u>	
<ul style="list-style-type: none"> • ART 200, 205, 206, 211, 221, 223 or 225 • DAN 101 – 204 • ENG 281 • FIN 188 • MUS 112, 151 (*Except 151X, Marching Band) or 200 • THR 110, 200, or 260 	

THE LIBERAL ARTS AND SCIENCES (LEVEL II)**6 hours****LEVEL II**

At Level II, student take two courses designed around a rigorous exploration of a “Big Question” in a way that pushes disciplinary boundaries. Students in liberal arts and science majors must take courses in categories outside of the category containing their major. Students with two majors must select one Level II course in a category not containing either of those majors. Students in professional majors may select two of the seminars. Students may choose a GLS course as a “wild card” for ONE of the required Level II courses, but not for a Level II required for a specific major.

Global Learning Studies	3 hours
<ul style="list-style-type: none"> • GLS 388 	
Fine Arts	3 hour
<ul style="list-style-type: none"> • FIN 388 	
Humanities	3 hours
<ul style="list-style-type: none"> • HUM 388 	
Human Society and Behavior	3 hours
<ul style="list-style-type: none"> • HSB 388 	
Natural Science	3 hours
<ul style="list-style-type: none"> • NAT 388 	

THE CORE CAPSTONE**0 hours**

As their Core Capstone, students will select one of their Level II culminating projects for public presentation. Although the capstone experience carries no credit hours, it must be completed successfully to fulfill graduation requirements.

GLOBAL LEARNING

The Core Curriculum requires Global Learning experiences, which build upon the multicultural foundation formed through taking the Core-required foreign language classes and integrate international knowledge from different disciplines to prepare students to become informed citizens of the world. This requirement can be met through study abroad or through taking classes on campus. A student must complete a full semester of study abroad, or at least five credit hours of Global Learning-designated courses, or a short-term study abroad experience and at least two credit hours in a GL course. GL courses may count toward the Core, a student's major, or elective hours.

The courses listed below count toward the Global Learning requirement; in addition to this list, individual courses may be approved on a semester-by-semester basis (these will be indicated by a "G" on the course schedule). Foreign language classes beyond the Core requirement (additional work in the Core language or work in another language) also count toward this requirement.

- COM 120
- EAR 110
- ECO 121
- EDU 220, 274, 275
- ENG 233
- ENV 120
- GLS 388
- HCS 250
- HIS 115, 205, 208, 230
- NUR 231, 455, 470
- POL 140, 230
- PSY 222
- REL 120
- SOC 345

CAREER/TRANSITION PREPARATION

All students are required to complete a course designed to help them transition to life after graduation—whether that be entering the working world or attending graduate school. Most students will take a one-credit hour course, LRU 410, unless their major requires a course that meets the goals of LRU 410 (these include COM 460, EDU 423, EDU 426, HCS 457, HES 321, NUR 420, NUR 487, and REL 460).

ACADEMIC SERVICE LEARNING

Additionally, all students must complete an Academic Service Learning project. ASL is an endeavor in which a service experience is integrated into a course curriculum. This is a supplemental service project through which students apply knowledge and skills learned in the classroom to focus on problem-solving in the community. Students must address a specific community problem or need, establish contact with a relevant organization, create goals for the project, complete 15 hours of service over the semester, and reflect on and evaluate the experience.

FOREIGN LANGUAGE REQUIREMENTS FOR THE DEAF AND HARD-OF-HEARING OR LEARNING DISABLED STUDENTS

Students who are deaf or hard-of-hearing and/or with a diagnosed learning disabled can satisfy the foreign language requirements by completing one of the following:

1. Take semesters of a second language (as described above), OR

2. Take six credits, in addition to other core requirements, that pertain to the past and present cultural heritage of other countries, (see the list of approved Cultural Enrichment courses below).

APPROVED LIST OF CULTURAL ENRICHMENT COURSES

Various courses below can satisfy the foreign language core requirement for students who are deaf or hard-of-hearing and/or who have a diagnosed learning disability. The purpose is to expose students to the past and/or present cultural heritage of countries other than the United States in order to partially counteract the limitations that the communications barrier of hearing loss or learning disability may cause. To qualify for the cultural enrichment course option, students must have a documented, specific learning/language based disability in either written or oral processing deficits. Specific documentation must be provided to the Director of Services for Students with Disabilities for consideration. The documentation must be provided on letterhead and identify the specific learning disability provided by a qualified professional (e.g., psychologist, psychiatrist, school psychologist). The Director of Services for Students with Disabilities will review the documentation and a recommendation will be made to the Provost. The Provost determines whether the cultural enrichment options will be allowed on a case-by-case basis. Written notice of the determination will be made within 30 days of the request:

Art:	341, 342
Economics:	421, 424
English:	233
History:	203, 204, 205, 230, 304, 305
Human and Community Service:	250
Philosophy:	298, 299
Political Science:	140, 230, 440
Religion:	120
Sociology:	317, 345, 379
Theatre:	260, 265

Students who need to be considered for the Cultural Enrichment course option to satisfy the foreign language requirement must contact the Disability Services Office or the Office of Deaf and Hard-of-Hearing Student Services.

COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF ARTS AND LETTERS

Dr. Jennifer Heller, Chair

AMERICAN STUDIES FACULTY:

Associate Professor Julie Voss

MAJOR: American Studies (BA)

ART FACULTY:

Assistant Professor Claire Pope

MAJORS: Graphic Design (BA), Studio Art (BA)

ENGLISH FACULTY:

Professors Dale Bailey, Rand Brandes, Jennifer Heller, Kathy Ivey

Associate Professor Devon Fisher, Julie Voss

MAJOR: English (BA)

LANGUAGES FACULTY:

Professors Eric Schramm, Gabriele Weinberger

MAJORS: German (BA), Spanish (BA)

MUSIC FACULTY:

Professors John Cheek, Daniel Kiser, Christopher Nigrelli

Assistant Professor Judith Burbank, Ryan Luhrs, Neil Underwood

MAJORS: Music (Liberal Arts) (BA), Music Education (BM), Music Performance (BM), Sacred Music (BA)

THEATRE FACULTY:

Assistant Professor Lindsay Weitkamp

MAJORS: Theatre (BA)

To earn a degree at Lenoir-Rhyne University, students must complete major courses, the Lenoir-Rhyne core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

AMERICAN STUDIES

American Studies is an interdisciplinary approach to studying American culture and history, challenging students to think about American culture as a whole, rather than from the perspective of a single academic discipline. The combination of courses in the American Studies curriculum fosters critical thinking and writing skills, develops the ability to synthesize information, and encourages a greater understanding of self and society. The American Studies major earns a B.A. degree.

MINORS: A minor in American Studies requires a minimum of 18 hours consisting of HIS 121, 122; POL 120; and three additional courses from the approved list of courses in the American Studies major, at least one of which must be a literature course in English or Spanish.

MAJOR: AMERICAN STUDIES	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	3*
ENG 231 Reading Fiction	
Major Requirements	39*
AMS 400 American Studies Senior Project	3
ECO 121G Macroeconomics	3
Choose 2 Courses from the following list:	6
ENG 372 American Novel I	
ENG 373 Early American Literature	
ENG 374 American Romanticism	
ENG 385 American Novel II	
ENG 386 American Realism & Naturalism	
ENG 387 20 th Century American Lit	
HIS 201 American Experiment	3
HIS 321 Seminar In US History	3
POL 120 American Government	3
REL 272 American Religion	3
Choose one from the following:	3
ENG course with African-American focus	
HUM or HSB with African-American focus	
HCS 250 Multicultural Perspectives	
HIS 208 Modern Developing World	
PHI 320 African-American Philosophy	
SPA 332 Cult. & Civ of Lat American	
SPA 353 Latin American Literature to 1888	
SPA 354 Latin American Lit 1888-Present	
Additional Major Electives (any course not taken from the above list or any of the following or special topics courses, with approval of the program coordinator) for a minimum of 12 credit hours:	12
COM 120 Communication Appreciation	
CRJ 260 Intro to Criminal Justice	
ECO 221 History Of Eco Thought	
ECO 322 Government & Business	
HIS 248 North Carolina History	
POL 331 American Foreign Policy	
POL 420 Topics in American Politics	
SOC 100 Intro To Sociology	
SOC 200 Social Problems	
SOC 317 Social Stratification	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

ART

Students preparing for careers in graphic design may follow the major in Graphic Design. A strong, aesthetically-based curriculum, this major includes coursework in design, applied visual arts, web design, advertising, and an internship in graphic design. Students who choose to do so may add course work in print media, journalism or other specific areas of focus. The Graphic Design major earns a B.A. degree.

Serving students who seek preparation for a career in visual arts as practicing studio professionals or as a foundation for graduate school, the major in Studio Art provides in-depth study of aesthetic principles and art history, and hands-on studio experiences in drawing, painting, sculpture, photography, printmaking, and electronic media. The Studio Art major earns a B.A. degree.

MAJORS: GRAPHIC DESIGN (BA), STUDIO ART (BA)**MINORS: Visual Arts, Photography.**

A minor in Visual Arts requires 21 credits consisting of Art 201, 211, 221, 341, 342 and six credits from ART 225, 311, 321 or 383. **Note: Students majoring in Graphic Design or Studio Art must take a minimum of six unique credit hours outside of their major to be eligible for a minor in Visual Arts.*

A minor in Photography requires 19 credits consisting of ART 205, ART 305, Art 202, ART 302, ART 441, and one course from THR 223, COM 215, or COM 216.

HONORS: Students majoring in Graphic Design or Studio Art who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Art. To graduate "With Honors in Art," students must have a minimum cumulative GPA of 3.2, a minimum major GPA of 3.5, and complete ART 499.

MAJOR: GRAPHIC DESIGN		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		15*
ECO 121 Principles of Economics	3	
HIS 101 World Civilization I	3	
HIS 102 World Civilization II	3	
MAT 129 Precalculus	4	
Choose one from :	3	
MAT 115 Elem Statistics		
MAT 126 Applied Calculus		
MAT 240 College Geometry		
Major Requirements		51-53*
ART 202 Fundamentals of Color and Design	3	
ART 205 Photography	3	
ART 206 Sculpture	3	
ART 211 Drawing I	3	
ART 221 Painting I	3	
ART 223 Graphic Reproduction Techniques	3	
ART 302 Fundamentals of Graphic Design Software	4	
ART 311 Drawing II	3	
ART 321 Painting II	3	
ART 341 History Of Art I	3	
ART 342 History Of Art II	3	

ART 371 Painting III	3
ART 422 Graphic Design Studio	4
ART 451 Intern In Graphic Design	3
ART 400 Senior Portfolio or	1-3
ART 499 Senior Honors Thesis	
BUS 363 Integrated Marketing	3
CSC 220 Web & Net Centric	3

MAJOR: STUDIO ART		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		6*
HIS 101 World Civilization I	3	
HIS 102 World Civilization II	3	
Major Requirements		47-52*
ART 202 Fundamentals of Color and Design	3	
ART 205 Photography	3	
ART 206 Sculpture	3	
ART 211 Drawing I	3	
ART 221 Painting I	3	
ART 223 Graphic Reproduction Techniques	3	
ART 225 Ceramics	3	
ART 302 Fundamentals of Graphic Design Software	3	
ART 311 Drawing II	3	
ART 321 Painting II	3	
ART 341 History Of Art I	3	
ART 342. History of Art II	3	
ART 371. Painting III	3	
ART 441 History of Art III	3	
ART 452 or 453 Internship in Studio Art	3-6	
ART 400. Senior Portfolio or		
ART 499 Senior Thesis	1-3	
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

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ENGLISH

The courses offered in the English curriculum are designed to develop students' abilities to express their thoughts clearly, coherently, and effectively in oral and written form; to familiarize them with English, American, and World literature; to develop their analytical skills, critical judgment, and aesthetic appreciation of quality literature; and to help them achieve deeper personal insight and self-awareness. The English major earns a B.A. degree.

In addition, English, in conjunction with other academic programs, offers a major in American Studies. American Studies is an interdisciplinary approach to studying American culture and history, challenging students to think about American culture as a whole, rather than from the perspective of a single academic discipline. The combination of courses in the American Studies curriculum fosters critical thinking and writing skills, develops the ability to synthesize

information, and encourages a greater understanding of self and society. The American Studies major earns a B.A. degree.

MINORS: A minor in English requires 18 credits, excluding ENG 130 and 131, including ENG 231, 232, and 233. Of the additional 9 credits, no more than three may come from the following: ENG 315, 330, 345, 346, and 347.

A minor in Creative Writing requires a minimum of 18 credit hours consisting of ENG 231, 232, 281, 330, 345, and 346. An English major who elects to complete the minor in Creative Writing may count 231 and 232 for both the major and the minor. However, the students must complete a total of 12 unique credits in the minor.

HONORS: Students majoring in English who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in English. To graduate “With Honors in English,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.25, and complete, with a minimum grade of “B,” ENG 498 and 499. In addition, they must pass an oral defense of the thesis. English 498, with approval, may count as three elective credits towards the English degree; ENG 499 counts as three credits of electives beyond the major.

MAJOR: ENGLISH – Literature Track		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		3*
ENG 233G Reading World Literature	3	
Major Requirements		39*
ENG 231 Reading Literature	3	
ENG 232 Reading Poetry	3	
ENG 235 Writing Arguments	3	
ENG 475 Reading and the World	3	
ENG 480 Writing and the Literary Tradition	3	
<i>Choose one course from Early British Literature:</i>	3	
ENG 336 Early English Literature		
ENG 337 Renaissance Literature		
ENG 339 Shakespeare		
<i>Choose one course from Later British Literature::</i>	3	
ENG 362 British Novel I		
ENG 363 British Novel II		
ENG 364 The Restoration & 18 th Century		
ENG 365 British Romanticism		
ENG 366 Victorian Literature		
ENG 367 20 th Century British Literature		
<i>Choose one course from Early American Literature:</i>	3	
ENG 372 American Novel I		
ENG 373 Early American Literature		
ENG 374 American Romanticism		
<i>Choose one course from Later American Literature:</i>	3	
ENG 385 American Novel II		
ENG 386 American Realism and Naturalism		
ENG 387 20 th Century American Literature		
ENG 388 Contemporary American Literature		

<i>Choose one course from Contemporary Literature:</i>	3
ENG 355 Contemporary Literature	
ENG 356 Contemporary Literature: Visiting Writers Series	
Major Electives: choose 9 credits of ENG literature courses with the exception of 499; may also choose one of: ENG 281, ENG 330, ENG 450, or THR 270, or, with approval, a WRI course or a literature-based HUM 388. (Note: the HUM 388 option may not also be used to satisfy the student's Level II core curriculum requirement.)	9

General Elective Credits (if needed)**TOTAL CREDIT HOURS (minimum)****128#**

* *On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: ENGLISH – Creative Writing Track**HOURS****Core Curriculum Requirements****55-62****Technical Requirements****6***

ENG 233G Reading World Literature	3
ENG 281 Introduction to Creative Writing	3

Major Requirements**39***

ENG 231 Reading Literature	3
ENG 232 Reading Poetry	3
ENG 235 Writing Arguments	3
ENG 330 Visiting Writer	3
ENG 345 Writing Fiction	3
ENG 346 Writing Poetry	3
ENG 355 Contemporary Literature OR ENG 356 Contemporary Literature: Visiting Writers Series	3
ENG 480 Writing and the Literary Tradition	3
ENG 481 Creative Writing Capstone	3
<i>Choose one Early Literature course:</i>	3
ENG 336 Early English Literature	
ENG 337 Renaissance Literature	
ENG 339 Shakespeare	
ENG 372 American Novel I	
ENG 373 Early American Literature	
ENG 374 American Romanticism	
<i>Choose one Later Literature course:</i>	3
ENG 362 British Novel I	
ENG 363 British Novel II	
ENG 364 The Restoration and Eighteenth Century	
ENG 365 British Romanticism	
ENG 366 Victorian Literature	
ENG 367 Twentieth-Century British Literature	
ENG 385 American Novel II	

ENG 386 American Realism and Naturalism	
ENG 387 Twentieth-Century American Literature	
ENG 388 Contemporary American Literature	
Major Elective Hours – Choose two of the following courses: A second	6
ENG 330, 347, 498, THR 270, or with approval, a WRI course	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

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All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MODERN LANGUAGES

The modern language programs in German and Spanish are designed to provide students with appropriate linguistic skills, to develop a knowledge and sympathetic understanding of cultural differences, and to inform them of the civilization, culture, literature, and other social and artistic achievements of the respective countries. The programs are flexible enough to accommodate students seeking a degree in a modern language, a degree in International Business or International Economics, a double major, or simply a minor in a modern language. The German and Spanish major earns a B.A. degree. Two years of study are available in Chinese and Greek.

MINORS: French, German, and Spanish.

A minor in French requires 18 credits; at least 6 credits at 200-level; 9 or 12 credits at 300-level; at least 3 of these credits must be completed in an immersion experience abroad.

A minor in German requires 18 credits; at least 6 credits at 200-level; 9 or 12 credits at 300-level; at least 3 of these credits must be completed in an immersion experience abroad.

A minor in Spanish requires 18 credits; at least 6 credits at 200-level; 9 or 12 credits at 300-level; at least 3 of these credits must be completed in an immersion experience abroad.

HONORS: Students majoring in Modern Languages and judged qualified by the faculty may, upon invitation, elect to pursue honors work in German or Spanish. To graduate “With Honors in French, German, or Spanish,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in the major, including German or Spanish 499. In addition, they must pass an oral examination and be approved by the faculty. The 499 course does not count toward the major requirements.

STUDY ABROAD: Students are encouraged to study abroad for a semester or an entire year since only total immersion in the language will ensure the desired level of proficiency. The Department of Modern Languages, in conjunction with the Office of International Education and faculty advisors, will make every effort to assist students in their study abroad experience.

MAJOR: GERMAN		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		0*
Major Requirements		33
Choose three 200-level courses:	9	
GER 241 German Culture		
GER 242 Germany and the European Union		
GER 243 Culture and Media		
Choose three 300-level courses:	9	
GER 335 Jewish and Muslim Germany		
GER 336 German Thinkers, Writers and Scientists		
GER 341 German-Language Film		
GER 383 Special Topics (Topical – May be repeated)		
Complete at least six credit hours in German language immersion study abroad experience:	6	
GER 400 Study Abroad (May be repeated)		
Complete at least nine additional credit hours from GER courses not already completed, including:	9	
GER 383 Special Topics (Topical – May be repeated)		
GER 401 Commercial German I		
GER 402 Commercial German II		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#
<p>* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.</p> <p># All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.</p>		

MAJOR: SPANISH		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		0*
Major Requirements		33
Choose six credits from the following 200-level courses:	6	
SPA 241 Culture and Change		
SPA 242 Culture and Media		
SPA 243 Culture and Media		
Choose twenty 27 credits from the following 300-level courses. Note that at least six of these credits must be completed in an immersion experience abroad.	27	
SPA 315 Advanced Composition and Creative Writing		
SPA 320 Adventures in Modern and Contemporary Literature		
SPA 321 Adventures in Early Literature		
SPA 333 Area Studies (Topical – May be Repeated)		
SPA 341 Spanish-Language Film		
SPA 371 Spanish for Heritage Speakers		
SPA 383 Special Topics (Topical – May be Repeated)		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

<p>* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.</p> <p># All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.</p>			

MUSIC

The Bachelor of Arts in Music Performance prepares students with a performing proficiency in organ, piano, voice, or any of the orchestral instruments (brass, winds, strings, percussion). Students preparing for graduate school in music or a professional career in music generally follow the performance major.

The Bachelor of Arts degree in Music is designed for students who want a general aesthetic background in the history, theory, and appreciation of music. This particular program allows students to combine other areas of interest with music such as Education, Theatre, Family Ministries, Religion, or Business. Students who wish to pursue a double major in Music and another discipline should see their Music faculty advisor for information.

Students preparing for careers in church music or who plan to go on to graduate study church music may choose to major in Sacred Music. Performance concentrations will focus on keyboard (organ or piano), voice, or orchestral instrument.

Regular attendance at university-sponsored music events is required for all music majors and minors. (See the Music Student Handbook on the Music Program intranet for details.)

ENTRANCE AUDITIONS: An entrance audition is required for acceptance into the program in order to pursue a major or minor. Several of the music ensembles also require auditions.

MINORS: Music Performance, Music Technical Skills, and Sacred Music

A minor in Music Performance requires a minimum of 19-20 credits consisting of the following: MUS 160, MUS 165, MUS 112, MUS 214 (Voice principals only) and four credits of Applied Instruction and enrollment in Major Music Ensembles.

A minor in Music Technical Skills requires a minimum of 22 credits consisting of the following: MUS 160, MUS 165, MUS 260, MUS 265, MUS 301, and MUS 360.

A minor in Sacred Music requires 21 credits consisting of MUS 270, 272, 273, 370, 471, 472, four credits of A Cappella Choir, and five credits chosen from the following: DAN 204, MUS 271, 371, 420, one credit of Handbell Ensemble, applied music-lower division, PHI 217, and REL 301. Sacred music minors must participate in four semesters of Chapel Choir, two semesters of Campus Ministry, and Sacred Music Workshops as offered.

HONORS: Music majors may elect to pursue honors work with the approval of the music faculty. To graduate "With Honors in Music," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and a GPA of 3.5 in the honors courses. In addition, they must complete eight credits in honors work in the major area including MUS 499 and five credits of music honors courses.

MAJOR: Sacred Music (BA)	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	3*

	MUS 112 Understanding Concert Music	3	
Major Requirements			68
Music Foundations (BA)		42	
<i>Music Theory (20)</i>			
	MUS 160 Fundamentals of Music Theory I	4	
	MUS 165 Fundamentals of Music Theory II	4	
	MUS 260 Harmony and Musicianship I	4	
	MUS 265 Harmony and Musicianship II	4	
	MUS 360 Harmony and Musicianship III	4	
<i>Choral Principles (2)</i>			
	MUS 215 Lyric Diction I	1	
	MUS 216 Lyric Diction II	1	
<i>Music History (6)</i>			
	MUS 254 Music History and Literature I	3	
	MUS 255 Music History and Literature II	3	
<i>Conducting (2)</i>			
	MUS 250 Basic Conducting	2	
<i>Applied Music (12)</i>			
	Primary Applied Instrument or Voice (Lower Division; 1 credit per semester; 4 Semesters)	4	
	Primary Major Ensemble/A Cappella Choir/Wind Symphony (8 semesters – 1 credit per semester)	8	
	MUS 109 Performance Practicum (8 semesters, or number of semesters in residency minus one for transfer students)	0	
	Comprehensive Exam (ETS Field Test in Music)	0	
Sacred Music		26	
<i>Applied Music (4)</i>			
	Upper Division, Applied Music (1 credit per semester)	4	
<i>Choose one of the following options (2 credits; 1 per semester):</i>		2	
	Keyboard Principles		
	Applied Voice, Lower Division		
	Instrumental Principles		
	MUS 497 Senior Recital	0	
<i>Music Theory (4)</i>			
	MUS 301 Orchestration	2	
	MUS 303 Counterpoint	2	
<i>Conducting (3)</i>			
	MUS 420 Choral Conducting	3	
<i>Sacred Music (13)</i>			
	MUS 270 Worship	3	
	MUS 272 Music in Worship: Hymnody/Chanting	3	
	MUS 370 History of Sacred Music	3	
	MUS 470 Field Work in Sacred Music	1	
	MUS 471 Sacred Music Project	1	
	MUS 472 Senior Seminar: Critical Issues in Sacred Music	2	
General Elective Credits (if needed)			
TOTAL CREDIT HOURS (minimum)			128#

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 # All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: Music (Liberal Arts) (BA)		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		3*
MUS 112 Understanding Concert Music	3	
Major Requirements		64
Music Foundations (BA)		42
<i>Music Theory (20)</i>		
MUS 160 Fundamentals of Music Theory I	4	
MUS 165 Fundamentals of Music Theory II	4	
MUS 260 Harmony and Musicianship I	4	
MUS 265 Harmony and Musicianship II	4	
MUS 360 Harmony and Musicianship III	4	
<i>Choral Principles (2)</i>		
MUS 215 Lyric Diction I	1	
MUS 216 Lyric Diction II	1	
<i>Music History (6)</i>		
MUS 254 Music History and Literature I	3	
MUS 255 Music History and Literature II	3	
<i>Conducting (2)</i>		
MUS 250 Basic Conducting	2	
<i>Applied Music (12)</i>		
Primary Applied Instrument or Voice (Lower Division; 1 credit per semester; 4 Semesters)	4	
Primary Major Ensemble/A Cappella Choir/Wind Symphony (8 semesters – 1 credit per semester)	8	
MUS 109 Performance Practicum (8 semesters, or number of semesters in residency minus one for transfer students)	0	
Comprehensive Exam (ETS Field Test in Music)	0	
Music (Liberal Arts)		22
Secondary Ensembles (4 semesters; 1 credit each)	4	
SCE 201 Introduction to Entrepreneurship	3	
MUS 497 Senior Thesis, Project, or Recital	3	
Choose one of the following options (12):		
<i>Music Option (choose 12 hours from the following):</i>		12
<i>Note: In lieu of the twelve-hour options, students may substitute a non-Music, outside minor to fulfill this component of the requirements.</i>		
MUS 301 Orchestration		
MUS 302 Advanced Form and Analysis		
MUS 303 Counterpoint		
MUS 420 Choral Conducting		
MUS 421 Instrumental Conducting		
ART 200 Art Appreciation		
<i>Interdisciplinary Option</i>		12
PHI 217 Aesthetics of Art		

<i>Choose nine hours from the following:</i>		
	ART 202 Fundamentals of Color/Design	
	ART 205 Photography	
	ART 211 Drawing I	
	THR 200 Theatre Appreciation	
	ENG 232 Reading Poetry	
	ENG 346 Writing Poetry	
General Elective Credits (if needed)		
	TOTAL CREDIT HOURS (minimum)	128#
<p>* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.</p> <p># All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.</p>		

MAJOR: Music Performance (BM)		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		3*
	MUS 112 Understanding Concert Music	3
Major Requirements		70-71
Music Foundations (BM)		54-55
<i>Music Theory (22)</i>		
	MUS 160 Fundamentals of Music Theory I	4
	MUS 165 Fundamentals of Music Theory II	4
	MUS 260 Harmony and Musicianship I	4
	MUS 265 Harmony and Musicianship II	4
	MUS 360 Harmony and Musicianship III	4
	MUS 301 Orchestration	2
<i>Vocal Techniques and Diction – Chose one option:</i>		
Option 1: Instrumental/Keyboard Majors		
	MUS 214 Vocal Techniques	1
Option 2: Voice Majors		
	MUS 214 Vocal Techniques	1
	MUS 215 Lyric Diction I	1
	MUS 216 Lyric Diction II	1
<i>Music History (6)</i>		
	MUS 254 Music History and Literature I	3
	MUS 255 Music History and Literature II	3
<i>Conducting (5)</i>		
	MUS 250 Basic Conducting	2
	MUS 420 Choral Conducting OR	
	MUS 421 Instrumental Conducting	3
<i>Applied Music (20)</i>		
	Primary Applied Instrument or Voice (Lower Division; 1 credit per semester; 4 Semesters)	4
	Primary Applied Instrument or Voice (Upper Division; 2 credit per semester; 4 Semesters)	8
	Primary Major Ensemble/A Cappella Choir/Wind Symphony (8 semesters – 1 credit per semester)	8
	MUS 109 Performance Practicum	0

	(8 semesters, or number of semesters in residency minus one for transfer students)		
	Comprehensive Exam (ETS Field Test in Music)	0	
Music Performance		16	
	<i>Applied Music (4)</i>		
	Primary Instrument or Voice (Lower Division; 1 credit per semester in addition to BM core requirement)	4	
	<i>Secondary Ensembles</i> (1 credit per semester; 8 Semesters)	8	
	<i>Recitals</i>		
	MUS 397 Performance Junior Recital	0	
	MUS 497 Performance Senior Recital		
	<i>Music Theory (4)</i>		
	MUS 302 Advanced Form and Analysis	2	
	MUS 303 Counterpoint	2	
General Elective Credits (if needed)			
TOTAL CREDIT HOURS (minimum)			128#
<p>* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.</p> <p># All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.</p>			

MAJOR: Music Education (BM)		HOURS	
Core Curriculum Requirements		55-62	
Technical Requirements		3*	
	MUS 112 Understanding Concert Music	3	
Major Requirements		67-69	
Music Foundations (BM)		54-56	
	<i>Music Theory (22)</i>		
	MUS 160 Fundamentals of Music Theory I	4	
	MUS 165 Fundamentals of Music Theory II	4	
	MUS 260 Harmony and Musicianship I	4	
	MUS 265 Harmony and Musicianship II	4	
	MUS 360 Harmony and Musicianship III	4	
	MUS 301 Orchestration	2	
<i>Vocal Techniques and Diction – Chose one option:</i>			
Option 1: Instrumental/Keyboard Majors			
	MUS 214 Vocal Techniques	1	
Option 2: Voice Majors			
	MUS 214 Vocal Techniques	1	
	MUS 215 Lyric Diction I	1	
	MUS 216 Lyric Diction II	1	
	<i>Music History (6)</i>		
	MUS 254 Music History and Literature I	3	
	MUS 255 Music History and Literature II	3	
	<i>Conducting (5)</i>		
	MUS 250 Basic Conducting	2	
	MUS 420 Choral Conducting OR		
	MUS 421 Instrumental Conducting	3	

<i>Applied Music (20)</i>			
	Primary Applied Instrument or Voice (Lower Division; 1 credit per semester; 4 Semesters)	4	
	Primary Applied Instrument or Voice (Upper Division; 2 credit per semester; 4 Semesters)	8	
	Primary Major Ensemble/A Cappella Choir/Wind Symphony (8 semesters – 1 credit per semester)	8	
	MUS 109 Performance Practicum (8 semesters, or number of semesters in residency minus one for transfer students)	0	
	Comprehensive Exam (ETS Field Test in Music)	0	
Music Education		13	
<i>Recital (0)</i>			
	MUS 497 Music Education Senior Recital	0	
<i>Ensembles (2 semesters of same ensemble)</i>		2	
	MUS 151X Marching Band OR MUS Secondary Choral Ensemble		
<i>Techniques (4)</i>			
	MUS 210 Brass Techniques	1	
	MUS 211 Percussion Techniques	1	
	MUS 212 Strings Techniques	1	
	MUS 213 Woodwind Techniques	1	
<i>Methods(5)</i>			
	MUS 422 Elementary/Middle School Methods	2	
	MUS 423 Instrumental Methods OR MUS 424 Choral Methods	3	
<i>Professional Education (2)</i>			
	MUS 145 Foundations in Music Education	2	
General Elective Credits (if needed)			
TOTAL CREDIT HOURS (minimum)			128#
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MA in Teaching Curriculum – Music Education Track**36 hours**

EDU 615 Foundations of Education	3
EDU 616 Content Methodology: Pedagogy & Lesson Development (Music specific section)	3
EDU 617 Methods for Integrating Technology	3
EDU 618 Differentiation	3
EDU 626 MAT Residency I	6
EDU 627 Assessment	3
EDU 628 Advanced Content Methodology: Literacy Across the Content Area	3
EDU 636 MAT Residency II	6
EDU 638 Diversity, Equity and Global Issues in Education	3
EDU 640 Preparations for Teacher Leadership	3

THEATRE

Grounded in the liberal arts tradition and tailored to fit a student's individual needs, the Theatre program at Lenoir-Rhyne University is intensive and rewarding. Students pursue course work in dramatic theory, history, and literature as well as various studio courses in all phases of production work (performance, stage technology, design, directing, and management). Supplementing class work is a rigorous production program involving mainstage shows, studio series productions, and touring programs.

Full-time faculty instruct and produce for the stage. Visiting artists and practicing professionals teach during limited residencies and workshops. Internship programs with regional theatres, career counseling and job placement, study abroad, and honors are available. The Theatre major earns a B.A. degree.

MINOR: A minor in Theatre requires 20 credits consisting of THR 110, 220, 260, 265, and 450, and ENG 370. In addition, certain production responsibilities must be met through THR 280 Theatre Production (2 credit minimum).

HONORS: Students majoring in Theatre who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Theatre. To graduate "With Honors in Theatre", students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete twelve credits of honors courses in the major area, including THR 499.

MAJOR: THEATRE		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		0*
Major Requirements		45*
THR 110 Acting Studio I	3	
THR 221 Set Design & Technology	3	
THR 222 Costume Design & Technology	3	
THR 223 Light Design & Technology	3	
THR 225 Applied Performance (One credit, must be taken twice)	2	
THR 260 History of Theatre & Drama I	3	
THR 265 History of Theatre & Drama II	3	
THR 450 Directing I	3	
THR 490 Senior Thesis or Project	3	
Choose six credits from the following:	6	
THR 210 Acting II		
THR 321 Advanced Design & Technology		
THR 325 Stage Management		
THR 451 Directing II		
Choose six credits from the following:	6	
ENG course with Drama emphasis		
THR 270 Script Writing		
Any 300-400 level literature course from foreign languages or English		
Choose seven credits from the following:	7	
THR 280 Production Lower Division (may be repeated, minimum of 3)		
THR 480 Production Upper Division (may be repeated, minimum of 2)		
THR 485 Production Internship		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

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COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Dr. David Dreyer, Interim Chair

CRIMINAL JUSTICE FACULTY:

Assistant Professor Robert Stallings

Assistant Professor Jesse McKee

MAJOR: Criminal Justice (BA), Criminal Justice Leadership (MA)

HISTORY FACULTY:

Professor Paul Custer

Associate Professor Brian Goldsmith, Veronica Savory McComb

MAJOR: History (BA)

PHILOSOPHY FACULTY:

Associate Professor Michael Deckard

MAJOR: Philosophy (BA)

POLITICAL SCIENCE FACULTY:

Professor Joseph Mancos

Associate Professor David Dreyer

MAJOR: Politics and International Affairs (BA), Political Science (BA), Politics and Law (BA)

PSYCHOLOGY FACULTY:

Associate Professor Gordon Cappelletty, Jay Dill, Amy Hedrick

Assistant Professor Taylor Newton

MAJOR: Psychology (BA)

RELIGION FACULTY:

Associate Professor Jonathan Schwiebert

Assistant Professor Mindy Makant

MAJOR: Religious Development (BA), Religious Studies (BA)

SOCIOLOGY FACULTY:

Associate Professor Beth Wright

Assistant Professor Katherine Gerlaugh

MAJOR: Sociology (BA)

To earn a degree at Lenoir-Rhyne University, students must complete major courses, the Lenoir-Rhyne core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

CRIMINAL JUSTICE

The Criminal Justice program prepares students interested in careers in the Criminal Justice System as well as those planning to pursue graduate degrees in various fields. The program provides students with an academically sound understanding of theory, research, and practice as they relate to crime, justice, and our criminal justice system.

Learning Outcomes/Program Objectives:

- Criminal Justice majors will demonstrate an understanding of and the application of the criminal justice system and the fundamental processes that take place therein.
- Criminal Justice majors will be able to use Criminal Justice literature with a goal toward an ability to search and apply it effectively.
- Criminal Justice majors will demonstrate appropriate facility with communication, both written and oral, and including the appropriate style of communication set forth by the discipline.

Assessment Plan:

- Criminal Justice majors will complete a capstone course (CRJ 455 – Critical Issues in Criminal Justice) which will include a senior research project. This project will include specific assessment methodology that will be intentionally tied to the learning outcomes. This assessment plan will be developed by the Sociology and Criminal Justice Program faculty.

MINOR: A minor in Criminal Justice requires a minimum of 18 credit hours consisting of CRJ 230, CRJ 260 plus any four courses from the following: CRJ 310, CRJ 315, CRJ 325, CRJ 335, CRJ 340, CRJ 345, CRJ 350, CRJ 360, CRJ 455, POL 324 or POL 420. *Note: POL/SOC majors must have a minimum of six (6) unique credit hours, beyond the student's major, in order to obtain a minor or Criminal Justice.*

MAJOR: CRIMINAL JUSTICE**Core Curriculum Requirements****HOURS****55-62****Technical Requirements****9***

SOC 100 – Introduction to Sociology	3
POL 120 – American Government	3
PSY 251 – Statistics in Psychology OR	3
MAT 215 – Applied Statistics	

Major Requirements**42***

CRJ 230 – Introduction to Criminology	3
CRJ 260 – Introduction to Criminal Justice	3
CRJ 320 – Research Methods	3
CRJ 335 – Juvenile Delinquency	3
CRJ 455 – Critical Issues in Criminal Justice (Capstone)	3
CRJ 458 – Internship in Criminal Justice	3

Choose 24 credit hours from the following Major Elective Courses:

CRJ 310 – Corrections
CRJ 315 – Policing
CRJ 325 – Organized Crime
CRJ 340 – Drugs & Criminal Justice OR PSY 374 – Drugs & Behavior
CRJ 345 – Comparative Criminal Justice Systems
CRJ 350 – Victimology
CRJ 360 – Corporate & White Collar Crime
CRJ 381, 382, 383 – Special Topics in Criminal Justice
SOC 200 – Social Problems
SOC 317 – Social Stratification

POL 324 – Constitutional Law II: Civil Rights and Civil Liberties
 POL 420 – Criminal Law Procedure
 PSY 332 – Abnormal Psychology (pre-requisite of PSY 100 required)

General Elective Credits (if needed)
TOTAL CREDIT HOURS (minimum)

128#

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

HISTORY

The History program seeks to provide a well-balanced and intellectually challenging major, flexible enough to meet the needs of students seeking a broad liberal arts background, a teaching career, admission to graduate or professional school, or work in the areas of applied or public history. With its focus on critical thinking and communication skills, History contributes to the liberal arts curriculum and intellectual engagement by appropriate participation in the Core Curriculum, and serves those students taking history courses as electives, as a minor area, or in conjunction with other majors. The History major earns a B.A. degree.

In addition, History in conjunction with other academic programs, supports majors in American Studies and Politics and International Relations.

MINORS: A minor in History requires 18 credits consisting of HIS 121, 122, 230, and nine credits of History electives (above 102), only three credits of which are allowed in United States History.

A minor in Africana Studies requires 18 credits consisting of HIS 203, 305, and ENG 403; and three courses from the following: ECO 424; HCS 250; HIS 230, 321; POL 324; SOC 345; or HUM/HSB 388 or other Special Topics courses that address the African diaspora and multi-culturalism (must be approved by the Chair of the School of Humanities and Social Sciences).

HONORS: Students may be invited by the full-time History faculty to undertake a Senior Honors Thesis. Upon successful completion of the thesis, along with HIS 498 and 499, a student will graduate “with honors in History.” Normally in order to be considered, students must have a minimum cumulative GPA of 3.2 or above, and a minimum major GPA of 3.5 or above. The faculty may invite a student to undertake Honors who has not met the GPA requirement, and likewise may not invite every student who has done so. HIS 498 may count as a History elective and HIS 499 counts as three credits beyond the major requirements.

MAJOR: HISTORY		HOURS
Core Curriculum Requirements		55-62
Technical Requirements:		3
HIS 115G Global Histories	3	
Major Requirements:		40
HIS 201 The American Experiment	3	
HIS 205G Introduction to East Asia	3	
HIS 206 Introduction to Western Europe	3	
HIS 208G A Global History of the 20 th Century	3	
HIS 225 The Historian’s Gift	3	

HIS 230G A Global History of the 20 th Century	3
HIS 325 Modes of Narrative	3
HIS 400 Senior Seminar	3
LRU 410 Life and Career Planning	1
Choose six credits from the following list:	
HIS 302 Seminar in Social & Economic History of Modern Europe	3
HIS 304 Seminar in East Asian History	3
HIS 305 Seminar in African History	3
HIS 321 Seminar in US History	3
Choose one of the following:	
HIS 450 History Internship <u>or</u> HIS 490 History Peer Tutoring and Apprenticeship	3
Major Electives – choose six credits from the following list:	
HIS 248 North Carolina History	3
HIS 266 Public History	3
HIS 381, 382, or 383 Special Topics	1-3
HIS 425 Philosophy of History	3
ART 341 History of Art I	3
ART 342 History of Art II	3
ART 441 History of Art III	3
ENG 373 Early American Literature	3
FRE 331 French Culture and Civilization: The Past	3
FRE 332 French Culture and Civilization: The Present	3
GER 331 German Culture and Civilization: The Past	3
GER 332 German Culture and Civilization: The Present	3
MUS 254 Music History and Literature I	3
MUS 255 Music History and Literature II	3
PHI 320 African American Philosophy	3
SPA 332 Culture and Civilization of Latin America	3
SPA 372 Latino Studies	3
THR 260 History of Theatre and Drama I	3
THR 265 History of Theatre and Drama II	3
*Other History focuses courses may be substituted with permission of the program	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PHILOSOPHY

Courses in Philosophy seek to enrich students' appreciation of the history of philosophical reflection and to guide their comprehension and critical evaluation of current issues and trends. The Philosophy major provides a sound foundation for further study in Philosophy, the Social Sciences, Law, Theology, and related fields. The Philosophy major earns a B.A. degree.

MINORS: Philosophy, Values and Professional Ethics.

A minor in Philosophy requires 18 credits consisting of the following:

Minor Requirements		18*
PHI 101 Logic	3	
Choose one course:	3	
PHI 102 Philosophy of Human Nature or		
PHI 116 Ethics		
Choose one of the following:	3	
PHI 298 Ancient & Medieval Philosophy		
PHI 299 Modern Philosophy		
PHI 300 Contemporary Philosophy		
Choose one of the following:	3	
PHI 217 Philosophy of Art		
PHI 301 Philosophy of History		
PHI 318 Philosophy of Religion		
PHI 375 Religious Encounter with Science		
Choose one of the following courses:	3	
PHI 320 African-American Philosophy		
REL120G World Religions		
Choose one elective from any PHI course (or Humanities core course, as approved), 200-level or higher.	3	

A minor in Values and Professional Ethics requires 18 credits consisting of PHI 116, 216, 217, 251, 318, and one course from BUS 380, COM 320, CSC 210, ECO 221, HCS 250, HIS 425, MAT 400, POD 363, POL 450, REL 340, SOC 307.

HONORS: Students majoring in Philosophy and judged qualified by the Philosophy faculty may, upon invitation, elect to pursue honors work in Philosophy. To graduate "With Honors in Philosophy," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine hours of honors courses in the major, including PHI 499.

SPECIAL FEATURES: Students who major in two areas offered by Religious Development, Religious Studies and/or Philosophy may count only six credits from courses used to fulfill the requirements of the first major to fulfill the total credit requirement of the second major. A similar limitation applies to the student who elects both a major and minor offered by Religious Development, Religious Studies and/or Philosophy, except that in such instances only three credits of duplicate course credit may be applied.

MAJOR: PHILOSOPHY		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		0*
Major Requirements		30*
PHI 101 Logic	3	
Choose one course:	3	
PHI 102 Philosophy of Human Nature or		
PHI 116 Ethics		
PHI 298 Ancient & Medieval Philosophy	3	
PHI 299 Modern Philosophy	3	
PHI 300 Contemporary Philosophy	3	
Choose two courses from the following:	6	
PHI 217 Philosophy of Art		
PHI 301 Philosophy of History		

PHI 318 Philosophy of Religion	
PHI 375 Religious Encounter with Science	
Choose one of the following courses:	3
PHI 320 African-American Philosophy	
REL120G World Religions	
Choose two electives from any PHI course (or Humanities core course, as approved), 300-level or higher. One of the 300-level courses must be specific to Philosophy.	6
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

POLITICAL SCIENCE

Courses in Political Science are designed to enlighten students about the concept of government including the origin, emergence, integration, transformation, and decline of political communities as well as their institutions and the rules and practices by which they resolve conflicts and make decisions. It involves an examination of the public policies of communities and the manner in which these policies are made. The Political Science major earns a B.A. degree.

In addition, Political Science in conjunction with other academic programs, offers majors in Politics and International Relations and in Politics and Law. Both majors earn B.A. degrees.

MINOR: A minor in Political Science requires eighteen credits consisting of Political Science 120, 130, 210 or 215, and nine credits of Political Science electives.

HONORS: Students majoring in Political Science and judged qualified by the Political Science faculty may, upon invitation, elect to pursue honors work in Political Science. To graduate "With Honors in Political Science," a student must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.25, and complete Political Science 498 and 499. In addition, they must also write and orally defend an honors thesis and be nominated for honors by the department

MAJOR: POLITICS and INTERNATIONAL AFFAIRS		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		12*
ECO 121 Macroeconomics	3	
HIS 230 Global History of the 20 th Century	3	
Core Level Foreign Language Courses	6	
Major Requirements		42*
POL 120 American Government	3	
POL 140 Comparative Politics	3	
POL 210 Political Analysis	3	
POL 215 Statistics for Pol & Soc Research	3	
POL 230 International Relations	3	
POL 310 Research and Writing	3	
Choose two courses from the following:	6	
POL 410 Topics in Political Analysis		

POL 420 Topics in American Politics	
POL 430 Topics in International Politics	
POL 440 Topics in Comparative Politics	
POL 450 Topics in Public Administration	
Choose four courses from the following:	12
ECO 421 International Economics	
ECO 424 Economic Development	
HIS 302 Seminar in Western European History	
HIS 304 Seminar in East Asia History	
HIS 305 Seminar in African History	
POL 331 American Foreign Policy	
POL 332 International Law & Organization	
POL 333 International Conflict & Security	
Choose two upper division (200-400) foreign language courses:	6
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: POLITICS and LAW	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	15*
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
PHI 101 Logic	3
PHI 116 Ethics	3
SOC 100 Introduction to Sociology	3
Major Requirements	45*
BUS 370 Business Law I	3
ECO 322 Government & Business	3
POL 120 American Government	3
POL 210 Political Analysis	3
POL 215 Statistics for POL & SOC Research	3
POL 140 Comparative Politics	3
POL 250 Public Administration	3
POL 310 Research & Writing in Political Science	3
POL 323 Constitutional Law I	3
POL 324 Constitutional Law II	3
POL 332 International Law & Organizations	3
Choose two courses from the following:	6
POL 410 Topics in Political Analysis	
POL 420 Topics in American Politics	
POL 430 Topics in International Politics	
POL 440 Topics in Comparative Politics	
POL 450 Topics in Public Administration	
POL 451 Internship	
ECO 322 Government and Business	
BUS 370 Business Law I	
Choose one track from the following:	6

Track One – choose two courses:

- ACC 231 Principles of Accounting
- BUS 372 Business Law II
- PHI 216 Contemporary Moral Problems
- SOC 233 Criminology
- SOC 331 Criminal Justice

Track Two – choose two courses:

- HIS 121 US History I
- HIS 122 US History II
- HIS 321 Seminar in US History

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: POLITICAL SCIENCE

HOURS

Core Curriculum Requirements

55-62

Technical Requirements

9*

- ECO 121 Macroeconomics 3
- PSY 100 General Psychology **or**
- SOC 100 Introduction to Sociology 3
- Choose one of the following: 3
 - ECO elective (excluding ECO 121)
 - PSY elective (excluding PSY 100)
 - SOC elective (excluding SOC 100)

Major Requirements

36*

- POL 120 American Government 3
- POL 140 Comparative Politics 3
- POL 210 Intro to Political Analysis 3
- POL 215 Statistics for Pol & Soc Research 3
- POL 230 International Relations 3
- POL 250 Public Administration 3
- POL 310 Research & Writing in Political Science 3
- Choose two of the following courses (two different topic areas): 6
 - POL 410 Topics in Political Analysis
 - POL 420 Topics in American Politics
 - POL 430 World Politics **or**
 - POL 440 Comparative Politics
 - POL 450 Public Administration & Policy Analysis
- POL Major Electives 9

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PSYCHOLOGY

The Psychology major provides preparation for diverse career paths, including those that require graduate study. Students complete coursework from broad subdisciplines within psychology as well as take a sequence of research methods and statistics courses that enable them to conduct their own research studies. Many also elect to intern with community partners in a variety of settings. Graduates may pursue careers in research, mental health, ministry, rehabilitation, advocacy, social work, human resources, public health, occupational/physical therapy, and more. In alignment with the University mission, the faculty is concerned with the “development of the whole person” and provide one-on-one mentoring as students select vocational and career pathways. The Psychology major earns a B.A. degree.

MINORS: Psychology

A minor in Psychology requires a minimum of eighteen credits consisting of Psychology 100 and fifteen credits of Psychology electives.

HONORS: Students majoring in Psychology may elect to pursue honors work in Psychology. To graduate “With Honors in Psychology,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.3 and complete Psychology 498 and 499, including defense of a thesis. The honors courses may count as part of the forty-four credits needed for the major.

MAJOR: PSYCHOLOGY	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	3-4*
MAT 115 Introductory Statistics or MAT 215 Applied Statistics	3-4
Major Requirements	42*
PSY 100 Introduction to Psychology	3
PSY 237 Psychological Science	3
PSY 251 Statistical Methods in Psychology	3
PSY 351 Research Methods I: Non-exp Methods	3
PSY 451 Research Methods II: Experimental Methods	3
Choose two courses from each of the following dimensions:	18
Dimension A:	
PSY 201 Social Psychology	
PSY 225 Evolutionary Psychology	
PSY 325 Brain and Mind	
PSY 427 Consciousness	
PSY 425 Forensic Psychology	
Dimension B:	
PSY 222 Child Development	
PSY 275 Adolescence	
PSY 320 Lifespan Development	
PSY 420 Psychological Assessment	
PSY 444 Cognitive Psychology	
Dimension C:	
PSY 253 Personality	
PSY 328 Health Psychology	
PSY 332 Abnormal Psychology	
PSY 434 Counseling Theories	
PSY 465 History & Systems in Psychology	
PSY Major Electives	9

General Elective Credits (if needed)
TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

RELIGION

Undergraduate programs of study are available in Religious Development and Religious Studies. Courses completed in either program are designed to help individuals clarify their religious convictions and life goals, as well as to provide preparation for persons who anticipate further study. There are two degree programs available through LR: Religious Development and Religious studies. Both majors earns a B.A. degree.

MINORS: A minor in Religious Development requires 21 credit hours – 15 credit hours must consist of: REL 105, 110, 125, 126, 351 or 352 and, any two courses from: REL 120, 205, 210, 215, 315, 326, or 327. Note that REL 100 may not count towards the minor.

A minor in Religious Studies requires 18 credit hours consisting of: two courses from REL 105, 205, or 325; two courses from REL 110, 210, 326; and, two other REL courses (at least one from the 300-level or above). Note that REL 100 may not count towards the minor.

HONORS: Students majoring in Religious Development or Religious Studies and who are judged qualified by the Religious Studies faculty may, upon invitation, elect to pursue honors work in Religion. To graduate “With Honors,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in Religion, including REL 499. In addition, they must be nominated for honors by the Religion faculty.

SPECIAL FEATURES:

1. Students who major in two areas offered by the Religious Studies and Philosophy programs may count only six credits from courses used to fulfill the requirements of the first major to fulfill the total credit requirement of the second major.
2. A similar limitation applies to the student who elects both a major and minor offered by Religion and Philosophy programs, except that in such instances only three credits of duplicate course credit may be applied.

MAJOR: RELIGIOUS DEVELOPMENT

Core Curriculum Requirements

HOURS

55-62

NOTE: Religion Majors may not use REL courses to meet the Level I HUM Requirement

Technical Requirements

6*

PHI elective

3

PSY 100

3

Major Requirements

42*

REL 105 Reading Scripture

3

REL 110 Christian Thought

3

REL 120 World Religions (*Note: also carries the Global designation)

3

REL 125 Foundations in Religious Development

3

REL 126 Methods in Religious Development

3

REL 205 NT and Early Christian Literature

3

REL 210 History of Christianity	3	
REL 215 Engaging in Religion and Culture	3	
REL 325 Seminar in Reading Scripture	3	
REL 326 Seminar in Religious Thought and History	3	
REL 327 Seminar in Contemporary Culture and Religion	3	
REL 351 Internship I	3	
REL 352 Internship II	3	
REL 460 Senior Religious Studies Seminar	3	
General Elective Credits will be required – see advisor		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

Additional recommendations: It is advised that students who wish to do graduate study take twelve hours of Greek and six hours of history in addition to the major.

MAJOR: RELIGIOUS STUDIES	HOURS
Core Curriculum Requirements	55-62

NOTE: Religion Majors may not use REL courses to meet the Level I HUM Requirement

Technical Requirements	3*
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PHI elective	3
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Major Requirements	33*
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REL 105 Reading Scripture	3
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REL 110 Christian Thought	3
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REL 120 World Religions (Note: this course also carries the Global designation)	3
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REL 205 New Testament and Early Christian Literature	3
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REL 210 History of Christianity	3
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REL 215 Engaging Religion and Culture	3
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REL 325 Seminar in Reading Scripture	3
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REL 326 Seminar in Religious Thought and History	3
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REL 460 Senior Religious Studies Seminar	3
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Choose two electives from the following (at least one REL course at the 300 or 400 level):

PHI 318 Philosophy of Religion	
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REL 125 Foundations in Religious Development	
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REL 126 Methods in Religious Development	
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REL 327 Seminar in Contemporary Culture and Religion	
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REL 375 Religion and Science	
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REL 383 Special Topics in Religion	
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REL 450 History and Theology of Lutheranism	
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REL 470 Advanced Seminar: Religion in Dialogue	
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General Elective Credits will be required – see advisor

TOTAL CREDIT HOURS (minimum)	128#
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* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

Additional recommendations: It is advised that students who wish to do graduate study take twelve hours of Greek and six hours of history in addition to the major.

SOCIOLOGY

Sociology provides courses consistent with the liberal arts mission of the University. The Sociology major provides for curricular flexibility to allow students entrance into specific areas of policy studies, graduate study, the criminal justice system, social work, and other social services. The Sociology major earns a B.A. degree.

MINOR: A Sociology minor requires a minimum of eighteen credits consisting of Sociology 100 and fifteen credits of Sociology electives (excluding 457 and 458). *Note: Students majoring in Criminal Justice wishing to Minor in Sociology must have a minimum of six unique credit hours in the minor.*

HONORS: Students majoring in Sociology may elect to pursue honors work in Sociology. To graduate 'With Honors in Sociology,' students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.5, and complete Sociology 498 and 499, including defense of a thesis.

MAJOR: SOCIOLOGY		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		3*
PSY 251 – Statistics in Psychology OR	3	
MAT 215 – Applied Statistics		
Major Requirements		42*
SOC 100 – Introduction to Sociology	3	
SOC 200 – Social Problems	3	
SOC 317 – Social Stratification	3	
SOC 320 – Research Methods	3	
SOC 390 – Social Theory	3	
SOC 450 – Senior Seminar	3	
Choose 24 credit hours from the following Major Elective Courses:		
SOC 201 – Social Psychology		
SOC 207 – Marriage & Family		
SOC 212 – Aging & Society		
SOC 230 – Introduction to Criminology		
SOC 244 – Sociology of Health & Illness		
SOC 260 – Introduction to Criminal Justice		
SOC 307 – Sociology of Religion		
SOC 329 – Applied Sociology		
SOC 335 – Juvenile Delinquency		
SOC 340 – Sociology of Gender & Sexuality		
SOC 345 – Global Inequality		
SOC 379 – Environment & Society		
SOC 381/382/383 – Special Topics in Sociology		
SOC 458 – Internship in Sociology		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF NATURAL SCIENCES

Dr. Marsha Fanning, Chair

BIOLOGY FACULTY:

Professors Marsha Fanning

Associate Professor Scott Schaefer

Assistant Professors Judy Moore, Michael Stiff, Dan Grimm, and Carly York

MAJORS: Biology (BA/BS), Medical Studies (BS, BS to MS), Pre-Medical Science (BS)

Dual-degree program: Pre-Forestry and Pre-Environmental Management

CHEMISTRY FACULTY:

Associate Professor Andrew Steele, Shaun Williams, Joshua Ring

MAJOR: Chemistry (BS)

ENVIRONMENTAL SCIENCE AND POLICY FACULTY:

Associate Professor John Brzorad

MAJOR: Environmental Science and Policy (BS)

PHYSICS AND EARTH SCIENCE FACULTY:

Professor Charles Cooke

Associate Professor Helen Briggs

Assistant Professor Doug Knight

MAJOR: Engineering Physics (BS)

Dual-degree program: Pre-Engineering

BIOLOGY

The Biology major acquaints students with information and methods used in a variety of biological areas, as well as selected areas of Chemistry, Physics and Mathematics. The Biology B.S. degree is designed for students who are interested in continuing their studies in graduate, medical, dental or other professional schools and requires both undergraduate research and physics. The B.A. graduate should be prepared to seek a variety of scientific and health-related employment opportunities. In addition, Biology in conjunction with other academic programs, offers a dual-degree program in Pre-Forestry and Pre-Environmental Management.

MINOR: A minor in Biology requires twenty-one credits consisting of Biology 121, 122, 200, and twelve credits of advanced Biology courses (excluding Biology 110, 220, 281, 282 and 471-473).

HONORS: Students majoring in Biology judged qualified by the faculty may, upon invitation, pursue honors work in Biology. To graduate "With Honors in Biology," students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Biology 390 and 391 in the junior year and Biology 490 and 491 in the senior year with a minimum grade of "B" in each course. In addition, they must present the research at a seminar before the

Biology faculty. Biology 390, 391, 490, and 491 may count for Biology 400 and **4hrs of general elective** for the B.S. degree.

MAJOR: BIOLOGY (BA)		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		19-20*
CHE 103 General Chemistry & Qualitative Analysis I	3	
CHE 103L General Chemistry Laboratory I	1	
CHE 104 General Chemistry & Qualitative Analysis II	3	
CHE 104L General Chemistry Laboratory II	1	
CHE 201 Organic Chemistry	3	
CHE 201L Organic Chemistry Lab	1	
CHE 202 Organic Chemistry	3	
CHE 202L Organic Chemistry Lab	1	
Additional MAT elective beyond core requirement	3-4	
Major Requirements		33*
BIO 121 Principles of Biology	4	
BIO 122 Principles of Biology	4	
BIO 200 Biology Seminar	1	
BIO 240 Cell Biology	4	
BIO 245 Plant Anatomy & Physiology	4	
BIO 305 Genetics	4	
BIO 310 Ecology	4	
BIO electives (excluding 110, 220, 281, 282, 471-3)	8	
NOTE: BIO 281 & BIO 282 may count as four hours of Biology credit if BOTH courses are satisfactorily completed.		
Other Requirements		
BIO 495 Comprehensive Assessment Examination	0	
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: BIOLOGY (BS)		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		27-28*
CHE 103 General Chemistry & Qualitative Analysis I	3	
CHE 103L General Chemistry Laboratory I	1	
CHE 104 General Chemistry & Qualitative Analysis II	3	
CHE 104L General Chemistry Laboratory II	1	
CHE 201 Organic Chemistry	3	
CHE 201L Organic Chemistry Lab	1	
CHE 202 Organic Chemistry	3	
CHE 202L Organic Chemistry Lab	1	
Additional MAT elective beyond core requirement	3-4	
PHI 121 General Physics	4	
PHI 122 General Physics	4	
Major Requirements		37*
BIO 121 Principles of Biology	4	
BIO 122 Principles of Biology	4	

BIO 200 Biology Seminar	1
BIO 240 Cell Biology	4
BIO 245 Plant Anatomy & Physiology	4
BIO 305 Genetics	4
BIO 310 Ecology	4
BIO 400 Research Problems or	
BIO 391 & 491 Honors	4
BIO electives (excluding 110, 220, 281, 282, 471-3)	8

NOTE: BIO 281 & BIO 282 may count as four hours of Biology credit if BOTH courses are satisfactorily completed.

Other Requirements

BIO 495 Comprehensive Assessment Examination	0
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General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)	128#
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* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MEDICAL STUDIES (BSMS, BSMS TO MSPAS)

Balancing strong preparation in the life sciences with an intensive year of pre-clinical education, Lenoir-Rhyne University's Bachelor of Science in Medical Studies (BSMS) provides students with nationally-normed science prerequisites for pursuing physician assistant education or other medically based programs.

Please note that the Master of Science in Physician Assistant Studies at Lenoir-Rhyne University does not accept AP courses in place of required science courses.

Bachelor of Science in Medical Studies

Admission Requirements

As a provisionally accepted undergraduate in the Bachelor of Science in Medical Studies program, students will have the opportunity for entry into the Lenoir-Rhyne University Masters of Science in Physician Assistant Studies program if they have met all of the requirements and have successfully completed the required three years of the BSMS program at Lenoir-Rhyne University, which includes a successful interview with the admissions committee of the MSPAS program.

The minimum criteria for admission into the Bachelor of Science in Medical Studies as a freshman student are:

- Class rank in the top third of the high school graduating class and/or a cumulative 3.3 grade point average and a 3.3 science GPA (The GPA requirement is 3.3 but the program reserves the right to accept candidates on a case by case basis who possess extraordinary qualifications)
- No less than a "B" in math and science courses taken in high school
- Minimum combined SAT score of 1160 for Critical Reading and Math combined or equivalent ACT composite score (24)

Maintaining Status in the 3+2 program:

- Students in the 3+2 program will be reviewed and evaluated annually to determine if they qualify for continuation in the program
- Maintaining 3.3 or better overall GPA and science GPA

- A minimum of a “B” in all science and math courses in the medical studies curriculum. Students should strive for a “B” or better in all courses.
- Maintenance of good academic standing as defined by the university
- No record of university disciplinary sanction
- Lenoir-Rhyne 3+2 Program students that do not have a background and experience in a patient care related health science profession, are required to obtain training and experience through a certificate course/program in an area such as: Phlebotomist, Certified Nurse Assistant (CNA), Emergency Medical Technicians (EMT), Patient Care Technician etc. prior to entry into the MPAS Program.
- At the end of the third year the students in the BSMS curriculum go through a final review (final assessment of grades, meeting all other requirements and interview with the MPAS Program Admissions Committee); if all parts are satisfied, they are eligible to enter the MPAS Program in 4th year. If they fail to meet the requirements, they continue into 4th year of BS degree
- Complete Practicum (5 credits): To be taken in the fall semester after successful completion of 3 year Pre-PA Medical Studies course requirements. This is to be a practical experience designed to prepare selected students for entry into the Masters of Science in Physician Assistant Studies program. Students are to work a minimum of 20 hours per week utilizing the skills learned in their required certification program/course of study. Must be able to demonstrate their exposure to a practicing PA through their employment or obtain 50 hours of shadowing. Students must complete a minimum of 200 hours of volunteer work with an agency that provides health related services i.e. health fairs, health screening activities, free clinic, homeless program, prevention and health education etc. Complete assigned readings and videos. Complete a written mid-term and final examination on the assigned material, as well as an observed structured clinical evaluation (OSCE). Course is open only to students who have successfully completed the undergraduate portion of the Pre-PA 3+2 program. Course fees are attached. Pass/Fail only.

Progression into Physician Assistant Program (4th year)

- Progression from the third year of the 3+ 2 undergraduate component to the didactic year of the MSPAS curriculum is open to provisionally accepted students of the undergraduate component who have met, or will have met, by the end of the third year prior entering the PA program the following prerequisites:
- Successful completion of all core curriculum, science and electives courses prior to entrance into didactic coursework
- A minimum grade of B for all science courses.
- A minimum average of 3.3 in required science courses.
- A minimum cumulative grade point average of 3.3
- Successful completion of the GRE (Graduate Record Examination) with a minimum score of 301.
- Maintenance of good academic standing as defined by the university
- No record of university disciplinary sanction
- Satisfactory Level 1 Criminal Background Check and Drug Screen
- Successful completion of an interview with positive recommendation from principal faculty.
- Submission of three letters of recommendation from: a healthcare provider (MD, NP, PA), Professor, and an employer or coach.
- Produce evidence training and experience through a certificate course/program in an area such as: Phlebotomist, Certified Nurse Assistant (CNA), Emergency Medical

Technicians (EMT), and Patient Care Technician etc. prior to entry into the MPAS Program.

- Successful completion of the required practicum course.
- A candidate for the Master of Science in Physician assistant Studies program must have abilities and skills in five areas: observation, communication, motor, intellectual, and behavioral /social. To meet requirements for entrance and progression in the MSPAS program, candidates and students must demonstrate to the program principle faculty the ability to meet the designated technical standards.
- Successful interview with admissions committee of the PA program.
- Current Basic Cardiac Life Support (BLS) from the American Heart Association is required upon enrollment in the program. Most clinical sites do not recognize other institutions.

CURRICULUM/PROGRAM REQUIREMENTS

MAJOR: MEDICAL STUDIES – PRE PHYSICIAN ASSISTANT TRACK[^]	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	
MAT 115 Introductory Statistics	3
MAT 129 Pre-Calculus (or higher MAT course)	3-4
PSY 100 Intro to Psychology	3
Major Requirements – Pre Physician Assistant Track	
BIO 121 Biology I	4
BIO 122 Biology II	4
BIO 200 Biology Seminar (<i>to be taken twice, one credit hour each</i>)	2
BIO 220 General Microbiology	4
BIO 281 Anatomy & Physiology I	4
BIO 282 Anatomy & Physiology II	4
BIO 305 Biology Genetics	4
CHE 103 General Chemistry I with Lab	4
CHE 104 General Chemistry II with Lab	4
CHE 201 Organic Chemistry I with Lab	4
CHE 202 Organic Chemistry II with Lab	4
HES 305 Medical Terminology	1
PHY 121 General Physics I	4
PHY 122 General Physics II	4
PAS 499 Practicum	5
PAS 501 Professional Practice I	2
PAS 502 Gross Anatomy	4
PAS 503 Medical Science I	3
PAS 504 History and Physical Examination	4
PAS 505 Clinical Laboratory Medicine	3
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

[^] This track is available only to those students who are **chosen to participate** in the special “3 +2” cohort program and who continue to meet all requirements necessary to remain in the program. Bachelor’s degree will be conferred upon completion of the program outlined above, during the student’s matriculation in the University’s MSPAS program.

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: MEDICAL STUDIES – BS ONLY TRACK[^]	HOURS	
Core Curriculum Requirements		55-62
Technical Requirements		
MAT 115 Introductory Statistics	3	3
MAT 129 Pre-Calculus (or higher MAT course)	3-4	3-4
PSY 100 Introduction to Psychology	3	3
Major Requirements		
BIO 121 Biology I	4	
BIO 122 Biology II	4	
BIO 200 Biology Seminar (<i>to be taken twice, one credit hour each</i>)	2	
BIO 220 General Microbiology	4	
BIO 281 Anatomy & Physiology I	4	
BIO 282 Anatomy & Physiology II	4	
BIO 305 Biology Genetics	4	
BIO 400 Biology Research	4	
CHE 103 General Chemistry I with Lab	4	
CHE 104 General Chemistry II with Lab	4	
CHE 201 Organic Chemistry I with Lab	4	
CHE 202 Organic Chemistry II with Lab	4	
CHE 411 Biochemistry I	3	
HES 305 Medical Terminology	1	
PHY 121 General Physics I	4	
PHY 122 General Physics II	4	
Choose three Biology Electives from the following:	12	
BIO 240 Cell Biology		
BIO 250 Histology		
BIO 320 Animal Physiology		
BIO 331 Immunology		
BIO 360 Developmental Biology		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

[^] This track is available to students who not part of the University's special "3 +2" cohort program but who wish to complete a standard four-year Bachelor's degree in this field. Completion of this program does not ensure admissions into Lenoir-Rhyne University's MSPAS.

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PRE-MEDICAL SCIENCE

The Pre-Medical Science major gives students an understanding of selected areas of Biology, Chemistry, Physics, and Mathematics. This major meets the undergraduate course requirements of most medical, dental, and some other health profession schools, including Physician Assistant Schools. A Pre-Medical Science major earns a B.S. degree.

MAJOR: PRE-MEDICAL SCIENCE	HOURS	
Core Curriculum Requirements		55-62
Technical Requirements		3-4*
Additional MAT elective beyond core requirement (excluding MAT 105)	3-4	
Major Requirements		65*
BIO 121 Principles of Biology	4	

BIO 122 Principles of Biology	4
BIO 200 Biology Seminar	1
BIO 240 Cell Biology	4
BIO 245 Plant Anatomy & Physiology	4
BIO 305 Genetics	4
BIO 310 Ecology	4
BIO 400 Research problems	4
BIO electives (excluding 110, 220, 281, 282, 471-3)	8
NOTE: BIO 281 & BIO 282 may count as four hours of Biology credit if BOTH courses are satisfactorily completed.	
CHE 103 General Chemistry & Qualitative Analysis I	3
CHE 103L General Chemistry Laboratory I	1
CHE 104 General Chemistry & Qualitative Analysis II	3
CHE 104L General Chemistry Laboratory II	1
CHE 201 Organic Chemistry	3
CHE 201L Organic Chemistry Lab	1
CHE 202 Organic Chemistry	3
CHE 202L Organic Chemistry Lab	1
BIO or CHE elective	4
PHY 121-122 (or higher sequence)	8
Other Requirements	
BIO 495 Comprehensive Assessment Examination	0
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

ENVIRONMENTAL SCIENCE AND POLICY

The interdisciplinary Environmental Science and Policy major is designed to promote student understanding about environmental issues and to enable students to make meaningful contributions toward the management of the world's natural resources. The major focuses on conservation education through course work in natural and social sciences with emphasis on student research, case-study, and project-based learning. Internships and study abroad field and research experiences are strongly encouraged. The Environmental Science and Policy major offers two tracks: science and policy. The Environmental Science and Policy major earns a B.S. degree.

MINOR: A minor in Environmental Science and Policy requires twenty to twenty-two credits consisting of BIO 310; ECO 262; ENV 120, 231, 325; and one course from: BIO 110 or 122, 237; CHE 110 or 103; EAR 210; ECO 322, 424; ENV 210, 215; POL 222, 250, 351; SOC 345 or 370.

MAJOR: ENVIRONMENTAL SCIENCE and POLICY	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	17-18*
BIO 121 Principles of Biology	4
ECO 122 Microeconomics	3
POL 120 American Government	3
Choose one from the following:	4
MAT 129 Pre-Calculus	

MAT 165 Calculus		
Choose one from the following:	3-4	
MAT 215 Applied Statistics		
POL 215 Statistics for Political & Social Sciences		
Major Requirements		54-56*
BIO 122 Principles of Biology	4	
BIO 310 Ecology	4	
ECO 262 Economics of the Environment	3	
EAR 110 Physical Geology	3	
ENV 120 Intro to Environmental Science & Policy	4	
ENV 200 Environmental Seminar	3	
ENV 231 Environmental Policy	3	
ENV 250 Intro to GIS	3	
ENV 250L Intro to GIS Lab	1	
ENV 325 Environmental Monitoring	4	
PHI 251 Environmental Ethics	3	
Choose one from the following:	4-6	
ENV 470 Problems in Environmental Science & Policy		
ENV 498 Senior Honors research and		
ENV 499 Senior Honors Thesis		
Choose one from the following:	3	
POL 250 Public Administration		
POL 351 Public Policy		
Choose 12 credits from one of the following tracks:	12	
Policy Track:		
ECO 322 Government and Business		
ECO 424 Economic Development		
ENV 210 Environmental Education I		
ENV 215 Environmental Education II		
HES 430 Public Health		
POL 222 State and Local Government		
POL 427 Congress & the Policymaking Process		
SOC 200 Social Problems		
SOC 345 Global Inequality		
SOC 379 Environment & Society		
Science Track:		
BIO 212 Biology of Microorganisms		
BIO 237 Biodiversity		
BIO 260 Field Biology		
BIO 270 Systematic Biology		
CHE 103 General Chemistry & Qualitative Analysis I		
CHE 103L General Chemistry Laboratory I		
CHE 104 General Chemistry & Qualitative Analysis II		
CHE 104L General Chemistry Laboratory II		
CHE 201 Organic Chemistry I & lab		
CHE 202 Organic Chemistry II & lab		
EAR 210 Climate & Meteorology		
EAR 240 Map Construct & Read		
ENV 210 Environmental Education I		
ENV 215 Environmental Education II		
Choose one from the following:		
PHY 121 General Physics I		

PHY 211 Analytical Physics II	
Choose one from the following:	
PHY 122 General Physics I	
PHY 212 Analytical Physics II	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PRE-FORESTRY AND PRE-ENVIRONMENTAL MANAGEMENT:

A dual-degree program with Duke University's Nicholas School of the Environment. Students spend three years at Lenoir-Rhyne and two years at Duke. After completing 128 credits (104 Lenoir-Rhyne and 24 Duke hours), a baccalaureate degree is awarded by Lenoir-Rhyne University. After two years at Duke the M.F. or M.E.M. degree is awarded by Duke.

MAJOR: DUAL DEGREE REQUIREMENTS: PRE-FORESTRY/PRE-ENVIRONMENTAL MANAGEMENT	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	0
Major Requirements	70*
BIO 121 Principles of Biology	4
BIO 122 Principles of Biology	4
BIO 270 Systematic Botany	4
BIO 310 General Ecology	4
CHE 103 General Chemistry & Qualitative Analysis I	3
CHE 103L General Chemistry Laboratory I	1
CHE 104 General Chemistry & Qualitative Analysis II	3
CHE 104L General Chemistry Laboratory II	1
Choose one from the following set:	8
PHY 121 & 122 General Physics	
PHY 211 & 212 Analytical Physics I & II	
MAT 215 Applied Statistics	4
MAT 165 Calculus I	4
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Other Requirements:	
Dual Track Credits	24
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

CHEMISTRY

The courses in the chemistry curriculum are designed to provide individuals with creative and analytical insight into the involvement of chemistry in the world. The major also provides the opportunity to enter graduate school as well as to become a part of the largest scientific profession in the United States. The Chemistry major earns a B.S. degree.

MINOR: A minor in Chemistry requires twenty-one credits consisting of CHE 103, 103L, 104, 104L, 201, 201L, 202, 202L, 210, and one credit above 210.

HONORS: Students majoring in Chemistry and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Chemistry. To graduate "With Honors in Chemistry," students must have a minimum cumulative GPA of 3.5 and a minimum major GPA of 3.5, with no Chemistry grade lower than a "B-". They must complete CHE 498 and CHE 499 with a written research thesis, and present their research in a seminar given to science faculty and students

MAJOR: CHEMISTRY (BS) <i>NOTE: Grade of C- or above required in all CHE courses.</i>	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	16*
MAT 165 Calculus I	4
MAT 166 Calculus II	4
PHY 211-212 (or higher level courses)	8
Major Requirements	47-58*
CHE 103 General Chemistry & Qualitative Analysis I	3
CHE 103L General Chemistry Laboratory I	1
CHE 104 General Chemistry & Qualitative Analysis II	3
CHE 104L General Chemistry Laboratory II	1
CHE 201 Organic Chemistry	3
CHE 201L Organic Chemistry Lab	1
CHE 202 Organic Chemistry	3
CHE 202L Organic Chemistry Lab	1
CHE 210 Quantitative Analysis	4
CHE 303 Physical Chemistry: Chemical Thermodynamics & Kinetics	4
CHE 400 Junior Seminar	1
CHE 402 Advanced Inorganic Chemistry	4
CHE 411 Biochemistry I	3
CHE 470 Senior Review	1
Choose one from the following to equal at least 2 credits:	2
CHE 480, 481, 482, or 498 Research	
Choose one track:	
<i>Classical:</i>	11-12
CHE 304 Physical Chemistry: Molecular Quantum Mechanics	
CHE 320 Instrumental Chemical Analysis	
1 Natural Science elective course	
<i>Biochemistry:</i>	20
BIO 121 Principles of Biology I	
BIO 122 Principles of Biology II	
1 Biology elective	
CHE 320 Instrumental Chemical Analysis	
CHE 412 and CHE 412L Biochemistry II	
<i>Environmental Chemistry</i>	22
BIO 122	
EAR 110	

ENV 120
 ENV 325
 CHE 320
 CHE 405

*NOTE: A grade of C- or above is required in all CHE courses.

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PHYSICS AND EARTH SCIENCE

Physics and Earth Science offers courses in three areas: Astronomy, Earth Science, and Physics. Physics and Earth Science provides for a special emphasis in Astronomy and provides a strong undergraduate concentration of courses in this field for students planning to pursue graduate work in Astronomy. The Engineering Physics major earns a B.S. degree.

MAJOR: ENGINEERING PHYSICS.

MINORS: Astronomy, Earth Science and Physics.

A minor in Astronomy requires eighteen credits consisting of Astronomy 100, 200, and ten credits of special topics (380) in Astronomy.

A minor in Earth Science requires eighteen credits consisting of Earth Science 110, 202, 210, 220, 240 and 380.

A minor in Physics requires twenty credits consisting of Physics 211, 212, 214, and eight additional credits from any PHY courses numbered 300 or above.

HONORS: Students majoring in Engineering Physics and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Physics. To graduate "With Honors in Physics," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, complete nine hours of honors work (PHY 303H, 304H, 490), and submit an honors thesis.

MAJOR: ENGINEERING PHYSICS-TRADITIONAL TRACK

Core Curriculum Requirements

HOURS

Technical Requirements

55-62

MAT 165 Calculus I	4
MAT 166 Calculus II	4
MAT 265 Calculus III	4
MAT 270 Differential Equations	4

16*

Major Requirements

36-38*

PHY 211 Analytical Physics I	4
PHY 212 Analytical Physics II	4
PHY 214 Modern Physics	4
PHY 301 Classical Mechanics	4
PHY 302 Electricity & Magnetism	4
PHY 303 Thermodynamics & Kinetic Theory	3

PHY 304 Quantum Mechanics	3
PHY 370 LabVIEW	2
PHY 473 Research Physics	3
Choose six to eight credits from:	6-8
PHY 250 Introduction to Physics Machine Shop	
PHY 315 Scientific Instrumentation	
PHY 320 Optics	
PHY 322 Mathematical Methods of Physics	
PHY 350 Advanced Machine Shop	
PHY 375 Advanced LabVIEW	
PHY 383 Special Topics: Nuclear Physics	
PHY 401 Theoretical Mechanics II	
PHY 402 Electricity & Magnetism II	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: ENGINEERING PHYSICS-BIOPHYSICS TRACK	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	16*
MAT 165 Calculus I	4
MAT 166 Calculus II	4
MAT 265 calculus III	4
Mat 270 Differential Equations	4
Major Requirements	69-71*
PHY 211 Analytical Physics I	4
PHY 212 Analytical Physics II	4
PHY 214 Modern Physics	4
PHY 301 Classical Mechanics	4
PHY 315 Scientific Instrumentation	3
PHY 370 LabVIEW	2
BIO 121 Principles of Biology I	4
BIO 122 Principles of Biology II	4
BIO 320 Animal Physiology	4
CHE 103 General Chemistry & Qualitative Analysis I	3
CHE 103L General Chemistry Laboratory I	1
CHE 104 General Chemistry & Qualitative Analysis II	3
CHE 104L General Chemistry Laboratory II	1
CHE 201 Organic Chemistry	3
CHE 201L Organic Chemistry Lab	1
CHE 202 Organic Chemistry	3
CHE 202L Organic Chemistry Lab	1
CSC 141 Programming Fundamentals with JAVA	3
Choose one course from the following:	3-4
PHY 302 Electricity & Magnetism	
PHY 303 Thermodynamics & Kinetic Theory	
PHY 304 Quantum Mechanics	
PHY 383 Special Topics: Nuclear Physics	
Choose one course from the following:	3-4

BIO 400 Research Problems	
CHE 482 Research Problems	
PHY 473 Research Problems	
Choose three course from the following:	12
BIO 220 Microbiology	
BIO 240 Cell Biology	
BIO 281 Human Anatomy & Physiology I	
BIO 282 Human Anatomy & Physiology II	
BIO 305 Genetics	
CHE 210 Quantitative Analysis	
CHE 303 Physical Chemistry I	
CHE 304 Physical Chemistry II	
CHE 310 Biochemistry (and laboratory)	
CHE 320 Instrumental Chemical Analysis	
CHE 402 Advanced Inorganic Chemistry	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

PRE-ENGINEERING

Students enrolled at Lenoir-Rhyne University who wish to prepare for a career in engineering may, upon successful completion of the following approved three-year program, transfer to North Carolina A&T State University, North Carolina State University, or UNC-Charlotte, to complete requirements for a bachelor's degree in engineering. Students must complete at least 96 hours at Lenoir-Rhyne.

Upon successful completion and acceptance of at least 32 additional hours in the engineering program at NC A&T, NCSU, or UNC-C students may apply for a bachelor's degree from Lenoir-Rhyne University in Pre-Engineering if the additional hours total 128 hours or more and include Lenoir-Rhyne University's Core Curriculum requirements. Students who choose this option should work closely with an advisor in the Lenoir-Rhyne Physics program.

Students who wish to transfer from Lenoir-Rhyne University who have not met the total credit hours requirement or fulfilled all core requirements may not receive a degree from Lenoir-Rhyne University. For degree requirements beyond the three-year pre-engineering program offered at Lenoir-Rhyne, students should consult with the receiving university program. Completion of the three-year program at Lenoir-Rhyne does not guarantee admission to the universities listed as a part of this dual degree arrangement.

MAJOR: DUAL DEGREE REQUIREMENTS: PRE-ENGINEERING	HOURS
Core Curriculum Requirements	55-62
Major Requirements	36-37*
CHE 103 General Chemistry & Qualitative Analysis I	3
CHE 103L General Chemistry Laboratory I	1
CHE 104 General Chemistry & Qualitative Analysis II	3
CHE 104L General Chemistry Laboratory II	1
CSC 150 Computer Science I or	
CSC 141 Programming Fundamentals with JAVA	3-4
MAT 165 Calculus I	4
MAT 166 Calculus II	4

MAT 270 Differential Equations	4
PHY 211 Analytical Physics I	4
PHY 212 Analytical Physics II	4
PHY 214 Modern Physics	4
PHY 370 LabVIEW	2

Other Requirements:

Completion of coursework necessary to satisfy the major requirement in an approved engineering major at one of the four universities included in our transfer agreement.

General Elective Credits (if needed)**TOTAL CREDIT HOURS (minimum)****128#**

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

ADULT LEARNER PROGRAMS

The Adult Learner program at Lenoir-Rhyne University is designed to provide flexibility in meeting the needs of area adult and/or non-traditional students who because of other life responsibilities need to academically progress at a pace consistent with these obligations.

While all majors are available to Adult Learner students on the Hickory campus who are able to complete traditionally scheduled courses, three programs have been especially tailored for the adult student. These programs are the Bachelor of Science in Business Administration (BSBA), the Bachelor of Arts in Criminal Justice, and the RN to BSN Gateway Nursing program. Adult students on the Hickory campus may enroll in up to 13 credit hours per semester and pay a discounted hourly tuition rate in lieu of receiving institutional financial aid.

Additionally, Lenoir-Rhyne University offers two undergraduate degree programs through the Asheville Center. These programs are the Bachelor of Science in Aviation Studies and the Bachelor of Science in Business Administration (BSBA). The Bachelor of Science in Aviation Studies degree program is a direct articulation agreement between Lenoir-Rhyne University and Asheville-Buncombe Technical & Community College. Students must have completed the Associate of Applied Science at AB Tech in order to be eligible for the bachelor-level program at Lenoir-Rhyne. The Bachelor of Science in Business Administration is available to any eligible Adult Learner student in the Asheville area. Adult students on the Asheville campus may enroll in up to 12 credit hours per semester and pay a discounted hourly tuition rate in lieu of receiving institutional financial aid.

Adult Learner students who chose to enroll in more than 13 credit hours in any given semester will pay the standard semester tuition charges and may be eligible to receive institutional aid upon request.

Students who begin at Lenoir-Rhyne classified as traditional students and continue uninterrupted may not change their classification to Adult Learner. Adult Learner students are charged tuition at a discounted rate and are therefore not eligible for any additional institutional scholarships (except Sacred Music and/or athletic scholarships).

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Available only to Adult Learner students, the Business Administration (BSBA) major is designed to provide adult learners with a general business degree and/or prepare them for completion of an MBA degree at Lenoir-Rhyne. The major recognizes the value of significant life experiences of adult students their motivation; and delicate balance of work, education, and family expectations. The BSBA hybrid classes are offered on Monday evenings only and are designed so that students may take four courses each semester; however, other courses to fulfill the core may require other class arrangements.

Students who successfully meet the degree requirements which includes the Lenoir-Rhyne core courses with an overall grade point average of 2.75 and a grade point average of 3.0 in the course work for the major and who receive letters of recommendation from major faculty upon completion of the undergraduate degree, will be accepted directly into the University's Master of Business Administration program with normal application protocols waived. Thus, Adult Learner students who graduate with the Business Administration major will not have to take the prerequisite standardized entrance exam or pay application fees for admission to the MBA

program at Lenoir-Rhyne. The Business Administration Professional Organizational Development major earns a B.S. degree.

MAJOR: BUSINESS ADMINISTRATION		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		0
Major Requirements		48*
BSB 321 Economic Foundations for Organizations	3	
BSB 325 Organizational Behavior Principles	3	
BSB 341 Accounting Principles	3	
BSB 345 Organizational Communication	3	
BSB 363 Leadership Foundations in Organizations	3	
BSB 366 Finance Foundations in Organizations	3	
BSB 393 Ethical & Legal Principles in Organizations	3	
BSB 396 Organizational Change & Develop. Principles	3	
BSB 411 Research Skills for Organizational Managers	3	
BSB 416 Organizational Operations Management	3	
BSB 431 Marketing Principles	3	
BSB 435G Global Organizational Applications	3	
BSB 453 Organizational Information Systems	3	
BSB 456 Human Resource Principles	3	
BSB 474 Prof Organizational Strategic Management	3	
BSB 476 Contemporary Leadership Applications	3	
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

BACHELOR OF SCIENCE IN AVIATION STUDIES

The Bachelor of Science in Aviation Studies program is designed to allow students who successfully complete the AAS in Aviation Management & Career Pilot Technology tracks at Asheville-Buncombe Technical Community College and/or any equivalent community college aviation program to enter seamlessly into the Bachelor of Science degree program at Lenoir-Rhyne University. The FAA regulations incentivize the completion of the Bachelor's degree in aviation by reducing the number of flight hours to 1,000 whereas graduates holding an Associate's degree with an aviation major are required to complete 1,250 hours.

This program supports the rising demand for pilots of non-scheduled (charter) and scheduled (airline) commercial operations. Aviation scholars agree there will be unprecedented demand for people to pilot and maintain airplanes over the next 20 years. Boeing Pilot and Technical Outlook forecasts that between now and 2034, the aviation industry will need to supply more than one million new aviation personnel, including pilots and maintenance technicians. The aviation industry is responding to the challenge by creating a balanced, sustainable solution to filling the future pilot and technician pipeline and warns that regional markets which have relied heavily on recruiting pilots from outside their home locations will increasingly require a strong foundation for developing and training qualified pilots locally.

MAJOR: Aviation Studies (B.S.)	HOURS
Transfer Hours from A.A.S. Degree	64
Core Curriculum Requirements	22-26
CSC 050 Computing Competency Evaluation	0
LRU 101/102 Orientation for Transfer/Adult Learner Students	1
Foreign Language 110 and 111 (Choose one sequence)	6
ART, MUS, or THR 200 (Fine Arts Requirement)	3
REL 100 The Christian Faith	3
HES 287 Personal Health	3
Level I Natural Science (Aviation Management Track Only)	0-4
Level II Core – Choose two from HUM, HSB or NAT 388	6
Major Requirements – Choose One Track	39-45
<i>Career Pilot Track (45 hours)</i>	
AER 310 Fundamentals of Instruction	3
AER 311 Flight Instruction Fundamentals	3
AER 312 Flight Instructor Lab	3
AER 313 Flight Instructor – Instrument Fundamentals	3
AER 314 Flight Instructor – Instrument Lab	3
AER 315 Multi-Engine Instruction Fundamentals	3
AER 316 Multi-Engine Instructor Lab	2
AER 320 Advanced Weather	3
AER 330 Professional Pilot Laws and Regulations	3
AER 340 Advanced Propulsion and Systems	3
AER 410 Aviation Physiology	2
AER 415 Crew Resource Management	2
AER 420 High Speed Aerodynamics	3
AER 430 Problems in Aviation	3
AER 440 Airline Transport Pilot	3
<i>Aviation Management Track (39 hours)</i>	
AER 360 Advanced Aviation Management	3
AER 365 Airport and Airline Operations Management	3
AER 430 Problems in Aviation	3
AER 461 Airport Personnel, Planning and Design	3

AER 470 Aviation Management Capstone	3
BSB 321 Economic Foundations for Organizations	3
BSB 341 Accounting Principles	3
BSB 363 Leadership Foundations in Organizations	3
BSB 366 Finance Foundations in Organizations	3
BSB 393 Ethical and Legal Principles in Organizations	3
BSB 396 Organizational Change and Development	3
BSB 431 Marketing Principles	3
BSB 435 Global Organization Applications	3

Total Credit Hours (Including Transfer Hours)

128-131

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF EDUCATION

Dr. Hank Weddington, Interim Chair

FACULTY:

Full Professor: Monica Campbell (Director of Teaching Scholars), Janet Painter (Director of Engaged Scholars), Hank Weddington

Assistant Professors: Summer Carrol, Molly Duggan, Amy Rottmann

Instructors: Michael Lemke, Amy Van Buren (Assistant Director of Teaching Scholars)

Staff: Alyssa Reinhardt, Kim Mattox

MAJORS: Elementary Education (BA) and Middle School Education (BA)
For Secondary & K12 Education Teacher Programs, see specific discipline majors and the M.A. in Teaching 4 + 1 program (see below).

MINOR: International Education

Students from any discipline may earn a minor in International Education. Education majors must complete a minimum of six (6) unique credit hours to earn the minor. The International Education requires 18 credit hours from the following:

International Education Minor Requirements:	18+ HRS
EDU 219 ELL Culture, Language and Learning	1
EDU 220G Child and Adolescent Development	3
EDU 274G Global Education	2
HCS 250G Multicultural Perspectives	3
SPA, FRE, GER or CHI 221+ (ASL not permitted)	3
At least six credits from the following approved courses:	6+
ECO 424	
ENG 233	
HES 453	
HIS 208G	
POL 140	
SOC 345	
SOC 379	
LRU 210	
Any additional HUM, HSB or NAT with Global Designation	

MINOR: Special Education

The Special Education minor is intended to enhance the educational experience and knowledge of undergraduate education majors. Non-education majors who wish to pursue this minor must seek permission from the School of Education Chair. These students cannot pursue the Elementary or Middle Grades Education concentrations listed below because the courses require formal admission to the School of Education. Non-education majors, if approved by the

Chair to pursue the minor, may complete SED 281 and 282 in addition to the core Minor requirements to satisfy the concentration requirements.

Special Education Minor Requirements: 20-21 HRS

EDU 216 Adaptations, Accommodations, & Differentiated Learning	3
EDU 219 ELL Culture, Language and Learning	1
EDU 220G Child and Adolescent Development	3
SED 252 Classroom Management	3
SED 361 Special Education Assessment & Planning	3

Elementary Education Majors complete the following:

EDU 312 Foundations of Reading Primary	3
EDU 322 Foundations of Reading Intermediate	3
EDU 328L Foundations of Reading Lab	1

Middle Grades Education Majors complete the following:

EDU 416 Teaching the Young Adolescent	3
EDU 435 Literacy Across the Content	3

We believe that Lenoir-Rhyne University education graduates are reflective practitioners who are aware of factors affecting student learning and who recognize and value individual needs in planning instruction and creating a learning community. The unit has designed a heavily field-based program which prepares students at both the initial and advanced levels to develop knowledge of self, content knowledge, knowledge of human development, awareness of “schooling,” and strategies used with students and clients. The undergraduate Education major earns a B.A. degree.

The programs in teacher education and school counseling at Lenoir-Rhyne University are approved by the North Carolina State Board of Education and The National Council for the Accreditation of Teacher Education.

HONORS: Students majoring in Education and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Education. To graduate “With Honors in Education,” students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Education 499 and honors work in Education 430, 431, or 432 and 440, 441, or 442. In addition, they must orally defend a thesis or project and submit a video of exemplary student teaching experiences. Secondary or K-12 majors must meet honors guidelines in their respective major and Education Honors guidelines to receive Honors in Education.

CONCURRENT ENROLLMENT: INTERNSHIPS AND FIELD EXPERIENCE

The School of Education recommends that students not enroll concurrently in more than two courses with field experience or internship components, with the exception of the senior year, when students are enrolled in their methods courses and student teaching. During the senior year, students should be prepared to spend time in their assigned schools completing field-based assignments in the fall semester on a part-time basis and on a full-time basis during the spring semester.

Special requests for exceptions to program requirements must be submitted in writing to the Chair of the School of Education for review by faculty. Such requests should be submitted during early registration for the semester in advance of the exception being requested.

UNDERGRADUATE TEACHER EDUCATION CANDIDATES

Student curriculum check sheets with individual program goals are available in the Office of the Registrar or the School of Education.

MISSION STATEMENT

The College of Education and Human Services believes that it should:

- Maintain an environment in which faculty and staff members have a primary focus on the success of their students;
- Provide an open and constructive academic environment in which staff and faculty work together to support students as they explore the professions of the College to find the vocation that elicits their passion;
- Assure that students are liberally educated in a way that enriches their lives and reinforces the students' ability to make connections across disciplines;
- Deliver programs that represent a coordinated and intentional sequence of learning experiences that emphasize the connection between valid theory and the best practice of their chosen field;
- Enable students to become competent, reflective practitioners who are responsive to the challenges and opportunities of a changing world and community through emphases in course work and settings;
- Promote social justice;
- Enable our students to be leaders in their practice and serve their profession through professional organization activity appropriate to the roles they accept;
- Rely on the institutional values and Christian foundation of Lenoir-Rhyne University to bring clarity through faith to issues of integrity, fairness, and caring in ethical practice.

CONCEPTUAL FRAMEWORK

Professional Education candidates studying for practice in public schools prepare to leadership in 21st century schools by becoming reflective practitioners who intentionally engage in transformative cycles of learning about themselves, their content, their students and the world.

Reflective practitioners actively consider the impacts of their actions both in the process of teaching/counseling and afterward to provide future direction. Students at Lenoir-Rhyne learn to consider the technical and practical nature of teaching/ counseling, as well as the ethical and moral implications of teaching/ counseling. Graduates of Lenoir-Rhyne University's education programs are expected to demonstrate critical thinking and reflection on their practice by the compilation of a portfolio during their course work. The portfolio serves not only as a tool to facilitate reflection, but also to synthesize reconstruction of "self-as-practitioner" as a means toward continued professional development beyond the training experience. It is the intent of the Education program at Lenoir-Rhyne to enable students to analyze and think critically in order to go beyond the institutional limitations which perpetuate "schooling," to recognize and find positive challenges in dilemmas, and to find unique, professionally sound ways to solve those dilemmas. Reflective practitioners from Lenoir-Rhyne will become more aware of themselves as practitioners (e.g., in the classroom or counseling setting) and perceive that alternatives or changes are possible. This awareness requires a sense of reflective self-renewal as practitioners continually evolve in the process of self-directed growth and critical consciousness. The outcome will be empowerment, intentionally, and leadership in assuming a greater role and responsibility in the direction of classroom and school affairs. Teachers and school counselors can participate in developing partnerships with students, families, administrators, and communities in developing educational policy within both the content and consequences of reflective thinking.

TEACHER EDUCATION PROGRAM GOALS AND OBJECTIVES:

What should Lenoir-Rhyne teacher education candidates know and be able to do?

Specific competencies that Lenoir-Rhyne College public school licensure candidates should be able to demonstrate are:

- KEY: **C** Content Knowledge
P Pedagogical Knowledge
PK Professional Knowledge
S Professional Skill
D Disposition

1. Lenoir-Rhyne public school licensure candidates should know their content.
 They should:
 - [C] Have a broad knowledge base appropriate for their field
 - [S] Apply field-specific concepts and tools to their practice
 - [K] Understand ways their field-specific content connects to the broader school curriculum
2. Lenoir-Rhyne University public school licensure candidates should possess pedagogical, and professional knowledge and skills. They should know how to teach/counsel by:
 - [PK] Understanding how learning and change take place
 - [S] Using a variety of methods to facilitate learning and change
 - [P] Planning to meet student needs
 - [S] Using a variety of assessment approaches to inform practice appropriately
 - [S] Communicating effectively with all constituents
 - [S] Enhancing practice with appropriate use of technology
 - [D,S,PK] Creating a context for learning/counseling that is supportive and inclusive
 - [D,S] Promoting teamwork, cooperation, and leadership
 - [P] Aligning classroom instruction to the required curriculum in a student-centered manner
 - [D] Instilling and modeling a love for life-long learning and development
 - [S] Using inquiry to promote critical thinking and problem-solving
3. Lenoir-Rhyne public school licensure candidates should appreciate diversity by:
 - [D,S] Demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
 - [D] Demonstrating their belief that diversity in the classroom, school, and society is a strength
 - [D] Knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
 - [D,S] Working collaboratively with families, public school personnel and community resource personnel to enhance student success
4. Lenoir-Rhyne public school licensure candidates should be leaders who:
 - [D,S] Advocate for and/or with students, families, and the profession
 - [D] Demonstrate high ethical standards of professional practice
 - [D] Function effectively within an ever-changing environment
 - [S] Demonstrate self-knowledge, self-advocacy and continued professional and personal development
 - [D] Realize there are strengths in diverse types of leaders
5. Lenoir-Rhyne public school licensure candidates should be reflective as they:
 - [P] Analyze and evaluate the results of their practice
 - [S] Use research to inform practice
 - [S] Conduct research to expand knowledge base and improve practice
 - [P,PK] Construct and articulate rationale for what is done in practice and why
6. Lenoir-Rhyne public school licensure candidates should be respectful and caring by:
 - [D] Showing an interest in students' development and life

- [D] Being responsive to students and families
- [D] Promoting dignity of students and families
- [D] Expressing pride in student efforts
- [D] Building self-confidence and a positive self concept in students

ADMISSION TO INSTRUCTIONAL STUDIES PROGRAM

GPA at the time of admission: cumulative 2.6 or better, and one of the following test scores:

1. SAT (Math and Verbal Composite) – 950 or better
2. ACT (Composite) – 20 or better
3. Praxis Core Academic Skills Tests – 146 Reading, 152 Writing, 140 Math.

ADMISSION TO TEACHER EDUCATION

For all programs:

- Submit an electronic application
- Submit two dispositions evaluations
- Pass a speech assessment in EDU 254
- Complete a formal background check through Certified Background

In addition to the requirements above, the following program-specific requirements must be met for admission:

B.A. in Elementary Education with licensure and B.A. in Middle Grades Education:

GPA at time of admission: 2.7 or better

One of the following test scores*:

1. SAT (Math and Verbal Composite): 1170 or better
2. ACT (Composite): 24
3. PRAXIS Core Academic Skills Tests: Math 150; Reading 156; Writing 162

*Students may use combinations of multiple tests to meet the testing requirements listed above.

Middle Grades majors who complete all 3 sections of the Praxis Core Academic Skills exams may be considered for a special admissions appeal if they attain a combined score (Math, Reading, & Writing) of 468 or better and fully pass any section of the exam associated with their primary discipline area. Students must appeal to the Chair of the School of Education prior to submitting their application for admission to the School of Education. The faculty will convene and make a decision on the appeal and the Chair will inform the student of this decision.

Transfer students must meet all of the SOE admissions requirements by the conclusion of their first semester at Lenoir-Rhyne and be accepted to the School of Education in order to continue in any EDU coursework. Additional Testing Requirements:

–All Elementary majors must pass 2 licensure examinations to be eligible for a NC teaching license:

NC Foundations of Reading Exam: 229 or better

Praxis Teaching Mathematics CKT Test: 150 or better

All Elementary Education majors are strongly encouraged to take the NC Mathematics examination at the end of the semester in which they take MAT 113 or before. Elementary Education majors must take the NC Mathematics exam by the end of the semester in which

they complete EDU 224. Scores must be on file within one 6 weeks of completing the course or Elementary Education majors will not be allowed to continue in upper level EDU courses.

Elementary education majors must take the NC Foundations of Reading exam at the conclusion of EDU 322 and submit scores before the fall semester in order to continue into EDU senior level courses.

Middle Grades Education majors must complete and pass the PRAXIS II Specialty Area test for their academic discipline prior to beginning their internship experience.

All undergraduate education majors pursuing NC teacher licensure are required to complete and pass the edTPA performance assessment with a score of 38 or better to be eligible for licensure recommendation.

Admissions and testing requirements are subject to change by the NC State Board of Education, by legislative mandate or changes in university policy. Check with your advisor or Dean of the College of Education and Human Services to secure the most up to date information.

ADMISSION TO STUDENT TEACHING

At least two semesters before a student (teacher candidate) expects to student teach, he/she must apply for status as a student teacher. This process is likely to begin at the end of student's first semester of the junior year. Admission to student teaching requires:

1. A 2.7 cumulative grade point average;
2. successful interview with a panel of educators;
3. completion of a certified background check within the past year;
4. a conduct check with the Dean of Students Office;
5. completion of the primary courses required for licensure with a grade no lower than "C-";
6. successful completion of a nationally normed pedagogical assessment as required by the university's program as per state approval, currently through any electronic program designated by the School of Education; and
7. verification of passing scores on the NC current state content licensure assessments or examinations, if placed in a public school.

Education majors seeking a state educator's teaching license must complete all remaining teaching specialty courses and successfully complete the content and foundational knowledge portions of the state licensure examinations prior to beginning the part-time internship to full-time student teaching sequence.

Admission to student teaching is granted by the Teacher Education Council. Student Teaching usually occurs in the spring semester and involves a full 16 week commitment and whenever practicable will include the beginning and ending of school year. Students also spend part-time commitment the semester prior to the full-time semester in their internship placement(s). A student who does not pass Student Teaching must follow the approval process before being allowed to repeat Student Teaching. The process requires:

1. A written request for readmission to the School of the Education along with a professional development plan.

2. A recommendation from the School Chair, the Coordinator of Professional Experiences, and/or specialty area Program Coordinator for those who wish to attempt student teaching in the semester immediately following their first attempt.
3. Formal appeal before the Teacher Education Council which will review the progress of the student and make the decision.

LICENSURE FOR UNDERGRADUATE DEGREE-SEEKING STUDENTS

To be recommended to the Public Schools of North Carolina for teacher licensure, a student must successfully complete an approved program as outlined in the catalog and graduate from Lenoir-Rhyne. Specific program requirements are listed with each major. Additionally, the student must pass any testing and/or evidence requirements as outlined by the state of North Carolina and/or the School of Education, complete student teaching with a minimum grade of a "C–", and have a positive recommendation from the North Carolina education agency in which student teaching or interning was completed. All Praxis and other licensure exam score requirements specified herein are subject to revision by the School of Education as mandated by the state of North Carolina. Courses in content methodology, exceptionalities, and literacy must be taken through state approved accredited Teacher Education programs.

ELEMENTARY EDUCATION (K-6)

The major is intended to prepare teachers of children in grades K-6 and is blended with preparation to address special needs students using the general curriculum. The requirements provide breadth in the liberal arts, and extensive study in the professional discipline of education, including many field experiences with children. Methods classes, plus an intensive internship, are taken in the fall of the senior year prior to student teaching during the spring of the senior year.

MAJOR: ELEMENTARY EDUCATION (K-6)

Core Curriculum Requirements

Technical Requirements

BIO 110 Concepts of Biology	3
HES 100 and 1 HES activity course, or HES 287, or HES 288	2-3
EDU 188 Theoretical Framework for Academic Writing & Research	3
HIS 121 US History to 1865 or HIS 122 US History since 1865	3
HIS 248 NC History or POL 120 American Government	3
MAT 113 Excursions in Mathematics or above	3-4
PSY 100 Introduction to Psychology	3
SCI 110 Physical Science for the Elementary Teacher	4

HOURS

55-62

24-26*

Major Requirements

EDU 216 Adaptations, Accommodations, and Differentiation	3
EDU 217 Integrated Arts for the Elementary Teacher	3
EDU 219 ELL Culture, Literacy, and Learning	1
EDU 220G Child & Adolescent Development	3
EDU 221 Child & Adolescent Literature	3
EDU 224 Foundational Mathematics Content	2
EDU 254 Curriculum, Instruction and Assessment I	3
EDU 255 Curriculum, Instruction and Assessment II	3
EDU 274G Global Education	2
EDU 312 Foundations of Reading – Primary	3
EDU 321 Foundations of Mathematics – Primary	3
EDU 322 Foundations of Reading – Intermediate	3
EDU 328L Foundations of Reading Lab	1

74*

EDU 338L Foundations of Mathematics Lab	1
EDU 415 edTPA Concepts and Support	3
EDU 404 Inclusive Elementary Curriculum – Math	3
EDU 405 Inclusive Elementary Curriculum – Social Studies	3
EDU 408 Inclusive Elementary Curriculum – Science	3
EDU 409 Inclusive Elementary Curriculum – Language Arts	3
EDU 423 Student Teaching Seminar K-6	3
EDU 431 Field Experience in K-6 Education	1
EDU 441 Student Teaching in K-6 Education	12
EDU 451 Technology in the Classroom	2
SED 252 Classroom Management	3
SED 361 Special Education Assessment & Planning	3
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MIDDLE GRADES EDUCATION (6-9)

This major is intended to prepare teachers for middle or junior high schools. The requirements provide breadth in the liberal arts and study in the professional discipline of education, with emphasis on the instructional needs of the young adolescent. Specialization areas are: Language Arts, Mathematics, Science, and Social Studies. Student teaching is done in one of grades 6 through 9 during the spring semester of the senior year.

MAJOR: MIDDLE GRADES EDUCATION	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	6*
POL 120 American Government	3
PSY 100 Introduction to Psychology	3
Major Requirements	73-78*
EDU 188 Theoretical Framework for Academic Writing & Research	3
EDU 216 Adaptations, Accommodations, and Differentiation	3
EDU 217 Integrated Arts for the Elementary Teacher	3
EDU 219 ELL Culture, Literacy, and Learning	1
EDU 220G Child & Adolescent Development	3
EDU 254 Curriculum, Instruction and Assessment I	3
EDU 255 Curriculum, Instruction and Assessment II	3
EDU 274G Global Education	2
EDU 358 Middle Grades Philosophy and Curriculum Integration	3
EDU 415 edTPA Concepts and Support	3
EDU 416 Teaching the Young Adolescent	3
EDU 426 Student Teaching Seminar – Middle Grades	3
EDU 432 Field Experience Middle Grades	1
EDU 435 Literacy Across the Content Areas	3
EDU 442 Student Teaching – Middle Grades	12
EDU 451 Technology in the Classroom	2
Choose one course from the following:	3
PSY 275 Adolescence	
PSY 320 Lifespan Development	
SED 252 Classroom Management	

SED 361 Special Education Assessment & Planning	
Choose one complete specialization and nine credit hours from a 2nd specialization:	
Language Arts:	22
COM 111 Speech Communication	
EDU 221 Children and Adolescent Literature	
ENG 231 Reading Fiction	
ENG 232 Reading Poetry	
ENG 233 Reading World Literature	
EDU 322 Foundations of Reading (Intermediate)	
EDU 328 Foundations of Reading Lab	
Choose one course from the following:	
ENG course with drama focus	
THR 200 Theatre Appreciation	
THR 260 History of Theatre I	
THR 265 History of Theatre II	
Mathematics:	21-22
MAT 124 Discrete Math	
MAT 165 Calculus I	
MAT 215 Applied Statistics	
MAT 255 Oral Exposition of Math	
MAT 240 College Geometry	
MAT 400 History & Philosophy of Mathematics	
MAT Elective – 125 or above. <i>Note: Students not demonstrating appropriate proficiency to take MAT 165, Calculus I, should choose MAT 129, Pre-Calculus, to meet the elective hours for the specialization.</i>	
Science:	25-27
Choose one course:	
AST 110 Concepts in Astronomy	
EAR 110 Physical Geology	
BIO 105 Principles of Biology I	
BIO 106 Principles in Biology II	
Choose one course from the following:	
BIO 203 Vertebrate Zoology	
BIO 260 Natural History & Field Biology	
CHE 101 Fundamentals of Organic & Inorganic Chemistry or higher level course	
PHY 110 Concepts of Physics or higher level course	
Choose one course from the following:	
ENV 120 Intro to Environ Science & Policy	
Science course above 100-level with an environmental focus	
Social Studies:	20
Choose one course:	
ECO 121 Macroeconomics	
ECO 122 Microeconomics	
EDU 274 Global Education	
HIS – US History course at the 100-level or above	
HIS – European History at the 200-level or above	
HIS – Non-Western History at the 200-level or above	
State & local focused course in ECO, HIS, HUM, HSB, or POL	
World and global focused course in ECO, HIS, HUM, HSB, or POL	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with

your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

Routes to Secondary-Level Teaching Certification via the Master of Arts in Teaching Program

Students pursuing secondary-level (grades 9-12) teacher licensure at Lenoir-Rhyne University will complete School of Education requirements through Lenoir-Rhyne's Master of Arts in Teaching program. There are two routes to the Master of Arts in Teaching program for Lenoir-Rhyne University students: the Integrated Master's Bridge Plan, which allows qualified students to begin taking graduate-level (MAT) courses once they have earned at least 92 credit hours (with a minimum of 64 hours at LR), shortening the amount of time necessary to complete the master's degree; and the 4+1 Plan in which qualified students begin the MAT program after completing their undergraduate degree. These two options are described in detail below.

Option #1: The Integrated Master's Bridge Plan - Students apply to the MAT program during their junior year or once they have at least 92 credit hours and, if accepted, take 12 hours of MAT graduate coursework during their final undergraduate year and then continue with MAT coursework during the Fall, Spring, and Summer of the next academic school year. At the end of the MAT program, students will have earned a master's degree and will be eligible for North Carolina Public School teaching certification. Students who pursue the Integrated Master's Bridge Plan will receive dual credit at both the undergraduate and graduate levels, as well as a substantial tuition discount. The 12 hours of MAT coursework will count for undergraduate elective courses and graduate MAT courses. Students will be billed at the undergraduate rate for these 12 bridge credit hours. Entrance into the Integrated Master's Bridge Plan is highly competitive. Consult the *Special Programs and Opportunities* section of the Lenoir-Rhyne Catalog for admission requirements. Contact the MAT Bridge Coordinator, Dr. Summer Carrol, for more information.

Option #2: The 4+1 Plan – Students apply to the MAT program during their senior year, complete their undergraduate degree, and then begin the MAT graduate program the summer after they graduate. At the end of the MAT program, students will have earned a master's degree and will be eligible for North Carolina Public School teaching certification.

Note: For both options, interested students may elect to engage in an education practicum experience to help them determine if teaching at the secondary level is right for them. Contact the MAT Coordinator, Dr. Summer Carrol, for more information.

Discipline-Specific Undergraduate Course Requirements

Students seeking secondary-level (grades 9-12) teaching certification at Lenoir-Rhyne University should pursue one of the following undergraduate majors: Math, English, History, or Comprehensive Science.* To be recommended for teaching certification, students must complete the required undergraduate subject-area courses and the required MAT courses, as well as additional MAT and state requirements. The discipline-specific course and sequence requirements are noted in the following sections. **These are requirements for students intending to pursue teaching certification through Lenoir-Rhyne's Master of Arts in Teaching program. They do not include all courses required for the undergraduate degree. Consult with your undergraduate advisor to ensure you complete all courses required for your major and degree program.** *Students who do not major in one of the above areas may still be eligible to pursue certification through LR's MAT program, if they pass a transcript review and/or content-area testing.

Math Education MAT Track

In addition to the general Math major requirements listed in the course catalog, students must also take the courses listed below. Courses should be taken during years 1-4.

Course Number	Course Title	Credit Hours
MAT 124	Discrete Mathematics	3
MAT 165	Calculus I	4
MAT 166	Calculus II	4
MAT 215	Applied Statistics	4
MAT 220	Introduction to Mathematical Reasoning	3
MAT 240	College Geometry	3
MAT 255	Oral Exposition of Mathematics	2
MAT 265	Calculus III	4
MAT 280	Linear Algebra	3
MAT 390	Research Seminar	2
MAT 300	Theory of Numbers	3
MAT 370	Abstract Algebra 1	3
MAT 400	History and Philosophy of Mathematics	3
MAT 490	Senior Research	2
One of MAT 224, 270, 345, 371, or 430		3-4
Programming Language Course, CSC 1xx		3-4
Total MAT Track Undergraduate Credits: 49-51		
Total MAT Bridge Credits (If pursuing Option # 1): 12		
* Note: A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.		

English Education MAT Track

Courses should be taken during years 1-4.

Total MAT Track Undergraduate Credits*: 42-45

Total MAT Bridge Credits (If pursuing Option #1): 12

- Complete all major course requirements for either the English Literature Track or the English Creative Writing Track. See the College of Arts and Sciences portion of the Lenoir-Rhyne course catalog for the English major course requirements.

***Note:** A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.

History Education MAT Track

Courses should be taken during years 1-4.

Course Number	Course Title	Credit Hours
HIS 011	History Essay 1	0
HIS 042	History Essay 2	0
HIS 121 or HIS 122	United States History 1 or United States History 2	3
HIS 205	Introduction to East Asian History	3
HIS 206	Introduction to Western Europe History	3
HIS 208	The Developing World	3
HIS 225	Historiography	3
HIS 230	A Global History of the 20 th Century	3
HIS 302	Seminar in Western Europe History	3
HIS 304	Seminar in East Asia History	3
HIS 321	Seminar in United States History	3
HIS 325	Modes of Narrative	3
HIS 425	Philosophy of History	3
Major Elective or one of the following: HIS 248, 266, 305, 380, 381, 382, 383, 490, 450, 498, 499		3
Total MAT Track Undergraduate Credits*: 36		
Total MAT Bridge Credits (If pursuing Option #1): 12		
*Note: A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.		

Natural Sciences MAT Track

Courses should be taken during years 1-4.

Note: Biology major requirements are also acceptable for the MAT program. Students with other science majors, such as chemistry or physics, must undergo a transcript review to determine eligibility.

Course Number	Course Title	Credit Hours
PSY 100	General Psychology	3
AST 110	Concepts of Astronomy	3
BIO 105	Principles of Biology	4
BIO 106	Principles of Biology	4
BIO 200	Biology Seminar	1
BIO 400, CHE 482 or PHY 473	Research Course for respective Discipline	4
CHE 103	General Chemistry & Qualitative Analysis	3
CHE 103L	General Chemistry Lab	1
CHE 104	General Chemistry & Qualitative Analysis	3
CHE 104L	General Chemistry Laboratory	1
EAR 110	Physical Geology	3
PHY 121	General Physics	4
PHY 122	General Physics	4
NAT 388	Environmental Science	3
Five courses in the student's chosen Science specialty area (Biology, Chemistry, or Physics). Courses must be above the introductory level and may NOT include BIO 201, BIO 202, BIO 203, BIO 401, BIO 471, BIO 472, BIO 473)		20 (5 courses)
Total MAT Track Undergraduate Credits: 61		
Total MAT Bridge Credits: (If pursuing Option #1): 12		
* Note: A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.		

K-12 MAT Certification Options

Health/Physical Education MAT Track

Students pursuing K-12 Physical Education/Health Education certification must complete a major in exercise science and a minor in Physical Education and Health at the undergraduate level and then matriculate into the MAT program upon graduation.

Courses should be taken during years 1-4.

Total MAT Track Undergraduate Credits*: 20

Total MAT Bridge Credits (Bridge the only option?): 12

***Note:** A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required class.

Course Number	Course Title	Credit Hours
HES 301	Teaching Adapted Physical Education	3
HES 322	Internship in Health and Physical Education	2
HES 207	Motor Learning	3
HES 288	Nutrition	3
Two of the following: HES 287 HES 325 HES 425*	Personal Health (HES 287) Community Health (HES 325) Health Promotions (HES 425)*	6
Three of the following: HES 102 HES 111 HES 112 HES 126 HES 127 DAN 101	Gymnastics (HES 102) Aerobics (HES 111) Badminton (HES 112) Team Sports I (HES 126) Team Sports II (HES 127)	9
HES 605 (Senior Year MAT Bridge Course)	Teaching Physical Education, K-12	3
HES 606 (Senior Year MAT Bridge Course)**	Teaching Health Education	3

***Prerequisites may be required.**

**** Additional MAT bridge courses are described in the MAT Bridge Sequence section of this catalog.**

Total MAT Track Undergraduate Credits: 20

Total MAT Bridge Credits: 12.

***Note:** A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.

Spanish Education MAT Track

Courses should be taken during years 1-4.

Total MAT Track Undergraduate Credits*: 39

Total MAT Bridge Credits (If pursuing Option #1): 12

***Note:** A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.

Course Number	Course Title	Credit Hours
SPA 221	Intermediate Spanish I	3
SPA 222	Intermediate Spanish II	3
SPA 233	Hispanic Culture & Contemporary Issues	3
SPA 331	The Culture & Civilization of Spain	3
SPA 332	The Culture & Civilization of Latin America	3
SPA 355	Advanced Grammar & Phonetics	3
Choose 3 courses from the following: SPA 351 SPA 352 SPA 353 SPA 354	Spanish Literature, Medieval & Golden Age (SPA 351) Spanish Literature, 1700 to Present (SPA 352) Latin American Literature to 1888 (SPA 353) Latin American Literature 188-Present (SPA 354)	9
Choose 3 courses from the following: SPA 371 SPA 373 SPA 383 SPA 415 SPA 475	Spanish for Heritage Speakers (SPA 371) Latino Studies (SPA 372) Special Topics (SPA 383) Commercial Spanish (SPA 415) Independent Study (SPA 475)	9
SPA 421	Teaching Foreign Language in Elementary, Middle, and High School	3
Total MAT Track Undergraduate Credits: 39		
Total MAT Bridge Credits: 12		
*Note: A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.		

Music Education MAT Track

Courses should be taken during years 1-4.

Total MAT Track Undergraduate Credits*: 59-61

Total MAT Bridge Credits (If pursuing Option #1): 12

***Note:** A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes

Course Number	Course Title	Credit Hours
MUS 090 Music	Fundamentals or Proficiency	0-2
MUS 103 Harmony I	Harmony I	3
MUS 104	Aural Skills I	1
MUS 105 Keyboard 1	Harmony I	1
MUS 106	Keyboard Harmony II	1
MUS 111	Intro to Music Literature	2
MUS 201	Harmony II	3
MUS 202	Aural Skills II	1
MUS 203	Harmony III	3
MUS 204	Aural Skills III	1
MUS 214	Vocal Techniques	1
MUS 254	Music History & Literature	3
MUS 255	Music History & Literature II	3
MUS 301	Orchestration	2
MUS 420 or MUS 421	Choral Conducting & Literature or Instru. Conducting (420) & Literature (421)	3
MUS 454	Period Study in Music History	2
MUS 497	Senior Recital	1
	Ensembles-Primary Major Ensemble	7
	Primary Area-Lower Division	6
	Primary Area – Upper Division	5
Music Education Classes	Take Instrumental Methods, 2 credits (MUS 423) or Choral Methods, 2 credits (MUS 424) AND Choose from the following:	8-9

	<ul style="list-style-type: none"> • MUS 210 (Brass Techniques, 1 credit) • MUS 211 (Percussion Techniques, 1 credit) • MUS 212 (String Techniques, 1 credit) • MUS 213 (Woodwind Techniques, 1 credit) • MUS 422 (El. & Middle School Methods, 2 credits) 	
<p>Total MAT Track Undergraduate Credits: 61</p> <p>Total MAT Bridge Credits: 12 (If pursuing Option #1):</p> <p>*Note: A total of 128 credits are required for an undergraduate degree. Please consult your major and core requirements to ensure you take all required classes.</p>		

Master of Arts in Teaching Requirements & Course Sequence

After completing the discipline-specific course requirements for the major (noted above), students will follow the MAT course sequence for either the Integrated Master's Bridge Plan (Option 1) or the 4+1 Plan (Option 2). At this point, they will begin graduate level courses via the MAT program. There are 36 total credit hours in the MAT program. The MAT course sequence for both options is listed below.*

*The MAT Bridge courses for the Physical Education/Health Education track are slightly different than the standard bridge courses described in this section. Instead of EDU 616, students will take HES 605 and instead of EDU 623, students will take EDU 606. All other MAT-bound students follow the course sequence below.

Option #1: Integrated Master's Bridge Plan Course Sequence

Courses listed below will be taken during year 4 of undergraduate coursework and will be offered in a blended face-to-face/online format or fully online.

Senior Year Fall Semester – 6 credit hours

Course Number	Course Title	Credit Hours
EDU 615	Foundations of Education	3
EDU 616	Content Methodology: Pedagogy & Lesson Dev.	3

Senior Year Spring Semester – 6 credit hours

Course Number	Course Title	Credit Hours
EDU 618	Differentiation	3
EDU 623	Assessment	3

MAT Fall Semester – 12 hours

Course Number	Course Title	Credit Hours
EDU 617	Methods for Integrating Technology	3
EDU 626	Residency 1	6
EDU 628	Advanced Content Methodology: Literacy Across the Content Areas	3

MAT Spring Semester – 9 hours

Course Number	Course Title	Credit Hours
EDU 636	Residency 2	6
EDU 638	Diversity & Equity in Education	3

MAT Capstone Course – Summer 1 Mini-Term – 3 hours

Course Number	Course Title	Credit Hours
EDU 640	Preparation for Teacher Leadership	3

Option #2: 4 + 1 Plan Course Sequence

The MAT course sequence for the 4+1 Plan is the same as above. The only difference is that the first 12 hours of MAT coursework will be taken during the Summer following graduation. The 12 hours of coursework that will be completed during the summer following graduation include EDU 615, 616, 618, and 623.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF COUNSELING AND HUMAN SERVICES

Dr. Neal Gray, Chair

Faculty:

Full Professor: Neal Gray, Amy Wood

Associate Professors: Kerrie Feunfhausen, Nikki Vasilas

Assistant Professors: Summer Carroll, Charlotte Chun Williams, Myra Jordan, LouAnn Woolman.

See the graduate portion of the catalog for information on Counseling, Human Services and/or Leadership graduate programs.

HUMAN AND COMMUNITY SERVICE

The Human and Community Service major provides graduates with knowledge, skills, and experiences to prepare them for working in human service professions. Students are educated to work with individuals, small groups (such as families), individuals needing help in other groups (work organizations, for example), and with community organizations to accomplish more structural or systemic (social, economic, political, recreational, etc.) goals. The Human and Community Service major earns a B.A. degree. Internships require daytime availability.

MINOR: A minor in Human and Community Service requires eighteen credits including Human and Community Service 220, 320; four courses from HCS 250, 304, 318, 457, SOC 200, or PSY 332.

MAJOR: HUMAN AND COMMUNITY SERVICE

Core Curriculum Requirements

HOURS

55-62

Technical Requirements

3*

MAT 115 Statistics

3

Major Requirements

40*

HCS 220 Concepts in Human & community Service

3

HCS 250 Multicultural Perspectives

3

HCS 304 Intro to Social Work-Human Services

3

HCS 318 Community Studies

3

HCS 320 Applications of Human & Community Service

3

HCS 457 Internship in Human & Community Service

4

PSY 100 Intro to Psychology

3

PSY 351 Research Methods I **or**

SOC 320 Research Methods for Sociology

3

SOC 100 Intro to Sociology

3

SOC 200 Social Problems

3

Choose three courses from the following:

9

HSC 383 Special Topics

PSY 253 Personality

PSY 320 Lifespan Development

PSY 328 Health Psychology

PSY 332 Abnormal Psychology

PSY 434 Counseling Theories & Techniques

SOC 201 Social Psychology
 SOC 207 Marriage & Family
 SOC 212 Aging & Society
 SOC 233 Criminology
 SOC 340 Sociology of Gender & Sexuality
 SOC 345 Global Inequality
 SOC 379 Environment & Society

General Elective Credits (if needed)**TOTAL CREDIT HOURS (minimum)****128#**

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

INSTRUCTIONAL STUDIES

A major in Instructional Studies provides a flexible path to a non-licensure education degree and provides a pathway to a broad range of instructional opportunities outside the traditional public school classroom. This major also offers students experiences in alternative settings, such as independent or private schools and non-profit organizations. The degree provides rigorous training and clinical experiences to prepare students for a career as an educator in non-public school settings. This major does NOT lead to a public school teaching licensure. The BA in Instructional Studies is a degree-only program option.

MAJOR: INSTRUCTIONAL STUDIES**HOURS****Core Curriculum Requirements****55-62****Technical Requirements****3**

PSY 100 General Psychology

3

Major Requirements**28**

EDU 216 Adapt., Accomod. & Diff. Lrng

3

EDU 219 ELL Culture, Literacy, and Learning

1

EDU 220G Child and Adolescent Development

3

EDU 241 Curriculum, Instr. & Env. Design

3

EDU 241L Corresponding Lab

1

EDU 274G Global Education

2

EDU 275 Race, Class, and Gender Studies in Education

3

EDU 345 Trends and Issues in Non-Public American Education

3

EDU 450 Internship in Non-Public Settings

1

EDU 451 Technology in the Classroom

2

EDU 455 Practicum in Non-Public Settings

6

Choose one area of specialization (shaded courses are also in major):**24-43*****Classroom Instructional Settings (non-licensure): Elementary*****34**

POL 120 American Government

3

EDU 217 Integrated Arts

3

EDU 224 Foundational Mathematics Content

2

EDU 303 Teaching the Emergent Reader

3

EDU 303L Teaching the Emergent Reader Lab

1

EDU 307 Children and Adolescent Literature

3

EDU 321 Foundations of Mathematics (Primary)

3

EDU 338 Foundations of Mathematics Lab

1

EDU 397 General Methods 1, K-6

3

EDU 398 General Methods 2, K-6

3

EDU 435 Literacy Across the Content Areas

3

SED 252 Classroom Management In Inclusive Settings

3

SED 361 Sp. Ed. Assessment & Planning

3

Classroom Instructional Settings(non-licensure): Middle Grades**25**

EDU 219 ELL Culture, Literacy, and Learning	1	
EDU 358 Middle Grades Philosophy & Curr. Integration	3	
EDU 399 General Methods, 7-12	3	
EDU 435 Literacy Across the Content Areas	3	
And choose at least 15 credit hours from one area:		15
English/Language Arts:		
COM 111, EDU 307, EDU 221* , EDU 322, EDU 328, ENG 231, ENG 232, ENG 233, THR 200 or 265 or English with a Drama Emphasis.		
*Note that EDU 221 is required.		
Mathematics:		
MAT 124, MAT 165, MAT 215, MAT 240, MAT 255, MAT 280, or MAT 400		
Science:		
AST or EAR 110, BIO 121, BIO 122, BIO 203 or 260, CHE 101, PHY 110, or ENV 100 or above		
Social Studies:		
ECO 121 or 122, EDU 274G, HIS European and Non-Western emphasis at 200 or higher, HIS United States emphasis at 100 or higher, ECO, HIS, HUM, POL with state/local focus & world/global focus.		
Classroom Instructional Settings (non-licensure): Secondary Education		31
EDU 219 ELL Culture, Literacy, and Learning	1	
EDU 399 General Methods 7-12	3	
EDU 435 Literacy Across the Content Areas	3	
And choose one 24-credit hour specialty below:		24
English/Language Arts:		
ENG 231, ENG 232, ENG 233, ENG 235, ENG 281 and at least 3 additional credit hours from ENG, COM, or THR 200 or THR 265 AND at least 2 ENG Electives at the 300 level or above		
Mathematics:		
MAT 124, MAT 165, MAT 215, MAT 240, MAT 255, MAT 280 or MAT 400 and at least 3 additional math elective credit hours at the 300 level or above		
Science:		
AST or EAR 110, BIO 105, BIO 106, CHE 103, PHY 121 and at least 6 additional science elective credit hours at the 300 level or above		
Social Studies:		
. HIS 101,HIS 102 or 208G, HIS 121, HIS 122, HIS 205, HIS 206,and at least 6 credit hours of HIS, HUM or POL courses with state/local focus & world focus, 3 hours of which must be at the 300 level or above		
Classroom Instructional Settings: Non-School Based		22-25
EDU 219 ELL Culture, Literacy, and Learning	1	
EDU 435 Literacy Across the Content Areas	3	
HIS 266 Public History (required for Science, History, and Art Specialty areas only)	3	
PSY 320 Development Over a Lifetime	3	
And choose one specialty area below:		
Science:		
Select 15 elective credit hours from Natural Science courses		
History:		
Select 15 elective credit hours from history courses		
Art:		
Select 15 elective credit hours from art courses		
Business:		

Select one of the following business minors: Management, Marketing or Finance

Create your own:

15-credit hour specialty area - Courses must be approved by the program coordinator.

Religious Development Settings: Education Specialization		21
REL 105 Reading Scripture	3	
REL 110 Christian Thought	3	
REL 120G World Religions	3	
REL 205 New Testament	3	
REL 215 Engaging Religion & Culture	3	
Choose one from: REL 325, 326, or 327	3	
Choose either REL 351 or 352	3	
Special Populations: Human & Community Education		30-32
EDU 216 Adaptation, Accommod. & Diff. in Edu Settings	3	
HCS 200 Concepts of Human & Community Service	3	
HCS 320 Applications of Human & Community Service	3	
HCS 457 Internship in Human & Community Service	4	
SOC 100 Introduction to Sociology	3	
Choose four courses from: HCS 250, HCS 304, HCS 318, HCS 383, SOC 200 or PSY 332	12	
Choose one course from: EDU 219, PSY 325, PSY 420, SED 281 or 282, SOC 340, SED 252, or SED 361	1-3	
International Education Specialization		18
EDU 219 ELL Culture, Literacy, and	1	
EDU 220G Child and Adolescent Development	3	
EDU 274G Global Education	2	
HCS 250 Multicultural Perspectives	3	
Foreign Language (Non-ASL) 200-level or above, chosen from SPA, FRE, GER or CHI	6	
Course(s) associated with a Study Abroad Experience	3	
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF HEALTH, EXERCISE, AND SPORTS SCIENCE

Dr. Stephanie Stadden, Chair

HEALTH, EXERCISE, AND SPORTS SCIENCE FACULTY:

Professor Alex Koch, Michael McGee

Associate Professor Joe Smith, Alex Koch, Stephanie Stadden, Randy Bergman

Assistant Professors Julie Covington, Keith Leiting, Kimberly Price, Misty Sax

Instructor Kim Pennington

MAJORS: Community Health (BS), Exercise Science (BS), Sports Management (BA), Athletic Training (MS), Exercise Science (MS), Public Health (MPH)

HEALTH, EXERCISE, AND SPORTS SCIENCE

NOTE: All majors must make a minimum of a “C-” in all required major courses, including technical requirements. Majors who fail to make a “C-” in any required course must repeat that course until the satisfactory grade has been completed.

MINORS: Coaching, Community Health, Exercise Science, Sports Studies.

A minor in Coaching requires twenty one credits consisting of HES 203, HES 207, HES 211, HES 245, HES 246, HES 287, HES 330 and HES 405.

A minor in Community Health requires eighteen credits consisting of HES 225, HES 287, HES 325, HES 425, PSY 328 and one of the following: HES 373, HES 435, and HES 452 or HES 451.

A minor in Exercise Science requires twenty four credits consisting of Biology 281 and 282, Health, Exercise and Sport Science 285, 288, 300, 303, 320, and 321.

A minor in Sports Studies requires eighteen credits consisting of Health, Exercise and Sport Science 203, 205, 330, 331, 408, and 409.

HONORS: Students majoring in Community Health, Exercise Science, and Sports Management and judged qualified by faculty may, upon invitation, elect to pursue honors work in HESS. To graduate “With Honors in HESS”, students must have a minimum cumulative GPA of 3.25 and a minimum major GPA of 3.5. The student must complete HES 385, HES 390, and HES 499, with a minimum grade of B in each course. In addition, the student must present a thesis either before the faculty or at an appropriate professional conference.

COMMUNITY HEALTH

MAJOR: COMMUNITY HEALTH
Core Curriculum Requirements

HOURS
55-62

Technical Requirements		14-15*
BIO 281 Anatomy & Physiology I	4	
BIO 282 Anatomy & Physiology II	4	
MAT 115 Introductory Statistics or MAT 215 Applied Statistics	3-4	
POL 120 American Government	3	
Major Requirements		50*
HES 225 Introduction to Public Health	3	
HES 287 Personal Health and Nutrition	3	
HES 288 Nutrition	3	
HES 305 Medical Terminology	1	
HES 325 Community Health	3	
HES 373 Women's Wholeness or HES 451 Human Sexuality	3	
HES 385 Research in Health, Exercise and Sport Science	3	
HES 425 Health Promotion Program and Management	3	
HES 435 Methods in Health Education	3	
HES 451 Human Sexuality	3	
HES 452 Global Health and Ethics	3	
HES 453 Application of Theories	3	
HES 455 Community Health Practicum I	2	
HES 456 Community Health Practicum II	2	
PSY 374 Drugs, Society, and Human Behavior	3	
<i>Choose three Society/Behavior electives from the following:</i>	9	
HCS 250 Multicultural Perspectives		
POL 351 Public Policy		
PSY 251 Statistical Methods in Psychology		
PSY 320 Lifespan Development		
PSY 328 Health Psychology		
PSY 332 Abnormal Psychology		
SOC 212 Aging and Society		
SOC 340 Sociology of Gender and Sexuality		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

+ Students may submit documentation of current certification in CPR-First Aid to meet proficiency. This does not earn credit. 1 credit must be earned elsewhere in the program.

++For transfer students, other upper-level research methods courses may be submitted for credit as approved by Program Coordinator.

+++Some of these courses have required prerequisites, which must be completed prior to enrollment.

EXERCISE SCIENCE

The Exercise Science major offers professional preparation for students interested in careers as personal fitness trainers, fitness instructors, fitness directors, or exercise physiologists in settings such as health clubs, corporate fitness, strength and conditioning of athletes, and cardiopulmonary rehabilitation. An Exercise Science major earns a B.S. degree.

MAJOR: EXERCISE SCIENCE		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		17-18*
BIO 281 Human Anatomy & Physiology I	4	
BIO 282 Human Anatomy & Physiology II	4	
MAT 115 Introductory Statistics	3	

PHY 110 Concepts of Physics or PHY 121 General Physics I	3-4	
PSY 100 General Psychology	3	
Major Requirements		33*
HES 116 Weight Training	1	
HES 201 Introduction to Exercise Science	1	
HES 288 Nutrition	3	
HES 300 Exercise Physiology	4	
HES 303 Biomechanics/Kinesiology	4	
HES 320 Exercise Evaluation & Prescription	4	
HES 321 Internship in Health & Exercise Science I	2	
HES 330 Psychology of Sport & Physical Activity	3	
HES 385 Research in Health, Exercise and Sport Science	3	
HES 422 Internship in Health & Exercise Science II	2	
HES 431 Sports Nutrition	3	
Choose one course from:	3	
HES 436 Clinical Exercise Physiology		
HES 515 Sport & Exercise Performance		

General Elective Credits (if needed)
TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: EXERCISE SCIENCE with HEALTH & PHYSICAL EDUCATION TRACK		HOURS
Core Curriculum Requirements		55-62
Technical Requirements		17-18*
BIO 281 Human Anatomy & Physiology I	4	
BIO 282 Human Anatomy & Physiology II	4	
MAT 115 Introductory Statistics	3	
PHY 110 Concepts of Physics or PHY 121 General Physics I	3-4	
PSY 100 General Psychology	3	
Major Requirements		33*
HES 116 Weight Training	1	
HES 201 Introduction to Exercise Science	1	
HES 288 Nutrition	3	
HES 300 Exercise Physiology	4	
HES 303 Biomechanics/Kinesiology	4	
HES 320 Exercise Evaluation & Prescription	4	
HES 321 Internship in Health & Exercise Science I	2	
HES 330 Psychology of Sport & Physical Activity	3	
HES 385 Research in Health, Exercise and Sport Science	3	
HES 422 Internship in Health & Exercise Science II	2	
HES 431 Sports Nutrition	3	
Choose one course from:	3	
HES 436 Clinical Exercise Physiology		
HES 515 Sport & Exercise Performance		
Health and Physical Education Track		21*
HES 207 Motor Learning	3	
HES 225 Introduction to Public Health	3	
HES 287 Personal Health	3	
HES 245 Teaching and Coaching Team Sports	2	
HES 246 Teaching and Coaching Lifetime Sports	2	

HES 247 Group Fitness Instruction	2
HES 425 Health Promotion	3
HES 435 Methods in Health Education	3

General Elective Credits (if needed)
TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

SPORTS MANAGEMENT

The Sports Management major is designed for the student seeking a career in sports administration, sports retail, health and fitness center management, resort management, sports communication, or public relations. The curriculum is designed to coincide with the guidelines of the North American Society of Sports Management and the National Association for Sport and Physical Education. The Sports Management major earns a B.A. degree.

NOTE: Sports Management students must also complete a second major or a minor.

OBJECTIVES:

1. To serve as a positive role model epitomizing personal health and fitness.
2. To develop and refine students' personal skills capabilities in a wide range of courses.
3. To understand the diverse roles sports play in American society.
4. To unitize field experiences to create personalized learning opportunities

MAJOR: SPORTS MANAGEMENT

HOURS

Core Curriculum Requirements

55-62

Major Requirements

38-40

BUS 340 Business Management	3
BUS 360 Marketing	3
BUS 366 Sports Marketing	3
ECO 270 Economics of Sports	3
HES 205 Principles in Sports Management	3
HES 220 Facility & Event Management	3
HES 285 First Aid/Emergency Care	1
HES 287 Personal Health	3
HES 330 Psychology of Sport & Physical Activity	3
HES 331 Sport in Society	3
HES 408 Critical Issues in Sport	3
HES 409 Sports Law	3
HES 416 Sports Management Field Experience or	4-6

*Other Program Director approved courses/practicum experience(s)

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

ATHLETIC TRAINING

The Master of Science in Athletic Training is designed as an entry-level degree for persons entering the field of athletic training. The degree is designed to prepare individuals for positions as athletic trainers in a variety of employment settings. The program uses an integrative curriculum for the development of strong clinical skills and decision-making.

Admission Guidelines for Athletic Training

There are several curricular programs for students interested in athletic training at Lenoir-Rhyne:

Primary Track-Five Year Option:

The primary track is a freshman entry track with 3 years of study in the pre-professional phase and 2 years in the professional phase of the program. After the fourth year students will earn an undergraduate degree, and after the fifth year students will earn a Master of Science in Athletic Training. Students in the track must meet the Graduate School Admission criteria prior to enrolling in the professional phase of the program. Undergraduate options for the primary track include:

- Sports Management (BA) – Pre AT Track
- Community Health (BS) – Pre AT Track
- Exercise Science (BS) – Pre AT Track

Professional Track (traditional Graduate Track):

- A student who possesses a baccalaureate degree can apply directly into the professional phase of the graduate program. They must meet Graduate Admissions criteria and have the appropriate prerequisite course work.

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF NURSING

Dr. Kerry Thompson, Chair

NURSING FACULTY:

Professors Judith Hilton (Director of the Gateway Program), Kathryn Tinkelenberg (Director of the MSN Program), Kerry Thompson (Chair)
Assistant Professors Modupe Adewuyi, Diane Caruso (Director of the FNP-DNP Program), Melissa Di Natale, Carla Fallas, Elaine Harwood, Judy Phillips, Barbara Rauscher
Instructors Leah Howell, Michelle Lukomski, Janice McKeel, Rachel Phelps, Holly Risch, Kim Sloop, Dara Swift, Tabitha Toney

MAJOR: Nursing (BS) – Prelicensure, Gateway for RNs, and Regionally Increasing Baccalaureate Nurses (RIBN) PROGRAM

The purpose of Lenoir-Rhyne University's baccalaureate program in nursing is the education of nursing leaders who influence the quality of health care through the promotion of health and management of illness in a global society. This program offers a course of professional study that builds upon the liberal arts and positions graduates for personal and professional success all within the context of a Christian caring perspective. Students are taught specific cognitive, affective, psychomotor and technological skills to enable them to work in collaboration with other members of the health care team and improve the quality of health care through the use of information technology, critical thinking and research. The program facilitates development of nurses who demonstrate caring and respect for all, show a commitment to continuing professional growth, pursue the development of evidence for practice and act with integrity and professionalism at all times. Graduates, prepared in professional care roles, are able to pursue graduate study. The Nursing major earns a Bachelor of Science degree.

HONORS: Student majoring in Nursing and judged qualified by the faculty may, upon invitation, pursue honors work in Nursing. Students must have an overall and nursing GPA of 3.4 or higher and complete NUR 498 and NUR 499. Students must have above average clinical performance, community involvement and leadership potential as assessed by the School of Nursing.

ACCREDITATION: The Lenoir-Rhyne University baccalaureate nursing program is approved by the North Carolina Board of Nursing [Box 2129, Raleigh, NC 27602-2129, (919) 782-3211], and accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC, 20001, (202) 887-6791.

ADMISSIONS POLICIES:***Admission to Pre-Nursing***

Students who apply to Lenoir-Rhyne University and express an interest in the Nursing major will be admitted to pre-nursing. Students are admitted without regard to race, color, national origin, religion, gender, age, sexual orientation, disability, or veteran status.

Prelicensure Baccalaureate (BSN) Program

Admission to the Nursing Major is a competitive process and students in pre-nursing are not guaranteed admission to the major. Students apply for admission to the major during the spring semester of the sophomore year. Students who are accepted matriculate into the major in the fall semester of the junior year.

Students at Lenoir-Rhyne

Students who are enrolled at Lenoir-Rhyne University and wish to be considered for admission to the Nursing major should complete an application for admission to the major by March 1. Application forms are available on the School of Nursing portal.

To be eligible to apply for admission to the major a student must have:

- Submitted an ATI TEAS Exam score at or above the Proficient Level of 65 by March 1st.
- Submitted or have on file with the School of Nursing a satisfactory Health Form.
- Submitted evidence of training and registration as Nurse Aide I in North Carolina or another state.
- Completed or be able to complete a minimum of 60 semester hours in the pre-nursing curriculum before fall semester of the junior year.
- Earned a minimum cumulative GPA of 2.9 by the end of fall semester before the application is made.
- Earned a Nursing GPA* of 2.9 prior to fall semester of junior year.
- Completed or be enrolled in Nursing 231 & 235.
- Admission to the School of Nursing is contingent upon a satisfactory criminal background check and drug screen in August prior to Junior fall and submission of immunization documentation.
- Have repeated no more than 1 science course.
- Have earned a C- or better in the following: BIO 220, 281, 282 and CHE 101 or 103.

*The Nursing GPA is calculated on grades from courses that have been completed among those in the following group: Nutrition; Chemistry; Microbiology; Anatomy & Physiology I and II; General Psychology; Intro to Sociology (or approved Sociology elective); Statistics; Growth & Development; NAT 388; NUR 231; and NUR 235.

Progression Policies

In order to assure safe practitioners, the Nursing faculty requires that students adhere to the following Universal Progression Rules:

- A student can enroll in a course with a nursing prefix (NUR) only when prerequisites for that course are completed with a grade of C- or better;
- A student must earn a minimum grade of 78 or higher in each required course with a nursing prefix in order to complete the program;
- A student who receives a grade below 78 in a nursing course must successfully complete that course before enrolling in other nursing courses at the next level or in other nursing courses for which the failed course is a prerequisite;

- A student who receives less than C- in NUR 231 or NUR 235 must receive permission to repeat the course. Students should seek advice from their advisor and address requests to the Academic Standards committee in writing;
- A student who receives a grade of D+, D, D- or F in a required course with a nursing prefix is automatically disqualified from continuing in the program. The student cannot enroll in subsequent nursing courses until initiating readmission procedures and receiving official notice of readmission;
- A student who receives grades of D+, D, D- or F in more than one required course with a nursing prefix is dismissed from the program and is not eligible to apply for readmission for at least three years. No more than one required course with a nursing prefix may be repeated for a better grade;
- A student must function safely within the clinical area at all times in order to continue in the program. The faculty reserves the right to deny progression and/or permanently dismiss a student who demonstrates behaviors that conflict with safety essential to nursing practice at any time in the curriculum;
- A student must submit an annual health update by Registration Day each fall semester or on the first day of the semester when returning to the program. Before being allowed in the clinical area, the student must provide evidence of immunizations as well as satisfactory physical and emotional health. The faculty reserves the right to dismiss a student who presents physical or emotional problems that do not respond to appropriate treatment or counseling within a reasonable time;
- A student must be current in Cardiopulmonary Resuscitation (CPR) and Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standards for each clinical course. The CPR update is required every two years. An annual update is required to maintain current status of OSHA standards;
- A student must meet all individual agency requirements before engaging in clinical activities. These requirements include satisfactory criminal background checks and drug screening; electronic documentation orientation; and immunization verification (completed annually).

GATEWAY PROGRAM

A student seeking admission into the Gateway Nursing Program at Lenoir-Rhyne is advised to seek official transfer credit for courses completed at other colleges and universities. Students should contact the Gateway Director or Chair of the School of Nursing for guidance on the transferability of courses. Gateway students can enroll in general college courses and nursing prerequisites at the University at any time individual course prerequisites have been met and they have been accepted by the University. The Academic Standards Committee of the School of Nursing reviews transcripts to assure placement at the appropriate level.

To be eligible to apply for admission to the Gateway Nursing Program, students must have:

- A current unrestricted License as a Registered Nurse or be able to complete licensure before enrollment in NUR 420;
- Completed or be able to complete a minimum of 56 semester hours in the pre-nursing curriculum before enrollment in NUR 420;
- Earned a minimum cumulative GPA of 2.5 by the end of the semester before the application is made;
- Completed at least 5 Prerequisite courses with grades of C- or higher; and

REGIONALLY INCREASING BACCALAUREATE NURSES (RIBN) PROGRAM

Students admitted into the Regionally Increasing Baccalaureate Nurses (RIBN) program are dually admitted and enrolled to both Lenoir-Rhyne University and one of the following community colleges: Caldwell Community College and Technical Institute, Catawba Valley Community College, Gaston College, Mitchell Community College, Western Piedmont Community College, and Wilkes Community College. Students in the RIBN program take a pre-approved list of courses at LRU and their prospective community colleges to earn both an Associate Degree Nursing (ADN) from their community college and a Bachelor of Science in Nursing (BSN) at LRU.

Applicants applying to the RIBN program directly from high school, or those with less than 26 transferable college credits that count towards the BSN degree will be considered for admission to the RIBN program upon meeting the requirements specified below. It is the student's responsibility to submit the following information:

1. A completed, accurate application for RIBN admission
2. A completed, accurate application for admission to the prospective community college
3. Official proof of High school diploma or equivalent* submitted to both LRU and the community college
4. Unweighted high school GPA of 3.0
5. SAT/ACT score report (if score is not included on official transcript)** *Lenoir-Rhyne University's CEEB (SAT) code is 5365; ACT code is 3118*
6. Placement out of developmental coursework at the community college
7. Completion of the Test of Essential Academic Skills (TEAS) with minimum required for the prospective community college
8. Satisfactory completion of required coursework
9. Official college transcript(s) if any college work has been attempted, even if course(s) are listed on high school transcript

Applicants applying to the program with 26 or more transferable college credits that count towards the BSN degree will be considered for admission to the RIBN program upon meeting the requirements specified below. It is the student's responsibility to submit the following information:

1. A completed, accurate application for RIBN admission
2. Acceptance into the prospective community college Associate Degree Nursing program for the upcoming fall
3. Official transcripts from each college or university attended*
4. Program GPA of 3.0
5. Completion of the Test of Essential Academic Skills (TEAS) with a minimum of 63 or the minimum required for the prospective community college

*Prospective students may be admitted based on unofficial transcripts and/or as courses are in progress, however a final transcript must be received prior to a student enrolling at Lenoir-Rhyne. **Unofficial test scores may be used for the purposes of admission to the University, however, official test scores are required prior to a student enrolling at Lenoir-Rhyne.

MAJOR: NURSING	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	34-35*
BIO 220 Microbiology	4
BIO 281 Anatomy & Physiology I	4
BIO 282 Anatomy & Physiology II	4
CHE 101 Fundamental General/Inorganic Chemistry or	
CHE 103 General Chemistry I	4
MAT 115 Statistics or	
MAT 215 Applied Statistics	3-4
PSY 100 Introduction to Psychology	3
SOC 100 Intro to Sociology or approved SOC elective	3
HES 288 Nutrition	3
NAT 388 Natural World Level II Course	3
PSY 320 Lifespan Development	3
Major Requirements	
Gateway Program and RIBN	55*
Credit after successful completion of NUR 420	36
NUR 400 Health Assessment of Individuals & Populations	3
NUR 420 Transition to Professional Practice	3
NUR 435 Concepts of Evidence Based Practice in Nursing	3
NUR 455G Health Promotions w/ Populations	3
NUR 460 Concepts of Leadership in Nursing: Theory & Application	4
NUR 470G Trends in Professional Nursing for a Global Society	3
Pre-licensure Program	57*
NUR 231G Introduction to professional Nursing	3
NUR 235 Health Assessment	3
NUR 315 Pharmacology in Nursing	3
NUR 318 Concepts of Health & Illness	3
NUR 323 Management of Health in the Emerging Family	3
NUR 324 Foundational Clinical Practicum	4
NUR 345 Management of Biophysical Illness I	3
NUR 356 Management of Health in the Aging Family	3
NUR 359 Management of Health in Developing Family	3
NUR 367 Intermediate Clinical Practicum I	4
NUR 425 Management of Biophysical Illness II	3
NUR 435 Analytical Methods for Evidence-Based Practice	3
NUR 436 Management of Psychosocial Illness	3
NUR 455G Health Promotions w/ Populations & Families	3
NUR 456 Concepts of Leadership in Nursing	3
NUR 467 Intermediate Clinical Practicum II	4
NUR 487 Advanced Clinical Practicum	6
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

HEALTH AND IMMUNIZATION: North Carolina law requires that all students applying for admission to the Pre-nursing major have a physical examination regardless of residential status or course load. This examination must include certification for ability to participate in clinical activities. The Lenoir-Rhyne Student Health Form is used by the School of Nursing as documentation of this exam and is available on the Lenoir-Rhyne website under Student Health.

The School of Nursing uses CDC guidelines, North Carolina immunization law, and agency requirements in determining necessary immunizations for nursing students. As agencies and guidelines change students may be required to update their immunizations to be allowed in clinical sites. Students who are unable to complete a clinical course or who miss clinical experiences due to lack of immunizations will be treated in the same manner as students who are unable to complete courses or who miss for other reasons. See the School of Nursing Student Handbook for details or contact the School of Nursing at 828.328.7281 for more information.

CPR: CPR certification is required before participation in the clinical portion of nursing courses at the beginning of the Junior Year. See the Student Handbook for description of CPR and fees.

FEES: A laboratory fee is charged for clinical and laboratory courses. These fees partially cover expenses unique to nursing such as standardized testing, lab supplies, crosses, and ceremonies. Please refer to the fee section of the catalog for a partial listing of fees.

TRANSPORTATION: Students must provide their own transportation for clinical courses.

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF OCCUPATIONAL THERAPY

Dr. Toni Oakes, Chair

OCCUPATIONAL THERAPY FACULTY:

Professor Toni Oakes

Associate Professors Brad Egan, Sue Friguglietti and Teresa Norris

Assistant Professor John Connelly and Leslie James

Instructor and Academic Field Work Coordinator Nashauna Richardson

Instructor and Academic Field Work Coordinator Nicole Coffey

See the Graduate portion of this catalog for information and details on the Master of Science in Occupational Therapy program.

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Dr. Sandra Keavey, Interim School Chair and Program Director

PHYSICIAN ASSISTANT STUDIES FACULTY:

Billy Price, MD, Medical Director

Donna Lacey, MS, PA-C, Director of Clinical Education

Joshua Stone, Ph.D., Academic Coordinator

Kimberly Tenold, MS, PA-C, Assistant Professor

Wes Reid, MS, PA-C, Academic Coordinator

Kimball Royster, MS, PA-C, Assistant Professor

See the Graduate portion of this catalog for information and details on the Master of Science in Physician Assistant Studies program.

COLLEGE OF PROFESSIONAL AND MATHEMATICAL STUDIES

Dr. Mary H. Lesser, Dean

CHARLES M. SNIPES SCHOOL OF BUSINESS & ECONOMICS

Dr. David Jones, Chair

BUSINESS FACULTY:

Alex Lee Professor of Business Clement Geitner
Jefferson Pilot Professor of Business Dale King
Catawba Valley Professor of Business Richard Greene
Catawba Valley Associate Professor of Business Craig Schreiber
Assistant Professor David Jones

MAJORS: Accounting (BA), Finance (BA), International Business (BA), Management (BA), Marketing (BA), Business Administration (BS, Available to Adult Learner Students Only) MASTER OF BUSINESS ADMINISTRATION – See the Graduate School section.

ECONOMICS FACULTY:

Professors Jeffrey Wright, Mary Lesser

MAJORS: Economics (BA), International Economics (BA)

ENTREPRENEURSHIP FACULTY:

Assistant Professor Ralph Griffith (Director of the Center for Commercial and Social Entrepreneurship)

MAJORS: Entrepreneurship (BA), Social Entrepreneurship (BA)

MISSION: The mission of the Charles M. Snipes School of Business & Economics is to provide current and practical knowledge that will prepare students for a successful business career. Based on a solid foundation in the liberal arts, the Charles M. Snipes School of Business & Economics fosters creative, critical thinking while promoting interpersonal and team skills needed in a diverse and global work environment. The Charles M. Snipes School of Business & Economics incorporates the use of state-of-the-art technology while encouraging students to make ethical decisions. Members of the faculty offer dedicated instruction and advisement at both the undergraduate and graduate levels of study.

The Business core curriculum of the Charles M. Snipes School of Business & Economics programs provides a broad range of exposure in the basics of business operations and education. Enhancement and flexibility are provided by having degree plans utilizing the basic core combined with courses designed to give the student a specialized knowledge of a functional area. The business functional areas are Accounting, Marketing, Management, and Finance. In addition, The Charles M. Snipes School of Business & Economics & Economics, in conjunction with other academic programs, offers a major in International Business to give the student additional latitude in preparing for a career. Each major in the Charles M. Snipes School of Business & Economics earns a B.A. degree, with the exception of the POD, which earns a B.S.

The Charles M. Snipes School of Business & Economics programs are accredited by the Association of Collegiate Business Schools and Programs.

DOUBLE MAJOR: For a double major within the Charles M. Snipes School of Business & Economics, completion of an additional 15 credits (minimum) beyond the requirements for the first major is required. The additional courses will come from the major requirements and elective courses prescribed for the second major. Approval to major in more than one area must be obtained from the faculty advisor. *Note: Students may not double major in Entrepreneurship and Social Entrepreneurship.*

MINOR IN BUSINESS: A minor in Business requires eighteen credits consisting of Accounting 230, Business 340, 344, 360 (prerequisite ECO 122), three credits of electives (300-level or above) from the Charles M. Snipes School of Business & Economics course offerings, and CSC 175.

MINOR IN ENTREPRENEURSHIP: A minor in Entrepreneurship requires eighteen credit hours consisting of ENT 210, 404 and 465, Business Incubation (currently offered as a BUS 383 Special Topic course), and at least six credits from the following: BUS 349, BUS 344, BUS 340, BUS 362, BUS 372, BUS 380, or BUS 426.

MINOR IN FINANCE: A minor in Finance requires nine to ten hours in technical requirement courses plus a minimum of eighteen hours. The technical requirements for a minor in Finance include ECO 121, ECO 122 and MAT 126 or MAT 165. Required courses for a minor in Finance consist of ACC 231, BUS 341, BUS 344, BUS 346 (or MAT 215), ECO 325 and at least one course from ECO 324G, ECO 423, BUS 342, BUS 372 or BUS 443. Note that Economics courses used to complete this minor may not also count towards credit hours for students majoring or minoring in Economics.

MINOR IN MANAGEMENT: A minor in Management requires eighteen credit hours consisting of BUS 300, BUS 340, BUS 380 and at least nine credit hours from the following: BUS 345, BUS 435, BUS 437, BUS 439, or BUS 440.

MINOR IN MARKETING: A minor in Marketing requires a minimum of eighteen credit hours consisting of ECO 122, BUS 340, and BUS 360. In addition, student should choose two courses from BUS 362, BUS 363 and BUS 453, and one course from BUS 300, COM 230, or COM 317.

TRANSFER POLICY: A student may transfer in the following:

1. the common Business core courses except for BUS 450 - Business Policy and no more than 6 credit hours from BUS 320, 340, 344, 360, and 370.
2. no more than 6 credit hours from the required major courses.

HONORS: Students in the Charles M. Snipes School of Business & Economics may elect to pursue honors work. To be eligible for honors, students must:

- have a 3.2 cumulative GPA;
- have a 3.5 GPA in the major; and
- have completed ACC 231 and BUS 300, 340, 360 and CSC 175 or have been invited to apply by the faculty of the Charles M. Snipes School of Business & Economics;
- have successfully complete BUS 320 and BUS 344 as honors courses;

- have successfully complete BUS 499 concurrently with BUS 450, which includes a specific business written analysis report and an oral presentation to the faculty of the Charles M. Snipes School of Business & Economics.

ACCOUNTING

The major in Accounting provides specialized accounting training augmented by the courses in the business core. The combination of the specialized information and the common body of knowledge provide the aspiring accountant the necessary tools for the workplace. For the Accounting student desiring to become a Certified Public Accountant (CPA), additional courses are available as electives at the undergraduate and graduate level. The graduate is eligible to sit for the Certified Public Accounting examination and the Certified Management Accounting examination upon completion of the program and courses required by The Examining Body. Career possibilities exist in public accounting practice, corporate accounting and finance, and governmental operations. The Accounting major earns a B. A. degree. Course requirements for the Accounting major are as follows:

MAJOR: ACCOUNTING	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	4-6*
MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	6
MAT 165 Calculus	4
Major Business Core Courses	39*
ACC 231 Accounting Principles I	3
BUS 300 Business Communications	3
BUS 320 Management Information Systems	3
BUS 340 Management	3
BUS 344 Finance	3
BUS 346 Statistics	3
BUS 360 Marketing	3
BUS 370 Business Law I	3
BUS 380 Business Ethics & Social Responsibility	3
BUS 450 Business Policy	3
CSC 175 Information Technology	3
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Major Requirements	18*
ACC 331 Intermediate Accounting I	3
ACC 332 Income Tax Accounting	3
ACC 334 Intermediate Accounting II	3
ACC 431 Advanced Accounting	3
ACC 432 Cost Accounting	3
ACC 433 Auditing	3
NOTE: Students intending to take the CPA exam will be advised to use their free electives to take these additional courses required for success on the exam	
ACC 421 Governmental, Non-Profit, International	
ACC 430 Corporation, Partnership, Estate Tax	
BUS 372 Business Law II	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

FINANCE

The major in Finance prepares students for entry level positions and professional careers in various branches of Finance. Courses introduce students to Commercial and Investment Banking as well as concepts that will facilitate management of a company's assets. Strategies are developed that will help in the creation and maintenance of personal and/or corporate investment portfolios. The Finance major earns a B.A. degree. Course requirements for the Finance major are as follows:

MAJOR: FINANCE	HOURS
Core Curriculum Requirements	53-64
Technical Requirements	4-6*
MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	6
MAT 165 Calculus I	4
Business Core Courses	39*
ACC 231 Accounting Principles I	3
BUS 300 Business Communications	3
BUS 320 Management Information Systems	3
BUS 340 Management	3
BUS 344 Finance	3
BUS 346 Business Statistics	3
BUS 360 Marketing	3
BUS 370 Business Law I	3
BUS 380 Business Ethics & Social Responsibility	3
BUS 450 Business Policy	3
CSC 175 Information Technology	3
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Major Requirements	18*
ACC 331 Intermediate Accounting I	3
BUS 341 Investments	3
BUS 443 Portfolio Management	3
ECO 325 Money and Banking	3
<i>Choose <u>two</u> courses from the following:</i>	6
ACC 332 Income Tax	
ACC 334 Intermediate Accounting II	
BUS 461 Internship	
ECO 421 International Economics	
ECO 423 Public Finance	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

INTERNATIONAL BUSINESS

The program for the International Business major is structured uniquely to include substantial course work in Business, Economics, and a modern foreign language. Majors must combine the business skill with the language skill. The requirements are intensive and demanding. Career possibilities are numerous and expanding, and a growing number of businesses have foreign affiliations providing opportunities in manufacturing, marketing, and finance. The International

Business major earns a B.A. degree. Course requirements for the International Business major are as follows:

MAJOR: INTERNATIONAL BUSINESS	HOURS
Core Curriculum Requirements	53-64
Technical Requirements	4-6*
MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	6
MAT 165 Calculus I	4
Business Core Courses	39*
ACC 230 Accounting for Decision Making	3
BUS 300 Business Communications	3
BUS 320 Management Information Systems	3
BUS 340 Management	3
BUS 344 Finance	3
BUS 346 Business Statistics	3
BUS 360 Marketing	3
BUS 370 Business Law I	3
BUS 380 Business Ethics & Social Responsibility	3
BUS 450 Business Policy	3
CSC 175 Information Technology	3
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Major Requirements	27*
BUS 442 International Business	3
XXX 221 (CHI,SPA,FRE,GER) Intermediate Language I	3
XXX 222 (CHI,SPA,FRE,GER) Intermediate Language II	3
Study Abroad, Global Business Tour and/or Foreign Internship (May be taken as one 12 credit hour experience or as several 3-6 credit experiences)	12
Choose <u>two</u> courses from the following:	6
BUS 453 International Marketing	
ECO 421 International Economics	
SPA, FRE, OR GER Cultural Course	
SPA, FRE, OR GER Commercial Foreign Language	
HIS 230 Global History of the 21 st Century	
History Course within Major Area of Study	
POL 230 International Relations	
POL 332 International Law & Organization	
REL 120G World Religion	
HCS 250 Multicultural Perspectives	
*Other courses approved during Study Abroad	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MANAGEMENT

A Management major has several opportunities. The major has a liberal arts core as a basis for career-long leadership and provides courses in management theory for opportunities for advancement in a management career, and gives the students background courses in all areas of business. Expertise in specific management fields like Production and Operations

Management or Human Resources Management is a part of the major. The major earns a B.A. degree. Course requirements for the Management major are as follows:

MAJOR: MANAGEMENT	HOURS
Core Curriculum Requirements	53-64
Technical Requirements	4-6*
MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	6
MAT 165 Calculus I	4
Business Core Courses	39*
ACC 230 Accounting for Decision Making	3
BUS 300 Business Communications	3
BUS 320 Management Information Systems	3
BUS 340 Management	3
BUS 344 Finance	3
BUS 346 Business Statistics	3
BUS 360 Marketing	3
BUS 370 Business Law I	3
BUS 380 Business Ethics & Social Responsibility	3
BUS 450 Business Policy	3
CSC 175 Information Technology	3
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Major Requirements	18*
BUS 345 Human Resource Management	3
BUS 437 Project Management	3
BUS 439 Organizational Behavior	3
BUS 440 Production & Operations Management	3
<i>Choose <u>two</u> courses from the following:</i>	6
BUS 349 Small Business Management	
BUS 426 Leadership	
BUS 435 Change Management	
BUS 442 International Business	
BUS 451 Marketing Management	
BUS 462 Internship	
CSC 291 Intro to ERP Systems	
ECO 321 Labor Problems	
ECO 322 Government & Business	
ENT/SCE 210 Intro to Entrepreneurship	
ENT/SCE 404 Creativity and Innovation in Organizations	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MARKETING

The Marketing major is designed for those individuals who wish to pursue a career in business marketing activities. The main focus of this major is preparation for planning, producing, pricing, promoting, and placing want-satisfying goods and services in the hands of the consumer in a dynamic and changing environment. The major prepares students for careers as Marketing Managers, Advertising Managers, Sales Managers, and Marketing Researchers. The program of study combines courses from all the functional areas of business for sound, effective decision makers. The Marketing major earns a B.A. degree. Course requirements for the

Marketing major are as follows:

MAJOR: MARKETING	HOURS
Core Curriculum Requirements	53-64
Technical Requirements	4-6*
MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	6
MAT 126 Applied Calculus or MAT 165 Calculus I	4
Business Core Courses	39*
ACC 230 Accounting for Decision Making	3
BUS 300 Business Communications	3
BUS 320 Management Information Systems	3
BUS 340 Management	3
BUS 344 Finance	3
BUS 346 Business Statistics	3
BUS 360 Marketing	3
BUS 370 Business Law I	3
BUS 380 Business Ethics & Social Responsibility	3
BUS 450 Business Policy	3
CSC 175 Information Technology	3
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
Major Requirements	21*
BUS 362 Sales Management	3
BUS 363 Integrated Marketing Communications	3
BUS 451 Marketing Management	3
BUS 452 Marketing Research	3
BUS 453 International Marketing	3
Choose <i>two</i> courses from the following:	6
BUS 366 Sports Marketing	
BUS 442 International Business	
BUS 461 Internship	
CSC 291 Intro to ERP Systems	
ECO 323 Intermediate Price Analysis	
ENT 404 Creativity in Business	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

INTERNSHIP/CO-OP PROGRAM:

Accounting or Business 461, 462, 465, 466 and 470 are programs of experiential learning which provide on-site work experience with a particular business for a fifteen-week semester. The programs are planned, developed, monitored and evaluated cooperatively by the business firm and The Charles M. Snipes School of Business & Economics.

Students engaged in any three credit hour internship (ACC or BUS 461 or 462) will devote ten hours each week to the work experience. This is the equivalent to one course taken as part of the normal academic load.

Students engaged in the six credit hour block (ACC or BUS 465 or 466) will devote twenty hours each week to the work experience while taking no more than nine additional credits on campus, the combination of which will comprise the total academic load for one semester.

Students engaged in the twelve credit hour block (ACC or BUS 470) will devote forty hours each week to the work experience which will normally comprise the total academic load for one semester. If scheduling permits, three additional credits may be taken on campus.

Students are qualified to participate in a Business internship if they have earned a 2.5 GPA in their major and have a cumulative 2.5 GPA. In addition, the following courses must have been successfully completed: ACC 231; CSC 175; BUS 300, 340, 344, and 360.

Students are qualified to participate in an Accounting internship if they have earned a 3.25 GPA in their major with a cumulative 2.5 GPA. In addition, the following courses must have been successfully completed: ACC 231, 331, 332; CSC 175; BUS 300, 340, 344, and 360.

Successful completion of each internship includes submission of a bi-weekly log report, mid-term interview with the supervising instructor, mid-term and end of the semester evaluations by the job supervisor, and an oral and written presentation to The Charles M. Snipes Business faculty.

ECONOMICS

Courses in Economics are intended to provide the student with a basic understanding of economic structures and processes including economic growth and productivity, unemployment and inflation, taxation and public expenditure, supply and demand, international trade and finance, labor-management cooperation and competition, etc. The Economics major earns a B.A. degree.

MINOR: A minor in Economics requires eighteen credits consisting of Economics 121, 122, 323, 324 and six credits of Economics electives.

HONORS: Students majoring in Economics and judged qualified by the Economics faculty may, upon invitation, elect to pursue honors work in Economics. To graduate "With Honors in Economics," a student must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete Economics 498 and 499. An oral presentation of the honors paper or a synopsis of the honors project is required. Normally the student in the honors program will have completed Economics 121, 122, 323, 324 and 325.

MAJOR: ECONOMICS	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	13-16*
Choose one option:	4-6
MAT 125 Finite Mathematics and MAT 126 Applied Calculus or	
MAT 165 Calculus I	
Choose one course from:	3-4
BUS 346 Business Statistics	
MAT 115 Introductory Statistics	
MAT 215 Applied Statistics	
POL electives	6
Major Requirements	33*
ECO 121 Macroeconomics	3
ECO 122 Microeconomics	3
ECO 221 History of Economic Thought	3
ECO 323 Intermediate Price Analysis	3
ECO 324 Intermediate Macro-Economic Theory	3
ECO 325 Money & Banking	3
ECO 421 International Economics	3
ECO Major Electives	12
Other Requirements	
ECO 495 Comprehensive Assessment Examination	0

General Elective Credits (if needed)
TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

Additional recommendations: courses in History, Sociology, and Political Science are recommended for additional study. Students preparing for graduate work are advised to take Mathematics 165 and 166 in addition to the required courses. For Teacher Licensure using Economics Major, see requirements under History Major - Teacher Licensure in Social Studies (9-12).

MAJOR: INTERNATIONAL ECONOMICS

HOURS

Core Curriculum Requirements

55-62

Technical Requirements

6*

MAT 126 Applied Calculus

3

CSC 175 Information Technology

3

Major Requirements

51*

BUS 344 Finance

3

BUS 346 Statistics

3

ECO 121 Macroeconomics

3

ECO 122 Microeconomics

3

ECO 323 International Price Analysis

3

ECO 324 Intermediate Macro-Economic Theory

3

ECO 325 Money & Banking

3

ECO 421 International Economics

3

ECO 424 Contemporary Problems in Developing Areas

3

POL 140 Comparative Politics

3

One 300 or 400-level ECO elective

3

Choose One Foreign Language Track:

18

French:

FRE 110 Intro French I

FRE 111 Intro French II

FRE 221 Intermediate French I

FRE 230 Guided French Conversation

FRE 331 Culture & Civilization I

FRE 332 Culture & Civilization II

German:

GER 110 Intro German I

GER 111 Intro German II

GER 221 Conversation & Phonetics

GER 222 Conversation & Composition

GER 230 Conversational German

GER 332 Culture & Civilization: The Present

Spanish:

SPA 110 Intro Spanish I

SPA 111 Intro Spanish II

SPA 221 Intermediate Spanish I

SPA 222 Intermediate Spanish II

SPA 331 Culture & Civilization of Spain

SPA 332 Culture and Civilization of Latin America

Other Requirements

ECO 495 Comprehensive Assessment Examination

0

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

ENTREPRENEURSHIP

MAJOR: Entrepreneurship			HOURS
Core Curriculum Requirements			53-64*
Technical Requirements			3-6*
	MAT 125 Finite Mathematics and MAT 126 Applied Calculus OR	3	
	MAT 165 Calculus I	3	
Major Business Core Courses			39*
	ACC 230 Accounting for Decision Making	3	
	BUS 300 Business Communication	3	
	BUS 320 Management Information Systems	3	
	BUS 340 Management	3	
	BUS 344 Finance	3	
	BUS 346 Statistics	3	
	BUS 360 Marketing	3	
	BUS 370 Business Law I	3	
	BUS 380 Business Ethics & Social Responsibility	3	
	BUS 450 Business Policy	3	
	CSC 175 Information Technology	3	
	ECO 121 Macroeconomics	3	
	ECO 122 Microeconomics	3	
Major Requirements			18*
	ENT 210 Introduction to Entrepreneurship	3	
	ENT 321 Business Incubation	3	
	ENT 461 Entrepreneurial Internship	3	
	ENT 465 Entrepreneurship Capstone Experience	3	
	Choose two courses from the following:	6	
	ECO 322 Government and Business		
	BUS 349 Managing the Small Business		
	BUS 372 Business Law II		
	BUS 439 Organizational Development		
	BUS 440 Production and Operations Management		
	BUS 426 Leadership Development		
General Elective Credits (if needed)			
TOTAL CREDIT HOURS (minimum)			128#
<p>* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.</p> <p># All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.</p>			

MAJOR: Social Entrepreneurship

Core Curriculum Requirements

HOURS

53-64*

Technical Requirements

3-6*

MAT 125 Finite Mathematics **and** MAT 126 Applied Calculus **OR**

3

MAT 165 Calculus I

3

Major Business Core Courses

39*

ACC 230 Accounting for Decision Making

3

BUS 300 Business Communication

3

BUS 320 Management Information Systems

3

BUS 340 Management	3	
BUS 344 Finance	3	
BUS 346 Statistics	3	
BUS 360 Marketing	3	
BUS 370 Business Law I	3	
BUS 380 Business Ethics & Social Responsibility	3	
BUS 450 Business Policy	3	
CSC 175 Information Technology	3	
ECO 121 Macroeconomics	3	
ECO 122 Microeconomics	3	
Major Requirements		18*
SCE 210 Introduction to Entrepreneurship	3	
SCE 310 Entrepreneurship for Social Change	3	
ENT 404/BUS 504 Creativity & Innovation in Organizations	3	
ENT 465 Entrepreneurship Capstone Experience	3	
Choose two courses from the following:	6	
COM 340 Non-Profit Public Relations		
ECO 322 Government and Business		
BUS 526 Leadership Development		
SOC 200 Social Problems		
HSC 318 Community Studies		
SCE 461 Entrepreneurial Internship		
General Elective Credits (if needed)		
TOTAL CREDIT HOURS (minimum)		128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

COLLEGE OF PROFESSIONAL AND MATHEMATICAL STUDIES

Dr. Mary Lesser, Dean

DONALD AND HELEN SCHORT SCHOOL OF MATHEMATICS AND COMPUTING SCIENCES

Dr. Douglas Burkholder, Chair

FACULTY:

Professors Bjarne Berg and Douglas Burkholder
Associate Professor Timothy Goldberg
Assistant Professors Sarah Nelson and Jennifer Garbett

**MAJORS: INFORMATION TECHNOLOGY (BA), COMPUTER SCIENCE (BS),
MATHEMATICS (BA/BS)**

COMPUTER SCIENCE

ABOUT COMPUTER SCIENCE

LR's Computer Science program strives for academic excellence by offering rigorous courses designed to challenge the qualified and motivated student and to liberate the mind through an emphasis on quantitative and abstract reasoning, problem solving, critical thinking, and strong communication skills.

A major in Computer Science prepares students for positions in business, industry, education, or graduate programs in Computer Science, Information Systems, or Information Technology. The Computer Science major leads to a Bachelor of Science degree and includes courses that provide a balance between the development of science, mathematics, and business-related applications. Available courses provide the necessary theoretical fundamentals for the study of algorithms, programming, and the design of computer systems, as well as the application of computing to business and management. The wide variety of electives allows the student to tailor the major to theoretical computer science or to information systems.

LEARNING OUTSIDE THE CLASSROOM

Computer Science majors have a number of opportunities to gain firsthand experience outside the classroom. Students are encouraged to take advantage of internships and mentor opportunities, allowing them to work with and learn from experienced computer science professionals. There are also opportunities to attend conferences which highlight new developments and opportunities in the growing and exciting field of computer science.

CAREER OPPORTUNITIES

Students who complete degrees in Computer Science generally have very bright professional futures—if they are prepared to stay current with a fast moving field. As computing technologies continue to expand and evolve, professional opportunities will arise for individuals with expertise in the development and maintenance of computers and computer systems. Opportunities exist across a surprisingly diverse array of professions: software engineering, programming, and development; systems and database analysis and administration; computer engineering; web

development; quality assurance and cybersecurity. Students who can combine technical skills with the ability to communicate and collaborate, and to think critically and assess analytically will possess a distinctive advantage. LR's rich integration of professional preparation with a deep grounding in the liberal arts provides an excellent model for professional preparation.

MAJOR REQUIREMENTS

Students may complete a BS degree with a major in Computer Science. In addition, LR offers minors in Applied Computer Science and in Theoretical Computer Science.

INFORMATION TECHNOLOGY

ABOUT INFORMATION TECHNOLOGY

LR's Information Technology program strives for academic excellence by offering rigorous courses designed to challenge the qualified and motivated student and to liberate the mind through an emphasis on quantitative and abstract reasoning, problem solving, critical thinking, and strong communication skills.

Information Technology is the study of how to build and manage software applications, databases and networks. In this major, students will learn basic programming skills using Visual Basic, Java or C++. Students will also learn how networks function and how encryption and network security can be applied in a real-world context. There are two concentrations including Web Development and Design and Enterprise Resource Planning (ERP). Through the ERP, students can earn a certificate from SAP (Systems, Applications & Products). In addition, students will have the opportunity to study decision support systems, reporting, and analytics, as well as database design and modeling. There are also special topics classes available for electives which students can choose from based upon their own personal interests.

LEARNING OUTSIDE THE CLASSROOM

Information Technology majors have a number of opportunities to gain firsthand experience outside the classroom. Students are encouraged to take advantage of internships and mentor opportunities, allowing them to work with and learn from experienced computer science professionals. There are also opportunities to attend conferences which highlight new developments and opportunities in the growing and exciting field of computer science.

CAREER OPPORTUNITIES

Students who complete degrees in Information Technology generally have very bright professional futures—if they are prepared to stay current with a fast moving field. As computing and informational technologies continue to expand and evolve, professional opportunities will arise for individuals with expertise in the development and maintenance of computer and database systems. Opportunities exist across a surprisingly diverse array of professions: network administration; systems and database analysis and administration; business and technology data analytics; web and mobile application development; cloud development; software development and technical support; quality assurance and project management—just to name a few. Students who can combine technical skills with the ability to communicate and collaborate, and to think critically and assess analytically will possess a distinctive advantage. LR's rich integration of professional preparation with a deep grounding in the liberal arts provides an excellent model for professional preparation.

MAJOR REQUIREMENTS

Students may complete a BA degree with a major in Information Technology. An Information Technology minor is also available, as is a Certificate in Enterprise Resource Planning.

MAJORS: COMPUTER SCIENCE, INFORMATION TECHNOLOGY.

NOTE: For students wishing to double-major in Computer Science and Information Technology, required courses for both majors must be satisfied, and at least 15 unique credit hours must be earned in the second major.

MINORS: Applied Computer Science, Theoretical Computer Science, and Information Technology.

A minor in Applied Computer Science requires twenty-three credits consisting of Computer Science 120, 141, 212, 241, 280, 312, and one CSC elective, and Mathematics 165.

A minor in Theoretical Computer Science requires twenty-six credits consisting of Computer Science 120, 150, 212, 250, 280, 312, and Mathematics 124 and 165.

A minor in Information Technology requires twenty-two or twenty-four credits consisting of Computer Science 120, 141, 175, 210, 241; and either Computer Science 220, 320 and 420 or Computer Science 138, 163, and 421 or Computer Science 291, 292, and 491.

Enterprise Resource Planning Certificate: CSC 291, 292, 390 and one course from the following CSC 334, 350, 380, or 400.

HONORS: Students majoring in Computer Science or Information Technology who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Computer Science or Information Technology. To graduate "With Honors in Computer Science or Information Technology" students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. In addition, they must complete twelve credits of honors work in the relevant program (Computer Science or Information Technology), including an acceptable senior project, complete an original thesis to be submitted for approval of the faculty, and pass an oral defense of the research.

MAJOR: COMPUTER SCIENCE		HOURS
Core Curriculum Requirements		53-64
Technical Requirements		15*
MAT 150 Discrete Mathematics I	3	
MAT 165 Calculus I	4	
MAT 215 Applied Statistics	4	
PHY 211 Analytical Physics I	4	
Major Requirements		57-58*
CSC 120 Survey of Computing	2	
CSC 141 Java Programming	3	
CSC 150 Computer Science I	4	
CSC 210 Ethical Issues in Information Technology	3	
CSC 212 Computer Architecture	3	
CSC 250 Computer Science II	4	
CSC 260 Analysis of Algorithms	3	
CSC 280 Principles of Programming Language	3	
CSC 312 Operating Systems	3	
CSC 334 Computer Networks	3	
CSC 350 Database Management	4	
CSC 375 Junior Comprehensive Exam	0	
CSC 380 Information & Decision Support Systems	3	

CSC 400 Systems Analysis & Software Engineering	4
CSC 434 Computer Security & Networks	3
CSC 460 Capstone Project	3
CSC 475 Senior Comprehensive Exam	0
Choose two courses from the following:	6-7
CSC 138 Introduction to C++	
CSC 163 Introduction to Visual Basic	
CSC 220 Web and Net-Centric Design	
CSC 241 Advanced Java	
CSC 291 Introduction to Enterprise Systems	
CSC 292 NetWeaver and Decision Support Systems	
CSC 320 Client-Side Web Programming	
CSC 491 Project Management	
CSC 420 Server-Side Web Programming	
MAT 166 Calculus II	
MAT 224 Discrete Mathematics II	
MAT 280 Linear Algebra	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MAJOR: INFORMATION TECHNOLOGY	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	7*
MAT 125 Finite Mathematics I	3
MAT 215 Applied Statistics	4
Major Requirements	49-53*
CSC 120 Survey of Computing	2
CSC 141 Java Programming	3
CSC 175 Information Technology	3
CSC 210 Ethical Issues in Information Technology	3
CSC 241 Advanced Java	3
CSC 334 Computer Networks	3
CSC 350 Database Management	4
CSC 375 Junior Comprehensive Exam	0
CSC 380 Information & Decision Support Systems	3
CSC 491 Project Management	3
CSC 400 Systems Analysis & Software Engineering	4
CSC 434 Computer Security & Networks	3
CSC 460 Capstone Project	3
CSC 475 Senior Comprehensive Exam	0
Choose two courses from the following:	6-8
CSC 138 Introduction to C++	
CSC 150 Computer Science I	
CSC 163 Event-Driven Programming	
CSC 250 Computer Science II	
CSC 260 Analysis of Algorithms	
CSC 280 Survey of Programming Languages	
MAT 150 Discrete Mathematics I	
MAT 165 Calculus I	
MAT 166 Calculus II	

MAT 250 Discrete Mathematics II	
MAT 280 Linear Algebra	
MAT 415 Applied Statistical Methods	
Choose one concentration:	
<i>Enterprise Systems:</i>	6
CSC 291 Introduction to ERP	
CSC 292 NetWeaver and Decision Support Systems	
<i>Web Programming:</i>	8
CSC 220 Web & Net-Centric Design	
CSC 320 Client-Side Web Programming	
CSC 420 Server-Side Web Programming	
General Elective Credits (if needed)	
TOTAL CREDIT HOURS (minimum)	128#

* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MATHEMATICS

ABOUT MATHEMATICS

LR's Mathematics program strives for academic excellence by offering rigorous courses designed to challenge the qualified and motivated student and to liberate the mind through an emphasis on quantitative and abstract reasoning, problem solving, critical thinking, and strong communication skills. The courses in Mathematics are designed to convey the logical structure of mathematics and prepare students to apply mathematical models to various areas of problem solving and analysis.

There are three tracks within the Mathematics major, each leading to either a Bachelor of Science or a Bachelor of Arts degree:

The **Actuarial Science** track is designed for students preparing for a career as an actuary. The course work combines a strong foundation in mathematics and statistics combined with computing, economics, and business. The Actuarial Science Track leads to a Bachelor of Science degree in Mathematics.

The **Theoretical** track is designed for students interested in doing research in mathematics, and provides strong foundation for students planning to continue their education through graduate studies. The program is structured to develop mathematical thinking and proof-writing skills. The Theoretical Track leads to a Bachelor of Science degree in Mathematics.

The **Teacher Education** track prepares students to teach mathematics at the secondary school level by combining an assortment of courses in mathematics and education. The Teacher Education track leads to a Bachelor of Arts degree in Mathematics and can also smoothly transition into the Masters of Arts in Teaching program in the School of Education. Through LR's innovative **Bridges to Dreams** and **Alumni Advantage** programs, students can complete both their Bachelors and MAT degree in less time and at lower costs than standard programs.

In addition to these major tracks, several minors are provided that provide an excellent supplement to other university majors: Mathematics; Actuarial Science; Mathematics and Scientific Computing; Math for Middle Grades Education; and Statistics.

LEARNING OUTSIDE THE CLASSROOM

Due to the generous endowment established by the estate of Donald and Helen Schort, LR's Mathematics students have access to learning resources and experiences rarely available to undergraduates. Mathematics majors have a number of opportunities to gain firsthand experience outside the classroom. Faculty and students regularly travel to both regional and national professional conferences. Here they learn about mathematics, applications, and career opportunities in the field, as well as interact with professionals and other students from other institutions. Our campus math club, *Ursa Mathematica*, sponsors numerous math-themed events and activities throughout the school year. In addition, our University hosts several math-related events each year, such as the North Carolina High State School Mathematics Contest, which students help to manage and organize.

CAREER OPPORTUNITIES

A background in mathematics is extremely useful for a wide variety of career options. A major or minor in Mathematics prepares students for positions in business, industry, government, or education, or for entry into graduate programs. In fact, a recent study showed that the top 15 highest earning college degrees all have a common element: significant competency in mathematics. Many professions require mathematical proficiency—particularly in the natural and medical sciences. But in practically all cases, the study of math assists students in building logical, analytical and problem-solving skills that apply to generally any profession. Accordingly, professional opportunities are substantial for mathematics majors: teaching at the K-12 or college levels; actuarial science, statistics and natural or social scientific research; engineering; operations management; cryptography and security operations; computing sciences; and business and finance. In essence, wherever numerical literacy is necessary in the profession, opportunities will exist for the mathematician.

MAJOR REQUIREMENTS

The Mathematics major can earn either a BS or BA degree depending on the educational track selected. Minors are also available in Mathematics, Actuarial Science, Mathematics and Scientific Computing, Math for Middle Grades Education, and Statistics

MINORS: Mathematics, Mathematics for Scientific Computing, Mathematics for Middle Grades Education, Actuarial Science, and Statistics.

A minor in Mathematics requires twenty-two credits consisting of Mathematics 150, 165, 166, and three MAT electives (nine to eleven credits) numbered above 200.

A minor in Actuarial Science consists of twenty-five credits: MAT 165, 166, 215, 265, 450, 430, and 431.

A minor in Mathematics for Scientific Computing requires 25 to 27 credits consisting of MAT 165, 166, 265, 270, 280 and a two-semester sequence in a programming language.

A minor in Mathematics for Middle Grades Education requires 21-22 credits including MAT 150, MAT 165, MAT 215, MAT 255, MAT 240, MAT 400, and one MAT elective (125 or above). *Note: Students not demonstrating proficiency to take MAT 165, Calculus I, should choose MAT 129, Pre-Calculus, to meet the elective hours for the specialization.*

A minor in Statistics requires 21 credits including MAT 165, 166, 215, 415, 430 and 431.

HONORS:

Students majoring in Mathematics and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Mathematics. To graduate “With Honors in Mathematics,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors course work in Mathematics, including MAT 498 and 499. In addition, they must complete an original thesis to be submitted for approval of the faculty, and pass an oral defense of their research.

MAJOR TRACKS:

In order to help students prepare for a variety of career options, Mathematics major has three tracks:

- Actuarial Science—prepares students to enter the actuarial profession. Students will be prepared to take the first two actuarial exams (P, and FM). The major, which leads to a B.S. degree, requires fifty-two credits, of which thirty-seven are in Mathematics.
- Theoretical—prepares students for graduate school, requires a minimum of fifty-three credits, and leads to a B.S. degree.

MAJOR: MATHEMATICS	HOURS
Core Curriculum Requirements	55-62
Technical Requirements	0-3*
ACC 231 Accounting Principles (Actuarial Science Track Only)	3
Major Requirements	55-59*
MAT 150 Discrete Mathematics	3
MAT 165 Calculus I	4
MAT 166 Calculus II	4
MAT 215 Applied Statistics	4
MAT 220 Introduction to Mathematical Reasoning	3
MAT 255 Oral Exposition of Mathematics	2
MAT 265 Calculus III	4
MAT 280 Linear Algebra	3
MAT 390 Junior Seminar	2
MAT 475 Comprehensive Exam	0
MAT 490 Senior Research	2
Choose one of the following tracks:	
Actuarial Science (leads to BS in Mathematics):	24
BUS 344 Business Finance (Prerequisite of ACC 231 required)	
CSC 163 Event-Driven Programming	
CSC 175 Information Technology	
ECO 121 Principles of Macroeconomics	
ECO 122 Principles of Microeconomics	
MAT 430 Probability & Statistics I	
MAT 431 Probability & Statistics II	
MAT 450 Financial Mathematics	
Theoretical (leads to BS in Mathematics):	25-27
MAT 250 Discrete Mathematics II	
MAT 270 Differential Equations	
MAT 345 Advanced Analysis	
MAT 370 Abstract Algebra I	
MAT 371 Abstract Algebra II	
CSC 100-level course in a programming language	
MAT elective above 200	
An elective course from BIO, CSC, MAT, PHY, PSY, or, SOC (exclusive of core requirements)	
Teacher Education (leads to BA in Mathematics):	25-27

CSC 100-Level course in programming language
 EDU 241/241L Curriculum, Instruction, & Env. Design
 EDU 274G Global Education
 EDU 279 Assessment, Research, & Decision
 MAT 240 College Geometry
 MAT 255 Oral Exposition of Mathematics
 MAT 300 Theory of Numbers
 MAT 370 Abstract Algebra I
 MAT 400 History & Philosophy of Mathematics
 Choose one course from: MAT 250, 270, 345, 371, or 430

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)

128#

** On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.*

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

COLLEGE OF PROFESSIONAL AND MATHEMATICAL STUDIES

Dr. Mary Lesser, Dean

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Dr. Lisa Harris, Chair

JOURNALISM AND MASS COMMUNICATION FACULTY:

Professor Lisa Harris (Director of Speech Lab)

Professor William Richter

Associate Professor Jeffrey Delbert

Instructor Cade Hamilton (Director of the Debate/Forensics Program)

Instructor Richard Gould

MAJOR: MULTIMEDIA COMMUNICATION (BA)

HONORS: Students majoring in Multimedia Communication who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in the program. To graduate “With Honors in Journalism and Mass Communication,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete twelve credits of honors courses in the major area, including COM 499.

MAJOR: MULTIMEDIA COMMUNICATION	HOURS
Majors must earn a grade of C or better in all COM requirement courses below	
Core Curriculum Requirements	55-62
Technical Requirements	6
ECO 122 Microeconomics	3
MAT 115 Elementary Statistics	3
Major Requirements (31 Hours)	46*
COM 110 Media Writing	3
COM 120G Communication Appreciation	3
COM 140 Editing & Design	3
COM 142 Public Speaking for Professionals	3
COM 240 ePortfolio Design	3
COM 242 The Great Debate	3
COM 260 Research Methods	3
COM 305 Practicum (on campus)	1
COM 320 Media Law	3
COM 390 Junior Colloquium	0
COM 455 Internship (Off-campus)	3
COM 465 Senior Capstone Experience*	3
<i>*Majors must complete COM 390 before being eligible to take COM 465.</i>	
Choose a minimum of four courses (15 hours) from specialization topics below with at least one (3 hours) at the 400-level:	15
COM 210 Advanced Media Writing	3
COM 211 Newspaper Production	3
COM 212 Photo Journalism	3
COM 215 Field Production	3
COM 218 Introduction to Public Relations	3

COM 225 Audio & Studio Production	6
COM 230 Organizational Communication	3
COM 312 Adventure Reporting	3
COM 317 Multimedia Storytelling	3
COM 338 COM Special Topics Courses	3
COM 405 Public Relations Writing	3
COM 410 Advanced Video Production	3
COM 412 Magazine Production	3
COM 435 Video Directing	3
COM 442 Argumentation & Advocacy	3
COM 483 Special Topics	3

General Elective Credits (if needed)

TOTAL CREDIT HOURS (minimum)	128
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* On occasion, technical and/or program requirements may also meet specific core curriculum requirements. Please confer with your program advisor to determine which courses, if any, may be counted accordingly.

All Bachelors programs at Lenoir-Rhyne require at least 128 credit hours. If, in combination, core, technical, and program requirements do not generate at least 128 hours, additional credits must be completed to achieve 128 hours. These classes may be general electives, or a student may complete a minor or additional major.

MINOR: A minor in Multimedia Communication requires twenty one credits consisting of the following:

MINOR: MULTIMEDIA COMMUNICATION

21 Hours

COM 110 Media Writing	3
COM 120G Communication Appreciation	3
COM 242 The Great Debate	3
Choose one course from the following:	3

COM 140 Editing & Design	
COM 260 Research Methods	
COM 320 Media Law	

Complete nine credit hours of COM specialization courses:	9
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COM elective	
COM elective	
COM elective	

COURSE DESCRIPTIONS

ACCOUNTING

ACC 230. ACCOUNTING FOR DECISION MAKING.

A course dealing with the concepts and development of accounting data for decision making. Topics emphasized include business event's impact on finance statements, interpretation of financial statements, internal control, cost behavior, budgeting and projected financial statements. Course major requirement for all business majors except accounting and finance majors. Three credits.

ACC 231. ACCOUNTING PRINCIPLES.

An introductory course in accounting principles. Topics include recording transactions, preparation of financial statements, accounting cycle for service and merchandising enterprise, internal control, accounting for proprietorship and corporation entities. Course major requirement for accounting and finance majors. Three credits.

ACC 330. MANAGERIAL ACCOUNTING.

Prerequisites: ACC 231

A basic understanding of the interpretation and uses of accounting data in planning and controlling business activities of cost behavior. Three credits.

ACC 331. ACCOUNTING PRINCIPLES—INTERMEDIATE I.

Prerequisites: ACC 231

Emphasis on accounting theory and conceptual framework, financial statement structure and terminology, continuing emphasis on current accounting standards, problems, and the changing nature of contemporary principles and practices. Three credits.

ACC 332. INCOME TAX ACCOUNTING.

A comprehensive look at the application of the income tax regulations and laws as they apply to individuals. Additionally, tax principles, tax planning, tax shelters, tax practice and procedures, and tax research will be examined. Three credits.

ACC 334. ACCOUNTING PRINCIPLES—INTERMEDIATE II.

Prerequisite: ACC 331

A continuation of Intermediate I, with sustained emphasis on accounting theory and concepts. Special areas of emphasis include corporate capital, statement of changes in financial position, earnings per share, statement analysis and interpretation, impact of price-level change, revenue recognition, leases and pensions. Three credits.

ACC 431. ACCOUNTING PRINCIPLES-ADVANCED.

Prerequisite: ACC 331, (ACC 334 suggested).

Continued emphasis on the theoretical framework of accounting. Application of concepts and procedures to special areas and activities including partnership accounting, variants of revenue recognition, extended coverage of business combinations and corporate consolidations, fiduciary and budgetary accounting. Three credits.

ACC 432. COST ACCOUNTING.

Prerequisites: ACC 331.

Concepts of managerial responsibility for planning, control, and decision-making through the application of techniques of cost data accumulation, allocation, distribution, and reporting; job order, process, and standard cost systems are also examined. Three credits.

ACC 433. AUDITING.

Prerequisites: ACC 331, (334 Suggested).

Conceptual approach to the professional and technical aspects of the auditing discipline, emphasizing attainment of audit objectives through application of auditing principles, standards, procedures, and internal control features. Three credits.

ACC 434. CPA PROBLEMS AND REVIEW.

Prerequisite: ACC 334.

Review and preparation for the CPA examination. Three credits.

ACC 461, 462. INTERNSHIP IN ACCOUNTING.

Ten on-site work hours per week for one semester. Three credits. (On demand)

ACC 465, 466. INTERNSHIP IN ACCOUNTING.

Twenty on-site work hours per week for one semester. Six credits each. (On demand)

ACC 470. CO-OP PROGRAM IN ACCOUNTING.

Forty on-site work hours per week for one semester. Twelve credits. (On demand)

AMERICAN STUDIES

AMS 400. AMERICAN STUDIES SENIOR PROJECT.

Independent study and research, culminating in the writing and presentation of a major interdisciplinary critical project. Directed by a member of the faculty in the student's primary area of interest, with a committee from other areas. Three credits. (On demand)

AVIATION STUDIES

AER 310. FUNDAMENTALS OF INSTRUCTION.

This course will cover the required training for flight instructor candidates on fundamentals of teaching. This course will also prep students for the FAA written exam on Fundamentals of Instruction (FOI). Three credits.

AER 311. FLIGHT INSTRUCTOR FUNDAMENTALS.

This course will cover all appropriate ground lessons and training for flight instructors on the Private Pilot and Commercial Pilot. Three credits.

AER 312. FLIGHT INSTRUCTOR LAB.

This course is the flight portion of obtaining the Certified Flight Instructor certificate. Note that WNC Aviation at the Asheville airport will operate and take the liability of flight training students. Credit-by-licensure would be appropriate. Three credits.

AER 313. FLIGHT INSTRUCTOR - INSTRUMENT FUNDAMENTALS.

This is the required ground training needed to prepare students to earn their Certified Flight Instructor - Instrument Airplane (CFI-I). Three credits.

AER 314. FLIGHT INSTRUCTOR - INSTRUMENT LAB.

This is the required flight training needed to obtain the CFI-I. Credit-by-licensure is appropriate here. Three credits.

AER 315. MULTI-ENGINE INSTRUCTION FUNDAMENTALS.

Course focuses on the fundamentals of multiengine flight, with specific emphasis on ground instruction required to prepare for the FAA Flight Instructor-Airplane Multiengine rating and transition to multiengine aircraft and aircraft systems, as well as operational and emergency procedures. Three credits.

AER 316. MULTI-ENGINE INSTRUCTOR LAB.

This course seeks to prepare certified flight instructors for teaching in a multiengine aircraft, with emphasis on multiengine analysis, performance, and preparation for the various contingencies that may arise in flight circumstances. Two credits.

AER 320. ADVANCED WEATHER.

This course will cover more advanced topics in aviation meteorology that building upon the initial weather course took at A-B Tech. Topics could include national and international weather hazards, reading and interpreting textual and graphical weather products, frontal analysis, and weather forecasting. This course could also lead to becoming licensed Weather Observer. Three credits.

AER 330. PROFESSIONAL PILOT LAWS AND REGULATIONS.

This course would cover specific regulations pertaining to the operation of 14 CFR Part 141 Flight Schools, Part 142 Maintenance Shops, Part 121 Air Carrier Operations, and Part 135 Air Charter Operations. Three credits.

AER 340. ADVANCED PROPULSION AND SYSTEMS.

This course would cover advanced aircraft systems such as electrical systems, hydraulic systems, pneumatic systems, anti-icing/de-icing systems, propulsion systems (turbofan and turboprop) for large aircraft/airliners. Three credits.

AER 360. ADVANCED AVIATION MANAGEMENT.

This course would build upon the initial course of aviation management taught at A-B Tech. Topics could include: barriers to entry to the industry, contract negotiations, cash flow statements, quarterly and annual report interpretation, P&L statements, and current job opportunities within industry. Three credits.

AER 365. AIRPORT & AIRLINE OPERATIONS MANAGEMENT.

This course would provide an overview of the airline industry from the management perspective. Topics would include financial statements, union rules and contract negotiations, and a case studies of successful and unsuccessful mergers, acquisitions, and negotiations. This course also would provide an overview of the airport

management role, responsibilities, job opportunities, local political structure, and development practices. Contract negotiations specific to air carriers, Fixed Based Operators (FBO's), and flight schools will be included. Three credits.

AER 410. AVIATION PHYSIOLOGY.

This course will go into the types of human factor errors and how to resolve possible symptoms from physiological hazards. Warning signs and avoidance/recovery will be covered as well as in-depth analysis of how/why these hazards occur. Two credits.

AER 415. CREW RESOURCE MANAGEMENT.

CRM is a vital part of aviation safety and in this course students will learn how to communicate effectively during normal and abnormal situations. Practice scenarios will occur as well as the review of case studies of exceptional and poor CRM. Two credits.

AER 420. HIGH-SPEED AERODYNAMICS.

This course will review the airflow of subsonic and supersonic air particles, camber of typical airline wings, compute Lift/Drag ratios, perform aerodynamic test of stall speeds, and compute NACA numbers of various types of airfoils. Three credits.

AER 430. PROBLEMS IN AVIATION.

This course will provide an overview of past and current problems dealing with the entire aviation industry. Barriers to entry, case studies, and possible resolutions will be discussed. Three credits.

AER 450. CAREER PILOT CAPSTONE.

This course will allow students to experience a wide breadth of information concerning topics in general aviation, air carrier operations, air charter, and military aviation. Students will have the opportunity to present a project on their chosen area of focus and must pass this course before graduation. Three credits.

AER 461. AIRPORT PERSONNEL, PLANNING AND DESIGN.

This course will provide a wide breadth of information regarding airport expansions projects and the design of specific community needs. Case studies will be included as well as group projects on past scenarios that lead to successful implementations of new airport facilities/expansions. Three credits.

AER 470. AVIATION MANAGEMENT CAPSTONE.

This course will encompass a wide breadth of information concerning all previously and currently covered topics in aviation management. Students will be responsible for a project outlining their chosen area of focus and must pass this course prior to graduation. Three credits.

ART

ART 200. ART APPRECIATION.

A study of the fundamentals of visual design, the materials and techniques by which they are made, and the principal forms of art developed by cultures both ancient and modern. Three credits. (Fall, Spring)

ART 201. BASIC COLOR AND DESIGN I.

An examination of the principles, theories, and concepts of color and design and their application to two and three dimensional design. There will be formal exercises which are aimed at assisting the students in the development of sensitivity to color, composition, and form-making. Studio course. Three credits.

ART 202. FUNDAMENTALS OF COLOR AND DESIGN.

An examination of the principles, theories, and concepts of color and design and their application to two and three dimensional design. Formal exercises will assist the students in the development of sensitivity to color, composition, and organization of visual elements in two and three dimensional design. Three credits.

ART 205. PHOTOGRAPHY.

A basic introduction to the equipment, materials, and techniques for producing good photographic prints, as well as the aesthetic concepts related to the art of photography. Three credits. (Fall)

ART 206. SCULPTURE.

Introduction to three-dimensional materials, techniques, and additive and subtractive sculptural processes. Three credits. (Even Fall)

ART 211. DRAWING I.

Basic visual concepts and materials traditionally associated with the art of drawing. Three credits. (Fall)

ART 217. PHILOSOPHY OF ART.

An analysis of the principles involved in the description, interpretation, and evaluation of the arts and the relation of aesthetics to other aspects of philosophy. Three credits. Cross-listed with Philosophy 217. (Even Fall)

ART 221. PAINTING I.

Beginning course designed to introduce the student to basic materials and painting techniques, including, watercolors, acrylics, and oils. Emphasis on expressive effect and the emotional nature and impact of the art work. Three credits. (Fall)

ART 223. GRAPHIC REPRODUCTION TECHNIQUES.

Prerequisites: ART 201, 211.

Introduction to the art of printmaking, including project work in linocut, woodcut, drypoint, etching, engraving, silk-screen, and combined media. Three credits. (Odd Fall)

ART 225. CERAMICS.

Introduction to the art of hand-building and wheel throwing, glazing, decorating, kiln construction, and firing techniques. Three credits. (Spring)

ART 302. FUNDAMENTALS OF GRAPHIC DESIGN SOFTWARE.

Prerequisite: ART 202.

An introduction to the standard industry software and vocabulary used in the Graphic Design field. Application of principles, theories, and concepts of color and design through basic software programs including but not limited to Adobe Photoshop, Adobe

Illustrator, Adobe InDesign, Adobe Dreamweaver, and Adobe After Effects/Flash. Four credits.

ART 305. ADVANCED PHOTOGRAPHY.

Prerequisite: Photography 205, portfolio, permission of instructor.

This course is directed at students with prior knowledge of photography. In this course the student will be required to work singularly in either digital photography or film photography. This course expects the student to follow their own artistic vision, which includes a proposal of the work intended to produce a coherent body of work based on theme and concept or subject matter. A portfolio of work and presentation will be expected at the culmination of the course. Three credits.

ART 311. DRAWING II.

Beginning studio course in the fundamentals of drawing the human figure. It will cover basic topics such as the structure of the human body, general proportions, and basic expressive considerations. Three credits. (Spring)

ART 321. PAINTING II.

Prerequisites: ART 211, 221.

This course gives the student an opportunity for an in-depth exploration of new and novel ways of pictorial expression that incorporates unconventional techniques and materials. It explores a variety of media and subjects, including but not limited to the figure. Three credits. (Spring)

ART 341. HISTORY OF ART I.

Prerequisite: HIS 101.

A survey of art from the Paleolithic Period through the Gothic. Three credits. (Fall)

ART 342. HISTORY OF ART II.

Prerequisite: HIS 102.

A survey of the principal forms of art created from the Gothic through the Modern and Contemporary eras. Three credits. (Spring)

ART 371. PAINTING III.

Prerequisites: ART 211, 221, 311, 321.

This course emphasizes the development of personal modes of expression in form and content. This course serves as a vehicle in the creation of a series of artwork ready for gallery representation and portfolio presentation. Three credits. (Even Spring)

ART 381, 382, 383, 384. SELECTED TOPICS IN ART.

Selected topics in studio art. One, two, three, or four credits. (On demand)

ART 400. SENIOR PORTFOLIO.

The completion of a body of work that reflects on a particular creative problem in studio art or a thesis in art history or aesthetics. One credit. (Fall, Spring)

ART 422. GRAPHIC DESIGN STUDIO

Prerequisites: ART 202, ART 205, ART 302.

A practicum course which includes the design and implementation of various graphic design problems including but not limited to layout, graphic creation, press preparation and web design through either real assignments or assignments that parallel the design field. Expectations in both timeline and quality. Four credits.

ART 441. HISTORY OF ART III.

Prerequisites: ART 341, 342, HIS 101, 102.

This course provides a survey of the Avant-Garde movements of the late nineteenth and early to mid-twentieth centuries, artistic manifestos, utopias, and the search for individuality. Three credits. (On demand)

ART 451. INTERNSHIP IN GRAPHIC DESIGN.

This course will enable students to gain practical experience in a professional work setting, assisting them to build their portfolio and providing the opportunity to gain valuable job references to be used with prospective employers, thus enhancing their marketability and job readiness. Three credits. Cross-listed with CSC 451. (Fall, Spring)

ART 452/453. INTERNSHIP IN STUDIO ART.

Prerequisite: Fulfillment of all Level II Design and Studio Art courses.

The Studio Art Internships include a wide range of disciplines in the art field including but not limited to: Executive Assistant Internship, Collections Management/Database, Internship, Education Internship, Marketing /Community Relations Internship, Curatorial Internship, Exhibitions Assistant, Gallery Management/Design Assistant.

Three or six credit hours as authorized by Program Coordinator

ART 499. SENIOR HONORS THESIS.

Intensive study or presentation of a particular visual art or education-related area, culminating in an honors thesis or project, approved and directed by an art faculty member and evaluated by a faculty committee. This area may be an in-depth review and interpretation of art literature or history, or a public presentation displaying advanced study and application of particular artistic techniques in a single medium or multiple media. Three credits. (Fall, Spring)

ASTRONOMY

AST 100. DESCRIPTIVE ASTRONOMY.

Practical astronomy (time, motions, and positions), members of the solar system, stellar types and populations, galaxies, and cosmology. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

AST 110. CONCEPTS OF ASTRONOMY.

An introduction to the science of astronomy, including study of the solar system stellar types, populations and stellar evolution, galaxies, and cosmology. Laboratory exercises will be concerned with positions and motions of celestial objects. One or two evening observation sessions will be required. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

AST 200. ASTROPHYSICS.

Prerequisites: AST 100, PHY 122 or 203, MAT 166.

Content and outlook of modern astronomy and astrophysics. The solar system, stars, galaxies, and the universe. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

AST 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics from observational and theoretical areas of astronomy. One, two, three, or four credits. (On demand)

BIOLOGY

BIO 110. CONCEPTS OF BIOLOGY.

A course designed for non-majors involving a study of the basic biological concepts common to living organisms. Particular consideration given to the physical and chemical laws governing life, cell structure and function and basic principles of genetics, photosynthesis, cellular respiration, reproduction, and evolutionary theory. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

BIO 121. PRINCIPLES OF BIOLOGY I.

Must be taken by all biological majors. The course emphasizes major biological concepts ranging from the molecular to the ecosystem level. The following principles are covered: basic chemical and physical laws, energy dynamics, genetics, ecology, evolution, cell structure and function, growth and development. Laboratory exercises and experiments demonstrate analytical and descriptive approaches to biology and involve the collection, organization, and interpretation of various types of biological data. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 122. PRINCIPLES OF BIOLOGY II.

Continuation of BIO 121. Must be taken by all biological majors. The course emphasizes major biological concepts ranging from the molecular to the ecosystem levels. The following principles are covered: basic chemical and physical laws, energy dynamics, genetics, ecology, evolution, cell structure and function, growth and development. Laboratory exercises and experiments demonstrate analytical and descriptive approaches to biology and involve the collection, organization, and interpretation of various types of biological data. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 200. BIOLOGY SEMINAR.

Prerequisites: BIO 110 or BIO 105, 106 or permission of the instructor.

A seminar designed to expand the student's exposure to current scientific research. Researchers from nearby institutions will present seminars on various topics of biology. Students also will be required to present a one-half hour seminar and to critique one or more of the seminars given by an outside speaker. Each biology major is required to complete one credit. Course may be taken up to four times for a total of four credits. One credit. (Fall, Spring)

BIO 201. HEALTH CAREERS INTERNSHIP.

Prerequisites: BIO 105, 106 or permission of the instructor.

A minimum of five hours per week at Frye Regional Medical Center or Catawba Regional Medical Center including experience in each of the following areas: diagnostic (lab, x-ray, cardiac), general nursing care, operating room, rehabilitation, patient's point of view. Cannot be counted as credit toward a biology major. One credit. (Fall, Spring)

BIO 202. ADVANCED HEALTH CAREERS INTERNSHIP.

Prerequisite: BIO 201 or permission of instructor.

A minimum of five hours per week at Frye Regional Medical Center or Catawba Regional Medical Center, including either additional experience in one selected area covered in Health Careers Internship or experience in one of the following centers: heart, neuroscience, rehabilitation, orthopedic, or others by arrangement. Cannot be counted as credit toward a biology major. Course may be taken up to four times for a total of four credits. One credit. (Fall, Spring)

BIO 203. VERTEBRATE ZOOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of various evolutionary adaptations and radiations among vertebrates with emphasis on comparison of form and structure as it relates to function. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 212. BIOLOGY OF MICROORGANISMS.

Prerequisites: BIO 105, 106 and one year of college chemistry or permission of the instructor.

An exploration of the biology of all microorganisms with emphasis on bacteria. Includes study of bacterial morphology, physiology, development and genetics, and standard laboratory procedures for identifying, isolating and cultivating bacteria. Three lecture hours and three laboratory hours per week. Four credits. (Spring, Summer)

BIO 220. MICROBIOLOGY.

Prerequisites: BIO 281 or introductory biology lab course.

A course designed for nursing and medical studies students to explore the basic biology of microorganisms (bacteria, viruses, rickettsiae, protozoa and helminths) Included are: infectious diseases, host-pathogen relationships, and the immune response. Three lecture hours and two laboratory hours per week. Four credits. (Fall, Spring, Summer).

BIO 230. INVERTEBRATE ZOOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Taxonomy, morphology, physiology, ecology, and evolution of the major phyla of invertebrate animals, including the insects. Living specimens are utilized where possible and field studies are encouraged. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 237. BIODIVERSITY.

Prerequisite: BIO 110 or 106.

An examination of the variety and variability of life on earth and the interrelationships in ecosystems. The course will look at complex relationships between living and non-living aspects of the natural world. Topics include climatology and habitat diversity, taxonomic diversity, evolution and speciation, limiting factors, the impact of invasive species and

requirements for biological conservation. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 240. CELL BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

This course provides in-depth consideration of the close correlation between the structural and chemical basis of cellular organization and function. Emphasis is given to cellular components, cellular ultra-structure, cytological techniques, major cellular processes, and regulation of cellular structure and function. Current literature is utilized to emphasize recent research findings. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 245. PLANT ANATOMY AND PHYSIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A course designed to introduce the biological science major to plant life through the study of evolution, life histories, anatomy, and physiology. Special emphasis will be placed upon the anatomy and physiology of the flowering plants. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 250. HISTOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A study of cells, tissues and their organization in living organisms. Laboratory work will include histological techniques. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 260. NATURAL HISTORY AND FIELD BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of selected groups of organisms, especially the vertebrates, as found in their natural habitats, including life cycles, adaptations, interactions with other organisms and evolutionary relationships. Field techniques of investigation will be emphasized. Three lecture hours and three laboratory hours per week. Four credits. (Odd Spring)

BIO 270. SYSTEMATIC BOTANY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Identification and classification of native plants, especially seed-bearing plants; observation and collection of specimen plants on organized field trips. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

BIO 281. HUMAN ANATOMY AND PHYSIOLOGY.

Prerequisite: Prior laboratory course in biology or chemistry.

Introductory survey course in human anatomy and physiology. Major topics covered include cellular structure and function, skeletal, muscle, nervous, special senses, and endocrine systems. Three lecture hours and three laboratory hours per week. Four credits. NOTE: Biology, pre-medical, medical technology, preforestry and biology teacher education majors may enroll in this course for elective credit only (i.e., credits will not count toward biology major). However, if both BIO 281 and BIO 282 are completed, four hours of credit can count toward the major. (Fall, Summer)

BIO 282. HUMAN ANATOMY AND PHYSIOLOGY.

Prerequisite: BIO 281 or permission of the instructor.

Continuation of BIO 281. A study of respiratory, circulatory, digestive, excretory, and reproductive systems. Three lecture hours and three laboratory hours per week. Four credits. **NOTE:** Biology, pre-medical, medical technology, pre-forestry, and biology teacher education majors may enroll in this course for elective credit only (i.e., credits will not count toward biology major). However, if both BIO 281 and BIO 282 are completed, four hours of credit can count toward the major. (Spring, Summer)

BIO 305. GENETICS.

Prerequisites: BIO 105, 106 or permission of the instructor.

Fundamental principles of heredity and variation in organisms. Additional emphasis is placed on recent developments in molecular, viral, and microbial genetics. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 310. GENERAL ECOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

General principles relating to the dynamics of both aquatic and terrestrial ecosystems. Special emphasis on energy flow, mineral cycling, trophic organization, population dynamics, and community development. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 320. ANIMAL PHYSIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Introduction to basic animal physiological mechanisms. The relationship of form and function will be discussed with special emphasis upon events at the cellular and molecular levels. Major organ systems will be covered in lecture and selected events in each system studied in laboratory sessions. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 331. IMMUNOLOGY.

Prerequisites: BIO 105, 106, CHE 104, 104L.

Introduction to immunology and the immune response. Emphasis upon the induction and expression of cellular and humoral immunity by investigation of antigen and antibody structure, cellular interactions of the reticuloendothelial system, and a brief survey of immunopathology, including autoimmunity, allergic reactions and tumor immunology. Readings of classic papers and current literature in immunology research will be required. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 360. DEVELOPMENTAL BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of the morphological, biochemical, and genetic aspects of development and differentiation of living systems. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 380. BIOTECHNOLOGY/BIOINFORMATICS

Prerequisites: BIO 105, 106, or permission of the instructor.

This course is designed around the fundamental studies of molecular biology in the laboratory and the computer lab. Emphasis is given to the connection between protein sequences and functions. This course will investigate the field of genomics and also serve as a foundation to enhance further study for those students who wish to pursue

bioinformatics and systems biology. Students will also perform molecular techniques in the laboratory including gene isolation, expression and cloning. These laboratory experiments will allow students to guide their own inquiry based research experiences, refine their laboratory skills, and analytics and critical thinking skills. Four Credits.

BIO 381, 382, 383, & 384. SPECIAL TOPICS IN BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A course designed to provide an opportunity for an in-depth study of selected topics within the field of biological sciences. Topics may include the following: comparative animal physiology, parasitology, plant physiology, radiation biology, origin of life, cytogenetics, animal behavior, and nutrition. Topics and credit will be announced each time the course is offered. Course may be repeated with different topics. One to four credits. (On demand)

BIO 390, 391. HONORS TUTORIAL.

These courses will be taken by students invited to participate in the Biology Honors program during successive semesters of the junior year. Courses consist of conferences, seminars, readings, and assigned writings intended to develop critical perspectives on modern biological problems and to provide a breadth and sense of historical continuity in biological thought. One credit. (390 Fall, 391 Spring)

BIO 400. RESEARCH PROBLEMS.

Prerequisite: Sixteen credits of Biology or permission of the instructor.

A one semester research course open to all biology majors and required of all students seeking a B.S. degree in biology. Students will be expected to be involved in experimental design and laboratory research which will culminate in a written and oral presentation. Four credits. (Fall, Spring)

BIO 401. LAB INTERNSHIP.

Students will assist in and help set up, teach and take down introductory biology laboratories for one semester (approximately 10 labs, two hours each). They will develop a lesson and present it. They will learn to develop materials lists, to place orders for materials and will learn preparation techniques. May be repeated for credit. One credit. (Fall, Spring)

BIO 420. LITERATURE RESEARCH IN BIOLOGY.

Prerequisite: Sixteen credits of Biology or permission of the instructor.

A one semester literature research course open to all Biology majors - required of all students seeking a B.A. degree in Biology. Students will be expected to do a literature research project on a current topic in biology, which will culminate in written and oral presentations. Three credits. (Fall, Spring)

BIO 471, 472, & 473. BIOLOGY INTERNSHIP.

Field and/or laboratory experiences in the area of biological science such as a science museum, veterinarian practice, environmental laboratory or other approved activity. Does not count as credit toward the biology major. Three hours of activity per week is required for each credit. One to three credits. (On demand)

BIO 495. COMPREHENSIVE EXAMINATION IN BIOLOGY.

A comprehensive exam is required of all Biology, Medical Technology, Pre-Environmental Management, Pre-Forestry, and Pre-Med majors. Zero credit.

BIO 498, 499. SENIOR HONORS INVESTIGATION.

Prerequisites: BIO 390, 391.

These courses will be taken by Biology Honors students during successive semesters of the senior year. Independent research on a biological subject of interest to the student will be conducted under the guidance of a biology faculty member and a departmental committee. Upon completion of the research project, the student must prepare a written report of the investigation and pass an oral examination on the project administered by the departmental committee. May be used in place of BIO 400 as a major requirement. Three credits. (490 Fall, 491 Spring)

BUSINESS**BUS 100. INTRODUCTION TO BUSINESS.**

A fundamental survey course designed to familiarize students with a broad overview of the relationships that exist among an organization's management, marketing, finance, production, and accounting functions. Open to first-years or any other student who has not yet completed a course in accounting or management. Business 100 will not satisfy any business major curriculum requirement. Three credits.

BUS 300. BUSINESS COMMUNICATIONS.

Prerequisites: ENG 231, CSC 175 Recommended.

The development of communication skills in a variety of business situations including business correspondence, business reports, research methodology, small group communication, oral presentations, and the employment process. Three credits.

BUS 320. MANAGEMENT INFORMATION SYSTEMS.

Prerequisite: CSC 175.

A basic understanding of the principles related to management information systems and the impact of management information systems in the business environment. Emphasis is on decision making, the need for information, and the use of computer systems as a provider of the information. Three credits.

BUS 340. BUSINESS MANAGEMENT.

An analysis of underlying theory and principles of business organization and management, including administrative methods and practices required for organizing, planning, directing, and controlling a business enterprise. Three credits.

BUS 341. INVESTMENTS.

Prerequisites: ACC 231.

An examination of the principles underlying sound investment; a study of investment objectives, alternatives, risk, and the various investment media. Three credits.

BUS 342. PERSONAL FINANCE.

This course focuses on the mind-set, tools, and techniques of managing money and the principles that middle class people could use to create wealth. Three credits.

BUS 344. BUSINESS FINANCE.

Prerequisites: ACC 230 or 231. NOTE: A student majoring in both Accounting and Finance should complete ACC 231.

A study of the financial area from the standpoint of the business corporation. Consideration of both internal financial management and external relationships with money and capital markets, financial planning, sources of funds, classes and types of securities, and valuation of business. Three credits.

BUS 345. HUMAN RESOURCE MANAGEMENT.

Prerequisite: BUS 340.

Concepts, principles, and practices in human resource management in business and industry. Emphasis is given to the role of the human resource administrator, the systematic use of scientific technique, and the impact of the human relations involved in the development of a sound personnel program. Three credits.

BUS 346. BUSINESS STATISTICS.

Prerequisite: MAT 126 or 165.

Business and economic statistics, nature of statistics, statistical descriptions, statistical inference, time series, and variables. Cross-listed with ECO 346. Three credits.

BUS 349. MANAGING THE SMALL BUSINESS.

Prerequisites: ACC 230 or 231, BUS 340, BUS 360.

An emphasis on the aspects of management which are uniquely important to small business. Designed to develop an understanding of the environments within which small business survives, to provide an appropriate balance of business function and managerial function, and to translate managerial concepts and principles into practical application to the small business setting. Three credits.

BUS 360. MARKETING.

Prerequisites: ECO 122.

A comprehensive survey covering marketing environment, consumer behavior, marketing planning, marketing mix, and the international market. Half of the semester is devoted to the marketing mix of product, place, price, and promotion. Three credits.

BUS 362. SALES MANAGEMENT.

Prerequisite: BUS 360

A study of buying behavior, the nature of personal selling, and the principles of effective selling, with emphasis on the professional qualifications and obligations of the salesman. Three credits.

BUS 363. INTEGRATED MARKETING COMMUNICATIONS.

A study of modern methods to promote products, services, ideas and experiences with particular attention to the integration of the multiple promotional tools and media to create a focused and consistent message. Three credits.

BUS 366. SPORT MARKETING.

Prerequisite: Bus 360.

An examination of the issues of sport marketing, with special consideration given to market scanning, market analysis, and sponsoring planning in sports. All sport levels will be addressed, with special attention given to the collegiate and professional levels, including conference marketing campaign and promotions of the IOC, MLB, NHL, NBA, NFL, and NASCAR. Three credits.

BUS 370. BUSINESS LAW I.

Principles of law which govern the daily conduct of business. The topics covered are contracts, sales contracts and commercial paper. Three credits.

BUS 372. BUSINESS LAW II.

Topics covered include agency, bailments, carriers, partnerships, corporations, unfair competition, bankruptcy, secured transactions, property, trusts, mortgages, insurance, and wills. Three credits.

BUS 380. BUSINESS ETHICS AND SOCIAL RESPONSIBILITY.

An examination of the ethical issues involved in business decision-making, the regulation of business, the responsibilities of business in dealing with human rights, the environment, and the consumer. Strategies for putting corporate responsibility into practice. Three credits.

BUS 381, 382, 383, 384. SPECIAL TOPICS IN BUSINESS.

Prerequisite: Varies depending on topic.

Special investigation of selected areas of business not covered in other business courses. One, two, three, or four credits. (On demand)

BUS 426. LEADERSHIP DEVELOPMENT

This course develops a deeper understanding of leadership skills and demonstrates that the level of leadership in any situation has a profound impact on individual performance and organizational effectiveness. Three credits.

BUS 435. CHANGE MANAGEMENT.

Prerequisite: BUS 340.

This course covers the key processes of effective organizational change so that students develop a basic understanding of how to successfully plan and implement change initiatives. Topics covered include diagnosis, initiation, implementation, and institutionalization of change. Three credits.

BUS 437. PROJECT MANAGEMENT.

Project management is an in-demand skill across all profit and non-profit sectors. This course uses the Project Management Institute's (PMI®) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) to provide students with the necessary skill sets to effectively lead and execute projects. Students will also work with common tools for managing projects. Upon successful completion of the course, students will qualify to take the PMP® Exam. Three credits.

BUS 439. ORGANIZATIONAL BEHAVIOR.

Prerequisite: BUS 340.

This course provides the student with a basic understanding of the fundamentals related to the application of human behavior principles in many types of organizations. Topics to be discussed include motivation, group dynamics, leadership, followership, and the manager as a change agent. Three credits.

BUS 440. PRODUCTION AND OPERATIONS MANAGEMENT.

Prerequisites: BUS 340, 346.

The course seeks to develop skills needed by business managers to effectively coordinate the production and operations process. Such topics as product design, process planning, facility layout, and quality control will be introduced. Three credits.

BUS 442. INTERNATIONAL BUSINESS.

Prerequisites: ACC 230 or 231, BUS 340, 360, 344.

An introduction into the complex process of global business activities with special consideration given to environmental interactions, social/cultural constraints, political/legal issues, economic differences, accounting/financial problems, and marketing/management techniques. Three credits.

BUS 443. PORTFOLIO MANAGEMENT.

Prerequisites: BUS 341 and BUS 342.

This course is about the process of creating, maintaining, and evaluating the performance of investment portfolios. Students will learn about the ethics of the profession as well as the regulatory environment under which professional portfolio managers must operate. Students will apply what they have learned in statistics in simulating the real world decision making of professional portfolio managers and individual investors. (Offered Fall semester; students may continue to participate in managing the portfolio for an additional semester but at 0 additional credits.)

BUS 450. BUSINESS POLICY.

Prerequisites: Senior status and BUS 340, 344, 360, or permission of the instructor.

This is a capstone course which seeks to present the skills necessary to evaluate business firms in their efforts to achieve objectives and establish effective operating practices. The course is most effective if taken near the conclusion of the major program. Three credits.

BUS 451. MARKETING MANAGEMENT.

Prerequisites: BUS 340, 346, 360.

This course seeks to develop skills in analyzing complex marketing situations in dynamic business environments and devising the proper business strategies for guiding firms in such situations. Students analyze marketing objectives, programs, strategies, and decisions. Case studies and a business simulation (computer game) may be employed. Three credits.

BUS 452. MARKETING RESEARCH.

Prerequisites: BUS 340, 346, 360.

A study of the research techniques used in marketing to make meaningful business decisions. Such topics as causal design, attitude measurement, data collection, and data analysis will be covered. Three credits.

BUS 453. INTERNATIONAL MARKETING.

A study of the issues of international marketing. Three credits. (On demand)

BUS 461, 462. INTERNSHIP IN BUSINESS.

Ten on-site work hours per week for one semester. Three credits. (On demand)

BUS 465, 466. INTERNSHIP IN BUSINESS.

Twenty on-site work hours per week for one semester. Six credits each. (On demand)

BUS 470. CO-OP PROGRAM IN BUSINESS.

Forty on-site work hours per week for one semester. Twelve credits. (On demand)

BUS 499. HONORS SEMINAR.

Honors seminar on individual research topic. Three credits

BUSINESS ADMINISTRATION (For Adult Learner Program ONLY)

BSB 321. ECONOMIC FOUNDATIONS FOR ORGANIZATIONS.

A survey of the foundations of economic analysis. Emphasis will be on markets, the price system and the allocation of resources. Both macroeconomic and microeconomic perspectives will be considered. Three credits.

BSB 325. ORGANIZATIONAL BEHAVIOR PRINCIPLES.

The course provides the student with a basic understanding of the fundamentals related to the application of behavioral principles in many types of firms. Topics to be covered include motivation, group dynamics, leadership, followership and the manager's role as a driving force for change. Three credits.

BSB 341. ACCOUNTING PRINCIPLES.

Accelerated survey of basic concepts underlying accounting in profit-oriented firms: data measurement, summarization and reporting practices as a background for use of accounting information; content of published financial statements; and uses of accounting for management decisions in product costing, budgeting, and operations. Three credits.

BSB 345. ORGANIZATIONAL COMMUNICATIONS.

Instruction in all types of communication required to function effectively as a leader in a variety of business situations. Communication fundamentals, business English, correspondence, written reports, employment communications, and other special communication applications will be emphasized. Three credits.

BSB 363. LEADERSHIP FOUNDATIONS IN ORGANIZATIONS.

Presents the foundation for a study of leadership as a process in organizations. Attention is given to the historical evolution of leadership, as well as individual, situational, transactional and transformational approaches. Three credits.

BSB 366. FINANCE FOUNDATIONS IN ORGANIZATIONS.

To understand the tasks that a Chief Financial Officer (CFO) must perform including raising capital in equity and debt markets, managing assets and preparing capital budgets and understanding the role taxes and interest play when making financial decisions. Three credits.

BSB 393. ETHICAL AND LEGAL PRINCIPLES IN ORGANIZATIONS.

This course will explore the legal and ethical ramifications of business decision making. It will introduce the Biblical applications in decision making from a socially responsible organization perspective and from a legally-astute business perspective. Three credits.

BSB 396. ORGANIZATION CHANGE AND DEVELOPMENT.

Today's global economy is fast-paced, competitive and complex. Organizations of all sizes need to embrace change to survive and succeed. This course familiarizes

students with the challenges, burdens, and techniques associated with implementing change within organizations. Three credits.

BSB 411. RESEARCH SKILLS FOR ORGANIZATION MANAGERS.

This course introduces students to the role of research, systematic assessment, and evaluation to identify and solve organization problems. The primary focus is on the practical application of research methods to improving organizational programs, services, policies, and performance. Three credits.

BSB 416. ORGANIZATIONAL OPERATIONS MANAGEMENT.

This course seeks to develop skills necessary for managers to effectively coordinate the operations process. Such topics as product design, quality, project management, forecasting, location and layout, supply side issues and inventory control will be addressed. Three credits.

BSB 431. MARKETING PRINCIPLES.

A comprehensive overview of the Marketing function with emphasis on the procedures and techniques to identify and measure the needs and wants of consumers, to determine which targets the business can serve, to decide on the appropriate offerings to serve these markets, and to determine the optimal methods of pricing, promoting, and distributing the firm's offerings. The focus will be the development of analytical marketing tools and techniques and their utilization in case analysis and decision making in marketing. Three credits.

BSB 435. GLOBAL ORGANIZATIONAL APPLICATIONS - ONLINE.

The primary objective of this course is to develop a fundamental understanding of the management of an enterprise engaged in international business. This includes understanding how the competitive position of a firm is devised based on analyzing the industry structure, country-based sources of advantage and distinctive competencies of the firm. It involves a survey of the organization and management of international business stressing the effects of international cultural, economic, and legal factors on the management function integrating strategy, finance, operations, marketing, and human resource management. Three credits.

BSB 453. ORGANIZATIONAL INFORMATION SYSTEMS.

OIS covers theory and practice for design and use of information systems in organizations and analyzes information needs of management and the use of information systems to solve problems and meet opportunities. The use of information systems to gain a competitive advantage is also studied. Project work includes use of the following applications: relational database, spreadsheet, word processing and presentation software. Three credits.

BSB 456. HUMAN RESOURCE PRINCIPLES.

This course is an overview of human resource management (HRM) providing the student with an understanding of the intersection of HRM, business policy, and competitive strategy. Students will be introduced to the core competencies needed to successfully manage human capital using a legal, ethical and socially responsible perspective. Three credits.

BSB 474. PROFESSIONAL ORGANIZATIONAL STRATEGIC MANAGEMENT.

This capstone experience will incorporate approaches found in all common professional components of global business applications including management, marketing, accounting, finance, economics, statistics, information systems, as well as many other areas that are relative to effective decision applications. Senior-level and must meet foundation prerequisites. Three credits.

BSB 476. CONTEMPORARY LEADERSHIP APPLICATIONS - ONLINE.

This leadership course builds contemporary knowledge of leadership by explaining the scope and depth of the student's knowledge of leadership theories, by providing practice in basic leadership skills, and by developing the student's appreciation of preferred styles in various organizations within the global business arena. Three credits.

CHEMISTRY

CHE 101. FUNDAMENTALS OF GENERAL AND INORGANIC CHEMISTRY.

A study of principles, laws, and theories which are basic to understanding chemical changes. Topics include atomic structure, periodic table, chemical bonding, nomenclature of compounds, solutions, acids and bases, chemical reactions and equilibrium, chemical kinetics, electrochemistry, nuclear chemistry, and properties of important metallic and nonmetallic elements and their compounds. Four credits. Three lecture and three laboratory hours per week. (Fall)

CHE 103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS I.

Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent) or the satisfactory completion (C- or better) of MAT 105.

Co-requisite: CHE 103L.

Fundamental principles and theories of chemistry and chemical calculations. Three lecture hours per week. Three credits. (Fall, Summer)

CHE 103L. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS LABORATORY I.

Co-requisite: CHE 103.

Three general chemistry laboratory hours per week. One credit. (Fall, Summer)

CHE 104. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS II.

Co-requisite: CHE 104L.

A continuation of 103, descriptive inorganic chemistry; fundamentals of qualitative analysis. Three lecture hours per week. Three credits. (Spring, Summer)

CHE 104L. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS LABORATORY II.

Co-requisite: CHE 104.

Three general chemistry laboratory hours per week. One credit. (Spring, Summer)

CHE 201. ORGANIC CHEMISTRY.

Prerequisites: CHE 104, 104L; Co-requisite: CHE 201L.

Nomenclature, stereochemistry, preparation, and reactions of organic compounds, with consideration of basic principles and reactions. Three lecture hours per week. Three credits. (Fall)

CHE 201L. ORGANIC CHEMISTRY LABORATORY.

Co-requisite: CHE 201

Three organic chemistry laboratory hours per week. One credit. (Fall)

CHE 202. ORGANIC CHEMISTRY.

Prerequisites: CHE 201, 201L; Co-requisite: CHE 202L.

A continuation of CHE 201, molecular and structural analysis; reaction types, reaction mechanisms, and organic synthesis. Three lecture hours per week. Three credits. (Spring)

CHE 202L. ORGANIC CHEMISTRY LABORATORY.

Co-requisite: CHE 202.

Three organic chemistry laboratory hours per week. One credit. (Spring)

CHE 210. QUANTITATIVE ANALYSIS.

Prerequisites: CHE 104, 104L.

A study of analytical theories and methods, including basic techniques in unit operations. Treatment of analytical data, gravimetric, volumetric, and some colorimetric instrumental analysis. Two lecture hours and six laboratory hours per week. Four credits. (Fall)

CHE 303. PHYSICAL CHEMISTRY: CHEMICAL THERMODYNAMICS AND KINETICS.

Prerequisites: CHE 104, 104L, MAT 165.

This course will develop an understanding of thermodynamics and kinetics. These concepts will be used to bridge the gap between the fundamental quantum mechanical nature of atoms and the observed macroscopic properties of compounds and reactions in the laboratory. Four credits. (Even Fall)

CHE 304. PHYSICAL CHEMISTRY: MOLECULAR QUANTUM MECHANICS.

Prerequisites: CHE 104, 104L, MAT 165

This course describes the quantum mechanics of molecules and their chemical reactions. It covers the fundamental principles: operator algebra, Schrödinger, Heisenberg and interaction pictures. Quantum mechanics will be applied to the understanding of molecular structure, spectra, and chemical bonds. Four credits. (Odd Spring)

CHE 310L. INTRODUCTORY BIOCHEMISTRY LABORATORY.

Co-requisite: CHE 310.

Three biochemistry laboratory hours per week. One credit. (Spring)

CHE 320. INSTRUMENTAL CHEMICAL ANALYSIS.

Prerequisite: CHE 210.

Instrumental chemical analysis studying Optical Spectroscopy (UV-vis, Atomic Absorption, Inductively Coupled Plasma Atomic Emission), Separations (High Performance Liquid Chromatography, Gas Chromatography/Mass Spectrometry) and Electrochemical Techniques (Cyclic Voltammetry). Individual experiments will be tailored to the specific track of the student. Classical track and Biochemical track will have more emphasis on separations (HPLC); Environmental Chemistry track will have more emphasis on trace analysis of environmental contaminants. The course will be

taught with one hour of lecture and 6 hours of lab per week. Four credits. Offered every spring semester.

CHE 350. MOLECULAR MODELING AND COMPUTATIONAL CHEMISTRY.

Prerequisite: CHE 202.

This course provides an introduction to computational chemistry techniques including molecular dynamics, semi-empirical, and abinitio electronic structure theory. This introduction will illustrate the techniques and applications of chemical computation in the various chemical disciplines, with most emphasis on biologically important molecules. An integral part of the course is hands on experience with current computational chemistry tools. Three lecture hours and three laboratory hours per week. Four credits.

CHE 381, 382, 383, 384. SPECIAL TOPICS.

Selected topics in the fields of analytical, inorganic, organic, physical chemistry, polymer chemistry or radiation chemistry, and other scientifically related topics. A seminar style course. By permission of the instructor. One to four credits. (On demand)

CHE 400. JUNIOR SEMINAR.

This course exposes students to scientific research presentations by other students as well as outside researchers in various fields. Through this course students can gain a better understanding of how to design and present scientific research. One credit.

CHE 401. ADVANCED ORGANIC CHEMISTRY.

An advanced continuation of the CHE 201/202 sequence. Topics include: modern and advanced organic reactions and structural analysis, elucidation of reaction mechanisms, and modern multistep organic synthesis. Three credits.

CHE 402. ADVANCED INORGANIC CHEMISTRY.

Prerequisites: CHE 104, 104L.

Atomic structure, chemical bonding, and molecular structure of inorganic compounds and their relationships to the periodic table and chemical properties. Special emphasis on coordination chemistry and elucidation of structure and bonding in compounds. Laboratory: inorganic synthesis emphasizing preparatory techniques. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

CHE 405. ENVIRONMENTAL CHEMISTRY.

Prerequisites: CHE 202 and CHE 210

This course you will study the chemistry of the air, water, and soil, and how anthropogenic activities affect this chemistry on the planet Earth. Specifically, it will examine the sources, reactions, transport, effects, and fates of chemical species in air, water, and soil environments. This course is divided into five major parts that reflect the most pressing issues in environmental chemistry today: atmospheric chemistry and air pollution; climate change and energy; water chemistry and water pollution; toxic organic compounds; and metals, soils, sediments, and waste disposal. Three credits.

CHE 411. BIOCHEMISTRY I.

Prerequisites: CHE 202 and 202L.

A study of the protein structure and function, enzyme kinetics, nucleic acids and DNA technology, carbohydrates, and lipids, as well as biological membranes, transport, and signaling. Three credits.

CHE 412. BIOCHEMISTRY II.

Prerequisite: CHE 411.

A continuation of CHE 411. This course is a study of bioenergetics and biochemical reaction pathways, biosynthesis and metabolism. Three credits.

CHE 412L. BIOCHEMISTRY LABORATORY.

Co-requisite CHE 412.

Three biochemistry laboratory hours per week. One credit.

CHE 460. INTERNSHIP IN CHEMISTRY.

Application of chemical principles during a supervised internship in a chemical research laboratory or workplace. Involves a minimum of ten on-site work hours per week or an equivalent time in summer. May be repeated, but only three credit hours may be taken as credit toward the chemistry major. By permission of the Chemistry Department. Three credits. (On demand)

CHE 470. SENIOR REVIEW.

An assessment of the four principal subject areas of chemistry: inorganic, analytical, organic and physical chemistry. The course also involves demonstration of proficiency in four major instruments. One credit. (Spring)

CHE 480, 481, & 482. RESEARCH PROBLEMS IN CHEMISTRY.

Open to seniors and qualified juniors in chemistry or related fields. Arrangements to be made by the department. One to three credits. (On demand)

CHE 498. SENIOR HONORS RESEARCH.

Open to those students invited to participate in the Chemistry Honors Program. Selected topics in the field of analytical, inorganic, organic, physical chemistry, polymer chemistry or radiation chemistry, and other scientific topics. A seminar style course. Two credits. (On demand)

CHE 499. SENIOR HONORS THESIS.

Open to those students invited to participate in the Chemistry Honors Program. Arrangements to be made by the department. Three credits. (On demand)

CHINESE

CHI 110. CHINESE LANGUAGE AND INTERCULTURAL COMMUNICATION I.

This course is designed to promote intercultural competence through language study. Students will learn to appreciate the diversity of cultures present in a language-speaking region (including their own). They will investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied, and will interact meaningfully with members of that culture. Basic proficiency in all four areas of verbal communication will be developed, in addition to some non-verbal forms of cultural communication.

CHI 111. CHINESE LANGUAGE AND INTERCULTURAL COMMUNICATION II.

Prerequisite: CHI 110 or permission of the instructor.

A continuation of CHI 110 using the same approach and format. Three credits. (Spring)

CHI 221. CHINESE CONVERSATION AND BEGINNING READING AND WRITING I.

Prerequisite: CHI 111.

This course is designed to continue communication skills as well as introduction to Chinese reading and writing. Three credits. (Fall)

CHI 222. CHINESE CONVERSATION AND BEGINNING READING AND WRITING II.

Prerequisite: CHI 221.

A continuation of CHI 221 using the same approach and format. Three credits. (Spring)

CLASSICS

NOTE: *These courses are provided only with adequate enrollment demand and are not offered on a regular basis.*

CLA 210. CLASSICAL MYTHOLOGY.

This course is an introduction to the myths of Greek and Roman literature and their ancient and modern visual representations. The focus will be on story elements and patterns, genealogy, pronunciation, Mediterranean geography, specialized features of analysis and composition, and developments in informed study and interpretation. Three credits.

CLA 331. GREEK LIFE AND THOUGHT.

A study of the development of Greek civilization. Focuses on the character and ideals of the Greeks as expressed in the arts and sciences, and in social, political, and cultural institutions. Three credits.

CLA 332. ROMAN LIFE AND THOUGHT.

A study of the development of Roman civilization. Focuses on the character and ideals of the Romans as expressed in the arts and sciences, and in social, political, and cultural institutions. Three credits.

COMMUNICATION

COM 110. MEDIA WRITING

No prerequisites.

This course emphasizes journalistic writing techniques including editorial, news, sports and features. Students will build a solid portfolio of work to show perspective employers. The class will give students practical experience in writing and reporting for print, online and convergent media. Student work is intended for print and online publication in the campus newspaper, *LRN Monthly*. Three credits.

COM 111. INTRODUCTION TO PUBLIC SPEAKING

No prerequisites.

An introduction to basic public speaking techniques. Required for all LR students except Communication majors who are required to take COM 142. Three credits.

COM 112: PUBLIC SPEAKING IN AN ONLINE ENVIRONMENT

Prerequisites: (Lifelong Learning Students ONLY)

Few skills are as essential to both societal and individual well-being as being a good presenter. Every year, employers are increasingly holding meetings, interviewing

candidates, and even delivering keynote speeches online. Thus, it is important to develop such skills for an online environment. In this course, students explore how speech functions in this environment, as it is one of the most important means of informing and persuading others. Specifically, students will have the opportunity to improve competence and confidence communicating in online forums, videoed speeches, and leading conference calls. This course meets the general education requirement for Lifelong Learning students ONLY and will not count as the CORE COM111 credit or elective credits for other students. Three credits.

COM 120G. COMMUNICATION APPRECIATION.

No prerequisites.

(Must be taken in the first semester after declaring the Communication major.)

Mediated communication affects virtually every facet of American. This course is designed to introduce you to the many worlds and media of mass communication via a survey of its history, forms, practices and influences. Students could take this course as an elective with outlying interest in the social sciences, education, or more importantly, it can be a foundation of your future as a communicator. Three credits.

COM 140. EDITING AND DESIGN.

No prerequisites

Advanced skills in newspaper, magazine and on-line editing, layout, and design are emphasized. Students will work with all aspects of the printed page, including graphics, use of white space, logo design and photographs. Three credits.

COM 142. PUBLIC SPEAKING FOR PROFESSIONALS

No prerequisites.

An introduction to public speaking, emphasizing speaking in a professional environment. Students will learn how best to write and deliver speeches in a wide variety of settings, including group discussions, oral reporting persuasive speaking, sales pitches, and others. Three credits.

COM 150/151. DEBATE TEAM.

Prerequisite: Permission of the instructor.

The Debate Team is open to all students of the University for credit or non-credit. Members of the Debate Team meet for a minimum of two hours weekly for one credit. Requirements for students selecting non-credit are the same. Members of the Debate Team are required to participate each semester unless excused by the coach. May be repeated for credit up to four credits. Zero or one credit.

COM 210. ADVANCED MEDIA WRITING

Prerequisite: COM 110 and ENG 131 or permission of the School Chair.

This course emphasizes journalistic writing techniques including editorial, news, sports, and features. Students will build a solid portfolio of work to show perspective employers. The class will give students practical experience in writing and reporting for print, online, and convergent media. Student work is intended for print and online publication in the campus newspaper, *LRN Monthly*. Three credits.

COM 211. NEWSPAPER PRODUCTION

Prerequisite: COM 110 or permission of the School Chair.

This course is designed to cover skills in newspaper and on-line editing, layout, and design. Students will work with all aspects, including story development and writing,

graphics, page layout and photographs. Student work in this course is intended for distribution in the final the creation of issues of the School of Journalism & Mass Communication's *LRN Monthly* campus newspaper. Three credits. May be repeated twice for credit.

COM 212. PHOTOJOURNALISM

No prerequisites.

Required equipment: 8 megapixel or better digital camera with flash (or equivalent phone).

Designed to teach students how to produce professional quality photographs for publication, this course will combine classroom lectures and fieldwork in a roughly 50/50 ratio. Lectures will trace photography's evolution and hands-on fieldwork will require students to put their newfound knowledge to the test in real-world environments in a series of assignments and competitions designed to stretch students past your comfort zone. Three credits.

COM 215. FIELD PRODUCTION

No prerequisites.

An introduction to the basic aspects of all video productions, including the production of commercials, public service announcements and dramatic scenes. The class will give students practical experience with the basics of shooting and editing for the electronic media, audio production, and basic operation of remote equipment. Three credits.

COM 218 - INTRODUCTION TO PUBLIC RELATIONS

No prerequisites.

This course specifically pertains to the nature and role of public relations, the history of public relations, societal forces affecting the profession and its practice and theories of public relations. Entry-level public relations writing will also be included. Three credits.

COM 225. AUDIO & STUDIO PRODUCTION

No prerequisites.

Sound and video are major components of media production. This course develops students' understanding of the theory of sound and develops their abilities to capture, edit, as well as share and stream the audio files using a variety of media. Students will advance their skills through radio station experience, podcasting sessions and by implementing sound into a variety of video files. In addition, this course is also designed to give students hands-on experience in studio-based production. Students will learn the basics of three cam era productions; live switching of news and talk shows; as well as dramatic scenes. Students will also learn to use studio cameras, switcher, green screens and more. Collaborative student work in this course is intended for distribution on the campus radio station, WLRZ, LRTV podcasting or on the LRTV news show. Six credits.

COM 230. ORGANIZATIONAL COMMUNICATION

No prerequisites.

This course will examine the foundations and underlying theories of organizational communication, along with the challenges and misunderstandings within organizational communication. Emphasis is placed on general communication processes and dynamics within organizations including: interpersonal group relations within organizations; decision-making and conflict management; power and politics within organizations; and

how communication socializes and supports employees and team members. Three credits. (Fall)

COM 240. ePORTFOLIO DESIGN

Pre-requisite: COM 140 or permission of the School Chair.

Course must be completed by the end of the second year within the major.

This course familiarizes students with web authoring, publishing, and maintenance. Students initially design and create personal Web portfolios using text, graphics, and multimedia. Students also learn the basics of maintaining and improving an existing web site, as well as techniques to establish links between specific content and organizational and client needs in a web-based environment. Lectures are used for presentation of material, discussion of web publications, and demonstration of equipment, while workshop sessions are used for preliminary projects and development of students' formal e-portfolios required for graduation.

Three credits.

COM 242. INTRODUCTION TO ARGUMENT & DEBATE

COM 111 or COM 142

This course is designed as an introduction to the art of debate and argumentation. Emphasis will be on the ability to analyze, criticize, and advocate ideas to understand the relationship of language to logic. The course will draw from contemporary topics and push students to examine issues with critical thinking skills.

Three credits.

COM 260. RESEARCH METHODS

Prerequisites: MAT 115

An introduction to communication research methods, this course will focus on research design, data collection and analysis, measurement, sampling, interviews and focus groups. This course will also consider the social and ethical issues of communication research and introduce students to the theories that are the basis for such research. Quantitative, qualitative, and cultural studies research approaches will be considered.

Three credits.

COM 305. PRACTICUM

Required for all Communication majors before being eligible for Internship experience.

Prerequisite: COM 120G, COM 209 and the successful completion of at least (1) specialization course

On-campus field experience within the School of Journalism & Mass Communication. Students will demonstrate their knowledge, using appropriate medium, by working through the LR Network media outlets. These outlets include the campus newspaper (LRN Monthly), campus radio station (WLRZ), and campus television studio. Specific tasks performed by students will vary based on the student's career goal. The faculty member and the field-based supervisor will establish schedule of the experience. The faculty regularly checks the student's progress through evaluations and review of the student's log. Students are required to work 50 hours and submit a final paper. May be repeated once for credit. One credit.

COM 312. ADVENTURE REPORTING

Prerequisites: COM 110 and COM 120G

Feature reporting has become a major part of journalistic practice. This type of reporting more closely examines the how and why of a story by focusing on interest rather than timeliness or newsworthiness. Feature reporting includes news features, profiles, and human-interest stories for newspapers and magazines. Three credits.

COM 317. MULTIMEDIA STORYTELLING

No prerequisites.

Multimedia Storytelling focuses our attention on how humans share information, often in the form of stories. By enhancing your comprehension of various media and the ways practitioners interact with their audiences' creative and critical judgments, students will develop the skills to write scripts for a myriad of communication media. Focusing primarily on writing for the ear, students combine the ancient practices of narrative with the new and emerging tools of multimedia environments to reach audiences for artistic, educational, and commercial purposes. Three Credits

COM 320. MEDIA LAW

Prerequisites: COM 110, COM 120G, and (1) other 200-level COM course or permission of the instructor.

Study of the laws affecting the communications industry in traditional print and electronic publishing, broadcasting, and other new media. Court interpretations of laws, and actions of local, state and federal regulatory agencies are explored. Topics include freedom of the press, copyright, fairness doctrine, political communication, and libel. Three credits.

COM 381, 382, 383, & 384 - SPECIAL TOPICS

This course focuses on a single, broad contemporary topic of interest in the communication fields. Course content varies from semester to semester and can be repeated. Topics, including prerequisites, to be considered will be announced in advance. One, two, three, or four credits.

COM 390. JUNIOR COLLOQUIUM

Prerequisite: Junior standing within the Major

This course is designed to get students prepared for their capstone project by identifying a capstone project. Course content will be delivered via online modules, but will include several face-to-face meetings. Students will revisit the core principles of creating literature reviews, identifying methods and data collection measures to answer their chosen questions. Pass/Fail - Zero Credit.

COM 405. PUBLIC RELATIONS WRITING

Prerequisite: COM 110, COM 240, and COM 340

An intensive writing course focused on the area of public relations and media techniques. Areas covered will include writing for mass media, corporate newsletters, crisis communication, and other promotional pieces. Includes "real world" service learning component. Three credits.

COM 410. ADVANCED VIDEO PRODUCTION

Prerequisite: COM 215

An exploration of the various formats of broadcast and non-broadcast video production. Special emphasis will be placed on the role of the producer and the importance of preproduction planning as well as producing video for interactive and web-based delivery. Lecture-laboratory course. Three credits.

COM 412. MAGAZINE PRODUCTION

Prerequisites: COM110, COM 140, & COM 210 or permission of the School Chair.

This course is designed to cover advanced skills in magazine and on-line editing, layout, and design. Students will work with all aspects, including story development and writing, graphics, use of white space, page layouts and photographs. Student work in this course is intended for distribution in the final the creation of an issue of the School of Journalism & Mass Communication's *LRUnplugged Magazine*. Three credits.

COM 435. VIDEO DIRECTING

Prerequisite: COM 215.

A laboratory class that examines the role of the director in the video process. Special emphasis is placed on studying the various techniques of film and television directors and working with actors and crewmembers. Three credits.

COM 442. ARGUMENTATION AND ADVOCACY

Prerequisite: COM 142.

This course provides students with an advanced experience in public address by developing the skills necessary to participate in the deliberate process of policymaking and providing the tools to advocate effectively on matters of personal importance. Specifically, the course develops students' speaking, debate, and speech-writing skills. Three credits.

COM 455. INTERNSHIP.

Required for all Communication majors.

Prerequisite: COM 110, COM 120, COM 142, COM 305 (Practicum) and the successful completion of (1) specialization course.

Applied skills experience in an off-campus professional communication environment supervised by the faculty. The faculty member and the field-based supervisor will establish schedule of the experience. The faculty regularly checks progress through evaluations and review of timesheets. Students are required to work 150 hours and complete a final paper that reflects on the value of their college education and their readiness for life after college in their chosen profession. May be repeated once for credit. Three credits. (Fall, Spring & Summer)

COM 465. SENIOR CAPSTONE EXPERIENE

Prerequisites: COM 460 or permission of the instructor

This course is taken the FINAL spring semester before graduation

Preparing students for graduate study or a career in Communications, this capstone experience requires students to undertake and complete a research paper or project after consultation with communication faculty. Student work must be of a quality to submit to SOURCE and include in their final portfolio. Final papers/projects will be presented to Communication faculty upon completion. Three credits. (Spring Only)

COM 483. SPECIAL TOPICS

This course focuses on a single, broad contemporary topic of interest in the communication fields. Course content varies from semester to semester and can be repeated. Topics, including prerequisites, to be considered will be announced in advance. Three credits.

COM 499. SENIOR HONORS THESIS OR PROJECT.

Prerequisites: Open to students pursuing departmental honors within the Communication Program.

Intensive study or presentation in a particular mass medium or related area, culminating in an honors thesis or project, approved and directed by a communication faculty member and evaluated by a faculty committee. This area may be an in-depth review and interpretation of literature in mass media issues and/or history or a project incorporating advanced study and application of particular professional techniques in a single medium or multiple media. Three credits. (Fall, Spring & Summer)

COMPUTING SCIENCES

CSC 115. PERSPECTIVES ON TECHNOLOGY.

This course covers the relationship between the individual, society, and technologies. It includes topics such as the legal, moral, and ethical ramifications of technology, including security, privacy, health concerns, Internet use, and intellectual property rights. Students will write a paper on a selected topic and will be required to present it to the class. One credit. (Fall, Spring, Summer)

CSC 120. SURVEY OF COMPUTING.

Designed as the first course in computing science. It is open to all Majors. This course investigates basic digital logic paradigms and systems; machine level representation of data, exploration of language translation, algorithms and problem solving. Furthermore, the history of computing is included. In addition, the course covers the software development process, algorithm development, how computers work, the use of editors, programming language structure, fundamentals of binary arithmetic and machine storage principles. Two credits.

CSC 138. APPLIED C++ PROGRAMMING.

An introduction to programming using the C++ language. The course includes an introduction to the Linux operating system. Applications to the sciences and system programming will be stressed. Three credits. (On demand)

CSC 141. INTRODUCTION TO JAVA PROGRAMMING.

An introduction to basic problem solving, algorithm development, and programming techniques using the Java programming language and an integrated development environment. Students will be introduced to the object-oriented programming paradigm and develop core programming skills in Java. When completed, students should have a strong foundation in the Java programming language that may be required in higher level programming courses.

Note: Students who have earned a "3" or higher on the AP CS exam may receive credit for this course.

Three credits. (Fall, Spring – on demand)

CSC 150. COMPUTER SCIENCE I.

Prerequisite: CSC 120 with a grade of "C-" or better, and CSC 141 with a grade of "C-" or better.

This course provides a rigorous introduction to a structured approach to fundamental programming constructs, core data structures, algorithm development, and problem-solving skills. It lays the foundation for the computer science discipline and includes a combination of lectures and hands-on lab work in programming. Four credits. (Spring)

CSC 163. INTRODUCTION TO VISUAL BASIC.

This course is an introduction to graphical user interfaces and event-driven programming using the Visual Basic language. The course focuses on developing applications containing a graphical user interface, as well as covering basic program structures and language syntax. Upon completion of this course, students will have acquired core programming skills to prepare them for higher level event-driven programming courses. Three credits. (Odd Spring)

CSC 175. INFORMATION TECHNOLOGY.

Prerequisite: Satisfactory completion of LRU 050 or LRU 060.

This course provides literacy in computers and information systems. Concepts covered include the Internet, software (both system and application), hardware, networking, security and privacy, and databases. The goal of the course is to relate computer concepts to the students' daily life. In addition, students will learn how to use Microsoft Excel and Access. The course is delivered through lecture and laboratory work, or as an online offering. Three credits. (Fall, Spring, Summer)

CSC 210. ETHICAL ISSUES IN INFORMATION TECHNOLOGY.

This course provides a seminar environment to discuss the ethical issues related to computers and technologies. It uses relevant case studies to stimulate discussion. The social context of technology is explored, as well as professional and ethical responsibilities of organizations, governments and individuals. Risks and liabilities of technology systems is explored. Computer crime and privacy issues is also discussed. Each student is required to write a research paper on a topic appropriate to the class. Students will be expected to weigh these issues and develop proposed guidelines for professionals in Information Technology. Three credits. (Fall)

CSC 212. COMPUTER ARCHITECTURE.

Prerequisite: CSC 150 with a grade of "C-" or better.

This course is an introduction to assembly-level machine organization and the machine-level representation of data, computations, memory allocation, and related operations such as finite automata machines. Other topics include memory organization and architecture, multiprocessing and alternative machine architectures. Two credits. (Even Fall)

CSC 220. INTRODUCTION TO WEB DESIGN.

This course provides an introduction to web design concepts, basic HTML skills, web page layout, as well as core concepts of human cognitive interfaces. As part of the course, students will learn how to develop web pages using hypertext markup language (HTML) and Cascading Style Sheets (CSS), images, multimedia, tables, forms, navigation menus, as well as core principles of good web design. As a final project, each student is required to design and develop a small website. Three credits. (Spring)

CSC 241. ADVANCED JAVA PROGRAMMING.

Prerequisite: CSC 141 with a grade of "C-" or better.

This programming-intensive course is a continuation of CSC 141 (Introduction to Java Programming), with more advanced techniques in Java programming such as arrays, text processing, exception handling, in-depth object-oriented programming principles, inheritance, polymorphism, graphical user interfaces, introduction to database connectivity, application security, abstraction and development environment. Upon completion of this course, students are expected to be able to develop complete applications in a Java programming environment. Three credits. (Spring)

CSC 250. COMPUTER SCIENCE II.

Prerequisite: CSC 150 with a grade of "C-", or higher.

This course is a continuation of a disciplined programming approach started in CSC 150 (Computer Science I). This course sequence should be taken consecutively by all computer science majors. Students will learn foundations of object oriented programming, in-depth data abstraction, and advanced implementation of core computing skills such as containers, linked lists, stacks, vectors, queues, recursion, trees, and algorithmic analysis on problems that use searching and sorting techniques. Upon completion of this course, students will be able to write complete applications that make use of the object-oriented programming paradigm and appropriate data structures. Four credits. (Fall)

CSC 260. ANALYSIS OF ALGORITHMS.

Prerequisites: MAT 124 with a grade of "C-" or better and CSC 150 with a grade of "C-" or better, or permission from the instructor.

This course is a rigorous introduction to the design and analysis of algorithms. Included are discussion of classic problems (e.g., sorting, traveling, salesman problems), classic algorithm design strategies (e.g., divide-and-conquer, greedy approaches), and classic algorithms and data structures (e.g., hash tables, Dijkstra's algorithm) as well as algorithm complexity, and issues of tractability such as "NP- Completeness." Three credits. (Even Spring)

CSC 270. COMPUTING SCIENCES COURSE ASSISTANT.

This course provides the student with practical experience in contributing to student learning by being a Course Assistant for a Computing Science course. By invitation only. Zero credit.

CSC 271. COMPUTING SCIENCES COURSE ASSISTANT.

This course provides the student with practical experience in contributing to student learning by being a Course Assistant for a Computing Science course. The course may be repeated up to three times for credit, but not more than once in any semester. By invitation only. One credit.

CSC 280. PRINCIPLES OF PROGRAMMING LANGUAGES.

Prerequisites: CSC 250 with a grade of "C-" or better. Formal study of programming languages and their features. Basic computability and automata theory will be covered. Language design and implementation issues are compared and contrasted with an emphasis on high-level languages such as C, C++, Java, Basic, Python and other languages. Topics include assembly language programming, language translation systems, type systems and structures, control structures, subprograms, generics, exception handling and concurrency, as well as a comparison of the imperative, functional, logic, and object-oriented language paradigms. Three credits. (Odd Fall)

CSC 291. INTRODUCTION TO ENTERPRISE SYSTEMS.

This course focuses on the concepts of enterprise resource planning (ERP) systems and gives an overview of the SAP landscape including sales and distribution (SD), materials management (MM), human resources (HR), production planning (PP), supply chain management (SCM) and finance and costing (FI-CO). Students will examine the workflow and transactions in these areas and will also be exposed to the core architecture behind the ERP system. As part of the course students will be required to complete a substantial amount of case studies following the SAP University Alliance curricula. Upon completing the class, students will have obtained hands-on experience in SAP ERP and basic knowledge on how ERP systems work in a large organization. Three credits. (Odd Fall)

CSC 292. SAP DECISION SUPPORT AND ANALYTICS.

This course focuses on the decision support architecture of SAP and other enterprise platforms. It examines each of the components of the EDW data architecture (in-memory databases, relational, dimensional, ETL and ODSs). In addition students will complete hands on analytical exercises following the SAP University Alliance curriculum using WebIntelligence, DesignStudio, OLAP Tools such as BusinessObjects Analysis, as well as data visualization tools such as Lumira and InMemory Databases including HANA, Exadata, Hadoop and Netezza. Upon completing the course students will have hands-on knowledge of the SAP EDW toolset, as well as the BusinessObjects Business Intelligence Platform and Analytics.

CSC 312. OPERATING SYSTEMS.

Prerequisite: CSC 150 with a grade of "C-" or better and CSC 212.

The fundamental principles of Operating Systems will be discussed and implemented, including concurrency, scheduling algorithms, memory management, device management, and file systems. Students develop a simulated Operating System. Three credits. (Odd Spring)

CSC 320. CLIENT-SIDE WEB PROGRAMMING.

Prerequisites: CSC 220 and any programming language course.

This course introduces client-side programming techniques for the World Wide Web. Programming techniques will include HTML5, CSS3, and JavaScript. Emphasis will be on dynamic aspects of websites, such as animations and event-driven applications. Students are expected to complete a series of programming assignments and demonstrate proficiency in developing client-side web applications. Three credits. (Odd Fall)

CSC 334. COMPUTER NETWORKS.

Prerequisite: CSC 150 or 175 with a grade of "C-" or better.

This course covers the major topics of network architectures, network communication and network configuration. Topics include the ISO reference model in general and its application to TCP/IP, UDP, internetworking and routing, ATM networks, network topologies, satellite communication, physical network capabilities and limitations, cabling options and connections, routers, switches, network management, GSM and CDMA, as well as digital and analog signal transformations. Student are also expected to complete a team research paper and present findings in class. Three credits. (Odd Fall)

CSC 350. DATABASE MANAGEMENT.

Prerequisites: CSC 150 or 175 with a grade of "C-" or better.

An introduction to database concepts. The course will study information models and systems, primarily database systems. Data representation, physical schema, and subschema will be explored. Hierarchical, network, and relational and object-oriented models will be evaluated. The relational models and object-oriented models will be explored in depth, data normalization, in-memory databases, distributed computing, transaction processing, and query languages is covered. Students will implement a database project using high level programming language and will follow rigorous software engineering techniques. The system will include both external and internal documentation requirements. A large team project is required. Four credits. (Even Fall)

CSC 375. COMPREHENSIVE JUNIOR EXAM.

All Junior Computer Science and Information Technology Majors must satisfactorily complete a comprehensive exam. Zero credits.

CSC 380. ANALYTICS AND DECISION SUPPORT SYSTEMS.

Prerequisites: CSC 350.

This course introduces students to key dimensional data modeling concepts and techniques. It also includes database systems design for analytics and decisions support. Topics include fundamental issues in intelligent systems, search and constraint satisfaction, dimensional databases, dimensional data modeling, managed query environments (MQE), on-line analytical processing (OLAP), dashboards, scorecards, and business intelligence algorithms such as linear programming, entropy, gain theory, clustering, decision trees, neural networks and predictive analytics. Students will develop a complete BI application as an individual project. Modeling CASE tools are extensively used in this course. Three credits. (Odd Spring)

CSC 381. SPECIAL TOPICS IN COMPUTING SCIENCE.

Prerequisite: Sophomore standing in Computer Sciences.

Approval of the instructor of the course is required. A topics course in Computer Science. Topics may be chosen from compiler design, intensive programming, non-procedural languages, ethics, technical writing, etc. May be repeated with a different topic. One credit. (On demand)

CSC 382. SPECIAL TOPICS IN COMPUTING SCIENCE.

Prerequisite: Sophomore standing in Computer Sciences.

Approval of the instructor of the course is required. A topics course in Computer Science. Topics may be chosen from compiler design, intensive programming, non-procedural languages, ethics, technical writing, etc. May be repeated with a different topic. Two credits. (On demand)

CSC 383. SPECIAL TOPICS IN COMPUTING SCIENCE.

Prerequisite: Sophomore standing in Computer Sciences.

Approval of the instructor of the course is required. A topics course in Computer Science. Topics may be chosen from compiler design, intensive programming, non-procedural languages, ethics, technical writing, etc. May be repeated with a different topic. Three credits. (On demand)

CSC 385. SPECIAL TOPICS IN COMPUTING SCIENCE.

Prerequisite: Sophomore standing in Computer Sciences.

Approval of the instructor of the course is required. A topics course in Computer Science. Topics may be chosen from compiler design, intensive programming, non-procedural languages, ethics, technical writing, etc. May be repeated with a different topic. Zero credits. (On demand)

CSC 400. SYSTEMS ANALYSIS AND SOFTWARE ENGINEERING.

Prerequisites: (CSC 150 and 250) or (CSC 141 and CSC 241) with a grade of "C-" or better, and Senior Standing.

This course covers engineering techniques as they relate to software development. Students are introduced to the software design process, tools, environments and development processes. Student teams are assigned to work on a set of requirements and specifications for a "real-world" project. Strong project management skills will be expected and database and modeling of these systems will be practiced. The foundations of human-computer interaction will be discussed in depth. Other topics such as software life cycle, requirements analysis, software planning and documentation techniques is covered. Students will also learn how to use a Computer Aided Software Engineering (CASE) tool. Completion of a large team project is required. Four credits. (Odd Fall)

CSC 420. SERVER-SIDE WEB PROGRAMMING.

Prerequisites: CSC 220, CSC 320, and any programming language course. This course introduces students to server-side programming concepts for the World Wide Web. It explores technologies currently used to support web-based applications from the server side including form processing, data validation, database integration, programming tools such as PHP, XML, Ajax, SQL, and other current tools and technologies. Three credits. (Even Spring)

CSC 434. COMPUTER SECURITY.

Prerequisite: CSC 334 with a grade of "C-" or higher, as well as at least one programming course.

This course covers major topics of computer and network security, including core cryptographic techniques, public-key and public-key cryptography, authentication, key management, digital signatures, authentication and authorization, role management, use of passwords access control, firewalls, quality of service issues, and information risk management processes and procedures, as well as virus scans, bot networks, Trojan viruses, security algorithms, spyware, DOS attacks and recent developments and challenges in securing information and access. Students are required to complete an individual encryption/decryption project as part of this course. Three credits. (Even Spring)

CSC 450. INTERNSHIP IN COMPUTER SCIENCE.

Prerequisite: the internship plan needs to be approved by the instructor of the course before the internship starts. Open to Information Technology and Computer Science majors only.

Requires 150 on-site work hours per semester. May be repeated up to six credits. Three credits.

CSC 460. CAPSTONE PROJECT.

Prerequisites: CSC 400 with a grade of "C" or better and senior standing.

Students will implement a professional level software product independently in groups. A Graphical User Interface will be built. Software Project Management will be continued.

Validation and verification techniques will be explored and implemented. Professional and ethical responsibilities will be discussed. The primary work of the students is in the implementation of a software product and the process that occurs with customers. Students must provide a User's Guide, Technical Manual, and a working software system for the product. Three credits. (Even Spring)

CSC 475. COMPREHENSIVE JUNIOR EXAM.

All Senior Computer Science and Information Technology Majors must satisfactorily complete a comprehensive exam. Zero credits.

CSC 491. PROJECT MANAGEMENT.

This is a course for future project managers, following the Project Management Institute (PMI) curriculum. It is targeted to team leads, project managers and data architects who want to be involved in the management, development, or implementation of system solutions such as ERP, applications, data warehouses, and other technologies. The course covers the fundamental development methodology of SAP-ASAP, extreme programming (XP), Rapid Application development (RAD), and Joint Application Design (JAD). The course focuses particularly on the project management approaches of SAP. Students are expected to complete a project portfolio demonstrating proficiency in all aspects of project management. Upon completing the course, students will be able to sit for the CAPM certification from the PMI Institute. Three credits. (Fall)

CSC 498. SENIOR HONORS RESEARCH.

Students will develop an approved proposal for their honors thesis, with supporting literature review. Two credits. (On demand)

CSC 499. SENIOR HONORS THESIS.

Written thesis on original work in the Computing Sciences. It must be defended orally before a panel of faculty. Two credits. (On demand)

CSC 581, 582, 583. SPECIAL TOPICS.

Prerequisite: Approval of the instructor of the course is required.

A special topics graduate course in Computer Science or Information Technology. May be repeated with a different topic. One, two, three, or four credits. (On demand)

CSC 591. PROJECT MANAGEMENT.

This is a graduate course for future project managers, following the Project Management Institute (PMI) curriculum. It is targeted to team leads, project managers and data architects who want to be involved in the management, development, or implementation of system solutions such as ERP, applications, data warehouses, and other technologies. The course covers the fundamental development methodology of SAP-ASAP, extreme programming (XP), Rapid Application development (RAD), and Joint Application Design (JAD). The course focuses particularly on the project management approaches of SAP. Students are expected to complete a project portfolio demonstrating proficiency in all aspects of project management. In addition graduate students will be required to complete an in-depth case study of a real project, or a term paper with an approved topic by the instructor. Upon completing the course, students will be able to sit for the CAPM certification from the PMI Institute. Three credits. (On demand)

CRIMINAL JUSTICE

CRJ 230. INTRODUCTION TO CRIMINOLOGY.

Nature and types of delinquent and criminal behavior; social, cultural, and psychological factors involved in causation; efforts at control and prevention. The various stages of the criminal justice system will also be introduced. Cross-listed with SOC 230. Three credits.

CRJ 260. INTRODUCTION TO CRIMINAL JUSTICE.

Prerequisites: SOC 100.

An introduction to the criminal justice system and its three major components: police, courts, and corrections. Particular attention will be given to the criminal problems facing the United States criminal justice system. Cross-listed with SOC 260. Three credits.

CRJ 310. CORRECTIONS.

Prerequisite: CRJ 230 OR 260.

This course examines trends and developments in all elements of a modern correctional system for the treatment of juvenile and adult offenders. In essence, this course is an overview of the four means of correcting (i.e., punishing and rehabilitating) offenders: jail, prison, probation, and parole.

CRJ 315. POLICING.

Prerequisite: CRJ 230 OR 260.

This course examines the role of policing in society, including the development of concepts and methods in policing, as well as analysis of the effectiveness of traditional and non-traditional strategies utilized by law enforcement to control of crime and disorder.

CRJ 320. RESEARCH METHODS.

Prerequisites: SOC 100.

Cross-listed with SOC 320.

This course is designed to acquaint students with the principles and practices of social research. Different types of research will be explored. The focus will be on research design, data collection and analysis, and the ethics of research. Strengths and weaknesses of the various methods will be explored. Cross-listed with SOC 260. Three credits.

CRJ 325. ORGANIZED CRIME.

Prerequisite: CRJ 230 OR 260.

This course provides an introduction to Organized Crime. Students will examine the nature and extent of crime nationally and abroad; the theories that explain crime; what the empirical evidence suggest about the relative merits of these theories; and the policies developed to control crime. Students will also examine critical questions about the roles, responsibilities, and challenges of the American criminal justice system. Three credits.

CRJ 335. JUVENILE DELIQUENCY.

Prerequisite: CRJ 230 OR 260.

An exploration of the causes and explanations of juvenile delinquency and youth crime. Particular focus is given to the sociological analysis of the juvenile justice system as well as the treatment and prevention of youth crime. Cross-listed with SOC 335. Three credits.

CRJ 340. DRUGS & CRIMINAL JUSTICE.

Prerequisite: CRJ 230 OR 260.

This course examines the role that drugs play in our criminal justice system. We will consider the history of drug prohibition in the U.S.; the types of illicit drugs currently available; patterns, trends, and scope of illicit drug use; the relationship between drugs and crime; as well as the consequences of our criminal justice system's response.

CRJ 345. COMPARATIVE CRIMINAL JUSTICE SYSTEMS.

Prerequisite: CRJ 230 OR 260.

This course provides an overview of the various ways criminal justice systems are organized and implemented around the world. The social, cultural, and political background of different criminal justice systems will be considered for a more in-depth understanding.

CRJ 350. VICTIMOLOGY.

Prerequisite: CRJ 230 OR 260.

This course is designed to introduce students to victimology, the social scientific study of criminal victimization, via an overview of current theory, research, and trends within the context of specific victimization types. Students will examine various issues related to victimization in the United States, including interaction between victim and offender, the risks of victimization, the effect of victim characteristics on the legal system, and victim reactions to crime.

CRJ 360. CORPORATE & WHITE COLLAR CRIME.

Prerequisite: CRJ 230 OR 260.

This course provides an overview of contemporary forms of white collar crime and its theoretical explanations, ethical and legal considerations as well as regulatory monitoring and control of white and corporate activity.

CRJ 381, 382 or 383 SPECIAL TOPICS.

Prerequisite: CRJ 230 OR 260.

A study of topics in criminal justice not covered in other courses. May be repeated with different topics. One, two or three credit hours.

CRJ 455. CRITICAL ISSUES IN CRIMINAL JUSTICE.

Prerequisite: CRJ Major and Senior Standing.

The Capstone course considers important contemporary criminal justice issues, ethics, and trends resulting in a senior paper/project. The course is also designed to develop professional identity and review career and professional opportunities for sociology and criminal justice majors. Three credits.

CRJ 458. INTERNSHIP IN CRIMINAL JUSTICE.

Prerequisite: CRJ Major, Junior Standing, and Permission of the instructor.

Field work in some area of specialization in a criminal justice setting. One class period dealing with professional and ethical concerns will also be required. Internships require

daytime availability. To register for this course, students must obtain the permission of the instructor during the semester prior to taking the internship. This course may be repeated for credit. Three credits.

CRJ 498. SENIOR HONORS RESEARCH.

Prerequisite: Sociology & Criminal Justice Faculty Approval.

Directed readings for Criminal Justice honor students within the general area in which the student plans to do honors research. A survey of the secondary literature and an examination of the basic primary sources and bibliographic tools within the general topics will be part of the course. Three credits.

CRJ 499. SENIOR HONORS THESIS.

Prerequisite: CRJ 498 and Sociology & Criminal Justice Faculty Approval.

Intensive study of a topic chosen by the student and approved by the faculty, culminating in an honors thesis. Oral presentation required. Three credits.

DANCE

DAN 101. RECREATIONAL DANCE.

Techniques and theory in ethnic, social, line dance, and country and western dance. One credit. (On demand)

DAN 102. BEGINNING BALLET AND MODERN DANCE.

An introduction to the skills and techniques of ballet and modern dance. Two credits. (On demand)

DAN 103. BEGINNING TAP AND JAZZ.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in ballet and modern dance featuring intensified barre work. Two credits. (On demand)

DAN 104. INTERMEDIATE BALLET AND MODERN DANCE.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in ballet and modern dance featuring intensified barre work. Two credits. (On demand)

DAN 105. INTERMEDIATE TAP AND JAZZ.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in tap and jazz with emphasis on intensity of patterns and choreography. Two credits. (On demand)

DAN 106. ADVANCED BALLET.

An in-depth study of the techniques of ballet that move the student from the intermediate skill level to a more advanced skill level. Special emphasis will be placed on pointe. Two credits. (On demand)

DAN 107. ADVANCED MODERN DANCE.

An in-depth study of the techniques of modern dance that move the student from the intermediate skill level to a more advanced skill level. Special emphasis will be placed on style and composition. Two credits. (On demand)

DAN 133. BEGINNING BALLROOM DANCE.

One credit.

DAN 134. INTERMEDIATE BALLROOM DANCE.

One credit.

DAN 135. IRISH DANCING.

One credit.

DAN 201. DANCE METHODS.

Methods, materials and techniques of teaching dance education K-12. One credit. (On demand)

DAN 202. CREATIVE DANCE FOR CHILDREN.

Prerequisite: DAN 201 or permission of the Instructor.

An introduction to the creative ideas in children and the expression of these ideas through movement and dance. Emphasis is placed on working with students in a school setting. Three credits. (On demand)

DAN 203. CHOREOGRAPHY.

Prerequisites: DAN 106, 107 or permission of the Instructor.

An introduction to the theories and techniques of dance composition. Three credits. (On demand)

DAN 204. DANCE APPRECIATION.

An analysis of the development of dance through the ages with special emphasis on the relationship of dance to other art forms. Three credits. (On demand)

EARTH SCIENCE

EAR 110. PHYSICAL GEOLOGY.

An introduction to the science of physical geology, including the study of earth materials (minerals and rocks), the forces which act on and within the earth, the major types of land forms found on the earth, structural geology, and the theory of plate tectonics. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

EAR 202. HISTORICAL GEOLOGY.

Physical and biological history of the earth, geological eras, geologic and structural maps. Three lecture hours and two hours laboratory per week. Four credits. (On demand)

EAR 210. CLIMATOLOGY AND METEOROLOGY.

Prerequisite: A physical science course at the 100 level.

An introduction to the study of the dynamics of the earth's atmosphere, including the basic factors governing weather and climate. Topics include atmospheric structure, weather variable, energy flow in the atmosphere, dynamics of gas laws, clouds and precipitation, mid-latitude fronts, severe weather, climate zones, and changing climates. Three credits. (On Demand)

EAR 220. MINERALS AND ROCKS.

Atoms, crystals, chemical and physical aspects of minerals; classification of minerals, igneous, sedimentary and metamorphic processes and the classification of rocks. Mining and quarrying. Three lecture hours and two hour laboratory per week. Four credits. (On demand)

EAR 240. MAP CONSTRUCTION AND READING.

Prerequisites: EAR 110, 202.

Map projections, coordinates and azimuths; scales and measurements; map symbols; relief and profile orientation; aerial photographs. Three credits. (On Demand)

EAR 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics from physical geology, historical geology, meteorology, etc. One, two, three, or four credits. (On demand)

ECONOMICS

ECO 121G. PRINCIPLES OF ECONOMICS, MACROECONOMICS.

A study in the foundations of economic analysis, national income accounting, economic growth and the public sector, with emphasis on global macroeconomics. Three credits. (Fall, Summer)

ECO 122. PRINCIPLES OF ECONOMICS, MICROECONOMICS.

A study of markets, the price system and allocation of resources, distribution of income, public goods, and perspectives on economic change, with emphasis on microeconomics. Three credits. (Spring , Summer)

ECO 221. HISTORY OF ECONOMIC THOUGHT.

Origin, development, and meaning of current problems and conflicts in economic theory; mercantilist, classical and neoclassical economics to Keynesian and post- Keynesian economics; modern economic thinking and practice. Three credits. (Fall)

ECO 262. ECONOMICS OF THE ENVIRONMENT.

Prerequisite: ECO 122.

An introduction to the use of economic analysis to explain the underlying causes of environmental and resource conservation problems. Policy options for the allocation of renewable and exhaustible resources, response to pollution, and toxic substance control and pursuit of sustainable development will be introduced. Three credits. (Fall)

ECO 270. ECONOMICS OF SPORTS.

This course applies microeconomic analysis to the business of sport. Topics covered include Profit maximization and sports franchises, antitrust, public finance, costs and benefits of a franchise to a city, labor markets/labor relations, and amateur athletics. Three credits.

ECO 321. LABOR PROBLEMS.

Prerequisites: ECO 121, 122.

Problems inherent in labor's attempts to adjust to modern industrialization; origin, development, structure and objectives of labor organization; relationships of labor to the process of production and to society; relationships of the long-run group interest. Three credits. (E-Fall)

ECO 322. GOVERNMENT AND BUSINESS.

Prerequisites: ECO 121, 122.

How business and economic life are influenced and directed by governmental policy and decision; constitutional provision; antitrust laws, public utility regulations conservation of natural resources, tariffs and subsidies; public-private, institutional- individual conflicts of interest and responsibility. Three credits. (Odd Fall)

ECO 323. INTERMEDIATE PRICE ANALYSIS.

Prerequisites: ECO 121, 122.

Resource allocation under various forms of market organization; theory of consumer behavior; theory of the firm; prices of the factors of production. Three credits. (Fall)

ECO 324. INTERMEDIATE MACRO-ECONOMIC THEORY.

Prerequisites: ECO 121, 122.

An intensive examination of factors determining the national income. The economic and social effects of the level, composition, and distribution of national income will be studied with reference to theories of economic welfare and to public policy. Three credits. (Spring)

ECO 325. MONEY AND BANKING.

Prerequisites: ECO 121, 122.

Monetary theory; structure and effects of commercial banking and central banking systems; scope, instruments, and impact of monetary and fiscal policy. Three credits. (Fall)

ECO 346. ECONOMIC STATISTICS.

Prerequisite: MAT 126 or 165.

Economic and business statistics; nature of statistics, statistical description, statistical inference, time series, and variables. Three credits. Cross listed with Business 346. (On demand)

ECO 355. WOMEN AND THE ECONOMY.

This course uses basic microeconomic concepts to examine the enormous changes in women's lives in recent decades. Topics covered include later marriage, decline in fertility, weakened link between marriage and fertility, increased labor force participation, and the gender gap in earnings. Public policies related to these issues will be examined. Three credits.

ECO 360. INDUSTRIAL ORGANIZATION.

This course is an extensive examination of the structure of industries in the United States and how that structure affects industry conduct and economic performance. The course will focus on government attempts to alter the structure, conduct and performance of industries through enactment and enforcement of legislation such as the antitrust laws. Three credits.

ECO 381, 382, 383, 384. SPECIAL TOPICS

Prerequisites: ECO 121, 122 and permission of instructor.

A study of topics in economics not covered in other courses, such as economics geography, industrial organization, and transportation economics. May be repeated each time the topic changes. One, two, three, or four credits. (Spring)

ECO 421. INTERNATIONAL ECONOMICS.

Prerequisite: ECO 323.

A study of international trade, monetary policies and arrangements; foreign exchange; the theory of international trade and price relationships; and capital movements and influences. Three credits.

ECO 423. PUBLIC FINANCE.

A survey of the theories and practices of governmental taxing, spending, borrowing, including intergovernmental relationships and administrative practices and problems. Three credits. (Spring)

ECO 424. CONTEMPORARY PROBLEMS OF THE DEVELOPING AREAS.

Theories of economic development. Special attention given to population-resources ratios, industrial and agricultural balance, dynamic sectorial imbalances, problems of capital formation, foreign trade, and the possible roles of government, business, labor, foreign aid, and multinational organizations in promoting development. Three credits. (Even Spring)

ECO 446. ECONOMETRICS.

Prerequisites: ECO 121, 122, MAT 126 or higher.

An introduction to basic econometric techniques with an emphasis on applications. Three credits. (On demand)

ECO 451. INTERNSHIP IN ECONOMICS.

Prerequisite: Department invitation.

Minimum of ten on-site work hours per week for one semester with an agency or office of local, state or national government, a profit or non-profit institution, or a political interest group. Three credits. May be repeated once. (On demand)

ECO 498. SENIOR HONORS RESEARCH.

Prerequisite: Department invitation.

Includes conferences with instructors, readings in journals, and knowledge of new literature in the field. Three credits. (On demand)

ECO 495. COMPREHENSIVE EXAMINATION IN ECONOMICS.

A required comprehensive examination for all Economics majors. Zero credit.

ECO 499. SENIOR HONORS THESIS.

Prerequisite: Department invitation.

Independent study and research. Honors paper or project directed by a member of the department. Oral presentation of the paper. Three credits. (On demand)

EDUCATION

EDU 188. THEORETICAL FRAMEWORKS FOR ACADEMIC RESEARCH & WRITING.

Minimum grade of C- required for Education majors.

This course is designed to provide students with a firm foundation in reviewing professional literature, judging the value of source materials, connecting theoretical source material to real-world applications, using these connections to describe, analyze, and justify applications, and producing clear expository and reflective writing samples. Students will be exposed to select theorists from the fields of educational research, developmental psychology, and sociocultural politics. Three credits.

EDU 216. ADAPTATIONS, ACCOMMODATIONS, & DIFFERENTIATION.

Minimum grade of "C-" required for education majors.

This course is a study of decision-making processes involved in adapting, accommodating and differentiating instruction to facilitate the learning of children from middle childhood through adolescence. Three credits.

EDU 217. INTEGRATED ARTS FOR THE ELEMENTARY

Minimum grade of "C-" required for education majors.

Designed to give an overview of current theory and practice of an integrated arts curriculum for elementary classroom teaching. Subject matter will include teaching with, about, in, and through the arts. Students will explore elements of the visual and performing arts, and incorporate these elements into exercises and lessons appropriate for the elementary classroom. Three credits.

EDU 219. CULTURE, LITERACY, AND LEARNING.

Minimum grade of "C-" required for education majors.

This course explores the cultural aspects and literacy needs of school-aged English Language Learners (ELL), and examines research-based practices for instructing ELL learners. One credit.

EDU 220G. CHILD AND ADOLESCENT DEVELOPMENT.

Minimum grade of "C-" required for education majors.

Study of theories, research, and current global understandings of child development emphasizing conception, and early childhood through adolescence. Health and physical development, perceptual and neurological development, cognition, social and emotional development, both typical and atypical, are considered in contexts of family, peers, and education, and community. Three credits.

EDU 221. CHILD AND ADOLESCENT LITERATURE.

Minimum grade of "C-" required for education majors.

This course presents new and outstanding titles in literature for children and adolescents in grades kindergarten through eight. Topics include authors and illustrators, principles of selection, evaluation, and integration of literature, fiction and nonfiction in a variety of formats to enrich classroom activities and recreational and lifelong reading. Three credits.

EDU 224. FOUNDATIONAL MATHEMATICS CONTENT.

Minimum grade of "C-" required for education majors.

A study of advanced foundational mathematics concepts and skills, with emphasis on those taught in grades 3-6 math courses. Traditional, innovative, and reflective approaches to teaching math will be examined. Students must attempt state adopted math content examinations for K-6 teachers, or provide proof of acceptable waiver, by course completion. Two credits.

EDU 241. CURRICULUM, INSTRUCTION & ENVIRONMENTAL DESIGN.

Minimum grade of "c-" required for education majors.

Co-requisite: EDU 241L.

This course is designed to explore contemporary models of curriculum and teaching with particular attention to motivation and environmental design as applied to the learning of children from birth to grade 12. Fieldwork applications are required. Three credits.

EDU 241L. FIELD WORK LAB -- CURRICULUM, INSTRUCTION & ENVIRONMENTAL DESIGN.

Minimum grade of "C-" required for education majors.

Co-requisite: EDU 241.

Experiential exploration of contemporary models of curriculum and teaching with particular attention to motivation and environmental design. One credit.

EDU 254. CURRICULUM, INSTRUCTION, AND ASSESSMENT I.

Minimum grade of "C-" required for education majors.

A comprehensive study of theory and best practice in the areas of curriculum, instruction, and assessment. Students must attempt entrance examinations or provide proof of waiver by course completion. Three credits. Fee- \$100.00

EDU 255. CURRICULUM, INSTRUCTION, AND ASSESSMENT II.

Minimum grade of "C-" required for education majors.

Prerequisite: Formal admission to the Teacher Education program/School of Education required.

Students will add depth and breadth to concepts of curriculum, instruction, and assessment studied in 254. Students will participate in educational ethnographic studies through visits to local schools. Three credits. Fee-\$100.00

EDU 262. EARLY CHILDHOOD CURRICULUM AND ENVIRONMENTS.

Study and design of a variety of environments to facilitate appropriate learning for the young child. Study and plan for routines of a well-balanced day. Observing, planning, and implementing activities for infants, toddlers, preschoolers, and kindergartners. Preparing sequenced and integrated lessons and units while balancing resources for teaching. Three credits.

EDU 264. FAMILY DIVERSITY AND PARTNERSHIPS.

Addresses best practices, strategies, and values supporting collaborative partnerships between families and professionals. Requires application of knowledge regarding family functioning, family diversity, cultural contexts, and processes of planning and implementing for constructive intervention. Attendance at IEP, IFSP, ICC, and transition meetings. Three credits.

EDU 266. SPEECH, LANGUAGE, AND EMERGING LITERACY.

Minimum grade of "C-" required for education majors.

A critical review of theories and practices related to speech and language development. Emphasis will be given to the practical stages of language development, languages and dialectical differences, language acquisition, speech disorders, and the fostering of language development. Language profiles with infant/ toddler and preschool/kindergarten children required. Three credits.

EDU 274G. GLOBAL EDUCATION.

Minimum grade of “C-” required for education majors.

This course involves the study of global perspectives on teaching and learning through application of knowledge and skills required for 21st century teaching and learning including geographic, civic, financial, entrepreneurial, health, global, and ICT (Information, Communication and Technology) understandings. Two credits.

EDU 279. ASSESSMENT, RESEARCH, AND DATA-DRIVEN DECISION MAKING.

Minimum grade of “C-” required for education majors.

This course involves the study of instructional assessment, educational research, and considerations for decision-making based on educational data. Two credits.

ENROLLMENT IN COURSES NUMBERED 300 OR ABOVE REQUIRES ADMISSION TO TEACHER EDUCATION

EDU 302. SEMINAR IN TEACHING ENGLISH AS A SECOND LANGUAGE.

Prerequisites: EDU 210, 211, 212, 213, 214.

Minimum grade of “C-” required for education majors.

Current issues related to ESL curriculum, methodologies, pedagogy; observation of ESL learners at K-12 and adult levels; supervised teaching and post-instruction of discussions. Two credits.

EDU 309. ADVANCED METHODS IN TESL.

Advanced studies in communicative language teaching for English Language learners with special attention given to strategies-based instruction, development of cognitive academic language proficiency, materials assessment and modifications for language learners, cultural considerations for language teaching and language learning in K-12. Three credits.

EDU 312. FOUNDATIONS OF READING (PRIMARY).

Minimum grade of “C-” required for education majors.

Prerequisite: Formal admission to the Teacher Education program/School of Education required.

Study of effective theories and principles for teaching reading in the five big ideas of the reading process to students in grades K-2— phonemic awareness, phonics, fluency, vocabulary, and comprehension—and to apply the most effective instructional plans, methods and resources in their practice. Focuses on diagnostic methods for assessing reading progress in individuals and groups and ideas for differentiating instruction for diverse learners. Three credits

EDU 313. ISSUES IN TEACHING ENGLISH AS A SECOND LANGUAGE IN THE PUBLIC SCHOOLS.

Prerequisite: Permission of the instructor.

Minimum grade of “C-” required for education majors.

Overview of the historical and legal background of issues related to learning situations in the K-12 classroom. Survey of instructional materials and resources as well as ESL curriculum issues relevant to public schools. Two credits.

EDU 314. EVALUATION & TESTING IN ENGLISH AS A SECOND LANGUAGE EDUCATION.

Prerequisite: Permission of the instructor.

Minimum grade of "C-" required for education majors.

Introduction to the theories and issues related to assessing and evaluating learners in ESL and EFL education programs. Strategies and techniques are covered. Laboratory required. Two credits.

EDU 315. GRAMMAR OF ENGLISH LANGUAGE**EDU 321. FOUNDATIONS OF MATH (PRIMARY).**

Minimum grade of "C-" required for education majors.

Prerequisite: Formal admission to the Teacher Education program/School of Education required.

An in-depth study of concepts and skills taught in K-6 math classrooms. Traditional, innovative, and reflective approaches to teaching math will be examined. Three credits.

EDU 322. FOUNDATIONS OF READING (INTERMEDIATE).

Minimum grade of "C-" required for education majors.

Prerequisite: Formal admission to the Teacher Education program/School of Education required.

Study of effective theories and principles for teaching reading in the five big ideas of the reading process to students in grades 3-6—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and to apply the most effective instructional plans, methods and resources in their practice. Focuses on diagnostic methods for assessing reading progress in individuals and groups and ideas for differentiating instruction for diverse learners. Three credits.

EDU 327. FOUNDATIONS OF LITERACY.**EDU 328L. FOUNDATIONS OF READING LAB.**

Provides opportunities for the application of information taught in the Foundations of Reading courses. Focuses on assessments, data-driven decisions, remediation plans, effective instruction, and progress monitoring. Field placement course. One credit

EDU 329. FOUNDATIONS OF ELEMENTARY SCHOOL MATHEMATICS.**EDU 331. FOUNDATIONS OF MATH (INTERMEDIATE).**

An in-depth study of concepts and skills taught in grades 3-6 math courses. Traditional, innovative, and reflective approaches to teaching math will be examined. Three credits.

EDU 338L. FOUNDATIONS OF MATH LAB.

Minimum grade of "C-" required for education majors.

Prerequisite: Formal admission to the Teacher Education program/School of Education required.

Provides opportunities for the application of information taught in the Foundations of Math courses. Focuses on assessments, data-driven decisions, remediation plans, effective instruction, and progress monitoring. Field placement course . One credit.

EDU 345. TRENDS & ISSUES IN NON-PUBLIC AMERICAN EDUCATION.

*Pre-requisite: Admission to School of Education --Instructional Studies Program;
Minimum grade of "C-" required for education majors.*

Exploration of contemporary trends and issues related to instruction in non-traditional educational settings in the United States.

EDU 355. GENERAL PLANNING AND METHODS IN SECONDARY/K-12 EDUCATION.

Prerequisite: EDU 241 or permission of the instructor.

Teacher candidates will engage in systematic study of lesson structure and methods that are proven effective in teaching students of the 21st century. The importance of communication linking the school, home, and community will be stressed. Techniques to integrate specific subjects to the real world of 21st century content will be addressed. Three credits.

EDU 358. CURRICULUM INTEGRATION & MIDDLE GRADES PHILOSOPHY.

Minimum grade of "C-" required for all education majors and licensure seeking students.

Examination and application of the concepts, principles, theories, research, and organizational components underlying and emerging from the philosophical foundations of the developmentally responsive middle level programs and schools. Field experience is required. Three credits.

EDU 363. BIRTH-KINDERGARTEN ASSESSMENT.

Practice interpreting standardized evaluations and placement data, observation of preschool screening, and assessment of an infant/toddler and preschool/ kindergarten child required. Observation narratives, anecdotal notes, authentic assessment, curriculum based assessment, parent interview, and assessment of family concerns. Three credits.

EDU 365. THE YOUNG EXCEPTIONAL CHILD.

Minimum grade of "C-" required for education majors.

Research into the field of early childhood and special education to study in depth the current developments and problems concerning typically/atypically developing children including appropriate programs, assessment, and team collaborations. Experience in programs with the very young child with disabilities in various settings required. Three credits.

EDU 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisites: PSY 100, EDU 220, 230 and permission of the department. Minimum grade of "C-" required for education majors.

Arrangements to be made by the department.

Individual study options available in such areas as identification and analysis of learning problems of individual pupils and design of instructional systems to combat them. Emphasis on tutorial, individualized learning, and other independent study techniques. One, two, three, or four credits.

EDU 404. INCLUSIVE ELEMENTARY CURRICULUM: MATH.

Minimum grade of "C-" required for education majors.

Formal admission to the Teacher Education program/School of Education required.

Includes content, methods, and materials for teaching mathematics in inclusive K-6 settings. Strategies for implementing and assessing student achievement will be emphasized. Three credits.

EDU 405. INCLUSIVE ELEMENTARY CURRICULUM: SOCIAL STUDIES.

Minimum grade of "C-" required for education majors.

Formal admission to the Teacher Education program/School of Education required.

Includes content, methods, and materials for teaching social studies in inclusive K-6 settings. Strategies for implementing and assessing student achievement will be emphasized. Three credits.

EDU 408. INCLUSIVE ELEMENTARY CURRICULUM: SCIENCE.

Minimum grade of "C-" required for education majors.

Formal admission to the Teacher Education program/School of Education required.

Includes content, methods, and materials for teaching science in inclusive K-6 settings. Strategies for implementing and assessing student achievement will be emphasized. Three credits.

EDU 409. INCLUSIVE ELEMENTARY CURRICULUM: LANGUAGE ARTS.

Minimum grade of "C-" required for education majors.

Formal admission to the Teacher Education program/School of Education required.

Includes content, methods, and materials for teaching language arts in inclusive K-6 settings. Strategies for implementing and assessing student achievement will be emphasized. Three credits.

EDU 415. EdTPA CONCEPTS AND SUPPORT.

Minimum grade of "C-" required for licensure seeking students.

Formal admission to the Teacher Education program/School of Education required.

Analyses of pedagogical tasks resulting in composition of explanatory written commentary with theoretical justification. Three credits. Fee-\$100.00

EDU 416. TEACHING THE YOUNG ADOLESCENT.

Minimum grade of "C-" required for education majors.

Prerequisite: PSY 100.

Co-requisite: EDU 432.

Study of the nature and developmental needs of young adolescents with subject-specific application of methods of teaching and facilitating the learning activities of students in grades 6-9 in two of four core content areas (mathematics, social studies, English/language arts, and science). Field work required at field site assigned for EDU 432. Three credits.

EDU 420. SPECIFIC SUBJECT METHODS IN SECONDARY/K-12 EDUCATION.

Prerequisites: EDU 216, 241, 355, and admission into the Teacher Education Program.

Co-requisite: EDU 430.

Utilizing general knowledge of planning and teaching adolescents, students will be guided in the analysis of specific content and methodologies for teaching their content. This is a field-based course that will be co-taught by content-area teachers in the delivery and assessment of content-specific assignments. Three credits.

EDU 421. TEACHING FOREIGN LANGUAGES IN ELEMENTARY, MIDDLE, AND HIGH SCHOOLS.

Minimum grade of "C-" required for education majors.

Application of reflection as applied to objectives, methods and materials for teaching modern foreign languages in grades K-12. Emphasis on language acquisition patterns in

children, language proficiency, and integration of the second language with other content areas. Three credits. Cross-listed with SPA 421.

EDU 422. DEAF AND HARD OF HEARING EDUCATION.

This overview course addresses family, cultural, and educational perspectives, consequences of deafness and hearing loss to cognition and socialization. Students develop basic functional understanding of all methods and review the literature on methodological efficacy and variables relevant to success. Legal, eligibility, and programmatic issues are addressed. Three credits.

EDU 423. STUDENT TEACHING SEMINAR K-6. (Consult & Collaboration)

Minimum grade of "C-" required for education majors.

Formal admission to the Teacher Education program/School of Education required.

Preparation for meeting student teaching requirements and discussions on transforming and strengthening appropriate practices for diverse students, families, and communities. This course also includes in-depth examination of consultation/collaboration, professionalism, current licensure processes, and options after graduation. Three credits. Fee-\$100.00

EDU 426. STUDENT TEACHING SEMINAR 6-9. (Consult & Collaboration)

Minimum grade of "C-" required for education majors.

Prerequisites: EDU 416

Preparation for meeting student teaching requirements and discussions on transforming and strengthening appropriate practices for diverse students, families, and communities. This course also includes in-depth examination of consultation/collaboration, professionalism, current licensure processes, and options after graduation. Three credits.

EDU 430. FIELD EXPERIENCE IN SECONDARY/K-12 EDUCATION.

Prerequisites: Formal admission to the School of Education and Student Teaching candidacy, Minimum grade of "C-" required for education majors in professional education courses; verification of passing scores on content and foundational licensure exams.

Application of reflection as applied to one day per week in the student teaching placement in a public school. One credit.

EDU 431. FIELD EXPERIENCE IN ELEMENTARY/K-6 EDUCATION.

Minimum grade of "C-" required for education majors in professional education courses.

Application of reflection as applied to one full day per week in the student teaching. One credit.

EDU 432. FIELD EXPERIENCE IN MIDDLE GRADES EDUCATION.

Prerequisites: Formal admission to the School of Education and Student Teaching candidacy, Minimum grade of "C-" required for education majors in professional education courses; verification of passing scores on content and foundational licensure exams.

Application of reflection as applied to one full day per week in the student teaching placement in a public school in the middle grades. One credit.

EDU 435. LITERACY ACROSS THE CONTENT AREAS.

Minimum grade of "C-" required for education majors.

The utilization of instructional frameworks and literacy strategies to promote content area instruction. Three credits.

EDU 440. STUDENT TEACHING IN THE SECONDARY/K-12 SCHOOL.

Prerequisites: Formal admission to School of Education and Student Teaching candidacy, Minimum grade of "C-" required for education majors in professional education courses, successful completion of EDU 430, verification of passing scores on content and foundational licensure exams. Co-requisite: EDU 423 or EDU 426.

A minimum of sixteen weeks of full time observation, assisting in instruction and teaching in a public school. Twelve credits. Fee—\$150.00. SPRING ONLY

EDU 441. STUDENT TEACHING IN THE ELEMENTARY SCHOOL AND B–K SETTINGS.

Minimum grade of "C-" required for education majors. Formal admission to the Teacher Education program/School of Education and Student Teaching Candidacy required.

Sixteen weeks of reflection on full-time observation assisting in instruction and teaching in an elementary school setting. Senior year. Twelve credits. Fee—\$75.00

EDU 442. STUDENT TEACHING IN THE MIDDLE GRADES.

Prerequisites: Admission to the School of Education and Student Teaching candidacy, Minimum grade of "C-" required for education majors in professional education courses, successful completion of EDU 432, verification of passing scores on content and foundational licensure exams. Co-requisite: EDU 426.

A minimum of sixteen weeks of reflection on full-time observation assisting in instruction and teaching in a public middle grades school setting. Senior year. Twelve credits. Fee—\$75.00.

EDU 445. METHODS FOR ENGLISH LANGUAGE LEARNERS.

Articulating the sequences of language acquisition with the development of cognitive and academic skill sequences described in the Standard Course of Study. Strategies, principles of learning, group and individual lessons, unit plans. Three credits.

EDU 450. INTERNSHIP IN NON-PUBLIC EDUCATIONAL SETTINGS.

Pre-requisite: Admission to School of Education --Instructional Studies Program; Minimum grade of "C-" required for education majors.)

Internship assisting in instruction in a non-public school setting. One credit.

EDU 451. TECHNOLOGY IN THE CLASSROOM.

Minimum grade of "C-" required for education majors. Formal admission to the Teacher Education program/School of Education required.

This course involves the study and application of contemporary knowledge and skills to the practice of teaching as a means to enhance student engagement, activity, and achievement. Two credits.

EDU 455. PRACTICUM IN NON-PUBLIC EDUCATIONAL SETTINGS.

Prerequisites: Admission to School of Education - Instructional Studies Program, completion of required education and related courses, Minimum grade of "C-" required for education majors.

Practicum assisting in instruction in a non-public school setting. Six credits. Fee—\$75.00.

EDU 480. REFLECTIVE TEACHING AND RESEARCH IN TESL.

Culmination course designed to provide students with opportunities to supplement previous academic work with research and reflection in the academic area. Particular attention on TESL issues such as innovative trends in the field of K-12 EDL education, ways in which ESL teaching profession can implement changes and sustain practices for ELL's within the K-12 community, how and why to initiate and build support networks within the school and beyond, and strategies for action research and professional growth. Two credits.

EDU 485. ALCOHOL AND DRUG PREVENTION EDUCATION.

Minimum grade of "C-" required for education majors.

This course addresses the multiple causes of drug abuse and provides students with the skills and knowledge to implement and design drug prevention activities in a variety of settings. The course focuses on classroom climate and provides practical ideas, skills and teaching methods to implement educational programs and lessons with students and adults. A major component of the course will consist of team building and problem solving as they relate to social interaction in schools, groups and athletic teams. Three credits.

EDU 499. SENIOR HONORS THESIS.

Minimum grade of "C-" required for education majors.

Intensive investigation of an area of education culminating in an honors thesis. Oral examination required. Three credits.

ENGAGED SCHOLARS

ESP 100/101 – 400/401. ENGAGED SCHOLARS PROGRAM SEMINAR (0 credits).

Open only to students in the Engaged Scholars Program. Students will register for this seminar each semester they are participants in the Engaged Scholars Program. The seminar meets at least three times a semester and may include guest speakers, informal conversation, program orientation and assistance, group presentations and reflective activities. Course fee per seminar of \$100. Pass/Fail only.

ESP 100. ESP SEMINAR – FIRST YEAR, FALL.

Students successfully complete ESP 100, a course designed to orient the Scholars to the program and provide them the context necessary to promote optimal future learning.

ESP 101. ESP SEMINAR – FIRST YEAR, SPRING.

Complete ESP 101; provide an acceptable plan regarding goals and time tables for meeting program requirements.

ESP 200. ESP SEMINAR – SECOND YEAR, FALL.

Complete ESP 200; have had initiated at least one experience from one category by end of this term (which includes reflective essay accompanying activity when it is completed).

ESP 201. ESP SEMINAR – SECOND YEAR, SPRING.

Complete ESP 201; have had completed at least two experiences from two categories by end of this term.

ESP 300. ESP SEMINAR – THIRD YEAR, FALL.

Complete ESP 300; have had completed at least two experiences from three categories and initiated at least a third experience by end of this term.

ESP 301. ESP SEMINAR – THIRD YEAR, SPRING.

Complete ESP 301; have had completed at least four experiences from four categories by end of this term.

ESP 400. ESP SEMINAR – FOURTH YEAR, FALL.

Complete ESP 400, which includes preparation for the final semester requirements; have had completed at least five experiences from five categories by end of this term.

ESP 401. ESP SEMINAR – FOURTH YEAR, SPRING.

Complete ESP 401, which includes all the final semester requirements for graduation as an Engaged Scholar, including final portfolio and defense of work; have had completed at least six experiences from six categories by end of this term.

ENGLISH

ENG 130. INTRODUCTION TO COLLEGE WRITING.

Prerequisite: Students placed in this course as determined by SAT/ACT scores must take it during their first semester and must successfully complete it before enrolling in ENG 131.

Introduction to key rhetorical concepts, such as audience and purpose, for both reading and writing. Students will learn to develop and support increasingly complex ideas in response to college-level texts and reflect on their reading and writing as processes in order to understand their own practice as academic readers and writers. Four credits.

ENG 131. CRITICAL THINKING AND WRITING.

Prerequisite: An SAT score of 520 or higher, an ACT score of 20 or higher, or ENG 130 Workshop-based instruction and practice in writing college-level arguments and engaging critically with others' ideas. Emphasis on reading and writing rhetorically and critically reflecting on the reading and writing processes. Four credits.

ENG 131H. CRITICAL THINKING AND WRITING – HONORS

Prerequisite: Students must also be admitted to the University Honors program to enroll in this honors-level course.

Workshop-based instruction and practice in writing college-level arguments and engaging critically with others' ideas. Emphasis on reading and writing rhetorically and critically reflecting on the reading and writing processes. Four credits.

ENG 231. READING FICTION.

Prerequisite: ENG 131.

Students will study fiction, focusing on key developments in the genre, foundational analytical skills, and writing arguments about literature. Three credits.

ENG 232. READING POETRY.

Prerequisite: ENG 131.

Students will study poetry, focusing on key developments in the genre, foundational analytical skills, and writing arguments about literature. Three credits.

ENG 233G. READING WORLD LITERATURE.

Prerequisite: ENG 131.

Students will explore and analyze the literature of different cultures. In addition to gaining an understanding of cultural difference, students will learn to use texts to examine their own experiences and ideas. Three credits.

ENG 235. WRITING ARGUMENTS.

Prerequisite: ENG 131.

Students will develop skills in producing convincing arguments for a range of rhetorical situations, focusing on rhetorical analysis, reflective practice, and multimodal strategies. Three credits.

ENG 281. INTRODUCTION TO CREATIVE WRITING.

Students will develop basic skills in creative writing, with emphasis on representative models and habits of creativity. Three credits.

ENG 303. AMERICAN NOVEL I.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131

Study of the development of the American novel, from its origins through the Civil War, with attention to historical contexts and critical approaches. Three credits.

ENG 315. GRAMMAR OF THE ENGLISH LANGUAGE.

Prerequisite: ENG 131.

Students will explore grammatical conventions of Edited Standard Written English, language structure and acquisition, and linguistic diversity. Emphasis will be placed on theoretical and practical issues. Three credits.

ENG 330. VISITING WRITER-IN-RESIDENCE WORKSHOP IN POETRY OR FICTION.

Prerequisite: ENG 131.

Students will participate in a writing workshop in either poetry or fiction taught by a published author. First-year students must petition the English Program to enroll in the course. The course may be repeated with different authors. Two to four credits. (Spring)

ENG 336. EARLY ENGLISH LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of British literary texts written between c. 600 to 1550. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 337. RENAISSANCE LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of British literary texts written between 1550 and 1660. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 339. SHAKESPEARE.

Prerequisite: ENG 131.

Students will explore a selection of Shakespeare's plays. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 345. WRITING FICTION.

Prerequisite: ENG 281.

Students will be introduced to the theory and practice of writing fiction through analysis of student writing and selected models. Three credits.

ENG 346. WRITING POETRY.

Prerequisite: ENG 281.

Students will be introduced to the theory and practice of writing poetry through analysis of student writing and selected models. Three credits.

ENG 347. WRITING CREATIVE NON-FICTION.

Prerequisite: ENG 281.

Students will be introduced to the theory and practice of writing creative non-fiction through analysis of student writing and selected models. Three credits.

ENG 355. CONTEMPORARY LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of recent literary texts. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 356. CONTEMPORARY LITERATURE: LENOIR-RHYNE WRITERS SERIES.

Prerequisite: ENG 131.

Students will explore a range of recent literary texts with a focus on works written by authors currently included in Lenoir-Rhyne University's Visiting Writers Series. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 362: BRITISH NOVEL I.

Prerequisite: ENG 131.

Students will explore a range of British novels written through 1900. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 363. BRITISH NOVEL II.

Prerequisite: ENG 131.

Students will explore a range of British novels written since 1900. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 364. RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of British literary texts written between 1660 and 1798. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 365. BRITISH ROMANTICISM.

Prerequisite: ENG 131.

Students will explore a range of British literary texts written between 1798 and 1837. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 366. VICTORIAN LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of British literary texts written between 1837 and 1901. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 367. TWENTIETH-CENTURY BRITISH LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of literary texts written during the twentieth century. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 372. AMERICAN NOVEL I.

Prerequisite: ENG 131.

Students will explore a range of American novels written through 1900. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 373. EARLY AMERICAN LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of American literary texts written from the age of exploration to 1820. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 374. AMERICAN ROMANTICISM.

Prerequisite: ENG 131.

Students will explore a range of American literary texts written between 1820 and 1865. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 381, 382, or 383. SPECIAL TOPICS.

Students will engage in study of selected topics in literature, such as major authors, thematic studies, and nontraditional genres. One, two, or three credits.

ENG 385. AMERICAN NOVEL II.

Prerequisite: ENG 131.

Students will explore a range of American novels written since 1900. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 386. AMERICAN REALISM AND NATURALISM.

Prerequisite: ENG 131.

Students will explore a range of American literary texts written between 1865 and 1914. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 387. TWENTIETH-CENTURY AMERICAN LITERATURE.

Prerequisite: ENG 131.

Students will explore a range of American literary texts written during the twentieth century. They will develop a rich understanding of the major ideas and developments of the period by placing these texts in relation to their cultural and literary contexts. Two of the following recommended: ENG 231, 232, 233, 234. Three credits.

ENG 413. SEMINAR IN LITERARY TOPICS.

Prerequisites: ENG 231, 232, 233, 2XX, and junior standing; or permission of the instructor.

Students will engage in intensive study of a focused group of texts (such as a single author, literary movement, or genre) culminating in the production of a major critical research paper.

This writing intensive course may be repeated for credit under different subtitles. Three credits.

Note: prior to Summer 2014 this course was titled Junior Seminar I.

ENG 414. SEMINAR IN CULTURAL STUDIES.

Prerequisites: ENG 231, 232, 233, 2XX, and junior standing; or permission of the instructor.

Students will engage in study of a culturally important question through a range of literary texts. This writing intensive course culminates with a major researched argument that synthesizes texts. It may be repeated for credit under different subtitles. Three credits.

Note: prior to Summer 2014 this course was titled Junior Seminar II.

ENG 415. SEMINAR IN NON-LITERARY TEXTS & CONTEXTS.

Prerequisites: ENG 231, 232, 233, 2XX, and junior standing; or permission of the instructor.

Students will engage in study of non-literary texts (such as political speeches, advertisements, or films), culminating in a major research project that critiques an aspect of contemporary culture. This writing intensive course may be repeated for credit under different subtitles. Three credits.

Note: prior to Summer 2014 this course was titled Junior Seminar III.

ENG 450. INTERNSHIP FOR ENGLISH MAJORS.

Internship for English Majors: Fieldwork with a local business, a non-profit agency, or an on-campus organization in which English majors use the skills they have developed in a workplace environment. By invitation only.

ENG 475. READING AND THE WORLD.

Prerequisite: Junior or senior English major status.

Students will engage in topical study focused on connecting their reading lives with wider human experience. The course includes attention to global perspectives, reflective reading practices, self-understanding, and preparation for the future. Three credits.

ENG 480. WRITING AND THE LITERARY TRADITION

Prerequisite: Senior English major status.

Students will engage in intensive topical study of literature, focusing on literary analysis skills and research methods. The course culminates in the writing of a major critical paper. Three credits.

ENG 481. CREATIVE WRITING CAPSTONE.

Prerequisite: Senior English major status.

Students will participate in an intensive workshop experience culminating in the creation of a major original work (or collection of works). The course includes attention to global perspectives, reflective reading practices, self-understanding, and preparation for the future. Three credits.

ENG 498. SENIOR HONORS RESEARCH.

By invitation of the English faculty only.

Prerequisite: Cumulative gpa of 3.0 or higher and program gpa of 3.2 or higher.

Students will undertake directed readings and research in the area related to the honors thesis. Three credits.

ENG 499. SENIOR HONORS THESIS.

By invitation of the English faculty only.

Prerequisite: ENG 498, cumulative gpa of 3.0 or higher, and program gpa of 3.2 or higher.

Students will complete independent study and research leading to the writing of an honors thesis directed by a member of the program and a faculty committee. The course culminates with an oral defense of thesis. This course does not count for credit towards the English major. Three credits.

ENVIRONMENTAL STUDIES

ENV 100. INTRODUCTION TO ENVIRONMENTAL SCIENCE.

Prerequisite: BIO 105 or CHE 103/103L.

This course will acquaint Environmental Studies majors with the field of Environmental Science, including the history and philosophy of the field as well as its scientific foundations. Emphasis will be placed upon ecological principles from which environmental science has developed, as well as the human environmental problems of population size, energy consumption, pollution, and land use. This course will include three hours of lecture and a three-hour laboratory once per week. Four credits. This course is required for and will replace the Science 300 core curriculum requirement for Environmental Studies majors with concentrations in Biology, Chemistry, Earth Science or Physics. Students may not receive credit for ENV 100 and SCI 300. (Spring)

ENV 120. INTRODUCTION TO ENVIRONMENTAL SCIENCE AND POLICY.

This interdisciplinary gateway course, required for all Environmental Science and Policy majors, features a case study approach to focus on the human relationships with, and impact on, the environment and our natural resources. The course will examine selected environmental and conservation problems and will examine causes of the problems and methods for investigating them and possible solutions. Four credits. (Spring)

ENV 200. ENVIRONMENTAL SEMINAR.

Prerequisite: ENV 120 or permission of the instructor.

A seminar designed to expand the student's exposure to current scientific research. Researchers from nearby institutions will present seminars on various topics of biology. Students will also be required to present a one-half hour seminar and to critique one or more of the seminars given by outside speakers. Each Environmental Science and Policy major is required to successfully complete one seminar. Course may be repeated for credit up to four times. One credit. (Fall, Spring)

ENV 210. ENVIRONMENTAL EDUCATION I.

The ultimate goal of the experiential course is to enrich North Carolinian's understanding of our diverse surroundings. Students are provided the necessary resources and learning experiences to make them effective environmental educators. This course operates in conjunction with the North Carolina Environmental Education certification Program. Students will attend required workshops; participate in a variety of outdoor experiences; attend seminars, conferences, museums or other environmental education centers to increase knowledge of environmental education resources and facilities. Three credits. (Fall)

ENV 215. ENVIRONMENTAL EDUCATION II.

Prerequisite: ENV 210.

Students will develop and complete a personal project as required to receive North Carolina Environmental Education Certification. Students will gain environmental education experience on campus, in area schools, or local science centers; in addition to workshops and other off campus experiences. Students completing ENV 210 and 215 will be positioned to apply for NCEE certification. Three credits. (Spring)

ENV 231. ENVIRONMENTAL POLICY

Prerequisite: POL 120

A comprehensive and interdisciplinary introduction to the process and challenges of developing, implementing, and evaluating environmental policy. The roles of costs and

benefits, uncertainty and risks, science and technology, and attitudes and ethics are explored. Historic and contemporary case studies are used to examine major institutions and actors, laws and regulations, incentives and enforcement approaches, and their role in addressing our nation's most pressing environmental problems. Three credits.

ENV 250. INTRODUCTION TO GIS

Co-requisite: ENV 250L.

This course introduces the hardware and software components of a Geographic Information System and reviews GIS applications. Topics include data structures and basic functions, methods of data capture and sources of data, and the nature and characteristics of geospatial data and objects. Lecture examples, as well as hands-on exercises cover a range of application areas and disciplines, reflecting the real-world relevance of this tool. Three credits. (Spring)

ENV 250L. INTRODUCTION TO GIS LAB

Co-requisite: ENV 250.

Geographic information systems (GIS), global positioning systems (GPS), and mobile GIS and high definition digital imaging technologies will be used to perform traditional field analyses. One credit. (Spring)

ENV 325. ENVIRONMENTAL MONITORING.

Prerequisites: BIO 105 or 106; ENV 120

A survey of the physical, chemical, and biological methods used to measure natural systems and to detect, measure and manage contaminants in natural and anthropological environments. Particular attention will be given to exposure and associated impacts (including health risks) in natural and human environments. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

ENV 381, 382, 383, 384. SPECIAL TOPICS.

A course designed to provide an opportunity for an in-depth study of selected topics within the field of conservation sciences. Course may be repeated with different topics. One to four credits. (On demand)

ENV 400. ENVIRONMENTAL STUDIES, SENIOR PROBLEMS.

A course in special problems for seniors majoring in environmental studies. Problems will be chosen which require the students to synthesize the knowledge and skills acquired in previous courses. Three credits. (Fall, Spring)

ENV 470. PROBLEMS IN ENVIRONMENTAL SCIENCE AND POLICY.

Prerequisites: Senior standing as an Environmental Science and Policy major.

This capstone course, required of all Environmental Science and Policy majors, will investigate causes of and solutions to selected environmental problems. The objective of the course is to teach students how to approach and analyze a problem, develop a work plan, and determine what is necessary to successfully implement the plan. Using lecture, discussion, field study, and methods and tools learned in previous courses, students will engage in a research project to investigate and solve environmental and policy problems. The research project will culminate in written and oral presentations. A senior capstone portfolio is also required. Four credits.

ENV 471, 472, 473, or 474. INTERNSHIP IN ENVIRONMENTAL SCIENCE AND POLICY. Experiences in the areas of environmental science or policy such as an

environmental laboratory, testing facility, utility company, private business, governmental or grassroots organization or other approved activity. Three hours of activity per week are required for each credit. One to four credits. (On demand)

ENV 498. SENIOR HONORS RESEARCH.

Prerequisite: Senior standing.

Independent research on a scientific or political subject of interest to the student will be conducted under the guidance of an ENV faculty member and a departmental committee. Three credits.

ENV 499. SENIOR THESIS.

Prerequisite: Senior standing.

Students will prepare a written report of the work and pass an oral examination on the project administered by the departmental committee (ENV 498). This course may be used in place of ENV 470 as a major requirement. A senior capstone portfolio is also required. Three credits.

ENTREPRENEURIAL STUDIES

ENT/SCE 210. INTRODUCTION TO ENTREPRENEURSHIP.

This course introduces students to both commercial and social entrepreneurship through case studies, key readings, and primary information resources. This course shapes students' understanding of the entrepreneurial process and exposes students to challenges, problems, and issues faced by today's entrepreneurs. Major objectives include identifying and evaluating business opportunities, developing a business model, and creation of an academic business plan. Three credits. (Fall/Spring)

SCE 310. ENTREPRENEURSHIP FOR SOCIAL CHANGE.

This course explores entrepreneurship as a vehicle for social change, economic development, and community wealth creation. Social entrepreneurs are individuals devoted to making a difference by drawing on lessons learned from the business world. Students will examine the history and practice of social entrepreneurship, the spectrum of business models that are employed, and dive into case studies of actual social enterprises. Three credits. (Fall/Spring)

ENT/SCE 381, 382, 383, 384. SPECIAL TOPICS

Prerequisites: ENT 210 and/or permission of instructor.

A study of topics in entrepreneurship not covered in other courses, such as entrepreneurship, intellectual property law, and rapid prototyping. May be repeated each time the topic changes. One, two, three, or four credits. (Spring/Fall)

ENT/SCE 404. CREATIVITY & INNOVATION IN ORGANIZATIONS.

Creating a culture that encourages creativity and innovation is crucial to competitive advantage and adaptive strategy. In this course, students will examine and experience the nature of creativity and techniques to facilitate innovation in organizations. Three credits. *Note: Cross listed with BUS 504.

ENT/SCE 461. ENTREPRENEURIAL INTERNSHIP.

Students will complete an internship with a commercial or social entrepreneur. Students will work with a member of the business faculty to propose, and complete a project with a small business owner. During the internship experience, students will be engaged in hands-on activities, receive mentorship from leaders in sponsoring companies, and will learn first-hand the unique demands placed on small business owners. Three credits. (Fall/Spring/Summer)

ENT/SCE 465. ENTREPRENEURIAL CAPSTONE EXPERIENCE.

The Entrepreneurial Capstone Experience is a course designed to allow students to gain experience working with and solving problems for a real small business. Students are placed in small teams of 3-5 students and assigned to a local company. The students are coached by a faculty member, meet with the firm and identify a problem to work on during the semester. Students should anticipate client visits throughout the semester. Students learn to assume the role of a consulting organization, analyze and execute to a statement of work and focus on one aspect of the firm's business. This course helps to mold skills around creative thinking, strategic planning, and business professionalism. Each team will prepare a client report and deliver recommendations for the client during a final presentation. Three credits. (Fall/Spring)

ENT/SCE 498. SENIOR HONORS RESEARCH.

Prerequisite: Department invitation.

Includes conferences with instructors, readings in journals, and knowledge of new literature in the field. Three credits. (On demand)

ENT/SCE 499. SENIOR HONORS THESIS.

Prerequisite: Department invitation.

Independent study and research. Honors paper or project directed by a member of the Department. Oral presentation of the paper. Three credits. (On demand)

FINE ARTS

FINE ARTS 188. FINE ARTS LEVEL ONE.

These topical or thematic courses are designed to satisfy level one fine arts requirements in the core curriculum. As topics will vary, this course may be repeated for credit. Three credits.

FINE ARTS 388. FINE ARTS LEVEL TWO.

This topical or thematic advanced seminar is designed to satisfy the level two fine arts requirement in the core curriculum. Course will include Service/Engaged/Experiential Learning (SEE) and intensive writing (WRI) components, as well as a culminating project designed to demonstrate mastery of the course material. Students must select one of their level two culminating projects to satisfy the Core Curriculum Capstone experience. Topics will vary, and this course may be repeated for credits. Three credits.

FIRST YEAR EXPERIENCE

FYE 191. FIRST YEAR EXPERIENCE.

A required course for all first year students and transfer students with less than 26 hours transferred to Lenoir-Rhyne. A topical course, the content will be determined by the instructor and approved by the Core Council. All sections will explicitly address Lenoir-Rhyne's Common Learning Goals, Mission, and Values, and will include a Writing-Intensive component. The course will also cover acculturation to Lenoir-Rhyne specifically and to college life in general. Three credits. (Fall)

FYE 192. FIRST YEAR EXPERIENCE.

A continuation of FYE 191. Three credits. (Spring)

FRENCH**FRE 110. FRENCH LANGUAGE AND INTERCULTURAL COMMUNICATION I.**

This course is designed to promote intercultural competence through language study. Students will learn to appreciate the diversity of cultures present in a language-speaking region (including their own). They will investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied, and will interact meaningfully with members of that culture. Basic proficiency in all four areas of verbal communication will be developed, in addition to some non-verbal forms of cultural communication.

FRE 111. FRENCH LANGUAGE AND INTERCULTURAL COMMUNICATION II.

Prerequisite: FRE 110 or permission of the instructor.

A continuation of FRE 110 using the same approach and format as FRE 110. Three credits.

FRE 231. CULTURE AND CHANGE.

Prerequisite: FRE 111 or placement by exam.

All FRE 2xx courses will use authentic materials (short stories, novellas, and videos; pieces of journalism; advertisements; song lyrics and poems, etc.) to complete the introduction of grammatical structures begun in FRE 110/111, while also reviewing and practicing earlier elements. This course focuses on how change (whether social, political, environmental, artistic, etc.) is experienced in French-speaking cultures. Three credits. In regular rotation with other 200-level classes.

FRE 232. FRENCH FOOD CULTURE.

Prerequisite: FRE 111 or placement by exam.

All FRE 2xx courses will use authentic materials to complete the introduction of grammatical structures begun in FRE 110/111, while also reviewing and practicing earlier elements. This course focuses on the presence in French-speaking cultures of media of all kind (social, news, internet, print, radio, television, etc.). Three credits. In regular rotation with other 200-level classes.

FRE 233. THE FRENCH MIND.

Prerequisite: FRE 111 or placement by exam.

All FRE 2xx courses will use authentic materials from French intellectual and scientific history, revolutionary energy and current world views (short stories, novellas, and

videos; pieces of journalism; advertisements; song lyrics and poems, etc.) to complete the introduction of grammatical structures begun in FRE 110/111, while also reviewing and practicing earlier elements. This course concentrates on the presence of memory in French-language cultural expression. Three credits. In regular rotation with other 200-level classes.

FRE 234. MULTICULTURAL FRANCOPHONIE.

Prerequisite: One course at 200-level, or instructor permission.

This course offers students the opportunity to practice their writing in a number of different French cultural contexts which derive from very different historic developments and are at the core of the present and future culture. Students work in French writing patterns (on all levels including syntax and idiomatic differences) They construct their own interactions with various native speakers dialogues; write book, movie, and music reviews; opinion essays; poetry; and advertisements. Students will have the opportunity to share and receive feedback on some of their writing from other students living abroad and from other members of French speaking cultures. Three credits

FRE 333. AREA STUDIES.

Prerequisite: One course at 200-level, or instructor permission.

Rotating courses on Asia, Africa, Oceania and the Americas. Course focuses on the regions' indispensable historical and geographic backgrounds, as well as interesting issues of cultural (religious, environmental, social, political, economic, artistic, etc.) relevance. In their efforts to explore and understand these issues, students will be in communication with members of the target cultures. Three credits.

FRE 334. FRENCH-LANGUAGE FILM.

Prerequisite: One prior course at 200-level, or instructor permission.

Students will view and discuss feature-length films and some shorter videos in French. The objectives of the course are to develop students' linguistic skills; their understanding of Francophone societies and some of their relevant contemporary issues; as well as to practice the critical thinking necessary to reflect on and evaluate the films. In their process of development, students will experience linguistic and cultural differences (e.g. humor) and have opportunities to discuss their findings with members of French-speaking cultures. Three credits.

FRE 331. CULTURE AND CIVILIZATION: THE PAST.

Prerequisite: One prior course at 200-level, or instructor permission.

A study of the history, geography, politics and economics of France through the centuries. Three credits.

FRE 332. CULTURE AND CIVILIZATION: THE PRESENT.

Prerequisite: One prior course at 200-level, or instructor permission.

A study of France, its present government form and social structure as well as its participation in the European Union. Focus on the values and attitudes, customs and artistic heritage of the French people. The course includes the involvement of French nationals from outside the Metropole and French-speakers from historically affiliated countries. Three credits.

FRE 401. COMMERCIAL FRENCH.

Prerequisite: FRE 222 or by placement exam.

Study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Terminology units tailored to interest of student: export-import documents, telecommunications/engineering, furniture, textiles, etc. Three credits.

FRE 402. COMMERCIAL FRENCH II.

Prerequisite: FRE 401 or by placement exam.

Continuation of the study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Different forms of business communications in different French speaking countries. Three credits.

GERMAN

GER 110. GERMAN LANGUAGE AND INTERCULTURAL COMMUNICATION I.

This course is designed to promote intercultural competence through language study. Students will learn to appreciate the diversity of cultures present in a language-speaking region (including their own). They will investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied, and will interact meaningfully with members of that culture. Basic proficiency in all four areas of verbal communication will be developed, in addition to some non-verbal forms of cultural communication.

GER 111. GERMAN LANGUAGE AND INTERCULTURAL COMMUNICATION II.

Prerequisites: GER 110 or permission of instructor.

Continuation of GER 110 using same approach and format as GER 110. Three credits.

GER 241. GERMAN CULTURE.

Prerequisite: GER 111 or placement by exam.

All GER 2xx courses will use authentic materials (short stories, novellas, and videos; pieces of journalism; advertisements; song lyrics and poems, etc.) to complete the introduction of grammatical structures begun in GER 110/111, while also reviewing and practicing earlier elements. This course focuses on how change (whether social, political, environmental, artistic, etc.) is always based in historic developments in German-speaking cultures. Three credits. In regular rotation with other 200-level classes.

GER 242. GERMANY AND THE EUROPEAN UNION.

Prerequisite: GER 111 or placement by exam.

All GER 2xx courses will use authentic materials to complete the introduction of grammatical structures begun in SPA 110/111, while also reviewing and practicing earlier elements. This course focuses on the presence in German-speaking cultures of

media of all kind (social, news, internet, print, radio, television, etc.). Three credits. In regular rotation with other 200-level classes.

GER 243. CULTURE AND MEDIA.

Prerequisite: GER 111 or placement by exam.

All GER 2xx courses will use authentic materials (this one in particular web sources, long and short films, videos; advertisements; song lyrics and poems, used in the media) to complete the introduction of grammatical structures begun in GER 110/111, while also reviewing and practicing earlier elements. This course concentrates on the presence of memory in German-language cultural expression. Three credits. In regular rotation with other 200-level classes.

GER 335. JEWISH AND MUSLIM GERMANY.

Prerequisite: One course at 200-level, or instructor permission.

This course offers students the opportunity to practice their writing in a number of different styles and formats, such as: investigative and imaginative news reports; dialogues; book, movie, and music reviews; opinion essays; poetry; short stories; and advertisements. Students will have the opportunity to share and receive feedback on some of their writing from other students living abroad and from other members of German-speaking cultures. Three credits

GER 336. GERMAN THINKERS WRITERS, SCIENTISTS.

Prerequisite: One course at 200-level, or instructor permission.

The course focuses on the German Bases of Conceptualizing and Forming the World. In their efforts to explore and understand these issues, students will be interacting with texts and contemporary sources in the target language. Three credits.

GER 341. GERMAN-LANGUAGE FILM.

Prerequisite: One prior course at 200-level, or instructor permission.

Students will view and discuss feature-length films and some shorter videos in German. The objectives of the course are to develop students' linguistic skills; their understanding of German-speaking societies and some of their relevant contemporary issues; as well as to practice the critical thinking necessary to reflect on and evaluate the films. In their process of development, students will experience linguistic and cultural differences (e.g. humor) and have opportunities to discuss their findings with members of German-speaking cultures. Three credits.

GER 383. SPECIAL TOPICS.

Prerequisite: two prior courses at 200-level, or instructor permission.

Students will view and discuss materials and interact with German speakers on the topic (e.g. Holocaust survivor; German Jews and Muslims). The objectives of the course are to develop and apply students' linguistic skills in a circumscribed cultural and textual context; their understanding of German-speaking social and cultural characteristics and related contemporary events. Students will practice the critical thinking necessary to reflect on and evaluate the materials and interact meaningfully across cultural differences Three credits.

GER 400. STUDY ABROAD.

Prerequisite: two courses at 200-level, or instructor permission.

Students will be in an immersion program of language instruction and interactive internship experiences. Three credits.

GER 401. COMMERCIAL GERMAN I.

Prerequisite: two prior courses at 200-level, or instructor permission.

Germany's economy and politics is based on worldwide trade and aid. Students study business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Terminology units tailored to interest of student: export-import documents, telecommunications /engineering, furniture, textiles, etc. Three credits.

GER 402. GERMAN FOR BUSINESS COMMUNICATION.

Prerequisite: GER 401 or by placement exam.

Continuation of the study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Different forms of business communications in different German speaking countries. Three credits.

GER 499. SENIOR HONORS THESIS.

Intensive study of a particular topic or project appropriate to the major, culminating in an honors thesis, project, etc. Oral examination. Three credits. (By invitation)

GLOBAL LEARNING STUDIES

GLS 388G. GLOBAL STUDIES SEMINAR.

A study of a current global issue from multiple disciplinary perspectives. The specific topic and perspectives will vary by semester; the course is team-taught by faculty from multiple areas. A student may substitute GLS 388G for one of the Level II requirements (HSB/HUM/NAT 388), but not both.

GREEK

GRE 101. INTRODUCTORY GREEK I.

An introduction to the basic grammar and vocabulary of ancient Koine Greek with readings from the Greek New Testament. Three credits. (Fall)

GRE 102. INTRODUCTORY GREEK II.

Prerequisite: GRE 101.

A continuation of introductory grammar and vocabulary of ancient Koine Greek with readings from the Greek New Testament. Three credits. (Spring)

GRE 201. INTERMEDIATE GREEK I.

Prerequisite: GRE 102.

Vocabulary and grammatical understanding of Koine Greek are built through readings from the Greek New Testament and other texts. Three credits. (Fall)

GRE 202. INTERMEDIATE GREEK II.

Prerequisite: GRE 201.

Grammatical understanding of facility with Koine Greek are further enhanced through readings from various Greek texts. Three credits. (Spring)

HEALTH, EXERCISE, AND SPORT SCIENCE

NOTE: Many HES courses have fees which partially cover lab costs, the use of off campus facilities, or instruction in a particular area of expertise. HES course fees are subject to change on a yearly basis. Students should contact the course instructor or school chair for the most updated information on HES course fees.

HES 100. CONCEPTS IN HEALTHFUL LIVING.

This course is designed to teach students that healthful living is not a destination, but a journey. Wellness is not a static condition, but a continual balancing of the different dimensions of human needs—spiritual, social, emotional, intellectual, physical, occupational, and environmental. Students must understand that they are responsible for their own growth in these areas, and the course emphasizes the importance of self-responsibility. One credit. (Fall, Spring, Summer)

HES 101. SNOW SKIING. (Fee TBD)

One credit.

HES 102. GYMNASTICS. (Fee TBD)

One credit.

HES 104. TENNIS

Racket and balls required. One credit.

HES 105. ICE SKATING. (Fee TBD)

One credit.

HES 107. BEGINNING SWIMMING.

One credit.

HES 108. INTERMEDIATE SWIMMING.

One credit.

HES 109. ULTIMATE FRISBEE.

One credit.

HES 110. RACQUETBALL

Racket and balls required. One credit.

HES 111. AEROBICS.

One credit.

HES 112. BADMINTON.

One credit.

HES 113. JAZZERCISE. (Fee TBD)

One credit.

HES 114. GOLF. (Fee TBD)

One credit.

HES 115. BOWLING. (Fee TBD)

One credit.

HES 116. WEIGHT TRAINING.

One credit.

HES 117. HORSEMANSHIP. (Fee TBD)

One credit.

HES 118. ADVANCED SNOW SKIING. (Fee TBD)

One credit.

HES 119. MARTIAL ARTS.

One credit.

HES 120. EMERGENCY WATER SAFETY/STANDARD FIRST AID.

Two credits.

HES 121. OUTDOOR SKILLS AND LEADERSHIP DEVELOPMENT. (Fee TBD)

One credit.

HES 122. BEGINNING SNOW BOARDING. (Fee TBD)

One credit.

HES 123. ADVANCED SNOW BOARDING. (Fee TBD)

One credit.

HES 124. YOGA.

One credit.

HES 125. INTERMEDIATE HORSEMANSHIP. (Fee TBD)

One credit.

HES 126. TEAM SPORTS I.

Skills, rules, and strategies in volleyball, soccer, and/or ultimate Frisbee. One credit.

HES 127. TEAM SPORTS II.

Skills, rules, and strategies of basketball, softball, and/or baseball. Other team sports may also be incorporated. One credit.

HES 128. WATER AEROBICS.

One credit.

HES 129. SPECIAL TOPICS IN PHYSICAL ACTIVITIES.

One credit.

HES 130. SCUBA DIVING. (Fee TBD)

Additionally, snorkeling equipment is required and certification is available for a fee. Two credits.

HES 131. WATER SAFETY INSTRUCTION.

Prerequisite: HES 120.

The objective of this course is to teach advanced swimmers the art of instructing swimming skills to infants, children, teens, and adults. The course is intense in its requirements of the student. Much practice and reading are required to successfully complete the course. The course is not for novice swimmers. Two credits.

HES 132. LIFEGUARD TRAINING.

The objective of this course is to train advanced swimmers in lifesaving skills. Other components of the course include CPR for the Professional Rescuer and First Aid. This course is not for novice swimmers. Two credits.

HES 133. BEGINNING BALLROOM DANCING. (Fee TBD)

One credit.

HES 134. INTERMEDIATE BALLROOM DANCING. (Fee TBD)

One credit.

HES 135. IRISH DANCING.

One credit.

HES 136. ADVANCED HORSEMANSHIP. (Fee TBD)

One credit.

HES 137. DRESSAGE I. (Fee TBD)

One credit.

HES 138. DRESSAGE II. (Fee TBD)

One credit.

HES 139. DRESSAGE III. (Fee TBD)

One credit.

HES 140. CROSS-TRAINING AND OUTWARD BOUND EXPERIENCE.

HES 140 is designed to increase leadership potential through wilderness activities such as backpacking, rock climbing, camping, orienting, and survival skills development. Students may complete cross-training through Lutheridge or Lutherock or Outward Bound. Graded on pass/fail basis. Three credits. (Fee TBD)

HES 141. HIGH INTENSITY INTERVAL TRAINING.

This course is designed to promote alternative means for physical activity including core stabilization and calisthenics exercise with high intensity intervals to promote overall fitness. One credit.

HES 144. INTERMEDIATE YOGA.

A deeper exploration of Hatha Yoga, which is the branch of yoga that incorporates Yoga asana (postures) and pranayama (breathing practices). This course will not only offer intermediate postures and practices, but will require a midterm paper and final project on a topic of choice within Yoga. One credit.

HES 170. OLYMPIC WEIGHTLIFTING.

This course is designed to introduce and teach students the Olympic lifting movements to be used to enhance performance and fitness. Student will learn to perform snatch, clean and jerk, and squat properly and safely. Three credits.

HES 171. ATHLETIC SPEED AND CONDITIONING.

The purpose of this course is to provide experiential education in the components of speed training and conditioning in an effort to improve technique in athletic movement and fitness. This course provides opportunity for the student to learn and experience a comprehensive approach toward developing sport-specific fitness. Three credits.

HES 200. INTRODUCTION TO KINESIOLOGY.

An introduction to the variety of concentrations encompassed in the general study of physical activity. Topics cover the overall importance of physical activity in our society and include a general overview of the historical, philosophical, scientific, and psycho-social aspects of the field. The course will introduce students to a wide-range of career opportunities in healthful living and sport. Three credits.

HES 201. INTRODUCTION TO EXERCISE SCIENCE.

This course is designed to provide entry-level exercise science majors with a brief background on the history, theories, and disciplines comprising exercise science. Specifically, the course will detail the emergence exercise science as a discipline, including the exercise and sport applications of physiology, biomechanics, and psychology. In addition, students will gain insight into various career paths one may follow within the exercise science discipline. One credit.

HES 203. TECHNIQUES OF COACHING.

An introduction to the profession which examines the many facets involved in coaching, along with guidelines that a beginning coach will find useful in establishing his or her own methods and philosophy. Three credits.

HES 205. PRINCIPLES OF SPORTS MANAGEMENT.

A study of the appropriate organizational and administrative techniques needed to design and implement programs in a variety of sport-related fields. Three credits.

HES 207. MOTOR LEARNING.

Prerequisite: BIO 281.

A study of the development and acquisition of movement skills with emphasis on implications for teachers and athletic coaches. Three credits.

HES 208. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

Prerequisites: HES 200, HES 207.

Methods, materials, and techniques for teaching physical education on the elementary school level (K-6). Three credits.

HES 211. PREVENTION AND CARE OF ATHLETIC INJURIES.

An introductory course for athletic training students in the prevention and emergency care techniques of athletic injuries. Includes certification in Emergency Cardiac Care. Three credits.

HES 220. FACILITY AND EVENT MANAGEMENT.

A comprehensive examination of facility and event management in the field of sport and recreation. The course will include, but will not be limited to the following topics: facility development and design, maintenance, tournament and event operations, budgeting and risk management. Three credits.

HES 225. INTRODUCTION TO PUBLIC HEALTH.

This writing intensive course includes a general review of the public health sector. Related topics include public health terminology, careers, and analytical methods; the biomedical basis of public health; social and behavioral factors; environmental health issues; medical care and public health; and the future of public health. Course will be assessed using a final health issue paper cited in APA style where students will tackle a similar health issue through a variety of different public health approaches. Three credits.

HES 245. TEACHING AND COACHING TEAM SPORTS.

This course is designed to prepare students interested in teaching and coaching to successfully teach specific team sport activities. Students are exposed to rules, strategies, organization and skill development in a variety of team sports. Sports may include but are not limited to basketball, softball, soccer, volleyball and lacrosse. This course does not meet the Wellness component of the Core Curriculum requirements. Two credits.

HES 246. TEACHING AND COACHING LIFETIME SPORTS.

This course is designed to prepare students interested in teaching and coaching to successfully teach specific lifetime activities. Activities may include, but are not limited to, tennis, badminton, golf, and ultimate Frisbee. Students are exposed to rules, strategies, organization and skill development in a variety of lifetime sports. This course does not meet the Wellness component of the Core Curriculum Requirements. Two credits.

HES 247. GROUP FITNESS INSTRUCTION.

This course is designed to prepare students interested in teaching and coaching to successfully plan, design and instruct group fitness activities. Students are exposed to how to design and teach group fitness classes in a variety of techniques, including but not limited to, aquatic exercise, aerobics, yoga and Pilates. This course does not meet the Wellness component of the Core Curriculum Requirements. Two credits.

HES 280. METHODS AND MATERIALS IN HEALTHFUL LIVING EDUCATION.

An introduction to the scope and strategies of teaching students the importance of a healthy lifestyle. Special emphasis will be placed upon how to integrate healthful living into the subjects taught by the classroom teacher. Three credits.

HES 284. HEALTH EDUCATION FOR THE SECONDARY SCHOOL.

Methods and materials for developing health content knowledge, skills, and disposition focusing on secondary health education. Special emphasis is on the North Carolina Standard Course of Study for Healthful Living Education and public school internship in health education. Two credits.

HES 285. FIRST AID AND EMERGENCY CARE.

The study, practice and application of first aid and emergency care, which includes in depth training in CPR and first aid. American Red Cross certification in Adult CPR and standard First Aid is granted upon successful completion of requirements. One credit.

HES 287. PERSONAL HEALTH.

Contemporary health issues as they relate to the individual and problems in everyday living. Three credits.

HES 288. NUTRITION.

This course explores the basic concepts integral to the science of nutrition. Emphasis will be placed on the metabolic and physiological principles underlying digestion and absorption of nutrients, chemical structure and metabolic fate of nutrients, the biochemical role of nutrients in maintaining health, and the effects of over- and under-nutrition on disease pathogenesis. Three credits.

HES 300. EXERCISE PHYSIOLOGY.

Prerequisite: BIO 282.

A lecture and laboratory course which emphasizes understanding and application of knowledge regarding human cardiopulmonary, muscular and metabolic responses to exercise and adaptations to chronic physical activity. Application of this knowledge includes healthy individuals as well as patient populations (e.g., cardiac and pulmonary rehabilitation, diabetes, asthma, endocrine disorders, sports injury, etc.). Laboratory experiences are provided to aid in understanding the basic principles underlying the responses of the body to various exercise stimuli. Four credits.

HES 301. ADAPTED PHYSICAL EDUCATION.

Prerequisite: HES 207 or permission of the instructor.

Principles and problems related to adapting the physical education program to meet the needs of the atypical student. Three credits.

HES 302. PHYSICAL EDUCATION FOR THE SECONDARY SCHOOL.

Prerequisites: HES 200, HES 207, HES 208.

Methods, materials and techniques of teaching Physical Education at the middle and high school level (6-12). Three credits.

HES 303. BIOMECHANICS/KINESIOLOGY.

Prerequisites: BIO 281.

Anatomical, physiological, and kinesiological principles of muscle action and joint mechanics as related to physical education, health, and exercise sciences, and athletic training. Four credits.

HES 305. MEDICAL TERMINOLOGY.

This medical terminology course covers the basic knowledge and understanding of medical language and terminology used by health care professionals everywhere. One credit.

HES 315. SPORTS MANAGEMENT INTERNSHIP I.

Prerequisites HES 205, 220.

This course is designed to give Sports Management majors work experience in the day-to-day running of an intercollegiate athletics department or other area of sport, recreation, or physical activity. Hours vary based on placement. Two credits.

HES 316. SPORTS MANAGEMENT INTERNSHIP II.

Prerequisites: HES 205, 220.

This course is designed to give Sports Management majors practical work experience in the day-to-day running of an intercollegiate athletics department or other area of sport, recreation, or physical activity. Hours vary based on placement. Two credits.

HES 320. EXERCISE EVALUATION AND PRESCRIPTION.

Prerequisite: HES 300.

This is a lecture and lab course which covers the fundamental principles of assessing cardiorespiratory fitness, muscular fitness, and flexibility as well as exercise prescription for healthy and diseased individuals. Specific attention will be given to the guidelines established by the American College of Sports Medicine (ACSM) enabling the student to seek certification. Electrocardiogram (ECG) interpretation and Pulmonary Function Testing will also be explored in depth. The student will be given ample opportunity to practice essential laboratory techniques in exercise testing. Four credits.

HES 321. INTERNSHIP IN HEALTH AND EXERCISE SCIENCE.

This course is designed to prepare majors for practical experience in a clinical setting. Requires on-campus lab and inquiry guided learning. Two credits.

HES 325. COMMUNITY HEALTH.

This course will focus on the science of protecting and improving the health of communities through promotion of healthy lifestyles and environmental change. The course emphasizes the social determinants of health, health behavior theories, and the process for addressing community health issues, including assessment planning, and evaluation. Course will be assessed through a final project where students demonstrate their understanding of community health practices outlined throughout the semester. Three credits.

HES 330. PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY.

A study of the psychological aspects of the sport and exercise settings. Special attention will be given to motivation, anxiety, aggression, performance enhancement, spectator influences, and the youth sports setting. Three credits.

HES 331. SPORT IN SOCIETY.

An examination of sport as a social institution with discussion centering around violence in sport, race and gender issues, and youth sport. Three credits.

HES 344. DRUGS, SOCIETY, AND HUMAN BEHAVIOR.

Prerequisite: Students must be classified as juniors or seniors.

This course provides students with an interdisciplinary view of the pharmacology of drugs of abuse and psychotropic drugs, used in the treatment of mental disorders. The historical background, as well as the social context, of drugs is explored. Three credits.

HES 373. WOMEN'S WHOLENES.

Students will engage in development of the concept of the whole healthful person, including mind, body, and spirit. Students will grow skills in writing, reading and thinking as they engage in female issues of the world today. Engaging in discussion and reflection of the latest research about women's health issues will allow students of the class to institute reflection on their own habits as a beginning to improvement of self and positive influence of others. Students will be prompted to reflect upon topics from a viewpoint of women's physical and mental health, including media, violence, finances, leadership, and spirituality. The course will include review of current literature, class discussion, guest speakers, creative assignments, and group work. Three credits.

HES 381, 382, 383, 384. SPECIAL TOPICS.

Selected topics in Health, Exercise and Sport Science. May be repeated with change of topic. One, two, three, or four credits.

HES 385. RESEARCH IN HEALTH, EXERCISE AND SPORT SCIENCE.

Research in Health, Exercise and Sport Science – An introduction to research in the fields of health, exercise, and sport science with an emphasis on understanding and application of research findings. Three credits.

HES 390. DIRECTED READINGS AND RESEARCH.

Prerequisite: HES 385.

This course is a study of the principles and basic concepts of research and the research process. Special emphasis will be placed on selecting a research topic, posing research questions, forming a hypothesis, designing an experiment, choosing appropriate statistical methods, analyzing results and developing conclusions. In addition, skills necessary for seeking appropriate sources of information and critical evaluation and analysis of the scientific literature will be developed. Three credits.

HES 405. COACHING PRACTICUM.

This course is designed to provide coaching minors with practical experience in the coaching setting. A minimum of 200 practicum hours are required. Two credits.

HES 408. CRITICAL ISSUES IN SPORT.

Prerequisite: HES 331 or Instructor Permission.

The course is designed to explore current issues in the sports world and the relationship of these issues to problems in business and society. The course will seek to provide students the opportunity to examine more closely issues such as drug use among athletes, contract and labor struggles, educational issues, racial and gender equity questions, and other contemporary topics as they may arise during the course of the semester. Three credits.

HES 409. SPORTS LAW.

Prerequisites: HES 205 or Instructor permission.

Sports law is a growing component of the sports industry. This course provides information on how the field of sports law emerged, the issues relative to sports law, and how these issues have an impact on the different factions of the sports industry, such as administrators, coaches, officials, and participants. Key areas of law such as contract law, tort liability, constitutional law, sex discrimination, criminal law, and labor law will be introduced. Three credits.

HES 415. SENIOR TEACHING STRATEGIES IN PHYSICAL EDUCATION.

Prerequisites: HES 200, 208, 300, 301, 302, 303.

A culmination of the methodology of physical education in the form of planned, sequential curriculum development; pedagogy, and assessment of student learning. A major focus of the course will be development of the Teacher Work Sample: Unit Planning and Implementation, to begin in the internship semester of the student teaching experience and be completed during the full semester of student teaching. Three credits.

HES 416. SPORTS MANAGEMENT FIELD EXPERIENCE.

Prerequisites: HES 205 and 220.

This course is designed to give Sports Management majors practical work experience in an area of their choice. Hour requirements vary based on placement. Four credits.

HES 422. INTERNSHIP IN HEALTH AND EXERCISE SCIENCE II.

Prerequisite: HES 321.

This course is designed to give the major practical experience in a clinical setting, requiring 200 on-site hours for one semester. Two credits.

HES 425. HEALTH PROMOTION PROGRAMMING AND MANAGEMENT.

Prerequisite: HES 225.

This course focuses on targeting the priority health risk behaviors outlined in Healthy People 2020 and the ever-growing concern to reduce healthcare costs. Course participants address these issues through learning the fundamentals of health risk assessment, program design, management, and evaluation. Course will be assessed through a final program plan and evaluation. Three credits.

HES 431. SPORTS NUTRITION.

Prerequisites: HES 288 and 300.

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored.

HES 435. METHODS IN HEALTH EDUCATION.

Prerequisites: HES 225, 287, 288 and 325.

Students will examine the process of selecting, organizing and presenting health education materials, in a community-based setting. This course is devoted to the “doing” of health education. Methods and materials for developing health knowledge, skills,

attitudes, and practices used by the community health professional will be a primary focus of this class. Three credits.

HES 436. CLINICAL EXERCISE PHYSIOLOGY.

Prerequisites: HES 300 and 320.

This course will explore the use of exercise as a treatment modality for specific symptomatic and asymptomatic clinical conditions. Functional assessment, exercise prescription and adaptations to chronic physical activity will be discussed with respect to endocrinological, neuromuscular, skeletal, metabolic, cardiovascular, respiratory, oncological, and immunological disorders and diseases. Special considerations for children, females, and the elderly will also be covered.

HES 445. PRAXIS II PREPARATION IN HEALTH AND PHYSICAL EDUCATION.

This course is designed to prepare the Health and Physical Education major for the PRAXIS II Licensure Exam. Students will review health and physical education content and focus on test taking strategies. One credit.

HES 451. HUMAN SEXUALITY.

Prerequisite: student must be classified as junior or senior.

This course provides students with an interdisciplinary review of human sexuality. The unalterable facts of anatomy, genes, hormones, and other biological processes that influence the way humans reproduce will be covered. Additionally, the constant influence of individual and societal values, behaviors, views and opinions will be highlighted. Three credits.

HES 452. GLOBAL HEALTH & ETHICS.

Prerequisite: student must be classified as junior or senior.

This course explores a series of contemporary health issues and challenges for the international community. The impact of political, socioeconomic, cultural, environmental, healthcare delivery and demographic conditions on health and human rights from an international perspective are discussed. Topics include: population dynamics, water and sanitation, HIV/AIDS, technology, international organizations, climate change, pharmaceutical policies, and food delivery. Additionally, various ethical dimensions of public health policy and practice are related to population health issues. Three credits.

HES 453. APPLICATION OF THEORIES.

Prerequisite: student must be classified as junior or senior.

This course describes prevalent educational and psychological theories of learning and behavior change used by public health practitioners and academics in a variety of settings. Explores considerations for incorporating health promotion and education activities into the design of local, regional and national public health programs. Three credits.

HES 455. COMMUNITY HEALTH PRACTICUM I.

This course is designed to provide community health students with practical experience in order to gain proficiency in the field of community health. Requires completion of 100 on-site hours with an approved site supervisor on the university campus. Two credits.

HES 456. COMMUNITY HEALTH PRACTICUM II.

Prerequisite: HES 455

This course is designed to provide community health students with practical experience in order to gain proficiency in the field of community health. Requires completion of 100 on-site hours with an approved site supervisor. This will be in an on or off-campus community-based setting.

HES 499. SENIOR HONORS THESIS.

Intensive study of a topic chosen by the student which culminates in a thesis and an oral defense or presentation. Senior majors only. Three credits.

HISTORY

HIS 101. WORLD CIVILIZATIONS I: THE EMERGENCE OF GLOBAL SOCIETY TO 1500.

A survey of the development of human civilization, focusing on their convergence in a nascent global community by approximately 1500. This survey explores the independent emergence and development of various civilizations, with an emphasis on societies of Africa, Europe, the Middle East, South Asia, and East Asia. The class investigates local classical traditions in religion and governance, medieval transformations that created today's major regional cultures, and the emergence of global community through the Silk Roads. Three credits. (Fall, Spring, Summer)

HIS 102. WORLD CIVILIZATIONS II: ASSEMBLING A GLOBALIZED COMMUNITY FROM 1500.

A survey of the development of our current globalized society. This survey explores the convergence of the world's major societies (the Americas, Africa, Europe, the Middle East, South Asia and East Asia) to their present configuration. This course stresses how the contingent events during "the rise of Europe" in the First (1500-1750) and Second (1850-1950) Ages of Imperialism have created the infrastructure of the present-day global community. Special attention is given to the exchanges that have created our interdependent globalized society, while exploring the uneven and sometimes one-sided nature of these exchanges for most non-Western societies. HIS 101 is strongly recommended, but is not a Prerequisite for this course. Three credits. (Fall, Spring, Summer)

HIS 115G. GLOBAL HISTORIES

This course is a thematic introduction to the flows of people, goods, and ideas throughout ancient, modern, and recent world histories. The course also emphasizes interactions and connections between different cultures, religious traditions, and political practices around the globe. Through this course students will develop an understanding of the complexity of the human experience, across time and space as well an appreciation of the dynamics of economic, political, and social power. The themes of the course provide a conceptual framework with which to view the past. These themes include empire and imperialism; slavery; the unfamiliar and the "other"; systems and places. Three credits.

HIS 121. U. S. HISTORY TO 1865.

This course is a survey of American institutional development beginning in the period of colonization to 1865. This course will focus on interrelated trends in economics, politics, religion, education, and American culture. Topics will include Pre-Columbian native

cultures, British colonial policy, slavery, the American Revolution, the Constitution, growth of democracy. Westward expansion, sectionalism, and the Civil War. Three credits. (Fall)

HIS 122. U. S. HISTORY SINCE 1865.

This course is a survey of American cultural development since the American Civil War. This course will focus on interrelated trends in economics, politics, religion, education and American culture. Topics will include Reconstruction, industrialization, modernization, immigration, the politics of war, race relations, the growth of feminism, the Civil Rights movement, and the rise of counter-culture. Three credits. (Spring)

HIS 201. THE AMERICAN EXPERIMENT.

This course examines American national development from the precolonial period to the end of the Cold War with a specific emphasis on key political, social, and cultural movements and moments in the development of its founding principles of freedom, equality, democracy, social justice, and civic engagement. Three credits.

HIS 205. INTRODUCTION TO EAST ASIAN HISTORY.

An introduction to East Asian Civilization, this course outlines the emergence of the classical cultural and political traditions of China and Japan, and the changes wrought by modernization in the region. Special emphasis is given to highlighting the commonalities which define the East Asian experience, and placing the region in a larger context with the development of Globalization. Three credits.

HIS 206. INTRODUCTION TO WESTERN EUROPEAN HISTORY.

An introductory course to some of the central themes in the history of Western Europe since 1600, including domesticity, Empire, political and industrial “revolution”, and more. Three credits. (Spring)

HIS 208. THE MODERN DEVELOPING WORLD.

This course will introduce students to the history of the modern developing world since about 1600. Topics will include the Atlantic World, colonialism, post-colonialism., global economics, religion, war, and social justice. The regional emphasis will alternate between Africa and Latin America. Three credits. (Fall)

HIS 225. THE HISTORIAN’S CRAFT.

Historiography is the study of the writing of history. First and foremost it is the history of history (of how professional historians have written, and write, on a given topic). This course explores the major schools of historical thought and poses questions about the nature of sources, bias and perspective, and the construction of an archive. The course also looks at how historical monographs are constructed and organized. Students are expected to show historiographical command of a narrow topic in their specialization and produce an annotated bibliography. Three credits.

HIS 230. THE LONG 20TH CENTURY.

A survey course designed to examine “the long Twentieth Century” (from the Opium War to the Post-9/11 era) to trace the origins of the present-day world. The emphasis of the course will be on the twin forces of industrialization and colonization in shaping globalization. Global in perspective, this course explores how these forces were

experienced differently in Europe, Africa, the Middle East, Asia, and the Americas. Three credits.

HIS 248. NORTH CAROLINA.

This course will trace the history of North Carolina, beginning with Native American settlement and European colonization, and continuing through to the development, during the 20th Century, of a varied, rich, and as some historians have called it profound particularism. This course will focus on North Carolina's cultural and geo-social complexity and its regional identities. Three credits. (Fall)

HIS 266. PUBLIC HISTORY.

This course will introduce students the methods and approaches of Public History, and to the best use of public documents, genealogies, cemeteries, archival databases, etc. in exploring the past. This course will have a service or engaged learning component. Three credits.

HIS 302. SEMINAR IN SOCIAL AND ECONOMICAL HISTORY OF MODERN EUROPE.

This discussion course will introduce students to major themes in the development of social roles and organization, as well as the emergence of mature industrial and financial capitalism between the eighteenth and twentieth centuries. Topics may vary from year to year. Three credits.

HIS 304. SEMINAR IN EAST ASIAN HISTORY.

This course will examine at the seminar level various topical areas of East Asian history. This seminar will focus on developing a close command of original source material or a detailed examination of a historiographical theme in East Asia. The primary goal of this class is to expose students to the methodologies that undergird the field of East Asian history. This course may be repeated for credit on different topics with permission of the instructor.

HIS 305. SEMINAR IN AFRICAN HISTORY.

This course is a focused exploration of various topical areas of African history. Emphasis will vary from year to year. Topics include religion and politics of post-colonial Africa; images and imaginings of the African continent; and war, peace and social justice. The course may be repeated for credit on different topics with permission of the instructor. Three credits.

HIS 321. SEMINAR IN US HISTORY.

This course uses interdisciplinary methods including film, music, literature, and material culture to examine various topics in the history of American culture. Emphasis will vary from year to year. Sample topics include race and culture in post-1965 America; immigration and ethnic history; African-American history; and the history of women in the United States. Three credits. (Spring)

HIS 325. MODES OF NARRATIVE.

Beyond simple story telling, narratives are important keys to understanding human behavior, both past and present. Who is silent, who speaks, what is said or unsaid, and how the narrative is constructed can tell us much about the events and environments

that influence many cultures in history and modern-day societies. This course is designed to explore the variety of forms, structures, and objectives of narratives through the analysis of primary source materials (e.g., documents, artifacts, oral history, etc.). Students will examine the theoretical underpinnings of modes of narrative as a means of applying such methods to interdisciplinary research. For History majors, participation in this course includes satisfactory completion of a required internship arranged by the instructor. Three credits.

HIS 380. DIRECTED READING AND RESEARCH.

For students desiring work on topics of special individual interest. Three credits.

HIS 381, 382, 383, 384. SPECIAL TOPICS.

This course will examine, on a selective topics basis, various historical problems of interest to faculty and students. One, two, three, or four credits.

HIS 400. SENIOR SEMINAR.

This seminar will involve a substantial research project, in which students will both compose and critique an historical case of significant current historiographical import. The composition will answer a clear question, make use of both primary and secondary sources, and be clearly and concisely presented. The case will be also submitted to a critical dialogue in a public forum, which will help to situate it rhetorically politically, culturally and socially.

HIS 425. PHILOSOPHY OF HISTORY.

This course will consider the philosophical and methodological challenges of historical knowledge, past and present, with particular attention to the importance of the Liberal Arts for history. Attention will be given to problems of the notion of objectivity, rhetoric, the archive, and narrative. As the Capstone for History majors, this course will culminate in a significant research essay. Cross-listed with PHI 301. Three credits.

HIS 450. INTERNSHIP OR FIELD EXPERIENCE IN HISTORY.

Prerequisite: 15 credits in History or permission of the instructor.

An applied-history field experience supervised directly by the professor or an internship at a local museum or business supervised jointly by the professor and a museum or business professional. The professor regularly checks the student's progress through conferences with the student and, when applicable, with the professional supervisor and through reviewing the student's required log. The course may be repeated once with permission of the instructor. Three credits.

HIS 490. HISTORY PEER TUTORING AND APPRENTICESHIP.

Students will engage in the delivery of a History course, including (but not limited to) design, discussion, grading and feedback, and assessment of outcomes, under the general supervision of the Peer Tutoring Director. Student must have a cumulative GPA of 3.4 or permission of the instructor. May be taken for two or three credits.

HIS 498. SENIOR HONORS RESEARCH.

Prerequisite: Invitation of the History faculty.

Directed study for students invited to undertake a senior honors theses by the History faculty.

The course will begin with an outline and preliminary bibliography and culminate in the completion of a first full thesis draft. Three credits. (Fall)

HIS 499. SENIOR HONORS THESIS.

Prerequisite or Co-requisite: HIS 498.

Directed study for students invited to undertake a senior honors theses by the History faculty. Continuing from HIS 498, the draft thesis will be critiqued and rewritten and then presented and defended. Three credits. (Spring)

HONORS**HON 491, 492. GREAT BOOKS.**

This Honors course follows the principles of the Great Books program associated with the University of Chicago. Students and faculty read and discuss texts from various disciplines including Literature, History, Philosophy, Psychology, and Religion in a seminar-like setting. One credit.

HON 200. WAYS OF KNOWING.

Course Fee: \$150. Registration Permission: Director of Honor's Academy must provide permission to enroll in the zero credit hour section of this course.

Through multidisciplinary round-table discussions, this course will introduce students to the principles and process necessary to approach the question: "how do we know anything?" Participants will develop the ability to identify issues/points of argument across texts in order to discover her or his place within the academic question, thereby creating a foundation for an original contribution to their chosen field. The course will culminate in the production of multiple research proposals. Zero Credit.

HON 201. WAYS OF KNOWING.

Through multidisciplinary round-table discussions, this course will introduce students to the principles and process necessary to approach the question: "how do we know anything?" Participants will develop the ability to identify issues/points of argument across texts in order to discover her or his place within the academic question, thereby creating a foundation for an original contribution to their chosen field. The course will culminate in the production of multiple research proposals. One Credit.

HON 301. JUNIOR HONORS SEMINAR.

This seminar aims to challenge students to consider how they grew as a scholar and a person as well as how they have contributed to and participated in the mission of Lenoir-Rhyne. It is intended to stimulate ethical thinking about the college experience. In this seminar, students will consider ways in which they might present work and achievements to others such as potential employers or graduate schools. Graded as Satisfactory or Unsatisfactory only. Zero credit.

HON 383. SPECIAL TOPICS.

An examination and exploration of topics of interest to faculty and students. Three credits.

HUMAN AND COMMUNITY SERVICE

HCS 220. CONCEPTS IN HUMAN AND COMMUNITY SERVICE.

Prerequisite: PSY 100 or SOC 100.

This course will introduce the student to the historical development of the human service profession and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems, and broad scope of human services, as well as exposure to various agencies and agency policies. This will be followed by a focus on the participants in the delivery of human services: the worker and the client. The final part of the course will explore the world of the beginning professional, including job functions necessary in the profession. Three credits. (Fall, Spring)

HCS 250. MULTI-CULTURAL PERSPECTIVES.

Prerequisite: PSY 100 or SOC 100.

A course designed to introduce the student to cultural diversity and related topics in contemporary America. Racial, ethnic, and cultural groupings are identified. The course will encourage an awareness of, and a sensitivity to, the complexity of multicultural variations and interactions. Special attention will be given to the factors that hold diverse groups together. Three credits.

HCS 304. INTRODUCTION TO SOCIAL WORK IN HUMAN SERVICE AGENCIES.

Prerequisite: SOC 100.

An overview of social work as a cause, a function, and a profession. Topics of study include the philosophy, values, and history of social work, the relationship to social welfare, the process and methods of practice, and evaluation and professionalism. Three credits. Cross-listed with Sociology 304. (Fall, Spring)

HCS 318. COMMUNITY STUDIES.

This course is designed to introduce students to the interrelated components that make up a viable, responsive community. Concepts and theories relating to community change, empowerment and organizing will be the focus of readings and discussions. The course curriculum and experiential opportunities will provide a connecting link between the classroom and the local community. Community research methods, including community profiling, will be examined as tools that are used to obtain community data. The students will be involved in service learning placements in community agencies to gain hands-on experience in and exposure to community services and issues. Students will be required to attend various community meetings and events. Three credits.

HCS 320. APPLICATIONS OF HUMAN AND COMMUNITY SERVICE.

Prerequisite: HSC 220.

This second course will focus attention on specific skills and issues of concern for the human and community service professional including oral and written communication skills, legal and ethical issues, organizational administration, leadership, group interaction, and administrative and legislative process. Three credits. (Fall, Spring)

HCS 381, 382, 383. SPECIAL TOPICS.

This course will cover selected topics in Human and Community Service. One, two or three credits. (Fall, Spring, Summer)

HCS 457. INTERNSHIP IN HUMAN AND COMMUNITY SERVICE.

Prerequisite: HCS 320.

Field work in some area of specialization in a school, business, social, mental health, or criminal justice setting. One class period per week dealing with professional and ethical concerns will also be required. Internships require daytime availability. Four credits. (Fall, Spring, Summer)

HUMAN SOCIETY AND BEHAVIOR

HSB 188-189. HUMAN SOCIETY AND BEHAVIOR LEVEL ONE.

These topical or thematic courses, designed around the ways-of-knowing and the big questions central to the Social and Behavioral Sciences, satisfy level one Human Society and Behavior requirements in the core curriculum. May be designed as one-semester courses or as a year-long sequence. As topics will vary, this course may be repeated for credit. Three credits.

HSB 388. HUMAN SOCIETY AND BEHAVIOR LEVEL TWO.

This topical or thematic advanced seminar is designed to satisfy the level two human society and behavior requirement in the core curriculum. Course will include Service/Engaged/Experiential Learning (SEE) and intensive writing (WRI) components, as well as culminating project designed to demonstrate mastery of the course material. Students must select one of their level two culminating projects to satisfy the Core Curriculum Capstone experience. Topics will vary, and this course may be repeated for credits. Three credits.

HUMANITIES

HUM 188-189. HUMANITIES LEVEL ONE.

These topical or thematic courses, designed around the ways-of-knowing and the big questions central to the Humanities, satisfy level one Humanities requirements in the core curriculum. May be designed as one-semester courses or as a year-long sequence. As topics will vary, this course may be repeated for credits. Three credits.

HUM 388. HUMANITIES LEVEL TWO.

This topical or thematic advanced seminar is designed to satisfy the level two humanities requirement in the core curriculum. Course will include Service/Engaged/ Experiential Learning (SEE) and intensive writing (WRI) components, as well as a culminating project designed to demonstrate mastery of the course material. Students must select one of their level two culminating projects to satisfy the Core Curriculum Capstone experience. Topics will vary, and this course may be repeated for credits. Three credits.

LATIN

NOTE: These courses are provided only with adequate enrollment demand and are not offered on a regular basis.

LAT 101 & 102. ELEMENTARY LATIN.

Classical Latin. Essentials of vocabulary and grammar. Precept, recitation-discussion format. Skills built through reading and translation in a continuous story line developed around imagined daily lives in Southern Italy in the First Century B.C. Cultural presentation through captioned cartoons and background essays. Emphasis upon

enhanced understanding of English through word building and language analysis. Meets five days per week. Three credits each.

LAT 201 & 202. INTERMEDIATE LATIN.

Expansion upon, and refinement of, fundamentals already acquired. Study of increasingly complex sentence patterning. Consideration of distinctive features in effective and dramatic narrative expression. Story line continuation in Rome and Athens. Topical information and idiom analysis as above. Meets five days per week. Three credits each.

LAT 311. ADVANCED READINGS I.

Prerequisites: LAT 201, 202.

A narrative panorama of Rome at the end of the Republic, and the docudrama of a famed and interesting person who lived through exciting times, even through the interplay of historical and fictional characters. Engrossment in morphology, syntax, phonology, semantics, and etymology. Continuing introduction of background material. Three credits.

LAT 312. ADVANCED READINGS II.

Prerequisite: LAT 311.

The “Quintus” of first-semester Latin becomes the Horace of Roman literature. Groomed by the dynasts of the emerging empire, he composes personal lyrical and satirical poetry while the Augustan revolution swirls on about him. Prose paraphrase smoothes the way before the challenges of formal verse.

LENOIR-RHYNE COURSES

LRU 050. COMPUTING COMPETENCIES EVALUATION.

This course will evaluate competency in word processing, basic spreadsheet use, and presentation software that is expected of all LR students. Evaluation will be via an on-line exam. Required of all Lenoir-Rhyne University students. Zero credits. (On-line Fall, Spring)

LRU 060. COMPUTING COMPETENCIES INSTRUCTION.

Required for all students who do not pass the CSC 050 computer competency exam. Teaches basic competency in word processing, basic spreadsheet use, and presentation software that is expected of all LR students. *This course does not count toward core or graduation requirements.* Graded satisfactory/unsatisfactory. One credit. (Spring)

LRU 101. ORIENTATION FOR ADULT LEARNERS.

Required for all transfer students who enter LR with 26 hours or more and have been out of school for 5 years or longer; recommended for all returning LR students who have been away from LR for more than 5 years. This course is designed to help transfer students make the transition to and be successful at LR, with particular attention to the needs of returning students. One credit. (Fall, Spring, Summer)

LRU 102. ORIENTATION FOR TRANSFER STUDENTS.

Required for all transfer students who enter LR with 26 hours or more and have attended another college or university within the last 5 years. This course is designed to help transfer students make the adjustment to and be successful at LR. One credit. (Fall, Spring, Summer)

LRU 110/111. PREPARING TO MAKE THE MOST OF STUDY ABROAD

This course is required for all undergraduates who study abroad. It is designed to assist students in maximizing their cultural learning while studying abroad. *NOTE: Students who select the 0-credit option of this course will be assessed a course fee. Only 1 hour of credit from this course may be applied to meet graduation requirements; students taking it additional times must select the 0 credit option (although one is required to take it only before first study abroad experience at LRU).*

LRU 112/113. MAKING MEANING, MAXIMIZING LEARNING ABROAD

This course is required for all undergraduates who study abroad for a semester or an academic year. It is designed to assist students with maximizing their cultural learning and professional skills development while studying abroad. The course will be conducted in a hybrid course format with on-line work, pre-departure meetings, and reflective writing. *NOTE: Students who select the 0-credit option of this course will be assessed a course fee. Students may be required to complete this course each time they participate in a full semester experience. Waiver of this requirement is at the discretion of the Director of International Education. Only 1 hour of credit from this course may be applied to meet graduation requirements; students taking it additional times must select the 0 credit option.*

LRU 290. FYE COURSE ASSISTANT.

First-Year Experience Course Assistant. Training in CA responsibilities in the FYE class and in acculturation topics taught in FYE. By invitation only. *Pass/Fail only.*

LRU 294. STUDENT SCHOLAR EXPERIENCE.

Open only to Cromer and Lineberger Scholarship recipients. As a condition for receiving a Cromer/ Lineberger scholarship, recipients must attend eight co-curricular professional development and cultural events during their first fall semester. Recipients will receive a list of events from which to choose. (Many of these events may also count as credit toward LRU convocation attendance requirements.) At the end of the semester scholarship recipients will submit a 3-5 page reflective paper on their first semester experience. Completion of these requirements will support continuance in the Cromer/Lineberger scholarship program. *Pass/Fail only. Zero credits.*

LRU 410. LIFE AND CAREER PLANNING.

Note: Beginning Summer/Fall 2016, this course (or an approved course meeting similar outcomes) will be required for graduation.*

This course is available to juniors and seniors and is designed to assist students in preparing for the transition into the world of work or graduate/professional school. The course will be conducted in a seminar format and will make use of a number of resource persons. Topics to be considered include reflecting on the college experience, considering work as a vocation/calling, resume preparation, searching and interviewing for a job, coping with the work environment, selection of and application to graduate/professional school, and lifestyles after college. One credit.

**Approved substitutions for LRU 410: COM 460, EDU 423, EDU 426, HSC 457, HES 321, NUR 420, NUR 487, or REL 460.*

LRU 490. LINEBERGER FELLOWS CAPSTONE.

Lineberger Fellows will register for this course in the second semester of their senior year. Course content will focus on a review of career experiences, goals and preparation for post-graduate opportunities. *Course entry by instructor's permission only.* Zero Credit.

MATHEMATICS

Enrollment in a Mathematics course as a first-year is determined by the SAT scores. Students wishing to take a course higher than that recommended by their SAT score may request to sit for a challenge exam.

MAT 090. INTERMEDIATE ALGEBRA.

This course establishes a foundation in algebraic concepts and problem solving, with emphasis on applications. Topics include signed numbers, exponents, orders of operation, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, rational expressions, rational, radical and quadratic functions, variations, complex numbers, and elements of geometry. Upon completion, students should be able to apply these concepts in problem solving using appropriate technology. Students must complete MAT 090 by the end of the fall semester of their sophomore year. Three institutional credits. This course does not count toward core or graduation requirements, but the grade and quality points will be included in the student's cumulative GPA. (Fall, Spring)

MAT 105. COLLEGE ALGEBRA.

Prerequisite: Either a Math SAT score of at least 500 points, a Math ACT score of at least 21, satisfactory completion (C– or better) of MAT 090, or passing the challenge test for College Algebra.

Equations and inequalities; polynomial, rational, exponential and logarithmic functions; graphing; systems of equations and inequalities. Upon completion students should be able to apply these concepts in problem solving and analysis. Course does not fulfill Lenoir-Rhyne core math credit. Three hours. (Fall, Spring)

MAT 113. EXCURSIONS IN MATHEMATICS.

Prerequisite: Either a Math SAT score of at least 530 points, a Math ACT score of at least 22, satisfactory completion (C– or better) of MAT 090 or MAT 105.

A study of the philosophy, nature, significance and use of mathematics from early times to the present. Topics may include the use of graph theory to solve optimization problems in management science; conflict resolution using fair division; mathematical analysis of voting systems; applications of geometry to the size and shape of objects and to calculating inaccessible distances; geometric growth and decay; non-Euclidean geometry; number systems; logic; and probability and statistics. Three credits. (Spring)

MAT 115. INTRODUCTION TO STATISTICS.

Prerequisite: Either a Math SAT score of at least 530 points, a Math ACT score of at least 22, satisfactory completion (C– or better) of MAT 090 or MAT 105, or passing the challenge test for Introductory Statistics.

An introduction to some of the basic concepts and procedures common to many applications of statistics. Topics include descriptive statistics, a brief study of probability, distributions of selected discrete and continuous random variables, confidence intervals, hypothesis testing, correlation, and regression. This course is designed to meet the needs of all liberal arts students. A student may not receive credit for MAT 115 after successful completion of MAT 215. Three credits. (Fall, Spring)

MAT 125. FINITE MATHEMATICS.

Prerequisite: Either a Math SAT score of at least 530 points, a Math ACT score of at least 22, satisfactory completion (C– or better) of MAT 090 or MAT 105, or passing the challenge test for Finite Mathematics.

A one-semester course which studies systems of linear equations, matrices, linear programming, and mathematics of finance, and offers applications to problems of modern society and business. (Not applicable as mathematics credit toward majors in chemistry, mathematics, or physics.) Three credits. (Fall, Spring)

MAT 126. APPLIED CALCULUS.

Prerequisite: MAT 115 or 125 with a grade of “C–“ or better or permission of the instructor.

An introductory course in the differential and integral calculus of polynomial, exponential, and logarithm functions. Emphasis is placed on application of the techniques of calculus (Not applicable as mathematics credit toward majors in chemistry, mathematics, or physics). Three credits. (Spring)

MAT 129. PRE-CALCULUS MATHEMATICS.

Prerequisite: Either a Math SAT score of at least 560 points, a Math ACT score of at least 24, completion of MAT 090 with a B– or better, completion of MAT 105 with a C– or better, or passing the challenge test for Pre-Calculus Mathematics.

A study of selected topics from algebra and trigonometry including equations and inequalities of the first and second degree, linear and quadratic functions, systems of linear equations, the Fundamental Theorem of Algebra, exponential and logarithmic functions, right triangle trigonometry, trigonometric functions of real numbers, trigonometric identities, and trigonometric equations. Four credits. (Fall, Spring)

MAT 150. DISCRETE MATHEMATICS I.

Prerequisite: Either a Math SAT score of at least 560 points, a Math ACT score of at least 24, completion of MAT 090 with a B– or better, or completion of MAT 105 with a C– or better.

An introduction to discrete mathematics. Topics will include propositional logic, sets, Boolean algebra, counting and basic probability, mathematics induction, functions and relations, basics of graphs and trees, and an introduction to predicate logic. Three credits. (Spring)

MAT 165. CALCULUS I.

Prerequisite: Either a Math SAT score of at least 600 points or a Math ACT score of at least 26 and a knowledge of Trigonometry, satisfactory completion (C– or better) of MAT 129, or passing the challenge test for Calculus.

A study of the calculus of elementary real-valued functions. Topics studied will include the limit concept, the derivative, and the integral. This course is designed to meet the needs of all liberal arts students. Four credits. (Fall, Spring)

MAT 166. CALCULUS II.

Prerequisite: MAT 165 with a grade of “C-“ or better or permission of instructor.

A continuation of MAT 165, which emphasizes techniques of integration, applications of the integral, inverse functions, sequences and series (including tests for convergence and power series). Four credits. (Fall, Spring)

MAT 215. APPLIED STATISTICS.

Prerequisite: Either a Math SAT score of at least 560 points, a Math ACT score of at least 24, completion of MAT 090 with a B– or better, completion of either MAT 105 or MAT 115 with a C- or better, or passing the challenge test for Applied Statistics.

This course places an emphasis on core statistical methods needed to analyze and interpret statistical findings, research and everyday problems in academia, business and society. This is achieved through solving a set of problems and discussing the appropriate statistical methods for various types of data and different experiments. Students will also learn how to use computer based analysis tools to help solve these problems and visualize the results. Topics include normal probabilities, multiple regression, analysis of variance, non-parametric statistics, and an introduction to clustering, as well as their appropriate tests. A student may not receive credit for MAT 115 after successful completion of MAT 215. Four credits. (Fall, Spring)

MAT 220. INTRODUCTION TO MATHEMATICAL REASONING.

Prerequisite: MAT 124 and 165 with a grade of “C-“ or better or permission of instructor.

A course designed to help a student make the transition from calculus to abstract mathematics. Students learn some logic and get experience with traditional language and standard proof methods in mathematics. Three credits. (Fall)

MAT 240. COLLEGE GEOMETRY.

Prerequisite: MAT 129 with a grade of “C-“ or better or permission of instructor.

A study of topics in finite geometry postulational systems and their properties, geometric transformations, non-Euclidean geometry, plane projective geometry, constructions, and polygons. Three credits. (Even Fall)

MAT 250. DISCRETE MATHEMATICS II.

Prerequisites: MAT 150 and MAT 220 with grades of “C-“ or better.

A continuation of Discrete Mathematics I, with more emphasis on proof. Topics include recursion, recurrence relations, computational complexity, finite-state automata, and more in-depth study of graphs and trees, including algorithms and predicate logic. This course is required for the Theoretical Track in Mathematics and is highly recommended for the BA degree in Computer Science, particularly for those planning on graduate study. Three credits. (Spring)

MAT 255. ORAL EXPOSITION OF MATHEMATICS.

Prerequisites: MAT 124 and 165.

Students in this course will choose a mathematical topic to study and develop an hour-long oral presentation suitable for either middle or high school students. The presentations will be given in an area middle or high school setting. Two credits. (Fall)

MAT 260. ANALYSIS OF ALGORITHMS.

Prerequisites: MAT 124 with a grade of “C-“ or better and successful completion of one computer programming language course.

This course is a rigorous introduction to the design and analysis of algorithms. Included are discussions of classic problems (e.g., sorting, traveling, salesman problems), classic algorithm design strategies (e.g., divide-and-conquer, greedy approaches), and classic algorithms and data structures (e.g., hash tables, Dijkstra's algorithm) as well as algorithm complexity and issues of tractability, such as "NP-Completeness." Three credits. (On Demand)

MAT 265. CALCULUS III.

Prerequisite: MAT 166 with a grade of "C-" or better or permission of instructor.

This course will cover the following topics: conic sections, vectors, vector-valued functions, and differential and integral calculus of multivariable functions. Four credits. (Fall)

MAT 270. DIFFERENTIAL EQUATIONS.

Prerequisite: MAT 166 with a grade of "C-" or better or permission of instructor.

A course designed to explore a variety of techniques in determining exact and approximate solutions to certain ordinary differential equations and systems of ordinary differential equations with special attention given to numerical methods using the computer. Four credits. (Spring)

MAT 280. LINEAR ALGEBRA.

Prerequisites: MAT 166 with a grade of "C-" or better and one of the following: MAT 124, 220, or 265; or permission of instructor.

A one semester course which examines the basic concepts of linear algebra. These include vector spaces over the real numbers, linear transformations (functions), the determinant function, eigenvalues, and eigenvectors. Three credits. (Spring)

MAT 290. MATHEMATICS COURSE ASSISTANT.

This course provides the student with practical experience in contributing to student learning by being a Course Assistant for a Mathematics course. By invitation only. Zero credit.

MAT 291. MATHEMATICS COURSE ASSISTANT.

This course provides the student with practical experience in contributing to student learning by being a Course Assistant for a Mathematics course. The course may be repeated up to three times for credit, but not more than once in any semester. By invitation only. One credit.

MAT 300. THEORY OF NUMBERS.

Prerequisite: MAT 220 with a grade of "C-" or better or permission of the instructor.

A course covering some of the widely known theorems, conjectures, unsolved problems, and proofs of number theory. Topics covered will include divisibility, prime numbers, congruencies, diophantine equations, and arithmetic functions. Three credits. (Odd Fall)

MAT 345. ADVANCED ANALYSIS.

Prerequisite: MAT 220 with a grade of "C-" or better or permission of the instructor.

A study of fundamental concepts of analysis including the topology of Euclidean Space, functions of bounded variation, sequences of functions, integration, and Fourier series. Three credits. (Even Spring)

MAT 370. ABSTRACT ALGEBRA I.

Prerequisites: MAT 280 with a grade of "C-" or better, and MAT 220 with a grade of "C-" or better, or permission of instructor.

A one semester course which concentrates on the concept of algebraic structures (with groups as primary emphasis), properties of the integers, induction, the division algorithm, greatest common divisors, and equivalence classes. Three credits. (Even Fall)

MAT 371. ABSTRACT ALGEBRA II.

Prerequisite: MAT 370 with a grade of "C-" or better or permission of instructor.

This course is an extension of MAT 370 and is designed for senior mathematics majors who expect to do graduate work. Topics include rings, fields, polynomials, and an introduction to Galois theory. Three credits. (Odd Spring)

MAT 381, 382, 383, 384. SPECIAL TOPICS.

This course permits the study of selected areas of mathematics not offered on a regular basis. Topics might include such subjects as vector analysis, complex analysis, topology, etc. One, two, three, or four credits. (Offered on demand)

MAT 390. RESEARCH SEMINAR.

Prerequisite: Registration by permission of instructor.

An exploration of a wide variety of topics suitable for undergraduate research in Mathematics. Students will read articles and give oral presentations, as well as learn how to communicate mathematics in writing. Students will be trained in the use of professional mathematical typesetting software. Each student will select a senior research topic and advisor. Two credits. (Spring)

MAT 400. HISTORY AND PHILOSOPHY OF MATHEMATICS.

Prerequisite: Nine hours of Mathematics at or above 165 with a grade of "C-" or better.

A study of the development of mathematics from its earliest known introduction to the present time. Emphasis is placed on relationship between mathematical and political events, as well as the development and spread of mathematical concepts and techniques. Three credits. (Odd Fall)

MAT 415. APPLIED STATISTICAL METHODS.

Prerequisite: MAT 215 with grade of C or better.

This is an applied statistical methods course focusing on solving real world problems using statistical software such as SAS, Excel and other. This course requires the successful completion of MAT-215 Applied Statistics with a minimum grade of 'C' or better, or approval of professor. The course provides in-depth knowledge of common statistical, data analytics and research methods, used by practitioners. The course introduces the undergraduate student to descriptive statistics, data collection methods, experimental research design and analysis, predictive modeling, analysis of variance, factor analysis and theory building. A research paper is required as part of the course. Three credits.

MAT 430 PROBABILITY 1: DISCRETE DISTRIBUTIONS

Prerequisite: Satisfactory completion of both MAT 150 and MAT 166 with a grade of C- or better.

An overview of discrete probability theory. Topics include: Axiomatic approach to probability; Elementary methods in combinatorics; Inclusion-Exclusion; Independence;

Conditional Probability; Discrete Random Variables; Expectation, variance, and higher moments; Generating Functions; Standard Distributions: uniform, binomial, geometric, negative binomial, hypergeometric, Poisson; Joint distributions; covariance; Introduction to Markov chains. Three credits.

MAT 431 PROBABILITY 2: CONTINUOUS DISTRIBUTIONS

Prerequisite: Satisfactory completion of both MAT 265 and MAT 430 with a grade of C– or better.

An overview of calculus-based probability theory. Topics include: Axioms of probability theory; Continuous random variables: PDF and CDF; Expectation and variance; Uniform, exponential, Weibull and Gamma distributions; The normal distribution; The central limit theorem; Student and χ^2 distributions; Multidimensional densities; multivariate normals; Conditional distributions; conditional expectation; covariance; Law of total variance. Three credits.

MAT 450. FINANCIAL MATHEMATICS.

Prerequisites: MAT 165 and either MAT 115 or MAT 215..

This course is a mathematical treatment of some fundamental concepts of financial mathematics and their application to basic risk management. Topics include valuing investments, capital budgeting, valuing contingent cash flows, yield curves, spot rates, forward rates, short sales, Macaulay duration, modified duration, convexity, and immunization, financial derivatives, and their use in risk management. Provides preparation for the FM Actuarial Exam. Three credits. (On demand)

MAT 475. COMPREHENSIVE JUNIOR EXAM.

All Senior Computer Science and Information Technology Majors must satisfactorily complete a comprehensive exam. Zero credits.

MAT 490. SENIOR RESEARCH.

Independent research on a mathematical subject of interest to the student under the guidance of a Mathematics faculty member. Upon completion of the research, the student must submit a written report and make an oral presentation on the research. Two credit. (Registration by permission of instructor only)

MAT 498. SENIOR HONORS RESEARCH.

Independent original research on the student's honors thesis topic under the direction of a Mathematics faculty member. Two credits. (On demand)

MAT 499. SENIOR HONORS THESIS.

A continuation of MAT 498 culminating in the submission of a written thesis on original work in Mathematics. The student will present the thesis orally before students and faculty. Two credits. (On demand)

MUSIC

MUS 090. MUSIC FUNDAMENTALS.

A study in the rudiments of music theory which includes clef reading, major and minor scales, key signatures, intervals, chords, and an introduction to aural identification of the rudiments. It is designed for all entering first-year students majoring in music and for

music minors. Computerized drill and programmed testing in music rudiments are utilized. Students with a background in music rudiments may attempt a proficiency exam for this course. This course does not count toward graduation credits, but the grade and quality points will be included in the students cumulative GPA. Two credits. (Fall)

MUS 103. HARMONY AND ANALYSIS I.

Prerequisite: MUS 090 or proficiency.

A thorough study of compositional devices and their relevance to style in music from the Renaissance to the present. Harmonic analysis, formal analysis, common practice period part-writing, and basic compositional structures are addressed. Three credits. (Spring)

MUS 104. AURAL SKILLS I.

Prerequisite: MUS 090 or proficiency.

Systematic training, including computer assisted instruction, in sight singing and in the aural techniques of music for one to four voices; development of thinking musically; meeting difficulties in pitch and rhythm. One credit. (Spring)

Course Fee: \$150

MUS 105. KEYBOARD HARMONY I.

Designed to provide keyboard experience in the formation of intervals, chords, and scales and their application to simple melodies and harmonies. This course prepares the student to meet teacher education competencies in piano proficiency and for the piano proficiency exam. This course is eligible for credit by examination. One credit. (Spring)

Course Fee: \$150

MUS 106. KEYBOARD HARMONY II.

Continuation of MUS 105. This course is eligible for credit by examination. One credit. (Fall)

Course Fee: \$150

MUS 109. CO-CURRICULAR PERFORMANCE PRACTICUM.

An experiential based application of the craft of music performance. Students will attend live performance, participate in workshops and clinics in their field of study to reflect on music performance and gain practical experience in the craft. Course is repeatable. 0 credit. (Fall and Spring)

MUS 111. INTRODUCTION TO MUSIC LITERATURE.

An introduction to the basic elements of music and to musical forms and terminology. Special emphasis on knowledge of the literature of music. Designed to provide background essential to professional study. Two credits. (Fall)

MUS 112. UNDERSTANDING CONCERT MUSIC.

An introduction to the basic elements of music and to musical forms and terminology. Special emphasis is given to the masterworks of Western Classical music. This course is designed to provide the background essential for greater appreciation and further study. Three credits.

MUS 120. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of

practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor. Preparatory Division students are not required to perform student recitals or final jury exams. Zero credit. (Fall, Spring)

Course Fee: \$125 per section

MUS 121. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor.

Preparatory Division students are not required to perform student recitals or final jury exams. One credit. (Fall, Spring)

Course Fee: \$125 per section

MUS 122. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor.

Preparatory Division students are not required to perform student recitals or final jury exams. Two credits. (Fall, Spring)

Course Fee: \$150 per section

MUS 130. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An entry audition is required for lower division applied music study. Zero credit. (Fall, Spring)

Course Fee: \$125 per section.

MUS 131. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An entry audition is required for lower division applied music lessons. One credit. (Fall, Spring)

Course Fee: \$125 per section

MUS 132. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One of three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An entry audition is required for lower division applied music lessons. Two credits. (Fall, Spring)

Course Fee: \$150 per section

MUS 133. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One of three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An entry audition is required for lower division applied music lessons. Three credits. (Fall, Spring)

Course Fee: \$175 per section

MUS 145. FOUNDATIONS IN MUSIC EDUCATION.

This course serves as an introduction to music education as a profession by exploring the historical and philosophical foundations of the field. Students examine diverse teaching practices, social theory, and the political and social contexts in which schooling takes place. Two credits.

MUS 150. ENSEMBLES.

Prerequisite: Permission of the instructor.

Wind Symphony, choir, jazz ensemble, pep band, brass ensemble, percussion ensembles, handbell ensembles, orchestra, pit orchestra, and various other performing ensembles are offered (some ensembles by audition) to all students of the College with or without credit. Ensembles meet for a minimum of two hours weekly for one credit hour. Requirements for students electing non-credit are the same as for students electing credit. Students who are instrumental principals and majors are required to participate each semester in the Wind Symphony unless excused by the director. Vocal principals and majors are required to participate each semester in the A Cappella Choir unless excused by the director. Zero credit. (Fall, Spring)

Course Fee: \$150 per zero credit ensemble

MUS 151. ENSEMBLES.

Prerequisite: Permission of the instructor.

Wind Symphony, choir, jazz ensemble, pep band, brass ensemble, percussion ensembles, handbell ensembles, orchestra, pit orchestra, and various other performing ensembles are offered (some ensembles by audition) to all students of the College with or without credit. Ensembles meet for a minimum of two hours weekly for one credit hour. Requirements for students electing non-credit are the same as for students electing credit. Students who are instrumental principals and majors are required to participate each semester in the Wind Symphony unless excused by the director. Vocal principals and majors are required to participate each semester in the A Cappella Choir unless excused by the director. One credit. (Fall, Spring)

MUS 160. FUNDAMENTALS OF MUSIC THEORY I.

Introduction to the basic elements of music literacy. Topics covered include pitch reading, duration, time signatures, rhythm, intervals, sight reading and singing, scales and chords. Emphasis is placed on demonstration and mastery of progressive skill exercises by singing, playing on a keyboard, or tapping. Some written work is also required. Four credits.

MUS 165. FUNDAMENTALS OF MUSIC THEORY II.

Continuation of MUS 160 with more advanced demonstration of basic elements of music literacy. Topics covered include pitch reading, duration, time signatures, rhythm,

intervals, sight reading and singing, scales and chords. Emphasis is placed both on demonstration and writing advanced elementary skill exercises by singing, playing on a keyboard, tapping and writing. Four credits.

MUS 200. MUSIC APPRECIATION.

Fundamentals essential to the introduction and development of musical thought and judgment; aesthetic significance and other values; principal forms and historical movements; interpretation of current musical efforts. Three credits. (Fall, Spring)

MUS 201. HARMONY AND ANALYSIS II.

Prerequisite: MUS 103 or proficiency exam.
Continuation of Music 103. Three credits. (Fall)

MUS 202. AURAL SKILLS II.

Prerequisite: MUS 104 or proficiency exam.
Continuation of Music 104. One credit. (Fall)
Course Fee: \$150

MUS 203. HARMONY AND ANALYSIS III.

Prerequisite: MUS 201 or proficiency exam.
Continuation of Music 201. Three credits. (Spring)

MUS 204. AURAL SKILLS III.

Prerequisite: MUS 202 or proficiency.
Continuation of Music 202. One credit. (Spring)
Course Fee: \$150

MUS 210. BRASS TECHNIQUES.

The brass methods class is designed to provide a working knowledge of all the brass instruments of the standard band instrumentation for teaching purposes. Two class hours per week. One credit. (Even Fall)
Course Fee: \$150 per section

MUS 211. PERCUSSION TECHNIQUES.

The percussion class is designed to provide a working knowledge of all major percussion instruments of the standard band instrumentation for teaching purposes. Two class hours per week. One credit. (Odd Fall)
Course Fee: \$150 per section

MUS 212. STRING TECHNIQUES.

To provide a working knowledge of the string instruments for teaching purposes. Two class hours per week. One credit. (Even Spring)
Course Fee: \$150 per section

MUS 213. WOODWIND TECHNIQUES.

To provide for teaching purposes a working knowledge of the basic single and double reed instruments and flute. Two class hours per week. One credit. (Odd Spring)
Course Fee: \$150 per section

MUS 214. VOCAL TECHNIQUES.

Vocal methods is designed to provide a working knowledge of the voice and basic vocal pedagogy. This class emphasizes the study of voice production and basic principles of singing as well as work with voices. Two class hours per week. One credit. (Fall)
Course Fee: \$150 per section

MUS 215. LYRIC DICTION I.

Study of IPA (International Phonetic Alphabet) and idiomatic pronunciation for singing in English and German. One credit.

MUS 216. LYRIC DICTION II.

Study of IPA (International Phonetic Alphabet) and idiomatic pronunciation for Italian and French. One Credit.

MUS 250. BASIC CONDUCTING.

This course provides students with an introduction to conducting techniques, such as standard beat patterns, an independent left hand, entrances, releases, cues, score analysis, and effective rehearsal leadership. Two credits.

MUS 254. MUSIC HISTORY AND LITERATURE I.

Prerequisites: One year of theory, MUS 111 or 200, or permission of the instructor.

A historical survey of music history and literature from the beginning of civilization to the present time. Three credits. (Fall)

MUS 255. MUSIC HISTORY AND LITERATURE II.

Prerequisite: MUS 254.

A continuation of MUS 254. A historical survey of music history and literature from the beginning of civilization to the present time. Three credits. (Spring)

MUS 256. MUSIC HISTORY AND LITERATURE III.

Prerequisites: MUS 254 and 255.

A continuation of MUS 255. A historical survey of music history and literature from the beginning of civilization to the present time. Three credits.

MUS 260. HARMONY AND MUSICIANSHIP I.

Intermediate-level skill exercises in critical elements of music literacy. Students demonstrate understanding of basic 18th-century harmonic structure as it applies to problems of analysis and introductory lessons in counterpoint. Emphasis is placed on demonstration of skills by writing, playing, and singing both rhythm and prepared exercises. Students demonstrate intermediate-level skill in solving melodic rhythmic and metric musical problems through written and performing exercises. Four credits.

MUS 265. HARMONY AND MUSICIANSHIP II.

Advanced intermediate- level skill exercises in critical elements of music literacy. Students demonstrate understanding of 19th-century harmonic structure as it applies to problems of analysis and intermediate lessons in counterpoint. Emphasis is placed on demonstration of skills by writing, playing and singing both prepared and sight-reading exercises. Students demonstrate advanced intermediate-level skill in solving melodic, rhythmic and metric musical problems through written and performing exercises. Four credits.

MUS 270. WORSHIP.

A study of the theology and practice of Christian worship, beginning with its Jewish roots. Emphasis will be given to the historic development of liturgy, including a comparison of current orders of worship. Other topics to be covered are the church year, worship planning, musical settings of the liturgy, worship space and acoustics, and a theological framework for the use of music in worship. Three credits. (Even Fall)

MUS 271. DEVELOPMENT OF CHILDREN'S CHOIRS.

A study of the theoretical and practical development of children's voices, dealing with vocal production, literature, choral techniques, and the practical details of organizing and managing a church or community chorus. Two credits. (Even Fall)

MUS 272. HYMNODY.

A survey of the hymnody of the Western Church, from its historical roots in Hebrew and Greek hymns to the present. The course will include a study of Gregorian chant, Reformation hymns, Genevan and English Psalters, Evangelical and Anglican hymns, early American and Gospel hymns, African-American spirituals, and contemporary hymnody. Three credits. (Odd Spring)

MUS 273. CHANTING.

A study of plainsong and its place in worship today. Students will sing liturgical examples from various systems of chant (i.e., Gregorian, Anglican, Gelineau), as well as prepare intoned material from contemporary worship orders. This course will deal with basic elements of vocal production and projection on a group level. The role of the cantor will be highlighted. One credit. (Odd Spring)

MUS 301. ORCHESTRATION.

Prerequisite: Two years of theory or permission of instructor.

Instrumentation of orchestra and band; scoring music for instrumental groups. Two credits. (Spring)

MUS 302. ADVANCED FORM AND ANALYTICAL TECHNIQUE.

Prerequisite: Two years of theory or permission of instructor.

The development of techniques of analysis of music. Two credits. (On demand)

MUS 303. COUNTERPOINT.

Prerequisite: Two years of theory.

Techniques of contrapuntal composition; analysis of polyphonic compositions of the 16th, 18th, and 20th centuries. Two credits. (On demand)

MUS 330. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Zero credit. (Fall, Spring)

Course Fee: \$125 per section

MUS 331. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, wood-winds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. One credit. (Fall, Spring)

Course Fee: \$125 per section

MUS 332. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, wood-winds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Two credits. (Fall, Spring)

Course Fee: \$150 per section

MUS 333. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, wood-winds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Three credits. (Fall, Spring)

Course Fee: \$175 per section

MUS 360. HARMONY AND MUSICIANSHIP III.

Advanced-level skill exercises in critical elements of music literacy. Students demonstrate advanced understanding of 19th and 20th-century harmonic structure as it applies to problems of analysis and lessons in counterpoint/part-writing. Emphasis is placed on demonstration of skills by writing, playing and singing. Students demonstrate advanced-level skill in solving rhythmic and metric musical problems through written and performing exercises. Four credits.

MUS 370. HISTORY OF SACRED MUSIC.

Prerequisite: Music 111 or 200 or permission of the instructor.

A survey of music composed for worship and/or inspired by faith over the centuries. Special emphasis will be placed on the sacred music of various Christian traditions, from Gregorian Chant to the growing African scene. Three credits. (Odd Fall)

MUS 372. SERVICE PLAYING.

Prerequisite: Permission of the instructor.

A lab course focusing on the various elements of service playing: hymn and anthem accompaniments, conducting from the keyboard, liturgical playing, modulations and reharmonizations, and registration. One credit. (Odd Fall)

MUS 381, 382, 383, 384. SPECIAL TOPICS.

Seminar and/or projects in selected topics related to music theory, music history, music composition, music performance, and music pedagogy. One, two, three, or four credits. (Fall, Spring)

MUS 392. JUNIOR RECITAL.

Junior level half or full recital. One credit. (Fall, Spring)

MUS 401. COMPOSITION.

Prerequisites: MUS 303 or permission of the instructor.

Original writing to illustrate the different forms and styles of music. Two credits. (On demand)

MUS 420. CHORAL CONDUCTING AND LITERATURE.

A study of the art of choral conducting: coordination of hand technique, breath control, sound control, diction, phrasing, and dynamics. Discussion of the organization and development of choral groups with research or choral methods and materials. Teacher Education competencies in choral conducting and graded literature are addressed. Three credits. (Odd Spring)

MUS 421. INSTRUMENTAL CONDUCTING AND LITERATURE.

The emphasis of study will be on baton and rehearsal techniques, score reading and knowledge of various instrumental group voicing. Teacher Education competencies in instrumental conducting and graded literature are addressed. Three credits. (Even Spring)

MUS 422. ELEMENTARY AND INTERMEDIATE CLASSROOM MUSIC METHODS.

Survey of the organization, administration, and supervision of early childhood and intermediate music programs; emphasis on Orff-Schulwerk and Kodaly systems of music education and the development of teaching skills. Two credits. (Odd Fall)

MUS 423. CHORAL MUSIC METHODS.

Acquisition of the skills and dispositions of the professional music educator in the choral performance classroom, aligned with the teaching standards of the profession. These skills include the methods and materials, rehearsal techniques and teaching strategies, and curriculum development for the successful teaching and administration of a choral program. Two credits. (Even Fall)

MUS 424. INSTRUMENTAL METHODS.

Acquisition of the skills and dispositions of the professional music educator in the instrumental classroom, aligned with the teaching standards of the profession. These skills include the methods and materials, rehearsal techniques and teaching strategies, and curriculum development for the successful teaching and administration of an instrumental program. Two credits. (Even Fall)

MUS 470. FIELD WORK IN SACRED MUSIC.

Prerequisite: At least two semesters of the sacred music sequence.

An experiential component of the sacred music program. The sacred music student will participate in a church music program for a minimum of three hours per week for a full semester. A student will be placed under staff supervision in a local church setting. Students already employed as parish musicians may fulfill field work requirements at

their place of employment. Observation will be made by the Music Department faculty. One credit. (Fall, Spring)

MUS 471. SACRED MUSIC PROJECT.

Prerequisite: At least three semesters of the sacred music sequence.

A summation project for the sacred music student. The student will plan, prepare, and lead a public worship service on or off campus. Involvement may include the performance or direction of choral and/or instrumental music and the necessary liturgical propers. One credit. (Fall, Spring)

MUS 472. CRITICAL ISSUES IN CHURCH MUSIC.

Prerequisite: Music 370 or permission of the instructor.

An overview of practical and difficult issues facing the church musician today, including a discussion of contemporary and traditional services, prerecorded and live worship music, appropriate instruments for accompanying worship, the call and ministry of a church musician, church staff relationships, the politics of music-making, guidelines for part-time and full-time employment, and networking. Two credits. (Even Spring)

MUS 497. SENIOR RECITAL.

Senior level half or full recital. One credit. (Fall, Spring)

MUS 499. SENIOR HONORS THESIS OR PROJECT.

Intensive study and research culminating in an honors thesis or project. The selection of the topic or project is subject to approval by the music faculty. Three credits. (Fall, Spring)

NATURAL WORLD

NAT 188-189. NATURAL WORLD LEVEL ONE.

These laboratory courses, designed around the ways-of-knowing and the big questions central to the Natural and/or Physical Sciences, satisfy level one Natural World requirements in the core curriculum. May be designed as one-semester courses or as a year-long sequence. As topics will vary, this course may be repeated for credit. Three or four credits.

NAT 388. NATURAL WORLD LEVEL TWO.

This topical or thematic advanced seminar is designed to satisfy the level two natural world requirement in the core curriculum. Course will include Service/Engaged/Experiential Learning (SEE) and intensive writing (WRI) components, as well as a culminating project designed to demonstrate mastery of the course material. Students must select one of their level two culminating projects to satisfy the Core Curriculum Capstone experience. Topics will vary, and this course may be repeated for credits. Three or four credits.

NURSING

NUR 231G. INTRODUCTION TO PROFESSIONAL NURSING.

Prelicensure.

Prerequisite: BIO 281 and cumulative GPA of 2.9

Prerequisite or Concurrent: BIO 282.

Students are introduced to the conceptual basis for the provision of professional nursing care. An overview of the nursing profession, including current trends and the future of nursing, and the role of the nurse in interdisciplinary teams, is emphasized. The concept of health, including the meanings of health and disease in selected areas of the world is introduced. Healthcare delivery systems from around the globe are discussed. Students are introduced to the concepts of healthcare policy and economics, health promotion, disease prevention, and global health. Students will be introduced to the competencies of teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Spring sophomore year, Summer on demand).

NUR 235. HEALTH ASSESSMENT.

Prelicensure.

Prerequisite: BIO 281 and cumulative GPA of 2.9.

Prerequisite or Concurrent: BIO 282.

Building on knowledge acquired from previous courses, this course introduces students to the process of assessing normal adult health status. This course focuses on the development of physical assessment skills and interviewing skills in assessing and recognizing normal health status of the individual. Theoretical content includes health history, assessment tools, and normal findings. Concepts introduced in this course will include therapeutic communication, cultural competence, and health promotion and maintenance.

Laboratory experiences with well individuals provide opportunity to apply theoretical knowledge and demonstrate techniques of physical assessment.

Students are expected to demonstrate independent learning abilities as they develop assessment techniques.

Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Spring sophomore year, Summer on demand).

NUR 240. STRATEGIES FOR SUCCESS.

Prelicensure.

This course focuses on the study habits, learning styles, and test taking techniques of each individual student. These skills are necessary skills to become and remain successful in the nursing curriculum. Nursing exams are created to reflect the types of questions seen on the NCLEX® (National Council Licensure Exam). With this in mind, this course will provide students with test-taking skills necessary to take and pass the NCLEX®-style exams. This course is required for any student that scores below the Proficient Level on the ATI-TEAS test. One credit. (Fall, Spring on Demand).

NUR 309. TRANSITIONAL FOUNDATIONAL CLINICAL PRACTICUM

Prelicensure.

Prerequisites: NUR 231, 235

Prerequisites or Concurrent: NUR 315, 318, HES 388.

This course is a concurrent clinical course for students repeating Nursing 315 or 318 or students needing a clinical course related to the management of foundational health and disease processes. Students care for adult clients dealing with pain, surgery, mobility, infection, and cancer. Pharmacological management is also a focus of the course.

Students are expected to demonstrate specific competencies within the following

categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall).

NUR 315. PHARMACOLOGY IN NURSING.

Prelicensure.

Prerequisites: Admission to the Nursing Program, NUR 231, 235, BIO 220, CHE 101 or higher. Prerequisites or Concurrent: NUR 318, 323, 324, HES 288.

Building on previous knowledge, this course introduces students to the basic concepts of pharmacology as it relates to nursing as well as drug categories that affect particular body systems. Essential knowledge of pharmacology is emphasized within exemplars of various pathological conditions. Students will use the nursing process as a means of critical thinking to address pharmacology and nursing care of clients. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall junior year).

NUR 318. CONCEPTS OF HEALTH AND ILLNESS.

Prelicensure.

Prerequisites: Admission to the Nursing Program. NUR 231, 235, BIO 220, CHE 101 or higher. Prerequisites or Concurrent: NUR 315, 323, 324, HES 288.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of clients. The specific concepts of pain management, acid-base balance, fluid and electrolyte balance, infection, cellular regulation, mobility, skin integrity, sensory perception, and stress adaptation. Students are introduced to the psychosocial concept of self within the context of acute illness. Concepts related to the core nursing knowledge of global health are also discussed. Exemplars are used to illustrate each of the major concepts. Students will use the nursing process as a means of critical thinking to address nursing care of clients. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall junior year).

NUR 319. TRANSITIONAL EMERGING FAMILY CLINICAL PRACTICUM.

Prelicensure.

Prerequisites: Admission to the Nursing program, NUR 231G, NUR 235, BIO 220, CHE 101 or higher.

Prerequisite or Concurrent: NUR 315, 323 and HES 288.

This course is a concurrent clinical course for students repeating Nursing 323 or students needing a clinical course related to the emerging family. This course includes opportunities for application of the theoretical knowledge of families experiencing all phases of child bearing. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Two credits. (Fall).

NUR 323. CONCEPTS OF THE EMERGING FAMILY.

Prelicensure.

Prerequisites: Admission to the Nursing Program, NUR 231, 235, BIO 220, CHE 101 or higher.

Prerequisites or Concurrent: NUR 315, 318, 319 or 324, HES 288, SOC 100.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of childbearing clients and their families. Students are introduced to the concepts of sexual function, reproduction, genetics, oxygenation, perfusion, metabolism, thermal regulation, stress adaptation, mood and affect, violence and addictions, health promotion and maintenance, concepts of risk/surveillance, and environmental safety are introduced. The concepts of fluid and electrolyte balance, infection, nutrition, skin integrity, sleep/rest, thermal regulation, healthcare regulation, and diversity are continued. Concepts related to the core nursing knowledge of global health are also discussed. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall junior year).

NUR 324. FOUNDATIONAL CLINICAL PRACTICUM.

Prerequisites.

Prerequisites: Admission to Nursing Program, NUR 231, 235, BIO 220, CHE 101 or higher.

Prerequisites or Concurrent: NUR 315, 318, 323 and HES 288.

Building on knowledge learned in previous or concurrent nursing courses, students apply concepts of health and disease management in a variety of settings. Students will care for adult clients dealing with surgical issues, chronic pain, alterations in acid/base metabolism, cellular regulation, infection, and fluid and electrolytes. Students will care for clients experiencing normal and complicated prenatal, intrapartum, and postpartum periods. Students will also care for newborns. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Four credits. (Fall junior year).

NUR 329. TRANSITIONAL INTERMEDIATE CLINICAL PRACTICUM I.

Prerequisites.

Prerequisites: NUR 315, 318, 324 or 309.

Concurrent: NUR 345.

This course is a concurrent clinical course for students repeating NUR 345 or students needing a clinical course related to biophysical illness in adults. Building on knowledge and experience, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of clients across the lifespan. Students will care for adult clients dealing with medical issues. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Two credits. (Spring).

NUR 335. EXPLORATION OF THE DIVERSE FACES OF HEALTHCARE.

Concurrent: Current Junior or Senior level nursing student.

This course explores the health care needs and resources available to diverse groups with a special emphasis on health care in selected populations. The selected population may vary from semester to semester but possible groups could include immigrant, Native American and African Americans. This course includes activities in the local

community to provide contact with diverse populations and immersion experiences. Two credits. (Spring).

NUR 339. TRANSITIONAL DEVELOPING FAMILY CLINICAL PRACTICUM.

Prelicensure.

Prerequisites: NUR 315, 323, 324, or 319.

Concurrent: NUR 359.

This course is a concurrent clinical course for students repeating Nursing 359 or students needing a clinical course related to the developing family. Building on previous knowledge, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of pediatric clients. Students care for pediatric clients and their families. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. One credit. (Spring).

NUR 345. CONCEPTS OF BIOPHYSICAL ILLNESS I.

Prelicensure.

Prerequisites: NUR 315, 318, 324, HES 288.

Prerequisites or Concurrent: NUR 356, 359, 367 or 329.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of adult clients and their families. The specific concepts of immunity, oxygenation, and perfusion will be introduced as new concepts focusing on specific exemplars under each category. Concepts of mobility, pain, fluid & electrolyte balance, elimination, nutrition, and metabolism will be continued. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Spring junior year).

NUR 349. TRANSITIONAL AGING FAMILY CLINICAL PRACTICUM.

Prelicensure.

Prerequisites: NUR 315, 318, 324 or 309.

Concurrent: NUR 356.

This course is a concurrent clinical course for students repeating Nursing 356 or students needing a clinical course related to the aging family. Building on previous knowledge, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of aging clients. Students care for elderly clients and their families. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. One credit. (Spring).

NUR 356. CONCEPTS OF HEALTH AND ILLNESS IN THE AGING FAMILY.

Prelicensure.

Prerequisites: NUR 324 or NUR 309.

Prerequisite or Concurrent: NUR 359, 367 or 349.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of aging clients and their families. The specific concepts of biological protection, comfort, sexuality, homeostasis and regulations, coping, mental processes, health promotion, health care systems, quality improvement, health care influences, cultural competence are explored within the context of the aging client and family. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Spring junior year).

NUR 359. CONCEPTS OF HEALTH AND ILLNESS IN THE DEVELOPING FAMILY.

Prelicensure.

Prerequisites: NUR 315, 318, 323, 324 or 319, HES 288, PSY 320.

Prerequisites or concurrent : NUR 345, 356, 367 or 339.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of pediatric clients and their families. Students are introduced to the concepts of development, family relationships, cognition, and intracranial regulation. The concepts of immunity, mobility, tissue integrity, pain, genetics, sexual functioning, cellular regulation, elimination, fluid and electrolytes, nutrition and metabolism, oxygenation, perfusion, thermoregulation, self, anxiety, violence, environmental safety, health promotion, risk, health care systems, health care influences, cultural competence, interprofessional healthcare team, and rights and responsibilities are all continued and explored within the context of the pediatric client and family. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Spring junior year).

NUR 367. INTERMEDIATE CLINICAL PRACTICUM I.

Prelicensure.

Prerequisites: NUR 315, 318, 323, 324, HES 288.

Prerequisites or concurrent: NUR 345, 356, 359.

Building on previous knowledge and experience, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of clients across the lifespan in a variety of clinical settings. Students will use the nursing process as a means of critical thinking and provide care for clients identified in a number of clinical sites such as acute care medical, acute care pediatrics, long term care, and a number of community clinical site rotations. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Four credits. (Spring junior year).

NUR 381, 382, 383, 384, 385, 386. SPECIAL TOPICS.

Gateway/Prelicensure.

Prerequisite: Permission of the instructor.

In-depth study of selected topic in nursing. May be class and/or clinical. One credit each to a maximum of six credits. (Subject to School Chair's approval). (Fall, Spring).

NUR 400. HEALTH ASSESSMENT OF INDIVIDUALS AND POPULATIONS

Gateway/RIBN.

Prerequisite: Progression into the Gateway or RIBN Program

This course builds on previous nursing knowledge and competencies related to health assessment. This course focuses on the further development of physical assessment skills and interviewing skills for the assessment of normal health status of individuals. Concepts related to the assessment of health status of communities are also introduced. The concepts of biologic protection, sexuality, homeostasis and regulation, health promotion and maintenance, cultural competence, and interprofessional health care team are all explored as they relate to the assessment of health of individuals and populations. Laboratory and community experiences provide the opportunity to demonstrate competencies related to the assessment of individuals and communities. Competencies associated with client-centered care, teamwork and collaboration, quality and safety, and informatics and technology are emphasized. Three credits.

NUR 415. NCLEX REVIEW.

Prerequisites: Completion of all 300 Level Nursing Courses.

The course guides students in preparing to take the NCLEX-RN® examination. The focus is on practicing NCLEX-RN® style test questions, identifying weaknesses and reviewing content related to weak areas. This is a hybrid style course which requires the student to spend approximately 1 hour per week practicing answering NCLEX-RN style questions online, in addition to other learning activities. Two credits.

NUR 419. TRANSITIONAL INTERMEDIATE CLINICAL PRACTICUM II.

Prelicensure.

Prerequisites: Completion of all 300 Level Nursing Courses.

Concurrent: NUR 425.

This is a concurrent course for students repeating Nursing 425 or students needing a clinical course related to critical care. Building on previous knowledge and experience, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of adults. Students will use the nursing process as a means of critical thinking. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Two credits. (Fall).

NUR 420. TRANSITION TO PROFESSIONAL NURSING.

Gateway/RIBN

Prerequisites: Progression Into the Gateway or RIBN Program.

This introductory bridge course for RN to BSN/RIBN students expands on previously learned nursing knowledge. This course assists the student in developing qualities and competencies needed for nursing leaders in today's society. Assignments challenge students to take a critical look at the nursing profession from viewpoints of clients, the interdisciplinary team, and self. Students use evidence-based practice to reflect on the value of a BSN education. Students also reflect on the importance of maintaining professional competency to uphold quality and safety in client care. Students will discuss the need to be leaders and advocates for professional nursing practice at the local, state, national, and international levels.

NUR 425. CONCEPTS OF BIOPHYSICAL ILLNESS II.

Prelicensure.

Prerequisites: Completion of all 300 Level Prelicensure Courses.

Prerequisites or concurrent: NUR 467 or 419.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of critically ill adult clients and their families. Students focus on prevention, promotion and restoration of biophysical health. The specific concepts of tissue integrity, infection, immunity, sensory perception, mobility, pain, fluid and electrolyte balance, acid base balance, metabolism, intracranial regulation, oxygenation, perfusion, thermal regulation, and stress and adaptation are explored. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall senior year).

NUR 429. TRANSITIONAL PSYCHOSOCIAL CLINICAL PRACTICUM.

Prelicensure.

Prerequisites: Completion of all 300 Level Prelicensure Courses or by permission of Chair, School of Nursing.

Concurrent: NUR 436.

This is a concurrent clinical course for students repeating Nursing 436 or students needing a clinical course related to psychosocial illness. Emphasis is on higher level professional judgment and use of advanced therapeutic communication skills for clients with psychosocial illnesses. Students will have experiences with clients with both acute and chronic psychosocial illnesses. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. One credit. (Fall).

NUR 435. CONCEPTS OF EVIDENCE BASED PRACTICE IN NURSING.

Gateway/RIBN/Prelicensure.

Prerequisites: Completion of all 300 Level Courses (Prelicensure), or by permission of the instructor.

Prerequisites or concurrent: MAT 115 or 215.

This course builds on previous nursing knowledge and competencies and examines the research process as it relates to the practice of nursing. The concepts of risk, quality improvement, legal regulations, communication, information management, ethics, and knowledge development are explored in depth. It provides a foundation for critiquing research studies as a basis for applying evidence to nursing practice. In conjunction with a liberal arts education and previously acquired nursing knowledge, this course primarily focuses on the development of the competencies of evidence-based practice, professional values and ethics, and quality and safety. Three credits (Fall, Spring, Summer).

NUR 436. CONCEPTS OF PSYCHOSOCIAL ILLNESS.

Prelicensure.

Prerequisites: Completion of all 300 Level Prelicensure Courses, or permission of Chair, School of Nursing..

Prerequisites or concurrent: NUR 467 or 429.

Building on previous knowledge, this course introduces students to the theoretical application of concepts related to the nursing care of individuals experiencing psychosocial distress and mental illness. Students are introduced to the concepts of emotions, destructive behavior, mental processes, and coping. The concepts of sensory perception, rest & sleep, genetics, thermoregulation, health promotion and maintenance, healthcare systems, healthcare influences, cultural competence, interprofessional health care team, and rights and responsibilities are continued and explored within the context of the client experiencing psychosocial distress and mental illness. Exemplars are used to illustrate each of the major concepts. Through various teaching/learning activities and evaluation techniques, students are expected to demonstrate competency in the following areas: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three credits. (Fall senior year).

NUR 455G. HEALTH PROMOTION WITH POPULATIONS AND FAMILIES.

Gateway/RIBN/Prelicensure.

Prerequisites: NUR 400 and 420 (Gateway/RIBN); NUR 425, 436, 467 (Prelicensure).

Prerequisites or concurrent: NAT 388G and NUR 456, 487 (Prelicensure), NAT 388G and NUR 460 (Gateway/RIBN).

Building on previous knowledge, this course discusses health promotion issues for populations and families. The course stresses the importance of the role of the nurse as a collaborator within the interdisciplinary health care team. The study of epidemiology assists students in understanding concepts such as risk and causality that form the basis for improving health care for populations. The concepts such as health care financing, communicable disease, health disparities within communities and globally, and disaster planning are discussed and applied. The critical determinants of global health are identified and their relationship to health and the environment is discussed. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Three hours (Spring and Summer).

NUR 456. CONCEPTS OF LEADERSHIP IN NURSING.

Prelicensure.

Prerequisites: NUR 425, 435, 436, 467 (Prelicensure).

Prerequisites or concurrent: NUR 455, 487 (Prelicensure)

Building on previous knowledge, the course expands the theoretical base for the multidimensional professional leadership role. The focus is on integration of nursing concepts, management principles, and collaboration with health care professionals directed toward improvement of the health care system and management of client care. It emphasizes nursing theory, modalities of care delivery, decision making and clinical judgment, and the impact of ethical, legal, political, and economic issues in the delivery of health care. Students will also be expected, through various activities and evaluation techniques, to exhibit competency in leadership. Through competency in this area students will begin to develop competency as a leader in the following areas: teamwork, professional values and ethics, evidence-based practice, and quality and safety, and information technology. Three credits. (Spring senior year).

NUR 460. CONCEPTS OF LEADERSHIP IN NURSING: THEORY AND APPLICATION

Gateway/RIBN.

Prerequisites: Completion of NUR 400, 420.

The course expands the theoretical base for the professional leadership role through competency identification. The nursing concepts of management principles and collaboration with health care professionals in multidimensional roles are directed toward improvement of outcomes for clients and nursing work environments. There is an emphasis of nursing theory, modalities of care delivery, decision making and critical thinking which will be applied within the health care delivery system. Managerial qualities will be discussed and evaluated through clinical application of theory. Reflective journaling within the clinical experience will allow students to examine managerial styles and focus upon professional communication, organizational safety, health care economics, and clinical teamwork while applying professional values and ethics. Four credits. (Spring Senior year).

NUR 467. INTERMEDIATE CLINICAL PRACTICUM II.

Prelicensure.

Prerequisites: Completion of all 300 Level Prelicensure Courses.

Prerequisites or concurrent: NUR 425, 436.

Building on previous knowledge and experience, this course continues to prepare the student to focus on prevention, promotion, and restoration of biophysical health of adults. Nursing care of clients is delivered in a variety of complex health care settings. Clinical may include inpatient care units such as ICU, ER, Telemetry, and Psychiatric/Behavioral Health or in outpatient settings such as home visits. Emphasis is on higher level professional judgment, critical thinking, and therapeutic communication in a variety of complex situations. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Four credits. (Fall senior year).

NUR 470G. TRENDS IN PROFESSIONAL NURSING IN A GLOBAL SOCIETY

Gateway/RIBN.

Prerequisites: NUR 400 and 420.

This course builds upon previous nursing knowledge and competencies. Students will explore current trends in nursing from a global perspective through the application of knowledge related to the concepts of collaborative management, information management, ethics, and healthcare influences. Exemplars are used to illustrate major concepts. In conjunction with a liberal arts education, and previously acquired foundational nursing knowledge, this course primarily focuses on furthering the development of the following competencies through a Christian perspective and within the context of local and global communities: technology and informatics; professional values and ethics; and teamwork and collaboration. Three credits. (Summer).

NUR 471, 472 & 473. INDEPENDENT STUDY.

Gateway/Prelicensure.

Prerequisite: Acceptance into the nursing major.

Individual learning contract developed and completed under faculty direction. One to three credits (Subject to School Chair's approval). (Fall, Spring)

NUR 487. ADVANCED CLINICAL PRACTICUM.

Prelicensure.

Prerequisites: NUR 425,435, 436, 467.

Prerequisites or concurrent: NUR 455G and 456.

Building on knowledge learned in previous courses and knowledge learned in concurrent nursing courses, students are engaged in an intense clinical experience in a selected setting in order to promote transition into practice and development of leadership skills. As part of this capstone course, students also have additional clinical experiences in order to explore the delivery of health care in community settings. Students are also engaged in the planning and implementation of health promotion projects within a community. Students are expected to demonstrate specific competencies within the following categories: teamwork, professional values/ethics, client-centered care, leadership, evidence-based practice, quality and safety, and information technology. Six credits. (Spring senior year).

NUR 498. SENIOR HONORS RESEARCH.

Gateway/RIBN/Prelicensure.

Prerequisite: Eligibility for honors, NUR 435.

Seminar course that guides the student in development of a nursing research study. The student delineates a research problem, conducts a review of literature, and develops a research proposal. The evolution of work is guided by faculty and shared with fellow students in supportive seminars, enabling the student to clarify problems and progress in development of the research study. Three credits. (Fall).

NUR 499. SENIOR HONORS THESIS.

Gateway/RIBN/Prelicensure.

Prerequisites: Eligibility for honors, NUR 498.

This course of guided study enables the student to implement the research proposal developed in NUR 498. The student completes data collection, data analysis, evaluation and written phase of the proposed research plan. The study is communicated via oral presentation to health care peers and professionals. Three credits. (Spring).

PHILOSOPHY

PHI 101. LOGIC.

An introduction to the fundamental forms of logical reasoning. Introduction to modern logic. Three credits.

PHI 102. PHILOSOPHY OF HUMAN NATURE.

Critical study of various interpretations of human nature and their relationship to the meaning of human existence, the good person, the good society, and the nature of truth. Three credits.

PHI 116. ETHICS.

A study of major ethical theories in the Western philosophical tradition. Attention is given to the relationship of ethics to personal, religious, social, and political issues. Three credits.

PHI 216. CONTEMPORARY MORAL PROBLEMS.

Prerequisite: PHI 116 or permission of instructor.

Critical examination of selected contemporary moral problems such as abortion, suicide, euthanasia, capital punishment, hunger and welfare, discrimination, affirmative action, war and violence, etc. The course will consider in-depth relevant philosophical literature

from one or more contemporary problems that pose significant ethical dilemmas to individuals and society. Three credits.

PHI 217. PHILOSOPHY OF ART.

Prerequisite: One course from ART 341, 342, MUS 411, 412, PHI 102, 116, THR 260, 265 or permission of instructor.

An analysis of the principles involved in the description, interpretation, and evaluation of the arts. The relation of aesthetics to other aspects of philosophy. Three credits.

PHI 251. ENVIRONMENTAL ETHICS.

A study of significant ethical issues attendant to ecology, the environment, and conservation of natural resources. The scope includes philosophical and historical dimensions, as well as national and global perspectives. Attention is given to ethical dimensions of public policy, resource usage, economics, and questions of justice and fairness. Three credits.

PHI 298 ANCIENT AND MEDIEVAL PHILOSOPHY.

A study of selected major philosophers from early Greece to the late Middle Ages. May be repeated on different topics with consent of the instructor. Three credits.

PHI 299 MODERN PHILOSOPHY.

A study of selected major philosophers and their writings from the Renaissance through the mid-19th century. Consideration of the rise of modern science, the development of the rationalist and empiricist traditions and various responses to the problems raised by these traditions. Three credits

PHI 300 CONTEMPORARY PHILOSOPHY.

A study of selected philosophers and movements, including Anglo-American and Continental European, from approximately 1850-present. Three credits.

PHI 301. PHILOSOPHY OF HISTORY.

This course will consider the philosophical and methodological challenges of historical knowledge, past and present, with particular attention to the importance of the Liberal Arts for history. Attention will be given to problems of the notion of objectivity, cyclical history, rhetoric, the archive, and narrative. Three credits. Cross-listed as HIS 301.

PHI 318. PHILOSOPHY OF RELIGION.

Selected problems of enduring and contemporary importance in the Western theistic tradition are studied. These may include the existence and nature of God, authority in religion, freedom and determinism, the problem of evil, immortality, religious epistemology, and religious language. Three credits.

PHI 320. AFRICAN-AMERICAN PHILOSOPHY.

This course is a critical introduction to philosophical theories concerning African American existence. The course will explore African American thought by using multidisciplinary tools that include philosophical, historical, and sociological resources. Three credits.

PHI 381, 382, 383, 384. SPECIAL TOPICS IN PHILOSOPHY.

Prerequisite: PHI 101 or 102 or permission of the instructor.

One, two, three, or four credits.

PHI 403. DIRECTED READING AND RESEARCH.

Prerequisite: Permission of the instructor.

For philosophy majors desiring work on topics of special individual interest. Three credits.

PHI 410. ARTIFICIAL INTELLIGENCE.

Prerequisite: A CSC course higher than 115 or MAT 200 or PHI 101 or permission of the instructor.

Introduces students to the basic concepts and techniques of artificial intelligence and intelligent systems. Topics include knowledge representation, natural language understanding, logical theorem proving search strategies and control, as well as introduction to artificial intelligence programming using LISP and/or Prolog. Four credits.

PHI 499. SENIOR HONORS THESIS.

Intensive study of a particular problem culminating in an honors thesis. Oral examination. Three credits.

PHYSICIAN ASSISTANT STUDIES

PAS 499. PRACTICUM

This is a practical experience course offered in the fall semester and is available only to students who have successfully completed all requirements for the University "3 + 2" program for entry into the Masters of Science in Physician Assistant Studies program in their fourth year. Students will complete a total of **250 hours** that includes 1) a minimum of **50 hours** of exposure to a practicing Physician Assistant through their employment or shadowing and 2) a minimum of **200 hours** of volunteer work or paid work involving agencies that provide health related services and/or health fairs, health screening activities, free clinics, homeless programs, prevention and health education. Hands-on patient care utilizing the skills learned in their required certification program/course of study is required. *Course fees are attached. Pass/Fail only.*

**SEE GRADUATE COURSE DESCRIPTIONS FOR REMAINDER OF PROGRAM COURSES.*

PHYSICS

PHY 100. ENGINEERING TECHNOLOGY.

Introduction to engineering for pre-engineering students. A description of the various fields of engineering is provided. In addition, students are introduced to various mathematical and laboratory techniques useful in engineering, including measurement theory, graphing skills, design, computer aided design. One credit. (On Demand)

PHY 110. CONCEPTS OF PHYSICS.

An introduction to the science of physics, including the study of the history of science and technology: mechanics, heat, electricity, magnetism, optics, atomic structure, and nuclear physics. Energy: types, sources, uses, prospects and the impact of technology on culture and future trends. Two lecture hours and a two laboratory hours per week. Three credits. (Fall)

PHY 115. ENERGY, TECHNOLOGY, AND MAN.

A one semester introduction to physics, primarily intended for the student (such as a pre-engineering major) who did not have a high school physics course. Topics include mechanics, heat, sound, electricity, magnetism, optics, atomic physics, and nuclear physics. Three lecture hours and two laboratory hours per week. Four credits. (On demand)

PHY 121. GENERAL PHYSICS.

An introduction to mechanics, heat, and sound. Designed for students who are required to take a course in physics, but who do not intend to take calculus. Three lecture hours and three laboratory hours per week. Four credits. (Fall, Summer)

PHY 122. GENERAL PHYSICS.

An introduction to electricity, magnetism, optics, atomic and nuclear science. Three lecture hours and three laboratory hours per week. Four credits. (Spring, Summer)

PHY 211. ANALYTICAL PHYSICS I.

Prerequisite or co-requisite: MAT 165.

A calculus based study of mechanics, sound, and heat. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

PHY 212. ANALYTICAL PHYSICS II.

Prerequisite: PHY 211.

Prerequisite or co-requisite: MAT 165.

A calculus based study of electricity, magnetism, optics, and selected topics in modern physics. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

PHY 214. MODERN PHYSICS.

Prerequisite: PHY 212.

An overview and examination of selected topics in modern physics (relativity, quantum mechanics, etc.). Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

PHY 250. INTRODUCTION TO PHYSICS MACHINE SHOP.

Introduction to Physics Machine Shop: An introduction to using shop machines such as the milling machine, lathe, drill press, etc, to create specialized pieces of lab equipment. One credit.

PHY 301. CLASSICAL MECHANICS.

Prerequisites: PHY 211, MAT 270.

Statics, motions of particles and rigid bodies, vibratory motion, gravitation, Lagrangian and Hamiltonian formulations, perturbation techniques. Three lecture hours and three laboratory hours per week. Four credits. (Odd Spring)

PHY 302. ELECTRICITY AND MAGNETISM.

Prerequisites: PHY 212, MAT 270.

Electric potential and electrostatic fields, solutions of Laplace's and Poisson's equations, properties of dielectrics and capacitors, electrostatic energy, current, magnetic fields and energy, magnetic properties of materials, electromagnetic induction, Maxwell's field equations with applications. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

PHY 303. THERMODYNAMICS AND KINETIC THEORY.

Prerequisites: PHY 212, MAT 270.

Thermal properties, temperature scales and heat; properties of gases, entropy, first and second law; applications. Kinetic theory, Maxwell distribution, statistical mechanics. Three credits. (Even Spring)

PHY 304. QUANTUM MECHANICS.

Development of quantum theory. Applications of Schroedinger theory to simple systems; hydrogen atom, hydrogen, molecular ion. Formal Quantum theory, perturbations, applications. Three credits. (Even Spring)

PHY 315. SCIENTIFIC INSTRUMENTATION.

Prerequisite: PHY 121-122 or PHY 212.

An introduction to the uses of amplifiers, filters, transducers, and properties of digital data acquisition will be explored. The use of electronic sensors and transducers will be examined in the last section of the course with emphasis on the students major interest. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

PHY 320. OPTICS.

Prerequisite: PHY 212 or permission of the instructor.

Properties of light; reflection, refraction, diffraction. Thin lenses, mirrors, and thick lenses, with applications to optical instruments. Interference and diffraction of light with their applications. Modern optics: lasers, fiber optics, lightwave communication. Two lecture hours and five laboratory hours per week. Four credits. (Odd Spring)

PHY 322. MATHEMATICAL METHODS OF PHYSICS.

Prerequisites: MAT 270, PHY 211, 212.

Review of ordinary differential equations, an introduction to partial differential equations, the vector calculus, vector spaces and matrices, complex variables, and the theory of special functions. Three credits. (Odd Spring)

PHY 350. ADVANCED MACHINE SHOP.

Prerequisite: PHY 250

A continuation of PHY 250. An emphasis will be placed on the construction of larger projects. One credit.

PHY 370. LabVIEW.

An introduction to using LabVIEW, a graphical programming computer language for science related studies. The class will cover topics on: user interface, data collection, and data manipulation. Two credits.

PHY 375. ADVANCED LabVIEW.

Advanced LabVIEW: A continuation of PHY 370 LabVIEW with an emphasis on project design and implementation. *Prerequisite: PHY 370.* Two credits.

PHY 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics chosen from relativity, solid state physics, atomic and nuclear physics, etc. One, two, three, or four credits.

PHY 401. THEORETICAL MECHANICS II.

Prerequisite: PHY 301.

Continuation of PHY 301, advanced use of Lagrangian Functions, Hamiltonian function; Keplers Laws; rigid body dynamics and other advanced concepts. Three credits. (Even Fall)

PHY 402. ELECTRICITY AND MAGNETISM II.

Prerequisite or co-requisite: PHY 302 or PHY 322.

A continuation of PHY 302, this course will introduce special relativity to Maxwell's equations and solutions of wave equations with applications to wave guides and antenna theory as well as the frequency dependence of material media. Three credits. (On demand)

PHY 473. RESEARCH PHYSICS.

Selected research project for seniors. Three credits.

PHY 499. HONORS THESIS.

Honors seminar on individual research topic. Three credits.

POLITICAL SCIENCE

POL 120. AMERICAN GOVERNMENT.

A study of the American political system, institutions, processes and problems of national Government, the development of the federal system, the nature of the political process, and political behavior in the U. S. Three credits. (Fall, Spring, Summer)

POL 140. COMPARATIVE POLITICS.

A comparative study of global political regimes, institutions, economic systems, societies, and cultures. A focus on the internal politics of nation states. Three credits. (Spring)

POL 210. INTRODUCTION TO POLITICAL ANALYSIS.

A review of major works in political thought (including Plato, Aristotle, Machiavelli, Hobbes, Locke, Marx, Mill, etc.) and a survey of the major empirical approaches used in the discipline. Three credits. (Fall)

POL 215. STATISTICS FOR POLITICAL AND SOCIAL RESEARCH.

This course focuses on methods of political and social research, with an emphasis on quantitative analysis. Topics covered include research design, descriptive statistics, hypothesis testing, correlation and regression. Cross-listed with SOC 215. Three credits.

POL 222. STATE AND LOCAL GOVERNMENT.

Prerequisite: POL 120 or permission of the instructor.

Analysis of the structures, functions, and purposes of state and local governments; processes and problems of regional and local politics; comparison of different types of state and local systems and their handling of various political issues. Three credits. (Spring)

POL 230. INTERNATIONAL RELATIONS.

An analysis of nation states and other international actors as they interact on the global stage. Topics covered include international security, political economy, human rights, and the environment. Three credits. (Every other Fall)

POL 250. PUBLIC ADMINISTRATION.

Prerequisite: POL 120.

The administrative process in public bureaucracies including its structural and institutional characteristics, behavioral patterns, and policy outputs. Three credits. (Fall, Spring)

POL 310. RESEARCH AND WRITING IN POLITICAL SCIENCE.

Prerequisite: POL 210 and POL 215.

An integrated review of the discipline, including a major research effort. The course will include a survey of the professional journals, reference works, professional associations and their service, post-graduate and employment opportunities. Three credits. (Spring)

POL 323. CONSTITUTIONAL LAW I: DEVELOPMENT OF THE LEGAL SYSTEM.

Prerequisite: POL 120 or permission of the instructor.

A study of the federal court system and judicial process. The emphasis is on Supreme Court decision making in the areas of judicial review, separation of powers, the balancing of national and state powers, and the commerce clause. Three credits. (Odd Fall)

POL 324. CONSTITUTIONAL LAW II: CIVIL RIGHTS AND CIVIL LIBERTIES.

Prerequisite: POL 120 or permission of the instructor.

A study of Supreme Court decision making as pertains to the Bill of Rights and the Fourteenth Amendment. Areas covered include due process, the administration of justice, freedom of expression and religion, and equal protection of racial, sexual, political, and economic groups. Three credits. (Odd Spring)

POL 331. AMERICAN FOREIGN POLICY.

Prerequisite: POL 120 or 130 or permission of the instructor.

The decision-making structures and processes as they relate to the making and implementation of foreign policy. This will be primarily a case and issue oriented course. Three credits.

POL 332. INTERNATIONAL LAW AND ORGANIZATION.

Prerequisite: POL 130 or permission of the instructor.

Examination of the nature, sources and effectiveness of international law. Review of significant cases in such areas as law of the seas, laws of war, recognition and legal subjects, etc. Also, the course will cover international organizations (purposes, structure and effectiveness) in attempting to bring order to the anarchy of international politics. Three credits.

POL 333. INTERNATIONAL CONFLICT AND SECURITY.

Prerequisite: POL 130 or permission of the instructor.

A comparative examination of theories of international conflict. A focus on the origins of war and the actions of states to provide for their own security. Three credits.

POL 351. PUBLIC POLICY.

Prerequisite: POL 120 or permission of the instructor.

The decision-making structures and processes as they relate to the making and implementation of domestic policy. Includes a survey of decision-making theories and some approaches to policy analysis. Three credits. (Even Spring)

POL 410. SELECTED TOPICS IN POLITICAL ANALYSIS.

Prerequisite: POL 210 or permission of the instructor.

Detailed examination of selected topics in political analysis including normative and empirical areas of the discipline. Topics will include political violence, utopian societies and futurism, values in applied politics, behavioral models in politics, etc. This course may be taken more than once on different topics. Three credits.

POL 412. RATIONAL CHOICE THEORY.

Prerequisite: POL 210 or permission of the instructor.

This course focuses on the application of deductive reasoning to explain rational behavior in politics. It draws on “public choice” literature including game theory, Condorcet’s paradox, and Arrow’s theorem. Three credits.

POL 419. ETHICAL ISSUES AND PUBLIC AFFAIRS/LUTHERAN COLLEGE WASHINGTON SEMESTER.

Three courses, POL 419, 429 and 459 comprise the Lutheran College Washington Semester offered in Washington D.C. This seminar examines ethical questions that arise within, and as a consequence of, the operation of the American political process. It focuses on the institutional characteristics of government and how its operation affects such values as community, individual responsibility, equity, and economic growth. A field work component which involves the visitation of selected governmental and quasi-governmental affairs is included in the course. Four credits. (Even Fall)

POL 420. SELECTED TOPICS IN AMERICAN POLITICS.

Prerequisite: POL 120 or permission of the instructor.

In-depth treatment of such institutions and processes as: (a) the presidency, (b) the congress and the legislative process, (c) political parties and pressure groups, (d) intergovernmental relations, etc. This course may be taken more than once on different topics. Three credits. (Fall)

POL 421. NORTH CAROLINA STUDENT LEGISLATURE.

This is an experiential learning course in which the student participates in a mock North Carolina General Assembly. The student researches public policy issues and submits legislation at statewide meetings attended by student delegations from across the state. The purpose of the course is to familiarize the student with the formation and adoption of state laws. The student is required to attend weekly on-campus meetings and 3 or 4 statewide meetings per semester. May be repeated for up to four credits. One credit.

POL 423. POLITICAL PARTIES AND THE ELECTORAL PROCESS.

Prerequisite: POL 120 or permission of the instructor.

A study of the development of the two party system in the United States. The course focuses on party structures and procedures as they impact the expression of political references. Emphasis is given to the process of voting, campaign finance laws, and the Electoral College. Three credits.

POL 427. CONGRESS AND THE POLICYMAKING PROCESS.

Prerequisite: POL 120 or permission of the instructor.

A study of the legislative process in the United States, focusing on Congressional procedures and the unique role of Congress in American politics. Emphasis is placed on the use of case studies to reveal the relevance of Congress to the policy making process. Three credits.

POL 429. SPECIAL TOPICS/LUTHERAN COLLEGE WASHINGTON SEMESTER.

This course is a component of the Lutheran College Washington Semester offered in Washington D.C. This seminar examines the development of public policy with special emphasis on the formulation and implementation of policy. The seminar focuses in detail on a particular policy topic or problem. For example, special topics may include civil rights, housing, education, health care, and defense policy. A field work component, which involves the visitation of selected governmental or quasi-governmental affairs, is included in the course. Students may receive credit for a special topics course in another discipline upon approval of the Registrar and the School Chair of that discipline. Four credits. (Even Fall)

POL 430. SELECTED TOPICS IN INTERNATIONAL POLITICS.

Prerequisite: POL 130 or permission of the instructor.

Detailed examination of topics such as arms control and conflict management, big power politics and world order, theory and analysis of international politics, etc. This course may be taken more than once on different topics. Three credits. (Fall, Spring)

POL 431. UN: STRUCTURE AND FUNCTION.

Study of the structure and function of the UN, including current problems and crises. We will cover the drafting of resolutions, bloc diplomacy, and rules of procedure. Open to all students. Selection as a delegate to the New York simulation will be competitive. May be repeated once. Three credits. (Spring)

POL 433. POLITICS OF VIOLENCE, TERRORISM, AND WAR.

Prerequisite: POL 130 or permission of the instructor.

This seminar covers extensively the nature and causes of political violence, the nature and uses of terrorism, and how both relate to war. Three credits.

POL 440. SELECTED TOPICS IN COMPARATIVE POLITICS.

Prerequisite: POL 240 or permission of the instructor.

In-depth treatment of regional politics, political ideologies, political development, etc. This course may be taken more than once on different topics. Three credits.

POL 444. POLITICS OF THE EUROPEAN UNION.

Prerequisite: POL 240 or permission of the instructor.

The historical development and growth, the policy processes and current policies, and the institutions and actors in the European Union are covered in this course. Also, covered is the role of the EU as a major player in world politics. Three credits.

POL 450. SELECTED TOPICS IN PUBLIC ADMINISTRATION AND POLICY ANALYSIS.

Prerequisite: POL 250 or 351 or 352 or permission of the instructor.

Detailed examination of topics such as models in policy analysis, national security policy, administering social programs, politics of health care, etc. This course may be taken more than once on different topics. Three credits. (Fall)

POL 451. INTERNSHIP IN ECONOMICS, POLITICAL SCIENCE AND PUBLIC ADMINISTRATION.

Prerequisite: Department invitation.

Minimum of ten on-site work hours per week for one semester with an agency or office of local, state or national government, a profit or non-profit institution or political interest group. Three credits. (Fall, Spring, Summer)

POL 459. LUTHERAN COLLEGE WASHINGTON SEMESTER INTERNSHIP.

This course is a component of the Lutheran College Washington Semester offered in Washington D.C. In conjunction with the Lutheran College Washington Semester, the student is required to work a total of 300 hours in a governmental or quasi-governmental organization. The student may work in a federal agency, congressional office, political interest group, government think tank, etc. The student's grade will be based on an evaluation report submitted by the onsite supervisor and a paper written in conjunction with a faculty member at Lenoir-Rhyne College. Students may receive credit for an internship course in another discipline upon approval of the Registrar and the School Chair of that discipline. Eight credits. (On demand)

POL 498. SENIOR HONORS RESEARCH.

Prerequisite: POL 210, POL 215 and POL 310. Must be an honors candidate with senior standing.

Designed to augment the student's formal course work and provide an opportunity to conduct in-depth investigations into areas of special interest. Specific readings will be determined in consultation with the faculty advisor. Three credits.

POL 499. SENIOR HONORS THESIS.

Prerequisites: POL 210, POL 215, POL 310 and POL 498; and invitation of the department.

Semester-long research project on the subject of the student's choice, with approval of the faculty advisor. Results of this research must be submitted in duplicate at least two weeks before graduation for honors nominations by the departmental faculty. Three credits.

PSYCHOLOGY

PSY 100. INTRODUCTION TO PSYCHOLOGY.

An introduction to the basic areas of psychology with emphasis on understanding human experience and the application of empirical methods to human behavior. Three credits.

PSY 201. SOCIAL PSYCHOLOGY.

Prerequisite: PSY 100 or SOC 100.

A study of the theories and methods of the field of social psychology. Topics include: interpersonal communication, social cognition, obedience, conformity, aggression, helping the self, stereotyping and prejudice. Three credits. Cross-listed with SOC 201.

PSY 222. CHILD DEVELOPMENT

Prerequisite: PSY 100.

Study of theories, research, and current understanding of child development emphasizing conception through early childhood and addressing through adolescence. Physical development, perceptual and neurological development, cognition, social and emotional development both typical and atypical is considered in contexts of family, peers, and education, and community. Three credits.

PSY 225. EVOLUTIONARY PSYCHOLOGY.

Prerequisite: PSY 100.

This course investigates how evolutionary principles shape body and mind. In the same way that physiological systems (e.g., cardiovascular, respiratory, immune) can be described as products of natural selection, psychological systems (e.g., language, memory, emotions) can be described as mental adaptations acquired by the same processes. Three credits.

PSY 237. PSYCHOLOGICAL SCIENCE.

Prerequisite: PSY 100.

This course is designed to give students insight into the ways in which psychological methods have been utilized in the various disciplines within the field. Such as, this course will provide an overview of the marriage between psychological content and research method, with a focus on providing a broad understanding of the field of psychological science. Requirements may include an individual or group project on a particular discipline of interest. Three credits. (Fall and Spring)

PSY 251. STATISTICAL METHODS IN PSYCHOLOGY

Prerequisite: PSY 100.

This course focuses on the theoretical and practical implications of primary descriptive and inferential analyses for the purpose of scientific research. Goals of the course are twofold: to provide students with 1) core knowledge in the foundations of descriptive and inferential techniques (e.g., ability to calculate and interpret a t-test for independent means) and 2) experience with using statistical software (i.e., SPSS) to analyze data sets. Students will gain valuable skills in data analysis that constitutes a key piece of the psychological research process. Three credits. (Fall and Spring)

PSY 253. PERSONALITY.

Prerequisites: PSY 100.

Introduction to major and historical theories of personality. Emphasis is given to the research within the psychology of personality. Students receive the opportunity to integrate the personality perspectives into a global theory of personality. Three credits.

PSY 275. ADOLESCENCE.

Prerequisite: PSY 100.

In depth exploration of the adolescent period of life, with a focus on understanding the complex processes shaping youth development. This course examines prominent theoretical frameworks focusing on physical maturation, cognitive growth, and socio-emotional well-being. Special attention will also be given to application including relevant educational and public policy that impact youth. Three credits.

PSY 320. LIFESPAN DEVELOPMENT.

Prerequisite: PSY 100.

The study of human psychological development across the lifespan from prenatal development to death. Major developmental theories focusing on physical, cognitive, social, and emotional development are discussed, with special consideration given to the bidirectional influences inherent in a developmental psychobiological systems framework. Three credits.

PSY 325. BRAIN AND MIND.

Prerequisite: PSY 100.

This course explores the intimate relationship of neural and mental processes. Special emphasis is given to the structure and function of the brain, how our understanding of the world is an “active construction” of neural processes, and the physical and philosophical issues associated with how brain activity is associated with mental life. Three credits.

PSY 328. HEALTH PSYCHOLOGY.

Prerequisite: PSY 100.

Application of psychological principles and techniques to the fields of health and medicine. The critical role of emotional, behavioral, cognitive, and social factors in health will be emphasized. Includes coverage of topics in physiological psychology including the structure and function of bodily systems (nervous, immune, endocrine) and the relationship between mind and body. Three credits.

PSY 332. ABNORMAL PSYCHOLOGY.

Prerequisites: PSY 100.

Introduction to the study of abnormal behavior within the discipline of psychology. Emphasis is placed upon the history of understanding of abnormal behavior and the various perspectives that explain its causes and its treatment. Students will have a basic understanding of current clinical research and diagnostic methodology. Students will have the opportunity for in-depth research into specific topics within the field. Three credits.

PSY 351. RESEARCH METHODS I: NON-EXPERIMENTAL METHODS.

Prerequisites: PSY 237 and 251.

The focus of this course is on the variety of non-experimental research methods (e.g., survey research and observational methods) and statistical techniques used by psychological researchers. Topics include descriptive and qualitative methods and analyses. Requirements include the completion of an original research proposal. Three credits. (Fall and Spring)

PSY 374. DRUGS AND BEHAVIOR.

A course designed to survey the latest information on drug use and its effects on society as well as on the individual. Three credits.

PSY 381, 382, 383. SPECIAL TOPICS.

Prerequisite: PSY 100.

The study of a special topic or issue in psychology not covered in depth in other courses. A research paper is required. May be repeated each time the topic changes. One, two, or three credits.

PSY 420. PSYCHOLOGICAL ASSESSMENT.

Prerequisite: PSY 100.

This course provides students with knowledge and application of standardized procedures for psychological assessment. Assessment principles will be examined, in addition to the variety of psychological constructs that are studied via standardized methods, including intelligence, language, and personality. Three credits.

PSY 425. FORENSIC PSYCHOLOGY.

Prerequisite: PSY 100 and either PSY 253 or PSY 332.

This course examines the psychological theories and research that address legal issues, and the role psychologists play in the court system. This course gives an overview of services provided by psychologists in responding to legal issues that involve psychological issues. Topics covered include the assessment and therapeutic services provided to individuals in forensic settings. Also covered are the ethical issues confronted by psychologists in the criminal justice system. Case examples illustrating theory and practice of forensic issues in criminal investigation and courtroom procedures will be presented. Three credits.

PSY 427. CONSCIOUSNESS.

Prerequisites: PSY 100 and Junior or Senior standing.

This course is designed to deepen students' understanding of how neural and mental processes contribute to consciousness, the very "feeling" of being alive. Special emphasis is given to the physical and philosophical issues associated with the most baffling problem in the sciences of psychology and neurology: the conscious experience. Three credits.

PSY 434. COUNSELING THEORIES.

Prerequisite: PSY 253 or 332.

An in-depth exploration of basic theories and techniques of psychological counseling. Special attention is given to varieties of counseling, basic issues in the field, and ethical concerns. Three credits.

PSY 444. COGNITIVE PSYCHOLOGY.

Prerequisites: PSY 100.

The focus of this course is on the ways in which people process, represent, retain, and think about information. A core foundation in cognitive theory and research will include the examination of various cognitive processes, including attention, perception, memory, language, reasoning, and metacognition. Three credits.

PSY 451. RESEARCH METHODS II: EXPERIMENTAL METHODS.

Prerequisites: PSY 351 and Senior standing.

This course is designed as a capstone experience for all psychology majors. Students will utilize knowledge gained throughout their comprehensive coursework to develop and carry out an original experimental investigation. Completion of the empirical study will culminate in the production of a research manuscript using APA-style. Three credits. (Fall and Spring)

PSY 458. INTERNSHIP IN PSYCHOLOGY.

Prerequisites: Permission of the instructor.

Field work in some area of specialization in a school, business, social, mental health, or criminal justice setting. One class period dealing with professional and ethical concerns will also be required. Internships require daytime availability. Three credits.

PSY 465. HISTORY AND SYSTEMS IN PSYCHOLOGY.

Prerequisite: PSY 100.

The focus of this course is on the history of psychological inquiry and major movements in the field. Consideration is given to the core philosophical roots of understanding the mind and behavior, in addition to the historical evolution of psychology as a science. Three credits.

PSY 481, 482, and 483. INDEPENDENT STUDY.

Prerequisites: PSY 100.

A study project related to the student's particular interest in a given area culminating in a research paper. One to Three credits.

PSY 498. SENIOR HONORS RESEARCH.

Prerequisites: Departmental approval.

Independent study in which the student proposes, designs, and carries out a research project that deals with a problem area in psychology. This course includes conferences with instructor, familiarity with journal literature, and a complete write-up and presentation of the research in publication form at a conference. Three credits.

PSY 499. SENIOR HONORS THESIS.

Prerequisite: PSY 498.

A continuation of PSY 498 in which the student continues work on a research project in the area of psychology. Three credits.

RELIGION

REL 100. THE CHRISTIAN FAITH. An introduction to the meaning of Christian faith, its Biblical ground, including consideration of issues in Biblical interpretation, and basic theological dimensions. Three credits. *Note: Required course for all LR students.*

REL 105. READING SCRIPTURE. An introduction to scriptures in their historical, social, and literary contexts. 3 credit hrs.

REL 110. CHRISTIAN THOUGHT. An introduction to the themes of Christian thought in historical and contemporary perspective. 3 credit hrs.

REL 120G. WORLD RELIGIONS. An introduction to the academic study of world religions and religious philosophies with special attention to Judaism, Islam, Hinduism, and Buddhism as well as theories of religion. 3 credit hrs. *Note: Meets core HUM-1 and three credits of Global studies requirement.*

REL 125. FOUNDATIONS IN RELIGIOUS DEVELOPMENT. An introduction to the theological, scriptural and historical foundations of religious development of children, youth, and families. 3 credit hrs. *Note: Does not meet HUM-1 requirement.*

REL 126. METHODS IN RELIGIOUS DEVELOPMENT. An introduction to theories and methods of religious development of children, youth, and families. 3 credit hrs. *Note: Does not meet HUM-1 requirement.*

REL 205. NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE. *Prerequisite: REL 105—Reading Scripture or permission of instructor.* A closer examination of sacred texts produced by early Christians, in light of their historical, social, and literary contexts. 3 credit hrs.

REL 210. HISTORY OF CHRISTIANITY. A survey of the history of Christianity with particular attention to the practices and pieties of peoples and movements. 3 credit hrs.

REL 215. ENGAGING RELIGION AND CULTURE. An exploration of the ways in which culture and religion intersect and interact with one another. 3 credit hrs.

REL 272. AMERICAN RELIGION. A study emphasizing the impact of American life and culture on religion, uniquely American features in religions, and religious movements of American origin. 3 credit hrs.

REL 325. SEMINAR IN READING SCRIPTURE. *Prerequisite: REL 205—NT and Early Christian Literature.* Advanced exploration of a topic or collection of writings in sacred literature. 3 credit hrs.

REL 326. SEMINAR IN RELIGIOUS THOUGHT AND HISTORY. *Prerequisite: REL 210—History of Christianity or REL 110—Christian Thought or permission of instructor.* Selected readings on a topic or figure in religious thought and history. 3 credit hrs.

REL 327. SEMINAR IN CONTEMPORARY RELIGION AND CULTURE. *Prerequisite: REL 215—Engaging Religion and Culture, REL 110—Christian Thought, and REL 105—Reading Scripture.* A special topics course in which particular contemporary issues will be explored in greater detail. (For example: marriage and family; violence and religion; etc.) 3 credit hrs.

REL 351. INTERNSHIP I. *Prerequisite: Permission of the instructor and an average grade of "C" in REL 105—Reading Scripture, REL 110—Christian Thought, REL 115—Foundations in Religious Development, REL 125—Methods in Religious Development and at least one other course at 300 - level.* Fieldwork and experiential learning in a community setting. Course is graded satisfactory or unsatisfactory only. Three credits.

REL 352. INTERNSHIP II. *Prerequisite: Permission of the instructor and an average grade of "C" in REL 105—Reading Scripture, REL 110—Christian Thought, REL 115—Foundations in Religious Development, REL 125—Methods in Religious Development and at least one other course at 300 - level.* A continuation of REL 351.

REL 375. RELIGION & SCIENCE. A study of the relationship between religion, science and philosophy. 3 credit hrs.

REL 381, 382, 383. SPECIAL TOPICS IN RELIGIOUS STUDIES. Selected topics in religious studies. 1, 2, or 3 credit hrs.

REL 391, 392, 393. INDEPENDENT STUDY. Directed study or research on topics or projects of special interest. For students with a GPA of 2.5 or above with permission of the instructor. 1-3 credit hrs. Courses may be repeated with different content up to a total of 6 credits.

REL 450. HISTORY & THEOLOGY OF LUTHERANISM. *Prerequisites: REL 110—Introduction to Christian Thought and REL 210—Introduction to Christian History.* A survey of the history and theology of Lutheranism with particular attention to the Lutheran confessions and the heritage and history of the Lutheran church in its global context. 3 credit hrs.

REL 455. ADVANCED SEMINAR: RELIGION IN DIALOGUE. *Prerequisite: any 300-level course except REL 351 or REL 352.* Selected readings on a topic which explores religious dialogue such as between two religious traditions (e.g. Judaism, Christianity, and Islam) or a religious tradition and culture (e.g. Christianity and literature). 3 credit hrs.

REL 460. SENIOR RELIGIOUS STUDIES SEMINAR. A seminar for all Religious Studies majors focusing upon the methods, texts, and current issues in the study of religion. 3 credit hrs.

REL 499. SENIOR HONORS THESIS. Investigation of an area of religious study culminating in an honors thesis. Oral presentation. 3 credit hrs.

SCIENCE

SCI 110. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS.

Upon successful completion the student will be able to demonstrate an understanding of matter and motion and their interactions; the fundamentals of thermodynamics; the interactions between electricity and magnetism; the nature of waves, descriptions of simple atoms, and quantum mechanics; the development of chemistry from early atomic theory through the periodic table to modern theories of chemical bonding; the nature of the atmosphere and weather systems; geological processes; the nature of the universe beyond the solar system. Three lecture hours and three lab hours per week. Four credits. (Fall, Spring)

SOCIOLOGY

SOC 100. INTRODUCTION TO SOCIOLOGY.

Systematic study of patterned social behavior, basic sociological concepts, processes of social interaction, and social relationships of groups, classes, communities, and social institutions. Three credits. (Fall, Spring, Summer)

SOC 200. SOCIAL PROBLEMS.

Prerequisite: SOC 100.

Analysis of the processes of social and personal disorganization and reorganization in relation to poverty, crime, drug addiction, and other social problems. Three credits. (Spring, Summer)

SOC 201. SOCIAL PSYCHOLOGY.

Prerequisite: PSY 100 or SOC 100.

A study of the theories and methods of the field of social psychology. Topics include: interpersonal communication, social cognition, obedience, conformity, aggression, helping the self, stereotyping and prejudice. Cross-listed with Psychology 201. (Fall, Spring)

SOC 207. MARRIAGE AND FAMILY.

Prerequisite: SOC 100.

The family as a social institution; personality development within the family; marriage adjustment; changing family patterns. Three credits. (Fall)

SOC 212. AGING AND SOCIETY.

Prerequisite: SOC 100 or PSY 100.

This course introduces the student to study of aging and the aged, with particular emphasis on social policy issues and the social problems of the elderly. Three credits. (On demand)

SOC 230. INTRODUCTION TO CRIMINOLOGY

Prerequisite: SOC 100.

Nature and types of delinquent and criminal behavior; social, cultural, and psychological factors involved in causation; efforts at control and prevention. The various stages of the criminal justice system will also be introduced. Cross-listed with CRJ 230. Three credits.

SOC 233. CRIMINOLOGY.

Prerequisite: SOC 100.

Nature and types of delinquent and criminal behavior; social, cultural, and psychological factors involved in causation; efforts at control and prevention. The various stages of the criminal justice system will also be introduced. Cross-listed with CRJ 233. Three credits.

SOC 244. SOCIOLOGY OF HEALTH AND ILLNESS.

Prerequisite: SOC 100.

This course examines the social contexts of health, illness, and medical/health care. Using both theory and current research, students will examine the issues and debates that characterize the field of medical sociology. Three credits.

SOC 260. INTRODUCTION TO CRIMINAL JUSTICE.

Prerequisite: SOC 100.

An introduction to the criminal justice system and its three major components: police, courts, and corrections. Particular attention will be given to the criminal problems facing the United States criminal justice system. Cross-listed with CRJ 260. Three credits.

SOC 307. SOCIOLOGY OF RELIGION.

Prerequisite: SOC 100.

Theories of the origin of religion; ways in which society, culture, personality, and religion interact; organized religion in America. Cross-listed with REL 307. Three credits.

SOC 317. SOCIAL STRATIFICATION.

Prerequisite: SOC 100.

Focusing on the United States, this course will explore the general principles and consequences of stratification, the theoretical explanations by which inequality and systems of stratifications emerge and are maintained, as well as the relationship between social class and other forms of inequality – namely race/ethnicity, gender, sexuality, and age. Three credits.

SOC 320. RESEARCH METHODS IN SOCIOLOGY.

Prerequisites: SOC 100 and 215 or permission of the instructor.

This course is designed to acquaint students with the principles and practices of sociological research. Different types of research will be explored. The focus will be on research design, data collection and analysis, and the ethics of research. Strengths and weaknesses of the various methods will be explored. Three credits.

SOC 329. APPLIED SOCIOLOGY.

Prerequisite: SOC 100.

This course provides an overview of the development and current state of applied sociology as well as the essential skills needed in the field. Among the topics covered are: proposal writing, budget preparation, writing reports, and varieties of applied sociology including program evaluation and implementation, needs assessment, social impact assessment, policy analysis, and focus group research. Three credits.

SOC 335. JUVENILE DELIQUENCY.

Prerequisites: SOC 100 and 233.

An exploration to the causes and explanations of juvenile delinquency and youth crime. Particular focus is given to the sociological analysis of the juvenile justice system as well as the treatment and prevention of youth crime. Cross-listed with CRJ 335. Three credits.

SOC 340. SOCIOLOGY OF GENDER AND SEXUALITY.

Prerequisite: SOC 100.

This course will explore the sociological theories that attempt to explain the formation of gender and “appropriate” sexual expression in a cultural and sub-cultural context. Ways in which gender and sexual orientation are used to privilege and disadvantage certain groups will be explored. Additionally, the course will examine the ways that gender and sexuality play out in and among other social institutions such as work, education, and family with an emphasis on media representations of men and women. Three credits.

SOC 345. GLOBAL INEQUALITY.

Prerequisite: SOC 100.

This course will examine the sociological perspective on global inequality and “underdevelopment.” Social, economics, and political problems confronting the developing world will be explored as well as theories that have been offered to explain the problems and the poverty and misery that accompany them. Critical discussions will focus on “development” strategies, the socioeconomic and political forces promoting them, and the impact on people and the environment. Three credits.

SOC 379. ENVIRONMENT AND SOCIETY.

Prerequisite: SOC 100.

This course will examine the complex relationships between human society and the natural environment. Students will explore the role of social/political/economic organization in the evolution and definition of environmental problems, as well as how questions of inequality, race, class, ethnicity, gender, globalization power and community are interrelated with the physical environment. Three credits.

SOC 381, 382, 383,. SPECIAL TOPICS.

Prerequisite: SOC 100.

A study of topics in sociology not covered in other courses. May be repeated with different topics. One, two, or three credits. (Fall, Spring)

SOC 390. SOCIAL THEORY.

Prerequisites: SOC 100.

History and development of sociological theory with emphasis on American and European Theorists. Contemporary analyses of models of functionalism, symbolic interactionism, conflict theory, and exchange theory, as well as feminist theory and neo-functionalism. Three credits. (Fall)

SOC 450. SENIOR SEMINAR.

Prerequisites: SOC Major and Senior standing and/or permission of the instructor.

Students will complete a senior research thesis, including a review of the literature on a sociological problem and field research. The course is also designed to develop professional identity and review career and professional opportunities for sociology majors. Three credits. (Fall)

SOC 458. INTERNSHIP IN SOCIOLOGY.

Prerequisite: Permission of the instructor.

Field work in some area of specialization in a school, business, social service, mental health, or criminal justice setting. One class period dealing with professional and ethical concerns will also be required. Internships require daytime availability. To register for this course, students must obtain the permission of the instructor during the semester prior to taking the internship. This course may be repeated for credit. Cross-listed with PSY 458. Three credits.

SOC 498. SENIOR HONORS RESEARCH.

Prerequisite: Sociology faculty invitation.

Directed readings for Sociology honor students within the general area in which the student plans to do honors research. A survey of the secondary literature and an examination of the basic primary sources and bibliographic tools within the general topics will be part of the course. Three credits.

SOC 499. SENIOR HONORS THESIS.

Prerequisite: Invitation of the Sociology faculty and SOC 498.

Intensive study of a topic chosen by the student and approved by the faculty, culminating in an honors thesis. Oral presentation required. Three credits.

SPANISH

SPA 110. SPANISH LANGUAGE AND INTERCULTURAL COMMUNICATION I.

This course is designed to promote intercultural competence through language study. Students will learn to appreciate the diversity of cultures present in a language-speaking region (including their own). They will investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied, and will interact meaningfully with members of that culture. Basic proficiency in all four areas of verbal communication will be developed, in addition to some non-verbal forms of cultural communication. Three credits.

SPA 111. SPANISH LANGUAGE AND INTERCULTURAL COMMUNICATION I.

Prerequisite: SPA 110 or permission of the instructor.

A continuation of SPA 110 using the same approach and format as SPA 110. Three credits. (Fall, Spring, Summer)

SPA 241 CULTURE AND CHANGE.

Prerequisite: SPA 111 or placement by exam.

All SPA 2xx courses will use authentic materials (short stories, novellas, and videos; pieces of journalism; advertisements; song lyrics and poems, etc.) to complete the introduction of grammatical structures begun in SPA 110/111, while also reviewing and practicing earlier elements. This course focuses on how change (whether social, political, environmental, artistic, etc.) is experienced in Spanish-speaking cultures. Three credits. In regular rotation with other 200-level classes.

SPA 242 CULTURE AND MEDIA.

Prerequisite: SPA 111 or placement by exam.

All SPA 2xx courses will use authentic materials to complete the introduction of grammatical structures begun in SPA 110/111, while also reviewing and practicing earlier elements. This course focuses on the presence in Spanish-speaking cultures of media of all kind (social, news, internet, print, radio, television, etc.). Three credits. In regular rotation with other 200-level classes.

SPA 243 CULTURE AND MEMORY.

Prerequisite: SPA 111 or placement by exam.

All SPA 2xx courses will use authentic materials (short stories, novellas, and videos; pieces of journalism; advertisements; song lyrics and poems, etc.) to complete the introduction of grammatical structures begun in SPA 110/111, while also reviewing and practicing earlier elements. This course concentrates on the presence of memory in Spanish-language cultural expression. Three credits. In regular rotation with other 200-level classes.

SPA 315 ADVANCED COMPOSITION AND CREATIVE WRITING.

Prerequisite: One course at 200-level, or instructor permission.

This course offers students the opportunity to practice their writing in a number of different styles and formats, such as: investigative and imaginative news reports; dialogues; book, movie, and music reviews; opinion essays; poetry; short stories; and advertisements. Students will have the opportunity to share and receive feedback on

some of their writing from other students living abroad and from other members of Spanish-speaking cultures. Three credits (Odd Fall)

SPA 320 ADVENTURES IN MODERN AND CONTEMPORARY LITERATURE.

Prerequisite: One course at 200-level, or instructor permission.

Students will read selections of excellent literature from both Spain and Latin America that highlight important and interesting cultural issues. They will also be able to share their understandings of the readings with members of Spanish-speaking cultures. Three credits. (Even Spring)

SPA 321 ADVENTURES IN EARLY LITERATURE.

Prerequisite: One course at 200-level, or instructor permission.

Reading selections from such early Spanish literature as *El Cantar del Mío Cid*, *El libro de buen amor*, and *La Celestina*, as well as some of the first literature written in Latin America, such as Columbus' diary and other early takes on the Spanish colonial endeavor, and concluding with a look at the world-famous *Don Quijote*, students will be able to draw comparisons and connections to issues of their own times. Students will demonstrate their understanding of the works and issues studied through both written and oral communication, with the professor as well as with members of Spanish-speaking cultures. Three credits. (Odd Spring)

SPA 333 AREA STUDIES.

Prerequisite: One course at 200-level, or instructor permission.

Rotating courses on Mexico and Central America; Spain; the Caribbean; the Andean Countries and the Southern Cone. Courses focus on the regions' indispensable historical and geographic backgrounds, as well as interesting issues of cultural (religious, environmental, social, political, economic, artistic, etc.) relevance. In their efforts to explore and understand these issues, students will be in communication with members of the target cultures. Three credits. (Odd Fall, Even Spring)

SPA 341 SPANISH-LANGUAGE FILM.

Prerequisite: One course at 200-level, or instructor permission.

Students will view and discuss feature-length films and some shorter videos in Spanish. The objectives of the course are to develop students' linguistic skills; their understanding of Latin American and Spanish societies and some of their relevant contemporary issues; as well as to practice the critical thinking necessary to reflect on and evaluate the films. In their process of development, students will have the opportunity to discuss their findings with members of Spanish-speaking cultures. Three credits. (Even Fall)

SPA 371G SPANISH FOR HERITAGE SPEAKERS.

Prerequisite: One course at 200-level, or instructor permission.

Este curso está diseñado específicamente para hispanohablantes que utilizan el español de modo informal, pero que no han estudiado formalmente sus elementos gramaticales y tienen limitaciones al utilizar, oralmente o por escrito, los registros formales del idioma. Se hará énfasis en la lectura, la gramática, el desarrollo del vocabulario, la expresión oral formal y la escritura. (This course is designed specifically for Spanish speakers who use the language conversationally but, because they have not had any formal study of its grammatical elements, are limited when it comes to speaking

or writing it formally. Emphasis is on reading, grammar, vocabulary development, formal oral expression, and writing. Three credits. (Even Fall)

SPA 383. SPECIAL TOPICS IN HISPANIC STUDIES.

Prerequisite: One course at 200-level, or instructor permission.

Rotation of courses taught when desired such as Using Spanish in the Community; US Latino Studies; Special Literary Topics; Commercial/Professional Spanish; etc. Three credits. (Odd Spring)

SPECIAL EDUCATION: DEAF AND HARD-OF-HEARING

SED 252. CLASSROOM MANAGEMENT IN INCLUSIVE & SPECIAL EDUCATION SETTINGS.

Minimum grade of "C-" required for education majors.

Students will be introduced to research validated behavioral strategies used to promote a positive learning environment. Small group and individualized strategies that enable students with behavioral problems to develop academic and social competence will be explored. Three credits

SED 281. AMERICAN SIGN LANGUAGE I.

Minimum grade of "C-" required for education majors.

Introduces the fundamentals of American Sign Language and its use in the Deaf community. Expressive and receptive sign vocabulary are featured at the conversational level. Course focuses on grammatical structures including but not limited to sentence types, classifiers, locatives, and pluralization. At least five (5) contact hours with the Deaf community is required (see course syllabus for further definition). Three credits.

SED 282. AMERICAN SIGN LANGUAGE II.

Prerequisite: SED 281 or permission of the instructor. Minimum grade of "C-" required for education majors.

Focuses on expanding sentence structure, vocabulary, and developing fluency and cultural knowledge. Both expressive and receptive ASL skills at the intermediate conversational level are developed. Students will develop a more advanced knowledge of the linguistic structure of American Sign Language begun in Introductory ASL. At least ten (10) contact hours with the Deaf community is required (see course syllabus for further definition). Three credits.

SED 361. SPECIAL EDUCATION ASSESSMENT & PLANNING.

Minimum grade of "C-" required for education majors. Formal admission to the Teacher Education program/School of Education required.

Students will be introduced to a variety of assessment strategies used in inclusive and special education settings to determine students' prior knowledge and skills, plan appropriate instruction, evaluate progress toward learning goals, and inform families and professional service providers. Three credits.

SED 422. OVERVIEW OF EDUCATION OF THE DEAF AND HARD OF HEARING LEARNER.

Minimum grade of "C-" required for education majors.

This introduction to the field of deaf education includes an introduction to deafness and the continuum of educational services available in the field. Various communication and

program methodologies, legislative issues, and the roles and responsibilities of teachers of the deaf and hard of hearing across different methodologies and settings are considered. Course delivery is through online and electronic submission of assignment, monthly face-to-face meetings, and documented field observations. Four credits.

SED 492. LANGUAGE ANALYSES AND INTERVENTIONS FOR STUDENTS WITH HEARING LOSS.

Minimum grade of “C–” required for education majors.

Information and insight into the language difficulties frequently experienced by students with hearing loss; fundamentals and practice in analyzing both oral and air communication of children with hearing loss; use of evaluation results to develop instructional strategies. An in-depth language analysis and intervention plan of one child with hearing loss is required. Two hours of class and two hours of fieldwork per week. Three credits.

THEATRE

THR 110. ACTING I.

Examination of the problems, demands, and disciplines of the actor’s art. Introduction to acting techniques: movement, voice, warm-up exercises for the actor. Improvisation exercises and introduction to the Stanislavski System. Three credits. (Fall)

THR 200. THEATRE APPRECIATION.

Development of the theatre as an institution of civilization and its relationship through the ages with other arts and the social environment. Emphasis on sampling contemporary tragedy, comedy, satire, musical, and mass media productions. Three credits. (Fall, Spring)

THR 210. ACTING II.

Continued exploration of acting techniques: voice, movement, warm-up exercises for the actor, building upon the topics introduced in THR 110. Further study in improvisation exercises and stage movement. Application of the Stanislavski System in advanced scene study with emphasis on contemporary dramatic literature. Brief exploration of acting techniques for the camera. Three credits. (Spring)

THR 221. SET DESIGN AND TECHNOLOGY.

Introduction to set design and technology includes script analysis, design theory, basic drafting, and set construction. Practical experience in supervised laboratory and production program. Three credits.

THR 222. COSTUME DESIGN AND TECHNOLOGY.

Introduction to costume design and technology includes script analysis, design theory, costume construction, and pattern drafting. Includes brief introduction to properties design and construction. Practical experience in supervised laboratory and production program. Three credits.

THR 223. LIGHT DESIGN AND TECHNOLOGY.

Introduction to light design and technology. Includes script analysis, design theory, basic drafting, and electrical applications. Includes brief introduction to sound design and

construction. Practical experience in supervised laboratory and production program. Three credits.

THR 225. APPLIED PERFORMANCE.

Prerequisite: THR 110

Practicum style course that evaluates student performance involvement in the Theatre program season. Includes dramaturgical research; script and character analyses; voice and movement scores; and live performance. One credit (must be take twice for THR majors).

THR 260. HISTORY OF THEATRE AND DRAMA I.

Exploration of the development of Theatre and dramatic literature from the beginnings of the art form to the end of the Renaissance. Three credits. (Odd Fall)

THR 265. HISTORY OF THEATRE AND DRAMA II.

Exploration of Theatre and dramatic literature trends and conditions from the Restoration to the present. Three credits. (Even Spring)

THR 270. SCRIPT WRITING.

Examination of the demands of writing a script for the stage. Exercises will explore writing in multiple forms and genres with an emphasis on the script as a template for performance. Three credit.

THR 280. PRODUCTION LOWER DIVISION.

Practicum style course typically for first and second year theatre students. The course evaluates student production involvement in the Theatre program season, from stage management responsibilities to technical and design assignments. One credit (must be taken three times for THR majors).

THR 321. ADVANCED DESIGN AND TECHNOLOGY.

Prerequisites: THR 221, 222, and 223.

Practical application of learned skills for lighting, scenic and/or costume design; advanced drafting and rendering; procedural approaches for theatrical design and production. Three credits.

THR 325. STAGE MANAGEMENT.

Introduction to basic principles of theatrical stage and production management. Emphasis on personnel and time management. Includes practical application of learned skills. Three credits. (On Demand)

THR 381, 382, 383, 384. SPECIAL TOPICS.

Advanced work in theory, design, and/or performance. Can be repeated with different topics. One to four credits. (On demand)

THR 450. DIRECTING I.

Prerequisite: THR 110.

Fundamental principles of directing for the theatre, including staging, pacing and analysis. Three credits. (By invitation, Fall Even)

THR 452. DIRECTING II.

Prerequisite: THR 450.

A practicum focusing on advanced composition and actor coaching with emphasis on producing and directing the one-act play. The course will explore the production process from play selection, analysis, preliminary design, casting, scheduling, rehearsing, and performance. Three credits. (By invitation, Spring Odd)

THR 480. PRODUCTION UPPER DIVISION.

Prerequisite: THR 280.

Practicum style course typically for third and fourth year theatre students. The course evaluates student production involvement in the Theatre program season, from stage management responsibilities to technical and design assignments. One credit (must be taken twice for THR majors).

THR 499. SENIOR HONORS THESIS OR PROJECT.

By invitation only.

Intensive study of a particular theatrical area, culminating in an honors thesis or project. This theatrical area may be in a dramatic literature or historical field, or in a performance or skills field (acting, directing, oral interpretation, or design and technical theatre work). Requires an oral examination for the dramatic literature and historical fields, a public performance or display of technical theatre work or designs for the performance or skills field. Three credits. (By invitation)

WOMEN'S STUDIES

WMS 215. INTRODUCTION TO WOMEN'S STUDIES.

This course introduces students to the interdisciplinary study of women. Students will examine a variety of theories and issues related to women and the gendered experiences that affect their lives. Three credits.

WMS 391, 392, 393, 394. INDEPENDENT STUDY IN WOMEN'S STUDIES.

An in-depth study course, under faculty direction, related to the student's particular interest in the field of Women's Studies. Permission of the instructor and the Women's Study Board is required. One to four credits.

WMS 450. SENIOR SEMINAR IN WOMEN'S STUDIES.

Prerequisite: WMS 215 and junior/senior standing.

Students will complete a senior research project, including a review of the literature on a topic relevant to Women's Studies, and conduct field research. The course is designed to prepare students for personal and professional development. Three credits.

WMS 461, 462, 463, 464. INTERNSHIP IN WOMEN'S STUDIES.

Field work in some area of specialization related to Women's Studies in an appropriate community setting. One class period dealing with professional and ethics concerns will also be required. Internships require daytime availability. Permission of the instructor and the Women's Study Board is required. One to four credits.

Full-Time Faculty

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