

YORK UNIVERSITY

2023-2024

ACADEMIC CATALOG

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This catalog has been designed to provide you with clear, useful and most current information about York University on the subjects covered as of the date of publication. In it, you will learn about the university's history, traditions, mission, and its programs and services. You will learn from the catalog what you may expect of the university and what the university expects of you as a student. Each student registered at York University is responsible for knowing the requirements and the regulations of the university catalog.

The catalog is an authoritative reference for students, faculty and administration, and no one may waive its requirements or regulations without a written request approved in writing by the appropriate administrative officer(s). Errors may, of course, be corrected. *Oral advice which differs from the catalog should not be relied upon.*

Generally, students satisfy the degree requirements in their first-year catalog or any subsequent catalog, provided that they remain enrolled and graduate within seven years of starting at York University. Students who leave York University and later return, should satisfy the requirements of the catalog in force at the time of their return.

This publication is not an offer to enter into a contract. York University reserves the right to modify, eliminate or add university requirements and procedures, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fees, board, room and any other rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply such modifications to any student without regard to date of admission application or enrollment.

Admissions (enroll@york.edu), Financial Aid, & Bookstore: (800) 950-YORK; (402) 363-5600 Main Switchboard

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TABLE OF CONTENTS

YORK UNIVERSITY	1
2023-2024	1
Academic Catalog	1
Mission Statement	6
Purposes	7
Core Priorities:	7
University History	8
Presidents of York University	8
All Presidents prior to 2022 were under York College.	8
Matters of Record	9
Board of Trustees:	9
Trustees Emeriti	10
Faculty/Staff Emeriti	11
Chancellor Emeriti	11
Administration	11
Academic Affairs	12
Student Development Office	13
Institutional Advancement Office	13
Business Office	13
Staff	14
Faculty	14
Endowments	17
Discrimination, Harassment and Sexual Misconduct	19
Violation of Discrimination, Harassment and Sexual Misconduct Policy	19
GRADUATION RATES & OTHER CONSUMER DATA	19
“How & Who To Contact About What”	19
York University Accessibility and Location	19
Admissions	22
REGULAR ADMISSION REQUIREMENTS	22
International Students	22
Conditional Admission	23
Incomplete Admissions	23
Special Admission	23
Admission, Registration, and Enrollment	24
York University is Affordable	24
Steps to Completing Financial Aid	24
York University Scholarship Policy	24
Academic Scholarships	25
Athletic Scholarships	25
Fine Arts	25
Special Characteristics Scholarships	25

Need-Based Financial Aid	26
Tuition, Room, Board, Fees: 2023-2024	28
Fees:	29
Books and Supplies:	29
International Students Payments	29
General and Financial Policies and Charges	30
Withdrawals and Refunds	30
Academic Information	31
Degree Programs Offered at York University	32
Philosophy of General Education	33
Liberal Arts Courses	34
Academic Regulation	37
Credit through Special Circumstances	40
Incomplete Grade	43
Appeal of Course Grade	44
Academic Honesty	44
Academic Dishonesty	45
Policy for Verifying Student Identity	45
Honors Students	47
Honor Societies	47
Guided Study	47
A student who has a special talent or interest in an area of study may request approval for a guided study under the guidance of a teacher in that area of study. Prior approval from the head of the department, the department chair and the Provost is required.	47
Mathematics Placement and /or Credit	47
Key to Numbering and Scheduling of Courses	48
Records Accessibility	48
Records Disclosure	49
Semester Hour	50
Credit Hour Policy	50
Student Classifications	51
Summer Session(s)	52
Transfer of Credit	52
Articulation Agreements	53
Engineering Dual Degree Program	53
Dual-Degree Program York University and Creighton University College of Nursing	53
Varsity Athletics	55
Veteran Affairs Regulations	55
Veterans Benefits and Transition Act	55
Veteran’s Standard of Progress	56
Veterans Military Leave of Absence Policy	56
Discrimination Policies and Procedures	56
Student Formal Complaint Procedure	56
Course Abbreviations	57

Academic Programs by Department	59
	59
Department of Bible and Ministry	59
Department of Psychology	60
Department of Criminal Justice	60
E.A. Levitt School of Business (Department of Business)	61
Department of Education	62
Division of Arts and Humanities	64
Department of Communication	64
Department of Music	65
Department of History	67
Division of Natural Sciences and Mathematics	68
Departments of Mathematics and Science	68
Course Descriptions	70
Agriculture	71
Applied Private Music	71
Art	72
Biblical Languages	72
Biblical Studies	73
Biology	75
Business Administration	77
Chemistry	78
Communication	79
Computer Information Systems	82
Computer Science	82
Computer Systems Management	83
Criminal Justice	84
Cybersecurity	85
Education: Physical	86
Education: Reading	88
Education: Special	89
Education: Teacher	90
English	92
Earth Sciences	95
Finance	95
Geography	96
Health and Human Performance	96
History	96
Information Technology	98
Learning Skills	98
Management	98
Marketing	99
Mathematics	99

Ministry	101
Music	101
Natural Science	103
Philosophy	104
Physical Science	104
Physics	104
Political Science	105
Pre-Engineering	105
Project Management	105
Psychology	105
Sports Management	107
York University Studies	108
	108
Graduate Studies	108
Degree Plans	125



York University students are making a difference in the world. Graduates leave here with not only an outstanding education, but also with maturity, character and spirituality. They are positively impacting their communities, churches, and the world!

A catalog is meant to describe the academic offerings and requirements of the University as well as to outline the parameters of community life and interaction on the campus. What a catalog cannot do is adequately describe the depth of the experience you will receive at York University.

You will not understand from these pages the dedication of faculty and staff who are not only academic mentors, but also friends and guides. You will not see the number of staff who invite students into their homes. You will also not be able to determine that many of your classes are small, allowing one on one interaction with exceptionally prepared faculty who care about you as a person and not just as a student. You will not see the quality of coaches dedicated to student character development and who place students above win-loss records.

You will also not see the rich student life that exists through activities and residence life. Nor will you experience the interaction of students and faculty that happens in daily chapel. Chapel is more than just the programming of messages, it is the central part of the day when all students gather together and share each other's lives.

At York University we care about you and how you will impact the world, both as a student and later as a graduate. You will be encouraged to stretch yourself and grow into leadership roles and activities you never could have imagined before.

York University is unique. A catalog can partially show that through course offerings and information. It cannot show you the heart and soul of who we are. We take seriously our mission to “transform lives through Christ-centered education and to equip students for lifelong service to God, family and society.” That mission applies to all of us here: administration, faculty, staff and students. We are all growing and changing. Each year here is different as students help shape and define what York University is as we learn, grow and serve together.

We invite you to join us on our journey of transformation.

Sincerely,

Steve Eckman

Chancellor

Mission Statement

The mission of York University is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society.

Purposes

1. To provide Biblical teachings and spiritual nurture for each student.

York University is committed to the Bible as God’s inspired, infallible, complete will for humankind. Believing that there is no substitute for personal study of the Bible, York University offers a wide variety of textual studies in both the Old and New Testaments. Other experiences, which influence the students’ moral and spiritual development are daily chapel, devotionals, and numerous aesthetic, athletic and social activities in which attitudes and conduct are based on spiritual principles.

York University is committed to the relevance of the Bible to the moral and spiritual values of modern humankind. It is with this in mind that York University stresses that God’s standards as revealed in the Bible are necessary to productive, happy lives and relationships. York University recognizes each student as a person of dignity and worth, and values each student as the center of the educational process.

2. To provide a strong liberal arts preparation in every academic discipline.

Liberal arts education seeks to develop the inner resources of the individual. It is designed to liberate the mind and spirit of the student. A Christian liberal arts education is as much concerned with *being* as with *doing*. A person with a liberal arts education will be active for the common good and will bring this perspective to bear upon all experiences and relationships.

The liberal arts offerings at York University are designed to help students become more objective, analytical and critical, to become more articulate and to lay a foundation in the humanities and the social, physical and natural sciences on which to build a continuing education. The liberal arts also promote a sensitivity for the human condition, and a concern for the *how* and *why* of human behavior. With this balance, the liberal arts at York University promote a more disciplined and balanced life.

3. To provide an environment where tolerance, dialog, and the pursuit of truth are honored.

The pursuit of truth is embodied in the very nature of liberal arts. York University believes truth must be pursued in all aspects of life. The significance of liberal arts offerings at York University lies in their being consciously permeated with a Christian world-view.

Properly developed moral and spiritual values will lead each individual to cultivate social skills, function constructively in community affairs and to prepare for wholesome family living. This environment encourages each student to understand oneself and the world, to relate to others, to serve others in local and global environments, and to think independently.

The importance of this purpose in the overall mission of York University may also be seen in its concern for the stability of the family and for integrity in all aspects of life. Higher education in a Christian environment promotes within students a sense of civic, personal, and social integrity.

Core Priorities:

The institutional priorities of York University focus on seven key areas:

- Student Success
- Community Engagement and New Opportunities
- Diversity and Belonging
- Faith Development
- Institutional Effectiveness
- Campus Improvements
- Employee Experience

University History

York University was founded as York College on August 26, 1890, by the United Brethren Church in conjunction with local citizens who wanted a church-related college in York. In 1946, a merger with the Evangelical Church resulted in control passing to the newly-formed Evangelical United Brethren (EUB) Church. In 1954, that body decided to transfer its support to another EUB institution, Westmar University in LeMars, Iowa, at the end of the summer term, July 1, 1954. Control of the corporate structure, which has remained continuous since 1890, was transferred to members of the churches of Christ in 1956. The new administration reopened York College in the fall of 1956 as a senior college with 89 students. After two years, the administration recommended that York College focus on the Associate Degree programs, cease offering the baccalaureate program, and work toward accreditation by the prestigious North Central Association of Colleges and Schools (NCA). In 1970, NCA awarded accreditation to York College, the first junior college in Nebraska to receive that distinction.

In 1988, York College began the transition to senior college status with the strong support of both the York community and the church constituencies. The important first step came in 1989 when the North Central Association granted its approval of the College awarding the Bachelor of Arts Degree with majors in Biblical Studies and Religious Studies. Approval of other programs soon followed. Following a comprehensive site visit in March of 1994, the NCA team of consultant/evaluators recommended removing any remaining stipulations from York College's affiliation with the North Central Association of Colleges and Schools as a senior institution. The North Central Association's Commission on Institutions of Higher Education unanimously approved that recommendation in August, 1994. The State of Nebraska Department of Education approved the Teacher Education programs in April of 1994, the first such new approval in over half a century. On September 9, 1994, the State Board of Education granted continuing approval to York College's Teacher Education programs for the five year maximum. The College acquired the South Campus, including the Dean Sack Hall of Science, in July of 1995. After Westmar University closed on November 21, 1997, the records of York College prior to 1955 were returned to the Registrar's Office in Hulitt Hall on March 20, 1998. Dr. Sam Smith became the 21st president of the college in 2020. In July of 2022, York College transitioned into its new name of York University.

Today, York University is a senior liberal arts college enrolling approximately 500 students in numerous programs leading to various Baccalaureate and Associate degrees. York University, now in its second century and affiliated with churches of Christ, continues to grow in service to students from around the corner and around the planet, to the York community, and to churches of Christ throughout North America and the world.

Presidents of York University

All Presidents prior to 2022 were under York College.

1. Jeremiah George (1890-1894)
2. William S. Reese (1894 -1897)
3. William E. Schell (1897-1913)
4. Melvin O. McLaughlin (1913-1919)
5. Hervin U. Roop (1919-1921)
6. W. O. Jones (1921-1924)
7. E. W. Emery (1924-1928)
8. John R. Overmiller (1928-1938)
9. D. E. Weidler (1938-1947)
10. Walter E. Bachman (1947-1953)
11. A. V. Holand (1953-1956)
12. Harvey A. Childress (1956-57)
13. Gene Hancock, Jr. (1957-1960)
14. Dale R. Larsen (1960-1978)
15. Gary R. Bartholomew (1978-1987)
16. Don E. Gardner (1987-1991)
17. C. Larry Roberts (1991-1995)
18. Garrett E. Baker (1995-1996)
19. R. Wayne Baker (1996-2009)
20. Steven Eckman (2009 - 2020)
21. Sam Smith (2020-present)

Matters of Record

(For recent updates, contact our Website at www.york.edu)

Board of Trustees:

1. Dr. Scott M. Abraham (Beth) of Bucyrus, Kansas
Occupation: Orthopedic Surgeon; Apex Orthopedics & Sports Medicine
2. Dr. Michael C. Armour (Frances) of Corinth, Texas
Occupation: President, Strategic Leadership Development Institute
3. Dr. Edward J. Bailey (Louise) of Ft. Worth, Texas
Occupation: Attorney, Professor {Retired}
4. Dr. C. Shawn Bengtson of Bellevue, Nebraska
Occupation: Senior Investment Executive; Woodmen of the World Life Insurance Society
4. Mr. E. Joe Brazell (Bridgette) of Dallas, Texas

Treasurer of the Board Occupation: Solomon Associates; Digital Solutions Manager

6. Dr. Damon R. Cathey (Paulette) of College Grove, Tennessee
Occupation: Metro Nashville Public Schools; Superintendent

7. Mrs. Christine M. Eggar (Shawn) of Wolf Point, Montana
Occupation: Frontier School, Superintendent

8. Dr. Aaron G. Fletcher (Holly) of Woodland Park, Colorado
Occupation: Associate Professor of Biochemistry, Dallas Baptist University

9. Dr. Jeffrey W. Hannel (Lorena) of Lubbock, Texas
Occupation: Physician

10. Mr. Patrick W. Hendricks (Janice) of Tulsa, Oklahoma

11. Dr. Dickie Hill (Onita) of Abilene, Texas
Occupation: Abilene Christian University Professor {Retired}

12. Mrs. Kimberly M. Hoyt (Darrel) of Grand Junction, Colorado
Occupation: Physician Assistant, Community Hospital

13. Mrs. Conay L. Huizar (Trent) of Scottsdale, Arizona
Occupation: Community Volunteer

14. Mr. Chester M. James (Sharon) of Kingman, Kansas
Occupation: Lean Consultant, BESCORP; Engineering Manager, Boeing {Retired}

15. Mr. Richard W. James (Rachel) of Wichita, Kansas
Secretary of the Board Occupation: Lawyer

16. Ms. Marilyn S. Locus of Laguna Niguel, California
Occupation: Regional Human Resources Director, Cintas Corporation

17. Mr. James N. Reischl (Sandy) of Harlan, Iowa
Occupation: President, R.L. Craft Co. Contractors {Retired}

18. Mrs. Cassandra R. Savage (Ken) of Overland Park, Kansas
Occupation: The Savage Group, L.L.C.

19. Mr. Benjamin M. Smail (Megan) of Omaha, Nebraska
Occupation: Realtor

20. Mrs. Carolyn R. Stephenson (Charles) of Lubbock, Texas
Occupation: CPA, Robinson Burdette Martin & Seright, LLP.

21. Dr. Charles B. Stephenson (Carolyn) of Lubbock, Texas
Occupation: Professor of New Testament, Lubbock Christian University

22. Mrs. Linda J. Thomas (Joe) of Ogallala, Nebraska

Vice-Chair of Board Occupation: Clinton Public Schools Asst. Superintendent {Retired}

23. Mr. Doug Townsdin (Danna) of Broken Arrow, Oklahoma
Occupation: Professional Standards Partner, Grant Thornton LLP {Retired}

24. Mr. Charlie J. Watts (Mary Ann) of Eudora, Kansas
Occupation: Eudora High School Principal {Retired}

25. Dr. R. Wayne White (Karen) of Carrollton, Texas
Chairman of the Board Occupation: Minister

Trustees Emeriti

1. Mr. Steven W. Belden (Michele) of Murchison, Texas
Occupation: Division Manager at IVS Imaging Costar Video Systems

2. Dr. Wilbur D. Dabbs (Dawn) of Neosho, Missouri
Occupation: Physician {Retired}

3. Mr. H. Jarrell Gibbs (Cynthia) of Hot Springs Village, Arkansas
Occupation: President/Vice Chairman, TXU Corp. {Retired}

4. Mr. Van R. Harrold (Mary Ann) of Wichita, Kansas
Occupation: Owner, Financial Solutions, Inc., & Van Harrold & Associates, LLC

5. Dr. Jackie M. Humphrey (Joe) of Austin, Texas
Occupation: Education Online Consultant (Retired)

6. Mr. Edward E. McLoud (Patricia) of Overland Park, Kansas
Occupation: (Retired)

7. Mr. Ed. G. Nill (Linda) of Beaver Dam, Wisconsin
Occupation: Enrolled Agent; Tax Advisor {Retired}

8. Mr. Perry E. Rubart (Dorothy) of Ulysses, Kansas
Occupation: Banking, Farming, Oil & Gas Interests {Retired}

9. Mr. G. Wayne Studebaker (Harriet) of Norfolk, Nebraska
Occupation: General Manager, Research & Development, Nucor Corp. {Retired}

10. Mr. Paul E. Touchton of Franklin, Tennessee
Occupation: Senior Vice President Marketing, Matrix Health Group {Retired}

Faculty/Staff Emeriti

L. Ray Miller II
Professor Emeritus of Chemistry B.S., 1973, Harding University; Ph.D., 1982, University of Mississippi; at York 1982-2018.

Shane Mountjoy

Professor Emeritus A.A., 1988, York College; B.A. 1990, Lubbock Christian University; M.A., 1993, University of Nebraska-Lincoln; Ph.D., 2001, University of Missouri-Columbia; at York 1990-2022

Frank Wheeler

Professor Emeritus of Bible A.S. 1972, York College; B.A. 1974, Harding University; M.Th. 1977 and M.A. 1978, Harding University Graduate School of Religion; Ph.D. 1985, Baylor University; at York 1988-2022.

Chancellor Emeriti

Wayne Baker

A.A., 1962, Rochester College; B.A., 1964, David Lipscomb University; M.S., 1994, Troy State University; LL.D., 1999, Rochester College; L.H.D., 2003, Faulkner University; Ed.D., 2006, Nova Southeastern University; at York since 1996

Administration

President

Sam Smith

A.A., 1997, York College; B.A., 2001, Lipscomb University; M.A., 2005, Lipscomb University; Ed.D., 2010, Union University; at York since 2020.

Chancellor

Steve Eckman

A.A., 1971, York College; B.A., 1973, Harding University; M.A., 1984, Abilene Christian University; M.Div., 1988, Abilene Christian University; D.Min., 2010, Amridge University; at York 1973-1979, and since January 2009.

Provost

Shannon Leinen

Ph.D., Regent University, M.Ed., Concordia University, M.B.A. Gonzaga University, B.A. York College; at York from 2007-2015 and since 2020

Vice President for Student Life

John Jewell

B.A., 2000, Lipscomb University; at York since 2022

Vice President for Advancement

Jared Stark

B.A., 2001, York College; M.Ed., 2005, Texas Tech University; at York 2001-2003 and since 2005.

Vice President for Enrollment

David Odom

B.A., 2000, York College; at York since 2012.

Vice President of Spiritual Development

Sean Algieres

Vice President for Finance & Operations

Todd Sheldon

A.A., 1981, York College; B.B.A., 1983, Harding University; M.B.A., 2001, Harding University; Certified Public Accountant, 1985; at York since 2003.

Athletic Director

Garrett Schwarz

B.A., 2007, York College; at York since 2021

Academic Affairs

Registrar

Jared Leinen

B.B.A., York College 2008, M.B.A., Harding University, 2011; at York since 2010

Director of Masters of Education and eLearning Specialist

Dr. Cheryl Couch

B.S.E., Oklahoma Christian College 1986, M.S.E., Wichita State University, 2007, E.d.S. Southwestern College, 2017, E.d.D. Southwestern College, 2020; at York since 2021

Director of Online and Graduate Programming

Kenneth J. Yunevich

B.S., University of Illinois, Urbana-Champaign, 1991, M.A., Webster University, 1999; at York since 2021

Coordinator of Student Academic Support Services

Tonya Carr

B.A., 1994, York College; at York since 2020.

Director of the Teaching and Learning Commons

Leanna L. Hawley

A.A., York College, 1983; B.S., Oklahoma Christian, 1985; M.S., University of Memphis, 2016; at York since 2018

Student Development Office

Director of Residence Life and Housing

Stephen Cooper

B.A., 2002, York College; at York since 2022.

Institutional Advancement Office

Director of Alumni Relations and Advancement Officer

Steddon Sikes

A.A., 1984, York College; B.S., 1986, Oklahoma Christian University of Science and Arts; at York since 1986.

Director of Publications

Eryn Conyers

B.A., 2016, York College; at York since 2016.

Digital Communications Coordinator

Jason Eli Embray-Lane

B.A., 2023, York University; at York since 2023

Senior Advancement Officer

Brent Magner

A.A., 1979, York College; B.A., 1981, Abilene Christian University; M.A., 1985, University of Iowa; at York since 2007.

Business Office

Director of Student Accounts

Barbara Thompson

A.A., 1978, Lubbock Christian University; at York since 2012.

Director of Financial Aid

Brien Alley

B.B.A., 2005, York College; at York since 2006.

Financial Aid Officer

Laurie Briggs

A.A., 1979, Michigan Christian College; at York since 2014.

Human Resources Manager

Dan Cole

B.A., 1996, York College; M.A., 1998, Bellevue University; at York since 2009.

Staff

Executive Assistant to the President

Ana Carvalho

At York since 2017

Campus Store Manager

Janet Rush

A.A., 1983, York College; at York since 2002.

Director of Information Technology

Joel Coehoorn

B.S., 2002, Harding University; at York since 2009.

Director of Facilities

Eric Tremaine

Faculty

John I. Baker III, Associate Professor of Communication
Chair of the Department of Communication and Speech
M.A., Abilene Christian University, 1992
M.A., University of Northern Colorado, 1984
B.A., University of Northern Colorado, 1983
York University since 1997

Garrett Best
Chair of the Department of Bible
Ph.D., Asbury Theological Seminary, 2021
M.Div., Harding School of Theology, 2014
B.A., Freed-Hardeman University, 2010
York University since 2022

James Butler-Gruett Associate Professor of English
M.F.A University of Arizona, 2018
B.A. University of Nebraska, 2016
York University since 2023

Michael L. Case, Professor of Bible
D.Min., Wesley Theological Seminary, 1992
M.Th., Harding University Graduate School of Religion, 1983
B.A., Harding University, 1979
York University since 1992

Erin E. DeHart, Associate Professor of Education
Chair of the Department of Education
Ed.D., University of Nebraska-Lincoln, 2014
M.Ed., University of Nebraska-Lincoln, 2002
B.A., York College, 1994
York University since 2003

Robert E. DeHart, Associate Professor of Physical Education
Chair of the Department of Physical Education
M.Ed., University of Nebraska-Lincoln, 2002
B.A., York College, 1995
York University since 1998

Nicholas DiToro, Assistant Professor of Business
M.B.A., Indiana University, 1995
B.S., Oklahoma Christian University, 1980
A.A., York College, 1978
York University since 2009

Milton D. Eckhart, Associate Professor of Science
M.D., Baylor College of Medicine, 1994
B.S., Abilene Christian University, 1988
B.A., Abilene Christian University, 1988

York University since 2013

Brian Gilchriest, Associate Professor of Education

M.A. Lamar University, 2020

B.S. York College, 2001

York University since 2022

Steven Hardy, Associate Professor of English

Ph.D., University of Minnesota, 2003

M.A. University of Nebraska Lincoln, 1988

B.A. University of Nebraska Lincoln, 1983

York University since 2020

Leanna L. Hawley, Director of the Teaching and Learning Commons

M.S., University of Memphis, 2016

B.S. Oklahoma Christian, 1985

A.A., York College, 1983

York University since 2018

Jeff Hill, Professor of Psychology

M.S. Concordia University, 2014

M.Div., Bethel Seminary, 2008

B.A., Rochester College, 2001

York University since 2021

Chad E. Karcher, Assistant Professor of Physical Education

M.Ed., Doane College, 2004

B.S., University of Nebraska-Lincoln, 1991

York University since 1999

Terence M. Kite, Professor of Physics

Ph.D., University of Wyoming, 1974

M.S.T., University of Michigan, 1966

B.A., University of Nebraska-Kearney, 1963

York University 1967-1969, 1975-1979, 1981-1987, and since 2012

Bryan Kretz, Assistant Professor of Science

Chair of the Department of Science

Ph.D., Palmer College, 2013

B.S., York College, 2008

York University since 2020

Katherine Kurtz, Assistant Professor of Education

M.Ed., Doane College, 2001

B.S., College of Saint Mary, 1991

York University since 2023

Tim Lewis, Assistant Professor of Business

M.A., Doane College, 2012

B.S., Oklahoma Christian University, 1986

A.A., York College, 1984

York University since 2003

Shannon Leinen, Associate Professor of Business
Chair of the Business Department
Ph.D., Regent University,
M.Ed., Concordia University,
M.B.A. Harding University,
M.A. Gonzaga University,
B.A. York College,
York University 2007-2015 and since 2020

Tim D. McNeese, Professor of History
Chair of the Department of History
Ph.D., Faulkner University, 2017
M.A., Southwest Missouri State University, 1981
B.A., Southwest Missouri State University, 1988
B.A., Harding University, 1976
A.A., York College, 1973
York University since 1992

C. Mark Miller, Associate Professor of Mathematics
Chair of the Department of Mathematics
M.A., University of Florida, 1988
M.S., University of Florida, 1984
B.A., University of Florida, 1981
York University since 2003

Lester Ray Miller III., Associate Professor of Music
M.M., University of Nebraska, 2005
B.M., York College, 2000
York University since 2023

Ramona J. Ratliff, Information Specialist
M.A.L.S., University of Missouri-Columbia, 2008
B.A., Harding University, 1972
A.A., York College, 1969
York University since January 1993

Clark A. Roush, Professor of Music and Endowed Chair for the Performing Arts
Chair of the Department of Fine and Performing Arts
Ph.D., University of Nebraska-Lincoln, 1995
M.A., University of Iowa, 1982
B.A., Harding University, 1981
York University since 1986

Terry R. Seufferlein, Professor of Bible
Thomas N. Schultz for Mission Studies
D.Min., Abilene Christian University, 2006
M.Div., Abilene Christian University, 1992
M.Missiology, Abilene Christian University, 1991
M.A., Abilene Christian University, 1989
B.A., Abilene Christian University, 1988
A.A., York College, 1985
York University since 2011

Josephine H. Schamp, Professor of Chemistry
Ph.D., University of Iowa, 2017
M.S., University of Iowa, 2019
B.A. Bethany College, 2011
York University Since 2021

Endowments

York University has been blessed by many gifts from numerous donors. Endowments are one of the special ways that benefactors can honor loved ones in life or in death. Many of our students in the past have benefited from the endowment funds for scholarships, as will many of our students in the future. Following is a partial listing of endowed funds set up specifically for scholarships. If you would like more information about establishing endowments or memorials, contact a development officer at 402-363-5657 or contact us at develop@York.edu.

- Alley Education Scholarship
- Alumni Scholarship
- Greg & Tina Anderson Scholarship
- Harold F. Baker Educational Fund
- Blunt Church of Christ Scholarship Fund
- John Erickson & Ethel Catherine Burleigh Endowed Scholarship
- Elnora Carruth Scholarship
- Harvey & Sue Childress Scholarship
- James M. Cox Endowed Scholarship
- Gene Dalmont Scholarship
- Glenn & Muriel Danielson Scholarship
- Denewiler Endowed Music Scholarship
- Durrington Education Scholarship
- Eakens Scholarship
- Evans Scholarship
- Jarrell & Cynthia Gibbs Endowment
- Keel & Nancy Hendricks Scholarship
- Hendricks Basketball Scholarship
- Nellie B. Jacobs Endowed Scholarship
- Richard & Rachel James Endowment
- Orman S. & Anna M. Jeffery Scholarship
- Kearney Church Scholarship
- Kelsay-Atchley Legacy Scholarship
- Polyanna Pitts Kimmins Endowed Scholarship
- Mable Kirkpatrick Bible Scholarship
- Joseph & Ora Johnson Klein Fund
- Maida Fern Knight Endowment
- Russell Koken Endowed Scholarship
- Roy Lacey Fund
- Dr. Robert Lawrence Endowed Scholarship
- Legacy Alumni Scholarship
- Lessly Endowed Scholarship
- Levitt Hickory-Knoll Scholarship
- Ed & Jean Mathews Endowed Scholarship

- Kimball & Debbie Matkins Memorial Scholarship
- Kirk Miller Memorial Endowed Scholarship
- Moody Endowed Scholarship
- Bobby & Marlene Newman Endowed Scholarship
- Imogene Pellatz Endowed General Scholarship
- B. B. "Pete" & Kathryn Poundstone Endowed Scholarship
- Earle Berry Robinson Scholarship
- Rocky Mountain Christian Fund
- Senior Roundup Endowed Scholarship
- Henry & Katherine Schulz Endowed Scholarship
- Herbert R. & Katherine A. Sherrow Scholarship
- Paul & Christine Sloan Scholarship
- Ellsworth & Winifred Stevenson Scholarship
- G. Wayne & Harriet Studebaker Endowed Scholarship
- Ted William Studebaker Scholarship Fund
- Studebaker Family Church of Christ Endowment
- John & Joan Sturm Family Scholarship
- Ernie & Mary Taylor Endowed Fund
- Alice L. Thayer Scholarship Fund
- Myrtle A. Thompson Endowed Scholarship
- Ellis & Catherine Touchton Endowed Scholarship
- John Townsdin Endowed Scholarship
- Howard & Pauline Vincent Endowed Scholarship
- Nancy Woods Memorial Scholarship
- Ben H. Zickefoose Family Scholarship Endowment
- Terrance & Jo Kite Endowed Scholarship

Discrimination, Harassment and Sexual Misconduct

In harmony with its mission, York University strives to provide a Christian environment that is counter cultural and does not tolerate discrimination, harassment, and sexual misconduct. Discrimination, harassment, and sexual misconduct is contrary to Biblical teaching and a violation of human dignity. Students, faculty, and staff of York University have the right to work and learn free of discrimination, harassment, and sexual misconduct. The University will take action to prevent and promptly correct instances of discrimination, harassment and sexual misconduct.

Violation of Discrimination, Harassment and Sexual Misconduct Policy

The safety and well-being of members of our community is of the utmost importance to York University. Anyone who feels they have been the subject of discrimination, harassment, sexual misconduct or retaliation directed to them by another member of the community, whether on or off campus, should contact the Title IX Coordinator. The Office of the Title IX Coordinator will take steps to ensure an adequate, prompt, reliable, and impartial investigation.

Roni Miller is the Title IX Coordinator and can be reached in person at the Freeman Center, by telephone at (402)363-5717, by mail at 1125 E. 8th St. York, NE 68467, or by email at rsmiller@york.edu.

The Office of Civil Rights Customer Service and complaints: (800) 421-3481

GRADUATION RATES & OTHER CONSUMER DATA

The persistence rates (percentage of entering classes who graduate) for various entering classes and for recipients of athletically related financial aid are available from the University Website, <https://www.york.edu/registrar/persistence-rates.php>. More specific information on persistence rates can be obtained from the Registrar in Middlebrook Hall, (402) 363-5675 or can be found in the most recent editions of the following York University publications: "*Student Handbook*" from Campus Life (Larsen House, 363-5615), "*Consumer Information*" from Financial Aid (First Floor Middlebrook, 363-5624).

"How & Who To Contact About What"

Assistance, Correspondence, and Inquiry Directory:

{Current email addresses for employees are available at <https://www.york.edu/about/directory/index.php>

To call the University's main switchboard from off campus: (402)363-5600 from on campus: 0 or -5600

To call a specific on-campus extension from off-campus (402) 363- then the extension number. To call the Admissions/Financial Aid/Bookstore Hotlines: outside of the York exchanges: 1-(800)950-YORK{9675}

In York, for Admissions:363-5627

In York, for Financial Aid:363-5624

In York, for Bookstore:363-5662

York University Accessibility and Location

The main campus of York University is north of East Hill Park and Levitt Stadium, between 8th and 10th Streets and between Delaware and Blackburn. It also includes property between Mayhew and Delaware north to 12th Street. In 1995, the four-acre maintenance facility on Ninth Street was added to the Cherry Hill property just east of the main campus. South Campus on Blackburn Avenue, South across 6th Street from East Hill Park was also acquired in 1995. Total physical plant exceeds 50 acres of land and over 700,000 square feet of buildings.

Bartholomew Performing Arts Center Built in 2015, it is named for York College alumni, Gary R. and Gwen Bartholomew. Gary served as the 15th President of York College from 1978-1987. This building provides a multifunction theater, choral rehearsal hall, and practice rooms for theater and music, as well as office space.

Colis and Dolores Campbell Activity Center, was completed in 2013. It is named for the first basketball coach at the college following its reopening in 1956. Colis and Dolores served many roles while serving the college from 1959-1975. This multipurpose facility houses daily chapel, intramurals, and many campus events.

Childress Hall Built in 1958, it is named for the 12th President of York College, and the first under the auspices of the churches of Christ, Harvey A. Childress. Brother Childress, a minister of the Gospel, worked extensively in the upper Midwest, and later served as Chairman of the Board of Trustees. This building now houses the Campus Bookstore and Post Office.

Dean Sack Hall of Science was originally built in 1917 as the East Ward/Willard Elementary School of the York Public Schools. The North wing was added in 1957. The entire site was acquired by the University in 1995 through the gracious financial assistance of the late Dean Sack, LL.D., Founder and Chairman of the Board of York State Bank. It houses laboratories for Biology, Chemistry, and Physics. The original structure houses the Science and Mathematics faculty offices and additional classrooms.

The Freeman Center, built in 1974 and most recently renovated in 2014, provides 27,000 square feet for courts, classrooms, locker and weight rooms, and offices for the Athletic and Physical Education departments. The upper and lower levels are handicapped-accessible via their own external entrances. The Center is named for Mr. and Mrs. R. A. Freeman, long-time local supporters of York University.

Gurganus Hall, named for Howard Gurganus, former Assistant to the President and longtime supporter of York University, provides a set building workshop and other departmental support space for theater and music.

The Holthus Fieldhouse, built in 2003, is a heated 35,000 sq. foot sports practice facility. The surface is covered with Astroturf and an elevated 200-yard conditioning track circles the interior. It is located three blocks east of the Freeman Center at 12th and Maine and the brick frontage resembles the architecture of the Phyllis J. Mackey Center. It is named after the C.G. "Kelly" Holthus Family for their longtime support of the university and their gift towards the building's construction. The facility was renovated in 2010-2011 and a weight room was added.

Hulitt Hall, built in 1903, is named after John Hulitt (member of the United Brethren Church from Hillsboro, Ohio), who, in 1902, gave the initial \$5,000 towards its construction. Hulitt Hall was renovated in 2020-2022 and it now houses the office of the President, Provost, Development Office, Financial Aid, and Business Office. In addition, it has conference and classroom space.

Levitt Academic Resource Center, built in 1969, is named for Mr. Elijah A. Levitt, prominent local businessman and philanthropist, to honor his more than 40 years of support of York University. Mrs. Lorraine Levitt, his widow, helped burn the mortgage on October 11th, 1996. It houses the Library proper, audio-visual resources, classrooms, faculty offices, the Computer Laboratory with 18 computers and Symposium technology for classes on the second floor, and the Carruth Academic Technology Center with 16 computer workstations on the main floor. The Carruth ATC, dedicated Oct. 11, 1996, is named for Feral W. Carruth, a Christian businessman and farmer from Texas. Brother Carruth's foresight and generosity resulted in funding this project through an estate gift.

McCloud Hall, erected in 1964, has accommodations for 132 men on three floors, including a parlor, laundry facilities, and a recreation room. It is named for Flora S. McCloud, wife of C. A. McCloud, a prominent businessman of York, Nebraska, who served as Chairman of the Board of Trustees for 15 years.

McGehee Hall contains general-purpose classrooms, Seminar Room, Campus Ministry Office, and the Tutoring Center. The Spiritual Life Center and Coffee Shop on the main floor affords an informal setting for fellowship, activities, and bi-weekly devotionals. Centrally located on the main campus, the courtyard and front porch area with the stained-glass window in honor of Kirk Miller (Class of 1984) is an extremely popular campus meeting place. Originally built in 1911 as a gymnasium "with the finest indoor track in Nebraska", it was converted to the Alumni Library in the late 1920's. More space and the neo-classical facade were added in 1958, and the building was renamed in honor of Kathleen McGehee, Librarian of York College.

Middlebrook Hall, erected in 1949 "to the glory of God and for the promotion of the cause of Christian higher education", is named for Frank C. Middlebrook, Chairman of the Building Committee and early influential supporter of York College. Middlebrook houses the Education Department, Biblical Studies Department, Criminal Justice Department, Behavioral Science Department, Registrar, Institutional Effectiveness offices, the Student SUCCESS Center, the Computer Services department, and several state-of-the-art classrooms in the basement.

Oliver House was formerly the residence of the Oliver family, who were early settlers on the East Hill section of the City of York, contiguous to the original campus. Together with the attached building, which was remodeled in 2004, it provides faculty offices for the Music Department and several music practice areas. The adjacent Piano Studio was formerly the Oliver's carriage house.

Phyllis J. Mackey Center contains the Mabrey L. & Madge Miller Center, The Clayton Museum of Ancient History, the campus dining complex, the Admissions Office, the Cornerstone Room, and the presidential meeting/dining facility. Erected in 1998 in a style reminiscent of "Old Main" (York College's first building {1891-1951}), the entire facility is handicapped accessible. The clock tower's Winchester chimes can be heard throughout the East Hill area of the city. The building is named for Mrs. Phyllis Jean (Klawonn) Mackey, an alumna who encouraged her children to also attend York College. In addition, she was a long-time employee and development officer of York College from 1968 until 1996. Phyllis was instrumental in developing the Round-Up program and making many friends for the college.

The York University Prayer Chapel is one of the newest buildings on campus, but it is also the oldest. Originally constructed in 1901, the church was located seven miles from town. It was moved to campus in December 1999, fully intact. It has been completely restored and updated and was dedicated in October 2004. It seats 175 and also has a meeting room in the basement. The main auditorium is named in honor of Donald Krauss, whose estate gift enabled much of the restoration of the facility.

Thomas Hall provides housing to 264 students. It was named for Kenneth C. Thomas of York, Nebraska, "a generous Christian and a dedicated College trustee." All four floors are handicapped-accessible via ramps and an elevator. The central section was built in 1972 and the wings were added in 1984. It contains multiple parlors and laundry facilities.

Studebaker Hall and Gibbs Hall were dedicated in March 2006. These facilities can accommodate 186 students in the 48 apartment units. Each unit houses three or four students, each in an individual bedroom, and has two full bathrooms, a kitchen, and living room. Spacious lobbies grace the main floor of each building. The men's apartment building, on the East side of campus, is named in honor of Mr. and Mrs. H. Jarrell Gibbs, long-time board members and supporters of York University. The women's apartment building is named in honor of Wayne and Harriet Studebaker, former board member and long-time supporters of York University.

Eckman Hall was purchased by the University in 2021 to provide additional housing for undergraduate students and is named in honor of the 20th president of the school and his wife, Steve and LaRee Eckman. Eckman Hall can accommodate up to 80 students in a mix of studio and one-bedroom apartments.

In addition to the facilities mentioned above on campus, several nearby sites not owned by the University are available for specific functions. The handicapped-accessible auditorium of the East Hill Church of Christ, across Delaware Avenue from the Beacon Hill Apartment complex, is used for worship by many students and faculty. The City of York's Levitt Stadium, located between Hulitt Hall and the Dean Sack Hall of Science, is used for baseball. Various venues, belonging to either the City of York or the York Public schools, are often used for university events.

Admissions

York University admits students who are qualified to contribute to the university environment and who can benefit from the opportunities offered. Students who believe in the ideals and purposes of the University are encouraged to apply for admission.

REGULAR ADMISSION REQUIREMENTS

To be considered for acceptance to York University, students must present the following information (Even if specific requirements are met within each category, all official documents must be submitted before Final Acceptance can occur):

1. Complete and return an admissions application form.
2. Provide York University with official transcripts from each high school or college previously attended. Transfer students must present official transcripts from each college attended and proof of graduation from high school (if less than 28 semester credits earned).
3. Provide York University with scores from the ACT or SAT examinations (Transfer student exempt if 28 semester credits earned).
4. Students who are entering college for the first time (FTIAC) must meet the following criteria:
 - a. Have a final, cumulative (weighted) high school grade point average of 2.000 or higher (on a 4.000 college scale).
 - b. Composite of 18 or higher on a single national administered examination of the ACT or 970+ on the SAT (*combined Evidence-Based Reading and Writing & Math scores*).
 - c. Ranking will not be used to determine admittance to York University.
NOTE: Home-schooled students, and those taking the GED, must take the ACT or SAT to be considered for

acceptance. A score of 18 or higher, and a GPA of 2.0 or higher are both required for home-schooled or GED students. Passing the GED will be considered as equivalent to a 2.0 high school cumulative GPA.

5. Students who are entering college as Transfers must meet the following criteria:

27 semester credit hours or less (*Freshman status*)

- 1) High School Transcripts Proof of High School Graduation
- 2) ACT (SAT Equivalent) scores Minimum score of 18 (970 SAT)
- 3) Official College Transcript(s) Minimum of a 1.6 cumulative GPA
 To be accepted unconditionally, must meet ALL 3 requirements

28 – 59 semester credit hours (*Sophomore status*)

- 1) Official College Transcript(s) Minimum of a 1.8 cumulative GPA

60 + semester credit hours (*Junior & Senior status*)

- 1) Official College Transcripts Minimum of a 2.0 cumulative GPA

NOTE: Any student that has not attended any other school (including high school or passing the GED) in more than 3 years or that is 30 years of age or older will be considered a Transfer student and will be evaluated for acceptance accordingly.

International Students

Students who are not citizens of the United States of America must satisfy the following requirements:

1. Complete and return an application for admission (please refer to the YU website for specific instructions and requirements at: <https://www.york.edu/international.html>).
2. Provide the University with converted transcripts through InCred for each international secondary school or university previously attended.
3. Students that complete college level courses at accredited institutions within the United States must submit final, official transcript(s) for each college previously attended.
4. Have a copy of the “Test of English as a Foreign Language” (TOEFL - iBT) grades sent to York University (The minimum requirement is a score of 72). The Duolingo Certified English Proficiency Test is accepted in lieu of the TOEFL (a minimum score of 100 is required for admittance). If English is the principal language of the student’s home country, this requirement may be waived. The ACT or SAT may also be used by an international student for acceptance consideration in place of the TOEFL. Students earning a minimum of 28 semester credits from an accredited U.S. college may be exempt from this requirement.
5. International Down Payment: Individual payment plans will be assigned for each international student and administered by the York University Business Office. The down payment must be paid in full (by date assigned by S.E.V.I.S. school official) in order for the I-20 form to be released to the student. This payment will be used towards the student’s account.

During holiday and vacation periods, students may be required to arrange for their own housing and food in some off-campus location.

Conditional Admission

When *all* documents are presented and the above stated requirements are NOT met, the student will be evaluated for “Conditional Acceptance”. His/her Admissions recruiter will complete the Conditional Acceptance Form and the case will be taken to the Acceptance Committee. This committee will ONLY meet if the file has been completed with all official documents. The committee will then determine whether or not to accept the student conditionally (on Academic Probation). If

conditionally accepted, the student will have certain course load and activity restrictions. *(These restrictions will be personalized per student and will be determined by the specifics included on all transcripts [i.e. GPA, course load, degree of difficulty, etc.], and the recommendation stated on the Conditional Acceptance Form.)* Students admitted on a conditional basis must meet the satisfactory academic progress requirements by the end of their first spring semester at York University. Failure to comply with any of the stipulations will result in academic probation and/or suspension.

Incomplete Admissions

In the event that a file is not complete (meaning one [or all] of the documents is unofficial or missing) the following actions will be taken.

1. The student's file and application will be placed on "HOLD"
2. The student will receive the following information:
 - a. That his/her acceptance is incomplete
 - b. That certain documents are unofficial or missing (each transcript will be listed specifically by name)
 - c. That the student must meet with the Vice President for Finance & Operations before registering for classes to present proof that the transcripts have been ordered and payment plans arranged—enrolling in classes will NOT be permitted until this meeting takes place.
 - d. If the official documents are not presented *before* the grace period ends (12 business days after the start of classes) the student will be dismissed and charged ALL expenses accordingly. If the student is a potential athlete, information will be sent to the Athletic Director and Head Coach

Special Admission

Students seeking only part-time attendance (11 or fewer hours per term) are required to complete an admission application to be admitted. Documentation for all previous schools attended must be submitted as well. Standards of conduct are required of all students. Intermittent students are only required to apply for admission once. If such non-degree, unclassified students later wish to seek a degree (a requirement to receive most financial aid) they must meet the regular admission requirements.

Admission, Registration, and Enrollment

Admission, registration, and enrollment are required before becoming an official student of York University. Admission involves the completion of all specific requirements for admission and the approval of the Admissions Director or the Acceptance Committee. Registration is the formal selection and approval of a slate of classes with your advisor and the Registrar. An enrollment deposit is required before admitted students are allowed to register for classes. The deposit is refundable prior to August 1st and/or upon graduation per formal request to the Director of Student Accounts. Enrollment is completed by making satisfactory financial arrangements with the Business Office and starting classes.

Admission may be denied or enrollment terminated if, in the opinion of the administration, the conduct of the student is not in harmony with the philosophy of York University. Enrollment and registration will be denied to any student who has caused York University to incur a loss and who has not voluntarily repaid that loss. No student with a past-due account balance will be allowed to enroll until satisfactory arrangements have been made with the Business Office.

York University is Affordable

The York University financial aid program exists to help any student who has academic potential and limited financial resources. The direct objective of aid is to provide opportunities for those who would not be able to complete their university education without financial assistance.

York University funded scholarships and grants are based on merit and in some cases, need as determined by the FAFSA. Whenever possible, applicants are first considered for all grants and scholarships to the extent of eligibility. Remaining needs may be met with loans and/or campus employment. Self-help aid is available in the form of loans and campus employment to the extent that funds are available.

Steps to Completing Financial Aid

1. Complete the admissions process.
2. Complete the FAFSA on the Web at <http://www.fafsa.ed.gov> (York University's code #002567).
3. Submit all requested documentation required for verification purposes and signed Final Award Letter to the Financial Aid Office.

York University Scholarship Policy

York University scholarships are offers made to full-time students who have special qualities and/or talents. These scholarships are awarded to students during recruitment and retention efforts. Students may receive up to 3 York Scholarships. Total scholarships may stack up to full tuition unless a specific scholarship states otherwise.

Students receiving York University non-academic scholarships must maintain Satisfactory Academic Progress (SAP)* each semester thereafter to keep their scholarship(s). Full-time students are also required to complete 20 credit hours each academic year (between July 1 and June 30) to retain scholarships. For renewable scholarships, a student not maintaining SAP may apply for reinstatement of the scholarship after one semester without the scholarship if they earn a cumulative GPA as stated in the SAP policy for that previous semester. Reduction of any scholarship may be appealed to the Financial Aid Leadership Team for review. A written letter of appeal must be submitted to the Director of Financial Aid.

York University funded scholarships and grants are based on merit and financial need. Recommendations are given to the Director of Financial Aid for awarding. Each applicant is first considered for all grants and scholarships for which he/she may be eligible. Any remaining need may be met with loans and/or campus employment as eligibility permits.

Students receiving institutional scholarships and grants are expected to represent York University in a positive and respectful manner. Students experiencing discipline problems may lose scholarships based on disciplinary actions.

Students experiencing a coaching change will not be eligible for a reduction in scholarship for one complete season.

The financial aid policy reflects York University's desire as a residential campus to promote community. Any student receiving institutional scholarships, that are eligible to live in campus housing, must live on campus to receive their full award (not applicable to non-traditional students). Students who choose to live off campus will have their institutional scholarships decreased by 25%. This does not apply to the Faculty/Staff Scholarship.

Students that are receiving a scholarship for a participatory program (athletics, performing arts, RA, Campus Ministry, etc.) and are asked to leave, or have chosen to leave their program, may be subject to a scholarship reduction based on a prorated scale using a 15 or 16-week semester. Scholarship reduction will be prorated from the date the Financial Aid Office is notified of the change.

*Satisfactory Academic Progress as defined for the York University Scholarship Policy:

Classification	Cumulative GPA
Freshman (0-27 hrs.)	1.60
Sophomore (28-59 hrs.)	1.80
Junior (60-89 hrs.)	2.00
Senior (90 + hours)	2.00

And completing 20 credit hours between July 1 and June 30.

Academic Scholarships

National Merit Finalist, National Merit Semi-Finalist, Distinguished Faith and Learning Scholarship, Trustees Scholarship, Larsen Scholarship, Founders Scholarship, York Scholarship, Valedictorian, Salutatorian.

Academic scholarship awards for incoming freshmen are based either on ACT scores or the SAT equivalent, or GPA. All Academic Scholarships are subject to review of academic requirements at the end of the spring semester. After a student's first year of college their academic scholarship will be determined each year by their cumulative GPA. Students are limited to one Academic Award per academic year unless they are eligible for the Valedictorian or Salutatorian scholarship.

Athletic Scholarships

Baseball (M) Softball (W) Basketball (M, W) Cross-Country & Track/Field (M, W) Soccer (M, W) Volleyball (W) Wrestling (M, W) Golf (M,W) Dance (M, W) Cheer (M, W) Esports (M,W)

Fine Arts

University Singers, Drama, Celebration Singers

Special Characteristics Scholarships

Aim Program Graduate, Camp Counselor, Campus PR Squad, Campus Ministry, Child of a foreign missionary supported by a Church of Christ, Child of a Christian College Employee, Child of a Christian Elem-Secondary School Employee, Child of a Church of Christ Minister, Child of a Church of Christ Vocational Minister, Endowed, PBL Scholarship, Student Government, Taylor Grant, Faculty/Staff, Nebraska Independent College Foundation, Outside Scholarships, Leadership Training for Christ, TeamMates, NCSA, Presidential Leadership Institute, Resident Assistants, Sibling discounts, Yearbook Editor & Assistant, STEM Scholarship, Howard Todd Leadership, Christian Leadership

Some of these scholarships have a GPA requirement that must be met in order to be renewed for the next academic year.

Need-Based Financial Aid

Federal Pell Grant: This federally-funded grant is intended to be the "floor" of the financial aid package. The recipient must maintain satisfactory academic progress and must not have met the academic requirements of a Bachelor's Degree. The amount of the grant is determined on the basis of a formula developed annually by the Department of Education and approved by Congress. No repayment is required. Federal Pell Grant amounts range from a maximum of \$6,895 for the 2023-2024 academic year. Application is made by the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Education Opportunity Grant (FSEOG):

This grant is available to Federal Pell Grant recipients with the lowest Expected Family Contribution (EFC). The grant is renewable upon application to the Financial Aid Office if the student meets satisfactory academic progress requirements and continues to demonstrate exceptional financial need. The grant assistance does not require repayment. Average awards of \$500 will be granted for the 2023-2024 academic year.

Nebraska Opportunity Grant: Nebraska residents attending York University, full-time, may be eligible for this grant. These

state-funded grants are administered through the Nebraska Coordinating Commission for Postsecondary Education. The average State Grant award for our students is \$500. Recipients who show exceptional need are eligible for this State Grant.

Federal Work Study: This employment allows students with demonstrated need to work as many as 20 hours a week in various departments on campus. Students will need to apply for work-study jobs. Students are advised of job assignments and number of hours to be worked each week. Students will be released from a job for failure to work satisfactorily. The wage is the current minimum wage applicable to educational institutions. The dollar amount as shown by semester on the Award Letter is the maximum amount the student can earn. All student wages are paid monthly. York University offers students the option of using earnings for personal expenses or applying earnings to any outstanding balance on the student's account. Work Study employment is not a guarantee for all York University students that apply. The average award for the 2023-2024 academic year will be \$1350.

Institutional Work-Study: Same as Federal Work- Study, but funded in total by York University.

Federal Subsidized Stafford Student Loan: This loan is available to students with demonstrated need. This loan is actually approved by the U.S. Department of Education; however, the application must be approved through the Financial Aid Office. Students with demonstrated need may borrow \$3,500 for the Freshman year, \$4,500 for the Sophomore year, and \$5,500 per year for the Junior and Senior years, not to exceed the aggregate of \$23,000 (effective for loans disbursed on or after July 1, 1993). The interest is paid by the federal government while the student is enrolled at least half-time. The interest rate is set by the Federal Government. The interest rate and loan limits for the Federal Subsidized Stafford Loan are variable year to year, with fixed interest for the life of the loan For information on repayment see www.studentaid.gov. The dollar amount of this loan is the gross figure on the Financial Aid Award Letter.

Federal Unsubsidized Stafford Student Loan: Students, regardless of income, will be able to obtain a student loan. The interest rate and loan limits for the Federal Unsubsidized Stafford Loan are variable year to year, with fixed interest for the life of the loan. A borrower may receive a combination of the subsidized and the unsubsidized loans for the same loan period. The combined total of both programs may not exceed the annual limits for the Federal Stafford Loan Program. Interest begins accruing the day the loan is disbursed. The borrower is responsible for interest that accrues throughout the life of the loan including in-school and deferment periods. Interest payments can be paid monthly or quarterly, or be capitalized by the lender at the request of the borrower and added to the loan principal. Students may be denied a student loan if they demonstrate unwillingness to repay. Students requesting loan funds beyond direct costs may be asked to submit a budget for default management purposes.

Federal Parent Loan for Undergraduate Students (FPLUS): This loan is available to parents through the U.S. Dept. of Education and can be used to meet the dependent undergraduate's educational expenses.

Federal TEACH Grant: The U.S. Dept. of Education's TEACH Grant Program provides grant funds to postsecondary students who are completing or plan to complete coursework that is needed to begin a career in teaching, and who agree to serve for at least four years as a full-time, highly qualified teacher in a high-need field in a school serving low-income students. Eligible full-time students may receive \$4,000 per year in TEACH Grant Funds, up to a maximum of \$16,000 for undergraduates. If you receive a TEACH Grant but do not complete the required four years of teaching service within eight years after completing the coursework for which you received the grant, or if you otherwise do not meet the requirements of the TEACH Grant Program, all TEACH Grant funds that you received will be converted to a Federal Direct Unsubsidized Stafford/ Ford Loan (Direct Unsubsidized Loan) that you must repay in full, with interest, to the Department. Once a TEACH Grant is converted to a loan, it cannot be converted back to a grant.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Federal legislation governing the administration of the Pell Grant, The Federal Supplemental Education Opportunity Grant (FSEOG), the Federal Work-Study Program (FWS), the Federal Stafford Loan, the Federal Parent Loan for Undergraduate Students Program (FPLUS) and the Federal Unsubsidized Stafford Loan requires that eligible institutions define and enforce

standards of progress for students applying for and/or receiving financial aid. To comply with that legislation, the following standards have been established at York University. All applicants for the above mentioned forms of financial aid as well as all state and institutionally funded programs must meet these standards to be eligible.

Full-time students seeking an Associate degree normally acquire the number of credit hours necessary for graduation in four semesters. A full-time student is one who was enrolled for 12 or more credit hours each semester. The maximum time-frame allowed for completion of an Associate degree program is six semesters. This limit is prorated for longer periods of time for students enrolled as three-quarter or half-time students. The maximum time-frame for program completion for a transfer student to York University is eight terms of enrollment at York University, regardless of hours completed at any previous institution. Those seeking a Baccalaureate degree are allowed a maximum of twelve semesters for degree completion. Students should accumulate an average of 16 credit hours every semester to graduate in eight semesters. Minimum standards require the following cumulative Grade Point Average

Cumulative credit hours earned	CGPA
1 to 27	1.60
28 to 59	1.80
60 and above	2.00

Full-time students must earn at least 20 credit hours each academic year. Credit hour requirements are prorated for students enrolled as three-quarter or half-time students. Three-quarter time is defined as 9, 10, or 11 hours of enrollment per semester. Half-time is defined as 6, 7, or 8 hours of enrollment per semester. For example, part-time students enrolled on a three-quarter time basis (9, 10, or 11 semester-hours) must have successfully completed at least 9 credit hours each semester. Part-time students enrolled on a half-time basis (6, 7, or 8 semester credit hours) must have earned at least 6 credit hours each semester. Withdrawals from classes are considered to be “Hours Attempted” but are not “Hours Completed” or “Hours Graded”. Repeat classes are not considered in “Hours Completed” for SAP. At any time a student does not successfully complete the appropriate complement of hours (non-inclusive of repeat coursework), they will be considered not to be making SAP, and all probationary and termination standards apply. Official course withdrawals do not change enrollment status. This has no effect on academic probation.

Students are allowed 150% of the normal completion time of their specific degree to receive Title IV assistance. Once a student reaches 150% in credits OR in time, the student is no longer eligible to receive Title IV assistance. Students are allowed one recalculation due to a change in major during their time at York University. Satisfactory Academic Progress is checked at the end of each spring semester. In addition, SAP for each student is checked at the end of four periods of enrollment. A student must have achieved a minimum cumulative GPA of 2.00 at the end of four periods of enrollment as a full-time student at York University to be considered making SAP.

Students who have been denied financial aid because requirements were not met may file a written appeal to the Director of Financial Aid. If the appeal is approved by the Financial Aid Appeals Committee, financial aid will be reinstated for the term in question. Unusual circumstances, such as undue hardship caused by the death of a relative, illness or injury experienced by the student or other special circumstances might justify an appeal. Appeals must be made in writing to the Financial Aid Director indicating the reasons for the appeal, such as a documented personal family emergency or documented medical problem. All appeals will be reviewed by the Financial Aid Appeals Committee and the student will be informed of the action taken. If the appeal is approved the student will be placed on financial aid probation and will be required to follow and meet the requirements of an academic plan. The decision of the committee shall be final.

If a student is denied financial aid due to lack of academic progress, courses must be taken at the student’s own expense until the minimum requirements are met. Failure to attain the minimum requirements will cause the student to be ineligible for any further financial aid. All students who are denied financial aid and re-enter York University will do so on probationary status and must have the permission of the Finance Office.

Tuition, Room, Board, Fees: 2023-2024

The Board of Trustees of York University has placed upon the Business Office the responsibility of enforcing the schedule of institutional charges and refund policies applicable to students. All fees and pricing are subject to change without prior notice. This schedule of charges applies only to the 2023-2024 academic year. Semester charges are not reduced when a student enrolls late. There will be no refund because of absences from the campus. Meals are not provided during the holiday periods such as Thanksgiving, Spring break or between sessions.

Example of Charges The following is an example of charges, not including special fees, for a student carrying a full course-load of 12-16 credit hours.

Total cost for an average semester:

Tuition and Fees

Tuition & Full-time, 12-16 credit hours per semester.....	\$10,800.00
Fees Full-time, per credit hour over 16.....	\$600.00
Part-time, 1-11 hours, per credit hour.....	\$750.00
Online Undergraduate, per credit hour.....	\$350.00
Online Graduate, per credit hour.....	\$425.00

Room & Board

Resident hall Plan with 15 meals per week	\$4,450.00
Resident hall Upgrade to Single Occupancy	\$350.00
Eckman Hall with 15 meals per week.....	\$4,800.00
Apartment Plan with 10 meals per week	\$4,800.00
Upgrade for Resident hall and Eckman Hall from 15 to 19 meals per week	\$230.00
Upgrade for Apartments from 10 to 15 meals per week	\$470.00
Upgrade for Apartments from 10 to 19 meals per week.....	\$700.00

Special Fees (Non-Refundable)

Audit (nonrefundable, no credit) per semester-hour.....	\$65.00
Accuplacer exam fee for non-students.....	Contact Testing Center
CLEP Subject Testing, or Challenge Testing, per examination.....	Contact Testing Center
CLEP, AP, or Challenge Testing Credit Evaluation & Recording Fee per semester hour.....	\$60.00
Graduation Fee.....	\$90.00
Late Graduation Application Fee.....	\$20.00
Private Piano/Voice Lessons, per semester-hour	\$275.00
Special Class Fees, as needed.....	\$5.00 to \$200.00
Online class, audit fee, per course	\$350.00
Enrollment Deposit.....	\$100.00
Printer Copies in excess of 200 copies per semester	\$.05 each

Special Fees for Education Majors

SEAN Dues (per year) \$36.00

Praxis II fees, PPST fees, and teacher certification fees are assessed by a third party. Please see Education Department for further information.

Payment Expectations: All semester charges (after approved loans, grants and scholarships have been honored) will be due and payable on the day of registration each semester. Students should be prepared to make full payment of the costs not covered by financial aid if a payment plan has not been approved by the Business Office. Checks should be made payable to York University. Discover, MasterCard, and Visa are accepted. No student with a past-due balance on his/her student account will be allowed to pre-register or enroll until satisfactory arrangements have been made with the Business Office. You may be dismissed from the university for failure to meet your financial responsibilities.

Fees:

A \$50.00 fee per semester will be assessed for those choosing the Deferred Monthly Payment Plan (Plan B) or those who choose the Cash Plan (Plan C) but fail to pay in full within 30 days of the beginning of the semester.

A \$15.00 late fee may be assessed on any account whose monthly payment is not received by the appropriate due date.

A \$25.00 fee may be assessed for returned checks or insufficient funds on any payment plan. If payment arrangements are not made to cover the missed payment then the \$15.00 late fee may also be assessed.

Work Study payroll will be available on the 10th day of the month, after chapel, following the month worked.

Books and Supplies:

Books are included in the cost of tuition at York University for seated students. Supplies are the responsibility of the student.

International Students Payments

Students who are not US citizens must pay a percentage of their balance after scholarships have been awarded before the I-20 will be sent to them. The percentage is determined by the Business Office.

General and Financial Policies and Charges

Statement of Policy: Each student registered at York University is responsible for knowing the requirements and the regulations of the university catalog. Unfamiliarity with these regulations does not constitute a valid reason for failure to abide by or fulfill them. Cash refunds will only be disbursed after all obligations with the university are satisfied.

Changes: The University reserves the right to change programs offered, degree requirements and academic regulations. The university reserves the right to alter the fee structure, tuition, or room and board charges at any time during the year should circumstances require a change. Every effort consistent with quality education and service will be made to keep expenses at a minimum. Courses Canceled by the Provost within the Add/ Drop Period for which no replacement is found, will have full tuition and fees refunded. Courses canceled later in the term will receive pro rata credit rounded to the nearest integer for work completed. Tuition will be refunded at the pro rata reciprocal of the credit granted.

Students who qualify for the educational assistance programs of the U.S. Department of Veterans Affairs (DVA) should make arrangements in advance through the Registrar. York University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Dept. of Veterans Affairs under chapter 31 or 33. The student is responsible for any costs, including tuition, fees, room and board that do not qualify for payment from the VA.

Transcripts will be furnished upon request by filling out a transcript request form. Transcripts and diplomas will not be released if you have an unpaid student account or a York University Need Based Loan and/or Perkins Loan that is not in a current status. Students with federal loans must complete the Exit Interview process regarding their loans before transcripts or diplomas will be released.

Withdrawals and Refunds

When withdrawing from the university, you must complete withdrawal arrangements with the Registrar and (if applicable) the Residence Hall Manager or Rental Manager. The following refund policies apply to those who voluntarily withdraw and those requested to withdraw. York University will refund room, board, and tuition per the following policy:

Refund and Return of Aid Policies

2023/2024 Academic School Year

All students who officially withdraw from York University will be refunded tuition based on the following schedule.

1. Withdrawal on the first day of classes, August 23, 2023 or January 8, 2024 = 100% refund of tuition.
2. Withdrawal during the time period between and including August 24, 2023 through September 6, 2023 or January 9, 2024 through January 22, 2024 = 75% refund of tuition.
3. Withdrawal during the time period between and including September 7, 2023 through September 20, 2023 or January 23, 2024 through February 5, 2024 = 50% refund of tuition.
4. Withdrawal during the time period between and including September 21, 2023 through October 4, 2023 or February 6, 2024 through February 19, 2024 = 25% refund of tuition.
5. Withdrawal on or after October 5, 2023 or February 20, 2024 = no refund of tuition.

Fees will not be refunded. Room and board will be prorated based upon the weeks on campus. Private fees and individual class fees will not be refunded after the first day of class. This refund policy is also applicable to students dropping individual classes outside of the block charges.

Return of Aid Policies

Aid received by outside sources, excluding payments on account, York University, and all Title IV programs will be returned to the sources they came from according to the following policies.

Title IV Programs: All aid received in the form of Pell grants, SEOG, State Grants, Perkins Loan, Stafford loans, PLUS loans, Robert Byrd scholarships, will be earned per day that student is enrolled at York University until the 60% point in the semester. After this 60% point in time, all aid is considered to have been earned by the student and repayment of funds will not be calculated.

York University Program: All aid received in the form of York University scholarships, YCSL, YC Need Based loan, Endowed scholarships, institutional grants will be earned per day that the student is enrolled at York University until the 60% point in the semester. After this 60% point in time, all aid is considered to have been earned by the student and repayment of funds will not be calculated. The calculation for determining the amount of earned funds will be to divide the number of days a student is enrolled in classes into the number of days in the semester. (Thanksgiving break and Spring break are not counted as days attended.) Summer school will be counted individually, as sessions require. The percentage of days will not be rounded, but used as is calculated. That percentage will be applied to each type of aid received by the student. Once the calculations are finished, the amount of unearned aid is determined per Title IV software.

Outside Scholarships: Once an outside scholarship is validated and applied to a student's account, there will be no return of the funds. Unearned aid that is determined to be returned to the government through the Title IV programs will be the responsibility of the student.

Enrollment deposit: will be returned upon request within 30 days after exiting York University by applying the deposit to your account. If the account is paid in full, you may withdraw the credit balance. Refund requests can be emailed to studentaccounts@york.edu.

Academic Information

A solid liberal arts program is the core of the curriculum at York University. The liberal arts curriculum provides the broad-based knowledge so vital to advancing in all disciplines and careers. Your basic courses in Bible, English, mathematics, social sciences, history, science, religion, and fine arts not only prepare you for further study in specific areas, but develop critical thinking as well as an enhanced awareness of your own interests and goals. Tomorrow's most important careers require a diversity of knowledge rather than narrowly focused training. From communication and computer science to the pre-professional programs such as pre-engineering, pre-law and pre-medicine, the Christian higher education you will experience at York University prepares you well for a host of options.

York University offers programs leading to master's, baccalaureate, and associate degrees. While these programs have specific requirements, they do allow you a great deal of flexibility. With the help of your Academic Advisor, the faculty member specially assigned to assist you in making the best choices possible, you will plan the program that best prepares you to meet your goals. Our faculty advisors are experts at helping you plan your studies to succeed in your ultimate degree objectives and career goals.

Each baccalaureate degree requires an overall grade point average (GPA) of at least 2.00 and at least 120 semester-hours of credit, a minimum of 36 upper-division (junior/senior) semester-hours, and at least a 2.00 GPA in the major and minor if applicable. Each associate degree requires a minimum of 60 semester-hours of credit with a GPA of 2.00 or higher. Each program has a general education component (which may be more specific), and may have major, minor, supporting and elective course components. 24 hours of the last 30 hours of any four year degree program, and the last 15 hours of any two-year program must be taken at York University (unless approval is granted by the Department Chair and Provost, or a student is working with one of our dual program institutions Creighton University or University of North Dakota).

Degree Programs Offered at York University

1. Bachelor of Arts - 120 hours minimum with 36 upper division hours:
 - a. Bible and Ministry:
 - i. with an concentration in Ministry
 - ii. with an concentration in Youth and Family Ministry
 - iii. with an concentration in Christian Counseling
 - iv. with an concentration in Worship Ministry
 - b. Communication: - 120 hours minimum with 36 upper division hours:
 - i. with an concentration in Strategic and Corporate Communication
 - ii. with an concentration in Media and Film Studies
 - iii. with an concentration in Theatre
 - c. Education - 120 hours minimum with 36 upper division hours:
 - i. Business, Marketing, and Information Technology (7-12 endorsement)
 - ii. English Education (7-12 subject endorsement)
 - iii. Elementary Education (K-8 field endorsement)
 - iv. History Education (7-12 subject endorsement)
 - v. Mathematics Education (7-12 field endorsement)
 - vi. Physical Education (K-12 subject endorsement) with the supplemental Coaching endorsement (7-12)
 - vii. Social Science Education (7-12 field endorsement)
 - viii. Vocal Music Education (K-12 subject endorsements)
 - d. English - 120 hours minimum with 36 upper division hours:

- i. with an concentration in Literacy and Cultural Studies
 - ii. with an concentration in Professional and Media Writing
 - e. General Studies (30 hrs in a designed Primary Concentration area, and 18 hrs in a Secondary area)
 - f. History - 120 hours minimum with 36 upper division hours:
 - g. Mathematics - 120 hours minimum with 36 upper division hours:
- 2. Bachelor of Business Administration - 120 hours minimum with 36 upper division hours:
 - a. Accounting
 - b. Business Administration
 - i. with an concentration in Administrative Management
 - ii. with an concentration in Sports Management
 - iii. with an concentration in Agricultural Business
- 3. Bachelor of Music - 120 hours minimum with 36 upper division hours:
 - a. Vocal Performance
- 4. Bachelor of Science - 120 hours minimum with 36 upper division hours:
 - a. Biology
 - i. General concentration
 - ii. Pre-Professional concentration
 - iii. Exercise Science concentration
 - iv. Health Systems concentration (Creighton Partnership)
 - v. Chemistry concentration
 - b. Criminal Justice - 120 hours minimum with 36 upper division hours:
 - c. Psychology - 120 hours minimum with 36 upper division hours:
 - d. Natural Sciences (Pre-Engineering) - 120 hours minimum with 36 upper division hours:
 - i. Natural Science
 - ii. Natural Science and Chemical Engineering (UND partnership)
 - iii. Natural Science and Civil Engineering (UND partnership)
 - iv. Natural Science and Electrical Engineering (UND partnership)
 - v. Natural Science and Mechanical Engineering (UND partnership)
 - e. Computer Science - 120 hours minimum with 36 upper division hours:
 - f. Cybersecurity - 120 hours minimum with 36 upper division hours:
- 5. Associate in Arts - 60 hours
- 6. Master of Arts - 36 hours
 - a. Education
 - i. with an emphasis in Curriculum and Instruction
 - ii. with an emphasis in Educational Leadership(non-licensure; non certification)
 - iii. with an emphasis in Educational Leadership (with path to Principal License)
 - iv. with an emphasis in Social-Emotional Leadership
 - v. with an emphasis in Sports Administration
 - b. Organizational Leadership
 - i. with an emphasis in Business Information Leadership
 - ii. with an emphasis in Social-Emotional Leadership
 - iii. with an emphasis in Organizational and Global Leadership
 - iv. with an emphasis in Sports Administration
- 7. Supplemental Endorsements and majors available only as 2nd majors:
 - a. Coaching (supplemental endorsement 7-12)
 - b. Speech (supplemental endorsement 7-12)
 - c. Theatre (supplemental endorsement 7-12)

Accreditations and Approvals - York University is Accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools. The Teacher Education Program at York University is accredited by the Nebraska Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) www.caep.org.

Philosophy of General Education

In a world of increasing specialization, students have a need for a broad foundation of learning. York University is dedicated to preparing students for a life of service to God, family, and society. This foundation is provided through the arts, biblical studies, humanities, and sciences for all academic programs of York University.

The General Education Program (GEP) gives the student a broad understanding that facilitates learning in all areas of life. Our core values - transform, educate, equip, and serve - are the philosophical framework for the GEP learning outcomes. The aggregate of courses within the York University GEP address five overarching emphases of liberal arts education: 1) *critical thinking*; 2) *ethical inquiry*; 3) *effective communication*; 4) *social responsibility*; 5) *spiritual formation*. The York University General Education Program allows graduates to be equipped for a successful career in their chosen field, as well as service to God, family, and society.

GEP Emphasis	Emphasis Definition	GEP Learning Outcomes
1. Critical Thinking	Synthesize conclusions through the use of examination, evaluation, and systematic reasoning.	<ul style="list-style-type: none"> a) Define a problem or critical issue and account for information presented b) Understand and interpret relationships among concepts c) Draw valid conclusions based on information presented
2. Ethical Inquiry	Apply ethical considerations in a variety of settings, including the ethical use of information.	<ul style="list-style-type: none"> a) Recognize ethical issues in decision making b) Distinguish between appropriate and inappropriate information sources c) Cite sources appropriately
3. Effective Communication	Express ideas clearly.	<ul style="list-style-type: none"> a) Construct and organize content in a manner appropriate for the intended audience b) Demonstrate effective written presentation skills c) Demonstrate effective oral presentation skills
4. Social Responsibility	Establish an awareness of the responsibilities of contributing to a diverse society.	<ul style="list-style-type: none"> a) Recognize the contribution of individuals to society b) Explain the factors that affect society on an interpersonal, civic, or cultural level c) Discover the contributions of artistic expression to the enrichment of the social and cultural environment
5. Spiritual Formation	Progressing in awareness of spiritual values in relationship to Christian principles.	<ul style="list-style-type: none"> a) Demonstrate skills necessary for the pursuit of truth within the context of diverse worldviews and spiritual values b) Recognize concepts for effective Christian living c) Gain knowledge of the Bible and New Testament Christianity

Liberal Arts Courses

All students must have credit in the following courses:

Course	Hours required
BIB 121, <i>Story of Jesus</i>	2
COM 113, <i>Basic Speech</i>	3
ENG 113*, <i>English Composition I</i>	3
ENG 123, <i>English Composition II</i>	3
Total number of Core Level hours required	11

*Students scoring below 18 on the ACT English exam must pass ENG 103 before enrolling in ENG 113. Completion of these CORE COURSES partially fulfills item numbers 1 and 10.

SECOND LEVEL COURSES

The general education outcomes are achieved/met by taking courses in the following areas:

	Hours required
1. Artistic Expression & Critical Appreciation	6
2. Cultural Perspectives	3
3. Historical Foundations	3
4. Human Behavior & Social Foundations	3
5. Religious Studies	9
6. Scientific Inquiry	6
Hours from the Core Level courses required	11
Freshman Seminar - YCS 101	1
Elective hours needed to fulfill A.A. requirements	18
Hours required for an A.A. degree	60

No course may be used to fulfill more than one of the six areas.

1. Artistic Expression & Critical Appreciation

Requirement: Two courses.

Encounters with artistic expression develop critical appreciation of how artistic works reflect and shape individual and shared experiences. Through study of the arts, students come to appreciate the variety and intricacy of the creative processes. In the study of specific works, students build more informed and mature methods of evaluation. Further, students enhance their own creative processes, which can then be applied to courses in all disciplines.

Courses:

(Note: students must successfully complete ENG 113 and ENG 123 before enrolling in literature courses)

1. ENG 273, *World Literature or any literature course*
2. MUS 203, *Music Appreciation*, or ART 203, *Art Appreciation*, or COM 240 *Film Appreciation*, or 3 hours of *University Singers, Celebration Singers, or Theatre Performance*.

2. Cultural Perspectives

Requirement: One course, UNLESS a student's major requires two courses.

We live in an increasingly interdependent world of diverse cultures. We are challenged to discover, appreciate, and respect our cultural similarities and differences, to learn effective communication across cultures and to learn to work together to address a host of global demographic, ecological, economic, and political issues. To live as informed and effective members of the global family, we are called to develop a deeper appreciation and understanding of various cultures and the forces that draw people in our world together and drive them apart.

Courses:

1. Spanish or other foreign language
2. GEO 214, *Cultural Geography*
3. HST 273, *World Civilizations to 1450*
4. HST 283, *World Civilizations since 1450*
5. EDU 343, *Multicultural Awareness*
6. EXP 313, *Experiential Studies*

3. Historical Foundations

Requirement: One Course

History is the record—both written and unwritten—of humankind's past. Studying history is a process of assembling information from the past and giving meaning to it. Historians study sources that tell them about the past and such interpretations are presented to inquisitive students of the subject. History courses taught at York University are designed to provide students with the information they need to allow them to establish a context for the events of the past; such a context is intended to provide students with a clearer understanding of their world and its relation to past events. Studying history is, therefore, a mission of discovery. It involves telling a story, and while facts are essential in telling a story, they are not enough. Understanding the circumstances of a time, era, epoch, or period of the past which led or caused events to unfold in a particular manner is the primary goal of all history courses taught at York University.

Courses:

1. HST 213, *History of the U.S. to 1877*
2. HST 223, *History of the U.S. since 1877*
3. HST 253, *Western Civilization to 1648*
4. HST 263, *Western Civilization since 1648*

4. Human Behavior and Social Foundations

Requirement: One course

The study of human behavior and social foundations provides an understanding of the infrastructure of our society. It examines development, interaction and influences that we have on each other. It also looks at the purpose of social institutions such as family, school, church, civic organizations, and private/public agencies. The human experience is examined from a developmental perspective that continues from conception to death. Society expects individuals to function within a context of shared values which influence the institutions of marriage, family, church, school, private and public agencies, and government. The topical areas of development include physical, cognitive, social, and emotional.

Courses:

1. PSY 113, *General Psychology*
2. PSY 143, *Human Growth & Development*

5. Religious Studies

Requirement: Three courses for the Associate degree, five courses for Bachelor's degree, (in addition to BIB 121 as listed under Core Level Courses) The courses in this section are supportive of the mission of York University in that they "provide a quality liberal arts education leading to an understanding and philosophy of life consistent with Christian ideals." The objectives of these courses are derived from the first of three purpose statements of York University: "To provide students with the biblical teachings

which encourage the development of moral and spiritual values and an appreciation of New Testament Christianity." Courses in this area are designed to help students appreciate the role of the Bible and Christianity in everyday life. Students are encouraged to reflect on their own values, current ethical issues, and views of others that are different from their own.

Courses:

1. BIB 232, *Story of Israel*
2. BIB 132, *Story of the Church*
3. BIB 242, *Christian Faith and Life*

6. Scientific Inquiry

Requirement: Two courses, (at least one course in mathematics).

Scientific Inquiry: The physical and biological sciences seek to understand the natural world using mathematics as a tool in that understanding. By systematically observing and analyzing phenomena, natural scientists have produced a complex and multifaceted set of theories that continually evolve. Courses in this context will introduce students to the key theories of science and its methods of inquiry. In these courses students learn how observations are used to develop hypotheses, how hypotheses may be tested experimentally, and how the results of experiments may be quantified and analyzed to assess theories. By emphasizing methodology, these courses improve the ability of students to make informed decisions about scientific issues that affect their world and further develop their critical thinking and problem solving skills. Finally, courses in this context will address a number of broad questions pertaining to science: How do the ideas of science evolve and how does their change affect other aspects of our culture? How does technology affect scientific endeavors? By exploring these questions, students become increasingly aware of the interaction between science and society.

A second emphasis is the study of mathematics. Courses in this context will introduce the students to theorems and principles used in mathematics. The study will help the students to understand the principles of mathematics, and how to express the relationships found in science and other areas.

Courses:

1. NSC 153 General Science A, or NSC 163 General Science B, or AGR, or ESC 114 Earth Science
2. MTH 133 Intermediate Algebra, or MTH 145, Math in the Real World, or MTH 173 College Algebra

Academic Regulation

Absences and Tardiness - York University believes that regular class attendance is essential to learning; however, it provides for necessary absences. Punctuality in all classes is required. Individual teachers set their own attendance standards. However, you cannot be absent from any course for more than the equivalent of three weeks of a semester and receive credit in that course. Absences in excess of this amount constitute failure in the course and may result in withdrawal from the course with a grade of "WF" (withdrawn failing).

Academic Probation - Each student is expected to maintain a scholastic level commensurate with personal academic goals. The cumulative grade point average (CGPA) is computed by dividing the total quality points earned by the total quality hours attempted, including "F" grades.

A CGPA of at least 2.000 is required for graduation in any degree program. To be eligible to participate in co-curricular activities and to avoid being placed on academic probation, students must meet the minimum standard for satisfactory academic progress. This standard requires maintaining at least the minimum cumulative grade point averages (CGPA) shown below:

Hours Earned at end of term	Resulting Class Standing	Cumulative GPA
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1 to 27	Freshman	1.600
28 to 59	Sophomore	1.800
60 or more	Junior or higher	2.000

Any student who does not meet these minimum standards will be placed on ACADEMIC PROBATION and will be limited to no more than 15 semester-hours. A student who is on academic probation is not permitted to participate in any co-curricular activity, such as athletics, musical groups, dramatic productions, Song Fest, and student publications or to hold office in any club or student organization. Students on academic probation should reduce employment or other outside activity to no more than twelve hours per week, and are required to participate in regular sessions with the Student SUCCESS Center. At the completion of the next semester, every student on academic probation will be reviewed. One of the following three actions will be taken:

- 1) The Provost will remove the student from academic probation if the student meets the standards of satisfactory academic progress.
- 2) Students who have:
 - a) not yet completed 60 hours, and
 - b) have not yet reached the required cumulative GPA,
 - c) but have made at least the required GPA for the current term, will be continued on academic probation. (For example: a full-time student with 45 cumulative semester-hours at the end of the semester would need to have completed the term with a term GPA of at least 1.80.)
- 3) Any student on academic probation who does not satisfy either condition above, will be placed on ACADEMIC SUSPENSION.

An underclassmen student on academic probation wishing to participate in a co-curricular activity may appeal by submitting a written letter addressed to the Academic Appeals Committee. The letter should be sent to the Registrar no later than 10 days prior to the start of the next term. The appeals committee does not remove the students from probation but may allow the student to participate in his/her co-curricular activity with stipulations deemed appropriate by the committee in order to help the student succeed academically.

Academic Suspension - means the student may not enroll for the subsequent fall or spring semester, and may lose eligibility for federal financial aid. Any of these conditions will place students on Academic Suspension:

- a. Failure to achieve a semester GPA of .500 or greater
- b. Failure to reach the required CGPA as described under Academic Probation
- c. A second instance of academic dishonesty

A student may request an exception to an academic suspension by writing a letter to the Provost explaining all extenuating circumstances and requesting an exception to the above stated rules.

A full-time student suspended at the end of the spring semester may elect to enroll for at least 6 hours, and achieve the required CGPA at the end of the summer session. The student may then be eligible for full-time enrollment on continued academic probation for the fall semester. If those conditions are not met, the academic suspension would continue until the spring semester, at which time the student may petition the Provost to be re-admitted on academic probation.

A student wishing to appeal an academic suspension must submit a letter to the registrar no later than 4:00 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted. This letter should explain any

extenuating circumstances and accompanying documentation (as needed) that may have contributed to the suspension. The appeal letter will be forwarded to the academic appeals committee, which will review written appeals. These meetings occur during the faculty workshop in August or January and will serve to determine whether any suspensions should be lifted or enforced. Any student reinstated under this process will be re-admitted on academic probation and must limit their academic load to no more than 15 hours. They may also be ineligible for any federal financial aid. The decision of the academic appeals committee is final.

An underclassmen student on academic probation wishing to participate in a co-curricular activity may appeal by submitting a written letter addressed to the Academic Appeals Committee. The letter should be sent to the Registrar no later than 10 days prior to the start of the next term. The appeals committee does not remove the students from probation but may allow the student to participate in his/her co-curricular activity with stipulations deemed appropriate by the committee in order to help the student succeed academically.

Audit - A student may enroll as an auditor in a course with the permission of the student's academic advisor. This status allows the student to listen during class meetings, but not to participate in any grading opportunity. After the end of the Add/Drop period for the term, auditors may not switch to credit status, nor may other students change to auditing. The grade of AU (audit, no credit) will be entered on the student's academic record, unless the auditor withdraws from the course or fails to maintain appropriate attendance, in which case the grade of W will be assigned. In addition to the audit tuition. In addition to the audit tuition, any applicable institutional or special class fee(s) will be assessed. Government financial aid cannot be used to pay for audits.

Bible - The prime purpose of York University is to place students in direct contact with the Bible and other spiritual stimuli that they may be encouraged in the development of moral and spiritual values and in the appreciation of New Testament Christianity. As a servant of Christian homes, the University is dedicated to the cultivation of full Christian personality in every student.

Each full-time lower division student must remain enrolled in a Bible class each semester. Freshmen are required to take BIB 121 and 132, and sophomores to take BIB 232 and BIB 242. Students are required to take two upper division courses, for a minimum of six semester-hours, offered by the Bible Division (and prefixed BIB, MIN, PHI) during the junior and/or senior years. Major departments may specify how that requirement should be met. Any substitutions require the advance permission of the Provost. Students who are absent from their required Bible class for more than three weeks are subject to dismissal from the class.

Transfer students are specifically required to take BIB 121 unless transferring an exact equivalent with a grade of "C" or better. The number of Bible classes required for transfer students is determined at the time the student transfers to York University, and cannot be adjusted by transferring in additional hours of classes once initially enrolled at York University. Students are required to take, at York University, the following number of classes in Bible, not including Bible credit transferred into York University:

Bible classes required for transfers:

Changing Class Schedules - You may not change or drop a class without approval of your advisor. A full-time student is one who is enrolled in 12 or more hours at the end of the drop period for that term. Class changes are not permitted after the Add/Drop period of any semester, except for very unusual circumstances and only with the permission of the Provost. Any class dropped without going through the official withdrawal process will be marked "F." Any class in which a student has excessive absences will be marked "WF". A student may not receive a grade of "W" unless the course was dropped during the first ten weeks of the semester. After the tenth week, no withdrawal is allowed except for students who withdraw from all classes. The official date of dropping will be the date on which drop forms are filed in the Office of the Registrar. In case of prolonged illness, a student may request that the instructor, advisor and Provost meet as a committee to consider a withdrawal request. Students in a course canceled by the Provost within the Add/Drop Period for which no replacement is found, will receive a refund of all tuition and fees for that course. Courses canceled later in the term will receive *pro rata* credit rounded to the nearest integer for work completed. Tuition will be refunded at the *pro rata* reciprocal of the credit granted.

Final Examination Policy - The scheduled final examination time is the last meeting for all classes. Instructors are not permitted to change times for class examinations. Students are expected to make travel arrangements following the close of the semester that will permit the taking of all examinations as scheduled. Final examinations are to be given and taken at the scheduled time and rescheduling of finals as a matter of convenience is not an option. Permission for taking final examinations at an alternate time requires prior approval from the Provost and may only be given in instances that fall outside the student's control (i.e. the KCAC has sometimes scheduled conference games during Finals Week). Any requests to reschedule an exam should be emailed to the Provost.

1. Students should make travel arrangements following the end of the term that will permit taking all examinations as scheduled.
2. Potential exceptions of the Final examination policy:
 - a. Four exams on one day
 - i. Any student who has four exams in one day may request permission from the Provost to reschedule one exam.
 - ii. This request should be made via an email to the Provost no later than two weeks prior to the beginning of Finals Week, listing the reason for the request along with the four course names, instructors, and course times.
 - b. Athletic contexts
 - i. Should an athletic team have a conference contest in conflict with a scheduled final examination date/time, the Provost and Athletic Director/coach will make arrangements and communicate with the affected faculty and students.
 - c. Other extenuating circumstances
 - i. If a student has extenuating circumstances that are in conflict with a scheduled final examination date/time, the student may request permission from the Provost to reschedule that examination.
 - ii. This request must be made via email with the Provost and may be followed up with a personal visit.
 - iii. At this meeting, proper information and evidence of a valid conflict with the scheduled date/time must be produced for a potential exception to be approved.

Commencement - A student may participate in the May commencement ceremonies if they lack no more than three semester hours of requirements, have the required grade point average(s) for the degree sought, and can demonstrate tangible evidence of pre-enrollment in the required classes or a documented plan for completing the remaining 3 credits to be completed prior to the start of the next fall semester. The final 3 credits represent part of the 30 credit residency requirement and should be taken at York University unless prior written approval is granted by the Provost.

Credit through Special Circumstances

York University grants credit through the Advanced Placement (AP) and College Level Examination Programs (CLEP) of the College Entrance Examination Board (CEEB), through the International Baccalaureate (IB) program, by institutional testing, for verified professional/technical training, by examination of transferring graduates from certain schools of preaching, and for verified experiential learning. Application for such credit must be made in writing to the Registrar, stating the basis of eligibility and the willingness to pay the fee required in order to receive the credit. Program Directors or Department Chairs may allow or disallow certain types of special credit towards the specific programs in their area(s). Credit will only be awarded to students enrolled in a degree program at York University and only upon receipt by the Registrar of an official grade report supplied by the appropriate authority. A special credit fee will be charged for each hour of credit awarded. Certain examinations have their own fees as well. Refer to the Business Office section of the catalog or contact the chair of the appropriate faculty division.

Credit by Advanced Placement - Credit is given for high school courses successfully completed in the College Board's AP program by entering freshmen. For scores of 4 or higher, credit will be allowed for the corresponding individual course taught at York University; credit is not awarded for multiple college courses based on AP scores in one subject. A 4 or 5 on one subject exam = credit for one course at York University. For AP credit to be valid, a College Board/AP transcript must be requested by the student and sent to York University; merely having AP designations appear on a high school transcript does not suffice for college credit at York University. A credit recording fee is charged.

Credit by International Baccalaureate - A student who has completed the prescribed examinations of the International Baccalaureate program will receive credit from York based upon the American Council on Education's recommendations. Official score reports directly from the IB office are required for credit to be evaluated. A credit recording fee is charged.

Credit by CLEP - Credit is also given on the basis of The College Board's College Level Examination Program. CLEP currently offers 33 different exams over a variety of subjects. Credit shall not be given for a course in which a student is enrolled, or has ever been enrolled, regardless of the grade earned in the course. If a student earns CLEP credit in a subject by taking the exam at another college, a CLEP transcript must be requested from the College Board, even if the credit appears on the other college's transcript. A list of CLEP subject tests available at York University, along with testing fee information, is available from the Testing Office. If a student is successful in passing the CLEP exam, there is a \$60 per credit hour recording fee that must be paid in the Business Office before the credit for the equivalent class will be noted on the student transcript.

CLEP exams commonly taken by York University students, and the corresponding York University course for which CLEP credit will suffice:

CLEP Exam	minimum score required	York University course or courses
College Composition	50	ENG 113 and ENG 123 (6 hours)
Analyzing and Interpreting Literature	50	ENG 273 (3 hours)
American Literature	50	ENG 213 and ENG 223 (6 hours)
English Literature	50	ENG 313 and ENG 323 (6 hours)
Humanities	50	ART 203 or MUS 203 (3 hours)
American Government	50	POL 123 (3 hours)

History of the United States I	50	HST 213	(3 hours)
History of the United States II	50	HST223	(3 hours)
Introductory Psychology	50	PSY113	(3 hours)
Human Growth & Development	50	PSY 143	(3 hours)
Western Civilization I	50	HST 253	(3 hours)
Western Civilization II	50	HST 263	(3 hours)
Macroeconomics	50	ECO 233	(3 hours)
Microeconomics	50	ECO 243	(3 hours)
Financial Accounting	50	ACC213	(3 hours)
Introductory Business Law	50	BUS 453	(3 hours)
Principles of Management	50	MGM 313	(3 hours)
Principles of Marketing	50	MKT 323	(3 hours)
Biology	50	BIO 154	(4 hours)
Natural Sciences	50	NSC 153 and NSC 163	(6 hours)
College Mathematics	50	MTH 145	(3 hours)
College Algebra	50	MTH 173	(3 hours)
Calculus	50	MTH 214	(4 hours)
Spanish Language	50	SPN 113	(3 hours)

Credit by Institutional Testing - A student may choose to challenge a lower division course, in which the student is not currently enrolled and for which the student does not have prior credit. To do so, the student requests a comprehensive examination for a course *for which no CLEP examination is available*. Such requests are to be made to the Registrar and must have the approval of the division chairperson and an instructor of the course. The actual test is constructed by the instructor of the course. Some departments may not participate, so the student must seek approval before taking the test. Passing scores are determined by the department. The examinations are graded on a pass/fail basis. A credit recording fee (\$60 per semester hour) is charged in addition to the testing fee.

Credit for Professional/Technical/Experiential Learning - York University recognizes that learning may occur outside the college classroom. Many adult students have gained professional/technical knowledge through employment/career training or have acquired skills and learning from life experiences which are equivalent to that provided in the collegiate classroom. Verified and properly documented professional/technical and/or experiential learning may receive college credit. Application is first made to the Registrar, who will evaluate the submitted materials with the aid of other appropriate faculty. York University will use the recommendations of the National Program on Non-collegiate Sponsored Instruction of the American Council on Education (ACE/PONSI) wherever possible for professional/technical training.

The maximum combined amount of professional/technical and/or experiential learning credit which may be awarded is 30 semester-hours. The special credit fee for evaluation and transcription of such credit must be paid before the credit is placed in the enrolled student's academic record. Only the grade of "P" will be used for experiential learning. Professional/technical credit will use "P" grades unless the original sponsor of the training issues grades in a system which can be converted to a 4.00 scale.

Although numerous colleges and universities also recognize professional/technical and experiential learning credit, each institution sets its own standards on what and how many credits it will accept in transfer. Students intending to transfer or attend graduate schools should inquire of that institution how experiential credit may be accepted.

"Schools of Preaching" graduates may apply for up to 60 hours of credit in Bible and language courses. Contact the Head of the Bible Department for details.

Entrance Tests - Each new student is required to present American College Test (ACT) scores as a part of admission requirements (SAT 1 scores may be substituted). Only scores from national administrations of the test taken may be used to establish athletic eligibility. Test results are made available to the student's advisor to assist in guiding the student in the selection of courses, the recognition of and removal of weaknesses and the selection of fields of interest compatible with ability and previous preparation. First-time college students may be required to take the Accuplacer Exam in order to aid the advisor in making appropriate course selections and to assist the University in evaluating its own programs.

Grade Point Average - A grade point average is a score derived by dividing the total number of quality points received by the total number of semester hours graded. The divisor used in computing the GPA will be the total semester hours attempted minus any course in which a grade of "I," "NC," "P," or "W," is received.

Grades and Other Academic Record Notations - At York University, the following eight grade indices in descending order are used:

Grade	Quality Points
A	4.0,
B+	3.5,
B	3.0,
C+	2.5,
C	2.0,
D+	1.5,
D	1.0,
F	0.0 (academic failure - no credit)
WF	0.0 (no credit for dropping by failure to attend according to the course or institutional attendance policies).

The following marks are also used on the academic record, but not used in computing the grade point average:

AU	for audit (non-credit),
H	appears on the academic record for honors courses,
I	for incomplete,
IS	indicates independent study,
NC	for no credit without reference to quality points,
R	repeated course,
P	for satisfactory completion without quality points (may only be used with the advance approval of the Provost),
U	for a failing "P" grade,
W	withdrew during the first 5/8ths of the term, or from all courses (must not have already failed due to absences).

Incomplete Grade

The grade of "I" (Incomplete) is given for passable work that could not be completed due to circumstances beyond the student's control. The following regulations apply to assigning, removing, or changing an I grade:

1. The request for an *I* grade should be made by the student to the instructor.
2. Instructors may assign *I* grades only if the student is unable to complete the course due to circumstances beyond the student's control. Examples of appropriate circumstances include documented illness, documented death or crisis in the student's immediate family, and similar circumstances. In no case is an *I* grade to be used to avoid the assigning of a D or an F grade for marginal or failing work.
3. To assign an *I* grade, the student and the instructor must complete an *I* Grade Form (available in the faculty shared directory or the Office of Academic Affairs). The instructor will state in writing on the form the steps necessary to complete the remaining course work. The student, the instructor, and the Vice President for Academic Affairs will sign this document. The *I* Grade Form will be filed in the office of the Vice President for Academic Affairs no later than the date that the *I* grade is entered into the computer.
4. The student is entitled to have the *I* grade changed on the student's transcript only if the student completes the remaining course work as specified on the *I* Grade Form in a manner satisfactory to the instructor. The work must be completed within 60 days after the "I" grade is assigned and prior to the student's graduation, or within a shorter period of time if specified by the instructor on the "I" Grade Form. Exceptions to the 60 day requirement may only be granted by the Provost. If the student fails to complete the coursework, the instructor may change the *I* grade to any appropriate grade (including D or F). If the instructor does not change the grade, the Office of Academic Affairs will contact the instructor and then notify the Registrar to change the *I* grade to the appropriate grade. The changed grade will be reflected on the transcript in place of the *I* grade in the semester that the course was originally taken.
5. The effect of removing the I grade on a student's academic standing (scholastic probation or suspension) depends on the date the transaction is officially recorded on the student's academic record. If the transaction is recorded before the student begins another semester, the grade replacing the I is included in the grade point average calculation that establishes the student's academic standing. If the transaction is recorded after the student begins another semester, the effect of the new grade on academic standing is based upon its inclusion with grades for the semester in which the student is enrolled.

If a student chooses to take a course a second time to improve a poor grade, both grades remain on the academic record, but only the higher grade will be considered in determining cumulative GPA.

Appeal of Course Grade

Any student may appeal his or her final course grade. If the matter involves alleged violation of the Honor Code, it will be handled through the processes identified under the York University Honor Code. Other academic appeals will be heard through the following process:

1. Conference with Faculty Member: The student will submit his or her complaint in a written statement detailing the circumstances giving rise to the complaint. The student will give a copy of the statement to the faculty member and attempt to discuss and resolve the matter with the faculty member.
2. The student shall have the right to submit a written appeal to the Provost. After review, the Provost may refer such matter to the Academic Appeals Committee.
3. The Academic Appeals Committee is comprised of three faculty members appointed by the Provost. In the event that one of the members is the faculty member in question, that member will be recused from the deliberations and replaced

by another faculty member. The function of the Academic Appeals Committee is to review student appeals of course grades and academic suspension. The committee will receive and consider appeals only by referral from the Provost.

4. All written appeals must be received by the Provost in accordance with the following timeline:
 - a. Fall courses: February 1
 - b. Spring Courses: July 1
 - c. Summer Courses: October 1

Academic Honesty

Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action (Duke University's Kenan Ethics Program).¹

Cheating is a serious offense against your peers, your college and yourself. Anytime a student does not abide by the fundamental values of academic integrity, cheating has occurred. Cheating can destroy your personal integrity, and ultimately result in dismissal from York University. Cheating can take many forms, but usually falls into one of the following categories:

1. Fraud - Fraud itself can occur in many different ways; here are some:

„ *Copying*: directly copying another individual's work, either on homework or during a test.

„ *Misrepresentation*: submitting an assignment that someone else completed. This includes turning in downloaded papers and documents (free or for a fee) from the web, papers submitted by previous students, or papers that you've already written for a different class.

„ *Fictionalized accounts*: incorporating fictitious data, statements or sources in your paper or assignment. This could also include listing sources that you did not actually consult or read.

„ *Unauthorized collaboration*: working as a group on assignments designed as work for individuals. Many times it is permissible, and even helpful, for students to work together; however, individuals should present the work from their own perspective, and with their own understanding. "Carbon copies" of assignments are never acceptable.²

2. Plagiarism - Plagiarism is perhaps the ultimate form of theft since it's not taking something material or physical but taking someone else's words, ideas or visions. Like fraud, it has different forms.³

„ *Word-for-word plagiarism*: copying exactly or nearly exactly someone else's work. Exact copies of anything anyone else did needs to be clearly indicated as such and also need to have appropriate source citations.

„ *Lifting-and quilting*: taking large or small portions of someone else's work, mixing it around a bit, and throwing-in a few of your own phrases. Entire research papers have been completed with lifting and quilting; it is cheating.

„ *Quoting without a source*: failing to cite the original author of a quote. This can be especially troublesome if you happen to be quoting a quote that is second-hand.

If you have any questions about whether something is cheating, always check with your instructor.

Academic integrity relates to the issue of character. York University students need to be persons of academic integrity.

¹ <http://www.academicintegrity.org/Values.asp>

²When working together results in multiple copies of the same assignment being handed-in by members of the group, the group has really degenerated into a cheating session. The group may discuss strategies or concepts, but individuals still need to accomplish the task themselves.

³These forms are taken from the University of Charleston (<http://www.uchaswv.edu/library/plagiarism.html>), but there are many websites that discuss this issue. Another excellent site is <http://library.ups.edu/research/guides/acadhon.htm>.

Academic Dishonesty

Cheating, defined as any act of fraud or plagiarism discussed above, will result in severe penalties. The first time a student is

caught cheating a zero will be issued for that assignment or test. If a second offense occurs in the same course, the student will be dropped from the course with a failing grade. Multiple infractions at the institution may result in academic suspension for one or more semesters. If the student is dropped from another course with a failing grade for cheating during the same semester, the student will be placed on *academic suspension* for the following semester. A student has the right to appeal an incident of alleged cheating. To do so, the student must write a letter to the Provost, or his designee, describing the events surrounding the alleged cheating incident from the student's perspective. The appeal must be made within seven working days of the student being notified of the incident, after that time no appeal will be allowed. The office of the Provost will resolve the appeal within seven working days and notify the student in writing of the results. Honesty promotes successful college and professional careers and enhances your personal integrity.

Policy for Verifying Student Identity

Federal regulation requires the University to verify that a student who registers in a distance education or correspondence course is the same student who academically participates in, completes, and receives credit for the course.

References:

1. Federal Requirement 34 CFR §602.17
2. HLC Policy Number FDCR.A.10.050

The identity of all registered students for a credit-bearing course will be verified using one or more of the following methods:

- A secure login and pass code;
- Proctored examinations; and/or
- New or emerging technologies and practices that are effective in verifying student identification

YORK UNIVERSITY ONLINE METHODS OF VERIFICATION

This policy describes the practices adopted by York University Online to comply with these requirements, ensuring the student registered for the course is the same individual accessing the course and performing the work.

1. All students will be issued a unique student portal/email account with a secure login ID and password. Official communication between the university and the student will be through this email account.
2. The student portal uses these login credentials to authenticate students based on secure and protected data including name, date of birth, and social security number, which are obtained during the application/admissions process. To complete the application, prospective students must attest the information provided is “complete and true.”
3. All online courses are presented through Canvas, our learning management system, which students can only access with their student portal credentials. Students are registered through the official student information system, which imports registration information directly into Canvas. Only duly registered students and the instructor of record appear on the roster.
4. Online courses have a “Student Expectations” section to read and “Course Requirements Checklist Quiz” for students to acknowledge reading Student Expectations, intent to comply, and understanding consequences of violating academic honesty standards. In particular, it states “all assignments for this course are to be completed by the student enrolled in this course.”

5. Online courses have a “Class Introductions” assignment due in the first unit of instruction. The assignment requires video and audio of the enrolled student such that voices must be heard and faces must be seen. This is a multi-purpose assignment and not for the sole purpose of student identity verification.
6. Physical attendance will be taken for hybrid courses (part in-person and part on-line).
7. Instructors will employ a variety of instructional techniques that will also be tools to verify student identity. These include, but are not limited to, Discussion Boards, audio/video presentations, one-on-one conferences, group sessions, and writing samples.

RESPONSIBILITIES

York University will protect Personally-Identifiable Information (PII) and securely use PII as the basis for identity verification only in compliance with federal and state laws. For instance, a student requesting that his or her logon password be reset may be asked to provide such information for comparison with data in the official record system.

All Canvas users shall maintain the security of usernames, passwords, and other authenticating data. Student credentials must not be shared or given to anyone other than the user to whom they were assigned.

Faculty will use various interactions (phone, video, and email conferencing; discussion boards; journals; presentations; photos; group work; plagiarism checkers; etc.) with students to build familiarity as both a means of effective instruction and identifying consistency with a student’s coursework. Changes in student behavior such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or email may indicate academic integrity problems. Faculty may consult at any time with the eLearning Specialist for verification of student integrity.

Honors Students

Students who receive the baccalaureate degree with the following cumulative GPA levels will graduate with the indicated honors:

C.GPA	Baccalaureate	Associate
3.40	“cum laude”	“with honors” (3.30)
3.60	“magna cum laude”	“with high honors”
3.85	“summa cum laude”	“with very high honors”

Graduate students with a cumulative GPA of 4.00 are recognized as graduating with High Distinction. Only master’s degree candidates are eligible for this honorable recognition.

Academic Honor Roll - published each fall and spring semester. It is composed of those students who carry 12 or more graded hours and achieve a term grade point average of at least 3.75 with no incomplete grade and no grade below “C” for the semester.

Honor Societies

- Alpha Chi National Honor Scholastic Society exists to promote academic excellence and exemplary character. Membership is extended to those students with a minimum of 60 hours in residence at York University and ranking in the top ten percent of the junior and senior classes.
- Alpha Psi Omega National Theatre Honor Society exists to promote excellence and involvement in theatre. Membership is extended to those students who earn 75 points through involvement with the theatre department.

- Sigma Tau Delta is the national English honorary society and has an active chapter at York.

Honors Study

An academically superior student may be challenged to pursue special study under the guidance of a teacher in an area of specialty. The student must be recommended by a teacher to the Academic Council for approval before enrollment in this program. This study will constitute enrichment for the student but will not substitute for other courses. The student and the professor will meet periodically with an appointed committee to share and evaluate the results of the study.

Guided Study

A student who has a special talent or interest in an area of study may request approval for a guided study under the guidance of a teacher in that area of study. Prior approval from the head of the department, the department chair and the Provost is required.

Mathematics Placement and /or Credit

ACT Math subscores may be used to satisfy institutional math requirements. Students who opt to satisfy a math requirement through this method must pay the per hour credit recording fee before the credit is recorded on a transcript.

Math Class	ACT subscore required to meet requirement	ACT subscore or pre-req required to take this class
MTH 214 Calculus I	n/a	26 or MTH 173 or 184
MTH 181 Trigonometry	26	22 or MTH 133
MTH 173 Algebra Calculus I	26	22 or MTH 133
MTH 145 Math in the Real World	n/a	18 or MTH 133
MTH 133 Intermediate Algebra	n/a	18 or MTH 013
MTH 013 Basic Math with Algebra	n/a	17 or lower

Students without a recent ACT/SAT Math subscore (over 3 years old) are recommended to take the Accuplacer exam for placement in a Math class.

Key to Numbering and Scheduling of Courses

Courses numbered from zero to 199 are designated primarily for freshmen, those numbered from 200 to 299 are for sophomores and those numbered 300 to 499 are for juniors and seniors. Freshmen are permitted to take some courses numbered in the 200s. Freshmen may not enroll in courses numbered above 299, and sophomores may not enroll in courses numbered above 399 without special permission from the student’s advisor and permission from the instructor. Course numbers listed on a transcript followed by “H” indicates that the student was in an honors section of this course. Courses are offered every year unless otherwise

stated. Courses offered on “demand” are not regularly scheduled but will be taught provided 5 or more students need the course to meet graduation requirements. The university reserves the right to withdraw scheduled courses when fewer than 5 students register for such courses.

Records Accessibility

All student records which are not specifically exempted by the Family Educational Rights and Privacy Act, as amended, (commonly called FERPA) are available upon request to all present and former students. Specific exceptions include:

- 1) Financial records of the student's parents or any information contained therein;
- 2) Confidential letters and statements of recommendation, which were placed in the educational records prior to 1975, if such statements are not used for purposes other than those for which they were specifically intended;
- 3) If the student signs a waiver of the right of access to confidential recommendations for each of the following purposes: for admission, for employment, and/or for honor recognitions, provided that the student, upon request, be notified of the names of all persons making confidential recommendations and that such recommendations be used solely for the purpose for which they were specifically intended;
- 4) Records of a physician, psychiatrist, psychologist, nurse, professional counselor, or paraprofessional, provided the records are created and used only in connection with treatment of the student, and provided that such records are available only to those providing such treatment.

All student academic records are maintained and protected by the Registrar for York University. All requests for examination of student records should be made in writing and directed to the Registrar, York University, and 1125 E. 8th Street, York, NE 68467-2699. Requests are normally granted within two weeks of receipt. All examinations of student records will take place in the Office of the Registrar with a representative of the university present. After examining his/her records, the student or former student may request that certain records be removed based on grounds that the records in question are inaccurate, misleading, or otherwise in violation of the student's rights. Should the request of the student be refused, the student shall have the right to a formal hearing before a committee appointed by the President within 60 days of such a request being submitted in writing. Any student has the right to request a copy of any material contained in his/her record. The cost of each page to be reproduced, other than transcripts of the permanent academic history, shall be \$1.

Records Disclosure

In general, no personally identifiable information from student educational records will be disclosed without written consent from the student. Three exemptions may, however, be made: 1) disclosures required or allowed by the Family Educational Rights and Privacy Act of 1974, as amended, (commonly known as FERPA) including certain Federal and State officials, accrediting organizations in order to carry out their accrediting functions, etc.; 2) directory information (which will be released unless the student requests that it be withheld, as explained in the section below); 3) records may be disclosed to parents of students who depend upon them as defined by the Internal Revenue Code 1986, section 152, as revised. York University will consider all students as "dependent" unless they specifically inform the Registrar or his designee within the Add/Drop period for each term that they are independent of their parents as defined above.

York University hereby designates the following student information as public or directory information (Such information may be disclosed by the institution for any purpose, at its discretion.):

- name,
- local and permanent addresses and telephone numbers,

- date and place of birth,
- major field of study,
- classification,
- high school from which graduated,
- most recent prior educational institution attended,
- dates of attendance,
- degrees, awards and honors received (including Honor Rolls),
- photo,
- full-time / part-time,
- email address,
- participation in officially recognized activities and sports (including audio and/or video records of such participation), and weight and height of members of athletic teams.

Under FERPA, currently enrolled students have the right to request that disclosure of directory information be withheld. To withhold disclosure, written notification including the student's identification number and signature must be received by the Registrar within the Add/Drop period for each term that information is to be withheld. York University assumes that failure on the part of the student to specifically request the withholding of directory information indicates individual approval for disclosure. Questions regarding records accessibility and/or disclosure and/or York University's implementation of FERPA should be directed to the Registrar.

Semester Hour

A semester hour of credit requires 750 minutes of scheduled class meeting time. Two or three hours of laboratory work each week are equivalent to one semester hour. Each credit hour typically requires approximately 2-3 hours of work outside of class each week. This means that a 3-hour course requires approximately 6-9 hours each week of outside work focused on that course, such as reading, reviewing, writing, preparing for upcoming quizzes/exams, developing and completing projects, and/or other activities to enhance learning.

Student Load - The normal full-time student load is 12 to 16 credit hours during any 16-week semester. Students who have a GPA of 3.00 or higher may register for more than 18 hours per semester only with the signed permission of the Provost.

Credit Hour Policy

York University operates on a semester calendar. The academic year is divided into two semesters (fall and spring) and summer sessions. Each class is assigned a number of credit hours. The minimum full-time undergraduate load is 12 credit hours per semester.

Definition of a semester credit hour

A "credit hour" is an approximate measure of effort/time required for a typical student to achieve the learning outcomes of an educational experience. Typically, a credit hour represents 750 minutes of formalized instruction accompanied by an average of twice that amount of time at out-of-class assignments (1,500 minutes). Effort/time calculations may differ by modality of instruction, but shall require a minimum of 2,250 total minutes of student effort/time per credit hour, and shall remain consistent with Federal Credit Hour Definitions [34CFR 600.2].

Equivalence of course offerings

Student learning outcomes for a course, and the approximate amount of student effort/time for a typical student required to meet those objectives, shall be reasonably equivalent regardless of the instructor or the modality of instruction used. The faculty is

responsible for the communication of course learning outcomes, clearly communicating the goals of unsupervised learning effort/time (homework), and assessing the achievement of individual student mastery of the course learning outcomes. Every course offering is expected to have approximately equivalent student learning outcomes and to require approximately the same amount of student effort, regardless of the particular instructor of record or the modality of instruction. For example, online courses which have traditional lecture course equivalents are expected to require and to demonstrate equivalent student effort/time and achievement of student learning outcomes. The responsibility for the oversight of equivalence lies both with the instructor of record of each instance of the course specifically and the curricular oversight bodies of the faculty in general.

Credit Hour Procedure

Traditional lecture courses. In this modality, each credit hour consists of 750 minutes of supervised/scheduled instruction or assessment activity and a minimum of 1,500 minutes of out-of-class “homework” or other unscheduled learning activity.

Number of weeks and credits/course	Minimum # of direct instructional minutes/week	Total of direct instructional minutes per course	Minimum # of indirect learning minutes/week	Total # of indirect learning minutes/week
1 credit	50 minutes	750	100 minutes	1500 minutes
2 credits	100 minutes	1500	200 minutes	3000 minutes
3 credits	150 minutes	2250	300 minutes	4500 minutes

Lab courses. For the typical laboratory course, at least two-thirds of the course effort/time are scheduled directed laboratory time. Any remaining effort/time is spent on unscheduled learning activity supporting the laboratory. In this modality, each credit hour of a typical laboratory with homework consists of 1,500 minutes of scheduled laboratory activity supported by 750 minutes of homework. Each credit hour of a typical laboratory without homework consists of all 2,250 minutes of effort/time as scheduled laboratory activity.

Fully Online courses. For courses in which 100% of the instruction is delivered in an online mode, each credit hour consists of 750 minutes of instructor-led, computer-assisted modules, multimedia interaction, discussions, and/or assessment activities as documented in the course syllabus, and 1,500 minutes of supporting “homework” consisting of independent preparatory work, such as readings, viewing of instructional materials or writing done online. Online courses which have traditional lecture course equivalents are expected to achieve equivalent student learning outcomes in the equivalent number of credit hours. Any set meeting times will be clearly stated in the course schedule.

Mostly and Partially Online courses. These modalities use the same requirements as Fully Online courses with the exception that each credit hour may include on-campus scheduled direct/in-person faculty-directed instruction or assessment.

Online/Face-to-Face and Synchronous/Asynchronous Delivery Choice courses. Courses which provide students with a choice of online/face-to-face or synchronous/asynchronous instructional delivery. These courses must assure that students receive the full instructional time of any traditional lecture or online equivalent course to meet the course learning outcomes irrespective of delivery method.

Studio courses. In studio courses representing music and theatre, each credit hour is equivalent to 1400 minutes of direct faculty instruction and a minimum of 850 minutes for studio class preparation.

Other courses. Student teaching, clinical experience, cooperative education, study abroad, internship, field placement, experiential learning activity, independent study, thesis, dissertation, non-contact courses, or other academic work which fit no other classification may receive credit if the work is performed under the supervision of and with approval from a member of the Faculty, with a formal written agreement noting the nature of the academic work, approved also by the appropriate academic program director, chair, or similar overseeing authority at a program-wide level. In this modality, each credit hour consists of no less than 2,250 minutes spent on approved work during the term of instruction. Specific curriculum/programs may require more hours in order to award one credit hour. Credit for these experiences may be determined in accordance with recommendations of a program's specific accreditor or applicable regulations.

Student Classifications

Students who are carrying 12 or more hours and have met regular or transfer admission requirements are classified as freshmen. Those students who have completed 28 hours are classified as sophomores. Students who have completed 60 hours of work are classified as juniors, and those having completed 90 hours of work are classified as seniors. Students who previously have completed a baccalaureate degree are classified as post-baccalaureates. Upper division level students are those students who are classified as juniors, seniors and/or post-baccalaureates. Any student who does not meet one or more of the above criteria for classification will be unclassified.

Summer Session(s)

York University offers a limited number of courses each summer. This provides opportunities to earn extra credit or remove deficiencies. All summer classes are online.

Internships

Internship courses are designed to help students learn and apply skills that are necessary to today's workplace. An internship experience can offer the important benefit of career exploration, be an excellent resume builder, and lead to a full time job, but it is important to remember that academic credit is awarded for the learning achieved, not for the work experience alone. The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices of your discipline, industry, career interests, or major by actively engaging in a hands-on, work-based, learning experience.

Students are eligible for up to six (6) credit hours toward their degree, however, only three (3) credit hours can be taken within a semester. Students taking the internship course twice must prove that they are engaging with a new experience within an organization (for example a new title or responsibilities) or serve with a new organization. Internships must be taken in the semester when a majority of the work is completed. Internships are graded pass/fail.

To be eligible for an internship a student must:

1. Be an undergraduate student who has completed 48 undergraduate credits.
2. Be in good academic standing at York University with a minimum of 2.0 GPA.
3. Have their primary advisor's approval to participate in the internship.
4. Have the Internship Coordinator's approval by submitting the proper paperwork.

Job/Internship Eligibility Requirements

1. Students may be paid for an internship, but may not receive internship credit for their ongoing job.
2. Students applying for internship credit at an organization where they are regularly employed must indicate on the application form how the internship work hours and duties exceed the normal job requirements and ensure that they have a distinct supervisor from regular job duties.

3. The experience must be an extension of the classroom.
4. Internships located with the help of Internship Coordinator through Handshake are preferred, but other internships can be considered.

Transfer of Credit

A student who has previously attended a recognized college should make an application for transfer of credit to York University. The student must request both the high school and any college(s) attended to send transcripts which include statements of status at the time of graduation or withdrawal. All transferred grades become part of the CUM GPA at York University (grades of "D" are accepted but they will not fulfill any course requirements in the student's major field of study). College transfers not meeting the required scholastic level will be placed on academic probation. A student admitted on academic probation must achieve the required GPA by the end of the first semester to be removed from probation. Failure to be removed from probation will result in suspension.

Students who transfer to York University with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree (not A.A.S.) completed from another college will be considered to have met the general education requirements for York University, excluding Bible courses, prerequisites for required courses, and any courses required by outside licensing agencies (NE Dept. of Education, etc.).

York University will accept a maximum of 90 semester-hours from accredited baccalaureate-degree-granting institutions and a maximum of 60 semester- hours from accredited junior colleges. A transfer student must take the final 30 semester-hours at York University. Transfer students are required to take some number of hours in Bible, not including Bible credit they transfer.

A transfer student who has a baccalaureate degree may obtain a different baccalaureate degree in another field by fulfilling the following requirements:

1. meet the residence requirement of taking the final thirty hours at York University,
2. complete all general education requirements, and
3. meet the specific requirements of the new degree program.

Note that Pell Grants are generally not available after a first bachelor's degree.

Articulation Agreements

York University is a charter signatory institution to the Nebraska Transfer Initiative, which guarantees, within the stipulations of the agreement, a block of general education courses for qualified students transferring between signatory institutions. For specific details, contact the YU Registrar or the appropriate advisor at your community college.

Since 1995, York University and Nebraska Christian College have agreed to a continuing articulation process which would allow graduates of NCC with Associate in Arts degrees to complete specific bachelor's degree programs with only two or three years of full-time study at York University. For further details, contact the Education Division at (402) 363-5696 if interested in teacher certification, the YC Registrar for all programs (including education), or the Academic Dean of Nebraska Christian College.

Engineering Dual Degree Program

Through the Dual Degree Natural Science Program, students can earn a Bachelor of Science in Natural Science from York University in conjunction with a Bachelor of Science from an ABET accredited engineering program at another university(i.e. partner institution). To earn the B.S. in Natural Science from York University students must: complete all the requirements

found in the Natural Science degree plan, complete an additional 24 hours approved by York University of their 120 required hours from a partner institution.

Most students will complete the upper-division coursework from our partner institution, the University of North Dakota (UND), which offers coursework through distance education. This allows students to complete both degrees from York University campus (students will travel to North Dakota during one summer to complete required labs, York University does not cover room and board during that time).

Each student will expect to receive personalized advising at York University regarding the requirements of a specific engineering field. The expected time to complete a Dual Degree program is 5 years. Since degrees vary from college to college, it is the responsibility of the student to check specific requirements at each college or university.

Due to the nature of the partnership, there are additional fees connected to the Engineering Dual Degree program. York University charges a \$75 per credit fee for each UND course and students are required to cover their UND textbooks.

Dual-Degree Program York University and Creighton University College of Nursing

The Program is a 3+1 program between Creighton and York University, in which a student who successfully completes the Program will earn a Bachelor of Science in Biology emphasis in Health Science from York University and a Bachelor of Science in Nursing degree from Creighton.

Admission Process.

Admission into the ABSN program at Creighton may be granted at the same time as admission to York University. Students who meet the criteria outlined in Exhibit A may be granted direct admission by York University into the Creighton 3+1 nursing program as a freshman. As long as the student satisfactorily completes all prerequisite courses within 3 years and maintains at least a 3.0 GPA, their seat in the nursing program will be guaranteed. Students who do not meet these initial admission criteria, or students who wish to transfer into the 3+1 nursing program later in their academic careers may apply directly to the Creighton College of Nursing. As part of the application process, students will provide the appropriate permission for York University to provide the necessary documents to support the student's application. Examples of such documents include the student's current transcripts from York University as well as transcripts from any other colleges or universities present in the record. Admission of transfer students will be considered on an individual basis. Acceptance of transfer students into the ABSN Program at Creighton shall be at the sole discretion of Creighton and the student's application does not guarantee acceptance.

Transfer students (or students seeking program admission at some point after admission as a freshman) who complete their applications and send their required academic credentials by April 1st shall receive a conditional decision from Creighton by May 1st.

Acceptances to the Program prior to the end of a student's junior year shall be conditional, with formal admission contingent upon the student's final grade point average, completion of all nursing prerequisite requirements and evidence that requirements for the York University degree will be satisfied prior to beginning the ANC Program. Students must provide Creighton documentation of the above prior to a final decision being made by Creighton. Final acceptance into the Program is contingent upon Creighton's issuance of a written statement confirming said acceptance. Students complete the Creighton ABSN Program in Grand Island.

Tuition.

Each student shall be responsible for paying the tuition and fees to the institution in which he or she is enrolled during the time enrolled and for complying with all of the policies and procedures of such institution. Once the student has entered Creighton as

a student, the student's tuition and fees will be paid to Creighton. Tuition for elective or supplemental courses to support either degree shall be paid to the institution providing the elective, irrespective of the site of offering

Criteria for Direct Admission into the 3+1 Program with York University and Progression into the Creighton University College of Nursing ABSN program

ADMISSION:

1. A student's minimum academic profile should be at least a 3.75 High School GPA

PROGRESSION:

To ensure a guaranteed seat in the Creighton University Accelerated Bachelor of Science in Nursing (ABSN) program the following is required:

1. Evidence of 3 years of collegiate academic achievement of at least a 3.0 grade average or higher on a 4.0 scale.
2. Completion of ALL prerequisite courses with a "C"(2.0) or above:
 - a. Statistics (3 semester hours)
 - b. Behavioral Sciences (9 semester hours)
 - i. General Psychology (3 semester hours)
 - ii. General Sociology or Cultural Anthropology (3 semester hours)
 - iii. Developmental Psychology (3 semester hours). This course should cover the lifespan. (Infancy through Old Age)
 - c. Bioethics or Ethics (3 semester hours). The application of ethical theories to contemporary problems of human life; emphasizes the process of making ethical/moral judgements.
 - d. Physical and Biological Sciences (18-19 semester hours)
 - i. Microbiology (4 semester hours)
 - ii. Inorganic/General Chemistry (4 semester hours) (cannot be an Introductory Chemistry, Survey of Chemistry or a combined General/Organic/Biochemistry course)
 - iii. Anatomy and Physiology (8 semester hours- This may be two combined courses or a human anatomy and a human physiology course)
 - iv. Nutrition (2-3 semester hours)
3. No more than two "C" grades in York University science courses (Grades in science courses need to be C (2.0) or higher (BIO 154 College Biology, BIO 313 Nutrition, CHM 214 College Chemistry I, CHM 224 College Chemistry II, BIO 314 Human Anatomy, BIO 324 Human Physiology, BIO 344 Microbiology, BIO 413 Genetics)
4. Criteria for admission for transfer students (or students seeking program admission at some point after admission as a freshman) will be evaluated on an individual basis.

Varsity Athletics

York University is a member of the Kansas Collegiate Athletic Conference (KCAC). The KCAC was established in 1890 and is the oldest conference in the United States.

Veteran Affairs Regulations

Students who are recipients of benefits through the GI Bill® (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)) are subject to all of the following regulations. Such students attending York University as full-time students must be enrolled for at least 12 semester-hours of courses each term. The Registrar keeps records of regular withdrawals from a course and contacts the instructor to determine the last date of attendance in any courses not completed and not officially dropped. The Registrar will receive early notice of any student not attending classes from instructors and from the attendance check made at Chapel. The Registrar shall keep records of each student's progress and conduct and will immediately notify the U. S. Department of Veterans Affairs if either one falls below the minimum standards of the university. All interruptions, terminations, dismissals, or changes of status will be promptly reported to the DVA. York University utilizes the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" for military credit recognition.

Veterans Benefits and Transition Act

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38, United States Code, Section 103, York University will not impose any penalties due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs on recipients of Chapter 31 and Chapter 33 VA Benefits. York University will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides York University a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33, and ending on the earlier of the following dates: 1) The date on which payment from the VA is made to the institution or 2) 90 days after the date the institution certified tuition and fees following the receipt of the COE (Certificate of Eligibility).

Additionally, York University will not require that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to York University due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation, or chapter 33, Post 9/11 GI Bill benefits, and has been verified by the school certifying official as benefit eligible. This requirement is limited to the portion of funds paid by VA."

Veteran's Standard of Progress

A veteran and/or eligible person must make satisfactory progress toward an approved educational objective leading to employment. Veteran and/or eligible person Standard of Progress will be determined utilizing the Satisfactory Academic Progress policy as listed in the university catalog consisting of overall grade point average, pace, program length, maximum time for completion, attendance and/or conduct.

Veterans Military Leave of Absence Policy

York University will allow enrolled members of the Armed Forces, including reserve components and the National Guard, to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces and will accommodate short absences for such services in the Armed Forces.

SCO Contacts

To receive assistance with your benefits, please contact the SCO campus staff: Jared Leinen (jaleinen@york.edu) or Dr. Michael Case (mlcase@york.edu).

Discrimination Policies and Procedures

York University does not discriminate on the basis of race, color, national or ethnic origin, gender, religion, or handicap in the administration of its educational policies, admissions policies, scholarship, loan, and other financial aid programs, athletic and other University-administered programs. Also, as required by Title IX of the Educational Amendments of 1972, York University does not discriminate on the basis of gender in its educational programs or activities or employment except where necessitated by specific religious tenets held by the institution and its controlling body. Inquiry regarding compliance with Title IX may be directed to any or all of the following:

1. Title IX Coordinator
2. Provost
3. Vice President for Student Development
4. Director of the Office of Civil Rights, U.S. Department of Education, Washington, DC 20053.

Student Formal Complaint Procedure

Students wishing to file a formal complaint with York University are to complete a Student Formal Complaint Form, available on PantherNET or from the Office of Student Development, located in Larsen House. The Office of Student Development forwards complaints to the appropriate area of campus to be addressed. This may include but not be limited to:

- The Provost
- The Vice President for Student Development
- The Registrar
- The Director of Financial Aid
- The Director of Student Accounts
- The Title IX Coordinator
- The Vice President of Athletics and Enrollment

Student Development will follow up with the student after the process has been completed.

Course Abbreviations

Applied Private Music	APM
Accounting	ACC
Agriculture	AGR
Art	ART
Bible	BIB
Biology	BIO

Business Administration	BUS
Chemistry	CHM
Computer Info. Systems	CIS
Communication	COM
Criminal Justice	CRJ
Computer Science	CSC
Computer Science	CSM
Cyber Security	CYS
Economics	ECO
Education, Special	EDS
Education	EDU
English	ENG
Earth Science	ESC
Experiancial	EXP
Finance	FIN
Geography	GEO
Greek	GRK
Graduate	FRS
Hebrew	HEB
History	HST
Informtion Technology	ITM
Learning Skills	LSK
Educatiom	MAE
Curriculum & Instruction	MCI
Management	MGM
Ministry	MIN
Org. Leadership	MOL

Marketing	MKT
Mathematics	MTH
Music	MUS
Natural Sciences	NSC
Physical Education	PED
Physical Science	PHG
Philosophy	PHI
Physics	PHY
Political Science	POL
Project Management	PMM
Psychology	PSY
Reading Education	RDG
Counseling	SCO
Social Emotional	SEL
Sociology	SOC
Spanish	SPN
York University Studies	YCS

Academic Programs by Department

Department of Bible and Ministry

The Bible and Ministry Department offers a Bachelor of Arts in Bible and Ministry with concentrations in Ministry, Youth and Family Ministry, Christian Counseling, and Worship Arts. It also offers a minor in Biblical languages as well as Bible (non-majors only) and Missional Christian Living (non-majors only).

Bachelor of Arts in Bible and Ministry

The purposes of the Bachelor of Arts Degree in Bible and Ministry at York University include: training ministers to serve congregations of the Churches of Christ, helping students develop good skills for interpreting and communicating the Bible, and preparing students for graduate level studies. The focus of study will be the Biblical text as the inspired Word of God through which God speaks to humankind.

Special features of the Bachelor of Arts in Bible and Ministry include:

- * A strong Biblical curriculum.
- * Strong support courses in ministry, doctrine, religious history, Biblical languages and philosophy.
- * An emphasis in Youth Ministry for the student whose basic intention is to focus on working with youth in local church settings. This emphasis will prepare students with courses in ministry, family studies, developmental psychology, and social structures. Biblical studies will provide an adequate foundation and tools for a balanced and productive ministry.
- * A summer intern program. Each Bible and Ministry major is required to spend at least one summer working with a congregation. This helps the student to learn various aspects of ministry outside the classroom.

To qualify for the Bachelor of Arts Degree in Bible and Ministry, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York University. Candidates for the degree must have a minimum cumulative grade point average of 2.00 in all general education and elective academic work presented for the degree. For courses taken in the Bible department, however, only grades of "C" or above will be accepted.

Admissions Requirements: *Transfer from Schools of Preaching*

Students seeking admission to the Baccalaureate programs in Bible must meet all admission requirements of York University. Graduates from "Schools of Preaching" may apply for up to 60 hours of transfer credit. Interested persons should contact the Department.

The Bible & Ministry Department offers the following majors/concentrations programs:

1. Bachelor of Arts with majors in:

- Bible & Ministry (Concentrations in:)
 - Youth and Family Ministry Concentration
 - Christian Counseling Concentration
 - Worship Ministry Concentration
 - Ministry Concentration

Department Learning Outcomes

1. The learner will demonstrate an understanding of the Bible that illustrates a discerning use of Scripture.
2. The learner will demonstrate an understanding of the practices of nurturing Christian faith for self and others.
3. The learner will demonstrate an understanding of the essential components of ministry to the church and world.
4. The learner will demonstrate an understanding of the essential components of ministry to youth and families in the contemporary world.
5. The learner will be able to provide Christian counsel promoting individual and family flourishing.
6. The learner will be able to plan and lead worship for church.

Department of Psychology

The Division of Professional Programs offers the Bachelor of Science degree with majors in Psychology and Criminal Justice. To qualify for a Bachelor of Science degree, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York University. Candidates for a degree must have a minimum grade point average of 2.00 in all general education and elective academic work presented for the degree. For courses required by the Department of Psychology and/or the Department of Criminal Justice, however, only grades of "C" or above will be accepted.

The Psychology Department offers the following majors/concentrations programs:

1. Bachelor of Science with majors in:

- Psychology

Department Learning Outcomes:

1. The learner will identify features of the major theoretical perspectives within Psychology.
2. The learner will develop an understanding of research methods used within Psychology, and use critical thinking skills to evaluate the findings.
3. The learner will be able to identify and apply psychological principles within real-world situations.
4. The learner will have a clear understanding of career options in their field. Those who wish to pursue postgraduate studies within the field will have the foundation necessary to successfully continue their education.
5. The learner will be able to communicate effectively through writing and presentations in order to demonstrate learning through research.

Department of Criminal Justice

The Division of Professional Programs offers the Bachelor of Science degree with majors in Psychology and Criminal Justice. To qualify for a Bachelor of Science degree, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York University. Candidates for a degree must have a minimum grade point average of 2.00 in all general education and elective academic work presented for the degree. For courses required by the Department of Psychology and/or the Department of Criminal Justice, however, only grades of "C" or above will be accepted.

The Criminal Justice Department offers the following majors/concentrations programs:

1. Bachelor of Science with majors in:

- Criminal Justice

Program Learning Outcomes:

1. The learner will identify and demonstrate a working understanding of the major components of the criminal justice system (law enforcement, courts, and corrections).
2. The learner will demonstrate a basic knowledge of procedural and evidentiary rules and the relationship between procedural and substantive law.
3. The learner will understand and analyze legal concepts and terminology in substantive and procedural areas of criminal justice.
4. The learner will apply criminal justice/criminological concepts and theories to real life applications in the field of criminal justice.

E.A. Levitt School of Business (Department of Business)

Bachelor of Business Administration (BBA)

The Business Department consists of the School of Business (including the areas of accounting, administrative management, ag business, and sports management). In 1979, York University's business school was named the E. A. Levitt School of Business in

honor of a long-time friend of York University. Elijah A. Levitt, LL.D., was a prominent local businessman who generously contributed to the growth of the community and of York University. The School of Business offers the Bachelor of Business Administration degree with majors and concentrations in the areas of accounting, administrative management, agriculture, and sports management. The Business Department cooperates with the Education Department to offer the B.A. in Business Education 7-12 basic business subject endorsement and with the Humanities Department to offer the B.A. with a major in Business Communication.

The mission of the Levitt School of Business is to encourage academic excellence for our undergraduate students within a Christ-centered community of educators. The faculty are empowered to aid in developing ethical, knowledgeable, competent, and productive business professionals. We strive to support this to further the York University mission of providing a superior educational experience through Christian principles transforming and equipping our students for lifelong service.

The Business Department offers the following majors/concentrations programs:

1. Bachelor of Business Administration Degree with majors in:

- Accounting
- Business Administration (Concentrations in:)
 - Administrative Management Concentration
 - Sports Management Concentration
 - Business Agriculture Concentration

Department Learning Outcomes

1. The learner will acquire foundational business knowledge necessary to be competent and productive business professionals while demonstrating business acuity through the application of business language, methodologies, and functions in today's business environment.
2. The learner will develop critical thinking skills, oral and written communication skills, analytical skills, and technological skills for business application.
3. The learner will weigh ethical principles in the business environment.
4. The learner will demonstrate an ability to integrate the concepts of the core areas of business and management concepts while making business decisions.
5. The learner will analyze sports marketing problems and offer critically based recommendations and solutions
6. The learner will demonstrate an understanding of financial information including its organization, analysis, and reporting sufficient to aid in business decision making.
7. The learner will be able to recognize and examine the relationships between inputs and outputs in their agricultural field to make effective and profitable decisions.

Baccalaureate Degree Requirements

Each Bachelor's degree requires a total of at least 120 hours, 36 of these hours must be upper division hours, with GPAs of at least 2.00 overall, at least "C" grade in each business course, and at least 2.00 in any major and minor. If course requirements for the intended major(s)/minor(s) overlap, other business courses must be taken as substitutes with the approval of the Department Chair.

Department of Education

The York University Teacher Education program is state and nationally accredited through Nebraska and CAEP (Council for Accreditation of Educator Education). The teacher education program is a program that students are accepted into in order to meet state and national requirements. Students can choose from the following education majors:

Elementary Education (K-8th)

Physical Education (K-12)

Special Education (K-12) or Special Education add on endorsement

Vocal Music Education (K-12)

Secondary Education (7th-12) in the following areas: Business, History, Language Arts, Mathematics, English, and Social science.

Add on endorsements are available in Speech, Theater, Coaching

Program Goals:

The York University Education Department goals are the InTASC standards. The InTASC standards were developed to serve as a resource for candidate education programs, candidates, and others as we develop policies and programs to prepare, license, support, evaluate today's candidates. (<http://www.ccsso.org>)

The program goals for the candidate education candidates can be described into four main areas: the learner and learning, content knowledge, instructional practices, and professional responsibility. The program goals are assessed during the candidates freshman, sophomore, junior, and senior year. They are assessed through a candidate interview, observation of teachings, and portfolios.

Standard #1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

Standard #7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of

content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Requirements:

Students will complete the following before official entrance into the program:

2.75 cumulative collegiate GPA

At least a 'C' in education and content courses

Completed Teacher Education Application for Admission form

Completed Felony/Misdemeanor Statement

Completed Teacher Education Health form

Documented proof of a minimum of 60 semester hours of credit with a cumulative GPA of 2.75 or above

Documented proof of successful completion (C or above) of each of the following courses:

o COM 113 Basic Speech

o ENG 113 English Composition I

o EDU 103 Introduction to Education

o ENG 123 English Composition II

Satisfactory scores on Basic Skills Competency: Core Academic Skills for Educators:

Passing Scores

o Reading 156

o Math 150

o Writing 162

o Favorable recommendation from three YC Professors

o Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios

o Average of 2.0 or above (4 point scale), and a successful rating by panel members on the Candidate Interview

Embedded within the program is a minimum of 100 hours working with K-12 students. During the last semester of each program, the student will complete a semester-long student teaching experience. The student will take the Praxis II at this time in order to certify for teaching.

The Education Department reserves the right to accept or deny any education coursework from other institutions. The Introduction of Education course at York University is a course that is specific to the York University Teacher Education Program that has embedded observation hours, disposition assessments, portfolio, and an education interview that is required for all education majors.

Division of Arts and Humanities

The arts and humanities division is dedicated to helping students achieve their full potential, and offer a supportive learning environment with high professional standards, small classes and hands-on practical experience.

The division is comprised of the Departments of English, Communication & Speech, History, and Music.

The general education components from these departments are dedicated to helping each student at York University better appreciate and understand expressive communication.

For those majoring in the division, the faculty is passionate about exploring the body-mind-spirit connection, and is committed to preparing you for both your artistic and academic futures. Faith and learning are integrated in such a way as to prepare you for life, not just your profession.

Specific Requirements: Total credits must be at least 120 with a cumulative GPA of 2.000 or better. Upper division hours must total at least 36. The major and minor must each have GPA's of 2.000 or better. Grades in each major and minor must be at least "C".

Department of Communication

Bachelor of Arts in Communication

A degree in communication is designed to provide students with a balance of communication theory and practical application through simulation and actual presentation. Students may choose to emphasize in Strategic and Corporate communication, theatre, or Media and Film communication. The study of communication is both scientific and aesthetic. Students are given the knowledge to both create and appreciate more completely the different aspects of communication. A degree can increase student knowledge in interpersonal communication, organizational communication, small group communication, public communication, mass communication, public relations, advertising, and performance communication. A degree in communication will also help students who want to branch out into other areas such as law, ministry, medicine, business, politics, mass media, negotiation, consulting, theatre, and social services. The degree can also prepare a student for admission to graduate school.

The Communication Department offers the following major/concentrations programs:

1. Bachelor of Art Degree with majors in:

- Communication (Concentrations in:)
 - Media & Film Studies Concentration
 - Strategic & Corporate Communication Concentration
 - Theatre Concentration

Department Learning Outcomes:

1. The learner will be exposed to the theories and principles of communication/business found within the major disciplines of communication/business.
2. The learner will show the ability to use communication-writing styles.
3. The learner will develop and use skills found in the disciplines of communication and business.
4. The learner will integrate faith with communication and business..
5. The learner will be able to identify the theories and principles of theatre performance and technical theatre.
6. The learner will be able to identify the theories and principles of speech presentation and writing.

Theatre Minor (18 hours): COM 173, COM 312, COM 322, COM 342, plus 3 hours from the following: COM 398A, COM 398B, COM 398C, COM 398D, COM 398E, and 3 hours from any theatre lab (Performance, Technical, or Directing).

Communication Minor (18 hours): COM 273, 3 hours of COM at the sophomore level, plus 12 upper-division hours of COM classes. SPECIFIC REQUIREMENTS:

Total credits must be at least 120 with a cumulative GPA of 2.000 or better. Upper division hours must total at least 36. The major and minor must each have GPA's of 2.000 or better. Grades in each major and minor must be at least "C".

Department of Music

Bachelor of Music in Vocal Performance

Courses in the artistic, practical, and scholarly veins of music seek to prepare students for confident and competent entry into the fields of music performance and music education. Students may select a degree plan tailored to Vocal Performance or Vocal Music Education (K-12), or both. These programs are designed to prepare students for either graduate school, or their initial professional experience. Our graduates are successful in the public schools, graduate school, and in their private studios. The music department is passionate about exploring the body-mind-spirit connection that exists, and faith and learning are integrated to prepare you for life, not just your profession. Each degree requires an overall grade point average (GPA) of at least 2.00 on at least 120 semester hours of credit, and a minimum of 36 upper-division (junior/senior) semester hours. Courses presented to meet requirements for the major must have grades of at least "C". There is no minor required.

Department Learning Outcomes

1. Students will be able to demonstrate music theory/ear training competencies.
2. Students will be able to demonstrate an understanding of instrumentation, and arranging for the instrumental and choral setting.
3. Students will be able to demonstrate foundational concepts in music literature, world music, and music history.
4. Students will be able to demonstrate proficiency in applied music areas.
5. Students will be able to demonstrate skills and competencies necessary for conducting, rehearsing, classroom teaching, and ensemble public performing.

Department of English

The immediate objective of the English program is to enable students to write and communicate effectively at the college level. By teaching composition, literature, creative writing, and critical thinking skills, the department seeks to provide students with skills and tools, insights and perspectives that will enable them to research and write well in all the courses they take across the curriculum, especially in their major fields of study.

The broader objective of the English Department is to help students write and communicate effectively in a wide variety of occupations. Reading good literature increases students' appreciation of the history, cultural and social background, and human values found in their literary heritage. Reading diverse literary works exposes students to diverse world views, requires them to develop critical thinking skills, and broadens their cultural background. Writing in a variety of genres allows students to communicate across cultural divides instead of remaining insular, limited to their own personal life experience.

The long-term objective of English studies is to transform students into citizens who will lead productive and satisfying lives. An emphasis in writing allows for expression of the human experience, creating connections and building community while

enacting social change, or producing professional work in collaboration with others. Reading literature gives wisdom and insight into the human condition: it raises the great moral and spiritual questions of the ages; it challenges our values and stretches our thinking; it nurtures our understanding, our compassion, and all that is highest and best in us; it helps us feed our souls as Christians.

Programs in English

Some English students use their degree as immediate preparation for a career in education. For those wishing to pursue a teacher education program, the English Department works with the Department of Education to offer an English Education major that prepares students for teaching at the middle and secondary levels.

Many students in the English program choose the writing concentration of Professional and Media Writing to prepare for careers in publishing, technical writing, or the many divergent areas of professional or media writing. Others approach English through the literature focus, seeking Literacy and Cultural Studies as their path towards a pre-professional degree in law, medicine, business, or communications. Law schools, medical schools, and businesses have seen the proven value of the intellectual training and the communication skills that the mastery of writing and study of literature provides, so they actively recruit graduates with English degrees. The principles and techniques of rhetoric, grammar, and usage equip students to think and communicate effectively, regardless of the vocational niche they occupy. The York University Department of English also provides a strong background in literature and writing for those who wish to pursue graduate studies in English for teaching in higher education.

The English Curriculum

All students must fulfill the freshman composition requirement as part of their liberal arts core education requirements. In addition, to fulfill the artistic expression and critical appreciation requirement, all students must take at least one literature class. Beyond the liberal arts core education requirements, the English Department offers a wide variety of upper-division writing and literature courses covering several areas: linguistics and history of the English language; young adult literature, film as literature, English literature, American literature, multicultural literature, African American literature, and world literature; various literature genres (drama, poetry, short stories, novels); nonfiction writing, technical writing, written journalism, and creative writing; and literary criticism and critical theory. Students choose to take a sequence of courses in the concentration of their selection, focusing on writing or literature for their future careers. Many students incorporate both concentrations into their degree, providing a broad base of training and practical experience for the fast changing 21st century job market.

The English Department offers the following major/concentrations programs:

1. Bachelor of Art Degree with majors in:

- English (Concentrations in:)
 - Literacy & Cultural Studies Concentration
 - Professional & Media Writing Concentration

Department Learning Outcomes:

1. The learner will read and analyze literature in a variety of genres.
2. The learner will produce collegiate-level writing.
3. The learner will demonstrate understanding of the various contexts (e.g. social, political, cultural, and historical) that influence literary and other texts.
4. The learner will produce writing that implements principles and techniques required in professional and creative writing.

5. The learner will create polished writing for media or professional contexts.

A baccalaureate degree in English requires an overall grade point average (GPA) of at least 2.00 on at least 120 semester-hours of credit, a minimum of 36 upper-division (junior/senior-level) semester-hours, and at least a 2.00 GPA in English. Courses presented to meet requirements for the major must have grades of at least "C".

Department of History

Bachelor of Arts in History

The degree program is designed for students wishing to earn a Bachelor of Arts degree with a major in history. The program hopes to present to the student of history a clearer picture of the political, economic, spiritual and social forces which have plotted the course of human history, marked the path of our western heritage, and comprised the events which formed our American experience. Students wishing to complete a pre-professional baccalaureate degree program which will prepare them for further academic pursuits in related fields, including, but not limited to, law or government service, should consider this program. The B.A. with a major in history will also prepare the undergraduate for admission to graduate school. Students who plan to teach history below the collegiate level must complete the requirements for certification in education and endorse in history.

Department Learning Outcomes:

1. The learner will apply his/her understanding of history and historically-based topics and communicate these through their writing.
2. The learner will be able to analyze and evaluate historical writing, both primary and secondary, using critical thinking skills.
3. To develop an understanding of the reasons for studying history and of the relationships between the past and the present.
4. The learner will analyze the sometimes complex cause-and-effect relationships of ideas and events, recognizing also the effects of the accidental and irrational on history.

SPECIFIC REQUIREMENTS: Each baccalaureate degree requires an overall grade point average (GPA) of at least 2.00 on at least 120 semester-hours of credit, a minimum of 36 upper-division (junior/senior) semester-hours, and a grade of at least "C" in each course required for the major. The student must meet all the general education requirements listed below.

Division of Natural Sciences and Mathematics

Departments of Mathematics and Science

The programs in the Department of Natural Sciences and Mathematics are designed to give the students an awareness of the world in which we live and the responsibilities that we have as inhabitants of this world. The various departments strive to develop in their students an appreciation for our scientific heritage and for the value of science and mathematics as processes that are useful to our understanding of our world and ourselves. A foundation is provided for those students pursuing pre-professional programs or planning careers in a science or science-related field. A Bachelor of Science is available in Biology. Bachelor of Science degrees are available in Mathematics, and with secondary field endorsements in Mathematics Education. Any of these bachelor's degree programs can be obtained with a Pre-Professional, Health Sciences, Chemistry, and/or General Biology Emphasis.

The Mathematics & Science Department offers the following major/concentrations programs:

- Bachelor of Science Degree with majors in:

- Biology (Concentrations in:)
 - Chemistry Concentration
 - Exercise Science Concentration
 - General Concentration
 - Health System Concentration
 - Pre Professional Concentration
- Computer Science
- Cyber Security
- Natural Science
- Bachelors of Art Degrees with majors in:
 - Mathematics

Mathematics

Department Learning Outcomes:

1. The learner will demonstrate the skills necessary to enter mathematics-related careers and graduate programs.
2. The learner will exhibit baccalaureate-level proficiency in differential and integral calculus, statistics, probability, linear algebra, abstract algebra, real analysis, topology, differential equations, logic, set theory, and number theory.
3. The learner will show proficiency in the art and meaning of mathematical communication, especially as exhibited through the construction and interpretation of mathematical proofs.

Biology

Department Learning Outcomes:

1. The learner will demonstrate safe and appropriate laboratory techniques such as: proper use of microscope, effective use of pipetting, filtrate, titrate, prepare media, practice sterile techniques, staining process, purify enzymes, centrifuge, and blotting techniques.
2. The learner will understand core concepts of Biology, such as cellular structure and function, information transfer and gene expression, energy information, and biology of organisms and their symptoms.
3. The learner will be able to compile peer-reviewed journals, articles, scientific reports, data and scientific theory, concerning a current biological question, into a scientific presentation and paper in which they explain the data and theory at a professional level.
4. The learner will be prepared for entrance into the career field of study or graduate school or professional program in the biological sciences.
5. The learner will understand positive and negative physiological adaptations associated with both sedentary and physically active life styles, and how these adaptations affect health, wellness, and physical activity.
6. The learner will understand cellular metabolic pathways and the regulation of key enzymes in those pathways.
7. The learner will understand how the environment influences plant growth and crop yields and ways to modify the environment to improve plant growth and yields.
8. The learner will develop general knowledge in the biological sciences, including the fields of physical science, life science, animal science or plant science.
9. The learner will understand and analyze biological, chemical, and/or physical systems and their connections.

Natural Science

Department Learning Outcomes

1. The learner will evaluate and investigate scientific content in a manner consistent with adequately written and verbal communication.

2. The learner will understand and analyze biological, chemical, and/or physical systems.
3. The learner will demonstrate safe, responsible, and ethical laboratory techniques.
4. The learner will be prepared for entrance into the field, or graduate school, or professional programs.

Computer Science & Cybersecurity

Department Learning Outcomes

1. The learner will be exposed to and develop proficiency in a variety of programs including Python, Django, HTML5, CSS3, Javascript, C, and MySQL.
2. The learner will develop an understanding of the functions of a computer such as how hardware works and how a compiler communicates information.
3. The learner will understand how to use data structures and algorithms and how to apply them to real life situations.
4. The learner will develop an understanding of product launching and lifecycles.
5. The learner will be able to identify and investigate threats and vulnerabilities in computer systems and gain the tools and resources to effectively address them.
6. The learner will be prepared for national exams such as the CCFE and CEH exam.

Degree Requirements

To qualify for a degree in the departments of mathematics and science, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York University. Candidates for a degree must have a minimum grade point average of 2.00 in all general education and elective academic work presented for the degree. For courses taken in the major field, however, only grades of "C" or above will be accepted. At least 36 upper level hours are required.

Pre-Professional Programs

Students who have decided upon a cultural or occupational goal should consult with their advisor so that a curricular plan which best meets their goal can be selected. Some of the many possible special-interest and pre-professional course patterns are described on the York University website. Other patterns not specified may also be available: contact the Registrar for details.

Course Descriptions

Accounting

ACC 213. Accounting Principles I. *3 hours credit, every fall*

An introduction to accounting principles and to the process of recording financial data and preparing periodic financial statements. Accounting for a sole proprietorship, for a merchandising firm, and payroll are emphasized.

ACC 223. Accounting Principles II. *3 hours credit, every spring*

This is the second term of the traditional accounting principles sequence. The emphasis continues to be on the application of generally acceptable accounting principles to the recording and reporting of financial information, the underlying theoretical foundations of accounting, and the analytical skills needed by business and accounting students. Introduces the statement of cash flows and financial statement analysis, and cost processes. Prerequisites ACC 213

ACC 303. Accounting Internship. *3 hours credit, on demand*

Provides students with an opportunity for practical application under the direct supervision of a certified public accountant in an accounting firm. Prospective interns are screened by the department and supervising employer. Co-/Prerequisite: ACC 313 or consent of department's intern coordinator. Cross listed as EXP 303.

ACC 313. Intermediate Accounting I. *3 hours credit, fall*

General objectives and principles of financial accounting with emphasis on accounting for assets and statement presentation. Special consideration is given to the Financial Accounting Standards Board conceptual framework. Prerequisite: 223.

ACC 323. Intermediate Accounting II. *3 hours credit, spring*

A continuation of its prerequisite 313. Study of generally accepted accounting principles related to liabilities and capital, financial statement analysis, statement of changes in financial position, price level accounting, and leasing transactions.

ACC 333. Accounting Information Systems for Management. *3 hours credit, fall.*

A comprehensive study of organizational needs for information and an introduction to the integrated management information system. Information is studied as an organizational resource. Concepts underlying the analysis, design, use, control, and audit of accounting information systems will be studied. The class will look at several examples of accounting systems, and each student will get an in-depth look at one system. Emphasis is placed on current issues and developments in the field. Prerequisites: ACC 223

ACC 353. Cost (Management) Accounting I. *3 hours credit, fall*

A study of accounting practices relating to manufacturing operations. Topics include job order, process accounting, standard cost systems, break-even analysis, variances, cost-volume-profit analysis, and budgeting. Prerequisite: 223.

ACC 413. Advanced Financial Accounting I. *3 hours credit, odd years, fall*

Accounting for alternative forms of business expansion with emphasis on consolidated statements. Topics include partnerships, business combinations, consolidated financial statements, foreign operations, and segment reporting. Prerequisite: 223.

ACC 423. Fundamentals of Auditing. *3 hours credit, spring*

Study of auditing theory and procedures. The nature of auditing, internal control systems, auditing techniques and evidence, audit working papers and reports, and professional ethics and independence are emphasized. Prerequisite: 223.

ACC 433. Income Tax I. *3 hours credit, odd years, fall*

Study of federal income tax law and procedures primarily as they pertain to individuals. Topics include gross income, exclusions, personal and business deductions and credits, preparation of tax returns, and tax planning under current law. Prerequisite: 223.

ACC 443. Income Tax II. *3 hours credit, even years, fall*

A continuation of the study of the federal income tax as it relates to corporations, partnerships and fiduciaries. Also included is the study of more specialized income tax problems and the federal social security, estate and gift taxes. Prerequisite: 433.

ACC 453. Cost Accounting II. *3 hours credit, on demand*

Additional study in the development of cost and managerial accounting data for use in planning, control and decision-making by managers. Covers incremental costs, flexible budgeting, capital budgeting, inventory models, decision-making behavior under uncertainty, learning curves and determination of cost. Prerequisite: 353.

Agriculture

AGR 223. Introduction to Precision Ag. *3 hours credit, on demand*

Overview of technology available for implementation of a comprehensive precision agriculture program. Topics include computer, GPS, sensors, mechanized soil sampling, unmanned aerial vehicles (drones), variable rate control system, yield

monitors and postharvest processing controls. Application of precision agriculture in crop planting, tillage, planting, chemical applications, harvesting and post harvesting processing.

AGR 343. Farm and Ranch Management. *3 hours credit, on demand*

This course provides students with tools needed to measure management performance and financial condition of the farm business. It develops decision-making skills in planning, organizing, directing, and controlling farm business. Topics such as farm recordkeeping and accounting system, financial statement analysis, investment analysis, crop and livestock enterprise budgeting and analysis, risk management, income tax management, and machinery management are discussed.

AGR 423. Agricultural Marketing and Finance. *3 hours credit, on demand*

The purpose of this course is to provide students with the understanding and knowledge related to agricultural marketing issues, market structure, behavior and performance including futures market and market game theory. This course prepares students who plan to manage or seek employment in the agribusiness industry. Upon completion of the course, the student should be able to (independently) understand the functions and importance of the agricultural marketing system, develop an understanding of the basic working of the functions and importance of the agricultural marketing system, develop an understanding of the basic working of the futures markets for speculators and hedgers, develop and apply basic micro and macro-economic concepts to explain market behavior, use analytical tools to understand the market forces that affect prices, and use these tools to evaluate markets and agricultural commodity prices.

Applied Private Music

APM 111, 211, 311, 411. Private Piano Instruction. *1 hour credit, fall, spring*

Private piano lessons allow a student one 30-minute lesson per week with a trained professional in a 1:1 setting. Each course may be taken twice for credit. Each additional course requires a higher level of performance. Special fees are required for each registration.

APM 141, 241, 341, 441. Private Voice Instruction. *1 hour credit, fall, spring*

Private voice lessons allow a student one 30-minute lesson per week with a trained professional in a 1:1 setting. Each course may be taken twice for credit. Each additional course requires a higher level of performance. Special fees are required for each registration.

APM 352. The Voice and Vocal Production. *2 hours credit, Fall odd*

A study of the anatomy of the vocal mechanism, its inner-workings, components and functions. In addition, the influence of images on vocal production will be explored. Prerequisite: four semesters of private voice instruction or permission of the instructor.

Art

ART 203. Art Appreciation. *3 hours credit, on demand*

A survey of the visual arts emphasizing understanding and critical evaluation.

ART 263. Introduction to Graphic Design. *3 hours credit, on demand*

An introduction to the best graphic techniques including typography, layout, illustration, and logos.

ART 313. Teaching Art in the Elementary and Middle Grades. *3 hours credit, on demand*

Overview of child and adolescent development in art; theory, techniques, materials, and activities appropriate for elementary and middle school art instruction; designed to prepare the specialist or the non-specialist to teach art to elementary/middle school students.

ART 333. Art History. *3 hours credit, on demand*

A survey of art and architecture from prehistoric times through the Gothic and Neoclassical periods to the contemporary period.

Biblical Languages

GRK 214. Elementary Greek I. *4 hours credit, on demand*

An introductory study of the Greek of the New Testament.

GRK 224. Elementary Greek II. *4 hours credit, on demand*

A continuation of Greek 214, which is prerequisite.

GRK 313. Greek Readings I. *3 hours credit, on demand*

Reading of Johannine and other selected materials with a review of Greek grammar and an emphasis upon syntax. Prerequisite: 224.

GRK 413. Advanced Greek Readings. *3 Hours credit, Fall, on demand*

An advanced study of Greek grammar and syntax and their contributions to exegesis of the Greek New Testament. The course will focus on different books of the New Testament.

HEB 314. Elementary Hebrew I. *4 hours credit, on demand*

An introductory study of the Hebrew language.

HEB 324. Elementary Hebrew II. *4 hours credit, on demand.*

A continuation of 314, which is prerequisite.

HEB 334. Hebrew Readings I. *3 hours credit, on demand*

Reading of selected materials with a review of Hebrew grammar, vocabulary, and syntax.

HEB 434. Advanced Hebrew Readings. *3 hours credit*

An advanced study of Hebrew and syntax and their contributions to exegesis of the Hebrew Bible. Selected passages will be studied. An introduction to Textual Criticism will also be included.

Biblical Studies

BIB 121. Story of Jesus. *2 hours credit, fall*

A study of what the four Gospels, with an emphasis on the Gospel of Luke, reveal about the life and message of Jesus, the redemptive work in God's larger purpose, and how disciples live out the story of Jesus in their own lives.

BIB 132. Story of the Church. *3 hours credit, spring*

A study of the development of the early church from Jesus' ascension to the end of the New Testament period, with an emphasis on the book of Acts. The purpose is to understand the beliefs and practices of the early church as well as their relevance for the life of the church today.

BIB 232. Story of Israel. *3 hours credit, fall*

A historical survey of the Old Testament period, with special emphasis on God's redemptive purpose in relation to the coming of Christ.

BIB 242. Christian Faith and Life. *3 hours credit, spring*

This course is designed to help students understand the major tenets of the Christian faith and to see how these major beliefs are lived out in the world. Emphasis will be placed on encouraging students to develop a rule of life.

BIB 253. Teaching Scripture. *3 hours credit, odd years, spring*

A course that helps students move from their own understanding of the message of the Bible to communicating it to others in a way that helps them understand, receive, and respond to it. Emphasis will be given to the theory and practice of teaching, principles of learning, and the organization of planned learning experiences within the church.

BIB 263. Advanced Biblical Research. *3 hours credit, odd years, fall*

This course introduces students to the art of biblical research by equipping them to use a plethora of tools (commentaries, Bible software, print books, online resources, etc.) to research biblical texts.

BIB 273. Communicating the Gospel. *3 hours credit, even years, spring*

A study of what the "good news" of Jesus Christ is as articulated in Scripture and understood in the ancient world. Attention will be given to how this gospel was proclaimed in the ancient world with the purpose of analyzing how the gospel can be creatively articulated today in various cultural contexts.

BIB 303. Story of Global Christianity. *3 hours credit, even years, spring*

A survey of the global development of Christianity from the first century down through the centuries until our modern day giving emphasis to the North American context while also paying attention to its development around the world. Students are encouraged to assess their own ecclesial legacies and Christianity's contemporary situation in light of its global history.

BIB 313. Wisdom and Poetry of the Old Testament. *3 hours credit, odd years, spring*

An introductory study of the Psalms, Proverbs, Song of Songs, Lamentations, Ecclesiastes, and Job in the light of their ancient Near Eastern setting and their continuing significance today.

BIB 323. Mission of God. *3 hours credit, odd years, fall*

A study of how Christian Scripture witnesses to God who created the world, deeply cares for the world, is active in the world, and has a purpose for creation. The course will explore a missional interpretation of Scripture. It will also examine how the biblical text bears witness to God's mission and how it calls and equips Christians and Christian communities to participate in God's mission.

BIB 333. The Synoptic Gospels. *3 hours credit, online course only*

A study of Matthew, Mark, and Luke in the light of the similarities and differences in their presentations of the life and teachings of Jesus.

BIB 343. Faith and Film. *3 hours credit, even years, spring*

This course is designed to help students critically analyze movies, particularly from a theological perspective. What does this movie say about the meaning and purpose of life, about good and evil, about God and humanity? This course includes viewing several movies, both in and outside of the classroom setting.

BIB 344. Creation Care. *3 hours credit, odd years, fall*

This course is designed to be a biblical theology of the theme of God's creation spanning the Old and New Testaments. This course seeks to study the major questions of the biblical story, namely, "Who are we?"; "What is our purpose?"; and "How are we to relate to God's world?". This course will emphasize the importance of a biblical theology of creation for our present day.

BIB 353. Theology of Worship. *3 hours credit, even years, fall*

This course explores the historical, biblical, and theological foundations of Christian worship as a forum for discussing contemporary trends in corporate worship. The contemporary tension over worship is set against the historic traditions of Christian worship from the early church through the present. Biblical materials are surveyed, and a theology of Christian worship is developed and applied.

BIB 363. Business as Mission. *3 hours credit, odd years, spring*

This course seeks to familiarize students with the concept of Business as Mission (BAM) and expose students to various models of BAM. Students will gain an understanding of how kingdom values are integrated into the workplace in our culture and how transferable models can be designed for reaching the world through "business as mission(s)."

BIB 373. The Prophets of Israel. *3 hours credit, even years spring*

A study and comparison of the messages of the prophets of Israel. Attention will be given to their historical settings and their message for today. Prerequisite: General Education courses for Bible

BIB 383. Introduction to Theology. *3 hours credit, odd years, fall*

An introduction to the teachings of the Bible on topics such as God, Christ, Mankind, the Church, Redemption, Eschatology, and Christian Evidences.

BIB 393. The Life and Letters of Paul. *3 hour's credit, odd years, fall*

A study of the life and letters of the apostle Paul. The course will focus on important developments in Paul's life and his work with several New Testament churches. We will study his letters to those churches and the continuing influence of his message for today. Prerequisite: General Education courses for Bible.

BIB 413. Spiritual Formation for Ministry. *3 hours credit, odd years, spring*

Christian spiritual formation is the process of being conformed to the image of Christ for the sake of others. This course identifies how God utilizes Scripture, people, contexts, literature, spiritual disciplines, and events to transform believers into Christ likeness.

BIB 423. Message of the Old Testament. *3 hours credit, even years, fall*

Principles, resources, and methods essential for understanding what Old Testament texts said to their original audiences and for making application to modern audiences. Special attention will be given to an examination of significant sections of the Old Testament text which are illustrative of each genre of Old Testament literature.

BIB 432/433. The Gospel of John. *3 hours credit, even years, spring*

A detailed study of the book in the light of its first century setting. Special attention will be given to its interpretation of Jesus' life and ministry. The focus will be on its value for the first century Christians and its continuing value for today.

BIB 463. Revelation. *3 hours credit, even years, fall.*

This course is designed to be a detailed study of the book of Revelation giving special attention to its literary genre, historical background, and theological themes. Special emphasis will be given to hermeneutical issues related to interpreting apocalyptic literature. The course will also discuss the important question of applying the book in our present day.

BIB 473. Biblical Interpretation. *3 hours credit, odd years, fall*

An examination of the history and principles of biblical interpretation.

BIB 483. Message of the New Testament. *3 hours credit, odd years, spring*

Principles, resources, and methods essential for understanding what New Testament texts said to their original audiences and for making application to modern audiences. Special attention will be given to an examination of significant sections of the New Testament text which are illustrative of each genre of New Testament literature.

Biology

BIO 113. General Biology. *3 hours credit fall*

A survey course in biology primarily for those in a non-science major. Topics of study include, but are not limited to: basic biochemical principles, the cell, Mendelian genetics, plant systems, animal systems, human biology, and developmental biology.

BIO 154. College Biology. *4 hours credit (3 lecture, 1 laboratory), fall & spring*

A survey course in biology primarily for those majoring in science, education, or psychology. Topics of study include, but are not limited to: basic biochemical principles, the cell, Mendelian genetics, plant systems, animal systems, ecology, evolution, human biology, and developmental biology. 3 hours per week of lecture and 2 hours per week of laboratory.

BIO 224. General Zoology. *4 hours credit (3 lecture, 1 laboratory), spring*

Introductory study of the animal kingdom with emphasis on taxonomy, morphology, and life cycles of typical representatives of the animal phyla. Three hours of lecture and one laboratory/field trip per week.

BIO 244. General Human Anatomy and Physiology. *3 hours credit odd years spring*

An application based study of human anatomy which develops a basic understanding of the structure and function of the human body, its organ systems, and their interactions. We will also focus on nutrition, metabolism, and growth and development.

BIO 234. General Botany. *4 hours credit (3 lecture, 1 lab), even years, fall*

An introductory survey of the plant kingdom. Topics discussed include the identification, classification, life histories, and the importance of plants. Three hours of lecture, and one laboratory or field trip per week. Prerequisite: 154 or permission.

BIO 312. Medical Terminology. *2 hours credit, fall*

This course is designed for individuals planning to enter the health-care field and will help the student gain confidence in the use of medical and scientific terminology. In addition, anyone with a special interest in their own health and/or health-care in general may take the course as an elective.

BIO 313. Nutrition. *3 hours credit, fall*

A study of the principles of nutrition. Topics covered include the sources of nutrients, the digestion and absorption of nutrients, metabolism of nutrients, diseases associated with nutritional abnormalities, and the use of good nutritional habits to maintain health and control weight at various stages of the life cycle. Prerequisite: 154 or its equivalent. CHM 124 is strongly recommended.

BIO 314. Human Anatomy & Physiology I. *4 hours credit (3 lecture, 1 Lab.), fall*

An in-depth study of the structure of the human body and its functions, with emphasis on chemical, cellular, tissue, organ, and system levels of organization. This includes how each system functions and relates to each other, as well as how each system contributes to the homeostasis of the entire body. Prerequisite: BIO 154 or consent of instructor.

BIO 324. Human Anatomy & Physiology II. *4 hours credit (3 lecture, 1 Lab.), spring*

A continuation of BIO 314. An in-depth study of the structure of the human body and its functions, with emphasis on chemical, cellular, tissue, organ, and system levels of organization. This includes how each system functions and relates to each other, as well as how each system contributes to the homeostasis of the entire body. Prerequisites: BIO 314 or consent of instructor.

BIO 344. General Microbiology. *4 hours credit (3 lecture, 1 Lab.), spring*

An introduction to the biology of bacteria and other prokaryotic and eukaryotic microorganisms and viruses, including the history of microbiology; the classification, morphology, metabolism, and genetics of various microorganisms; host resistance, immunology and disease; industrial microbial applications, and epidemiology and oncology. Laboratory work includes cultivating, studying, isolating, identifying, and controlling microbes with heavy emphasis placed on technique. For those students majoring in biology, health care, or a related field. Prerequisite: BIO 154.

BIO 354. Environmental Science. *4 hours credit, odd years, fall*

The study of how we and other species interact with each other and with the nonliving environment of matter and energy. Emphasis will be placed on how the Earth can be sustained and man's role in conservation of natural resources. Prerequisite: BIO 154.

BIO 374. Ecology. *4 hours credit, on demand*

This course provides an introduction to the principles and concepts of ecology, with a focus on the interactions between living organisms and their environment. We will explore the fundamental principles that govern ecosystems, populations, and communities. We will also examine how human activities impact these ecological systems and explore strategies for mitigating and adapting to environmental change.

BIO 383. Concepts of Biological Origins. *3 hours credit, even years, spring*

A study of the principles, evidence, and the historical context of modern evolutionary thought. Attention will be given to the origin of life and the evolution of plants and animals within a Christian framework. Three hours of lecture each week. Prerequisite: BIO 154, and BIO 224 or permission of the instructor.

BIO 413. Genetics. *3 hours credit, odd years, fall*

A course designed to study the principles of heredity. Areas to be studied include DNA structure, genetic codes, mutations, Mendelian principles, inheritance patterns, genetic screening, and biotechnology. Current developments in genetics will be emphasized. Prerequisite: BIO 154. *Cross listed as AGR 413.*

BIO 414. Developmental Biology. *4 hours credit, even years, spring*

A study of the anatomical arrangements and changes associated with the zygote as it becomes a multicellular organism. Topics will include the comparisons of zygote, blastula and development of the embryo between species. Three hours of lecture and two hours of laboratory per week. Prerequisite: BIO 154 and BIO 413.

BIO 423. Cell Biology. *4 hours credit, fall*

A rigorous study of the structure and functions of the cell and its parts. Study includes the morphology of the cell as well as the detailed structures of the organelles, and the functions of each organelle. The course also involves the study of intermediary metabolism and how each subcellular structure functions in the overall energy use and production of the cell. Prerequisite: BIO 154, and CHM 224 or 124.

Business Administration

BUS 133. Introduction to Business. *3 hours credit, fall and odd years, spring.*

An introductory study of the functional areas of business to help students realize the integral role business plays in the economy and our lifestyles. Topics include the major elements in the business environment, forms of business ownership, competition in the domestic and international market, management of human and financial resources, marketing, business technology and information management, accounting, and business and personal finance.

BUS 243. Business Statistics. *3 hours credit, cross listed as PSY 233. fall*

This course provides a foundation in the application and interpretation of basic statistics for the behavioral sciences. Topics include: Computer based applications and statistical packages, data and research, types of data, measurement scales, graphical representation and notation, measures of central tendency and variability, normal distributions, sampling distributions and probability, descriptive measures, inferential statistics when comparing groups, correlation and prediction, and simple parametric and non-parametric measures. Application of methods to professional practice will be stressed.

BUS 263. Business Computer Applications. *3 hours credit, fall.*

A study of techniques and tools used to transform data into actionable information; fundamentals of data manipulation as a problem-solving and analytical tool for business. Visual analytics is used to understand complex and large-scale data sets. Includes fundamental concepts of spreadsheets and other data manipulation and visual representation software. Concepts introduced aim to develop an understanding of business applications centered on business software and applications. The course teaches functions, utilizes applications to analyze data, make predictions, and to use visualization tools to represent data in compelling, interactive, visual formats.

BUS 323. Business Communications. *3 hours credit, spring*

Principles, techniques, and mechanics of modern business letters, report writing, and tabular and graphic presentations. Basic instruction in principles and theory for formal research, and sources of business information. Fundamentals of oral communication in business.

BUS 443. International Business, *3 hours credit, odd years, fall*

This course presents an overview of the unique problems faced by firms engaging in international commerce. It highlights the importance of understanding the foreign, social, cultural, political, and legal environments. Additionally, different tactics and considerations need to justify to stakeholders when to enter foreign markets and the impact on operations, finance, accounting, marketing, and human resources management will be emphasized.

BUS 453. Business Law. *3 hours credit, fall*

A detailed study of the legal environment in which all businesses must function. Emphasis is placed on contracts, commercial transactions and paper, business organizations, intellectual and business property, debtor/creditor relations, regulation of business, and ethical considerations of business. Prerequisite: upper division standing.

Chemistry

CHM 114. General Chemistry I. *4 hours credit (3 for lecture, 1 for lab), fall*

A chemistry class designed to fulfill the chemistry requirements for most nursing and some other allied health-related programs. An introduction to some of the fundamental concepts of chemistry, such as modern atomic theory, periodicity of the elements, principles of chemical reactions, chemical equilibrium, acid-base reactions, oxidation-reduction reactions, solubility, chemical calculations, and an introduction to organic chemistry: alkanes, alkenes, and alkynes. Does not count toward a major or minor in chemistry.

CHM 124. General Chemistry II. *4 hours credit (3 for lecture, 1 for lab), spring*

A continuation of CHM 114 with a continuation of the study of organic chemistry and biochemistry. Topics covered include: aromatic compounds, alcohols, thiols, phenols, aldehydes, ketones, carboxylic acids and their derivatives, and amines and their derivatives. In the biochemistry portion of the course, the topics include: the simple and complex carbohydrates, amino acids and proteins, lipids, vitamins, enzymes and coenzymes, nucleic acids and intermediary metabolism. Prerequisite: CHM 114 or its equivalent.

CHM 214. College Chemistry I. *4 hours credit (3 for lecture, 1 for lab), fall*

General theory of chemistry, periodic classification of elements, atomic structure and properties of the elements. Includes stoichiometry, molecular orbital theory, valence shell electron pair repulsion theory, valence bond theory, solutions and solution stoichiometry, calorimetry, and the kinetic molecular theory. Laboratory will include an emphasis on quantitative analysis. Prerequisite: High school chemistry or CHM 114, and high school algebra. MTH 173 or an ACT Math subscore of 22 (SAT subscore Math 520) or higher.

CHM 224. College Chemistry II. *4 hours credit (3 for lecture, 1 for lab), spring*

A continuation of CHM 214 with emphasis on chemical kinetics, thermodynamics, electrochemistry and ionic equilibria. Attention will be given to qualitative analysis of cations in the laboratory. Prerequisite: Completion of CHM 214, or its equivalent, with a grade of "C" or higher.

CHM 364. Analytical Chemistry I. *4 hours credit, fall of odd years.*

Fundamentals of qualitative and quantitative analyses emphasizing chemical equilibrium, gravimetric, and volumetric analysis and including some instrumental analysis. Three class periods and 3 hours laboratory per week. Prerequisites: CHM 224 and MTH 173 or higher.

CHM 374. Analytical Chemistry II. *4 hours credit, fall of odd years.*

Fundamentals of qualitative and quantitative analyses emphasizing chemical equilibrium, gravimetric, and volumetric analysis and including some instrumental analysis. Three class periods and 3 hours laboratory per week. Prerequisites: CHM 224 and MTH 173 or higher.

CHM 314. Organic Chemistry I. *4 hours credit (3 for lecture, 1 for lab), fall*

Fundamental principles of organic chemistry, including nomenclature, classification of organic compounds, stereochemistry, and the preparations, reactions, and uses of aliphatic and aromatic compounds, including alkanes, alkenes, alkynes, alcohols, ethers and benzene. Laboratory work will include techniques of preparation and purification of compounds, synthesis of compounds, and reactions characteristic of classes of organic compounds. Prerequisite: CHM 224 or its equivalent.

CHM 325. Organic Chemistry II. *5 hours credit (3 for lecture, 2 for lab), spring*

A continuation of CHM 314 with emphasis on spectroscopy, organic synthesis and other classes of organic compounds such as aldehydes, ketones, carboxylic acids and their derivatives, and amines and their derivatives. The laboratory meets twice each week. One laboratory session will be a continuation of the laboratory in CHM 314, the other laboratory session will be devoted to organic qualitative analysis. Prerequisite: a grade of "C" or higher in CHM 314 or its equivalent.

CHM 353. Inorganic Chemistry. *3 hours credit, spring of even years.*

An advanced course in inorganic chemistry including chemical bonding, concepts of acids and bases, chemistry of the main group elements, coordination chemistry, and organometallic chemistry. Prerequisite: CHM 224

CHM 414. Physical Chemistry I. *4 hours credit, fall of even years.*

A theoretical study of chemistry dealing with the gaseous, liquid, solid, and colloidal states of matter. This involves a study of thermodynamics, reaction equilibria in solution and in gaseous states, properties of real gasses, and ideal and non-ideal solutions. Prerequisites: CHM 224, MTH 224, and PHY 224.

CHM 423. Biochemistry. *4 hours credit, even years, spring*

A rigorous and detailed study of the major classes of bio-organic compounds and their functions in biological systems. Special emphasis is given to the role each compound plays in the various phases of metabolism, growth, and reproduction of the cell. Prerequisites: CHM 314 or its equivalent, and BIO 154 or its equivalent.

CHM 424. Physical Chemistry II. *4 hours credit, spring of odd years.*

A theoretical study of chemistry dealing with statistical mechanics, and introduction to quantum mechanics with applications to the structure of atoms and molecules and to the area of molecular spectroscopy. Prerequisites: CHM 414.

Communication

Workshops (Each requires the instructor's permission.)

COM 131, 141, 231, 241, 331, 341, 431, 441. Theatre Workshop: Performance. *1 hour credit each term, fall and spring*

COM 151, 161, 251, 261, 351, 361, 451, 461. Theatre Workshop: Technical. *1 hour credit each term, fall and spring*

These workshops are designed for those students who are actively involved in the University's dramatic productions. Additional formal class time is not assigned.

COM 113. Basic Speech. *3 hours credit, fall and spring*

A basic communications course designed to assist the student in developing the ability and the ease to effectively communicate with various audiences, including one-to-one, one-to-many, and group communication. Concepts studied include organization, presentation skills, and critical listening. Both the textual study of rhetoric and the individual practice of interpersonal, group communication and public speaking are utilized.

COM 123. Introduction to Communication. *3 hours credit on demand*

This course is a study of basic communication theory and history. It focuses specifically on the relevance of communication study today and how different situations and technologies demand the evaluation and application of appropriate communication techniques. Students in the course will apply communication studies to developing applications of communication including business presentations, public speaking, organizational communication, and small group communication.

COM 173. Introduction to Theatre. *3 hours credit, odd years, fall*

An introductory study of the various aspects of theatre, including historical development, performance, management, and technical production. Emphasis is given to the interaction of theatre and society and how this interaction has played a part in the development of both theatre and societies.

COM 198A. Stage Makeup. *1 hour credit, even years, fall*

An introductory study of the various aspects of theatre, including historical development, performance, management, and technical production. Emphasis is given to the interaction of theatre and society and how this interaction has played a part in the development of both theatre and societies.

COM 240. Film Appreciation and History. *3 hours credit, even years, spring*

History and aesthetics of the motion picture in the United States between the 1890's and early 21st Century. Emphasis will be placed on analysis of the work of major American filmmakers and the development of major American film genres during the Classical Hollywood Studio period. Films will be studied within the context of their place in the historic development of the art form, technical aspects, and the impact of the various genres. The appreciation of film will also be a central focus to all discussions, and study in the course. FEE: \$80.

COM 243. Performance Reading for Media and Stage. *3 hours credit, even years, spring*

The study and practice of the art of interpreting non-dramatic literature as public performance. Both analysis of various literary genres and oral presentation are utilized. Prerequisite: COM 113 with a grade of "B" or above.

COM 273. Communication Theory. *3 hours credit, even years, spring*

Designed to acquaint students with a theoretical overview of the field of communication from the laws, systems, and rules perspectives. Topics include interpersonal communication, organizational communication, persuasion, and small group communication.

COM 302. Diction. *2 hours credit, odd years, spring, cross listed as MUS 302.*

A study of the fundamentals of pronouncing and reading the following languages: Latin, French, English and German. Emphasis is given to learning and being able to use the International Phonetic Alphabet. Prerequisites: Permission of Instructor.

COM 312. Acting. *3 hours credit, even years, fall*

A study of the various acting methods. Course time is spent in acquiring knowledge of acting methods and then applying that knowledge to increase the students' acting abilities.

COM 313. Media Writing. *3 hours credit, even years, fall*

The student will study and discuss the history and practices of the broadcast media as well as some of the philosophical responsibilities of these modes of communication. The class may also produce a radio program. Prerequisite: COM 113.

COM 322. Technical Theatre. *3 hours credit, odd years, spring*

An in-depth study which provides students with guided, practical experience in working with the technical aspects of theatre. This course will cover set construction, costuming, lighting, and design. Students will be required to complete a project which demonstrates their acquired skills. Prerequisite: COM 173.

COM 333. Interpersonal Communication. *3 hours credit, fall, and odd years spring*

An examination of the principles of interpersonal communication. The course provides a theoretical foundation for dyadic interaction, which is tested through practical application. Topics include perception, self-concept, relationships and conflict. Prerequisite: COM 113.

COM 342. Directing. *3 hours credit, odd years, fall*

Guided experience in basic principles and major styles of stage directing. Course time is spent acquiring knowledge of directing methods and then applying the knowledge to improve the students' directing skills.

COM 353. Principles of Advertising. *3 hours credit, odd years, fall*

Intense study of advertising, the process and practice. Planning, formulating, implementing and evaluating campaigns. Social responsibilities and legal restrictions of advertising. Case studies assigned for discussion and evaluation. Prerequisite: COM 113.

COM 364. Written Journalism. *3 hours credit, even years, spring. Cross listed as ENG 364*

Basic reporting techniques, lead and story writing, headline writing, feature articles, editorials & copy editing. Prerequisites: COM 113, ENG 123.

COM 381. Theatre Workshop: Directing. *1 hour credit, fall and spring*

Additionally, in this course the student will explore theories and approaches to directing a theatrical production and be responsible for directing various aspects of the play currently being produced by the department. This course may be taken twice for credit. Co-/Prerequisite: Completion of all lower division business communication core classes and consent of department chair.

COM 398. Special Topics in Theatre. *1 hour credit, fall*

Topics in Theatre is a course designed to give students experience in specialized theatrical areas needed to succeed in a professional career in theatrical arts. Topics include: C. Stage Movement D. E. Stage. Management Prerequisite: COM 173.

COM 413. Advance Public Speaking and Persuasion. *3 hours credit, even years, spring*

A detailed study of the theoretical foundations for various methods of persuasion. This course also focuses on the ethical implications of persuasion. Prerequisite: COM 113 or permission of instructor.

COM 414. One Act Play. *2 hour credit, fall*

Students will apply theories and approaches to the directing of a One Act play. Students are responsible for choosing a show, casting, directing, all technical aspects of the production, and seeing the show through completion. Prerequisite: COM 342.

COM 423. Public Relations. *3 hours credit, odd years, spring*

Overview of the history, theory, research techniques and applications of public relations. Introduction to public relations writing and design. Projects include conference set-up, brochure preparation, and news releases. Focuses on critical analysis of public relations problems and remediation. Prerequisite: COM 113 or permission of instructor.

COM 433. Shakespeare. *3 hours credit, odd years, fall, Cross listed as ENG 433*

Studies the Bard's major tragedies, comedies, and romances, placing them in their historical, intellectual, critical, and dramatic contexts. Prerequisites: Junior or senior standing.

COM 492. Communication Practicum/Capstone. *3 hours credit, spring*

A capstone course designed to synthesize the knowledge gained from previous communication courses through a directed internship in the student's choice of specialization. Requires permission of the instructor.

COM 498A. Special Topics in Theatre: Theatre History. *3 hours credit, odd years, fall*

Content of course is structured according to student demand and faculty availability. Each version allows an in-depth study of a field in Theatre. Topics may not be repeated for credit. Juniors majoring in theatre may enroll with permission of the Department Head. Prerequisite: COM 173.

Computer Information Systems

CIS 123 Introduction to Information Technology *3 hours, on demand*

This course provides an introduction to information technology and computing systems. It covers both the history and theory of information systems as well as the practical application of technologies. The student will be introduced to computer software, hardware, and networking technologies, as well as information security, privacy, and social issues inherent in information technologies. The practical applications of productivity software, data management, HTML, and CSS are covered, as well as an introduction to computer coding through Scratch and Java. Future trends in information technology are addressed through topics including data mining, visualization, natural language processing, artificial intelligence, and Blockchain.

CIS 153. Object Oriented Programming. *3 hours credit, spring*

This course emphasizes current techniques in object-oriented design, analysis, and programming. Such topics as encapsulation, information hiding, inheritance, and polymorphism are studied in-class assignments and programming exercises. Java or python programming language is used as the teaching vehicle for this course.

Computer Science

CSC 123 Internet History, Technology, and Security. *3 Hours Credit, on demand*

The impact of technology and networks on our lives, culture, and society continues to increase. The very fact that you can take this course from anywhere in the world requires a technological infrastructure that was designed, engineered, and built over the past sixty years. To function in an information-centric world, we need to understand the workings of network technology. This course will open up the Internet and show you how it was created, who created it, and how it works. Along the way we will meet many of the innovators who developed the Internet and Web technologies that we use today. After this course you will not take the Internet and Web for granted. You will be better informed about important technological issues currently facing society. You will realize that the Internet and Web are spaces for innovation and you will get a better understanding of how you might fit into that innovation. If you get excited about the material in this course, it is a great lead-in to taking a course in Web design, Web development, programming, or even network administration. At a minimum, you will be a much wiser network citizen.

CSC 213 Programming for Everyone I. *3 Hours Credit, on demand*

This course aims to teach everyone the basics of programming computers using Python. We cover the basics of how one constructs a program from a series of simple instructions in Python. We will explore how we can use the Python built-in data structures such as lists, dictionaries, and tuples to perform data analysis. The course has no prerequisites and avoids all but the simplest mathematics. This course will introduce the core syntax, commands, and data structures of the Python programming language. Once a student completes this course, they will be ready to take more advanced programming courses.

CSC 223 Programming for Everyone II. *3 Hours Credit, on demand*

This course teaches students about the fundamentals of data access, data management, and expands upon the topics learned in CSC II. In the first half of the course, students will learn how to leverage their Python skills to treat the internet as a source of data. Students will work with HTML, XML and JSON data formats in Python. The second half of the course introduces students to the fundamentals of Structured Query Language (SQL) and database design as part of a multi-step data gathering, analysis and processing effort. As part of the course, students will build web crawlers and multi-step data gathering and visualization processes. Prerequisite: CSC 213.

CSC 313 Web Development. *3 Hours Credit, on demand*

Web Development introduces students to HTML, CSS, and Javascript - the core technologies which power modern websites. Students will learn how to create interactive, aesthetically pleasing websites for a variety of purposes. This course culminates with a project in which students will build a website for a real or imaginary product of their choosing. Students concurrently enrolled in Application Development II are encouraged to build a website that corresponds with their project in that course. Prerequisite: CSC 223

CSC 413 Application Development I. *3 Hours Credit, on demand*

This is the first course in the Application Development series. Application Development I introduces students to Django - a Python-based framework used in the creation of complex, data-driven websites. Students will learn the features and particularities of Django, as well as the basics of web applications including HTML, the Request-Response structure, and the internal structure of servers. Students will also review the basics of database management, and dive deeper into a variety of data structures and modules. This course is intended to prepare students for Application Development II, in which they will build their own Web Applications. Prerequisite: CSC 223

CSC 423 Application Development II. *3 Hours Credit, on demand*

This course is a continuation of the Application Development series and is divided into two parts. In the first part of the course, students work individually to build a web application to post classified ads. In the second part of this course, students will work in groups to plan and build their own unique web applications. This course heavily emphasizes project-based learning. Prerequisite: CSC 223

Computer Systems Management

CSM 123 Introduction to C Programming. *3 Hours Credit, on demand*

This course is intended to introduce students to C - the programming language used to develop C and numerous other high-level programming languages such as C++ and C#. This class introduces students to the techniques used to program in C and the necessary concepts required to understand how higher-level programming languages are developed. The concepts introduced here will help students develop an inherent understanding of how computers turn high-level code into ones and zeros and help students build more efficient programs. Prerequisite: CSC 223

CSM 223 Hardware I—Inside of a Microprocessor. *3 Hours Credit, on demand*

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language, and understand what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware.

CSM 253 Data Structures. *3 Hours Credit, on demand*

This course will teach students fundamental data structures using Python. Data structures allow for the storage of vast quantities of data, as well as efficient access to and modification of said data. Students will learn what a data structure is, how to perform a range of operations on them, and be introduced to the study of algorithms as it pertains to the covered data structures.

Prerequisite: CSC 223

CSM 313 Algorithms. *3 Hours Credit, on demand*

This course explores algorithms from a coding-focused perspective, using Python. Students will learn about the issues that arise in the design of algorithms for solving computational problems and will explore a number of standard algorithm design paradigms and their applicability. Students will also become familiar with concepts of runtime, recursion, implementation and evaluation.

This course features a heavy emphasis on practical application of algorithms to common development and engineering challenges.

Prerequisite: CSC 223

CSM 323 Product Development. *3 Hours Credit, on demand*

Product Development is a key topic for anyone working in technology to understand. In this course, students will learn the roles and frameworks of product development. Students will engage in a range of activities in these areas - primarily focused on product management - including wireframing, creating user journeys, and writing requirements. Prerequisite: CSC 423

CSM 483 Capstone Project. *3 Hours Credit, on demand*

This course is intended as a culmination of all of a student's work in their Computer Science major. Students will work in groups to launch a web app prototype which meets the following requirements:

- Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms
- Meets faculty approval

Students will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes. Prerequisite: CSC 423

Criminal Justice

CRJ 103. Introduction to Criminal Justice. *3 hours credit, fall.*

This course is designed to provide an overview of the justice process, and the criminal justice system in general, at the local, state, and federal levels of law enforcement, corrections, and judicial systems.

CRJ 223. Survey of Corrections. *3 hours credit, fall.*

An overview of corrections as part of the criminal justice system; with emphasis on historical perspectives, theory and methods and incarceration, alternatives to incarceration, juvenile offenders, and current special issues.

CRJ 233. Evidence. *3 hours credit, spring.*

The course provides an analysis of the rules of evidence; with emphasis on evidence obtained through search, seizure, and arrest. Also examines the procedures and rules to which one must adhere in order for evidence to be admissible.

CRJ 243. Criminal Law. *3 hours credit, spring.*

Historical and philosophical concepts of law, preserving life and property, offenses against persons and property, and common offenses and defenses against criminal acts.

CRJ 303. Criminology. *3 hours credit, fall, odd years.*

This course provides a general survey of the nature and causes of crime, and efforts of the criminal justice system to predict, prevent, modify, and correct this behavior.

CRJ 313. Criminal Investigation. *3 hours credit, spring, even years.*

This course is designed to provide the student with a basic knowledge of the means and methods of investigating a variety of reported criminal offenses. Identification, collection, and examinations necessary to the successful completion of a criminal investigation will be discussed. Theories and practices of the investigative process and the criminal justice system, duties and responsibilities of the investigator, and treatment of physical evidence will be discussed.

CRJ 323. Probation, Pardon, and Parole. *3 hours credit, fall, even years.*

An introduction to the fields of probations, pardon, and parole; current theories, practices, organizational goals, and problems with adult and juvenile probations and parole programs.

CRJ 343. Constitutional Law. *3 hours credit, spring, odd years.*

Examination of Constitutional provisions, their development through court interpretation, and their application to law enforcement.

CRJ 413. Courts and Courtroom Procedure. *3 hours credit, spring, odd years.*

This course provides an analysis of the structure and functions of the criminal court system in the United States, including roles of the prosecutor, defender, judge, jury, and court administrator.

CRJ 423. Ethics and the Criminal Justice System. *3 hours credit, fall, even years.*

This course examines dilemmas and decisions in the criminal justice system focusing on typical problems encountered in law enforcement, corrections, and the court. Attention is given to due process, fundamental fairness, and various ethical guidelines used in the criminal justice system.

CRJ 433. Special Topics in Criminal Justice. *3 hours credit, fall, odd years.*

This course is a variable-topics course in which the students explore current topics, problems, or issues in the field of criminal justice.

CRJ 453. Research and Writing in Criminal Justice. *3 hours credit, spring, even years.*

This course addresses general and specific aspects of conducting research in criminal justice.

Cybersecurity

CYS 123. Introduction to Cybersecurity. *3 Hours Credit, on demand*

In today's world, no one is safe from cyber attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attacks and provide you the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer. This online class has optional live sessions.

CYS 233. Cybercrime and Governance. *3 Hours Credit, on demand*

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cyber criminals. This online class has optional live sessions. Prerequisite: CYS 123

CYS 333. Modern Cybersecurity. *3 Hours Credit, on demand*

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions. Prerequisite: CYS 123

CYS 343. Network and System Security. *3 Hours Credit, on demand*

Modern organizations know that even the strongest systems can be vulnerable to cyber attack. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. This online class has optional live sessions. Prerequisite: CYS 333

CYS 433. Cyber Forensics. *3 Hours Credit, on demand*

When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country. This online class has optional live sessions. Prerequisite: CYS 333

CYS 483. Capstone—Ethical Hacking. *3 Hours Credit, on demand*

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where they are asked to ethically hack a real system. This online class has optional live sessions. Prerequisite: CYS 333

Economics

ECO 233. Principles of Macro-Economics. *3 hours credit, fall*

A study of the economic system as a whole, dealing with price levels, employment, the level of total production of goods and services, and growth. Includes a study of the free-enterprise system, government monetary and fiscal policy, and international trade. An emphasis is placed on the historical perspective. Prerequisite: sophomore standing.

ECO 243. Principles of Micro-Economics. *3 hours credit, spring*

A study of specific economic units within a free enterprise economy such as individual consumers, businesses, or industries. Includes a study of how demand and supply and the price mechanism direct the production and pricing choices of an individual firm and industry. The student is introduced to micro-problems in U. S. society.

Education: Physical

PED 102. First Aid & Cardio-Pulmonary Resuscitation. *2 hours credit, fall and spring*

A study in the immediate care of persons involved in various types of emergencies. Students will be required to certify in cardio-pulmonary resuscitation.

PED 141. Clinical Field Study I. *1 hours credit, fall and spring*

Clinical “hands-on” experience in the training room, on the practice field, and sidelines under the guidance of a Certified Athletic Trainer. Acquire basic knowledge and skills in how to handle acute injuries and apply treatments as instructed in the training room. Will also handle basic training room maintenance. Prerequisite: PED 102 and “Open only to students pursuing an Athletic Training Minor”.

PED 203. Care and Prevention of Athletic Injuries. *3 hours credit, spring*

Basic athletic training, first aid instruction and skills practicum for parents, teachers, coaches and trainers.

PED 212. Concepts of Coaching and Officiating. *2 hours credit, fall, Odd Years*

To broaden the understanding of various roles that coaches play. Principles and problems will be discussed with opportunities given to apply knowledge to specific sports. Various job opportunities and career paths will be explored.

PED 222. Physical Education Non-Rhythmic Activities. *2 hours credit, spring, Odd Years*

A general survey of non-rhythmic activities at the elementary level. Creative movement, physical fitness, and various games will be introduced. For the physical education and elementary majors.

PED 223. Comprehensive School Health. *3 hours credit, fall*

Consideration of personal, school, and community health problems. Required of physical education majors and all persons preparing to teach.

PED 233. Introduction to Physical Education. *3 hours credit.*

Introduces the scope of the profession; gives the foundation for building an effective philosophy of physical education.

PED 241. Clinical Field Study II. *1 hours credit, fall and spring*

Clinical “hands-on” experience in the training room, on the practice field, and sidelines under the guidance of a Certified Athletic Trainer. Apply basic first aid to acute injuries and apply treatments as instructed in the training room. Prerequisite: PED 102, PED 203, and “Open only to students pursuing an Athletic Training Minor”.

PED 302. Coaching Baseball and Softball. *2 hours credit, spring, even years*

A study of the individual fundamentals, team procedures, rules, techniques for practice, and conditioning problems unique to baseball and softball.

PED 303. Adapted Physical Education. *3 hours credit, fall*

A study of mechanical and posture problems that may be somewhat alleviated by exercise; includes an overview of physically handicapping conditions and suggestions for meeting special needs. Pre-/Co-requisite: PED 233.

PED 312. Coaching Basketball. *2 hours credit, fall, odd years*

A study of the rules, offensive and defensive strategies, fundamental drills, and tournament preparation; may include field experiences.

PED 323. Teaching Health & Physical Education in the Elementary and Middle Grades. *3 hours credit, fall*

Studies methods and materials used in teaching physical education and health in Kindergarten through grade 8; designed for majors in elementary, middle grades or physical education. Prerequisite: EDU 103.

PED 332. Coaching Football. *2 hours credit, fall, odd years*

A study of rules, how to practice fundamental offensive and defensive drills, safety practices, proper equipment, and game strategies for football.

PED 333. Teaching Health and Physical Education for Secondary Education. *3 hours credit*

Studies methods and materials used in teaching physical education and health in grades 6 through 12; designed for the majors in physical education. Prerequisite: EDU 103

PED 341. Clinical Field Study III. *1 hours credit, fall and spring*

Clinical “hands-on” experience in the training room, on the practice field, and sidelines under the guidance of a Certified Athletic Trainer. Apply basic first aid to acute injuries, assist in rehabilitation protocols as instructed, and apply necessary treatments in the training room. Prerequisite: PED 102, PED 203, and “Open only to students pursuing an Athletic Training Minor”.

PED 342A. Coaching Soccer and Volleyball. *2 hours credit, fall, even years*

A study of strategies, rules and training procedures involved in volleyball and soccer; may include field experience.

PED 342B. Coaching Tennis and Track & Field. *2 hours credit, spring, odd years*

A study of strategies, rules and training procedures involved in tennis and track and field competition; may include field experience.

PED 413. Organization and Administration of Physical Education Programs. *3 hours credit, spring, odd years*

A study of the organization and administration of physical education and athletic programs for grades K-12 in the public schools. Topics considered include curriculum planning, organization of a fitness program, understanding legal responsibilities, class organization, public relations, interscholastic athletics programs, scheduling, program philosophies, budgeting and management of finances, purchase and care of equipment and supplies, and intramural programs. Prerequisites: PED 323.

PED 433. Kinesiology. *3 hours credit, fall*

Anatomical foundations and mechanics of human motion; basic principles of motor skills. The purpose of this course is to familiarize the student with the skeletal and muscular systems as they work together to produce body motion. Prerequisite: BIO 314.

PED 441. Clinical Field Study IV. *1 hours credit, fall and spring*

Clinical “hands-on” experience in the training room, on the practice field, and sidelines under the guidance of a Certified Athletic Trainer. Apply basic first aid, administer acute care, acquire knowledge and skills for injury evaluation and apply necessary

treatments and rehabilitation protocols as necessary in the training room. Prerequisite: PED 102, PED 203, BIO 314 and “Open only to students pursuing an Athletic Training Minor”.

PED 443. Physiology of Exercise. *3 hours credit, spring, odd years*

This course is a study of the physical processes of the body and how they relate to exercise. It includes an overview of motor development at all ages. Applications will be made to teaching, coaching, and athletic conditioning. Prerequisite: PED 433 or BIO 314.

PED 463. Advanced Athletic Training. *3 hours credit, fall*

Advanced theories, methods and materials of athletic training, prevention and rehabilitation of athletic injuries, and therapeutic modalities. Designed for the student pursuing certification in athletic training. Prerequisites: PED 203, BIO 314

Education: Reading

RDG 243. Foundations of Reading Instruction. *3 hours credit, fall*

An overview of the reading process (using the graph phonic, schematic, and syntactic aspects of language); a survey of the history and philosophies of reading instruction; provides a knowledge base for decisions about reading methodology.

RDG 413. Writing and Reading for Secondary Content Areas. *3 hours credit, spring*

Developmental reading in secondary schools; analyzes the skills involved in reading secondary content area text; examines techniques for teaching study skills, organizing information to improve comprehension, and teaching vocabulary.

RDG 443. Reading Strategies for Elementary and Middle Grades. *3 hours credit, spring*

Acquaints students with the development reading processes in elementary and middle grades and a variety of instructional approaches to guide that process. Examines current materials and ways to organize the classroom for literacy instruction; emphasizes the reading-writing connection; (includes some field experience). Prerequisite: RDG 243.

RDG 463. Diagnosis/Remediation for Reading Difficulties. *3 hours credit, spring*

Surveys diagnostic and remedial Teaching techniques in reading; including the analysis of reading materials and programs suitable for meeting special needs in the elementary and middle grades. Prerequisite: RDG 243.

Education: Special

EDS 203. Introduction to Learners with Exceptionalities. *3 hours credit, fall and spring*

Understanding the recognizable characteristics and exceptional educational needs of learners with handicapping conditions, along with methods that work to meet their needs through the inclusionary process. Knowledge of pre-referral alternatives, referral systems, multidisciplinary team decisions and responsibilities, the IEP process, and placement alternatives that provide the least restrictive environment. Prerequisites: EDU 103 and PSY 143.

EDS 323. Inclusion and Collaborative Partnerships. *3 hours credit, every fall*

Study of the techniques for communicating and collaborating effectively with students, parents, school and community personnel in a culturally responsive program that works in a confidential way to plan individual student programs for learners

with exceptionalities. Sources of unique services, networks, and organizations for learners with disabilities will be covered as well as those consumer and professional organizations, publications, and journals relevant to the field of learning disabilities and other handicapping conditions.

EDS 402. Instructional Interventions for Learning Disabilities. *3 hours credit, spring*

A course designed to assist the student to more fully appreciate and understand the problems of the learner with disabilities and to acquaint the student with methods and materials which will assist the learner to more fully reach his potential. Prerequisite: EDS 203.

EDS 442. Instructional Interventions for Mental Disabilities. *3 hours credit, fall odd years*

The course will define the construct of moderate and severe mental retardation. Terminology of the field as well as characteristics of clients, theoretical models, evaluation of psychomotor, cognitive and affective domains of human development and curriculum development will be discussed. Prerequisite: EDS 203.

EDS 443. Instructional Interventions for Behavioral Disorders, At-Risk Students. *3 hours credit, fall odd years*

The course is designed to examine current theories, practices and services related to the education of emotionally disturbed, behavior disordered and socially maladjusted children. Prerequisite: EDS 203.

EDS 452. Transitions to Career/Vocation/Community. *3 hours credit, spring*

Will focus on skills necessary for transition from school to community, careers, and vocations for learners with exceptionalities.

EDS 472. Planning and Managing Special Education Programs. *3 hours credit, fall even years*

Understanding of the basic classroom management theories, methods, and techniques for individuals with exceptional learning needs with an understanding of how technology can assist in this endeavor. Research-based best practices for effective management of teaching/learning will be included.

EDS 485. Testing and Measurement. *3 hours credit, spring, even years, cross listed as PSY 485.*

Teaches students to administer and interpret norm referenced, criterion referenced, informal and functional tests. Prerequisites: EDS 203, EDU 313, and EDS 402.

EDS 490. Student Teaching in Special Education. *Variable credit, fall and spring*

All students will formally apply for student teaching during the semester prior to that experience. At this time, a complete review of student records will take place (See EDU 490/494 for details). All student teachers will be placed in special education classrooms of accredited Nebraska schools for a minimum of sixteen weeks [14 semester-hours] (Ten weeks [7 semester-hours] when combined with another endorsement). Student teaching will provide both elementary and secondary experience. Detailed information on the student teaching experience may be found in the York University Student Teaching Handbook. Co-/Prerequisite: EDU 491.

Education: Teacher

EDU 103. Introduction to Education. *3 hours credit, fall and spring*

An overview of philosophies of education, professional ethics, the history of American schools, contemporary trends and issues in the field, and important aspects of the teaching profession. Includes 14 clock hours of observation in area schools. Students who have been convicted of a felony, or a misdemeanor related to moral turpitude, will not be allowed to participate in non-group field experiences unless an appeal to the Nebraska State Board of Education has been approved. NOTE: Additional fees for this course: Praxis Exam: \$150.00 and SEAN Membership: \$36.00

EDU 213. Field Experience in Elementary/Middle Grades. *3 hours credit, spring*

An overview of the professional framework of instructional practices including an introduction to basic lesson planning; classroom organization and management, and includes 45 hours sustained observation and interaction in a K-8 classroom. Prerequisites: COM 113 and EDU 103.

EDU 232A. Field Experience in Secondary Education I. *2 hours credit, fall*

An overview of the professional framework of instructional practices including an introduction to basic lesson planning and classroom management. Includes 30 hours sustained observation and interaction in real 7-12 classrooms. Prerequisites: EDU 103, COM 113 and permission of instructor.

EDU 232B. Field Experience in Secondary Education II. *2 hours credit each enrollment, Spring*

A practical field experience in a real 7-12 classroom. Includes 50 hours of sustained observation and interaction in the classroom. Prerequisites: EDU 232A and permission of the instructor.

EDU 313. Educational Psychology: Learning & Evaluation. *3 hours credit, fall and spring*

A study of child and adolescent development and basic learning theories with applications for guiding the learning of normal and exceptional children; a thorough study of testing and measurement techniques and test construction. Prerequisite: PSY 143.

EDU 323. Teaching Mathematics in the Elementary and Middle Grades. *3 hours credit, spring*

A study of the philosophical base, effective teaching methods, and learning activities appropriate for elementary and middle grades students; emphasis on meeting individual needs, using manipulatives, and teaching for transfer to real life situations (includes field experience). Prerequisite: MTH 123.

EDU 333. Teaching Language Arts in the Elementary and Middle Grades. *3 hours credit, fall*

Methods of teaching oral and communication skills; emphasizes integrated learning, using state standards and activity based instruction (includes field experience). Prerequisites: COM 113 and ENG 123.

EDU 343. Human Relations/Multicultural Awareness. *3 hours credit, fall and spring*

Study of cultural diversity, using historical perspective to understand how our pluralistic society has developed and is developing; analysis of biases that may be reflected in our society, especially in instructional materials; designed to build respect for human dignity and personal rights and to enhance relationships, particularly in the classroom. Prerequisites: Education majors must have completed COM 333.

EDU 353. Children's Literature. *3 hours credit, fall, cross listed as ENG 353.*

Introduces the students to the various genres of literature for children; surveys winners of the Caldecott, Newberry, and Golden Sower awards; emphasizes creative experiences and responses to books. This course does not substitute for any General Education Literature requirements.

EDU 363. Young Adult Literature. *3 hours credit, spring.*

Introduces students to the various genres of literature for the middle school and high school years; emphasizes motivation, critical analysis, and activities for sharing literature (may include some field experience).

EDU 373. Instructional Technologies. *3 hours credit, fall and spring*

Develops the ability to evaluate, use and make instructional technology; examines the appropriate and effective classroom use of instructional television, computers, and videodisc. Limited to Education Majors only; the content is specific to the field of Education and is not applicable for other majors needing technology content.

EDU 393. The Middle School and the Middle School Student. *3 hours credit, spring*

Overview of the physical and psychological characteristics of the transient; a study of the middle school philosophy with historical perspective that examines the movement to reorganize junior high schools; examination of the characteristics of the middle-level student and those recognized instructional methods that will best guide learning at this level; looks at the need for a balanced curriculum, variety in instruction, a range of organizational arrangements, an exploratory program, appropriate evaluation procedures, and the comprehensive advising and counseling to deal with the affective domain.

EDU 403. The Holocaust. *3 hours credit, summer*

The course is an in-depth study of the Holocaust or Shoah. Through personal testimonies, readings, digital literacy, cultural events, and travel to museums. The student will learn about the Holocaust through experiential learning. The student will also learn about current genocides and social justice issues. This course is a summer school course that involves travel. Open to all majors. Prerequisite: Junior or Senior level status.

EDU 423. Teaching Social Studies in the Elementary and Middle Grades. *3 hours credit, fall*

Examines content, materials, and instructional methods used to teach social studies in elementary and middle grades; emphasizes active student involvement, cooperative learning, and integration across the curriculum (includes field experience).

EDU 433. Teaching Science in the Elementary and Middle Grades. *3 hours credit, fall*

Examines content, materials, and methods used to teach the natural sciences in the elementary and middle grades; emphasizes process approach, hands-on laboratory experiences, and cooperative learning; guides in the development of an activity file.

EDU 483. Secondary Methods. *3 hours credit, spring.*

Studies general methods and subject-specific methods and materials for teaching in grades 7-12; taken prior to student teaching. Prerequisite: 232A, 232B, and instructor's permission.

EDU 490 or 494. Student Teaching. *Variable credit (494 if 14 hours), fall and spring, cross listed as EDS 494.*

All students will formally apply for student teaching during the semester prior to this experience. At that time, a complete review of student records will take place. The review will include academics, performance in laboratory experiences, health, and personal and professional development. All students must complete 100 clock hours of laboratory experiences in a school setting before they will be allowed to student teach. All student teachers will be placed in accredited Nebraska schools for a minimum of sixteen weeks. Detailed information on the student teaching experience may be found in the York University Student Teaching Handbook.

EDU 491. Student Teaching Seminar. *1 hour credit, fall and spring*

Weekly evening sessions focus on the following topics:

1. Current trends and issues impacting education,
2. Teacher and student rights/responsibilities (legal issues),
3. Teacher conduct and potential professional discipline for misconduct,
4. Teacher certification, with state and national trends and information about reciprocal agreements between states to accept certificates,
5. Teacher supply and demand information, and evaluation/appraisal processes, from Nebraska and other states,
6. Parent and community communication,
7. Career development (possibilities for graduate work, specializations, etc.). This course is taken concurrently with student teaching.

Applications for Nebraska certification are completed in this class. Co-requisite: EDU 490 and/or EDS 490 and/or EDU 494. NOTE: This course has additional fees related to the Teacher Certification process. See the Chair of the Education Dept. for details.

English

ENG 103. Elements of English. *3 hours credit, fall*

This course emphasizes grammar and basic composition skills. This course does not count toward a major in English, nor toward the general education requirements for core-level courses. Required of all entering freshmen who score below 18 on the ACT English examination or below 450 on the SAT Verbal examination.

ENG 111. English Composition I Lab.

This course is designed to accompany English Composition I (ENG 113). It will provide students with additional support for assignments in English Composition I through one-to-one conferences, group sessions and targeted additional practice in areas where students commonly struggle

ENG 113. English Composition I. *3 hours credit, fall and spring*

This course is a study of the essentials of composition. Readings are grouped by the rhetorical patterns they illustrate; therefore, compositions follow the rhetorical examples. Some attention is given to the basics of grammar, spelling, parts of speech, sentence structure and punctuation. Assignments are designed to help the student read discerningly, think logically, and write accurately.

ENG 123. English Composition II. *3 hours credit, fall and spring*

It is a continuation of ENG 113, which is a prerequisite. Conceived with a strong component of literature, this course focuses upon the literary genres and culminates in a literary research paper. The objective is to develop critical reading, writing, and thinking skills through essay responses to literature. Prerequisite: ENG 113.

ENG 213. American Literature I. *3 hours credit, spring, even years.*

This course is a survey of the literary canon from the colonial era to the Civil War. This course offers a variety of genres and will focus upon the historical impact of writing and the connection to social and political movements, as well as other relevant ideas that come from the readings. Prerequisites: ENG 113 and ENG 123.

ENG 223. American Literature II. *3 hours credit, spring*

This course is a survey of the major works of literature from the Civil War to the present. The course offers a variety of genres and will focus upon the historical impact of literary movements as related to social, political, and ethical effects upon society. Prerequisites: ENG 113 and ENG 123.

ENG 273. World Literature. *3 hours credit, fall...*

This course fulfills the general education requirement. Through civilizations, both ancient and modern, this course introduces the liberal arts student to the multitude of perspectives created by culture, situation, and time context. The contrasts in similarities and differences in readings will acquaint, broaden, and develop the student's global perspective. Prerequisites: ENG 113 and ENG 123.

ENG 313. British Literature I. *3 hours credit, fall, even years.*

A study of British literature from the Middle Ages through the restoration with attention given to the various influences upon the writers and literary movements. Prerequisites: ENG 113 and ENG 123.

ENG 323. British Literature II. *3 hours credit, spring, odd years.*

A study of British literature from the Romantic Period to Post-WWII, with attention given to the various influences upon the writers and literary movements. Prerequisites: ENG 113 and ENG 123, 223, 273.

ENG 335. Writing Nonfiction. *3 hours credit,*

This course will explore six areas of nonfiction writing: personal narrative as used in the field of narrative medicine, spiritual memoir/essay, nature writing, travel writing, flash nonfiction essays, and biography through ethnographic research. The course will culminate with students producing a polished, peer-reviewed nonfiction work. Prerequisites: ENG 113 and ENG 123

ENG 343. Advanced Composition. *3 hours credit, even years, spring*

This course refines and polishes research and composition skills beyond the rudiments of rhetorical patterns. The emphasis will be upon expository and argumentation readings, with student analysis and student constructions that mirror a more in-depth and refined approach to writing. Prerequisites: ENG 113 and ENG 123.

ENG 353. Children's Literature. *3 hours credit, fall, cross listed as EDU 353.*

Introduces the students to the various genres of literature for children; surveys winners of the Caldecott, Newberry, and Golden Sower awards; emphasizes creative experiences and responses to books. This course does not substitute for any General Education Literature requirements

ENG 363. Young Adult Literature. *3 hours credit, spring, cross listed as EDU 363.*

ENG 365. Technical Writing. *3 hours credit*

This course focuses on the principle, techniques, and skills needed for scientific, technical, or business writing. Particular attention is paid to audience, document design, ethics, and style. Students will produce and analyze common technical writing genres, including how to write successful proposals (e.g. for grants, article/book publications, committees/board of directors), reports, manuals, and technical descriptions. Prerequisites: ENG 113 and ENG 123; preferred prerequisite: ENG 343

ENG 373 Multicultural Literature. *3 hours credit*

This course focuses on global literature by and about people of diverse ethnic backgrounds. Students will explore cultural diversity through critical reading and critical writing assignments, discussing universal themes evident in assigned reading. Units will include: Native American Literature, Hispanic/Latino (Latinx) Literature, Middle Eastern Literature, Asian Literature, African Literature, African American/Black Literature, and European Literature. Prerequisites: ENG 113 and ENG 123

ENG 383. Poetry. *3 hours credit, spring, odd years.*

This course emphasizes the study of poetic theory with applications to all periods and types of poetry. The course content assists in the development of special skills for the appreciation and criticism of poetry. Prerequisites: ENG 113 and ENG 123.

ENG 385. Creative Writing. *3 hours credit, fall, odd years.*

The study and application of the creative writing process, paying special attention to professional models, designs, and forms. The course may focus on a specific creative genre and it will emphasize creating original works of poetry and fiction. Prerequisites: ENG 113 and ENG 123.

ENG 395. Film as Literature. *3 hours credit, fall, even years.*

Film as Literature provides a forum to think about film as a literary production through discussion, analysis, critique, and composition. Students will write popular reviews and analytical responses, as well as a documented research project. Students will be exposed to a variety of films in multiple genres with a special emphasis on contemporary film. Prerequisites: ENG 113 and ENG 123.

ENG 404. Literary Criticism. *3 hours credit, spring, odd years.*

By combining readings in critical theory with examples of critical practice on specific literary texts, this course will introduce the central evaluative and interpretive questions of literary theory and will introduce many of the major schools and dominant figures of literary criticism. Prerequisites: ENG 113 and ENG 123, 223, 273.

ENG 413. Introduction to Linguistics. *3 hours credit, fall, odd years.*

This course introduces the student to the scientific study of English, as well as a survey of the history of English as related to origin, phonology, morphology, semantics, and syntax. Prerequisites: ENG 113 and ENG 123, 223, 273.

ENG 423. Short Story. *3 hours credit, fall, even years.*

Course content covers the history and development of the short story as a genre. This course discusses the social and individual author influences affecting the story constructions, along with the analysis of author techniques that will be applied to each story. Prerequisites: ENG 113 and ENG 123, 273.

ENG 433. Shakespeare. *3 hours credit, fall, odd year, cross listed as COM 433.*

The Bard's major tragedies, comedies, and histories are placed in their historical, intellectual, critical, and dramatic contexts of Renaissance England for this textual study. Prerequisite: Junior or Senior Standing. Prerequisites: ENG 113 and ENG 123, 273.

ENG 453. Novel. *3 hours credit, spring, even years*

Studies the novel as a genre by introducing the student to literary analysis through further class discussion of ideas that have been generated by the author and other parallel readings. Prerequisites: ENG 113 and ENG 123, 273.

ENG 473 Special Topics in English: *3 hours credit, fall and summer*

Content of course is structured according to faculty availability. Each version allows an in-depth study of an author, genre, or field of English. Topics may not be repeated for credit, although the course may be repeated for a total of 6 hours. When available, the summer session will be a travel course. Prerequisites: ENG 113 and ENG 123, 273.

ENG 483 African American Literature. *3 hours credit,*

This course explores key themes of African-American Literature, such as slavery, the challenges of identity, and the richness of the vernacular tradition. Students will interpret and analyze African-American texts of the 19th, 20th, and 21st centuries. The course covers a wide range of genres including the slave narrative, fiction, poetry, drama, autobiography, and nonfiction so that students can develop an understanding of racial identity and how it is constructed and reconstructed throughout American history. Also, so that the students can see the various conceptions of African-American art, we will study works in different forms and media, including music, film, and material culture. Prerequisites: ENG 113 and ENG 123

ENG 495. Capstone in Research and Professional Writing. *3 hours credit, spring*

This course is to be taken only during the student's senior year. During the course, the student will complete a portfolio based upon business and professional correspondence with some assignments in the community. The second component will be the culminating senior paper, based upon both on and off-campus research, with the objective that the student will write a conference-quality paper to be formally presented on campus.

Earth Sciences

ESC 114. Earth Science I. *4 hours credit (3 for lecture, 1 for lab) even years fall, and summer, cross listed as PHG 113.*

An introduction to the basic concepts of geology and oceanography. Topics include rocks, minerals, structural geology, orogeny, an introduction to the theory of plate tectonics and an overview of the oceans and ocean currents/circulation.

ESC 214. Earth Science II. *4 hours credit (3 for lecture, 1 for lab) spring, cross listed as PHG 123.*

An introduction to the basic concepts of meteorology and astronomy. Topics include the water cycle, weather and weather systems, climatology, the solar system, and space beyond our solar system.

Experiential

EXP 303. Internship. *3 credit hours, on demand*

The primary purpose of the internship program is to allow the student to work directly in an outside organization, appropriate to the student's major, so that s/he may experience a meaningful relationship between the classroom course material and the work environment. Internships provide opportunities to explore career options, test career choices, and encourage the development of skills within the chosen field. An internship allows students to relate classroom theory with practical job experience as well as a new skill that will be transferable to future employers. Cross listed as ACC 303.

EXP 313. Experiential Studies in Multiculturalism. *3 credit hours,*

Experiential study of cultural diversity through critical reading and reflection writing exercises, in addition to immersive experiences utilizing museums, historical sites, natural landmarks, and local cuisines. Study is centered on various aspects of culture on one's identity to build awareness and appreciation of human culture differences around the world while critically engaging the student to engage with different cultural perspectives.

Finance

FIN 313. Financial Management. *3 hours credit, fall*

Study of the objectives and techniques of the finance function of the firm. Financial ratios, cash budgets, break-even analysis, leverage, quantitative tools, security evaluation, cost of capital, capital budgeting, working capital management, sources of capital for expansion, and evaluation of the capital structure are studied. Prerequisites: ACC 223, MTH 173 and junior standing.

FIN 423. Financial Markets and Institutions. *3 hours credit, odd years, spring*

A study of various types of financial markets and other financial institutions. Includes a study of the nature and importance of, an understanding of personal finances, the various financial markets, current problems and issues facing different financial markets, and how the financial system of the United States interacts and influences the world's financial system.

Geography

GEO 214. Cultural Geography. *3 hours credit, fall*

Study of human-environmental relations: how humans use the environment and leave patterns on the land (cultural landscape). Introduction to basic geographic concepts and human settlement patterns from a geographic perspective. Topics include cities, religion, language, politics, agriculture, and current events.

Health and Human Performance

HHP 103 Theory of Lifetime Fitness. *3 hours credit, even years, fall.*

Studies principles associated with the promotion of a healthy lifestyle and healthy lifestyle choices that result in lifelong health, fitness and wellness.

History

HST 213. History of the United States to 1877. *3 hours credit, fall*

The European discovery of America, the colonial period, the Revolution, the growth of American nationalism, sectionalism, the Civil War, and Reconstruction.

HST 223. History of the United States since 1877. *3 hours credit, spring*

A continuation of 213, which is not a prerequisite. The emergence of modern industrial America: the Progressive Era, World War I, the Twenties, the Depression, World War II, cold-war and post-cold-war America.

HST 253. Western Civilization to 1648. *3 hours credit, fall*

The civilizations of the ancient Near East, Greek civilization, the Roman world, the Middle Ages, the Renaissance, the Reformation, and the transition to modern times.

HST 263. Western Civilization since 1648. *3 hours credit, spring*

A continuation of 253, which is not a prerequisite. The Ages of Absolutism, the Enlightenment, the French Revolution, liberalism, nationalism, and the rise of modern culture.

HST 273. World Civilizations to 1450. *3 hours credit, odd years, spring*

This survey course will focus on the major world civilizations prior to 1450. Classical civilizations such as Greece and Rome will be included, but special emphasis will be placed upon non-western civilizations such as China, India, the early Islamic world, African, and American civilizations in the Pre-Columbian Era.

HST 283. World Civilizations since 1450. *3 hours credit, even years, spring*

This survey course will focus on the major world civilizations since 1450. Topics of study will include the Age of Discovery, colonization, trade, and the developing world economy. Special emphasis will be placed upon non-western civilizations and regions such as Latin America, South America, Asia, India, Africa, and the Ottoman Empire.

HST 313. Civil War Era. *3 hours credit, even years, fall*

An in-depth study of the period leading up to the American Civil War; looking at slavery, sectionalism, the abolitionist movement, political compromise, the war itself and the aftermath of the war, including Reconstruction.

HST 323. The American Frontier. *3 hours credit, odd years, spring*

An in-depth study of the Westward movement of the frontier, including native cultures and European and American settlements in the West.

HST 333. Colonial and Revolutionary America. *3 hours credit, odd years, fall*

A study of early settlements, colonial relations, the Revolutionary War, the Articles of Confederation, the Constitution, the Bill of Rights and the precedents of the Washington presidency.

HST 343. The Early National Period. *3 hours credit, even years, spring*

The developing nation: Washington, Adams, and Jefferson Administrations; the War of 1812, the Era of Good Feelings, the emergence of the second party system, and the Age of Jackson.

HST 353. Modern U.S. History I: 1877-1932. *3 hours credit, odd years, fall*

Study of the developing West, railroads, Populism, Progressivism, World War I, Isolationism and seeds of the Great Depression.

HST 363. Modern U.S. History II: 1932 to the Present.

3 hours credit, even years, spring; cross listed as POL 363.

A close examination of the New Deal, FDR's presidency, World War II, causes of the Cold War, American involvement in Korea and Vietnam, Detente, the 1980s, and the fall of Communism.

HST 393. Medieval and Renaissance Europe. *3 hours credit, odd years, fall*

An examination of European history from the fall of Rome through the Quattrocento. Includes the social, political, economic, and military changes in Europe during the period.

HST 397. Special Topics in History. *3 hours credit, odd years, spring*

This course will include a comprehensive examination of the people, places, and events involving a specific topic and/or era in history. The course will emphasize historical analysis, use of primary source materials, and a variety of methods (i.e. literature, documentaries, etc.) in examining a special topic.

HST 403. African American History. *3 hours credit, odd years, spring*

This course is an overview of the field of African American History. We will use history, literature, art, politics, culture, and philosophy to better obtain a broad view of the African American experience. In an effort to better understand the voices of African Americans, we will begin with the historical foundations that brought them to America and continue through their history all the way to the twenty-first century.

HST 413. History of Native America. *3 hours credit, even years, fall*

An examination of Native American cultural, social, religious, and economic history from the earliest inhabitants of North America to the present. The course will focus on the impact of European contact in the New World on native culture and history.

HST 443. Europe, 1648 to 1815. *3 hours credit, even years, spring*

A study of European history from the end of the Thirty Years' War through the Napoleonic Wars. Includes Absolutism, Constitutionalism, Enlightenment, French Revolution, and Age of Napoleon Bonaparte and the Congress of Vienna. Prerequisite: junior or senior standing.

HST 453. Emergence of Modern Europe, 1815 to 1914. *3 hours credit, even years, fall*

An examination of Europe from the Congress of Vienna, the social and political revolutions of 1820, 1830 and 1848, the Industrial Revolution, Imperialism, Colonialism, the rise of Communism and Fascism, World Wars I and II, and the Cold War. Prerequisite: junior or senior standing.

HST 493. Writing and Research in History. *3 hours credit, fall*

Participants focus on specific historical periods or problems, do extensive reading, research and writing, and share impressions in seminar format; topics determined jointly by student and instructor. Prerequisite: instructor's permission.

Information Technology

ITM 223. Introduction to Information Technology Systems. *3 Hours Credit, on demand*

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own. This online class has optional live sessions.

Learning Skills

LSK 103. Reading/Study Skills. *3 hours credit, fall, spring*

Designed to improve comprehension, reading speed, vocabulary, and study skills.

Management

MGM 313. Principles of Management. *3 hours credit, fall*

An introduction to the management processes of planning, organizing, leading, and controlling. The theory and history of management; decision making, policy planning, organization planning, supervising, coordinating and controlling, and personnel management are studied. Prerequisite: junior standing.

MGM 343. Human Resource Management. *3 hours credit, fall*

The methods and techniques of personnel management will be examined. Emphasis is placed upon proper procedures in recruitment, selection, motivation, promotion, training, performance evaluation, and compensation. Course focuses on contemporary personnel management issues. Prerequisite: 313 and junior standing.

MGM 373. Entrepreneurship. *3 hours credit, spring*

Theory, general principles and practice required to initiate and manage a small business successfully. The development of policies, methods, and managerial strategies to accommodate the rapidly changing business environment is studied. Startups, Franchisees, and small business purchases will be studied. Co-/Prerequisite: 313 and junior standing.

MGM 413. Organizational Behavior. *3 hours credit, spring. Cross listed as COM 383.*

The course investigates how individual and group behavior impacts the performance of an organization. Topics include perception, personality, values, job satisfaction, emotional intelligence, learning, communication, motivation, culture, conflict, stress, and power/politics. The purpose of this course is to increase students' awareness of the impact that these topics have on leadership effectiveness.

MGM 433. Production/Operations Management. *3 hours credit, fall*

A study of the production operations function in business, including the creation of both goods and services. Study is centered on design, location, and operation of the productive system and its interrelationship with other systems in the organization. Special emphasis is placed on the use of quantitative techniques in decision-making. Prerequisite: 313, MTH 173 and junior standing as a business major.

MGM 443 Business Analysis. *3 hour credit, spring*

This course deals with the behavioral aspects of accounting. The course presents the theory, procedures & practice relating to product costs, including job order, process & standard cost systems. It also includes analytical skills used to interpret accounting data used by management in planning and controlling business activities.

MGM 483. Seminar in Business Policy. *3 hours credit, spring*

This course is the final, capstone class in the BBA core. A capstone which draws together the concepts and tools studied in the BBA Core and business electives within the specific degree program. Focus is on the strategic challenges confronting firms that compete in the global economy. This course will study the links between the organization, its strategy and its environment. This relationship is characterized by complexity, uncertainty, leadership and change. Authentic managerial problems in free enterprise from the varying viewpoints of diverse disciplines, and practice in forming workable solutions should be discussed.

Marketing

MKT 323. Principles of Marketing. *3 hours credit, spring*

An introduction to the fundamentals of marketing. Product distribution, promotion, and price are studied with emphasis on the marketing aspects of managerial decision making in a dynamic society. Prerequisite: junior standing.

Mathematics

MTH 013. Basic Math Skills with Algebra. *3 hours credit, fall*

A review of basic concepts to prepare students who are deficient in basic mathematics skills. Includes basic arithmetic skills and beginning topics of algebra such as signed numbers, linear equations, exponents, polynomials and word problems to form an introduction to intermediate algebra. This course does not fulfill any general education mathematics requirement. Entering students with an ACT subscore of 17 or lower MUST take MTH 013 before proceeding to any other Math course.

MTH 123. Mathematics for Educators. *3 hours credit, spring*

The study of set theory, logic, numeration systems, whole numbers, integers, rational numbers, number theory, and geometry, presented as a foundation for elementary school mathematics. Required of ALL elementary education majors.

MTH 133. Intermediate Algebra. *3 hours credit, spring*

A study of fundamental algebraic operations, polynomials, graphing, pairs of linear equations, roots and radicals, ratios and proportions, and their applications. Designed to prepare the student for college algebra and to satisfy the math requirements for medical technology, other allied health-related disciplines, home economics and similar programs. A student may not earn credit for this course after passing MTH 163. Prerequisite: ACT Math subscore of 18 or higher, or MTH 013.

MTH 145. Math in the Real World. *3 hours credit, fall, spring*

A practical course introducing basic concepts of logic, set theory, finance, functions, statistics and probability as they relate to events commonly encountered. This course will meet the General Education requirements for all students who are not required to take College Algebra or Calculus for their chosen degree. Prerequisite: ACT Math subscore of 18 or higher, or MTH 013

MTH 173. College Algebra. *3 hours credit, fall and spring*

A study of sets, relations and functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants, theory of equations, sequences, permutations, and combinations, the binomial theorem and introduction to the theory of probability. Prerequisite: ACT Math subscore of 22 or higher, or MTH 133 with a C or better.

MTH 181. Trigonometry. *1 hour credit, fall*

Covers the standard trigonometric functions, their inverses, identities, relationship to the unit circle, along with basic applications such as the laws of sine and cosine. Prerequisite: MTH 133 with a C or better, or ACT Math subscore of 22 or higher.

MTH 213. College Geometry. *3 hours credit, odd years, spring*

An extension of high school geometry. Includes construction, foundations, and methods of proof in Euclidean geometry and solid geometry. Prerequisite: High School Geometry.

MTH 214. Calculus with Analytic Geometry 1. *4 hours credit, fall*

Plane analytic geometry, differentiation of algebraic functions, applications of derivatives, integration and its applications. Prerequisite: MTH 173 or ACT Math subscore of 26 or higher. Co-requisite: for those weak in trigonometry take MTH 181 Trigonometry.

MTH 223. Elements of Statistics. *3 hours credit, fall*

Elementary probability theory, measures of central tendency and variability, discrete probability distributions, normal distribution, sampling theory, estimation theory, hypothesis testing, regression, correlation and chi square distribution. This course is designed for business and social science majors, rather than science or mathematics majors. Prerequisite: MTH 173.

MTH 224. Calculus with Analytic Geometry 2. *4 hours credit, spring*

A continuation of MTH 214, which is prerequisite. More analytic geometry, differentiation and integration of trigonometric, logarithmic, and exponential functions, methods of integration, vectors in the plane, indeterminate forms, improper integrals and polar coordinates.

MTH 243. Introduction to Mathematical Thought. *3 hours credit, odd years, fall*

A course to prepare the serious mathematics student for the more advanced courses in abstract algebra, and analysis. This course is designed to bridge the gap between applied mathematics courses and proof oriented abstract mathematics courses. The course will emphasize the logical skills required for mathematical proof. Prerequisite: MTH 224.

MTH 313. Probability and Statistics. *3 hours credit, even years, spring*

Probability as a mathematical system, random variables and their distributions, limit theorems, and topics in statistical inference. This course is designed primarily for mathematics majors. Prerequisite: MTH 223 and MTH 224.

MTH 334. Calculus with Analytic Geometry 3. *4 hours credit, fall*

A continuation of 224, which is prerequisite. The theory of infinite series, vectors, solid analytic geometry, moments, and moments of inertia, partial differentiation, and multiple integrals.

MTH 343. Differential Equations. *3 hours credit, even years, spring*

The solution of differential equations of first order and first degree, with applications, linear differential equations of higher order, with applications, Laplace transform methods, and solutions by series. Prerequisite: 334.

MTH 353. Linear Algebra. *3 hours credit, even years, fall*

A study of linear equations, matrices, and vector spaces, linear transformations, determinants, rational and Jordan forms, inner product spaces, and bilinear forms. Prerequisite: 224.

MTH 413. Abstract Algebra. *3 hours credit, even years, spring*

Introduction to the abstract fundamentals of algebra including number theory, fields, integral domains, rings and groups. Prerequisite: 243.

MTH 453. Analysis. *3 hours credit, odd years, spring*

Real number systems, functions, sequences, limits, continuity, differentiation, integration, infinite and power series, and uniform convergence. Prerequisite: MTH 243 and MTH 334.

Ministry

MIN 313. Foundations for Ministry. *3 hours credit, even years, fall*

A study of the theological basis for ministry as well as the day to day responsibility of the minister. An overview of the dynamics, opportunities, and challenges of ministry. Several different types of ministry situations will be studied and experienced.

MIN 315. Biblical Preaching. *3 hours credit, odd years, spring*

A study of the principles, responsibilities, and skills of preaching. The course will focus on developing sermons for various settings from the text of the Bible. Expository preaching skills will be emphasized. Prerequisites: General Education courses for Bible.

MIN 492. Youth Ministry. *3 hours credit, even years, fall*

A study of the biblical and theological foundations for youth ministry, the religious development of adolescents, and the church's responsibility for ministry to young people.

Music

MUS 161, 261, 361, 461. Celebration Singers. *1 hour credit, fall, spring*

Celebration Singers, our collegiate show choir, is an auditioned group of 16-20 performers, both male and female. Two performances are done yearly.

MUS 171, 271, 371, 471. University Singers. *1 hour credit, fall, spring*

Participation in musical ensembles is open to music majors and non-majors and membership is by audition. Each course may be taken twice for credit. Credit toward graduation requirements will be given for a maximum total of four (ten for majors) hours in any combination. All other participation will be non-credit. Each additional year requires new levels of performance and increased service-leadership in the respective group.

MUS 112, 122. Ear Training I, II. *2 hours credit, fall, spring*

Co-/Prerequisite: MUS 113. Dictation from the keyboard, ear testing and sight singing involving intervals, scales, triads, melodies, and rhythms.

MUS 113, 123. Music Theory I, II. *3 hours credit, fall, spring*

Co-/Prerequisites: Private piano and 112/122. Study and keyboard application of written 4-part harmony through 7th chords; for music majors and minors only.

MUS 203. Music Appreciation. *3 hours credit, fall, spring*

This course surveys the art music of Western Civilization from 1500 to the present. The development of appropriate listening skills is focused upon as the student becomes increasingly aware of the role of art music throughout the ages and the role it plays today and in the future.

MUS 212. Ear Training III. *2 hours credit, fall*

Dictation from the keyboard, ear testing and sight singing involving more complex intervals, scales, triads, melodies, and rhythms. Prerequisite: 122. Co-requisite: 213.

MUS 213. Music Theory III. *3 hours credit, fall*

Study and keyboard application of written four-part harmony starting with secondary dominants, and progressing through modulation, and into altered sixth chords. Prerequisite: 123. Co-requisites: 212 and private piano.

MUS 222. Ear Training IV. *2 hours credit, spring*

Dictation from the keyboard, ear testing and sight singing involving advanced intervals, scales, triads, melodies, and rhythms. Prerequisite: 212. Co-requisite: 223.

MUS 223. Music Theory IV. *3 hours credit, spring*

Continuation of 213's study and keyboard application of written four-part harmony into altered sixth chords and other advanced harmonic concepts. Counterpoint not included. Prerequisite: 213. Co-requisites: 222 and private piano.

MUS 253. Music Literature. *3 hours credit, fall*

A general survey of music literature from 1500 to the present. The evolution of musical styles will be traced and scores will be examined. For music majors and minors only.

MUS 302. Diction. *2 hours credit, even years, spring, cross listed as COM 302*

A study of the fundamentals of pronouncing and reading the following languages: Latin, Italian, French, English and German. Emphasis is given to learning and being able to use the International Phonetic Alphabet.

MUS 313. Conducting I. *3 hours credit, even years, fall*

The basic conducting techniques and skills needed for the music professional are the emphasis of this course. Included here are: beat patterns, style patterns, cueing, and other technical and physical skills needed for conducting. Practical application with York University Singers is required. Prerequisites: MUS123.

MUS 323. Conducting II. *3 hours credit, odd years, spring*

Emphasis in this course is placed on the following: choral ear training, repertoire, performance practice, developing one's own style, and other more advanced conducting concepts and procedures. Prerequisite: 313.

MUS 333. Music History I. *3 hours credit, even years, fall*

A detailed study of the important developments in music history from early times up through the 16th Century.

MUS 343. Music History II. *3 hours credit, odd years, spring*

Detailed study of the important developments in music history from the 17th Century to the present. Prerequisite: 333.

MUS 353. World Music. *3 hours credit*

This course introduces selected musical traditions from around the world. We will explore the manner in which these musical traditions are both shaped by and give shape to cultural settings in which they are performed. Since different musical styles have different structures and meanings, we will need to learn new ways of listening to music.

MUS 383. Teaching Music in the Elementary and Middle Grades. *3 hours credit, fall odd years, spring odd years*

Basic skills for the elementary/middle school classroom teacher: basic music theory, voice development, listening, creative skills, and other musical concepts necessary for non-specialized teachers to infuse music into their curriculum.

MUS 413. Elementary Music Methods. *3 hours credit, odd years, fall*

Designed to expose the student to the educational concepts and activities necessary for running a successful elementary music program. Some of the things included are: curricular scope and sequence, the child voice, concert programming, recorders, listening and creativity skills, classroom management. Students will develop units and teach them in an actual classroom setting. Prerequisite: permission of instructor.

MUS 433. Secondary Vocal Music Methods. *3 hours credit, even years, spring*

Designed to expose the student to the educational concepts and activities necessary for running a successful secondary music program. Some of the things included are: curricular scope and sequence, the adolescent voice, concert programming, repertoire, listening and creativity skills, classroom management, preparing students for various audition ensembles, and other things

necessary for skillful assimilation into the secondary choral setting. Students will develop units and teach them in a classroom setting. Prerequisite: permission of instructor.

MUS 443. Senior Recital. *3 hours credit, on demand*

A capstone project for all non-certifying music majors. This vocal project will demonstrate an understanding of a variety of genres and styles and will be the culminating work of the vocalist.

Natural Science

NSC 153. General Science A. *3 hours credit*

A general education course introducing the basic concepts of Physics and Chemistry. The class will incorporate hands-on learning and emphasize an understanding of the physical processes at work in the world around us, including: how scientists model physical systems, how the moon causes tides, how musical instruments create tones, why bicycles have gears, how the ozone layer protects the Earth, how chemical species combine, what makes water "soft" or "hard", and the safety of nuclear power plants.

NSC 163. General Science B. *3 hours credit*

A general education course introducing the basic concepts of Astronomy, Earth Science and Biology. The class will incorporate hands-on learning and emphasize an understanding of the physical and biological processes at work in the world around us, including: what's beyond the Earth, what's beneath the surface of the Earth, what makes up a volcano, how geology impacts ecology, how DNA is the code for life, and how parts of an ecosystem work together.

NSC 302. Science Practicum. *2 hours credit, fall and spring*

An experiential course in which the student works side-by-side with a secondary science teacher four to five hours per week for a semester to help set up, conduct and take down laboratory exercises. Prerequisites: CHM 214, CHM 224 and sophomore standing.

NSC 303. Science Practicum. *3 hours credit, fall and spring*

An experiential course in which the student works side-by-side with a secondary science teacher four to five hours per week for a semester to help set up, conduct and take down laboratory exercises. Prerequisites: CHM 214, CHM 224 and sophomore standing.

NSC 421. Natural Sciences Seminar. *3 hour credit, spring on demand*

A seminar class in which senior science majors present papers on approved topics. Faculty will also participate. Speakers from off campus will be brought in to broaden the scope of seminar topics. Division Chair's permission required.

Cross listed as AGR 421.

Philosophy

PHI 222. Philosophy of Living. *on demand*

This course is designed to help the student understand the basic elements of effective Christian living. Topics to be studied include principles of Biblical study, making ethical decisions, and the Church. Emphasis is placed on encouraging students to develop a positive philosophy of living.

PHI 312. Introduction to Philosophy. *3 hours credit, even years, fall*

An introductory survey of philosophy and ethics. Major historical individuals and concepts will be studied to see how philosophy and ethics relate to many different aspects of life.

PHI 423. Ethical Theory and Practice. *3 hours credit, even years, spring*

A study of the various ethical systems used in making moral decisions and the problems involved in such decisions. The Biblical basis for making moral decisions in our modern world will be the focus of this course.

Physical Science

PHG 113. Physical Science I. *3 hours credit, even years, fall, cross listed as ESC 114.*

An introduction to the basic concepts of geology and oceanography. Topics include rocks, minerals, structural geology, orogeny, an introduction to the theory of plate tectonics and an overview of the oceans and ocean currents/circulation.

PHG 123. Physical Science II. *3 hours credit, spring, cross listed as ESC 214.*

An introduction to the basic concepts of meteorology and astronomy. Topics include water and humidity, weather and weather systems, climatology, the solar system, and space beyond our solar system.

Physics

PHY 211. General Physics I. *4 hours credit, (3 lecture, 1 lab) odd years, fall*

An Algebra-based treatment of the following topics: motion, force, energy, and momentum; thermodynamics; simple harmonic motion. Prerequisite: MTH 173 or 2 years of high school algebra with B's or better. Co-requisite: MTH 181 Trigonometry.

PHY 214. Introductory Physics I. *4 hours credit (3 lecture, 1 Lab.), fall, even years*

A beginning course for general science, pre-engineering, and pre-physics majors. Topics covered: describing motion; force, energy and momentum in translational and rotational motion; Elementary Relativity Theory; simple harmonic motion. Prerequisites: MTH 214 and CHM 214.

PHY 221. General Physics II. *4 hours credit, (3 lecture, 1 lab) even years, spring*

An Algebra-based treatment of the following topics: electricity, magnetism, the dual nature of light, and non-classical Physics. Prerequisite: PHY 211.

PHY 224. Introductory Physics II. *4 hours credit (3 lecture, 1 Lab.), spring, odd years*

Continuation of PHY 214, which is prerequisite. Topics include: mechanical and optical wave behavior, electricity and magnetism and elementary modern physics.

PHY 313. Modern Physics. *3 hours credit, on demand*

The student will be exposed to the physics developed after the year 1900; special relativity, x-ray discovery and use, Planck's analysis of Black Body Radiation and Quantization, Rutherford's discoveries of the make-up of Matter, Natural Nuclear Decay, Bohr's description of the H-atom, introduction to the Wave Nature of Matter, Study of one-dimension potential energy systems, Wave description of Hydrogen atom, introduction to Many-Body systems. Prerequisite: PHY 214, PHY 224, MTH 214.

Political Science

POL 123. American Government. *3 hours credit, odd years, spring*

A survey of the organization and functions of government in the U.S. with special emphasis on the political process and historical perspective.

POL 363. Modern U.S. History II: 1932 to the Present.

3 hours credit, even years, spring; cross listed as HST 363.

A close examination of the New Deal, FDR's presidency, World War II, causes of the Cold War, American involvement in Korea and Vietnam, Detente, the 1980s, and the fall of Communism.

Pre-Engineering

PNG 101. Introduction to Engineering. *1 hour credit, fall.*

Overview of the history, development, and importance of engineering. Students will gain an understanding of the differences and similarities of the different kinds of engineering, and the work that different kinds of engineers are expected to do. They will read papers in engineering and science and be able to discuss the merits of the work.

Project Management

PMM 233. Introduction to Project Management. *3 Hours Credit, on demand*

In this course you'll learn the fundamentals of project management, including how to schedule project activities, how to communicate schedules and deadlines effectively, and how to report on the status of projects.

Psychology

PSY 113. General Psychology. *3 hours credit, fall, spring.*

A general overview of the history, philosophical development, and theoretical approaches to the study of human behavior. Consideration is given to such topics as intelligence, personality, motivation, adjustment, and the application of psychology in various fields.

PSY 143. Human Growth and Development. *3 hours credit, fall, spring*

The physical, mental, emotional, and social development of the human individual from conception to death. Application of the principles of social work (person in the environment) and psychology to form an understanding of human growth with major emphasis on understanding child and adolescent behaviors. Required for all psychology majors and any student certifying to teach.

PSY 233. Statistics for the Behavioral Sciences. *3 hours credit, fall, cross listed as BUS 243.*

This course provides a foundation in the application and interpretation of basic statistics for the behavioral sciences. Topics include: Computer based applications and statistical packages, data and research, types of data, measurement scales, graphical representation and notation, measures of central tendency and variability, normal distributions, sampling distributions and probability, descriptive measures, inferential statistics when comparing groups, correlation and prediction, and simple parametric and non-parametric measures. Application of methods to professional practice will be stressed.

PSY 243. History and Systems. *3 hours credit, spring, odd years.*

Study and discussion of the major theoretical and historical foundations of modern Psychology. Individuals who have influenced the development of Psychology will be reviewed. Career options in behavioral sciences will be explored.

PSY 323. Adolescent Psychology. *3 hours credit, spring*

Designed to survey the sequence and nature of adolescent development by studying principles related to the areas of emotional, intellectual, social, cognitive, moral and physical development. Resources in the local community that can aid youth and their parents or adult persons working with them will be identified. Age span included is from the middle-school age through the high-school age student. Prerequisite: PSY 143 or permission of instructor.

PSY 333. Theories of Personality. *3 hours credit, odd years, fall*

Theories of personality development and the varying degrees of emphasis placed upon such factors as environment, heredity, or learning. Prerequisite: PSY 113 or permission of instructor.

PSY 343. Abnormal Psychology. *3 hours credit, even years, fall.*

Study of abnormal behavior patterns, as well as theories that seek to explain such behavior, with an emphasis on treatment as well as diagnosis. The use of Diagnostic and Statistical Manual of Mental Disorders will be taught. Prerequisite: 12 hours of psychology or permission of instructor.

PSY 383. Physiological Psychology. *3 hours credit, fall, even years.*

The goal of this course is to familiarize students with the nervous system and behavioral correlates of nervous system activity. Topics include form and function of the nervous system, the various scientific methods used to research brain and behavior, the various arguments for and against animal and human research as related to areas of study within psychology, the behavioral and neural correlates of drug addiction, motivation, sexual behavior, emotion, sensation and perception, learning, memory, and psychological disorders. Prerequisites: PSY 113, PSY 143, BIO 154.

PSY 423. Counseling. *3 hours credit, odd years, spring*

The study of the history and evaluation of Clinical Mental Health Counseling, legal and social justice issues, processing and procedures for counseling services, effective practices in counseling, as well as future trends in mental health counseling. Prerequisites: junior or senior standing.

PSY 433. Social Science Research. *3 hours credit, even years, fall*

Introduction to the use of the scientific method in general social science research. Emphasis given to the formulation of problems, techniques of gathering data, presentation and interpretation of research findings. Prerequisite: PSY 233 + 6 hours of upper-division psychology.. Students may enroll in this course for a maximum of 2 semesters.

PSY 443. Learning and Memory. *3 hours credit, odd years, spring*

A detailed study of the behavioral processes and mechanisms underlying Pavlovian and Operant conditioning, extinction, and memory. Prerequisite: Junior or Senior standing or permission of instructor.

PSY 473. Social Psychology. *3 hours credit, fall, even years.*

The scientific study of how people think about, influence, and relate to one another. Topics include social thinking, values, conformity, persuasion, group influences, prejudice, aggression, altruism, conflict and peacemaking. Prerequisite: PSY 113.

PSY 474. Psychology and Christianity. *3 hours credit, odd years, spring.*

This course will review several models of integrating psychology and Christianity. Relationships between science and religion will be examined. Areas of focus will include competing worldviews, how the nature of man is defined and subsequent implications surrounding the process of healing. Prerequisite: Senior standing; permission of the instructor.

PSY 485. Testing and Measurement. *3 hours credit, spring, even years. Cross listed with EDS 485*

Teaches students to administer and interpret norm referenced, criterion referenced, informal and functional tests.

PSY 493. Special Topics in Psychology. *3 hours credit, offered on demand.*

Identify and analyze major components of a special topic or trend within Psychology. Demonstrate an understanding of psychological principles related to the special topic or trend, and Identify and demonstrate an understanding of the historical developments of the special topic or trend. Prerequisite: Junior or Senior standing, or permission of instructor. Students may take the course twice, provided the topics covered are different.

Sports Management

SPM 213. Introduction to Sports Management. *3 hours credit, fall*

An introductory study and overview of sport and recreational management. Coursework provides an analysis of effective management strategies and information associated with pursuing a career in sport management. The course introduces the student career opportunities in the sport industry and to sport principles as they apply to management, leadership style, communication, and motivation. Prerequisite: BUS 133.

SPM 313. Sports Media and Public Relations. *3 hours credit, fall*

An analysis of the role of public relations and mass media in sports communication. Hands-on training in the tools and technology of sports PR is combined with an examination of the public's relationship with athletes and sports. This course explores the progressive techniques and activities used to promote sporting events. Discussion topics include brand awareness, media management, message recall, and the examination of four news mediums: television, internet, print, and radio.

SPM 323. Sports Marketing. *3 hours credit, spring*

This course will focus on how companies develop, execute and measure marketing strategies and tactics to use sports athletes, teams, leagues and other organizations to market their products and services domestically and internationally to consumers and business partners. The course will examine the marketing strategies employed by sports teams and leagues to promote the unique sports product. Students will also participate in marketing projects within the York University athletic department. Prerequisite: MKT 323.

SPM 403. Sports in Contemporary Society. *3 hours credit, fall*

Examines the origin and development of the sport industry in America from the 19th century to the present.

SPM 413. Sports Facility and Event Management. *3 hours credit, fall*

Applies the functions of management to the development, operations, and financing of sport facilities. Facilities examined include public and private arenas, stadiums, ballparks, and multi-use venues. Provides the foundations for event bidding and management as well as covering risk management, safety, and emergency planning in sport.

SPM 423. Sports Law and Ethics. *3 hours credit, spring*

With specific reference to the role of the sports manager, this course provides an extensive overview of legal principles and ethical issues in professional sports. It begins with an introduction to the different fields of law and a survey of the broad issues related to sports law (such as antitrust exemption, labor law, and the athlete/agent relationship), before turning to consider the legal issues routinely faced by sports managers (such as the legal aspects of risk management). The course concludes with a study of the role and application of ethics in the decision making process. Prerequisites: SPM 213 and BUS 453.

York University Studies

YCS 101. Introduction to York University. *0-1 hour credit*

This course is an orientation designed primarily to aid the student in making a satisfactory adjustment to college life in general and to the unique culture of York University specifically. Required for 1-hour credit for all new freshmen. Required for 0 credit (1 hour credit optional) for all new transfers. Transfer course meets for the first six weeks of the semester.

YCS 113. Strategies for College Success. 3 hours credit

This course is designed to enhance student success and encourage retention. The course assists students in transitioning into college life by acquainting students with techniques that encourage success, improve academic skills, and develop attitudes needed to achieve personal and educational goals. Along with classroom activities designed to teach study skills and success strategies, students will attend mentoring sessions, access student academic services, and participate in college activities.

YCS 202. Transferring to York University. *0-1 hour credit*

This course is an orientation designed primarily to aid the transfer student in making a satisfactory adjustment to the life and unique culture of York University specifically. Required for 1-hour credit for all new freshmen. Required for 0 credit (1 hour credit optional) for all new transfers. Transfer course meets for the first six weeks of the semester.

Graduate Studies

1.0. Introduction

York University offers graduate programming and advanced academic degrees at the master's level through the "online" campus. The primary objective of this programming is to provide innovative online graduate coursework for individuals who expect to be practitioners in education, business, or other leadership activities.

2.0. Background

Established in 2009 as an entity within York University, York University Online (YUO) aims to assist students from all walks and stages of life to reach their continuing academic goals. In 2012, with Higher Learning Commission approval, YUO was commissioned to provide an online Master of Arts in Education. In 2017 a Master of Arts in Organizational and Global Leadership was added.

3.0. Graduation Requirements

YUO Master's degree programs are 36 - 45 credit-hour programs consisting of 12 - 15 required courses of 3 credit hours each. Other courses taken will factor into the cumulative GPA (CGPA), but not be considered as fulfilling program requirements.

3.1. Graduate Degree Requirements

A Master's degree recipient must:

- (1) Have a CGPA of at least 3.00
- (2) Complete all required courses with A's and B's. An exception of one C is allowed.
- (3) Meet all requirements within 5 years from the first term of enrollment

3.2. Candidacy Status

A student's record will be reviewed after each semester of coursework. If found to be in good academic standing, the student will be a "Candidate" for the degree after successfully completing 9 credit hours in required courses. If a student is unable to reach the standard for academic Candidacy status, then one or more of the following actions may be taken; the student may

- (1) be placed on academic probation
- (2) be required to take additional coursework
- (3) be required to take an additional course in another subject area to strengthen minimal skills such as writing development, technology applications, etc.
- (4) be required to repeat an existing required course
- (5) be required to repeat previously taken subject matter in another course
- (6) be dismissed from the program due to inadequate (or insufficient) academic progress

3.3. Good Academic Standing

A student is in good academic standing if the student is on track to meeting all degree requirements. Academic standing will be reviewed after every semester.

3.4. Academic Probation

A student is placed on academic probation if after any academic semester (i.e., Fall semester, Spring semester, Summer session) the conditions for graduation are not being met. After being notified, the student must contact the Online Department to determine a plan for attaining good academic standing. This plan will include retaking certain courses and possibly "doubling up" the number of courses taken within a particular sub-term. The student remains on probation until achieving good academic standing.

3.5. Academic Suspension

A student on academic probation is allowed one semester (A and B sub-terms) as a grace period to make satisfactory progress toward improving academic standing. However, the student will be suspended from further enrollment if any of the following conditions apply:

- (1) The plan for attaining good academic standing is not in place at the end of the grace period
- (2) The student again did not meet academic standards during the grace period
- (3) A student on continuing probation status receives a D, F, or WF.

For the student to continue in the program, the student must (1) petition the Program Director to grant an exception to the academic suspension by explaining all extenuating circumstances and (2) agree to a plan for attaining good academic standing by the start of the next term.

3.6. Program Dismissal

A student may be dismissed from the program if the student demonstrates a trend of unsatisfactory academic performance or a lack of motivation to continue in good faith. Specifically, any of the following is grounds for program dismissal:

- (1) A suspended student who does not petition the Program Director during the suspended term
- (2) A student with any combination of D's, F's or WF's totaling four
- (3) A student who has withdrawn from 3 or more classes over three semesters
- (4) A student without an approved leave of absence who has not completed a course over three semesters

3.7. Honors Students

Students who receive the master's degree with a cumulative GPA of 4.00 are recognized as graduating with 'High Distinction.'

4.0. Admission Requirements

Prospective students must completely fill out the application for Graduate Admission and fully submit required documentation. The university reserves the right to make necessary changes to admission requirements without notice. The Admissions Office may also request additional information from applicants who do not meet admissions standards and still wish to be considered. Admissions decisions are not made until all documentation has been received and evaluated. Applicants must submit the following items to York University's Graduate Admissions in order to be considered for admission.

4.1. Bachelor's Degree

Prospective students applying for admission must have completed an undergraduate degree, in any discipline, from an accredited institution. Prospective students who have completed a degree from a non-accredited institution will be evaluated and considered on a case-by-case basis. Military education or degrees from international institutions may be examples of non-accredited institutions.

4.2. Grade Point Average

Students who have completed an undergraduate degree may be admitted without conditions if their cumulating GPA is a 2.8 or higher on their undergraduate official transcript which displays a conferred degree. A prospective student may be admitted conditionally, as determined by the Program Director, or on probationary status when the GPA is marginal.

4.3. GRE / GMAT Scores

There is not a GRE or GMAT requirement for normal admission. However, when a prospective student's academic admission status is in question, submission of GRE or GMAT scores may then be required. Furthermore, GRE or GMAT scores may be considered in conjunction with a student's progress in the program to determine retention eligibility.

4.4. Official Transcript

Applicants to a masters-level program must submit official transcripts for admission. An official transcript from the college or university from which a bachelor's degree was granted is mandatory. In addition, official transcripts from all other colleges or universities where graduate-level courses were completed or attempted may need to be on record before classes begin. When warranted, other arrangements may be made for prospective students who have received degrees from international or military institutions if transcripts are not immediately available. In some cases, additional transcripts may be required in order for an acceptance to occur. An official transcript is one that is received directly from the educational institution attended, is sent to York University (by any party) within the original, sealed, university envelope, or is obtained through the National Student Clearinghouse.

4.5. International Applicants / Language Requirement

Applicants whose native language is a language other than English must submit official scores for the Test of English as a Foreign Language (TOEFL). The minimum requirement is a score of 72. This requirement may be waived if the applicant has successfully completed undergraduate or higher coursework at an institution where English is the principal language.

5.0. Course Credit Transfers

Students who have previously attended a recognized college may request transfer of credit toward satisfaction of required courses in their new YUO programs.

5.1. Incoming Transfer Credit

Credit transfers can satisfy up to a maximum of 2 courses (i.e., 6 credit hours) in a Master's degree program. All transferred grades become part of the CGPA. For course credit to be considered, the following conditions must be met:

- (1) A grade of "B" or higher must be posted on the official transcript
- (2) The prior course must have been completed within 7 years of YUO enrollment
- (3) The prior course subject must align to a current course subject in the YUO program.

5.2. Outgoing Transfer Credit

Transferability of credit earned through York University is at the discretion of the receiving institution.

5.3. Multiple Degrees from York University

Credit from a degree completed through York University may be applied toward a second degree of the same academic level earned through York University. The number of credits allowed to be applied toward the second degree will not exceed 50% of the program.

5.4. Switching Master's Programs

Students desiring to transfer from a York University Master's program to another York University Master's program may do so with the permission of the new MAE or MOL Program Director.

6.0. Enrollment Status

York University reserves the right to refuse admission or readmission to any prospective students or re-enrollment to any current student. Anyone who intentionally withholds pertinent information or who falsifies information may be required to withdraw from York University.

6.1. Full-Time or Part-Time

For graduate-level students the designation of full-time or part-time is mostly a concern with those desiring federal financial aid. A full-time student is one who is enrolled for 6 or more credit hours during a semester or 12 or more credits during an academic year. Full-time students seeking a Masters/Graduate degree normally acquire the number of credit hours necessary for graduation in six semesters. The time frame is extended for students considered part time.

6.2. Readmits

Students must apply for readmission if they have broken enrollment. A student breaks enrollment if he/she does not matriculate in a course at least once every academic year.

6.3. Non-Degree-Seeking Students

Students who are not seeking degrees may enroll in a master's level course as Non-Degree-Seeking. These students may accumulate no more than 6 credit hours per semester. Non-Degree-Seeking students are not eligible to receive transfer credit or Financial Aid and will not be allowed to start coursework until coursework is paid-in-full.

6.4. Bachelor's to Master's Students

Undergraduate students at York University may be eligible to take Graduate-level coursework as course electives or as departmentally approved course substitutions. Eligibility for a student to be in a Bachelor's to Master's Course will be determined by the undergraduate advisor, and the Graduate Program Director. Requirements for the Bachelor's to Master's Students will be found in their chosen program's Bachelor's to Master's Handbook. Dual enrollment is not available to students already enrolled at the graduate level.

6.5. Employment or Organizationally Associated Contracted Students

Students who are invited to York University by association with an organization or employer, and provided an arranged financial contract, may not need to meet the GPA admissions requirement as their association and/or employer accountability may justify the candidate's potential for success. Completed financial contracts, and arrangements, as well as official transcripts from appropriate institutions will be required.

6.6. Graduate Assistants

Prospective students applying for York University Graduate Assistant positions must meet basic admissions requirements. Current students applying for such positions must be in good academic standing.

6.7. Dual Concentrations

Students may earn more than one concentration if it is an associated concentration within their degree plan. More than one concentration requires the students to take additional courses. Students who have already graduated with a Master's degree from York College may not need to apply for admission to pursue an additional concentration.

7.0. Master's Degree Programs

YUO offers two Master's degree programs: Master of Arts in Education and Master of Arts in Organizational and Global Leadership. Most degree plans are 36 credit-hour programs consisting of 12 required courses of 3 credit hours each. Because requirements vary from state to state, these programs are not designed to be approved avenues for licensure or certification (e.g., teacher certification). However, they are significant milestones for successful students to further their positions in their respective professional disciplines. York University does offer two Principal Endorsement programs, one 36 credit hours and one 45 credit hours, that are state-approved paths to Nebraska certification.

7.1. Master of Arts in Education (MAE)

MAE students will choose from among the following concentrations.

7.1.1. Curriculum and Instruction

The primary objective of the Curriculum and Instruction program is to provide innovative training for educators responsible for developing and mapping curriculum, while becoming a more effective teacher through training in instructional strategies and best practices. Through an understanding of current issues in education and implementing technological learning tools within the classroom, educators will be equipped to be effective instructional leaders that can impact the learning of their students positively.

7.1.2. Educational Leadership

Schools need excellent leaders, not only in the principalship but also in the classroom. This concentration is aligned with the National Educational Leadership Preparation (NELP) standards and has two pathways.

7.1.2.1. Educational Leadership (non-licensure)

While this pathway is non-licensure and does not lead to state certification, it will provide an excellent study in areas school leaders must have in their toolbox: supervision, finance, and building teams. This route will be an excellent choice for any candidate not needing an administrative endorsement on a state license, but very interested in developing skills as a leader in an educational organization.

7.1.2.2. Educational Leadership (Principal Endorsement)

This pathway leads to a building-level principal endorsement that will prepare candidates as a principal in Pre-K through 8th grade, 7th – 12th grade, or PreK-12 grade. This pathway meets the requirements for currently licensed teachers who aspire to be building principals, assistant principals, athletic directors, early childhood directors, or other leaders who will be evaluating and hiring school personnel. This route embeds the internship experience throughout the program, cumulates with a Capstone course, and is approved by the Nebraska Department of Education.

7.1.3. Social Emotional Leadership

One of the highest areas of need in society today is in the space of social and emotional awareness and leadership. Many schools and organizations are in high demand for qualified people to work with students, or employees, in areas of guidance and counseling. This concentration will provide educational or organizational leaders with strategies for effectively helping others manage emotions, set and achieve positive goals, show empathy for others, make positive decisions, or make responsible choices.

Within the concentration a student will study crisis intervention, organizational and human behavior, and social emotional intelligence.

7.1.4. Sports Administration

Sports administration is an ever-changing and exciting industry. A Sports Administrator will be responsible for making sure sports organizations, events, and initiatives are running efficiently and cost effectively. A sports administrator generally works with athletic organizations to improve business, or education, and programming. This concentration will provide leaders with business-lens training and professional development as within the concentration students will study operations, finances, and administrative strategies.

7.2. Master of Arts in Organizational and Global Leadership (MOL)

MOL students may choose to stay main-track or consider one of the other concentrations.

7.2.1. Organizational and Global Leadership (Main Track)

In today's fast-paced world the job market has moved beyond your hometown. With business professionals leading more teams that are connecting digitally, and more partnerships including an international component, it is important that leadership consider developing skills that will ignite the acknowledgement of cultures, diversity, sensitivity and world view. This concentration will prepare students to be better change agents in today's modern business model.

7.2.2. Business Information Leadership

Corporate America today desires leaders who are not only excellent leaders, but are also ethical, honest, and possess integrity. While everyone has the ability to lead, by being an influencer of others, those leaders who possess high character and integrity are sought by most organizations. The MOL program, with an area of concentration in Business Information Leadership, not only prepares leaders to project manage and work with business systems and understand data, but it will challenge each leader to practice leadership growth in a variety of business settings.

7.2.3. Social Emotional Leadership

One of the highest areas of need in society today is in the space of social and emotional awareness and leadership. Many schools and organizations are in high demand for qualified people to work with students, or employees, in areas of guidance and counseling. This concentration will provide educational or organizational leaders with strategies for effectively helping others manage emotions, set and achieve positive goals, show empathy for others, make positive decisions, or make responsible choices. Within the concentration a student will study crisis intervention, organizational and human behavior, and social emotional intelligence.

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8.0. Department Learning Outcomes

YUO graduate-level programs consist of core curriculum (courses shared by all Master's degree plans), major courses (foundational courses for the overarching degree), and concentration courses (targeted courses for a particular concentration). Each set of coursework is intended to achieve specific department learning outcomes (DLOs).

8.1. Core Curriculum

Core course are:

- GRS 5311 Research Design and Methodology
- GRS 5331 Program Planning and Evaluation
- GRS 5341 Navigating in a Diverse Society

The DLOs for core courses are:

1. The graduate candidate will apply ethical principles in professional settings.
2. The graduate candidate will evaluate multiple approaches in educational [MAE] or organizational [MOL] programs in a professional context and communicate effective change.

8.2. Master of Arts in Education (MAE)

MAE major courses are:

- MAE 5321 The School as an Organization
- MAE 5351 Teachers and the Law
- MAE 5361 Learning through Technology
- MAE 6321 Assessment of Learning
- MAE 6341 Current Issues in Instruction/Education

DLOs for MAE major courses are:

1. The graduate candidate will apply ethical principles in professional settings.
2. The graduate candidate will evaluate multiple approaches in educational programs in a professional context and communicate effective change.
3. The graduate candidate will use best practices to design, assess, and evaluate instruction, within the context of their educational setting.
4. The graduate candidate will identify best practices in their teaching in an educational setting using effective learning strategies and assessments.

8.2.1. Curriculum and Instruction (C&I) Concentration

C&I courses are:

- MCI 6311 Effective Strategies of Instruction
- MCI 6331 Curriculum Mapping
- MCI 6351 Curriculum Development and Design

The DLO for C&I courses is:

5. The graduate candidate will analyze and design curriculum aligned to student learning outcomes within the context of their educational setting.

8.2.2. Educational Leadership (EL) Concentration

EL courses, including Non-Licensure ^A and Principal Endorsement ^B pathways, are:

- EDL 6311 School Supervision ^{A,B}
- EDL 6321 School Finance ^{A,B}
- EDL 6331 Building and Managing Educational Teams ^{A,B}
- EDL 6351/6352/6353 Principal Leadership Internship ^B
- MAE 6361 Capstone ^B
- MCI 6371 Science of Reading ^B
- SEL 6331 Critical Issues in Social and Emotional Learning ^B
- SPA 6341 Administrative Strategies in Athletics ^B

The DLO for EL courses is:

5. The graduate candidate will analyze and gain understanding of the roles and responsibilities of school leaders as they relate to supervision within the educational setting.

8.2.3. Social Emotional Leadership (SEL) Concentration

SEL courses are:

- MOL 5331 Organizational Leadership and Human Behavior
- SCO 6321 Counseling Skills and Crisis Intervention
- SEL 6331 Critical Issues in Social and Emotional Learning

The DLO for SEL courses is:

5. The graduate candidate will synthesize an understanding for development and instructional techniques which focus on Social and Emotional Learning.

8.2.4. Sports Administration (SPA) Concentration

SPA courses are:

- SPA 5341 Facility and Game Day Operations
- SPA 6321 Sports Economics and Finances
- SPA 6341 Administrative Strategies in Athletics

The DLO for SPA courses is:

5. The graduate candidate will be able to effectively analyze the role and responsibilities of a sports administrator, understand models, and show an ability to implement their frameworks.

8.3. Master of Arts in Organizational and Global Leadership (MOL)

MOL major courses are:

- MOL 6311 Personal Leadership Development
- MOL 6321 Budgeting and Finance
- MOL 6331 Leadership Development and Coaching
- MOL 6341 Leading Complex Change
- MOL 6351 Building and Managing Teams
- MOL 6361 Crisis Communication and Leadership

DLOs for MOL major courses are:

1. The graduate candidate will apply ethical principles in professional settings.
2. The graduate candidate will evaluate multiple approaches in organizational programs in a professional context and communicate effective change.
3. The graduate candidate will demonstrate proficiency in leadership theory, development, and problem solving.
4. The graduate candidate will demonstrate the ability to work with others in a variety of organizational or global contexts.

8.3.1. Organizational & Global Leadership (aka main-track) Concentration

Main-track courses are:

- MOL 5321 Ethics and Professional Responsibilities
- MOL 5331 Organizational Leadership and Human Behavior
- MOL 5361 Global Leadership

The DLO for the main-track concentration is:

5. The graduate candidate will be able to effectively analyze the role(s) of organizational and global leadership models and implement their frameworks.

8.3.2. Business Information Leadership (BIL) Concentration

BIL courses are:

- BIL 6311 Intro to Baseline Business Information Systems Management
- BIL 6321 Analytics Driven Project Management
- BIL 6331 Leading with Data

The DLO for BIL courses is:

5. The graduate candidate will analyze information that will guide leaders in quality decision-making within the organization.

8.3.3. Social Emotional Leadership (SEL) Concentration

SEL courses are:

- MOL 5331 Organizational Leadership and Human Behavior
- SCO 6321 Counseling Skills and Crisis Intervention
- SEL 6331 Critical Issues in Social and Emotional Learning

The DLO for SEL courses is:

5. The graduate candidate will synthesize an understanding for development and instructional techniques which focus on Social and Emotional Learning.

8.2.4. Sports Administration (SPA) Concentration

SPA courses are:

- SPA 5341 Facility and Game Day Operations
- SPA 6321 Sports Economics and Finances
- SPA 6341 Administrative Strategies in Athletics

The DLO for SPA courses is:

5. The graduate candidate will be able to effectively analyze the role and responsibilities of a sports administrator, understand models, and show an ability to implement their frameworks.

9.0. Graduate Courses

BIL 6311 Introduction to Baseline Business Information Systems Management (3 hours)

This course provides a foundation in the theory and practical application of information systems within an organization. From a senior management viewpoint, the course covers the use of information technology to achieve competitive advantage, managing information assets, outsourcing, operations and management. Strategic value, methodologies, quality, decision making, modeling, re-engineering, software, hardware, and ethics will all be included.

BIL 6321 Analytics Driven Project Management (3 hours)

This course requires an examination of the methods used to make informed decisions and project management strategies. Students will apply project management process through the framework of planning, estimating, leading, and monitoring how to optimize business models and intellectual capital.

BIL 6331 Leading with Data (3 hours)

This course will revisit leadership theory and provide emphasis on developing behaviors which will strategically drive quality data-driven leadership. Students will learn to expose data of ethical pitfalls, consider development organizational terminology, and consider management skills needed to train others to mine, analyze and report data. Skills such as proper questioning, critical analysis of operational systems, and presentation skills using data will be practiced.

EDL 6311 School Supervision (3 hours)

This course will examine the role of the school leader and the various roles/principles of supervision as they pertain to instructional leadership, school policy, and human resources. Content will discuss the fundamentals of recruiting and hiring quality staff. Students will learn the typical roles of principals, superintendents, and other educational supervisors. Other topics are leadership styles, student outcomes, and school operations.

EDL 6321 School Finance (3 hours)

This course exposes students to insight regarding the cost of operations for K-12 schools. Topics will review the laws and regulations that oversee financial reporting at the local, state, and federal levels. Students will also examine the fundamental information of accounting principles, resource allocations, fiscal responsibilities, daily operations costs and administrative processes as they pertain to the fiscal responsibilities of school leaders.

EDL 6331 Building and Managing Educational Teams (3 hours)

School leaders are called upon to work collaboratively with faculty and staff in order to accomplish much of the work that is required of them. Building and managing effective teams in a school setting is an important way to accomplish the tasks of school leaders and instructors. Professional Learning Communities tenets will be examined to understand how teams can be effective in school improvement. Other topics include high-performing teams, developing team skills, resolving conflict and virtual teams.

EDL 6351/6352/6353 Principal Leadership Internship (3 hours, Pass/Fail)

Students will complete internship experience with a building mentor while developing a deeper understanding and application of the site's educational philosophy, mission, and vision and further their knowledge and skills that align with the current

building-level standards. This is a pass/fail, repeatable course designed to help the student achieve the minimum number of internship hours necessary to be eligible for enrollment in the Principal Endorsement Capstone.

EXP 5311 Experiential Studies in Multiculturalism (3 hours)

This course provides students with multicultural awareness, knowledge and skills required of professional leaders, supervisors, managers, counselors, and educators. Study is centered on various aspects of culture within one's leadership identity. The class will focus on building awareness and appreciation of human cultural differences around the world.

GRS 5311 Research Design and Methodology (3 hours)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in informing their understanding of their environment (work, social, local, global).

GRS 5331 Program Planning and Evaluation (3 hours)

Program Planning presents an overview of the process for designing, presenting and evaluating programs in a variety of fields. This course provides instruction and practice in designing and implementing high quality programs. This essential skills learning is for York College Online professionals to build skills in the areas of program development, evaluation, and influence reporting. The course includes training on active learning, practical application, and practice in developing evaluation tools to measure program impact.

GRS 5341 Navigating in a Diverse Society (3 hours)

This course provides students with the awareness, knowledge and skills required of professional leaders, supervisors, managers, counselors, and educators if they are to be effective in a pluralistic and diverse society. This course prepares students to be multi-culturally competent. Diversity and identity issues, multicultural models and frameworks will be explored in relation to their impact on therapeutic, instructional, and supervisory relationships.

MAE 5321 The School as an Organization (3 hours)

The purpose of this course is to provide knowledge of organization and administrative functions within a K-12 educational setting. Specific topics include, but are not limited to, the following areas: organizational structures, school culture, bringing about change in schools, collaboration, school improvement planning, personnel, student support services, special education, school support programs and agencies, instructional support, curriculum development and professional development. The theories and principles held by a variety of authors in the area of school leadership will be explored, through the reading and presenting a review of a book on school leadership by each class member. Professional learning communities of class members will gain experience in working as a collaborative team in developing a school improvement plan to turn around a dysfunctional school.

MAE 5351 Teachers and the Law (3 hours)

Educators must have a working knowledge of the laws which help them do their job better. They must also understand the boundaries within which they work. This course will provide information based on school law that focuses on aspects of historical court cases, as well as current issues and the ever-changing legal ramifications of working in an educational setting.

MAE 5361 Learning Through Technology (3 hours)

This course explores blended learning from perspectives of theory and practice and is designed for leaders, educators, and instructional designers in all educational environments. It focuses on the application of theory and research to pedagogy and curriculum design to achieve a synergy between synchronous and asynchronous environments. Topics include theoretical frameworks and best practices in blended learning, institutional perspectives and assessment, and the design and implementation of a blended curriculum

MAE 6321 Assessment of Learning (3 hours)

In this course, students will study assessment literacy and design and develop assessments to be integrated into the learning process. Prior assessment, formative assessment, summative assessment, portfolio assessment, and performance-based assessment will be studied. Students will understand how clearly developed learning outcomes will inform the process of curriculum evaluation and revision. Effective testing and evaluation linked to course outcomes and grading policies will also be discussed.

MAE 6341 Current Issues in Instruction/Education (3 hours)

Students will explore and examine current issues in Instruction including politics, public opinion and practical application of instruction and learning in a school or learning environment. Educators and trainers must be knowledgeable regarding implications of state and federal legislation regarding delivery systems, funding, high stakes testing and how curriculum and instruction is affected by external forces. This course also surveys historical and current trends in educational curriculum development and their impact on public and non-public schools from an instructional leadership perspective.

MAE 6361 Capstone (3 hours)

The Capstone course is a culminated experience of the Educational Leadership (Principal Endorsement) candidate's program of study. The internship hours and portfolio are reviewed at the end of this course to ensure the evidence of practicum hours and academic plans. Additionally, the candidate will review leadership theory and practically engage with principal standards.

MCI 6311 Effective Strategies of Instruction (3 hours)

This course will study instructional strategies that are consistent with theories of pedagogy, andragogy and learning, including activities and materials appropriate for learners with diverse needs, skills and abilities. Learn how to plan and present instruction clearly, as well as how to maintain an effective educational classroom climate. This course focuses on instruction separate from curriculum.

MCI 6331 Curriculum Mapping (3 hours)

In this course, students will understand how to incorporate mapping in classrooms to enrich curricula and to impact student performance. The goal of curriculum mapping is to match the learning outcomes in a single curriculum to the overall learning outcomes for the entire program. State and National Standards will be used to map curricula to students' school or district goals.

MCI 6351 Curriculum Development & Design (3 hours)

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation. Students will examine theory, issues, problems, organization, and application of instructional design for teachers in planning and developing a curriculum. The course also presents examples of effective strategies including concept-based curricula, backward design, interdisciplinary approaches, integrated curricula (curriculum mapping), assessment, and reporting techniques.

MCI 6371 Science of Reading (3 hours)

The science of reading represents research that explains the cognitive and neural pathways of reading. This course will focus on the reading development of the PK-12 learner, the six essential elements of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing), as well as the effective instructional practices that support literacy development across the ages. The course will look at the application of the Multi-Tiered System of Support (MTSS) to make data-driven decisions.

MOL 5321 Ethics and Professional Responsibilities (3 hours)

This course will provide a values-based approach to ethical professionalism and provide a method of thinking about and dealing with ethical issues in the workplace. The course will also provide discussion of what a profession is and what it means to act professionally and ethically. It will include discussion of the features of moral reasoning and provide a case resolution method for dealing with ethical issues of the workplace. The course will cover in-depth those values central to the moral life of any professional: integrity, respect for persons, justice, compassion, beneficence, and responsibility.

MOL 5351 Organizational Leadership and Human Behavior (3 hours)

This course examines the complex nature of human behavior that takes place within organizations. These behaviors, both individual and group, have an effect on the stated outcomes of organizations. Leaders who understand these behaviors are better equipped to lead. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership with a focus on foundational Leadership Theory.

MOL 5361 Global Leadership (3 hours)

This course considers international leadership from a world-wide perspective. An in-depth focus on cross cultural contexts, politics, business practices, communication, diversity, worldview, and their impact on innovation, productivity, and communication. An emphasis will be placed on the analysis of global developmental deficit issues, such as how poverty can create digital divides, for critical analysis and problem-solving through creative leadership approaches.

MOL 6311 Personal Leadership Development (3 hours)

The focus of this course will be on you as the leader from an individual perspective. It will be an introduction to the principles and practices of positive interpersonal relationships for leadership development. The course will be based on each student's perception of their own life experiences that have helped them reach this level in their leadership development journey (Past), where they are now in that journey (Present), and their personal leadership goals (Future). The goal of the course is to assist each student to become a more informed and effective leader in his or her intended work and community setting. The following foundational topics in leadership are included: Overview of key leadership theories and models; differences between management and leadership; followership, influence, and power; and introduction to leadership coaching. Several self-assessments used during the class.

MOL 6321 Budgeting and Finance (3 hours)

This course is designed to provide the non-accountant and financial manager with the knowledge necessary to interact with professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by accounting and finance professionals. Emphasis is placed on understanding terms, concepts, and uses of information provided by these functions rather than on the actual performance of the calculations.

MOL 6331 Leadership Development and Coaching (3 hours)

This course offers students a comprehensive, relevant perspective on leadership and developing leaders. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process, leading with innovation and creativity, escaping from embedded practices, and embracing new leadership principles. This course provides students with contemporary study of leadership and developing leadership in others.

MOL 6341 Leading Complex Change (3 hours)

This course will present innovative perspectives on organizational change management problems and offers practical ways to solve them. The issues examined apply across organizations, national boundaries, and technical domains. The course utilizes a unique analytical framework to address the change process from three perspectives: strategic, political, and cultural. Each of these perspectives provides critical insights and tools that enable managers to avoid the pitfalls associated with traditional approaches to change.

MOL 6351 Building and Managing Teams (3 hours)

Team building, teamwork, and team leading draws information from a wide variety of disciplines to introduce students to the ever important topic of teaming. This interdisciplinary course is designed to provide the student with an awareness and understanding of current issues relating to the nature and tasks of collaborative leadership behavior. The student is asked to identify an issue or problem and practice leadership by developing and implementing a team project.

MOL 6361 Crisis Communication and Leadership (3 hours)

This course examines the variables involved in crisis planning, communication and management. The organization's vulnerabilities, the environment in which it thrives, the stakeholders who can influence its operation and the strategies best suited to maintaining or enhancing its reputation will be examined. The media plays a crucial role in crisis management and we will discuss this factor throughout the course. We will consider how the media acts as a catalyst as well as intermediary in this process.

By the conclusion of the course, participants should have developed a deeper understanding of the range of crises facing organizations, an enhanced appreciation of communication tactics that can be brought to bear in such situations and a greater familiarity with the historical antecedents of current crises.

SCO 6321 Counseling Skills and Crisis Intervention (3 hours)

This course is designed to prepare individuals to navigate concerns of crisis making an impact on our youth and society. Practical applications that serve a diverse population will be studied and applied using theoretical approaches and techniques. Preparation for crisis strategies, social and emotional growth, trauma and recovery will be explored.

SEL 6331 Critical Issues in Social Emotional Learning (3 hours)

This course examines issues related to social emotional learning and leadership development. It will explore contributing factors and how caring professionals can help people overcome problems and build resilience that affect their motivation to learn as well as their interpersonal skills.

SPA 5341 Facility and Game Day Operations (3 hours)

This course will examine a panoramic view of game day operations and facilities management. Strategic objectives regarding facility management, renovation, planning and building will be explored. Business models exploring how to create game day branded experiences, luxuries, and memories to entice continued attraction will be introduced.

SPA 6321 Sports Economics and Finances (3 hours)

This course explores internal and external implications, which influence the economics associated with athletics. Additionally the course will focus on and examine business choices such as cash flow and financial planning as it relates to leading and administering within an athletic environment at the administrative, coaching, team, and associated school or franchise level. By the end of this course, learners will be able to apply real world finance in a sport administration role.

SPA 6341 Administrative Strategies in Athletics (3 hours)

This course will explore leadership theory and themes applied to athletic leaders, managers, coaches, players, and staff. An emphasis will be placed on current events, opportunities, and challenges facing athletic programs and franchises.

Degree Plans

Associate of Arts (60 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (1 Hours)

YCS 101 Freshman Seminar	1 Hr
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Electives (18 Hours)

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in Bible and Ministry, Youth and Family Ministry (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

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HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

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BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (1 Hour)

YCS 101 Freshman Seminar	1 Hr
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Departmental Core (21 Hours)

BIB 263 Advanced Biblical Research	3 Hrs
BIB 273 Communicating the Gospel	3 Hrs
BIB 413 Spiritual Formation for Ministry	3 Hrs
BIB 423 Message of the Old Testament	3 Hrs
BIB 473 Biblical Interpretation	3 Hrs
BIB 483 Message of the New Testament	3 Hrs
MIN 313 Foundations for Ministry	3 Hrs

Textual (12 Hours)

At least 3 hours Old Testament Text and 3 hours New Testament text.

Specialized Courses (18 Hours)

BIB 253 Teaching Scripture	3 Hrs
BIB 303 Story of Global Christianity	3 Hrs
BIB 323 Mission of God	3 Hrs
BIB 383 Introduction to Theology	3 Hrs
EXP 303 Field Work	3 Hrs
MIN 492 Youth Ministry	3 Hrs
PHI 312 Introduction to Philosophy	3 Hrs
PHI 423 Ethical Theory and Practice	3 Hrs
PSY 323 Adolescent Psychology	3 Hrs
PSY 423 Counseling	3 Hrs

Electives: (27 Hours)

Recommended:

Any remaining specialized courses
Biblical Languages Minor

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in Bible and Ministry, Christian Counseling Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (1 Hour)

YCS 101 Freshman Seminar	1 Hr
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Departmental Core (21 Hours)

BIB 263 Advanced Biblical Research	3 Hrs
BIB 273 Communicating the Gospel	3 Hrs
BIB 413 Spiritual Formation for Ministry	3 Hrs
BIB 423 Message of the Old Testament	3 Hrs
BIB 473 Biblical Interpretation	3 Hrs
BIB 483 Message of the New Testament	3 Hrs
MIN 313 Foundations for Ministry	3 Hrs

Textual (12 Hours)

At least 3 hours Old Testament Text and 3 hours New Testament Text.

Specialized Courses (18 Hours)

COM 333 Interpersonal Communication	3 Hrs
PHI 423 Ethical Thoery and Practice	3 Hrs
PSY 323 Adolescent Psychology	3 Hrs
PSY 333 Theories of Personality	3 Hrs
PSY 343 Abnormal Psychology	3 Hrs
PSY 423 Counseling	3 Hrs
PSY 473 Social Psychology	3 Hrs
PSY 474 Psychology and Christianity	3 Hrs

Electives: (27 Hours)

Recommended:

Any remaining specialized courses

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All deparmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in Bible and Ministry, Worship Ministry Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (1 Hour)

YCS 101 Freshman Seminar	1 Hr
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Departmental Core (21 Hours)

BIB 263 Advanced Biblical Research	3 Hrs
BIB 273 Communicating the Gospel	3 Hrs
BIB 413 Spiritual Formation for Ministry	3 Hrs
BIB 423 Message of the Old Testament	3 Hrs
BIB 473 Biblical Interpretation	3 Hrs
BIB 483 Message of the New Testament	3 Hrs
MIN 313 Foundations for Ministry	3 Hrs

Textual (9 Hours)

An upper division Old Testament Course	3 Hrs
An upper division New Testament Course	3 Hrs
BIB 353 Theology of Worship	3 Hrs

Specialized Courses (21 Hours)

EXP 303 Field Work (Capstone)	3 Hrs
MUS 112 Ear Training I	2 Hrs
MUS 113 Music Theory I	3 Hrs
MUS 123 Music Theory II	3 Hrs
MUS 213 Music Theory III	3 Hrs
MUS 223 Music Theory IV	3 Hrs
MUS 313 Conducting I ⁵	3 Hrs
MUS 363 Music Technology	3 Hrs

Electives: (27 Hours)

Recommended:

Private Voice/Piano Instruction	
BIB 253 Teaching Scripture	3 Hrs
BIB 323 Mission of God	3 Hrs
BIB 383 Introduction of Theory	3 Hrs
MUS 122 Ear Training II	2 Hrs
MUS 212 Ear Training III	2 Hrs
MUS 222 Ear Training IV	2 Hrs
MUS 273 Music Literature	3 Hrs
MUS 333 Music History I	3 Hrs
MUS 343 Music History II	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵MUS 123

Bachelor of Arts in Communication/Media and Film Studies Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Communication Core (18 Hrs)

COM 243 Performance Reading for Media and Stage	3 Hrs
COM 273 Communication Theory	3 Hrs
COM 313 Media Writing	3 Hrs
COM 333 Interpersonal Communication	3 Hrs
COM 413 Advanced Public Speaking and Persuasion ⁵	3 Hrs
COM 492 Communication Practicum/Capstone	3 Hrs

Media and Film Studies Core (24 Hrs)

BIB 343 Faith and Film	3 Hrs
COM 240 Film Appreciation	3 Hrs
COM 353 Principles of Advertising	3 Hrs
COM 498A Theatre History I	3 Hrs
CSC 123 Internet History Technology and Security	3 Hrs
ENG 365 Technical Writing	3 Hrs
ENG 395 Film as Literature	3 Hrs
MKT 323 Principles of Marketing	3 Hrs

Electives: (30 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ COM 113 or COM123

Bachelor of Arts in Communication/ Strategic and Corporate Communication Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 173 College Algebra ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Communication Core (18 Hrs)

COM 243 Performance Reading for Media and Stage	3 Hrs
COM 273 Communication Theory	3 Hrs
COM 313 Media Writing	3 Hrs
COM 333 Interpersonal Communication	3 Hrs
COM 413 Advanced Public Speaking and Persuasion ⁷	3 Hrs
COM 492 Communication Practicum/Capstone	3 Hrs

Strategic and Corporate Core (27 Hours)

ART 263 Introduction to Graphic Design	3 Hrs
BUS 133 Introduction to Business	3 Hrs
BUS 243 Business Statistics	3 Hrs
BUS 323 Business Communications	3 Hrs
COM 353 Principles of Advertising ⁷	3 Hrs
COM 423 Public Relations ⁷	3 Hrs
MGM 413 Organizational Behavior	3 Hrs
MKT 323 Principles of Marketing	3 Hrs

Choose one of the following

ACC 213 Accounting Principles I ⁵	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs

Elective: (27 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ MTH 173 ⁶ ACC 213 ⁷ COM 113 or COM 123

Bachelor of Arts in Communication/Theatre Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
COM 141 (241, 341, 441) Theatre Performance OR	3 Hrs
COM 161 (241, 341, 441) Theatre Workshop: Technical	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours; 3 hours must be Math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Communication Core (18 Hrs)

COM 243 Performance Reading for Media and Stage	3 Hrs
COM 273 Communication Theory	3 Hrs
COM 313 Media Writing	3 Hrs
COM 333 Interpersonal Communication	3 Hrs
COM 413 Advanced Public Speaking and Persuasion ⁵	3 Hrs
COM 492 Communication Practicum/Capstone	3 Hrs

Theatre Core (22 Hrs)

COM 173 Introduction to Theatre	3 Hrs
COM 198 Stage Makeup	1 Hrs
COM 312 Acting	3 Hrs
COM 322 Technical Theatre	3 Hrs
COM 342 Directing	3 Hrs
COM 398C Special Topics Theatre: Stage Movement	1 Hrs
COM 398E Special Topics Theatre: Stage Management	1 Hrs
COM/MUS 302 Diction	2 Hrs
COM 414 One Act Play ⁶	2 Hrs

Chose one of the following:

COM/ENG 433 Shakespeare	3 Hrs
COM 498A Theatre History	3 Hrs

Electives: (32 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ COM 113 or COM 123 ⁶ COM 342

Bachelor of Education w/ Vocal Music Endorsement (K-12) (133 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

MUS 353 World Music	3 Hrs
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Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Education Departmental Requirements (39 Hours)

COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners w/Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 491 Student Teaching Seminar	1 Hrs
EDU 494 Student Teaching	14Hrs
PED 223 Comprehensive School Health	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
RDG 413 Writing and Reading for Secondary Content Areas	3 Hrs

Music Departmental Requirements (46 Hours)

APM 411 Private Piano Instruction*	1 Hrs
APM 141 Private Voice Instruction	1 Hrs
APM 151 Private Voice Instruction	1 Hrs
APM 241 Private Voice Instruction	1 Hrs
APM 251 Private Voice Instruction	1 Hrs
APM 341 Private Voice Instruction	1 Hrs
APM 351 Private Voice Instruction	1 Hrs
APM 441 Private Voice Instruction	1 Hrs
MUS 112 Ear Training I	2 Hrs
MUS 113 Music Theory I	3 Hrs
MUS 122 Ear Training II	2 Hrs
MUS 123 Music Theory II	3 Hrs
MUS 212 Ear Training III	2 Hrs
MUS 213 Music Theory III	3 Hrs
MUS 222 Ear Training IV	2 Hrs
MUS 223 Music Theory IV	3 Hrs
MUS 273 Music Literature	3 Hrs
MUS 313 Conducting I ⁵	3 Hrs
MUS 333 Music History I	3 Hrs
MUS 343 Music History II	3 Hrs
MUS 413 Elementary Music Methods	3 Hrs
MUS 433 Secondary Vocal Music Methods	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites: 1 18 English ACT or ENG 103 2 ENG 113 3 ENG 123 4 18 Math ACT or MTH 013 ⁵ MUS 123

*Permission of instructor based on proficiency exam placement.

Bachelor of Arts in Education/Business, Marketing, and Information Technology Education (136 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Departmental Requirements (88 Hours)

Education Core Requirements (52 Hours)

COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners w/ Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 232A Field Experience in Secondary Education I ⁸	2 Hrs
EDU 232B Field Experience in Secondary Education II ⁸	2 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 483 Secondary Methods ⁵	3 Hrs
EDU 491 Student Teaching Seminar ⁵	1 Hr
EDU 494 Student Teaching	14 Hrs
EDS 452 Transitions to Career/Vocation/Community	3 Hrs
PED 223 Comprehensive School Health	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
RDG 413 Writing & Reading for Secondary Content Areas	3 Hrs

Business Requirements (36 Hours)

ACC 213 Accounting 1 ^b	3 Hrs
ACC 223 Accounting 2 ⁷	3 Hrs
ACC 333 Accounting Information Systems ⁷	3 Hrs
ART 263 Introduction to Graphic Design	3 Hrs
BUS 133 Introduction to Business	3 Hrs
BUS 323 Business Communication	3 Hrs
BUS 453 Business Law	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
FIN 313 Financial Management	3 Hrs
MGM 313 Principles of Management	3 Hrs
MKT 323 Principles of Marketing	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites: ¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ Seniors Only ⁶ MTH 173 ⁷ ACC 213 ⁸ EDU103

Bachelor of Arts in Education/ Elementary Education (K-8) (Field Endorsement) (132 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (9 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (81 Hours)

ART 313 Teaching Art in Elementary/Middle Grades	3 Hrs
COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners with Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 213 Field Experience in Elementary/Middle Grades ⁶	3 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 323 Teaching Math in Elementary/Middle Grades	3 Hrs
EDU 333 Teaching Language Art in Elementary/Middle Gr.	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 423 Teaching Social Studies in Elementary/Middle Gr.	3 Hrs
EDU 433 Teaching Science in Elementary/Middle Grades	3 Hrs
EDU 491 Student Teaching Seminar ⁵	1 Hr
EDU 494 Student Teaching ⁵	14 Hrs
EDU/ENG 353 Children's Literature	3 Hrs
GEO 214 Cultural Geography	3 Hrs
MTH 123 Math for Educators	3 Hrs
MUS 383 Teaching Music in Elementary/Middle Grades	3 Hrs
PED 223 Comprehensive School Health	3 Hrs
PED 323 Teaching Health & Phys. Ed. in Elem. /Middle Gr.	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
RDG 243 Foundations of Reading Instruction	3 Hrs
RDG 443 Reading Strategies for Elementary and Middle Grades	3 Hrs
RDG 463 Reading Diagnosis/Remediation of Reading Difficulties	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ Seniors Only ⁶ EDU 103

Bachelor of Arts in Education/ English Language Arts Education 7-12 (Subject Endorsement) (128 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Departmental Requirements (52 Hours)

COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners w/ Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 232A Field Experience in Secondary Education I ^b	2 Hrs
EDU 232B Field Experience in Secondary Education II ^b	2 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 483 Secondary Methods	3 Hrs
EDU 491 Student Teaching Seminar ⁵	1 Hrs
EDU 494 Student Teaching ⁵	14 Hrs
EDU/ENG 363 Adolescent Literature	3 Hrs
PED 223 Comprehensive School Health	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
RDG 413 Writing & Reading for Secondary Content Areas	3 Hrs

Choose 30 Hours from the Following

(ENG 113 & ENG 123 must be taken before any of these courses):

ENG 213 American Literature ³	3 Hrs
ENG 313 British Literature I ³	3 Hrs
ENG 323 British Literature II ³	3 Hrs
ENG 473 Special Topics ³	3 Hrs
ENG 343 Advanced Composition ³	3 Hrs
ENG 383 Poetry and Short Story ³	3 Hrs
ENG 385 Creative Writing ³	3 Hrs
ENG 404 Literary Criticism ³	3 Hrs
ENG 413 Introduction to Linguistics ³	3 Hrs
ENG 433 Shakespeare ³	3 Hrs
ENG 453 Novel ³	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ Seniors Only ⁶ EDU 103

Bachelor of Arts in Education/ Mathematics Education 7-12 (Field Endorsement) (139 Hours)

		Departmental Requirements (88 Hours)	
Core Level Courses (11 Hours)		Education Requirements: (51 Hours)	
BIB 121 Story of Jesus	2 Hrs	COM 333 Interpersonal Communication	3 Hrs
COM 113 Basic Speech	3 Hrs	EDS 203 Introduction to Learners w/ Exceptionalities	3 Hrs
ENG 113 English Composition I ¹	3 Hrs	EDU 103 Introduction to Education	3 Hrs
ENG 123 English Composition II ²	3 Hrs	EDU 232A Field Experience in Secondary Education I ¹⁰	3 Hrs
		EDU 232B Field Experience in Secondary Education II ¹⁰	3 Hrs
Artistic Appreciation & Expression (6 Hours, 3 in Literature)		EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
MUS 203 Music Appreciation	3 Hrs	EDU 343 Human Relations/Multicultural Awareness	3 Hrs
Any Literature course ³	3 Hrs	EDU 373 Instructional Technologies	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs	EDU 483 Secondary Methods	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs	EDU 491 Student Teaching Seminar	1 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs	EDU 494 Student Teaching	14 Hrs
		PED 223 Comprehensive School Health	3 Hrs
Cultural Perspective (3 Hours)		PSY 143 Human Growth and Development	3 Hrs
GEO 214 Cultural Geography	3 Hrs	RDG 413 Writing & Reading for Secondary Content Areas	3 Hrs
MUS 353 World Music	3 Hrs		
EDU 343 Human Relations/Multicultural Awareness	3 Hrs	Math Requirements: (40 Hours)	
HST 403 African American History	3 Hrs	MTH 173 College Algebra ⁴	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs	MTH 184 Pre-Calculus	4 Hrs
HST 273 World Civ to 1450	3 Hrs	MTH 213 College Geometry	3 Hrs
HST 283 World Civ Since 1450	3 Hrs	MTH 214 Analytic Geometry and Calculus I ⁶	4 Hrs
		MTH 223 Elements of Statistics or	3 Hrs
Historical Foundations (3 Hours)		BUS 243 Business Statistics	3 Hrs
HST 213 History of the U.S. to 1877	3 Hrs	MTH 224 Analytic Geometry and Calculus II ⁷	4 Hrs
HST 223 History of the U.S. since 1877	3 Hrs	MTH 243 Introduction to Mathematical Thought ⁸	3 Hrs
HST 253 Western Civ to 1648	3 Hrs	MTH 334 Analytic Geometry and Calculus III ⁸	4 Hrs
HST 263 Western Civ from 1648	3 Hrs	MTH 353 Linear Algebra ⁸	3 Hrs
		MTH 413 Abstract Algebra I ⁹	3 Hrs
Human Behavior and Social Foundations (3 Hours)		MTH 453 Analysis I ⁹	3 Hrs
PSY 143 Human Growth and Development	3 Hrs		
		This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.	
Religious Studies (9 Hours)			
BIB 132 Story of the Church	3 Hrs		
BIB 232 Story of Israel	3 Hrs		
BIB 242 Christian Faith and Life	3 Hrs		
Scientific Inquiry (6 hours, 3 must be math)			
MTH 145 Math in the Real World ⁴	3 Hrs		
BIO 113 General Biology	3 Hrs		
BIO 224 General Zoology	3 Hrs		
ESC 114 Earth Science	3 Hrs		
Institutional Requirements (7 hours)			
YCS 101 Freshman Seminar	1 Hr		
Two upper-division BIB, or PHI, or MIN	6 Hrs		

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ 26 Math ACT or MTH 173 ⁷ MTH 214 ⁸ MTH 224 ⁹ MTH243 ¹⁰ EDU103

Bachelor of Arts in Education/ Physical Education (K-12) (Subject Endorsement) and Coaching (7-12) (Supplemental Endorsement) (144 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours; one course MUST be Math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 154 College Biology ⁵	4 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (95 Hours)

BIO 314 Anatomy and Physiology I ⁶	4 Hrs
COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners w/ Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 213 Field Experience in Elementary/Middle grade ⁷	3 Hrs
EDU 232A Field Experience in Secondary Education I ⁷	3 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 483 Secondary Methods	3 Hrs
EDU 491 Student Teaching Seminar	1 Hrs
EDU 494 Student Teaching	14 Hrs
PED 102 First Aid & Cardio-Pulmonary Resuscitation	3 Hrs
PED 203 Care and Prevention of Athletic Injuries	3 Hrs
PED 212 Concepts of Coaching and Officiating	3 Hrs
PED 222 Physical Education Non-Rhythmic Activities	3 Hrs
PED 223 Comprehensive School Health	3 Hrs
PED 233 Introduction to Physical Education	3 Hrs
PED 302 Coaching Baseball & Softball	2 Hrs
PED 303 Adapted Physical Education	3 Hrs
PED 312 Coaching Basketball	2 Hrs
PED 323 Teaching Health & Physical Education Elem/Middle Grades	3 Hrs
PED 332 Coaching Football	2 Hrs
PED 342A Coaching Soccer and Volleyball	2 Hrs
PED 342B Coaching Tennis and Track & Field	2 Hrs
PED 413 Organization & Administration of Physical Education Programs	3 Hrs
PED 433 Kinesiology ⁶	3 Hrs
PED 443 Physiology of Exercise	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
RDG 413 Writing & Reading for Secondary Content Areas	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ NSC 163 ⁶ BIO 154 ⁷ EDU103

Bachelor of Arts in Education/Social Science Education 7-12 (Field Endorsement) (156 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (102 Hours)

COM 333 Interpersonal Communication	3 Hrs
PED 223 Comprehensive School Health	3 Hrs
PSY 143 Human Growth and Development	3 Hrs
EDS 203 Introduction to Learners w/ Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 232A Field Experience in Secondary Education I ⁶	3 Hrs
EDU 232B Field Experience in Secondary Education II ⁶	3 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 483 Secondary Methods	3 Hrs
EDU 491 Student Teaching Seminar	1 Hrs
EDU 494 Student Teaching	14 Hrs
RDG 413 Writing & Reading for Secondary Content Areas	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ since 1450	3 Hrs
HST 303 The Ancient World	3 Hrs
HST 213 History of the United States to 1877	3 Hrs
HST 223 History of the United States since 1877	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
GEO 214 Cultural Geography	3 Hrs
PHG 123 Physical Geography II	3 Hrs
POL/HST 363 Modern U.S. History II; 1932 to the Present	3 Hrs
POL 123 American Government	3 Hrs

Choose 6 Hours in the Following:

HST 313 The Civil War Era	3 Hrs
HST 323 The American Frontier	3 Hrs
HST 333 Colonial and Revolutionary America	3 Hrs
HST 343 The Early National Period	3 Hrs
HST 353 Modern US History I; 1877-1932	3 Hrs
HST 413 History of Native America	3 Hrs

Choose 6 Hours in the Following:

SOC 113 Introduction to Sociology	3 Hrs
SOC 123 Family Relations	
SOC 223 Contemporary Social Problems	3 Hrs

Choose 6 Hours in the Following:

PSY 113 General Psychology	3 Hrs
PSY 343 Abnormal Psychology	3 Hrs
PSY 323 Adolescent Psychology	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ Seniors Only ⁶ EDU 103

Bachelor of Arts in Education/ Special Education (K-12 generalist) (Field Endorsement) (135 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
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Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (45 Hours)

COM 333 Interpersonal Communication	3 Hrs
EDS 203 Introduction to Learners with Exceptionalities	3 Hrs
EDU 103 Introduction to Education	3 Hrs
EDU 213 Field Experience in Elementary/Middle Grades ⁶	3 Hrs
EDU 313 Educational Psychology: Learning & Evaluation	3 Hrs
EDU 373 Instructional Technologies	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
EDU 323 Teaching Mathematics in Elementary & Middle Grades	3 Hrs
EDU 491 Student Teaching Seminar ⁵	1 Hrs
EDU 494 Student Teaching ⁵	14 Hrs
PED 223 Comprehensive School Health	3 Hrs
RDG 413 Writing & Reading in Secondary Content Areas	3 Hrs

Subject Area: (36 Hours)

EDS 323 Inclusion & Collaborative Partnerships	3 Hrs
EDS 402 Instruction Interventions for Learning Disabilities	3 Hrs
EDS 442 Instructional Interventions for Mental Disabilities, Handicaps	3 Hrs
EDS 443 Instructional Interventions for Behavioral Disorders, At-Risk Students	3 Hrs
EDS 452 Transitions to Career/Vocation/Community	3 Hrs
EDS 472 Planning and Managing Special Education Programs	3 Hrs
EDS 485 Assessment Diagnosis and Evaluation	3 Hrs
EDU 232A Field Experience in Secondary Education I	3 Hrs
PED 303 Adapted Physical Education	3 Hrs
RDG 243 Foundations of Reading Instruction	3 Hrs
RDG 443 Reading Strategies for Elemen. And Middle Grades	3 Hrs
RDG 463 Reading Diagnosis/Remediation of Reading Difficulties	3 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ Seniors Only ⁶ EDU 103

Bachelor of Arts in English Literacy & Cultural Studies (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (42 Hours)

English Core (12 Hours)

ENG 343 Advanced Composition ³	3 Hrs
ENG 404 Literary Criticism ³	3 Hrs
ENG 413 Introduction to Linguistics ³	3 Hrs
ENG 433 Shakespeare ³	3 Hrs

Literacy & Cultural Studies Concentration (30 Hours)

ENG 213 American Literature I ⁵	3 Hrs
ENG 313 Major British Writers I ³	3 Hrs
ENG 323 Major British Writers II ³	3 Hrs
ENG 363 Young Adult Literature ³	3 Hrs
ENG 373 Multicultural Literature ³	3 Hrs
ENG 383 Poetry & Short Story ³	3 Hrs
ENG 395 Film as Literature ³	3 Hrs
ENG 453 Novel ³	3 Hrs
ENG 483 African American Literature ³	3 Hrs
ENG 495 Capstone in Research and Professional Writing ³	3 Hrs

Electives: (33 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in English Professional & Media Writing (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Departmental Requirements (36 Hours)

English Core (12 Hours)

ENG 343 Advanced Composition ³	3 Hrs
ENG 404 Literary Criticism ³	3 Hrs
ENG 413 Introduction to Linguistics ³	3 Hrs
ENG 433 Shakespeare ³	3 Hrs

Professional & Media Writing Concentration (18 Hours)

BUS 323 Business Communications ³	3 Hrs
ENG 335 Writing Nonfiction ³	3 Hrs
ENG 364 Written Journalism ³	3 Hrs
ENG 365 Technical Writing ³	3 Hrs
ENG 385 Creative Writing ³	3 Hrs
ENG 495 Capstone: Creative Writing Project ³	3 Hrs

Literature Course (6 Hours)

ENG 213 American Literature ³	3 Hrs
ENG 313 Major British Writers I ³	3 Hrs
ENG 323 Major British Writers II ³	3 Hrs
ENG 373 Multicultural Literature ³	3 Hrs
ENG 383 Poetry & Short Story ³	3 Hrs
ENG 395 Film as Literature ³	3 Hrs
ENG 453 Novel ³	3 Hrs
ENG 483 African American Literature ³	3 Hrs

Electives: (39 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Bachelor of Arts in General Studies (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, PHI, or MIN	6 Hrs

Primary Concentration Area (30 hours)

Must have a 2.0 GPA in Primary Concentration area

Secondary Concentration Area (18 hours)

Must be from a different department than the Primary Concentration

Must have a 2.0 GPA in your Secondary Concentration Area

Electives: (24 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All courses in your areas of concentration must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in History (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (45 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. Since 1877	3 Hrs
POL 123 American Government	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
HST 493 Writing and Research in History	3 Hrs

Plus Two of The following (6 Hours)

HST 253 Western Civilization to 1648	3 Hrs
HST 263 Western Civilization Since 1648	3 Hrs
HST 273 World Civilization to 1450	3 Hrs
HST 283 World Civilization Since 1450	3 Hrs

Additional Upper Division History (24 Hours)

HST 313 Civil War Era	3 Hrs
HST 323 The American Frontier	3 Hrs
HST 333 Colonial and Revolutionary America	3 Hrs
HST 343 The Early National Period	3 Hrs
HST 353 Modern U.S. History I: 1877-1932	3 Hrs
HST 363 Modern U.S. History II: 1932 to the Present	3 Hrs
HST 393 Medieval and Renaissance Europe	3 Hrs
HST 403 African American History	3 Hrs
HST 443 Europe, 1648 to 1815	3 Hrs
HST 453 Emergence of Modern Europe, 1815 to 1914	3 Hrs

Electives: (30 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Arts in Mathematics (120 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (11 hours)

PHY 214 Intro Physics I ⁵	4 Hrs
BIO 154 College Biology ⁵	4 Hrs
MTH 213 College Geometry ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	4-6 Hrs

Departmental Requirements: (33 hours)

MTH 214 Calculus with Analytic Geometry 1 ⁶	4 Hrs
MTH 223 Elements of Statistics	3 Hrs
MTH 224 Calculus with Analytic Geometry 2 ⁷	4 Hrs
MTH 243 Intro to Mathematical Thought ⁸	3 Hrs
MTH 313 Probability and Statistics ⁸	3 Hrs
MTH 334 Calculus with Analytic Geometry 3 ⁸	4 Hrs
MTH 343 Differential Equations ⁸	3 Hrs
MTH 353 Linear Algebra ⁸	3 Hrs
MTH 413 Abstract Algebra ⁹	3 Hrs
MTH 453 Analysis ⁹	3 Hrs

Other Required Courses: (7 hours)

CSC 213 Programming for Everyone I	3 Hrs
PHY 224 Introductory Physics II ¹⁰	4 Hrs

Electives: (27 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ 26 Math ACT or MTH 173 ⁷
MTH 214 ⁸ MTH 224 ⁹ MTH243 ¹⁰ PHY 214

Bachelor of Arts in Bible and Ministry, Ministry Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (1 Hour)

YCS 101 Freshman Seminar	1 Hr
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Departmental Core (21 Hours)

BIB 263 Advanced Biblical Research	3 Hrs
BIB 273 Communicating the Gospel	3 Hrs
BIB 413 Spiritual Formation for Ministry	3 Hrs
BIB 423 Message of the Old Testament	3 Hrs
BIB 473 Biblical Interpretation	3 Hrs
BIB 483 Message of the New Testament	3 Hrs
MIN 313 Foundations for Ministry	3 Hrs

Textual (12 Hours)

At least 3 hours Old Testament Text and 3 hours New Testament text.

Specialized Courses (18 Hours)

BIB 253 Teaching Scripture	3 Hrs
BIB 303 Story of Global Christianity	3 Hrs
BIB 323 Mission of God	3 Hrs
BIB 383 Introduction to Theology	3 Hrs
EXP 303 Field Work	3 Hrs
MIN 315 Preaching	3 Hrs
PHI 312 Introduction to Philosophy	3 Hrs
PHI 423 Ethical Theory and Practice	3 Hrs
PSY 423 Counseling	3 Hrs

Electives: (27 Hours)

Recommended:

Any remaining specialized courses
Biblical Languages Minor

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelors of Business Administration in Accounting (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 Hours: 3 Hours must be math)

MTH 173 College Algebra ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or PHI, or MIN	6 Hrs

Business Core (33 Hours)

BUS 133 Introduction to Business	3 Hrs
BUS 263 Business Computer Applications	3 Hrs
BUS 323 Business Communications	3 Hrs
BUS 453 Business Law	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
FIN 313 Financial Management	3 Hrs
MGM 313 Principles of Management	3 Hrs
MGM 483 Seminar in Business Policy	3 Hrs
MKT 323 Principles of Marketing	3 Hrs
ACC 213 Accounting Principles I	3 Hrs

Specialized Courses (24 Hours)

ACC 223 Accounting Principles II ^b	3 Hrs
ACC 313 Intermediate Accounting I ^c	3 Hrs
ACC 323 Intermediate Accounting II ^d	3 Hrs
ACC 333 Accounting Information Systems ⁷	3 Hrs
ACC 353 Cost Accounting I ^e	3 Hrs
ACC 423 Fundamentals of Auditing ⁹	3 Hrs
ACC 433 Income Tax I ^f	3 Hrs
BUS 243 Business Statistics	3 Hrs

Plus one of the following: (3 Hours)

ACC 413 Advanced Financial Accounting I ⁸	3 Hrs
ACC 443 Income Tax II ^b	3 Hrs
ACC 453 Cost Accounting II ¹⁰	3 Hrs

Electives: (12 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Recommended:

ACC 303 Accounting Internship	3 Hrs
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Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ MTH 173 ⁶ ACC 213 ⁷ ACC 223 ⁸ ACC 313 ⁹ ACC 323 ¹⁰ ACC 353

Bachelor of Business Administration in Business Administration Concentration: Agricultural Business (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours, 3 in math)

MTH 173 College Algebra ⁴	3 Hrs
BIO 154 College Biology	4 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ MTH 173 ⁶ 18 Science ACT or NSC 153 or NSC 163 ⁷ BIO 154

Departmental Requirements (52 Hours)

Business Core: (33 hours)

BUS 133 Introduction to Business	3 Hrs
BUS 263 Business Computer Applications	3 Hrs
BUS 323 Business Communications	3 Hrs
BUS 453 Business Law	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
FIN 313 Financial Management	3 Hrs
MGM 313 Principles of Management	3 Hrs
MGM 483 Seminar in Business Policy	3 Hrs
MKT 323 Principles of Marketing	3 Hrs
ACC 213 Accounting Principles 1 ⁵	3 Hrs

Ag Core: (19 hours)

AGR 223 Introduction to Precision Ag	3 Hrs
AGR 343 Farm and Ranch Management	3 Hrs
AGR 423 Ag Marketing and Finance	3 Hrs
BIO 354 Environmental Science ⁷	4 Hrs
BIO 413 Genetics ⁷	3 Hrs
EXP 303 Internship	3 Hrs

Electives: (20 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Recommended:

MGM 413 Organizational Behavior	3 Hrs
BUS 243 Business Statistics	3 Hrs
ACC 223 Accounting Principles 2	3 Hrs
ACC 333 Accounting systems Information	3 Hrs
MGM 373 Entrepreneurship	3 Hrs

Bachelor of Business Administration in Business Administration Concentration: Administrative Management (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 Hours, 3 must be in math)

MTH 173 College Algebra ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ MTH 173 ⁶ ACC 213 ⁷ MGM 313 ⁸ ACC 223

Departmental Requirements (48 Hours)

Business Core: (33 hours)

BUS 133 Introduction to Business	3 Hrs
BUS 263 Business Computer Application	3 Hrs
BUS 323 Business Communications	3 Hrs
BUS 453 Business Law	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
FIN 313 Financial Management	3 Hrs
MGM 313 Principles of Management	3 Hrs
MGM 483 Seminar in Business Policy	3 Hrs
MKT 323 Principles of Marketing	3 Hrs
ACC 213 Accounting Principles 1 ⁵	3 Hrs

Specialized Courses: (15 Hours)

ACC 223 Accounting Principles 2 ⁶	3 Hrs
FIN 423 Financial Markets and Institutions ⁶	3 Hrs
MGM 443 Business Analysis ⁸	3 Hrs

Pick two from the following

BUS 243 Business Statistics	3 Hrs
MGM 343 Human Resource Management	3 Hrs
MGM 373 Entrepreneurship	3 Hrs
MGM 413 Organizational Behavior	3 Hrs
MGM 433 Production/Operations Management	3 Hrs

Electives: (24 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Recommended:

MGM 303 Management Internship	3 Hrs
ACC 333 Accounting Information Systems ⁸	3 Hrs

Bachelor of Business Administration in Business Administration (120 Hours)

Concentration: Sports Management

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 must be in math)

MTH 173 College Algebra ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or PHI, or MIN	6 Hrs

Departmental Requirements (48 Hours)

Business Core: (33 hours)

BUS 133 Introduction to Business	3 Hrs
BUS 263 Business Computer Applications	3 Hrs
BUS 323 Business Communications	3 Hrs
BUS 453 Business Law	3 Hrs
ECO 233 Principles of Macro-Economics	3 Hrs
ECO 243 Principles of Micro-Economics	3 Hrs
FIN 313 Financial Management	3 Hrs
MGM 313 Principles of Management	3 Hrs
MGM 483 Seminar in Business Policy	3 Hrs
MKT 323 Principles of Marketing	3 Hrs
ACC 213 Accounting Principles 1 ⁷	3 Hrs

Specialized Courses: (15 Hours)

SPM 213 Introduction to Sports Management	3 Hrs
SPM 313 Sports Media and Public Relations	3 Hrs
SPM 403 Sports in contemporary Society	3 Hrs
SPM 413 Sports Facility and Event Management	3 Hrs
SPM 423 Sports Law and Ethics ⁵	3 Hrs

Electives (24 Hours):

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Recommended:

PED 102 First Aid & Cardio-Pulmonary Resuscitation	3 Hrs
PED 212 Concepts of Coaching and Officiating	3 Hrs
SPM 303 Sports Management Internship	3 Hrs
FIN 423 Financial Markets ⁶	3 Hrs
MGM 373 Entrepreneurship	3 Hrs
PED 413 Org and Admin of PE Programs	3 Hrs

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ SPM 213 ⁶ ACC 213 ⁷ MTH173

Bachelor of Music in Vocal Performance (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
PSY 143 Human Growth and Development	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 Hours: 3 Hours must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
AGR 234 Animal Science	3 Hrs
AGR 224 Plant Science	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements (51 Hours)

APM 111 Private Piano Instruction	1 Hrs
APM 141 Private Voice Instruction	1 Hrs
APM 211 Private Piano Instruction	1 Hrs
APM 241 Private Voice Instruction	1 Hrs
APM 311 Private Piano Instruction	1 Hrs
APM 341 Private Voice Instruction	1 Hrs
APM 352 The Voice and Vocal Production	3 Hrs
APM 411 Private Piano Instruction	1 Hrs
APM 441 Private Voice Instruction	1 Hrs
MUS 112 Ear Training I	2 Hrs
MUS 113 Music Theory I	3 Hrs
MUS 122 Ear Training II	2 Hrs
MUS 123 Music Theory II	3 Hrs
MUS 212 Ear Training III	2 Hrs
MUS 213 Music Theory III	3 Hrs
MUS 222 Ear Training IV	2 Hrs
MUS 223 Music Theory IV	3 Hrs
MUS 253 Music Literature	3 Hrs
MUS 302 Diction	2 Hrs
MUS 313 Conducting I ⁵	3 Hrs
MUS 333 Music History I	3 Hrs
MUS 343 Music History II	3 Hrs
MUS 354 World Music	3 Hrs
MUS 443 Senior Recital	3 Hrs

Electives: (17 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013 ⁵ MUS 123

Bachelor of Science in Biology w/Chemistry Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ⁴	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (8 hours)

BIO 154 College Biology	4 Hrs
MTH 214 Calculus with Analytic Geometry 1 ¹⁶	4 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ BIO 154 ⁷ BIO 314 ⁸ CHM 114 ⁹ CHM 124 ¹⁰ CHM 314 ¹¹ PHY 211 ¹² PHY 214 ¹³ High School Chemistry of CHM 114, 22 Math ACT or MTH 173 ¹⁴ BIO 224 ¹⁵ BIO 413 ¹⁶ MTH 173 ¹⁷ MTH 214

Departmental Requirements:

Biology Core: (29 hours)	
Physical Science	8 Hrs
Life Science	10 Hrs
Biological Science	8 Hrs
Capstone and Professional Experience	3 Hrs

Physical Science

CHM 214 College Chemistry I ¹³	4 Hrs
CHM 224 College Chemistry II ⁹	4 Hrs

Life Science

BIO 313 Nutrition ^b	3 Hrs
BIO 344 General Microbiology ^b	4 Hrs
BIO 413 Genetics ^b	3 Hrs

Biological Science (8 hours from the following options)

BIO 224 Zoology	4 Hrs
BIO 354 Environmental Science ^b	4 Hrs
BIO 374 Ecology ^b	4 Hrs

Capstone and Professional Experience

NSC 421 Natural Science Seminar	3 Hrs
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Specialized Courses: (33 hours)

BIO 423 Cell Biology ⁷	4 Hrs
CHM 314 Organic Chemistry I ⁹	4 Hrs
CHM 325 Organic Chemistry II ¹⁰	5 Hrs
CHM 414 Physical Chemistry ⁹	4 Hrs
CHM 423 Biochemistry ⁹	4 Hrs
MTH 224 Calculus with Analytic Geometry 1 ⁷	4 Hrs
PHY 214 Introductory Physics	4 Hrs
PHY 224 Introductory Physics II ¹²	4 Hrs

Electives: (9 hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Bachelor of Science in Biology w/Exercise Science Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours)

BIO 154 College Biology 1 ⁵	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	4-6 Hrs

Departmental Requirements:

Biology Core: (29 hours)	
Physical Science	8 Hrs
Life Science	10 Hrs
Biological Science	8 Hrs
Capstone and Professional Experience	3 Hrs

Physical Science

CHM 114 General Chemistry I or	
CHM 214 College Chemistry I ¹³	4 Hrs
CHM 124 General Chemistry II ⁸ or	
CHM 224 College Chemistry II ⁹	4 Hrs

Life Science

BIO 313 Nutrition ⁶	3 Hrs
BIO 344 General Microbiology ⁶	4 Hrs
BIO 413 Genetics ⁶	3 Hrs

Biological Science (8 hours from the following options)

BIO 224 Zoology	4 Hrs
BIO 354 Environmental Science ⁶	4 Hrs
BIO 374 Ecology ⁶	4 Hrs

Capstone and Professional Experience

HHP 421 Exercise-Science Seminar	3 Hrs
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Specialized Courses: (23 hours)

BIO 312 Medical Terminology	2 Hrs
BIO 244 General Anatomy & Physiology ⁶	4 Hrs
HHP 103 Theory of Lifetime Fitness	3 Hrs
PED 102 First Aid & CPR	2 Hrs
PED 203 Care and Prevention of Athletic Injury	3 Hrs
PED 433 Kinesiology	3 Hrs
PED 443 Physiology of Exercise	3 Hrs
PSY 233 Statistics for the Behavioral Sciences	3 Hrs

Elective Recommendations (19 hours)

PED 141 Clinical Field Study I *	1 Hr
PED 241 Clinical Field Study II *	1 Hr
PED 341 Clinical Field Study III *	1 Hr
PED 441 Clinical Field Study IV *	1 Hr
PED 463 Advanced Athletic Training	3 Hrs
PHY 214 Introductory Physics 1	4 Hrs

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a C or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ BIO 154 ⁷ BIO 314 ⁸ CHM 214 ⁹ CHM 224 ¹⁰ CHM 314 ¹¹ PHY 211 ¹² PHY 214 ¹³ High School Chemistry of CHM 114, 22 Math ACT or MTH 173 ¹⁴ BIO 224 ¹⁵ BIO 413 ¹⁶ MTH 173 ¹⁷ MTH 214

Bachelor of Science in Biology w/General Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ^c	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours)

BIO 154 College Biology	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (5-7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	4-6 Hrs

Departmental Requirements:

Biology Core: (29 hours)	
Physical Science	8 Hrs
Life Science	10 Hrs
Biological Science	8 Hrs
Capstone and Professional Experience	3 Hrs

Physical Science

CHM 114 General Chemistry I or	
CHM 214 College Chemistry I ¹³	4 Hrs
CHM 124 General Chemistry II ⁸ or	
CHM 224 College Chemistry II ⁹	4 Hrs

Life Science

BIO 313 Nutrition ⁶	3 Hrs
BIO 344 General Microbiology ⁶	4 Hrs
BIO 413 Genetics ⁶	3 Hrs

Biological Science (8 hours from the following options)

BIO 224 Zoology	4 Hrs
BIO 354 Environmental Science ⁶	4 Hrs
BIO 374 Ecology ⁶	4 Hrs

Capstone and Professional Experience

NSC 421 Natural Science Seminar	3 Hrs
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Specialized Courses: (21 hours from the following options)

AGR 234 Animal Science	4 Hrs
AGR 413L Transgenics	1 Hr
BIO 244 General Anatomy and Physiology	4 Hrs
BIO 312 Medical Terminology	2 Hrs
BIO 314 Human Anatomy ⁶	4 Hrs
BIO 324 Human Physiology ⁷	4 Hrs
BIO 383 Concepts of Biological Origins ¹⁴	3 Hrs
BIO 414 Developmental Biology ¹⁵	4 Hrs
BIO 423 Cell Biology ⁷	4 Hrs
PED 433 Kinesiology	3 Hrs
PED 443 Physiology of Exercise	3 Hrs

Electives: (21 Hrs)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ BIO 154 ⁷ BIO 314 ⁸ CHM 114 ⁹ CHM 124 ¹⁰ CHM 314 ¹¹ PHY 211 ¹² PHY 214 ¹³ High School Chemistry of CHM 114, 22 Math ACT or MTH 173 ¹⁴ BIO 224 ¹⁵ BIO 413 ¹⁶ MTH 173 ¹⁷ MTH 214

Bachelor of Science in Biology w/Health Systems Concentration (3+1 Nursing)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Departmental Requirements:

Biology Core: (29 hours)	
Physical Science	8 Hrs
Life Science	10 Hrs
Biological Science	8 Hrs
Capstone and Professional Experience	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
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Historical Foundations (3 Hours)

HST 213 History of The US to 1877	3 Hrs
HST 223 History of The US since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
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Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 hours, 3 in math)

PSY 233 Statistics for the Behavioral Sciences	3 Hrs
BIO 113 General Biology	3 Hrs

Institutional Requirements (7 hours)

YCS 101 Freshman Seminar	1 Hr
Two upper-division BIB, or DOC, or MIN, or RHS	6 Hrs

Physical Science

CHM 214 College Chemistry	4 Hrs
CHM 224 College Chemistry ⁹	4 Hrs

Life Science

BIO 313 Nutrition ⁶	3 Hrs
BIO 344 Microbiology ⁶	4 Hrs
BIO 413 Genetics ⁶	3 Hrs

Biological Science (8 hours from the following options)

BIO 224 Zoology	4 Hrs
BIO 354 Environmental Science ⁶	4 Hrs
BIO 374 Ecology ⁶	4 Hrs

Capstone and Professional Experience

NSC 421 Natural Science Seminar ⁶	3 Hrs
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Specialized Courses: (13 Hours)

PSY 143 Human Growth and Development	3 Hrs
BIO 312 Medical Terminology	2 Hrs
BIO 314 Human Anatomy ⁶	4 Hrs
BIO 324 Human Physiology ⁷	4 Hrs

Electives: (3 hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ BIO 154 ⁷ BIO 314 ⁸ CHM 114 ⁹ CHM 124 ¹⁰ CHM 314 ¹¹ PHY 211 ¹² PHY 214 ¹³ High School Chemistry of CHM 114, 22 Math ACT or MTH 173 ¹⁴ BIO 224 ¹⁵ BIO 413 ¹⁶ MTH 173 ¹⁷ MTH 214

Bachelor of Science in Biology w/Pre-Professional Concentration (120 Hours)

Core Level Courses (11 Hours)

BIB 121 History of The New Testament	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours)

BIO 154 College Biology	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements:

Biology Core: (29 hours)	
Physical Science	8 Hrs
Life Science	10 Hrs
Biological Science	8 Hrs
Capstone and Professional Experience	3 Hrs

Physical Science

CHM 214 College Chemistry I ¹³	4 Hrs
CHM 224 College Chemistry II ⁹	4 Hrs

Life Science

BIO 313 Nutrition ⁶	3 Hrs
BIO 344 General Microbiology ⁶	4 Hrs
BIO 413 Genetics ⁶	3 Hrs

Biological Science (8 hours from the following options)

BIO 224 Zoology	4 Hrs
BIO 354 Environmental Science ⁶	4 Hrs
BIO 374 Ecology ⁶	4 Hrs

Capstone and Professional Experience

NSC 421 Natural Science Seminar	3 Hrs
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Specialized Courses: (39 hours)

BIO 312 Medical Terminology	2 Hrs
BIO 314 Human Anatomy ⁶	4 Hrs
BIO 324 Human Physiology ⁷	4 Hrs
BIO 414 Developmental Biology ¹⁵	4 Hrs
BIO 423 Cell Biology ¹⁶	4 Hrs
CHM 314 Organic Chem I ⁹	4 Hrs
CHM 325 Organic Chem II ¹⁰	5 Hrs
CHM 423 Biochemistry ¹⁰	4 Hrs
PHY 211 General Physics or	
PHY 214 Intro to Physics	4 Hrs
PHY 221 General Physics II ¹¹ or	
PHY 224 Introductory Physics II ¹²	4 Hrs

Electives: (3 hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or BIO 113 ⁶ BIO 154 ⁷ BIO 314 ⁸ CHM 214 ⁹ CHM 224 ¹⁰ CHM 314 ¹¹ PHY 211 ¹² PHY 214 ¹³ High School Chemistry of CHM 114, 22 Math ACT or MTH 173 ¹⁴ BIO 224 ¹⁵ BIO 413 ¹⁶ BIO 324 ¹⁷ MTH 214

Bachelor of Science in Computer Science (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours, 3 hours must be Math)

PHY 214 Intro Physics I	4 Hrs
BIO 154 College Biology	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements: (46 hours)

CSC 123 Internet History, Technology, and Security	3 Hrs
CSC 213 Programming for Everyone I	3 Hrs
CSC 223 Programming for Everyone II ¹¹	3 Hrs
CSC 313 Web Development ¹²	3 Hrs
CSC 413 Application Development I ¹²	3 Hrs
CSC 423 Application Development II ¹²	3 Hrs
CSM 123 Introduction to C Programming ¹²	3 Hrs
CSM 223 Hardware I-Inside of a Microprocessor	3 Hrs
CSM 253 Data Structures ¹²	3 Hrs
CSM 313 Algorithms ¹²	3 Hrs
CSM 323 Product Development ¹³	3 Hrs
CSM 483 Capstone Project ¹³	3 Hrs
MGM 413 Organizational Behavior	3 Hrs
MTH 214 Calculus with Analytic Geometry 1 ⁶	4 Hrs
MTH 223 Elements of Statistics	3 Hrs

Electives: (21 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ 26 Math ACT or MTH 173 ⁷ MTH 214 ⁸ MTH 224 ⁹ MTH243 ¹⁰ PHY 214 ¹¹CSC213 ¹²CSC223 ¹³CSC423

Bachelor of Science in Criminal Justice (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (6 Hours: 3 Hours must be math)

MTH 145 Math in the Real World ⁴	3 Hrs
BIO 113 General Biology	3 Hrs
BIO 224 General Zoology	3 Hrs
ESC 114 Earth Science	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or PHI, or MIN	6 Hrs

Departmental Requirements (42 Hours)

PSY 143 Human Growth & Development	3 Hrs
PSY 233 Stats for the Behavioral Sciences	3 Hrs
CRJ 103 Introduction to Criminal Justice	3 Hrs
CRJ 223 Survey of Corrections	3 Hrs
CRJ 233 Evidence	3 Hrs
CRJ 243 Criminal Law	3 Hrs
CRJ 303 Criminology	3 Hrs
CRJ 313 Criminal Investigation	3 Hrs
CRJ 323 Probation, Pardon, and Parole	3 Hrs
CRJ 343 Constitutional Law	3 Hrs
CRJ 413 Courts and Courtroom Procedure	3 Hrs
CRJ 423 Ethics and the Criminal Justice System	3 Hrs
CRJ 433 Special Topics in Criminal Justice	3 Hrs
CRJ 453 Research and Writing in Criminal Justice	3 Hrs

Electives: (30 hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 Math ACT or MTH 013

Bachelor of Science in Cybersecurity (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours, 3 hours must be Math)

PHY 214 Intro Physics I	4 Hrs
BIO 154 College Biology	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 Hrs

Departmental Requirements: (39 hours)

BUS 263 Business Computer Applications	3 Hrs
CRJ 103 Intro to Criminal Justice	3 Hrs
CYS 123 Introduction to Cybersecurity	3 Hrs
CYS 233 Cybercrime and Governance ¹¹	3 Hrs
CYS 333 Modern Cybersecurity ¹¹	3 Hrs
CYS 343 Network and System Security ¹²	3 Hrs
CYS 433 Cyber Forensics ¹²	3 Hrs
CYS 483 Capstone-Ethical Hacking ¹²	3 Hrs
ENG 365 Technical Writing	3 Hrs
ITM 223 Intro to Information Technology Systems	3 Hrs
MGM 313 Principles of Management	3 Hrs
MGM 413 Organizational Behavior	3 Hrs
PMM 233 Introduction to Project Management	3 Hrs

Electives: (32 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ 26 Math ACT or MTH 173 ⁷ MTH 214 ⁸ MTH 224 ⁹ MTH243 ¹⁰ PHY 214 ¹¹CYS123 ¹²CYS333

Bachelor of Science in Natural Sciences/Pre-Engineering (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech or	
COM 123 Introduction to Communications	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Appreciation & Expression (6 Hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 113 General Psychology	3 Hrs

Religious Studies (9 Hours)

BIB 232 Story of Israel	3 Hrs
BIB 132 Story of the Church	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 hours; both courses required)

BIO 154 College Biology 1 ⁵	4 Hrs
MTH 173 College Algebra ⁴	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar	1 Hr
Two Upper Division BIB, or DOC, or MIN, or RHS	6 hrs

Departmental Requirements: (40 hours)

PNG 101 Introduction to Engineering	3 Hrs
CHM 214 College Chemistry 1 ¹²	4 Hrs
PHY 214 Introductory Physics 1 ¹⁰	4 Hrs
PHY 224 Introductory Physics 2 ⁷	4 Hrs
MTH 214 Analytical Geometry & Calculus 1 ⁹	4 Hrs
MTH 224 Analytical Geometry & Calculus 2 ¹⁰	4 Hrs
MTH 334 Analytical Geometry & Calculus 3 ¹¹	4 Hrs
MTH 343 Differential Equations ¹⁵	3 Hrs
NSC 421 Natural Sciences Seminar	3 Hrs

Choose 7 hours from the following

CHM 224 College Chemistry 2 ⁶	4 Hrs
PHY 313 Modern Physics ¹³	3 Hrs
CHM 264 Analytical Chemistry ⁸	4 Hrs
CHM 314 Organic Chemistry 1 ⁸	4 Hrs
CHM 325 Organic Chemistry 2 ¹⁴	5 Hrs
MTH 223 Elements of Statistics ⁹	3 Hrs
MTH 353 Linear Algebra ¹¹	3 Hrs

Electives: (22-24 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 22 Math ACT or MTH 133 ⁵ 18 Science ACT or NSC 163 ⁶ CHM 214 ⁷ PHY 214 ⁸ CHM 224 ⁹ MTH 173 ¹⁰ MTH 214 ¹¹ MTH 224 ¹² High School Chemistry or CHM 114, 22 Math ACT or MTH 173 ¹³ PHY 224 ¹⁴ CHM 314 ¹⁵ MTH 334

Bachelor of Science in Psychology (120 Hours)

Core Level Courses (11 Hours)

BIB 121 Story of Jesus	2 Hrs
COM 113 Basic Speech	3 Hrs
ENG 113 English Composition I ¹	3 Hrs
ENG 123 English Composition II ²	3 Hrs

Artistic Expression & Expression (6 hours, 3 in Literature)

MUS 203 Music Appreciation	3 Hrs
Any Literature course ³	3 Hrs
MUS 171 (271, 371, 471) University Singers	3 Hrs
MUS 161 (261, 361, 461) Celebration Singers	3 Hrs
COM 141 (241, 341, 441) Theatre Performance	3 Hrs

Cultural Perspective (3 Hours)

GEO 214 Cultural Geography	3 Hrs
MUS 353 World Music	3 Hrs
EDU 343 Human Relations/Multicultural Awareness	3 Hrs
HST 403 African American History	3 Hrs
EXP 313 Experiential Studies in Multiculturalism	3 Hrs
HST 273 World Civ to 1450	3 Hrs
HST 283 World Civ Since 1450	3 Hrs

Historical Foundations (3 Hours)

HST 213 History of the U.S. to 1877	3 Hrs
HST 223 History of the U.S. since 1877	3 Hrs
HST 253 Western Civ to 1648	3 Hrs
HST 263 Western Civ from 1648	3 Hrs

Human Behavior and Social Foundations (3 Hours)

PSY 113 General Psychology	3 Hrs
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Religious Studies (9 Hours)

BIB 132 Story of the Church	3 Hrs
BIB 232 Story of Israel	3 Hrs
BIB 242 Christian Faith and Life	3 Hrs

Scientific Inquiry (7 Hours: both courses required for degree)

BIO 154 College Biology ⁴	4 Hrs
MTH 145 Math in the Real World ⁵	3 Hrs

Institutional Requirements (7 Hours)

YCS 101 Freshman Seminar
Two Upper Division BIB, or PHI, or MIN

Departmental Requirements (36 Hours)

PSY 143 Human Growth and Development	3 Hrs
PSY 233 Statistics for the Behavioral Sciences ⁸	3 Hrs
PSY 243 History and Systems	3 Hrs
PSY 323 Adolescent Psychology	3 Hrs
PSY 333 Theories of Personality	3 Hrs
PSY 343 Abnormal Psychology	3 Hrs
PSY 383 Physiological Psychology ⁶	3 Hrs
PSY 423 Counseling	3 Hrs
PSY 433 Social Science Research ⁷	3 Hrs
PSY 443 Learning and Memory	3 Hrs
PSY 473 Social Psychology	3 Hrs
PSY 474 Psychology and Christianity	3 Hrs

Electives: (36 Hours)

This degree requires a minimum of 120 hours of credit, including 36 hours of Upper-Division credit. All departmental requirements must be passed with a 'C' or better.

Prerequisites:¹ 18 English ACT or ENG 103 ² ENG 113 ³ ENG 123 ⁴ 18 ACT or NSC 153 or NSC 163 ⁵ 18 Math ACT or MTH 013 ⁶ BIO 154 ⁷ PSY 233 ⁸ MTH 145

Coaching (Supplemental Endorsement)

Second Endorsement Only

Subject Area: Coaching (15 hours)

PED 102 * First Aid & Cardio-Pulmonary Resuscitation	3 Hrs
PED 203 * Care and Prevention of Athletic Injuries	3 Hrs
PED 212* Concepts of Coaching and Officiating	3 Hrs

Coaching Courses (choose three):

PED 302 Coaching Baseball and Softball	2 Hrs
PED 312 Coaching Basketball	2 Hrs
PED 332 Coaching Football	2 Hrs
PED 342A Coaching Soccer and Volleyball	2 Hrs
PED 342B Coaching Tennis and Track & Field	2 Hrs

***count only one time**

Prerequisites:¹

Master of Arts in Education w/Curriculum and Instruction Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Education Courses (18 Hours)

MAE 5321 The School as an Organization	3 Hrs
MAE 5351 Teachers and the Law	3 Hrs
MAE 5361 Learning through Technology	3 Hrs
MAE 6321 Assessment of Learning	3 Hrs
MAE 6341 Current Issues in Instruction/Education	3 Hrs
XXX ##### Elective	3 Hrs

Specialized Courses (9 Hours)

MCI 6311 Effective Strategies of Instruction	3 Hrs
MCI 6331 Curriculum Mapping	3 Hrs
MCI 6351 Curriculum Development and Design	3 Hrs

Master of Arts in Education w/Educational Leadership Concentration (36 Hours)
(Non-Endorsement and Non-Internship Track)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Education Courses (18)

MAE 5321 The School as an Organization	3 Hrs
MAE 5351 Teachers and the Law	3 Hrs
MAE 5361 Learning through Technology	3 Hrs
MAE 6321 Assessment of Learning	3 Hrs
MAE 6341 Current Issues in Instruction/Education	3 Hrs
XXX ##### Elective	3 Hrs

Specialized Courses (18 Hours)

EDL 6311 School Supervision	3 Hrs
EDL 6321 School Finance	3 Hrs
EDL 6331 Building and Managing Educational Teams	3 Hrs

Master of Arts in Education w/Educational Leadership Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design*	3 Hrs
GRS 5331 Program Planning and Evaluation*	3 Hrs
GRS 5341 Navigating in a Diverse Society*	3 Hrs

Core Education Courses (18)

MAE 5321 The School as an Organization*	3 Hrs
MAE 5351 Teachers and the Law*	3 Hrs
MAE 5361 Learning through Technology*	3 Hrs
MAE 6321 Assessment of Learning*	3 Hrs
MAE 6341 Current Issues in Instruction/Education*	3 Hrs
MAE 6361 Capstone*	3 Hrs

Specialized Courses (9 Hours)

EDL 6311 School Supervision*	3 Hrs
EDL 6321 School Finance*	3 Hrs
EDL 6331 Building and Managing Educational Teams*	3 Hrs

*Internship: EDL candidates will complete 21 clock hours (250 total) of internship during coursework focusing on course learning outcomes.

Master of Arts in Education w/Educational Leadership Concentration (45 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design*	3 Hrs
GRS 5331 Program Planning and Evaluation*	3 Hrs
GRS 5341 Navigating in a Diverse Society*	3 Hrs

Core Education Courses (18)

MAE 5321 The School as an Organization*	3 Hrs
MAE 5351 Teachers and the Law*	3 Hrs
MAE 5361 Learning through Technology*	3 Hrs
MAE 6321 Assessment of Learning*	3 Hrs
MAE 6341 Current Issues in Instruction/Education*	3 Hrs
MAE 6361 Capstone*	3 Hrs

Specialized Courses (18 Hours)

EDL 6311 School Supervision*	3 Hrs
EDL 6321 School Finance*	3 Hrs
EDL 6331 Building and Managing Educational Teams*	3 Hrs
MCI 6371 Science of Reading*	3 Hrs
SEL 6331 Current Issues in Social and Emotional Learning*	3 Hrs
SPA 6341 Administrative Strategies in Athletics*	3 Hrs

*Internship: EDL candidates will complete 21 clock hours (250 total) of internship during coursework focusing on course learning outcomes.

Master of Arts in Education w/Social Emotional Leadership Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Education Courses (18 Hours)

MAE 5321 The School as an Organization	3 Hrs
MAE 5351 Teachers and the Law	3 Hrs
MAE 5361 Learning through Technology	3 Hrs
MAE 6321 Assessment of Learning	3 Hrs
MAE 6341 Current Issues in Instruction/Education	3 Hrs
XXX ##### Elective	3 Hrs

Specialized Courses (9 Hours)

MOL 5331 Organizational Leadership and Human Behavior	3 Hrs
SCO 6321 Counseling Skills and Crisis Intervention	3 Hrs
SEL 6331 Critical Issues in Social and Emotional Learning	3 Hrs

Master of Arts in Education w/Sports Administration Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Education Courses (18 Hours)

MAE 5321 The School as an Organization	3 Hrs
MAE 5351 Teachers and the Law	3 Hrs
MAE 5361 Learning through Technology	3 Hrs
MAE 6321 Assessment of Learning	3 Hrs
MAE 6341 Current Issues in Instruction/Education	3 Hrs
XXX ##### Elective	3 Hrs

Specialized Courses (9 Hours)

SPA 5341 Facility and Game Day Operations	3 Hrs
SPA 6321 Sports Economics and Finances	3 Hrs
SPA 6341 Administrative Strategies in Athletics	3 Hrs

Master of Arts in Organizational and Global Leadership/w Business Information Leadership Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Leadership Courses (18 Hours)

MOL 6311 Personal Leadership Development	3 Hrs
MOL 6321 Budgeting and Finance	3 Hrs
MOL 6331 Leadership Development and Coaching	3 Hrs
MOL 6341 Leading Complex Change	3 Hrs
MOL 6351 Building and Managing Teams	3 Hrs
MOL 6361 Crisis Communication and Leadership	3 Hrs

Specialized Courses (9 Hours)

BIL 6311 Intro to Baseline Business Information Systems Management	3 Hrs
BIL 6321 Analytics Driven Project Management	3 Hrs
BIL 6331 Leading with Data	3 Hrs

Mast of Arts in Organizational Leadership/Main Track (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Leadership Courses (18 Hours)

MOL 6311 Personal Leadership Development	3 Hrs
MOL 6321 Budgeting and Finance	3 Hrs
MOL 6331 Leadership Development and Coaching	3 Hrs
MOL 6341 Leading Complex Change	3 Hrs
MOL 6351 Building and Managing Teams	3 Hrs
MOL 6361 Crisis Communication and Leadership	3 Hrs

Specialized Courses (9 Hours)

MOL 5321 Ethics and Professional Responsibilities	3 Hrs
MOL 5331 Organizational Leadership and Human Behavior	3 Hrs
MOL 5361 Global Leadership	3 Hrs

Master of Arts in Organizational and Global Leadership/w Social Emotional Leadership Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Leadership Courses (18)

MOL 6311 Personal Leadership Development	3 Hrs
MOL 6321 Budgeting and Finance	3 Hrs
MOL 6331 Leadership Development and Coaching	3 Hrs
MOL 6341 Leading Complex Change	3 Hrs
MOL 6351 Building and Managing Teams	3 Hrs
MOL 6361 Crisis Communication and Leadership	3 Hrs

Specialized Courses (18 Hours)

MOL 5331 Organizational Leadership and Human Behavior	3 Hrs
SCO 6321 Counseling Skills and Crisis Intervention	3 Hrs
SEL 6331 Critical Issues in Social and Emotional Learning	3 Hrs

Master of Arts in Organizational and Global Leadership/w Sports Administration Concentration (36 Hours)

Core Level Courses (9 Hours)

GRS 5311 Research and Design	3 Hrs
GRS 5331 Program Planning and Evaluation	3 Hrs
GRS 5341 Navigating in a Diverse Society	3 Hrs

Core Leadership Courses (18 Hours)

MOL 6311 Personal Leadership Development	3 Hrs
MOL 6321 Budgeting and Finance	3 Hrs
MOL 6331 Leadership Development and Coaching	3 Hrs
MOL 6341 Leading Complex Change	3 Hrs
MOL 6351 Building and Managing Teams	3 Hrs
MOL 6361 Crisis Communication and Leadership	3 Hrs

Specialized Courses (9 Hours)

SPA 5341 Facility and Game Day Operations	3 Hrs
SPA 6321 Sports Economics and Finances	3 Hrs
SPA 6341 Administrative Strategies in Athletics	3 Hrs