

# YORK COLLEGE

## 2017-2018

### ACADEMIC CATALOG

Volume 104, Number 1

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Project Manager/Editor: Jared Leinen

This catalog has been designed to provide you with clear, useful and most current information about York College on the subjects covered as of the date of publication. In it, you will learn about the college's history, traditions, mission, and its programs and services. You will learn from the catalog what you may expect of the college and what the college expects of you as a student. Each student registered at York College is responsible for knowing the requirements and the regulations of the college 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 College. Students who leave York College 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 College reserves the right to modify, eliminate or add college 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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Schools, Council for the Accreditation of Educator Preparation (CAEP),  
and the Nebraska Department of Education.

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York College 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 College 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 College.

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 College 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 College 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 College is as we learn, grow and serve together.

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

Sincerely,

Steven Eckman  
President

## MISSION STATEMENT

**THE MISSION OF YORK COLLEGE 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 College 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 College 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 College 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 College stresses that God's standards as revealed in the Bible are necessary to productive, happy lives and relationships. York College 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 College 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 College 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 College believes truth must be pursued in all aspects of life. The significance of liberal arts offerings at York College 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 College 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 VALUES:**



### Spiritual

We believe that God, His word, and His will are sovereign, and that Jesus Christ is His Son.

### Academic

We will develop each student's potential through the pursuit of integrity and academic rigor.

### Individual

We will encourage each student to pursue individual responsibility, personal integrity, and spiritual maturity.

### Community

We will foster a shared sense of unity in Christ, focused on service to God and others.

### Health and Wellness

We will provide a living and learning environment that encourages each student's physical and emotional well-being.

"Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8

## **College History**

York College was founded 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. Wayne Baker became the 19th President in September of 1996, and he served until 2009, when he was appointed Chancellor of the College. Steve Eckman became the 20th President of York College in 2009. 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.

Today, York College is a senior liberal arts college enrolling approximately 500 students in numerous programs leading to various Baccalaureate and Associate degrees. York College, 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 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 - present)

#### **MATTERS OF RECORD**

(for recent updates, contact our Website at [www.york.edu](http://www.york.edu))

#### **A.**

#### **BOARD OF TRUSTEES**

**1. Dr. Michael C. Armour** (Frances) of Dallas, Texas  
Occupation: President, Strategic Leadership Development Institute

**2. Dr. Edward J. Bailey** (Louise) of York, Nebraska  
Occupation: Attorney, Professor

- 3. Mr. E. Joe Brazell** (Bridgette) of Dallas, Texas  
Occupation: Solomon Associates; digital solutions manager
- 4. Mr. H. Jarrell Gibbs** (Cynthia) of Hot Springs Village, Arkansas  
**Chairman of the Board** Occupation: President/Vice Chairman, TXU Corp. {Retired}
- 5. Dr. Jeffrey W. Hannel** (Lorena) of Lubbock, Texas  
Occupation: Physician
- 6. Mr. Patrick W. Hendricks** (Janice) of Tulsa, Oklahoma  
**Vice Chairman of the Board** Occupation: Marketing Manager, Work-Net
- 7. Mr. Chester M. James** (Sharon) of Kingman, Kansas  
Occupation: Lean Consultant, BESCORP; Engineering Manager, Boeing {Retired}
- 8. Mr. Richard W. James** (Rachel) of Wichita, Kansas  
**Secretary of the Board** Occupation: Lawyer
- 9. Mr. David F. Lynn** (Judy) of York, Nebraska  
**Treasurer of the Board** Occupation: CPA, President, Sequoia Consulting Group
- 10. Mr. Edward E. McLoud** (Patricia) of Leavenworth, Kansas  
Occupation: President, Systronics, Inc. {Retired}
- 11. Mr. Norman E. Morrow** (Mary) of St. Francis, Kansas  
Occupation: Minister, St. Francis Church of Christ, Owner, Morrow's Garage; Farmer
- 12. Mr. Michael V. Myers** (Carol) of Littleton, Colorado  
Occupation: Senior Minister, Littleton Church of Christ {Retired}
- 13. Mr. Ed G. Nill** (Linda) of Pierre, South Dakota  
Occupation: Enrolled Agent; Tax Advisor; Senior Member, Nill & Associates
- 14. Mr. James N. Reischl** (Sandy) of Harlan, Iowa  
Occupation: President, R.L. Craft Co. Contractors {Retired}
- 15. Mrs. Cassandra R. Savage** (Ken) of Overland Park, Kansas  
Occupation: The Savage Group, L.L.C.
- 16. Mrs. Carolyn R. Stephenson** (Charles) of Lubbock, Texas  
Occupation: CPA, Robinson Burdette Martin & Seright, LLP.
- 17. Dr. Charles B. Stephenson** (Carolyn) of Lubbock, Texas  
Occupation: Professor of New Testament, Lubbock Christian University
- 18. Mr. G. Wayne Studebaker** (Harriet) of Norfolk, Nebraska

Occupation: General Manager, Research & Development, Nucor Corp. {Retired}

**19. Mrs. Linda J. Thomas** (Joe) of Clinton, Oklahoma

Occupation: Clinton Public Schools Asst. Superintendent {Retired}

**20. Mr. Paul E. Touchton** (Cheryl) of Brentwood, Tennessee

Occupation: Senior VP, Matrix Health Group

**21. Mr. Charlie J. Watts** (Mary Ann) of Eudora, Kansas

Occupation: Eudora High School Principal {Retired}

**22. Dr. R. Wayne White** (Karen) of Carrollton, Texas

Occupation: Minister

**23. Mr. C. Mitchell Wilburn** (Shannon) of Tulsa, Oklahoma

Occupation: Minister, Park Plaza Church of Christ

**24. Dr. Gregory N. Woods** (Candi) of York, Nebraska

Occupation: Physician

**B.  
TRUSTEES EMERITI**

**1. Mr. Keith L. Arterburn** of McCook, Nebraska

Occupation: Farm Manager, Real Estate Broker, Appraiser {Retired}

**2. Mr. Steven W. Belden** (Michele) of Lucas, Texas

Occupation: Independent Financial Services Professional

**3. Dr. Wilbur D. Dabbs** (Dawn) of Neosho, Missouri

Occupation: Physician {Retired}

**4. Mr. Harry Denewiler** of Lakewood, Colorado

Occupation: Chief of Plant, Operations Division, Denver Water Dept. {Retired}

**5. Mr. Van R. Harrold** (Mary Ann) of Wichita, Kansas

Occupation: Owner, Financial Solutions, Inc., & Van Harrold & Associates, LLC

**6. Dr. E. LaVerne Haselwood** (Joan) of Omaha, Nebraska

Occupation: Professor Emeritus, Teacher Education, University of Nebraska at Omaha {Retired}

**7. Dr. Jackie M. Humphrey** (Joe) of Austin, Texas

Occupation: Education Online Consultant (retired)

**8. Mr. Perry E. Rubart** (Dorothy) of Ulysses, Kansas

Occupation: Banking, Farming, Oil & Gas Interests {Retired}

### C.

#### FACULTY/STAFF EMERITI

**Robert W. Lawrence**

**Professor Emeritus of English** B.A., 1958, and M.A., 1969, Abilene Christian University; M.A., 1972, and Ph.D., 1990, University of Nebraska-Lincoln; at York 1968-1995 and 2004.

### D.

#### ADMINISTRATION

**President**

**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.

**Chancellor**

**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.

**Provost**

**Shane Mountjoy**

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; received the *Dale R. Larsen Teacher of Achievement Award* in 2004; at York since 1990.

**Dean of Student Development**

**Catherine Seufferlein**

A.A., 1985, York College; B.S., 1988, Abilene Christian University; at York since 2011.

**Dean of Students**

**Stephen Detlefs**

B.A., 2009, York College; M.A., 2012, University of Nebraska Omaha; at York since 2011.

**Registrar**

**Jared Leinen**

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

**Director of Residence Life****Larry Good**

B.A., 1974, Oklahoma Christian College; B.Th., 1995, Western Christian College; at York since 2011.

**Dean for Online Instruction****Kirk Mallette**

B.A., 1981, Central Christian College of the Bible; M.A., 1996, University of Missouri-Columbia; Ed.D., 2003, Nova Southeastern University; at York since 2013.

**Chair of the Division of Bible and Ministry****Frank Wheeler**

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; received the *Dale R. Larsen Teacher of Achievement Award* in 1997 and in 2010; at York since 1988.

**Chair of the Division of Professional Studies****Jaclyn Spivey**

B.A., 2002, Loyola University of New Orleans; Ph.D., 2008, University of Texas at Austin; at York since 2012.

**Chair of the Division of Arts and Sciences****Clark Roush**

B.A., 1981, Harding University; M.A., 1982, University of Iowa; Ph.D., 1995, University of Nebraska-Lincoln; received the *Dale R. Larsen Teacher of Achievement Award* in 1998; at York since 1986.

**Director of the Center for Student Success****Martha Soderholm**

B.A., 1978, University of Nebraska at Kearney; M.S., 1979, University of Nebraska at Kearney; at York since 1983.

**Director of Levitt Library****Ruth Carlock**

B.S., 1967, Northwest Missouri State University; M.A.L.S., 2005, University of Missouri - Columbia; at York 1972-1976, and since 1993.

**Vice President for Enrollment and Athletics****Jared Stark**

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

**Director of Admissions****David Odom**

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

**Food Services Director****David Kretz**

at York since 2013

**Vice President for Advancement****Brent Magner**

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

**Director of Alumni and Communication****Chrystal Houston**

B.A., 2003, York College; at York 2003-2007 and since 2011.

**Director of Publications****Steddon Sikes**

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

**Development Officer****Titus Robinson**

A.A., 2002, York College; B.A., 2004, York College; M.B.A., 2012, Bellevue University; at York since 2016.

**Director of Spiritual Development****Sam Garner**

D.Min, 2012, Abilene Christian University; M.Div., 2006, Abilene Christian University; B.A., 2003, Harding University.

**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.

**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.

**Director of Information Technology****Joel Coehoorn**

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

**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.

**Campus Store Manager**



**Janet Rush**

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

**Director of Facilities**

**Bob Gaver**

At York since 2001.

**E.  
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 College since 1997



Ruth M. Carlock, Information Literacy Instructor

- Director of Levitt Library
- M.A.L.S. University of Missouri-Columbia, 2005
- B.S., Northwest Missouri State University, 1967
- York College, 1972-1976, 1993 to present



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 College since 1992



Erin E. DeHart, Associate Professor of Education

- Ed.D., University of Nebraska-Lincoln, 2014
- M.Ed., University of Nebraska-Lincoln, 2002
- B.A., York College, 1994
- York College since 2003



Robert E. DeHart, Associate Professor of Physical Education

- Chair of the Department of Physical Education
- M.S.Ed., University of Nebraska-Lincoln, 2002
- B.A., York College, 1995
- York College 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 College since 2009



Jennifer Dutch, Assistant Professor of English

- Chair of the English Department
- Ph.D., Pennsylvania State University, 2013
- M.A., University of New Hampshire, 2002
- B.A., Keene State College, 2000
- York College since 2013



Lindsey M. Eckert, Assistant Professor of Psychology

- M.A. , Doane College, 2008
- B.S., York College, 2003
- York College since 2015



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 College since 2013



Amy Fraser, Assistant Professor of Music

- M.M., University of Nebraska-Lincoln, 2011
- B.M., York College, 2001
- York College since 2002



Chad E. Karcher, Assistant Professor of Physical Education

- M.Ed., Doane College, 2004
- B.S., University of Nebraska-Lincoln, 1991
- York College 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 College 1967-1969, 1975-1979, 1981-1987, and since 2012



Tim Lewis, Assistant Professor of Business

- M.A., Doane College, 2012
- B.S., Oklahoma Christian University, 1986
- A.A., York College, 1984
- At York since 2003



Billy M. Lones, Associate Professor of Criminal Justice

- Dean of York College Online
- J.D., Jones School of Law, 2000
- B.S., Faulkner University, 1997
- York College since 2004



Christi Lones, Assistant Professor of History

- M.S., Fort Hayes State University, 2011
- B.S., Faulkner University, 1997
- York College since 2004



Kirk D. Mallette, Associate Professor of Education

- Chair of the Department of Education
- Ed.D., Nova Southeastern University, 2003
- M.A., University of Missouri-Columbia, 1996
- Elementary Education Certification, Truman State University, 1989
- B.A., Central Christian College of the Bible, 1981
- York College since 2013



Beverly D. McNeese, Assistant Professor of English

- M.Ed., Drury University, 2003
- B.A., York College, 1995
- A.A., York College, 1973
- York College since 1996



Tim D. McNeese, Associate Professor of History

- Chair of the Department of History
- 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 College since 1992



C. Mark Miller, Associate Professor of Mathematics

- M.A., University of Florida, 1988
- M.S., University of Florida, 1984
- B.A., University of Florida, 1981
- York College since 2003



Gail L. Miller, Associate Professor of Biology

- M.A., in Biology from Ball State University, 1994
- B.A., in Biology from Harding University, 1974
- At York College since 1984



L. Ray Miller II, Professor of Chemistry

- Ph.D., University of Mississippi, 1982
- B.S., Harding University, 1973
- York College since 1982



Ramona J. Ratliff, Assistant Director of Levitt Library

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



Clark A. Roush, Professor of Music and Endowed Chair for the Performing Arts

- Division Chair of Humanities and Fine 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 College since 1986



Terry R. Seufferlein, Associate Professor of Bible

- 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 College since 2011



Martha L. Soderholm, Director of the Student Success Center

- M.S., University of Nebraska-Kearney, 1979
- B.A., University of Nebraska-Kearney, 1978



- York College since 1983



Jaclyn Spivey, Assistant Professor of Psychology

- Division Chair, Professional Programs
- Chair of the Department of Psychology
- Ph.D., University of Texas at Austin, 2008
- B.A., Loyola University New Orleans, 2002
- York College since 2012



Steve Thompson, Associate Professor of Business

- M.S.A.T., University of Hartford, 2005
- B.B.A., University of Iowa, 1980
- York College since 2012



Stacie Turnball Agribusiness Instructor

- M.S. Iowa State University, 2003
- B.S. University of Nebraska Lincoln, 1997



Sarah Van Gomple, Assistant Professor of Education

- M.Ed., Wichita State University, 2005
- B.A., York College, 2000
- B.S., York College 1999
- York College since 2016



Frank E. Wheeler, Professor of Bible

- Division Chair of Bible and Ministry
- Chair of the Department of Bible
- Ph.D., Baylor University, 1985
- M.A., Harding University Graduate School of Religion, 1978

- M.Th., Harding University Graduate School of Religion, 1977
- B.A., Harding University, 1974
- A.S., York College, 1972
- York College since 1988



Alex A. Williams, Associate Professor of Chemistry

- Division Chair of the Science Department
- Ph.D., University of Missouri-Rolla, 2005
- M.S., University of Missouri-Rolla, 1993
- B.S., Harding University, 1989
- York College since 2006

#### F. ACADEMIC SUPPORT STAFF

**Gayle Good**, Executive Assistant to the President; at York since 2002.  
**Brianna Perez**, Administrative Assistant, Admissions Office; at York since 2017.  
**Trent Hinton**, Sports Information /Game Day Director; at York since 2004  
**Emily Lutz**, Director of Student Activities; at York since 2014.  
**Leo Miller**, Circulation Assistant, Levitt Library; at York 1993-1998 and since 1999.  
**Melanie Towell**, Kiplinger Apartment Manager, Academics Administrative Assistant; at York since 2015.  
**Jeff Albers**, Gibb's Apartment Manager; at York since 2016.  
**Collin Tucker**, McCloud Hall Manager; at York since 2015.  
**Meghan Shruck**, Assistant Dean of Students, Thomas Hall Women's Manager; at York since 2015 .

#### G. ENDOWMENTS

York College 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 402-363-5618 or contact us at [develop@York.edu](mailto:develop@York.edu).

1. **Kirk Miller Memorial Endowed Scholarship**
2. **Ted W. Studebaker Scholarship Fund**
3. **Paul and Christine Sloan Scholarship**
4. **Nancy Woods Memorial Scholarship**



5. **Rocky Mountain Christian Fund**
6. **Eakens Scholarship**
7. **Mable Kirkpatrick Bible Scholarship**
8. **Hendricks Basketball Scholarship**
9. **Alumni Scholarship**
10. **Durrington Education Scholarship**
11. **Harold Baker Educational Fund**
12. **Thayer Scholarship**
13. **Roy Lacey Fund**
14. **Ora Johnson Klein Fund**
15. **Alley Educational Scholarship**
16. **Kearney Church Scholarship**
17. **Stevenson Scholarship**
18. **Evans Scholarship**
19. **Harvey and Sue Childress Scholarship**
20. **Moody Endowed Scholarship**
21. **Poundstone Endowed Scholarship**
22. **Denewiler Endowed Music Scholarship**
23. **Myrtle Thompson Endowed Scholarship**
24. **Imogene Pellatz Endowed General Scholarship**
25. **Mr. & Mrs. Holland Endowment Fund**
26. **Dr. & Mrs Lawrence Scholarship**
27. **H & K Schulz Endowed Scholarship**
28. **Nellie B. Jacobs Endowed Scholarship**
29. **Polyanna Pitts Kimmins Endowed Scholarship**
30. **John Townsdin Endowed Scholarship**
31. **Touchton Endowed Scholarship**
32. **Blunt, South Dakota Church of Christ Scholarship Fund**
33. **Ernie & Mary Taylor Endowed Fund**
34. **Elnora Carruth Scholarship**
35. **James M. Cox Endowed Scholarship**
36. **Jarrel & Cynthia Gibbs Endowment**
37. **Anderson Scholarship**
38. **Richard & Rachel James Endowment**
39. **Maida Fern Knight Endowment**
40. **Kimball & Debbie Matkins Scholarship**
41. **John & Joan Sturm Scholarship**
42. **Legacy Alumni Scholarship**
43. **Senior Roundup Scholarship**
44. **Keel & Nancy Hendricks Scholarship**
45. **Kelsay-Atchley Legacy Scholarship**
46. **Herbert & Katherine Sherrow Scholarship**
47. **Glenn & Muriel Danielson Scholarship**
48. **Gene Dalmont Endowed Scholarship**
49. **Lessly Endowed Scholarship**
50. **G. Wayne & Harriet Studebaker Endowed Scholarship**

## H.

### **Discrimination, Harassment and Sexual Misconduct**

In harmony with its mission, York College strives to provide a Christian environment that is countercultural 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 College have the right to work and learn free of sexual misconduct, harassment and discrimination. The College will take action to prevent and promptly correct instances of discrimination, harassment and sexual misconduct.

## I.

### **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 College. 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.

- Emily C. Lutz is the **Title IX Coordinator** and can be reached in person at McGehee 301, by telephone at (402)363-5633, by mail at 1125 E. 8<sup>th</sup> St. York, NE 68467, or by email at [elutz@york.edu](mailto:elutz@york.edu).
- The Office of Civil Rights Customer Service and complaints: (800) 421-3481

## J.

### **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 College Website, [www.york.edu](http://www.york.edu). More specific information on persistence rates can be obtained from the Registrar in Middlebrook Hall, (402) 363-5678 or can be found in the most recent editions of the following York College publications: "*Student Handbook*" from Campus Life (2nd floor Middlebrook, 363-5615), "*Consumer Information*" from Financial Aid (Dean Sack Hall of Science, 363-5624).

## K.

### **"HOW & WHO TO CONTACT ABOUT WHAT"**

#### **Assistance, Correspondence, and Inquiry Directory:**

{Current e-mail addresses for employees are available at

<https://www.york.edu/campus-directory.html>

To call the College'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 College Accessibility and Location**

The main campus of York College is north of East Hill Park and Levitt Stadium, between 8th and 10th Streets and between

Delaware and Blackburn or Kiplinger Avenues. 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 College in 1995 through the gracious financial assistance of the late Dean Sack, LL.D., Founder and Chairman of the Board of York State Bank. The **Dean Sack Science Wing** is handicapped-accessible and has the Office of the President suite (with the Brock Conference Room), classrooms, Development Office, Financial Aid, and Business Office. It also has the laboratories for Biology, Chemistry, and Physics. The original structure houses the Science and Mathematics faculty offices, and additional classrooms.

The **Freeman Physical Education 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 College.

**Gurganus Hall**, named for Howard Gurganus, former Assistant to the President and longtime supporter of York College, 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 college 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, currently houses classrooms and faculty offices. It 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.

**Levitt Library**, 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 College. 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, and the Cornerstone Room, 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 College 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.

**Kiplinger Apartments 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 College.

In addition to the facilities mentioned above on campus, several nearby sites not owned by the College 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 college events.

## ADMISSIONS

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

### REGULAR ADMISSION REQUIREMENTS

To be considered for acceptance to York College, 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 College with transcripts from each high school or college previously attended. Transfer students must present official transcripts from each college attended.
3. Provide York College with scores from the ACT (and/or SAT) examinations.
4. Students who are entering college for the first time (FTIAC) must meet the following criteria:
  - a. Have a final cumulative 8-semester high school (9-12 grades) un-weighted grade point average of 2.000 or higher (on a 4.000 scale).
  - b. Composite of 18 or higher on a single national administered examination of the ACT or 940+ on the SAT (*combined Evidence-Based Reading and Writing & Math scores*).

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

- |  |                                 |
|--|---------------------------------|
| 1) High School Transcripts                                   | Proof of High School Graduation |
| 2) ACT (SAT Equivalent) scores                               | Minimum score of 18             |
| 3) Official College Transcript(s)                            | Minimum of a 1.6 GPA            |
| To be accepted unconditionally, must meet ALL 3 requirements |                                 |
| <b>28 – 59 credit hours (<i>Sophomore status</i>)</b>        |                                 |
| 1) Official College Transcript(s)                            | Minimum of a 1.8 GPA            |
| 2) High School Transcript                                    | Proof of High School Graduation |
| To be accepted unconditionally, must meet BOTH requirements  |                                 |
| <b>60 + credit hours (<i>Junior &amp; Senior status</i>)</b> |                                 |
| 1) Official College Transcripts                              | Minimum of a 2.0 GPA            |
| 2) High School Transcripts                                   | Proof of High School Graduation |
| To be accepted unconditionally, must meet BOTH requirements  |                                 |

**NOTE:** Any student that has not attended any other school (including high school or passing of 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 YC website for specific instructions and requirements at: <https://www.york.edu/international.html>.)
2. Provide the College with transcripts from each secondary school or university previously attended.
3. Have a copy of the “Test of English as a Foreign Language” (TOEFL - iBT) grades sent to York College (The minimum requirement is a score of 72.) If English is one of your principal languages, this requirement may be waived. The ACT or SAT may also be used by an international student for acceptance consideration.
4. Enrollment Deposit: Individual payment plans will be assigned for each international student and administered by the York College business office. The first 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 serve as the enrollment deposit and will be used towards the student's account.

During the midwinter and spring vacation periods, students must arrange for their own housing and food in some off-campus location and their own food during Thanksgiving.

### **TRANSFER ADMISSION**

Students that enroll in courses from an accredited College or University **post high school graduation or GED** and accumulate 28 earned hours or more are excused from the ACT/SAT test score. In addition to the admissions requirements above, transfer students are required to take some number of hours in Bible, not including Bible credit they transfer. See **Bible** and **Transfer Credit**.

## 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 (which should be returned to the Administrative Assistant of the Admissions office), 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 semester at York College. Such successful completion of one semester will remove the probationary status. Failure to comply with any of the stipulations will result in academic 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) That if the official documents are not presented *before* the grace period ends (**12 business days after 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 College. **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. **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 College. Enrollment and registration will be denied to any student who has caused York College 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 COLLEGE IS AFFORDABLE

The York College 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 college education without financial assistance.

York College 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 need 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 College's code #002567).
3. Submit all requested documentation required for verification purposes and signed Final Award Letter to the Financial Aid Office.

### YORK COLLEGE SCHOLARSHIP POLICY

York College scholarships are offers made to students who have special qualities and/or talents. Institutional scholarships are awarded to students during recruitment efforts. Recommendations are made to the Financial Aid Director for awarding. For the most part, institutional scholarships are renewable to the recipients for each semester at York College.

Students receiving institutional scholarships and grants are expected to represent York College in a positive and respectful manner. Students experiencing discipline problems may lose scholarships based on disciplinary actions recommended by the Dean of Students.

**Satisfactory Academic Progress (SAP)** is required to keep all scholarships. For renewable scholarships, a student not maintaining SAP may apply for reinstatement of the scholarship after one year without the scholarship and a GPA of 2.00 for the previous semester. At the end of 4 semesters Academic and ACT scholarships under half tuition require a GPA of 3.00 to be maintained in order to keep the Academic and the ACT scholarships. Academic and ACT scholarships of half tuition, or above, require a GPA of 3.50 to be maintained in order to keep the scholarship. Reduction of any scholarship may be appealed to the Scholarship Committee for review. A written letter of appeal must be submitted to the Financial Aid Director. Satisfactory Academic Progress is defined as the following cumulative grade point averages (CGPA):

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

### Academic Scholarships

National Merit Finalist, Presidential Scholar, National Merit Semi-Finalist, Deans Scholarship, Trustees Scholarship, Larson Scholarship, Founders Scholarship, York Scholarship, Panther Award, Blue & White Award, Valedictorian, Salutatorian.

Athletic Scholarships Baseball (M), Softball (W) Basketball (M, W)  
Cross-Country & Track/Field (M, W) Soccer (M, W) Volleyball (W) Wrestling (M) Golf (M,W)

Creative Arts Scholarship  
Choir, Drama, Celebration Singers

Special Characteristics Scholarships  
Aim Program Graduate, Campus Ministry, Child of a foreign missionary,  
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,  
Dale Larsen Heritage Scholarship Departmental Awards, Endowed, Ernie & Mary Taylor Grant, Faculty/Staff, Nebraska  
Independent College Foundation, Outside Scholarships, Presidential Leadership Institute,  
Partners, Resident Assistants, Sibling discounts, Yearbook Editor & Assistant

#### **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 \$5,920 for the 2017-2018 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 2017-2018 academic year.

**Nebraska Opportunity Grant:** Nebraska residents attending York College, 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 College 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 College students

that apply. The average award for the 2017-2018 academic year will be \$1350. **Institutional Work-Study:** Same as Federal Work- Study, but funded in total by York College.

**Federal Perkins Loan:** This loan is available to students who show exceptional need. Students must make application annually. A student may borrow a maximum of \$5,000 per year of undergraduate study. A maximum of \$20,000 can be borrowed for all undergraduate work. The 5% interest rate begins to accrue and repayment begins nine months after the student ceases half-time enrollment. Repayment may be made over a ten year period, depending on the outstanding balance. A minimum of \$40 monthly payment is required. Repayment may be deferred because of service in the Armed Forces, Peace Corps, VISTA, or continued student status. There are loan cancellation provisions for borrowers who enter certain fields of teaching, who teach in designated schools or who serve as a member of the Armed Forces in an area of hostilities. Repayment responsibilities and deferment and cancellation provisions are explained before the borrower signs the promissory note and again before the borrower leaves York College. The following chart shows estimated monthly payments and total interest charges for three different Perkins loans over a 10 year period:

Total Loan Amount	Number of Payments	Monthly Payments	Total Interest Charges	Total Repaid
\$4,500	114	\$50.00	\$1,151.79	\$5,651.79
\$9,000	114	\$100.00	\$2,303.58	\$11,303.58
\$18,000	114	\$200.00	\$4,607.16	\$22,607.16

**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. For borrowers after July 1, 1994, the interest rate is variable. Repayment may be made over a ten year period, depending on the outstanding loan balance. Deferment provision explanations are provided by the lending institutions. The dollar amount of this loan is the gross figure on the Financial Aid Award Letter. The chart below shows estimated monthly payments and total interest charges for 8% Stafford loans of varying amounts, with typical repayment periods:

Total Loan Amount	Number Of Payments	Monthly Payments	Total Interest Charges	Total Repaid
\$2,600	64	\$50.00	\$ 614.60	\$ 3,214.60
\$4,000	119	\$50.00	\$1,972.48	\$ 5,972.48
\$7,500	120	\$93.52	\$3,722.07	\$11,222.07

**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 3.76%. 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 can 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 Perkins Loan, 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 College. 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 College is eight terms of enrollment at York College, 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

<u>Cumulative credit hours earned</u>	<u>CGPA</u>
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 course work), 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 College. 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 College to be considered as 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 College will do so on probationary status and **must** have the permission of the **Finance Office**.

### **TUITION, ROOM, BOARD, FEES: 2017-2018**

The Board of Trustees of York College 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 2017-2018 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.....	\$9,380.00
Fees Full-time, per credit hour over 16.....	\$525.00
Part-time, 1-11 hours, per credit hour .....	\$640.00
Online Undergraduate, per credit hour.....	\$350.00
Online Graduate, per credit hour.....	\$425.00

Room & Board

Dorm Plan with 15 meals per week .....	\$3,500.00
Dorm Upgrade to Single Occupancy .....	\$200.00
Apartment Plan with 10 meals per week .....	\$3,700.00
Upgrade for dorms from 15 to 19 meals per week .....	\$200.00
Upgrade for Apartments from 10 to 15 meals per week .....	\$400.00
Upgrade for Apartments from 10 to 19 meals per week.....	\$600.00

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
Room Reservation/Security Damage 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 College. 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 college for failure to meet your financial responsibilities.

### **Fees:**

A \$50.00 fee 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 College. 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 POLICY**

**Statement of Policy:** Each student registered at York College is responsible for knowing the requirements and the regulations of the college 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 college are satisfied.

**Changes:** The College reserves the right to change programs offered, degree requirements and academic regulations. The college 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 Cancelled** by the Provost within the Add/ Drop Period for which no replacement is found, will have full tuition and fees refunded. Courses cancelled 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.

Transcripts will be furnished upon request by filling out the transcript request form. Transcripts and diplomas will not be released if you have an unpaid student account or a York College 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 college, 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 College will refund room, board, and tuition per the following policy:

## **REFUND and RETURN OF AID POLICIES 2017/2018 ACADEMIC SCHOOL YEAR**

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

1. Withdrawal on the first day of classes, August 23, 2017 or January 16, 2018 = 100% refund of tuition.
2. Withdrawal during the time period between and including August 24, 2016 through September 6, 2017 or January 17, 2018 through January 30, 2018 = 75% refund of tuition.
3. Withdrawal during the time period between and including September 7, 2017 through September 20, 2017 or January 31, 2018 through February 13, 2018 = 50% refund of tuition.
4. Withdrawal during the time period between and including September 21, 2017 through October 4, 2017 or February 14, 2018 through February 27, 2018 = 25% refund of tuition.
5. Withdrawal on or after October 5, 2017 or February 28, 2018 = no refund of tuition.

Fees will not be refunded. Room and board will be prorated based upon the weeks on campus.

z Private fees and individual class fees will not be refunded after the first day of class.

z 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 College, 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 College 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 College Program:** All aid received in the form of York College scholarships, YCSL, YC Need Based loan, Endowed scholarships, institutional grants will be earned per day that the student is enrolled at York College 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 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. (See calculation worksheets in Student Consumer Information and at [www.york.edu](http://www.york.edu).)

**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. Room Damage deposit,** less any costs for room repairs and/or prorated share of general student-caused residence hall damage, will be returned within 30 days after exiting York College by applying the deposit to your account. If the account is paid in full, you may withdraw the credit balance. Checkout procedure is through the Residence Hall Manager. Improper checkout or failure to abide by the room lease agreement may result in the deposit being forfeited.

# YORK COLLEGE

## 2017 - 2018

# ACADEMIC CATALOG

### ACADEMIC INFORMATION

A solid liberal arts program is the core of the curriculum at York College. 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 College prepares you well for a host of options.

York College 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 44 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. 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 College (unless approval is granted by the Department Chair and Provost).

## DEGREE PROGRAMS OFFERED AT YORK COLLEGE:

### **I. Bachelor of Arts** - 120 hours minimum with 44 upper division hours:

- A. Art Education (K-12 field endorsement)
- B. Biblical Studies:
  - with electives
  - with an emphasis in Ministry,
  - with an emphasis in Youth Ministry
- C. Business
- D. Biology
- E. Communication:
  - Business Communication track
  - with an emphasis in Speech Theory
  - with an emphasis in Theatre
- F. Elementary Education with the Elementary field (K-8) endorsement with/without the subject endorsement in General Art (K-6)
- G. English - English Education (7-12 subject endorsement)
- H. General Studies (30hrs in a designed Primary Concentration area, and 18hrs in a Sec. area)
- I. History - History Education (7-12 subject endorsement)
- J. Mathematics - Mathematics Education (7-12 field endorsement)
- K. Middle Grades Education with the M.G. field (4-9) endorsement with the subject areas of:
  - Art (4-9),
  - Business Education (4-9),
  - Language Arts (4-9),
  - Mathematics (4-9),
  - Physical Education (4-9),
  - Natural Sciences (4-9),
  - Social Sciences (4-9),
  - Special Education (4-9)
  
- L. Natural Sciences - Natural Science Education (7-12 field endorsement)
- M. Physical Education (K-12 subject endorsement) with the supplemental Coaching endorsement (7-12)
- N. Psychology - Psychology Education (7-12 subject endorsement)
- O. Reading and Writing Education (7-12 subject endorsement)
- P. Religious Education as an additional subject endorsement (K-12)
- Q. Social Science Education (7-12 field endorsement)
- R. Speech & Theatre Education (7-12 field endorsement)

### **II. Bachelor of Business Administration** with majors in:

- A. Accounting
- B. Business Administration
- C. Management
- D. Sports Management

### **III. Bachelor of Music** with majors in:

- A. Vocal Music Education (K-12 subject

- endorsements)
- B. Vocal Performance
- IV. **Bachelor of Science** with majors in:
  - C. Biology
  - D. Chemistry
  - E. Criminal Justice
  - F. Psychology
  - G. Natural Sciences (Pre-Engineering)
- V. **Associate in Arts** (60 hours) or the
- VI. **Associate in Science** (additional 3 hrs. of MTH & 4 hrs. Science with Lab)
- VII. **Masters of Arts**
  - a. Curriculum and Instruction
  - b. Organizational Leadership
- VIII. **Supplemental Endorsements and majors available only as 2nd majors:**
  - A. Religious Studies (as a second major only)
  - B. Special Education, Mild/Moderate Disabilities, as an additional field endorsement (K-12)
  - C. Adapted Physical Education (supplemental endorsement PK-12)
  - D. Coaching (supplemental endorsement 7-12)

**Accreditations and Approvals** - York College 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 College is accredited by the Nebraska Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) [www.caep.org](http://www.caep.org).

### **General Education Requirements**

The General Education requirements provide a foundation for all the degree plans offered at York College. The requirements give the student a broad understanding that facilitates learning in all areas of life. All courses within the York College General Education Program address three overarching concerns of liberal arts education: 1) *critical thinking*; 2) *ethical inquiry*; 3) *effective communication*. The requirements are designed so that the student will have both structure and flexibility as they choose courses appropriate to their area(s) of study.

1. **Aesthetic Awareness:** to develop an appreciation of the principles influencing the creative process.
2. **Foundations of Life Sciences:** to learn to investigate the world of living things including interrelationships within that world.
3. **Foundations of Physical Sciences:** to learn how to explore the physical world by understanding mathematical models used in the physical sciences, and by considering the place of science in human affairs.
4. **Historical Foundations:** to achieve an understanding of significant changes over time, agents effecting those changes, and the relationship of past to present.
5. **International Understanding:** to gain an understanding of the world's diversity and the variety of cultural responses to common human experiences.
6. **Principles of Human Personality and Behavior:** to establish insight into the methods, theories and information used to explain how humans develop, behave, maintain wellness, and understand themselves.
7. **Qualitative Reasoning:** to examine affective and evaluative thinking skills.
8. **Quantitative Reasoning:** to develop analytical and mathematical ways of thinking.
9. **Social Foundation:** to examine the organizing principles, structures, policies, governing ideas and interactions of the institutions within society.
10. **Spiritual Foundations:** to develop an understanding of biblical and spiritual principles and values that

encourage an effective Christian life-style.

### CORE LEVEL COURSES

All students must have credit in the following courses:

Course	Hours required
BIB 121, <i>History of the New Testament</i>	2
COM 113, <i>Basic Speech</i>	3
ENG 113*, <i>English Composition I</i>	3
ENG 123, <i>English Composition II</i>	<u>3</u>
Total number of Core Level hours required	<b>11</b>

\*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:

	General Education Outcomes / Hours required	
<b>1. Artistic Expression &amp; Critical Appreciation</b>	1	<b>6</b>
	,	
	7	
<b>2. Cultural Perspectives</b>	5	<b>6</b>
<b>3. Historical Foundations</b>	4	<b>6</b>
<b>4. Human Behavior &amp; Social Foundations</b>	6	<b>3</b>
	,	
	9	
<b>5. Religious Studies</b>	1	<b>9</b>
	0	
<b>6. Scientific Inquiry</b>	2,	<b>6</b>
	3,	
	8	
Hours from the Core Level courses required		<b>11</b>
Freshman Seminar - YCS 101		<b>1</b>
Elective hours needed to fulfill A.A. requirements		<u><b>12</b></u>
Hours required for an A.A. degree		<b>60</b>

**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*
2. ART 203, *Art Appreciation*, or MUS 203, *Music Appreciation*, or COM 240 *Film Appreciation*

## **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*

## **3. Historical Foundations**

**Requirement:** Two Courses

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 College are designed to provide students with the information they need to allow them to establish a context for 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 lead or caused events to unfold in a particular manner is the primary goal of all history courses taught at York College.

**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 College 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 College: "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, *History of the Old Testament*
2. BIB 132, *History of the New Testament: Romans to Revelation*
3. BIB 223/PHI 223, *Philosophy of Living*

**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 the 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 a science and to its methods of inquiry. In these courses students learn how observations are used to develop hypotheses, how hypotheses may be tested experimentally, and how 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:**

Physical Science:

1. NSC 153, General Science A

Biological Science:

1. NSC 163, General Science B

Mathematics (choose one):

1. MTH 145, Math in the Real World

## ACADEMIC REGULATIONS

**Absences and Tardiness** - York College 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
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 now 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**.

**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 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 readmitted **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.

**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 College 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 College 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 123, and sophomores to take PHI 213 and BIB/PHI 223. Students are required to take two upper division courses, for a minimum of four semester-hours, offered by the Bible Division (and prefixed BIB, DOC, MIN, PHI, or RHS) 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 College, and cannot be adjusted by transferring in additional hours of classes once initially enrolled at York College. Students are required to take, at York College, the following number of classes in Bible, not including Bible credit transferred into York College:

Bible classes required for: <u>Transfer Hours</u>	<u>Bachelor</u>	<u>Associate</u>
less than 14	6	4
14 to 28 hours	5	3
29 to 46 hours	4	2
47 to 63 hours	3	1 (BIB 121)
64 or more	2	1 (BIB 121)

**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 cancelled 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 cancelled later in the term will receive *prorata* credit rounded to the nearest integer for work completed. Tuition will be refunded at the *prorata* reciprocal of the credit granted.

**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 College unless prior written approval is granted by the Provost.

**Credit through Special Circumstances** -

York College 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 College 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 College; 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 College.** For AP credit to be valid, a College Board/AP transcript must be requested by the student and sent to York College; merely having AP designations appear on a high school

transcript does not suffice for college credit at York College. 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 College, 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 College students, and the corresponding York College course for which CLEP credit will suffice:

<u>CLEP Exam</u>	<u>minimum score required</u>	<u>York College course or courses</u>	
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 College 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 College 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 "S" will be used for experiential learning. Professional/technical credit will use "S" grades unless the original sponsor of the training issues grades in a system which can be converted to the 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 (SAT1 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 Accuplace Exam in order to aid the advisor in making appropriate course selections and to assist the College 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," "S," or "W," is received.

**Grades and Other Academic Record Notations** - At York College, the following eight grade indices in

descending order are used: Grade Quality Points

<b>A</b>	4.0,
<b>B+</b>	3.5,
<b>B</b>	3.0,
<b>C+</b>	2.5,
<b>C</b>	2.0,
<b>D+</b>	1.5,
<b>D</b>	1.0,
<b>F</b>	0.0 (academic failure - no credit), and
<b>WF</b>	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:
<b>AU</b>	for audit (non-credit),
<b>H</b>	appears on the academic record for honors courses,
<b>I</b>	for incomplete,
<b>IS</b>	indicates independent study,
<b>NC</b>	for no credit without reference to quality points,
<b>R</b>	repeated course,
<b>S</b>	for satisfactory completion without quality points (may only be used with the advance approval of the Provost),
<b>U</b>	for a failing "S" grade,
<b>W</b>	withdrew during the first 5/8ths of the term, or from all courses (must not have already failed due to absences).

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 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.

**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).<sup>1</sup>

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 College. 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.<sup>2</sup>

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.<sup>3</sup>

„ *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 College students need to be persons of academic integrity.

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

<sup>2</sup>When 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 web sites 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.

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

<b>C.GPA</b>	<b>Baccalaureate</b>	<b>Associate</b>
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"

**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 College 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.

**Independent Study** - A student who has a special talent or interest in an area of study may request approval for independent 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 sub scores 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 sub score required to meet requirement	ACT sub score or pre-req required to take this class
MTH 214 Calculus 1	n/a	26 or MTH 173 or 184
MTH 181 Trigonometry	26	22 or MTH 133
MTH 173 Algebra Calculus 1	26	22 or MTH 133
MTH 145 Math in the Real World	22	18 or MTH 133
MTH 133 Intermediate Algebra	22	18 or MTH 013
MTH 013 Basic Math with Algebra	18	17 or lower

Students without a recent ACT/SAT Math sub score (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" indicate 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 college 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 on 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 para-professional, 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 College. All requests for examination of student records should be made in writing and directed to the Registrar, York College, 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 college 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 Internal Revenue Code 1986, section 152, as revised. York College 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 College 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 disclosures, 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 College 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 College'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.

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

**Transfer of Credit** - A student who has previously attended a recognized college should make application for transfer of credit to York College. 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 College (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 College 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 College, excluding Bible courses, pre-requisites for required courses, and any courses required by outside licensing agencies (NE Dept. of Education, etc.).

York College 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 College. Transfer students are required to take some number of hours in Bible, not including Bible credit they transfer. {See BIBLE requirements on Page 20}.

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 College,
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 College 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 YC Registrar or the appropriate advisor at your community college.

Since 1995, **York College** 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 College. 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.

**Varsity Athletics** – York College 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 G.I. Bills are subject to all of the following regulations. Such students attending York College 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 college. All interruptions, terminations, dismissals, or changes of status will be promptly reported to the DVA. York College utilizes the American Council on Education’s “Guide to the Evaluation of Educational Experiences in the Armed Services” for military credit recognition.

#### COURSE ABBREVIATIONS

Applied Private Music	APM
Accounting	ACC

Art	ART
Bible	BIB
Biology	BIO
Business Administration	BUS
Chemistry	CHM
Computer Info. Systems	CIS
Communication	COM
Criminal Justice	CRJ
Doctrine	DOC
Economics	ECO
Education, Special	EDS
Education	EDU
English	ENG
Earth Science	ESC
Family Studies	FAM
Finance	FIN
Geography	GEO
Greek	GRK
Hebrew	HEB
History	HST
Learning Skills	LSK
Master's in Curriculum & Instruction	MCI
Management	MG M
Ministry	MIN
Marketing	MKT
Mathematics	MTH
Music	MUS
Natural Sciences	NSC
Physical Education	PED
Physical Science	PHG
Philosophy	PHI
Physics	PHY
Political Science	POL
Psychology	PSY
Reading Education	RDG



Religious History	RHS
Sociology	SOC
Spanish	SPN
Social Work	SWK
York College Studies	YCS

## DIVISION OF BIBLE AND MINISTRY

The Bible Department offers two baccalaureate degree majors, a Bachelor of Arts in Biblical Studies and a Bachelor of Arts in Religious Studies. Emphases in Ministry or Youth Ministry are available. In conjunction with the Education Department, a K-12 subject endorsement in Religious Education may be linked with a bachelor's degree in Biblical Studies or in other areas.

### ***Bachelor of Arts in Biblical Studies***

The purposes of the Bachelor of Arts Degree in Biblical Studies at York College 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 Biblical Studies 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 Biblical Studies 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.

\* **Seminar in Ministry.** Each Bible major is required to have at least two semester hours of Seminar in Ministry. This course is designed for the student to learn from special guests invited to campus. These guests will spend a few days of intensive study with students in selected areas of importance for ministry such as church leadership, marriage counseling, church growth, substance abuse, youth ministry and educational programs.

### ***Bachelor of Arts in Religious Studies***

A second baccalaureate degree available from York College is the Bachelor of Arts in Religious Studies. This major is for students who have a degree in another field (or are currently working on another major), and do not intend to have ministry as their primary occupation. A residence requirement of 32 hours must be taken in the Bible department. The 32 hours will be divided between Bible courses and ministry courses. This degree is designed for those who want to support themselves by working within the community yet provide the local congregation with strong leadership.

#### **ADMISSIONS REQUIREMENTS: *Transfer from Schools of Preaching***

Students seeking admission to the Baccalaureate programs in Bible must meet all admission requirements of York College. Graduates from "Schools of Preaching" may apply for up to 60 hours of transfer credit in Bible and Greek courses. Interested persons should contact the Department. To qualify for the **Bachelor of Arts Degree in Biblical Studies**, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York College. 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.

To qualify for the **Bachelor of Arts Degree in Religious Studies**, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York College. 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, as well as meeting the requirements for a major in another department. For courses taken in the Bible department, however, only grades of "C" or above will be accepted.

## DIVISION OF PROFESSIONAL PROGRAMS

### DEPARTMENTS OF PSYCHOLOGY and 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 College. 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.

### E.A. LEVITT BUSINESS DEPARTMENT

#### BACHELOR OF BUSINESS ADMINISTRATION (BBA)

The Business Department consists of the School of Business (including the areas of accounting, business administration, economics, finance, and management). In 1979, York College's business school was named the E. A. Levitt School of Business in honor of a long-time friend of York College. Elijah A. Levitt, LL.D., was a prominent local businessman who generously contributed to the growth of the community and of York College. The School of Business offers the Bachelor of Business Administration degrees with major concentrations in the areas of **accounting, business administration, management, 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 programs offered by the E. A. Levitt School of Business will help to prepare students for careers which include work in the following fields: accounting, auditing, management, entrepreneurship, marketing, finance, banking, insurance, securities, real estate, sales management, advertising, retail, economics, government, education, health and human services, office management, and advanced studies in graduate and professional (including law) schools.

### MISSION STATEMENT

The primary mission of the E. A. Levitt School of Business is to effectively prepare our students for successful professional careers as Christian business men and women. Under this main goal are the following sub-goals:

1. To impart to students a good understanding of the current common body of knowledge in business administration.
2. To provide the advanced courses of instruction that our students need in areas where majors are offered.
3. To provide our students with a broad general education which will prepare them for enriched lives.
4. To prepare students for advanced graduate-level study.
5. To prepare our students for active and responsible roles as citizens and as leaders in business and society.
6. To help students clarify and prepare for their responsibilities as Christian business men and women.
7. To help students understand and prepare for the ethical questions that they will face as Christian business people.
8. To provide extracurricular opportunities for students to grow professionally through competitions, clubs, etc.
9. To aggressively help students find and secure their desired employment and/or graduate studies.

### DEGREES OFFERED

The Business Department offers the following degree programs:

1. Bachelor of Business Administration Degree with majors in:

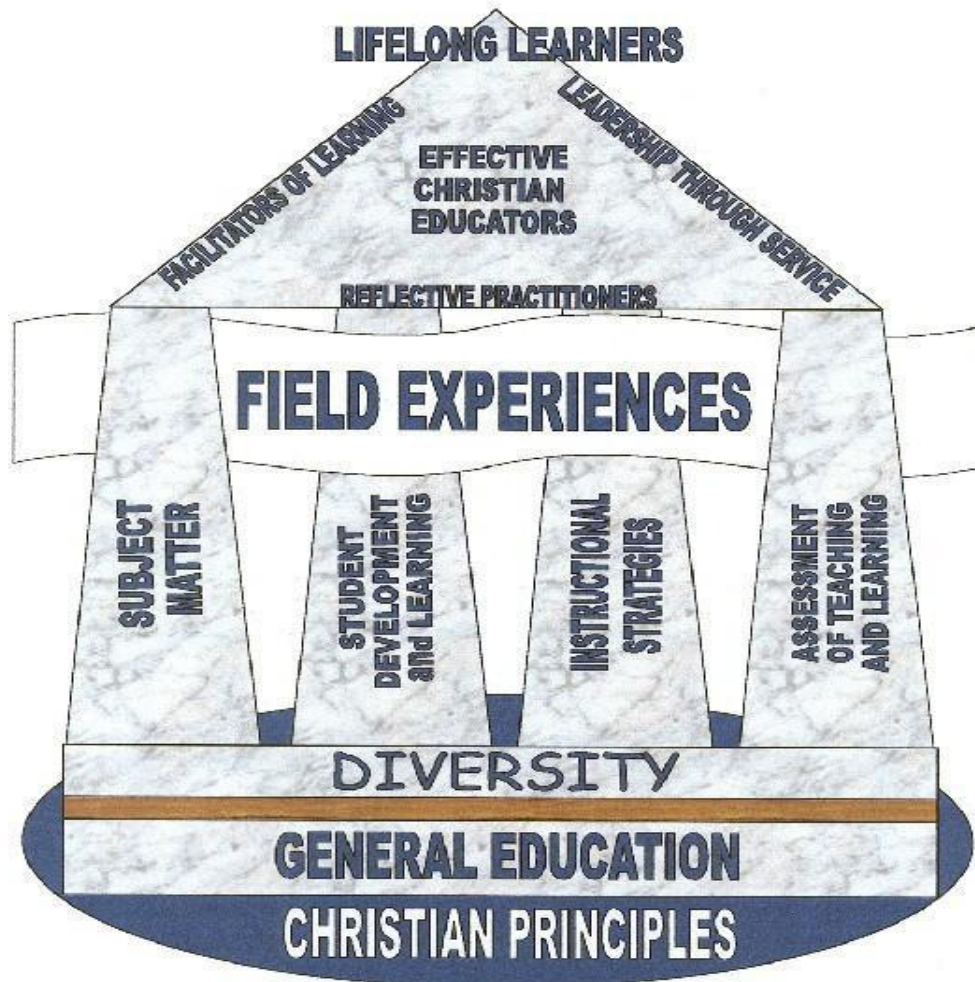
- Accounting
- Business Administration
- Management
- Sports Management

### BACCALAUREATE DEGREE REQUIREMENTS

Each Bachelor's degree requires a total of at least 120 hours, 44 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.

*(Click here to hyper-link to Degree Plans)*

## YORK COLLEGE TEACHER EDUCATION CONCEPTUAL FRAMEWORK



## THE CONCEPTUAL FRAMEWORK YORK COLLEGE TEACHER EDUCATION CANDIDATE PROFICIENCIES

The mission of York College is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society. Building on the foundations of *Christian Principles* and *General Education*, the York College Teacher Education Program strives to prepare students to become *Effective Christian Educators* who are *Reflective Practitioners* and *Facilitators of Learning* and who demonstrate *Leadership Through Service*, leading to the ultimate goal of *Life-Long Learning*. Recognizing the importance of *Diversity*, in an ever-changing world, York College Teacher Education holds the following as goals and objectives, which are expressed as candidate proficiencies.

### ***Subject Matter:***

\* The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

As a result, the candidate:

- has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
- can relate his/her disciplinary knowledge to other subject areas by creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.
- effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- demonstrates a sound understanding of technology.
- realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving, keeping abreast of new ideas and understandings in the field.

### ***Student Development and Learning:***

\* The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

\* The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

As a result, the candidate:

- stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks that lead to the next level of development.
  - encourages discussion, listens and responds to group interaction and elicits student thinking.
  - knows about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges and identifies when and how to access appropriate services or resources to meet exceptional learning needs.
  - understands how to develop a well-grounded framework based on knowledge of diversity and how students' learning is influenced by language, culture, family and community.
  - understands how learning occurs and identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs by using a variety of instructional strategies that promote student learning.
  - appreciates and values human diversity and believes that all children can learn at high levels and

- persists in helping all children achieve success.
- appreciates and shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- creates a learning community in which individual differences are respected.

***Instructional Strategies and Facilitators of Learning:***

- \* The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- \* The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- \* The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- \* The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As a result, the candidate:

- understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- values both long-term and short-term planning.
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- knows when and how to adapt planning, instruction and evaluation based on student responses, ideas, and needs, and also other contingencies, by using alternative teaching strategies and materials to achieve different instructional purposes.
- knows how to help people work productively and cooperatively with each other in complex social settings while varying his/her role (e.g. instructor, facilitator, coach, audience).
- knows how to enhance learning through the uses of a wide variety of materials, as well as, human and technological resources.
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.
- recognizes the importance of nonverbal, as well as, verbal communication.
- understands the advantages and limitations associated with cooperative learning, whole group discussion, independent study, and interdisciplinary instruction.
- knows how to ask questions that call for various levels of thinking, and to stimulate discussion in different ways for particular purposes.
- recognizes and promotes the value and use of intrinsic motivation to help students become self-motivated for life- long growth and learning.
- understands and demonstrates a sensitivity to cultural and gender differences in the classroom.
- understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and positive/purposeful learning in the classroom.
- plans and designs effective learning environments and experiences supported by technology.
- implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

***Assessment of Teaching and Learning:***

- \* The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.



As a result, the candidate:

- identifies, develops and uses assessment strategies and instruments designed to meet the informational needs of specific users, uses, and context.
- develops assessments that reflect the specific achievement targets students must master.
- uses a variety of formal and informal assessment methods (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to gather data within a particular context in order to enhance his/her knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- samples student achievement to draw confident conclusions about instruction and student learning.
- values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning and is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.
- controls for relevant sources of bias.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
- applies technology to facilitate a variety of effective assessment and evaluation strategies.
- uses student involvement in the assessment process to motivate student learning.

***Reflective Practitioners and Lifelong Learners:***

\*The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

As a result, the candidate:

- is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities).
- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- values critical thinking and self-directed learning as habits of mind.
- is willing to give and receive help.
- is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- uses technology to enhance his/her productivity and professional practice.

***Effective Christian Educators and Leadership Through Service:***

\* The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

As a result, the candidate:

- understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).



- Values and appreciates the importance of all aspects of the child's experience.
- respects the privacy of students and confidentiality of information.
- exhibits a strong work ethic.
- demonstrates a willingness to work with other professionals to improve the overall learning environment for students.
- identifies and uses community resources to foster student learning.
- portrays professionalism and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- acts as an advocate for students.
- understands the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools and applies those principles in practice.

**Field experiences:**

Interwoven throughout each program in Teacher Education are intricately placed *Field Experiences*. These experiences place candidates in classrooms where they have the opportunity to work with experienced classroom teachers who model the best in theory and in practice. During these field experiences, a candidate has the opportunity to solidify his/her decision to become an educator, as well as, to become an *Effective Christian Educator*.

**TEACHER EDUCATION POLICIES**

**Requirements for Admission to Teacher Education** - After admission to York College, Teacher Education candidates must be formally admitted to the Teacher Education Program. During EDU 103, *Introduction to Education*, candidates must sign a notice verifying that they have read the screening procedures for acceptance into the program. During EDU 212 or EDU 232A, *Field Experience*, candidates will make formal application to the Teacher Education Program. In order to be considered for acceptance to the Teacher Education Program, candidates must have on file the following:

1. A signed notice of Admission Procedures form
2. A completed Teacher Education Application for Admission form
3. A notarized Felony/Misdemeanor Statement
4. Completed Teacher Education Health form
5. Documented proof of a minimum of 60 semester hours of credit with a cumulative GPA of 2.500 or above
6. Documented proof of successful completion (C or above) of **each** of the following courses: COM 113, EDU 103, ENG 113 and ENG 123
7. Satisfactory scores on the Pre-Professional Skills Test

Nebraska Department of Education Rule 20 states that NO student may be permitted to enroll in an approved teacher education program until he/she has achieved satisfactory scores on their Basic Skills Test (PPST).

**Passing Scores**

The Praxis Series Reading	170
The Praxis Series Math	171
The Praxis Series Writing	172

8. Favorable recommendations from three members of the York College Faculty.  
(These recommendations assess reading and writing competencies, people skills, the suitability of a candidate's personality to teaching, his/her moral and personal standards, and other factors deemed important by the faculty members).

9. Average of 2.0 or above for the total average of the Electronic Growth Portfolios for the Freshman & Sophomore Years.

10. Average of 2.0 or above, and rated as successful by panel members, on the Candidate Interview.

(The candidate shall be responsible for setting up an appointment on the scheduled interview days before a panel of two Teacher Education Council members).

**\*\*\*Note: Elementary, Middle Grades, Secondary, and K-12** - To register for more than six hours of upper division (300 or 400 level) Education classes, a student must meet the above criteria.

Upon recommendation from the Teacher Education Council, the Education Department will grant formal acceptance to a candidate who meets all of the above requirements.

Candidates may be placed on Program Probation or be dismissed from the program for failure to maintain the standards set forth. Reviews may take place at any time during a candidate's participation in the program. Candidates who are dismissed may be readmitted by appealing in writing, first to the Education Department, and secondly to the Education Department Chair. Each candidate will be assigned an advisor from the Teacher Education Council. Each candidate must maintain GPAs of at least 2.000 in English, and **2.750 overall**. No course with a grade below "C" (2.00) may be used to satisfy any professional development or teaching field requirement.

Candidates will be notified in writing of admission or denial to Teacher Education. Any candidate may appeal denial of admittance in writing, first to the Teacher Education Council and secondly to the Department of Education.

**Acceptance of Transfer Credit** - (See also **Transfer of Credit**, page 25). A candidate must complete at least 30 semester hours at York College (15 of which must be in the senior year), be a regular student for at least one semester and be in attendance during the semester of graduation. Student Teaching must be arranged through York College.

Candidates who transfer 60 or more semester hours from other institutions, meeting GPA requirements, and another institution's equivalent of the *Introduction to Education* course and required field experience, may enroll in upper division professional education courses their first semester at York College only with permission of the Department of Education Chairperson. They must apply for admission to the Teacher Education Program, meet all requirements, and be admitted before enrolling in additional professional education courses.

**York College Teacher Education Electronic Growth Portfolio Requirements** - The York College Teacher Education faculty believe very strongly in the development of the knowledge, skills and dispositions of its Teacher Education Candidates as stated in the York College Teacher Education Conceptual Framework. Therefore all candidates will develop an Electronic Growth Portfolio beginning with EDU 103, *Introduction to Education*. Each candidate will be mentored throughout his/her program and will complete the Electronic Growth Portfolio as part of program completion. The following is a list of requirements for completing the Electronic Growth Portfolio.

1) Listed for each year, on the corresponding year's matrix, are the required Electronic Growth Portfolio entries. Each entry must be dated and accompanied by a reflection. Each reflection must include the following information: Title of the piece, I chose this piece because..., This shows..., and I want you to notice... Reflections should be clear, specific, cohesive, honest, and provide evidence of the candidates' growth. The candidate should check off the Candidate Proficiencies, which are appropriate for the specific entry on the Electronic Growth Portfolio Matrix. In addition to the above information, the accompanying reflection should contain language specific to the Candidate Proficiencies (see

The Conceptual Framework as York College Teacher Education Candidate Proficiencies). Each Electronic Growth Portfolio must contain the required entries and in addition, the candidate must include additional entries, as listed on the corresponding matrix, so that each proficiency is met each year. Entries may satisfy more than one proficiency. It is expected that the degree to which each proficiency is met will increase each year.

2) At the end of each target course through the junior year, the candidate will meet with the designated mentor to present his/her Electronic Growth Portfolio. The mentor will provide feedback to the candidate and will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At the completion of the junior year target course, the candidate must also select one peer to complete the Electronic Growth Portfolio Evaluation Form. At the completion of EDU

491, each candidate will present his/ her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional persons, to be chosen by the candidate, from the following:

- his/her Academic Advisor,
- his/her Student Teaching Supervising Teacher,
- his/her Student Teaching Cooperating Teacher,
- a faculty member from Arts and Sciences, or
- member of the Teacher Education Council.

Each panel member will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At this exit presentation, the candidate will present his/her Electronic Growth Portfolio, how it shows his/her growth and how it evidences completion of the Teacher Education Goals and Candidate Proficiencies. In preparation for each Electronic Growth Portfolio presentation, the candidate will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form.

3) To successfully complete the Electronic Growth Portfolio, candidates must receive an average of 2.0 or above for the total average of the freshman and Sophomore Year Electronic Growth Portfolios, a minimum of 2.5 on the Junior Year Electronic Growth Portfolio and a minimum of a 3.0 on the Senior Year Electronic Growth Portfolio. If a candidate scores below the acceptable targets, he/she must make modifications to the portfolio, as directed by the mentor, in order to meet or exceed the designated targets.

4) After acceptable completion of the Electronic Growth Portfolio, a candidate may make additional changes to the Electronic Growth Portfolio, within the same academic year. These additions and deletions can be made by the candidate, by submitting the Request for Electronic Growth Portfolio Change form to the current mentor.

**Requirements for Admission to Student Teaching** - After admission to York College and to the Teacher Education Program, candidates must make application for Student Teaching. Student Teaching is required in order to obtain Nebraska Teaching Certification. All Student Teachers will be placed within a 90 mile radius of York. Admission to Student Teaching requires the following:

1. Formal admission to teacher education
2. Senior standing with a minimum cumulative GPA of 2.750
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 hours working with K-12 students
6. Minimum average of a 3 or above on the freshman, sophomore, and Junior Growth Portfolios

7. Completion of all other courses required for the degree, except the student teaching courses.

### **Education Placement**

The York College Education Department offers complete placement services to graduates. These include the following items:

- Career counseling via discussion embedded in coursework starting with Introduction to Education and culminating in Student
- Teaching Seminar
- Personal career counseling and job search training provided by the Education Placement Officer as well as other Department faculty
- Computer-based job search support
- Resume development
- Interview Preparation
- Placement Files-Each graduate of the program has the opportunity to develop a credential file free of charge. That file will be forwarded to schools at the request of the student. The first ten files will be sent free of charge with a \$2 charge per individual address thereafter.

## **ACADEMIC/DEGREE INFORMATION**

**General Education Requirements** - A student must have a minimum of 120 semester hours of credit for graduation with a baccalaureate degree. At least 44 of those semester hours must be upper division. The Nebraska Department of Education requires that all institutions require candidates for education degrees to have a minimum of 40 semester hours of credit in general education courses. These courses may also be used to meet endorsement requirements. General education courses are those designed for all students, as opposed to those designed to meet professional education requirements. Education degree candidates must meet the requirements for general education, both for York College and for the Nebraska Department of Education.

### **Athletic Training Emphasis:**

The Physical Education Department offers both formal instruction and clinical experience, in conjunction with the York College Work Study Program, to enable students to gain entry-level knowledge expected of an athletic trainer for prospective acceptance into an accredited Master's Program of choice. This emphasis is to be supplemented by any York College program leading to a Bachelor's degree. Suggested areas might include the B.A. in Biology Education, the B.A. in Physical Education, or future plans for acceptance into Physical Therapy or Chiropractic School.

## **DIVISION OF ARTS AND HUMANITIES**

The division is dedicated to helping students achieve their full potential in the arts and humanities, 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 College 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 44. 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".

### **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 speech communication, theatre or business 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.

**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 44. 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".

### **BACHELOR OF MUSIC IN MUSIC: VOCAL PERFORMANCE or VOCAL MUSIC EDUCATION**

Through courses in the artistic, practical, and scholarly veins of music, the department seeks 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 exit students prepared 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 in such a way as 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 44 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 OF ENGLISH**

The immediate objective of the English program is to enable students to write and communicate effectively at the college level. Through courses in composition, literature, and the English language, 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.

The long-term objective of English studies is to grow souls, to produce people who will lead productive and satisfying lives. The great literature of the ages can help give wisdom and insight into the human condition; it constantly raises the great moral and spiritual questions of the ages; it constantly challenges our values and stretches our thinking; it nurtures our understanding, our compassion and all that is highest and best in us; and so in a hundred ways it can help us feed our souls as Christians.

### **Programs in English**

Some English students use their major as immediate preparation for a career, usually in K-12 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 elementary and secondary levels.

Others approach English as a pre-professional degree that does not translate immediately into a career, but prepares them for more schooling or more professional training. Others have no specific career goal in mind: they simply love to read and want to write well, and they know that doing so will eventually help equip them for their vocations. The York College Department of English provides a strong background in English language and literature for those who wish to pursue graduate studies in English that lead to teaching at advanced levels, and for those who wish to study literature as a pre-professional preparation for such fields as law, medicine, business, communications, etc. Law schools, medical schools, and many businesses have seen the proven value of the intellectual training and the communication skills that the mastery of language and 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 English Curriculum**

All students must fulfil the freshman composition requirement as part of their general education (Gen Ed) requirements. In addition, to fulfil their Gen Ed artistic expression and critical appreciation requirement all students must take at least one literature class. Beyond the Gen Ed requirements, the Department offers a wide variety of upper-division language and literature courses covering several areas: linguistics, history of the English language; journalism, children's and young adult literature; Classical literature, English literature, American literature, and world literature; various genres (drama, poetry, short stories, novels); creative writing; and literary criticism and critical theory. By taking a sequence of literature courses English students get a broad sweep of Western literature from its roots in the Bible and in classical literature and philosophy, to its development in Medieval, Renaissance, Romantic, Victorian and Modern British and American literature.

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 44 upper-division (junior/senior-level) semester-hours, and at least a 2.00 GPA in English. Students are required to complete the English Department Assessment Test and English Program Evaluation Form, and to pass the English Grammar Exam. 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. For the requirements of the **B.A. in History Education**, see the Degree Description starting on page 124.

**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 44 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**

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 Arts degrees are available in **Biology** and **Mathematics**, and with secondary subject endorsements in **Biology Education** or in **Physical Science Education**, or with secondary field endorsements in **Mathematics Education** or in **Natural Sciences Education**. There are also endorsements in **science** and **mathematics** for those majoring in middle grades education. Any of these bachelor's degree programs can be obtained with an **Athletic Training Emphasis**. The Associate in Science degree is offered within a number of **pre-professional curricula**.

### **Bachelor of Arts and Bachelor of Science in Biology**

To qualify for the Bachelor of Arts degree or the Bachelor of Science degree in Biology, the student must have completed a minimum of 120 semester hours, at least 32 of which must be in residence at York College. 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 44 upper level hours are required.

## **PRE-PROFESSIONAL PROGRAMS**

### **SUGGESTED 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 College website. Other patterns not specified may also be available: contact the Registrar for details.

## **STUDENT ACADEMIC POLICIES**

**(See Student Handbook for a complete listing of policies)**



### **Discrimination Policies and Procedures**

York College 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 College-administered programs. Also, as required by Title IX of the Educational Amendments of 1972, York College 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, Dr. Shane Mountjoy.
3. Director of the Office of Civil Rights, U.S. Department of Education, Washington, DC 20053.

### ***Student Grievance Procedure***

Any student who feels there is a problem with discrimination should present his/her complaint in writing to the Director of Campus Life, who is charged with dealing with the complaint. This may involve an interview to get more information. If, within a reasonable time period, the complainant feels that correctional measures have not been made, then the complaint may be brought in writing to the Title IX Coordinator (Mr. Brien Alley, Director of Financial Aid). The Coordinator will use his judgement about whether to proceed immediately with corrective action, or to select a committee to begin due process and the hearing of the grievance.

### **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 College Website, [www.york.edu](http://www.york.edu). More specific information on persistence rates can be obtained from the Registrar in Middlebrook Hall, (402) 363-5678 or can be found in the most recent editions of the following York College publications: "*Student Handbook*" from Campus Life (2nd floor Middlebrook, 363-5615), "*Consumer Information*" from Financial Aid (Dean Sack Hall of Science, 363-5624).

### **"How & Who to Contact about What"**

#### **Assistance, Correspondence, and Inquiry Directory:**

{Current e-mail addresses for employees are available at

[http://www.york.edu/campus\\_info/index.htm](http://www.york.edu/campus_info/index.htm)}

To call the College'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

### **Calendar for Academic Year**

**2017-2018\***

\*Please check the Student Handbook and/or York College web site <http://www.york.edu/calendar> for additional dates of interest.

# 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 the sole proprietorship, for a merchandising firm, and payroll are emphasized.

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

A continuation of its prerequisite 213. Places particular emphasis on partnership accounting and corporation accounting. The student is introduced to analyzing and interpreting financial statements, budgeting and cost accounting.

### **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-/Pre-requisite: ACC 313 or consent of department's intern coordinator.

### **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. Pre-requisites: 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 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.

**APPLIED PRIVATE MUSIC**

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

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

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*

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

**ART**

**ART 133. Freehand Drawing and Composition I.** *3 hours credit, fall*

Basic freehand drawing and composition in pencil and charcoal with special attention to line, value, shape, form, and texture. Six studio hours per week.

**ART 143. Freehand Drawing and Composition II.** *3 hours credit, spring*

An introduction to drawing human anatomy in a variety of media. Further drawing problems in a variety of media. Six studio hours per week. Prerequisite: Art 133 or consent of instructor.

**ART 153. Two-Dimensional Design.** *3 hours credit, fall*

An introduction to the elements of two-dimensional design, including line, shape, color, space, texture, and their interrelationships. Basic problems and applications in the development of design consciousness in natural and man-made forms. Six studio hours per week. NOTE: This course has an additional fee for supplies of \$35.

**ART 195C. The History of Graphic Design.** *3 hours credit, (at Concordia)*

A study of the diverse movements within the fields of painting, sculpture, printing, and photography which comprise the development of the graphic arts from the prehistoric period to the present time.

**ART 203. Art Appreciation.** *3 hours credit, spring*

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

**ART 223C. Watercolor.** *3 hours credit, fall (at Concordia)*

Exploration of the unique properties and potential of the watercolor medium; various styles and techniques. Prerequisite: ART 133

**ART 233. Introduction to Painting.** *3 hours credit, spring*

Introduction to the fundamentals of painting, developing the use of neutrals and color in composition. Six studio hours per week. Prerequisite: Art 133, Art 143, or consent of instructor.

**ART 235C. Basic Photography.** *3 hours credit, fall, spring, and summer (at Concordia)*

The main emphasis and activity will be the production of acceptable pictures through control of light, camera function, film, development, and printing. The majority of the work will be done in black and white with an introduction to color processing. \$115 fee.

**ART 243. Three-Dimensional Design.** *3 hours credit, spring*

An introduction to the elements of three-dimensional design with an emphasis on paper, wire, clay, wood, and mixed media. Six studio hours per week. Prerequisite: Art 153 or consent of instructor.

**ART 243C. Ceramics.** *3 hours credit, (at Concordia)*

An introduction to the elements of ceramic design and construction. Six studio hours per week. Prerequisite: Art 153 or consent of instructor.

**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, fall*

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 315C. Printmaking.** *3 hours credit, fall (at Concordia)*

Students learn to use selected printmaking techniques such as woodcut, etching, dry point, aquatint, and screen-printing. Prerequisite: ART 133 and 153. \$30 fee

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

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

**ART 345C. Sculpture.** *3 hours credit, fall (at Concordia)*

The various techniques of working with several basic sculpture media such as clay, stone, wood, plaster, and metal. Emphasis on three-dimensional design as well as becoming sensitive to quality of materials. Prerequisite: ART 103 and 205.

**BIBLICAL LANGUAGES**

**GRK 214. Elementary Greek I.** *4 hours credit, fall*

An introductory study of the Greek of the New Testament.

**GRK 224. Elementary Greek II.** *4 hours credit, spring*

A continuation of Greek 214, which is pre-requisite.

**GRK 271, 272. Greek Reading and Research.** *1-2 hours credit, on demand*

This course is designed to give the student the opportunity to pursue specialized study under the guidance of the instructor at the intermediate level. These courses may be repeated once for credit.

**GRK 313. Greek Readings I.** *3 hours credit, fall*

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

**GRK 323. Greek Readings II.** *3 hours credit, spring*

Reading of selected passages from the Pauline letters, Synoptic Gospels, and General Epistles. Emphasis will be placed upon learning intermediate level grammar and syntax. Prerequisite: 313 or consent of professor.

**GRK 411, 412. Guided Research.** *1-2 hours credit, on demand*

To be arranged with the professor and the department chairman. May be repeated once for credit.

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

An introductory study of the Hebrew language.

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

A continuation of 314, which is pre-requisite.

**HEB 411, 412. Guided Research.** *1-2 hours credit, on demand.*

To be arranged with the professor and the department chairman. May be repeated once for credit.

## **BIBLICAL STUDIES**

### **BIB 121. History of the New Testament: Gospel and Acts.** *2 hours credit, fall*

A survey of the books of the New Testament and their historical background along with the religious message of each book. Special attention will be given to the ministry of Jesus as it provided a starting point for New Testament Christianity.

### **BIB 232. History of the Old Testament.** *2 hours credit, fall*

A brief historical study of the Old Testament and its background. Special attention is given to the religious message of the 39 individual books of the Old Testament. (Honors and/or basic sections offered on demand.)

### **BIB 132. History of the New Testament: Romans through Revelation** *2 hours credit, spring*

This course is a sequel to Bible 121, History of the New Testament (Life of Christ and Acts). The course is designed to help the student gain an understanding of the growth and development of the early Church as depicted in the second half of the book of Acts and the remainder of the New Testament.

### **BIB 312/313. Wisdom and Poetry of the Old Testament.** *2 or 3 hours credit, odd years, fall*

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 332/333. The Synoptic Gospels.** *2 or 3 hours credit, even years, spring*

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 372/373. The Prophets of Israel.** *2 or 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 392/393. The Life and Letters of Paul.** *2 or 3 hour's credit, 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 423. Introduction to the Old Testament.** *3 hours credit, even years, spring*

An advanced analysis of significant issues in the study of the Old Testament. Focus will be upon questions of background, chronology, canon and text. A holistic approach will also include the development of major theological concepts throughout the Old Testament. For Bible majors; others by permission of the Division Chair.

### **BIB 432/433. The Gospel of John.** *2 or 3 hour's credit, fall*

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 444/445. Archaeology and the Bible.** *2 or 3 hours credit, odd years, spring*

A study of the insights archaeology provides for understanding the social, cultural, political, and religious context within which ancient

Israel and early Christianity developed. Prerequisite: Freshman/Sophomore Bible courses.

**BIB 472A/473A. Studies in Paul: Corinthians.** *2 or 3 hours credit, even years, spring*

An advanced study of Paul's letters to the Corinthian church. The historical background and Paul's message to the churches will be studied as well as the value of these letters for today. Prerequisite: General Education courses for Bible.

**BIB 472B/473B. Studies in Paul: Romans.** *2 or 3 hours credit, odd years, spring*

An advanced study of Paul's letter to the Roman church. The historical background and Paul's message to the churches will be studied as well as the value of these letters for today. Prerequisite: General Education courses for Bible.

**BIB 473. Biblical Hermeneutics.** *3 hours credit, even years, fall*

An examination of the history and principles of biblical interpretation. For Bible majors; others by permission of the Division Chair.

**BIB 483. Introduction to the New Testament.** *3 hours credit, odd years, spring*

An advanced analysis of significant issues in the study of the New Testament. Focus will be upon questions of background, chronology, canon and text. A holistic approach will also include the development of major theological concepts throughout the New Testament. For Bible majors; others by permission of the Division Chair.

## **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. Prerequisite: ACT Science subscore of 18 or higher, or NSC 163.

**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. Prerequisite: 154 or permission.

**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. Prerequisite: 154 or its equivalent. Recommended to take along with BIO 314.

**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 structures 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 structures 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 related field. Prerequisite: BIO 154.

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

See ESC 354 for course description.

**BIO 383. Concepts of Biological Origins.** *3 hours credit, odd 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.

**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 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, spring.*

An introduction to the tools and techniques that are used to convert data into meaningful information in a business environment. Students will demonstrate competency in data collection, sampling theory (including measurement and sampling error), probability and probability distributions, hypothesis testing, regression and correlation analysis. Prerequisites: MTH 163 or higher.

**BUS 301, 302, 303. Internship.** *1-3 hours credit, on demand*

Provides students with an opportunity for practical application of business concepts under the direct supervision of an appropriate professional. Prospective interns are screened by the department and supervising employer. Credit given at the rate of one semester-hour for each block of 50 hours worked, up to a maximum of three hours per placement. May be repeated for additional credit; no more than six hours may be applied to degrees. Co-/Prerequisite: all lower division business core courses and consent of department's intern coordinator.

**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. Prerequisites: COM 113 and ENG 123.

**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: the alkanes, alkenes, and alkynes. Does not count toward a major or minor in chemistry. Prerequisite: ACT Math sub score of 18 or higher, or MTH 133.

### **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: the 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 sub score of 22 (SAT sub score 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 264. Analytical Chemistry.** *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 gases, 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.

### COMPUTER INFORMATION SYSTEMS

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

Object-oriented programming using the Visual Basic programming language. A study of analysis and design needed to develop the object oriented approach to developing Windows-based application, using the syntax of Visual Basic. Prerequisite: MTH 173

### 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 college's dramatic productions. Additional formal class time is not assigned.

**COM 111, 211, 311, 411. Radio Practicum.** *1 hour credit*

A supervised experience in the running of York College's radio station. Students will produce and announce their own live on-air programs. Students will contract with faculty advisor. Prerequisite: COM 203.

**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 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 development of both theatre and societies.

**COM 198. 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 development of both theatre and societies.

**COM 198B. Auditioning.** *1 hour credit, even years, fall*

**COM 213. Argumentation.** *3 hours credit, odd years, fall*

An audience-centered approach to argumentation... Examination and application of argumentation principles to both policy and value debate. This course requires research.

**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: \$75.**

**COM 243. Oral Interpretation.** *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 283. Interviewing.** *3 hours credit, even years, spring*

Provides students with an understanding of the interviewing process. Students learn the fundamentals of interviewing and then apply them through in-class simulations. Prerequisite: COM 113.

**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 303. Drama Survey.** *3 hours credit, odd years, spring. Cross listed as ENG 303.* A survey of the development of dramatic literature throughout its history. Play scripts are read and studied as literary genre, as well as the beginning of a possible performance. Careful attention is given to a thorough analysis of scripts and the necessity of understanding the analysis in order to understand the drama.

**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. Radio and Television.** *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 of 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 373. Small Group Communication.** *3 hours credit, even years, fall*

Presents a theoretical approach to small group communication which is then applied practically. Emphasis is on problem-solving contexts, but consideration is given to other forms of small group communication. Prerequisite: COM 113.

**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.

**COM 383. Organizational Communication.** *3 hours credit, odd years, spring*

Studies communication in the context of management and organizational structure. It looks at communication in the organization through different theoretical perspectives. Prerequisite: COM 113.

**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: B. Costuming C. Stage Movement D. Stage Lighting. E. Stage Management Prerequisite: COM 173.

**COM 403. Planning and Producing Music Production.** *3 hours credit, odd years fall. Cross listed as MUS 403.*

Introduction to principles & practices used to successfully handle Musicals, swing/show choirs, variety shows, etc. Choreography, sound systems, repertoire, auditioning, programming, rehearsing, and casting are some of the more salient concepts studied.

**COM 412. Play Production.** *2 hours credit, spring*

A capstone course designed to synthesize the knowledge gained from previous theatre courses through a directed theatrical project in the student's choice of specialization. Possible projects include direct a full length play, or an intense acting project such as acting in a one actor show. Requires permission of the instructor. Prerequisite: Must be a senior having completed 90 percent of their theatre courses.

**COM 413. 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 relation 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 443. Advanced Public Speaking.** *3 hours credit, even years, fall*

An advanced course for those students with a high level of speech experience and interest, involving a more in-depth examination of communication. Rhetorical theory and reasoning, interpersonal skills and persuasion are explored, with additional practice in public speaking. Prerequisite: 113 or permission of instructor.

**COM 481. Communications/Business Seminar.** *1 hour credit, spring*

Practical exploration of job search procedures. Preparation of employment portfolio and resume; presentation of portfolio to faculty and peers. Exit interview required to graduate from the Business Communication program.

Prerequisite: COM 113. Pre-/co-requisites: BUS 323 and MKT 323.

**COM 492. Communication Practicum.** *2 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 498. Special Topics in Theatre.** *3 hours credit, 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. COM 498 A: Theatre History as needed, COM 498 C: Advanced Directing, even years, fall.

Prerequisite: COM 173.

**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 212. Criminal Justice Practicum.** *12 hours credit, on demand.*

Credit for this practicum is awarded to those students who enroll in York College and who have successfully completed the training by the Nebraska State Department of Corrections.

**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 dilemma 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.

### **DOCTRINE**

**DOC 413. Introduction to Theology.** *3 hours credit, even years, fall*

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

## **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.** *2 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 opportunity 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, odd years, fall*

Introduces the scope of the profession; gives the foundation for building an effective philosophy of physical education.

**PED 241. Clinical Field Study II.** *2 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 the 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. Physical Education for Persons with Severe Disabilities.** *3 hours credit*

Study of the etiology, pathology, and characteristics of chronic and permanent disabilities. Focus on physical education programs for students with severe/profound disabilities. (*Prerequisite: PED 303*)

**PED 341. Clinical Field Study III.** *2 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 & 382.

**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: PED 244 (or co-requisite BIO 314).

**PED 441. Clinical Field Study IV.** *2 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, PED 244 (or BIO 314 & BIO 324), 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 and either PED 244 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. Pre-requisites: PED 203, PED 244 (or BIO 314 and 324).

**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 moderated 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.** *2 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.** *2 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.*

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 College 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, cross listed as ENG 363.*

Introduces students to the various genre 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*

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 College 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 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 113. English Composition I.** *3 hours credit, fall and spring*

*This course fulfills the general education requirement for core-level courses; 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*

*This course fulfills the general education requirement for core-level courses; it is a continuation of ENG 113, which is a pre-requisite. 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 151/251/351/451. Newswriting.** *1 hour credit, fall and spring; cross listed as COM 151, 251, 351, 451.*

Discusses the basics of newswriting. Students are responsible for publishing the York College student newspaper. May be repeated once at each level for additional credit. Each higher level course requires progressively more responsible assignments.

**ENG 203. English Proficiency.** *3 hours credit, spring.*

This course builds upon the foundations in ENG 103 for students needing to transition into ENG 113. Some additional instruction in sentences and paragraphs is included, as well as writing several college-level papers. **Prerequisite: ENG 103**

**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 the literary movements. **Prerequisites: ENG 113 and ENG 123, 223, 273.**

**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 the literary movements. **Prerequisites: ENG 113 and ENG 123, 223, 273.**

**ENG 341. Willa Cather Studies.** *1 hour credit, spring, all years.*

A study of two major works by Willa Cather. A class trip to the author's home near Red Cloud, Nebraska, is a required

part of the course. This course may be repeated for credit with different works. **Prerequisites: ENG 113 and ENG 123, 223, 273.**

**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, 223, 273.**

**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 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, 223, 273.**

**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, 223, 273.**

**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, 223, 273.**

**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, 223, 273.**

**ENG 433. Shakespeare.** *3 hours credit, fall, odd year.*

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, 223, 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, 223, 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, 223, 273.**

**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.

**ESC 354. Environmental Science.** *4 hours (3 lecture, 1 lab), 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

### **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 163 and junior standing.

**FIN 333. Principles of Investment.** *3 hours credit, spring*

A practical study of basic theory, concepts, and principles of investment decisions. Emphasizes portfolio construction and management, investment media, fundamental and technical analysis, tools of investment analysis, and the psychological aspects of the market. The course also emphasizes an understanding of global trading platforms and the risks and rewards of international investing. Students will complete several projects requiring the use of both online and offline technology. Additionally, students will learn the ethical requirements and laws that market participants are required to uphold. Prerequisite: ECO 233 or 243, ACC 213.

**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. Prerequisite: FIN 313

**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.

**GEOGRAPHY: Physical**

**PHG 113. Physical Geography 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 Geography 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.

**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 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 civilizations, 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 pre-requisite. 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 303. The Ancient World.** *3 hours credit, odd years, spring*

This course will focus on the history of the ancient Near East including the Egyptians, Mesopotamians, Hittites, Canaanite kingdoms, Mediterranean peoples, including the Minoans, Mycenaean's and Greeks, and extending through the era of the Roman Republic and Empire, and the establishing of the Byzantine Empire in the East.

**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 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.

**HISTORY: Religious**

**RHS 313. Survey of Church History.** *3 hours credit, odd years, fall*

A study of the significant developments and individuals within the history of Christianity from the close of the Apostolic period to the modern era.

**RHS 343. History of Religions of the World.** *3 hours credit, odd years, spring*

A study of the background, development, beliefs, and predominant figures of the major religions of the world.

**LEARNING SKILLS**

**LSK 103. Reading/Study Skills.** *3 hours credit, fall, spring*

Designed to improve comprehension, reading speed, vocabulary, and study skills.

**MANAGEMENT**

**MGM 301, 302, 303. Internship.** *1-3 hours credit, on demand*

Provides students with an opportunity for practical application of business concepts under the direct supervision of an appropriate professional. Prospective interns are screened by the department and supervising employer. Credit given at the rate of one semester-hour for each block of 50 hours worked, up to a maximum of three hours per placement. May be repeated for additional credit; no more than six hours may be applied to degrees. Co-/Prerequisite: all lower division business core courses and consent of department's intern coordinator.

**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 PSY 413.*

An integration of social sciences as they affect people at work. The organization is analyzed from the standpoint of three interacting systems: the individual, the group, and the organization itself. Emphasis is placed on managing organizational behavior.

**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 163 and junior standing as a business major.

**MGM 434. Risk Management.** *3 hours credit, spring*

A study designed to give students a working knowledge and understanding of risk management in business, including insurance, measures and policies to put in place to avoid discrimination, sexual harassment, personal injury, etc.

**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*

A capstone seminar which draws together the concepts and tools studied in previous business courses. Uses the case method of instruction. Affords practice in analyzing authentic managerial problems in free enterprise from the varying viewpoints of diverse disciplines, and practice in forming workable solutions which consider both technical factors and human ones. Gives particular attention to the standards of conduct appropriate for Christian leaders. Co-/Prerequisites: senior standing and all other business core courses.

### **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 sub score 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 or 184. Prerequisite: ACT Math sub score 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 sub score 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 sub score 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 sub score of 22 or higher.

**MTH 184. Pre-Calculus.** *4 hours credit, fall*

Study of linear, polynomial, power, exponential and logarithmic functions and their graphs; systems of equations and inequalities, matrices, and determinants. 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. Prerequisites: MTH 133 with a C or better, or 2 years of high school algebra with B's or better.

**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 and 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 184, or ACT Math sub score 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 or MTH 184.

**MTH 224. Calculus and 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 224.

**MTH 334. Calculus and 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: 243.

## MINISTRY

**MIN 223. Introduction to Ministry.** *3 hours credit, spring*

An overview of the dynamics, opportunities, and challenges of ministry. Several different types of ministry situations will be studied and experienced. This course includes 10-12 hours of experiential learning and must be taken before MIN 453.

**MIN 313. The Work of the Minister.** *3 hours credit, odd years, fall*

A study of the theological basis for ministry as well as the day to day responsibility of the minister.

**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 323. Introduction to World Missions.** *3 hours credit, even years, spring*

A close examination of the biblical, historical and cultural aspects of missions with emphasis on strategy.

**MIN 401, 402, 403. Field Work.** *1-3 hours credit, on demand.*

Field work experience in some area of ministry done under the supervision of a faculty member or one approved by the department chair. A written proposal must be submitted to the department chair for approval. May be repeated for credit in new areas of ministry.

**MIN 453. Internship.** *3 hours credit, summer*

Required for all Biblical Studies majors. Working with a congregation, minister, youth minister, educational director, or counselor under the supervision of elders and/or a professor. For the purpose of giving the student non-classroom experience. Prerequisite: MIN 223 and permission of Division Chair.

**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*

**MUS 171, 271, 371, 471. Concert Choir.** *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. Students selected for membership should

anticipate required participation in the annual chorus tour, taking place near the end of the Christmas Break, beginning January 3, 2014 for the 2013-2014 academic year.

**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 I. 2 hours credit, fall**

The start of a general survey of music literature from 1500 to about 1800. The evolution of musical styles will be traced and scores will be examined. For music majors and minors only.

**MUS 263. Music Literature II. 2 hours credit, spring**

A continuation of 253's general survey of music literature from about 1800 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 College Chamber Singers is required. Prerequisites: 122 and 123.

**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 383. Teaching Music in the Elementary and Middle Grades.** *3 hours credit, spring, summer, on demand*

Basic skills for the elementary/middle school classroom teacher: basic music theory, voice development, listening, creative skills, and other musical concepts necessary for nonspecialized teachers to infuse music into their curriculum.

**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 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 understanding of a variety of genres and styles and will be the culminating work of the vocalist.

**MUS 453. Music Theory V.** *3 hours credit, on demand*

This class is designed for the student wanting advanced work in the music theory/composition area. The course will take on the nature of the student's interest. Options include: orchestration, counterpoint, choral arranging, or any other

area/topic approved by the department chair. Prerequisites: Two years of music theory and permission of the instructor.

### **NATURAL SCIENCE**

**NSC 153. General Science A.** *3 hours credit, fall, spring*

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, even years; fall, spring*

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 223. Introduction to Precision Ag.** *3 hours credit,*

Overview of technology available for implementation of a comprehensive precision agriculture program. Topics include computer, GPS, sensors, mechanized soil sampling, unmanned aerial vehicle (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.

**NSC 234. Animal Science.** *4 hours credit,*

Overview of scientific animal agriculture; selection, reproduction, nutrition, management, housing, animal physiology, and marketing of livestock animals; evaluation and processing of meat, wool and mohair. Importance of livestock ag meat industries, Includes issues facing animal science and genetic improvement of domestic animals.

**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 312. Science Internship.** *2 hours credit, summer*

A full-time internship experience for the senior major. The student will arrange for an internship and supervisor, with approval of the Division Chair. The internship will last four to six weeks. Prerequisites: Junior standing as a science major.

**NSC 313. Science Internship.** *3 hours credit, summer*

A full-time internship experience for the senior major. The student will arrange for an internship and supervisor, with approval of the Division Chair. The internship will last eight to ten weeks. Prerequisites: Junior standing as a science major.

**NSC 322. Science Internship.** *2 hours credit, summer*

A full-time internship experience for the senior major. The student will arrange for an internship and supervisor, with approval of the Division Chair. The internship will last four to six weeks. Prerequisites: Junior standing as a science major.

**NSC 323. Science Internship.** *3 hours credit, summer*

A full-time internship experience for the senior major. The student will arrange for an internship and supervisor, with approval of the Division Chair. The internship will last eight to ten weeks. Prerequisites: Junior standing as a science major.

**NSC 421. Natural Sciences Seminar.** *1 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.

### **PHILOSOPHY**

**PHI 222. Philosophy of Living.** *2 hours credit, spring*

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, spring.*

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, odd 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.

### **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 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 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 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 263. Electronics.** *3 hours credit, on demand*

An introduction to the basic principles of digital and analog circuits. Students will study the functions of basic digital gates or operational amplifiers and learn how to interconnect these units to make electronic devices. Some knowledge of Ohm's Law and basic electricity is helpful, but not required. Prerequisite: Consent of instructor.

**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 101. Travels in American Government.** *1 hour credit, spring on demand*

Spring-break one-week trip to governmental and historical sites in the Eastern United States.

**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 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.

## 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.*

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 403. Adult Development and Aging.** *3 hours credit, even years, spring*

A study of the psychological, religious and sociological aspects of major transition phases in adult development. Topics include selecting a mate, meshing of personalities in marriage, the first child, teen-parent interactions, and marriages of children, empty nest, retirement, adjustment to grandchildren, and the special conditions of serious illness, death and divorce. Prerequisite: PSY 143.

**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 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 453. Field Experience.** *1-3 hours credit, offered on demand*

Appropriate field work experiences in areas of emphasis. Prerequisite: 18 hours of Psychology or permission of instructor. May be completed up to 3 times for credit.

**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 of Senior standing, or permission of instructor. Students may take the course twice, provided the topics covered are different.

### **SOCIOLOGY**

**SOC 113. Introduction to Sociology.** *3 hours credit, fall*

A study of the basic methods and concepts used in the description and understanding of group behavior. Special attention is given to the way in which the individual is molded by various social groups, such as communities, nationalities, and crowds.

**SOC 123. Family Relations.** *3 hours credit, even years, spring*

This introductory course teaches the basic principles and skills that are needed in creating a successful marriage and family life. Family relationships in all stages of the life cycle are examined.

**SOC 233. Social Policy and Contemporary Social Problems.** *3 hours credit, spring.*

A study of contemporary social problems and the development of social policy as it pertains to public welfare, families, sexual orientation, crime, juvenile delinquency, education, the work place, race relations, sexism, aging, disabilities, and the environment.

### **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 301, 302, 303. Practicum in Sports Management (Internship).** *1-3 hours credit, offered on demand.*

Provides students with an opportunity for practical application of sports management under the direct supervision of an appropriate professional. Prospective interns are screened by the department and supervising employer. Credit given at the rate of one semester-hour for each block of 50 hours worked, up to a maximum of three hours per placement. May be repeated for additional credit; no more than six hours may be applied to degrees. Co/Prerequisite: all lower division business core courses and consent of department's intern coordinator.

**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 College 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 examines 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: BUS 313 and BUS 453.

**YORK COLLEGE STUDIES**

**YCS 101. Introduction to York College.** *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 College 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 202. Transferring to York College.** *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 College 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.

**York College**  
**Master of Arts in Global Leadership**

**Core Courses**

**GRS 5311 - Research Design & 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). Prerequisites: Admission to the Graduate Program

### **GRS 5321 - Ethics and Professional Responsibilities (3 hours)**

While many people claim to be professional or to act in professional ways, there is a growing demand for moral behavior amongst professionals. 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 work place. The course will cover in-depth those values central to moral life of any professional: integrity, respect for persons, justice, compassion, beneficence, and responsibility. These values will be aligned within the context of a Christian worldview and the specific field of the student's workplace.

### **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 impact 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 Masters 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. Also emphasized are issues relating to spirituality, religion, sexual orientation, race, ethnicity, age, and gender from legal and Biblical perspectives.

### **GRS 5351 - Organizational Leadership (3 hours)**

This course presents a comprehensive, integrative, and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. Leadership theories and behaviors are examined in the context of the modern organization. This course is designed to provide students with the basic principles and elements of the growing organizational

leadership discipline. It provides students the opportunity to apply these principles through case analysis and to enhance personal skill development through self-assessment exercises. 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.

### **GRS 5361 - Learning Through Technology (3 hours)**

This eight-week online course explores blended learning from perspectives of theory and practice and is designed for educators and instructional designers in all educational environments (e.g. K-12, higher education, corporate environments, non-profit organizations). It focuses on the application of theory and research to pedagogy and curriculum design to achieve a synergy between online and classroom environments. Topics include theoretical frameworks and best practices in blended learning, institutional perspectives and assessment, and the design and implementation of a blended curriculum.

### **Leadership Courses**

#### **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 management. 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 (involving the leader, the "followers", and the situation), managing with innovation and creativity, escaping from embedded practices, and embracing new managerial principles. This course provides students with contemporary empirical study of leadership and management as well as commentary, case histories, and multimedia presentations.

### **MOL 6341 - Leading Complex Change (3 hours)**

The 21st century organization is enormously complex, difficult to understand, and even more difficult to manage. A volatile mix of dynamics are triggering changes in the workplace. As the complexity increases, effective managers must have a strong knowledge of the people in the organization and the tasks they perform. And they must have the skills to use that knowledge in practical and flexible ways. 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.

## **MASTERS OF ARTS IN EDUCATION - CURRICULUM AND INSTRUCTION COURSE DESCRIPTIONS**

### **THE CORE COURSES**

#### **GRS 5311 - Research Design & Methodology**

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). Prerequisites: Admission to the Graduate Program

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frameworks and best practices in blended learning, institutional perspectives and assessment, and the design and implementation of a blended curriculum.

## **MASTERS OF ARTS IN EDUCATION - CURRICULUM AND INSTRUCTION COURSES**

### **MCI 6311 - Effective Strategies of Instruction**

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. Students will be asked to observe instruction live and on video. Students will learn the vocabulary of instructional development. They will identify effective instructional practices in order to build plans to implement and communicate those practices. Identification of ineffective practices will lead to plans to honor the strategy and improve those practices.

### **MCI 6321 - Assessment of Learning**

Using campus and district, or corporate end-of-year data, and basic analysis of that data, students will design curriculum and instructional practices to meet identified needs. Students will communicate the identified needs and the C&I recommendations to meet those needs to a variety of audiences.

In this course, instructor-learners will demonstrate assessment literacy and will design and develop assessments to be integrated into the learning process, including performance-based and portfolio assessments. These assessments—prior assessment, formative assessment, summative assessment—will be linked directly to clearly developed learning outcomes and will inform the process of curriculum evaluation and revision. Effective testing and evaluation linked to course outcomes and grading policies will also be discussed.

### **MCI 6331 - Curriculum Mapping**

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 6341 - Current Issues in Instruction**

Students will explore and examine current issues in Instruction including the 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.

### **MCI 6351 - Curriculum Development & Design**

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 6361 - Capstone - Action Research**

The action research planned in the *Research Design & Methodology* course is implemented in the final project or thesis presentation. A thorough report is expected honoring APA style and incorporating identification of need, procedures, assessment of success, and further steps recommended.

## **YORK COLLEGE ONLINE MASTER OF ARTS Program Details**

Established in 2009 as an entity within York College; YC Online aims to assist students from all walks and stages of life to reach their academic goals. In 2012, the York College Administration and the YC Department of Education, with Higher Learning Commission approval, was commissioned to provide an online Master of Arts in Education: Curriculum and Instruction degree. In 2017 a Master of Arts in Organizational and Global Leadership was added.

The primary objective of the M.A. Program is to provide an innovative graduate online training program for individuals who expect to be, or are responsible for, developing curriculum and instruction training within their various professional occupations, including but not limited to the following areas:

**K-12 Principals Teachers Military Trainers**

**Corporate Managers**

**Health Care Providers**

**Sales Management Trainers Government Personnel Trainers Bank Management Trainers**

### **Graduate Degree Requirements**

The Master of Arts degree requires the successful completion of 36 required upper division hours with an overall GPA of 3.00.

During their senior year, students enrolled at York College who have completed their last 30 hours at York College with a 3.2 GPA, will be permitted to simultaneously enroll in an upper division 500-level Curriculum and Instruction course. Upon successful completion of the course, when a minimum "B" grade is earned, the student will be able to apply the successfully completed course to the Master of Arts in Education: Curriculum and Instruction degree.

As a part of the 36-hour program requirement, each student will be expected to successfully complete a Capstone thesis or



project which will be guided by a major professor and approved by an appointed faculty committee. The thesis or project paper will culminate in an oral defense and final written thesis or paper. The oral defense can be presented via SKYPE or other video presentation with pre-arranged questions submitted by a major professor and committee if arrangements are made previous to the oral defense.

## Admission Requirements

1. **Degree Requirements:** 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. Note: The M.Ed. Program does not provide an approved avenue for teacher certification; however, after having successfully completed the degree, Nebraska teachers having two years teaching experience will be elevated from the Standard to Professional level. Salary increases will be negotiated by individual districts. Students from other states must inquire with their respective Departments of Education.
2. **Statement of personal goals and aspirations:** Students applying for admission must write a brief and precise statement of personal goals and aspirations. Within their personal written statement students must: 1. Acknowledge and address the York College Mission Statement including the reason they are interested in pursuing a Master's degree from York College, and 2. Specify how they plan to use the M.Ed. Degree upon completion of the program.
3. **GRE / MAT Requirement:** A prospective student will be required to take the GRE or MAT only when the student's academic admission status is in question. A prospective student may be admitted conditionally or on probationary status when the GPA is marginal and test scores are being considered as the student progresses through the program. The GRE or MAT will be considered in conjunction with the continuing progress in the program.
4. **Personal Interview:** A personal interview on the York College campus, or via phone or video call (such as Skype) may be required of all applicants. During the personal interview, among other topics, prospective students will be asked to respond to a question related to the mission of York College.
5. **Personal Reference:** Student applicants will be required to submit a form containing contact information of three references. Ideally, references should come from the following sources:
  - a. Employer
  - b. Spiritual mentor or someone who has had a definite positive impact on the prospective student's life.
  - c. Family member
  - d. Former teacher or professor
6. **Application Fee:** A required application fee of \$50 must be submitted with the application. Upon registration for classes, the "non- refundable" application fee will be applied to the student's account to offset tuition costs.
7. **Official Transcript:** An official transcript from the college or university from which a degree was granted must be on record before classes begin. No other official transcript will be required as long as all courses and grades from all attended colleges or universities are included on the transcript from which a degree was granted. 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.
8. **Candidacy Status:** A student will be officially considered a "Candidate" after successfully completing 15 credit hours with a 3.0 minimum GPA. A student's official candidacy will trigger the appointment of a graduate committee who will be responsible for guiding the student on thesis or project subject selection. If a student is unable to reach the standard for academic Candidacy status, one or more of the following actions may be taken; the student may:
  - a. be placed on academic probation
  - b. be required to take additional coursework as assigned by the committee
  - c. be required to take an additional course in another subject area to strengthen minimal skills such as writing development, technology applications, etc.
  - d. be required to repeat an existing required course

- e. **be required to repeat previously taken subject matter in another course**
- f. **be dismissed from program due to inadequate (or insufficient) academic progress**

**ADAPTIVE PHYSICAL EDUCATION (Supplemental Endorsement)**  
2017-2018

This endorsement is available to students who are working towards or have completed a Physical Education endorsement.

**Prerequisites:**

PED 233	PED 233 Introduction to Physical Education
EDS 203	EDS 203 Introduction to Learners with Exceptionalities
PED 303	PED 303 Adapted Physical Education
EDS 323	EDS 323 Inclusion and Collaborative Partnerships
PED 323	PED 323 Teaching Hlth & Phys. Ed in Elem and Middle Grades
EDU 483	EDU 483 Secondary Methods

**Required Courses:**

PED 333	PED 333 Physical Education for Persons with Severe Disabilities
PED 343	PED 343 Diagnostic-Prescriptive Techniques for Adapted Physical Education
PED 353	PED 353 Instructional Strategies in Adapted Physical Education

**\*count only one time**

## **Associate of Arts**

(2017-2018 degree plan)

### **GENERAL EDUCATION REQUIREMENTS:**

#### **Core Level Courses (11 hours)**

BIB 121 "History of the New Testament"

COM 113 "Basic Speech"

ENG 103 "Elements of English"\*

ENG 113 "English Composition I"

ENG 123 "English Composition II"

\*Students scoring below 18 on the ACT exam in English must pass ENG 103 before enrolling in ENG 113

#### **Artistic Expression & Critical Appreciation**

(6 hours, 3 of which must be Literature\*)

ART 203 "Art Appreciation"

COM 240 Film Appreciation

ENG 273 "World Literature" \*

MUS 203 "Music Appreciation"

#### **Cultural Perspectives (3 hours total; choose one course)**

GEO 214 "Cultural Geography"

HST 273 "World Civil. to 1450"

HST 283 "World Civil. Since 1450"

Spanish (from YC or Transferred)

#### **Historical Foundation (3 hours; choose one course)**

HST 213 "History of the U.S. to 1877"

HST 223 "History of the U.S. since 1877"

HST 253 "Western Civ. to 1648"

HST 263 "Western Civ. since 1648"

NOTE: This degree plan does not satisfy all of the General Education requirements for a Baccalaureate Degree. Students who wish to earn a Baccalaureate Degree will have additional General Education courses to take.

**Human Behavior & Social Foundations (3 hours)** Choose one of the following:

PSY 113 "General Psychology"

PSY 143 "Human Growth & Development"

#### **Religious Studies (6 hours)**

BIB 122 "History of the Old Testament"

BIB 212 "History of New Testament: Romans-Revelation"

BIB/PHI 222 "Philosophy of Living"

#### **Scientific Inquiry (6 hours: one course must be math)**

Physical Science:

NSC 153 "General Science A" (Physical Sci. - no lab)

Biological Science:

NSC 163 "General Science B" (Natural Sciences - no lab)

Mathematics:

MTH 145 "Math in the Real World" MTH 133

"Intermediate Algebra" (or a higher-level course)

#### **INSTITUTIONAL REQUIREMENTS (1 hour):**

YCS 101 "Freshman Seminar"

(Required of all students who transfer less than 14 semester hours of credit)

#### **Electives: (21 hours)**

#### **TOTAL HOURS: (60 minimum)**

# Associate of Science

(2017-2018 degree plan)

## GENERAL EDUCATION REQUIREMENTS:

### Core Level Courses (11 hours)

BIB 121 "History of the New Testament"  
COM 113 "Basic Speech"  
ENG 103 "Elements of English"\*  
ENG 113 "English Composition I"  
ENG 123 "English Composition II"

\*Students scoring below 18 on the ACT exam in English  
Must pass ENG 103 before enrolling in ENG 113

### Artistic Expression & Critical Appreciation (6 hours, 3 of which must be Literature\*)

ART 203 "Art Appreciation"  
COM 240 Film Appreciation  
ENG 273 "World Literature" \*  
MUS 203 "Music Appreciation"

### Cultural Perspectives (3 hours; choose one course)

GEO 214 "Cultural Geography"  
HST 273 "World Civil. to 1450"  
HST 283 "World Civil. Since 1450" Spanish  
(from YC or Transferred)

### Historical Foundation (3 hours; choose one course)

HST 213 "History of the U.S. to 1877"  
HST 223 "History of the U.S. since 1877"  
HST 253 "Western Civ. to 1648"  
HST 263 "Western Civ. since 1648"

NOTE: This degree plan does not satisfy all of the General Education requirements for a Baccalaureate Degree. Students who wish to earn a Baccalaureate Degree will have additional General Education courses to take.

### Human Behavior & Social Foundations (3 hours)

Choose one of the following:  
PSY 113 "General Psychology"  
PSY 143 "Human Growth & Development"

### Religious Studies (6 hours)

BIB 122 "History of the Old Testament"  
BIB 212 "History of New Testament: Romans-Revelation"  
BIB/PHI 222 "Philosophy of Living"

### Scientific Inquiry (6 hours: one course must be math)

Physical Science:  
NSC 153 "General Science A" (Physical Sci. - no lab)  
Biological Science:  
NSC 163 "General Science B" (Natural Sciences - no lab)  
Mathematics:  
MTH 145 "Math in the Real World" MTH  
133 "Intermediate Algebra"  
(Or a higher-level course)

### INSTITUTIONAL REQUIREMENTS:

YCS 101 "Freshman Seminar" (1 hour)

### Additional Degree Requirements for AS degree:

Science course with lab (4 hours)  
Math course (MTH 173 or higher)

Electives: (14 hours)

### TOTAL HOURS: (60 minimum)

Updated 8/15/15

**Athletic Training Minor**  
(2017-2018 degree plan)

PED 102	First Aid & CPR
PED 203	Care & Prevention of Athletic Injuries
PED 244	Human Anatomy & Physiology for Phys. Ed.
PED 433	Kinesiology
PED 443	Physiology of Exercise
PED 463	Advanced Athletic Training
PED 141	Clinical Field Study I *
PED 241	Clinical Field Study II *
PED 341	Clinical Field Study III *
PED 441	Clinical Field Study IV *

**TOTAL HOURS = 26**

\* Jr. & Sr. years / 320 total hrs. clinical at 80 hrs. per semester

**Bachelor of Arts in Education Art (K-12)**  
**(Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ART 133 Freehand Drawing and Composition I  
ART 143 Freehand Drawing and Composition II  
ART 153 Two-Dimensional Design  
ART 203 Art Appreciation  
ART 214C Drawing III (at Concordia)  
ART 215C Drawing IV (at Concordia)  
ART 223C Watercolor (at Concordia)  
ART 233 Introduction to Oil Painting  
ART 235C Basic Photography (at Concordia)  
ART 243 Three Dimensional Design  
ART 243C Ceramics (at Concordia)  
ART 263 Introduction to Graphic Design?  
ART 301C Methods of Art Education (at Concordia)  
ART 313 Teaching Art in Elementary/Middle Grades  
ART 315C Printmaking (at Concordia)  
ART 333 Art History  
ART 345C Sculpture (at Concordia)  
COM 333 Interpersonal Communication  
PED 223 Comprehensive School Health  
EDS 203 Introduction to Learners with Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle Grades  
EDU 232A Field Experience in Secondary Education I  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
EDUC 377C Secondary Art Methods (at Concordia)  
RDG 413 Writing & Reading for Secondary Content Areas



**Bachelor of Arts in Education**  
**Basic Business 6-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours) GEO**

214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ACC 213 Accounting 1  
ACC 223 Accounting 2  
BUS 133 Introduction to Business  
BUS 323 Business Communication  
BUS 453 Business Law  
ACC 333 Accounting Information Systems  
COM 333 Interpersonal Communication  
ECO 233 Principles of Macro-Economics  
FIN 313 Financial Management  
ECO 243 Principles of Micro-Economics  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MGM 313 Principles of Management  
MKT 323 Principles of Marketing  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content Areas

**Bachelor of Arts in  
Biblical Studies**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours)**

MTH 145 Math in the Real World (or higher level course)  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS**

YCS 101 Freshman Seminar

**DEPARTMENTAL REQUIREMENTS**

BIB 313 Wisdom and Poetry of the Old Testament  
BIB 333 The Synoptic Gospels  
BIB 373 The Prophets of Israel  
BIB 393 The Life and Letter of Paul  
BIB 423 Introduction to the Old Testament  
BIB 433 The Gospel of John  
BIB 445 Archaeology and the Bible  
BIB 473 Biblical Hermeneutics  
BIB 473A Studies in Paul: Corinthian Epistles  
BIB 483 Introduction to the New Testament  
DOC 413 Introduction to Theology  
GRK 214 Elementary Greek I  
GRK 224 Elementary Greek II  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648  
MIN 223 Introduction to Ministry  
MIN 313 The Work of the Minister  
MIN 315 Biblical Preaching  
MIN 323 Introduction to World Missions  
MIN 402/403 Field Work  
MIN 453 Internship  
MIN 492 Youth Ministry I  
PHI 312 Introduction to Philosophy & Ethics  
PHI 423 Ethical Theory and Practice  
PSY 143 Human Growth and Development  
RHS 313 Survey of Church History  
RHS 343 History of Religions of the World

**Bachelor of Arts in Biblical Studies with Ministry Emphasis**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours)**

MTH 145 Math in the Real World (or higher level course)  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS**

YCS 101 Freshman Seminar

**DEPARTMENTAL REQUIREMENTS**

BIB 313 Wisdom and Poetry of the Old Testament  
BIB 333 The Synoptic Gospels  
BIB 373 The Prophets  
BIB 393 The Life and Letters of Paul  
BIB 423 Introduction to the Old Testament  
BIB 433 The Gospel of John  
BIB 445 Archaeology and the Bible  
BIB 473 Biblical Hermeneutics  
BIB 473A Studies in Paul: Corinthian Epistles  
BIB 483 Introduction to the New Testament  
COM 333 Interpersonal Communication  
COM 373 Small Group Communication  
DOC 413 Introduction to Theology  
EDU 343 Human Relations/Multicultural Awareness  
GRK 214 Elementary Greek I  
GRK 224 Elementary Greek II  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648  
MIN 223 Introduction to Ministry  
MIN 313 The Work of the Minister  
MIN 315 Biblical Preaching  
MIN 323 Introduction to World Missions  
MIN 402/403 Field Work  
MIN 453 Internship  
MIN 492 Youth Ministry I  
PHI 312 Introduction to Philosophy and Ethics  
PHI 423 Ethical Theory and Practice  
PSY 143 Human Growth and Development  
PSY 315 Human Behavior and motivation  
PSY 323 Adolescent Psychology  
PSY 403 Adult Development and Aging  
PSY 423 Counseling  
PSY 473 Social Psychology  
RHS 313 Survey of Church History  
RHS 343 History of Religions of the World

**Bachelor of Arts in Biblical Studies with Youth Ministry Emphasis**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (2 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course must be Math)**

MTH 145 Math in the Real World (or a higher level math)  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS**

YCS 101 Freshman Seminar

**DEPARTMENTAL REQUIREMENTS**

BIB 313 Wisdom and Poetry of the Old Testament  
BIB 333 The Synoptic Gospels  
BIB 373 The Prophets  
BIB 393 The Life and Letters of Paul  
BIB 423 Introduction to the Old Testament  
BIB 433 The Gospel of John  
BIB 445 Archaeology and the Bible  
BIB 473 Biblical Hermeneutics  
BIB 473A Studies in Paul: Corinthian Epistles  
BIB 483 Introduction of the New Testament  
COM 333 Interpersonal Communication  
COM 373 Small Group Communication  
DOC 413 Introduction to Theology  
EDU 343 Human Relations/Multicultural Awareness  
EDU 393 The Middle School / & the Middle School Student  
GRK 214 Elementary Greek I  
GRK 224 Elementary Greek II  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648  
MIN 223 Introduction to Ministry  
MIN 313 The Work of the Minister  
MIN 315 Biblical Preaching  
MIN 323 Introduction to World Missions  
MIN 402 Field Work  
MIN 453 Internship  
MIN 492 Youth Ministry I  
PHI 312 Introduction to Philosophy & Ethics  
PHI 423 Ethical Theory and Practice  
PSY 143 Human Growth and Development  
PSY 333 Theories of Personality  
PSY 323 Adolescent Psychology  
PSY 473 Social Psychology  
RHS 313 Survey of Church History  
RHS 343 History of Religions of the World

**Bachelor of Arts in Biology**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (14 hours)**

BIO 154 College Biology  
NSC 153 General Science A  
CHM 114 General Chemistry I  
MTH 173 College Algebra

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

**Biology Core: (39 hours)**

BIO 224 General Zoology  
BIO 234 General Botany  
BIO 312 Medical Terminology  
BIO 313 Nutrition  
BIO 314 Human Anatomy  
BIO 324 Human Physiology  
BIO 344 General Microbiology  
BIO 354 Environmental Science  
BIO 383 Concepts of Biological Origins  
BIO 413 Genetics  
BIO 414 Developmental Biology  
BIO 423 Cell Biology  
NSC 421 Natural Sciences Seminar

**Other Required Courses: (4 hours)**

CHM 124 General Chemistry II  
OR  
CHM 224 College Chemistry II

**Electives: (18 hours – 4 must be upper division)**

NSC 302/303 Science Practicum - "if interested"  
NSC 312/313 Science Internship - "if interested"  
NSC 322/323 Science Internship - "if interested"

**Bachelor of Arts in Education**  
**Biology Education 7-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (11 hours; one course from each area)**

BIO 154 College Biology  
CHM 114 General Chemistry I OR  
CHM 214 College Chemistry I  
MTH 173 College Algebra (or higher level math)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
BIO 154 College Biology  
BIO 224 General Zoology  
BIO 234 General Botany  
BIO 314 Human Anatomy & Physiology I  
BIO 324 Human Anatomy & Physiology II  
BIO 344 General Microbiology  
BIO 364 Developmental Biology  
CHM 114 General Chemistry I  
Or  
CHM 214 College Chemistry I  
EDS 203 Introduction to Learners with  
Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning &  
Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
ESC 114 or 214 Earth Science I or II  
ESC/BIO 354 Environmental Science  
PED 223 Comprehensive School Health  
PHY 211 General Physics I  
Or  
PHY 214 Introductory Physics I  
PPST Pre Professional Skills test  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content  
Areas

**Bachelor of Arts in Communication / Business Communication Track**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (59 hours)**

ACC 213 Accounting Principles 1  
BUS 133 Introduction to Business  
COM 213 Argumentation  
COM 273 Communication Theory  
COM 283 Interviewing  
COM 313 Radio & Television  
COM 333 Interpersonal Communication  
COM 353 Principles of Advertising  
COM/ENG 364 Written Journalism  
COM 373 Small Group Communication  
COM 383 Organizational Communication  
COM 413 Persuasion  
COM 423 Public Relations  
COM 443 Advanced Public Speaking  
COM 481 Communications/Business Seminar  
COM 492 Communication Practicum  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
MGM 313 Principles of Management  
MKT 323 Principles of Marketing  
BUS 243 Business Statistics

**ELECTIVE RECOMMENDATIONS (13 HOURS)**

ACC 223 Accounting Principles 2  
BUS 243 Business Statistics  
BUS 323 Business Communications  
BUS 453 Business Law  
COM 213 Argumentation  
MGM 343 Human Resource Management  
MTH 163 Functions and Modeling

Updated 1/31//17



**Bachelor of Arts in Education Elementary Education (K-8) (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ART 313 Teaching Art in Elementary/Middle Grades  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners with Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle Grades  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Math in Elementary/Middle Grades  
EDU 333 Teaching Language Art in Elementary/Middle Gr.  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 423 Teaching Social Studies in Elementary/Middle Gr.  
EDU 433 Teaching Science in Elementary/Middle Grades  
EDU 491 Student Teaching Seminar EDU 494 Student Teaching  
EDU/ENG 353 Children's Literature  
GEO 214 Cultural Geography  
MTH 123 Math for Educators  
MUS 383 Teaching Music in Elementary/Middle Grades  
PED 223 Comprehensive School Health  
PED 323 Teaching Health & Phys. Ed. in Elem. /Middle Gr.  
PPST Pre Professional Skills Test  
PSY 143 Human Growth and Development  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elementary and Middle Grades  
RDG 463 Reading Diagnosis/Remediation of Reading Difficulties

## **Bachelor of Arts in Education**

Elementary Education (K-8) (Field Endorsement) and Elementary Art (K-6)  
(Subject Endorsement)  
(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

### **Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

### **Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (9 hours)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

### **INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS**

ART 133 Freehand Drawing and Composition I  
ART 143 Freehand Drawing and Composition II  
ART 153 Two-Dimensional Design  
ART 203 Art Appreciation  
ART 233 Introduction to Oil Painting  
ART 243 Three Dimensional Design  
ART 263 Introduction to Graphic Design  
ART 313 Teaching Art in Elementary/Middle Grades  
ART 333 Art History  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners with Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle Grades  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Math in Elementary/Middle Grades  
EDU 333 Teaching Language Art in Elementary/Middle Gr.  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 423 Teaching Social Studies in Elementary/Middle Gr.  
EDU 433 Teaching Science in Elementary/Middle Grades  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
EDU/ENG 353 Children's Literature  
GEO 214 Cultural Geography  
MTH 123 Math for Educators  
MUS 383 Teaching Music in Elementary/Middle Grades  
PED 223 Comprehensive School Health  
PED 323 Teaching Health & Phys. Ed. in Elem. /Middle Gr.  
PSY 143 Human Growth and Development  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elem. & Middle Grades  
RDG 463 Reading Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in English**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans  
Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours) YCS**

101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ENG 213 American Literature I  
ENG 223 American Literature II  
ENG 313 Major British Writers I  
ENG 323 Major British Writers II  
ENG 343 Advanced Composition  
ENG 383 Poetry  
ENG 385 Creative Writing  
ENG 395 Film as Literature  
ENG 404 Literary Criticism  
ENG 413 Introduction to Linguistics  
ENG 423 Short Story  
ENG 433 Shakespeare  
ENG 453 Novel  
ENG 473 Special Topics in English (take twice)  
ENG 495 Capstone in Research and Professional Writing

**Bachelor of Arts in Education**  
**English Education 7-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 113 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
OR  
MUS 203 Music Appreciation  
OR  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each class is 2 hrs.)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one class must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
EDU/ENG 363 Adolescent Literature  
ENG 213 American Literature I  
ENG 223 American Literature II  
ENG 313 British Literature I  
ENG 323 British Literature II  
ENG 303 Drama Survey  
ENG 343 Advanced Composition  
ENG 383 Poetry  
ENG 385 Creative Writing  
ENG 404 Literary Criticism  
ENG 413 Introduction to Linguistics  
ENG 423 Short Story  
ENG 433 Shakespeare  
ENG 453 Novel  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content Areas

**Bachelor of Arts in General Studies**  
(2017-2018 degree plan)

**GENERAL EDUCATION REQUIREMENTS:**

Core Level Courses (11 hours)

BIB 121            ENG 113\*

COM 113            ENG 123

\*Students scoring below 18 on the ACT exam in English must pass ENG 103 before enrolling in ENG 113

**Artistic Expression & Critical Appreciation**

(6 hours, 3 of which must be Literature\*)

ART 203            MUS 203

COM 240            ENG 273\*

**Cultural Perspectives (3 hours)**

GEO 214            Spanish (at YC or transferred)

HST 273            HST283

**Historical Foundation (6 hours; choose 2 courses)**

HST 213            HST 223

HST 253            HST 263

**Human Behavior & Social Foundations (3 hours)**

PSY 113            OR    PSY 143

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232            BIB 212            BIB/PHI 223

**Scientific Inquiry (6 hours: one course must be Math)**

Physical Science:

NSC 153

OR

Biological Science:

NSC 163 Mathematics:

MTH 145 (or higher level math)

**Total General Education requirements: 41 hours**

**INSTITUTIONAL REQUIREMENTS: (5-7 hours)** YCS 101

“Freshman Seminar” upper-division Bible course\*

upper-division Bible course\*

(\*300 or 400 level courses in BIB, DOC, MIN, or RHS)

**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 (26 hours)**

**TOTAL HOURS: (120 Minimum)**

(44 hours must be upper division: 300-400 level)

**Bachelor of Arts in  
History**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ECO 233 Principles of Macro-Economics  
HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. Since 1877  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization Since 1648  
HST 273 World History I: Latin America and the Far East  
HST 283 World Civilization Since 1450  
HST 303 The Ancient World  
HST 313 Civil War Era  
HST 323 The American Frontier  
HST 333 Colonial and Revolutionary America  
HST 343 The Early National Period  
HST 353 Modern U.S. History I: 1877-1932  
HST 363 Modern U.S. History II: 1932 to the Present  
HST 393 Medieval and Renaissance Europe  
HST 443 Europe, 1648 to 1815  
HST 453 Emergence of Modern Europe, 1815 to 1914  
HST 493 Writing and Research in History  
POL 123 American Government

**Bachelor of Arts in Education**  
**History Education 7-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
RDG 413 Writing & Reading for Secondary Content Areas  
HST 213 History of the United States to 1877  
HST 223 history of the United States since 1877  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648  
HST 273 World History I  
HST 283 World Civilization since 1450  
HST 493 Writing and Research in History  
HST 303 The Ancient World  
HST 313 Civil War Era  
HST 323 The American Frontier  
HST 333 Colonial and Revolutionary America  
HST 343 The Early National Period  
HST 353 Modern U.S. History I 1877-1932  
HST 363 Modern U.S. History II 1932-Present  
HST 393 Medieval and Renaissance Europe  
HST 413 History of Native America  
HST 443 Europe 1648 to 1815  
HST 453 Emergence of Modern Europe 1815 to 1914  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
PHG 123 Physical Geography II  
GEO 214 Cultural Geography  
POL 123 American Government



## **Bachelor of Arts in Mathematics**

(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

### **Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

### **Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-  
Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (11 hours)**

PHY 214 Intro Physics I  
BIO 154 College Biology  
MTH 213 College Geometry

### **INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS Mathematics Core: (33 hours)**

MTH 214 Calculus & Analytic Geometry 1  
MTH 223 Elements of Statistics  
MTH 224 Calculus & Analytic Geometry 2  
MTH 243 Intro to Mathematical Thought  
MTH 313 Probability and Statistics  
MTH 334 Calculus & Analytic Geometry 3  
MTH 343 Differential Equations  
MTH 353 Linear Algebra  
MTH 413 Abstract Algebra  
MTH 453 Analysis

### **Other Required Courses: (7 hours)**

CIS 133 Intro to Computer Science  
PHY 224 Introductory Physics II

**Bachelor of Arts in Education**  
**Mathematics Education 7-12**  
**(Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MTH 173 College Algebra  
MTH 184 Pre-Calculus  
MTH 213 College Geometry  
MTH 214 Analytic Geometry and Calculus I  
MTH 223 Elements of Statistics or  
BUS 243 Business Statistics  
MTH 224 Analytic Geometry and Calculus II  
MTH 243 Introduction to Mathematical Thought  
MTH 334 Analytic Geometry and Calculus III  
MTH 353 Linear Algebra  
MTH 413 Abstract Algebra I  
MTH 453 Analysis I  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content Areas

**Bachelor of Arts in Education**  
**Middle Grades Language Arts (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ENG 363 Young Adult Literature  
ENG 343 Advance Composition  
ENG 213/223 American Literature  
ENG 404 Literary Criticism  
ENG 423 Short Story  
ENG 313/323 British Literature  
ENG 385 Creative Writing  
ENG 453 Novel  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Mathematics in Elementary/Middle  
EDU 333 Teaching Language Arts Elementary  
EDU 343 Human Relations/Multicultural Awareness  
EDU 353 Children's Literature  
EDU 373 Instructional Technologies  
EDU 393 The Middle School and The  
EDU 423 Teaching Social Studies in Elementary/Middle  
EDU 433 Teaching Science Elementary  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MTH 123 Intermediate Algebra  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
PSY 323 Adolescent Psychology  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elementary  
RDG 463 Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Middle Grades Math (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

MTH 173 College Algebra  
MTH 181 Trigonometry  
MTH 184 Pre-Calculus  
MTH 213 College Geometry  
MTH 223 Elements of Statistics  
MTH 243 Intro. to Mathematical Thought  
MTH 214 Calculus & Analytical Geometry I  
MTH 224 Calculus & Analytical Geometry II  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Mathematics in Elementary  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 393 The Middle School and The  
EDU 423 Teaching Social Studies in Elementary  
EDU 433 Teaching Science Elementary  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MTH 123 Intermediate Algebra  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
PSY 323 Adolescent Psychology  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elementary  
RDG 463 Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Middle Grades Science (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ESC 114 Earth Science I  
ESC 214 Earth Science II  
PHY 211 General Physics I  
CHM 114 General Chemistry I  
CHM 124 General Chemistry II  
BIO 154 College Biology  
BIO 224 General Zoology  
BIO 234 General Botany  
ESC 354 Environmental Science  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Mathematics in Elementary/Middle  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 393 The Middle School and The  
EDU 423 Teaching Social Studies in Elementary/Middle  
EDU 433 Teaching Science Elementary  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MTH 123 Intermediate Algebra  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
PSY 323 Adolescent Psychology  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elementary/Middle  
RDG 463 Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Middle Grades Social Studies (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

ECO 233 Principles of Macro-Economics  
POL 123 American Government  
HST 303 The Ancient World  
HST 343 The Early National Period  
HST 353 Modern US History I 1877-1932  
HST 363 Modern US History II 1932 to Present  
HST 333 Colonial and Revolutionary America  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 323 Teaching Mathematics in Elementary/Middle  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 393 The Middle School and The  
EDU 433 Teaching Science Elementary  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MTH 123 Intermediate Algebra  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
PSY 323 Adolescent Psychology  
RDG 243 Foundations of Reading Instruction  
RDG 443 Redaing Strategies for Elementary/Middle  
RDG 463 Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Natural Science Education 7-12 (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation MUS  
203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (11 hours; one course from each area)**

MTH 173 (or higher level Math)  
BIO 154 College Biology  
CHM 214 College Chemistry I

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

BIO 154 College Biology  
BIO 224 General Zoology  
BIO 234 General Botany  
BIO 314 Human Anatomy & Physiology I  
BIO 344 General Microbiology  
CHM 214 College Chemistry I  
CHM 224 College Chemistry II  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
ESC 114 Earth Science I  
ESC 214 Earth Science II  
BIO / ESC 354 Environmental Science  
PED 223 Comprehensive School Health  
PHY 211 General Physics I  
PHY 221 General Physics II  
PPST Pre Professional Skills test  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content  
Areas

**Bachelor of Arts in Education**  
**Physical Education (K-6) - (7-12) (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
BIO 154 College Biology

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

BIO 314 Anatomy and Physiology  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle grade  
EDU 232A Field Experience in Secondary Education I  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
PED 102 First Aid & Cardio-Pulmonary Resuscitation  
PED 203 Care and Prevention of Athletic Injuries  
PED 212 Concepts of Coaching and Officiating  
PED 222 Physical Education Non-Rhythmic Activities  
PED 223 Comprehensive School Health  
PED 233 Introduction to Physical Education  
PED 303 Adapted Physical Education  
PED 323 Teaching Health & Physical Education  
Elem/Middle Grades  
PED 413 Organization & Administration of Physical  
Education Programs  
PED 433 Kinesiology  
PED 443 Physiology of Exercise  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content  
Areas



**Bachelor of Arts in Education**  
**Physical Education (K-6) - (7-12) (Subject Endorsement)**  
**And Coaching (7-12) (Supplemental Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
BIO 154 College Biology

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

BIO 314 Anatomy and Physiology  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 213 Field Experience in Elementary/Middle grade  
EDU 232A Field Experience in Secondary Education I  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
PED 102 First Aid & Cardio-Pulmonary Resuscitation  
PED 203 Care and Prevention of Athletic Injuries  
PED 212 Concepts of Coaching and Officiating  
PED 222 Physical Education Non-Rhythmic Activities  
PED 223 Comprehensive School Health  
PED 233 Introduction to Physical Education  
PED 302 Coaching Baseball & Softball  
PED 303 Adapted Physical Education  
PED 312 Coaching Basketball  
PED 323 Teaching Health & Physical Education  
Elem/Middle Grades  
PED 332 Coaching Football  
PED 342A Coaching Soccer and Volleyball  
PED 342B Coaching Tennis and Track & Field  
PED 413 Organization & Administration of Physical  
Education Programs  
PED 433 Kinesiology  
PED 443 Physiology of Exercise  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content  
Areas

**Bachelor of Arts in Education**  
**Psychology Education 7-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (9 hours; one course from each area)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab)  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDS/PSY 485 Assessment, Diagnosis, Evaluation  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
GEO 214 World Regional Geography  
PED 223 Comprehensive School Health  
PSY 113 General Psychology  
PSY 143 Human Growth and Development  
PSY 243 History and Systems  
PSY 323 Adolescent Psychology  
PSY 343 Abnormal Psychology  
PSY 383 Physiological Psychology  
PSY 423 Counseling  
PSY 433 Social Science Research  
PSY 473 Social Psychology  
GEO 214 Cultural Geography  
RDG 413 Writing & Reading for Secondary Content Areas

**One Upper Division History Course**

**Bachelor of Arts in Education**  
**Reading and Writing Education 7-12 (Subject Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 393 The Middle School & the Middle School Student  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
EDU/ENG 363 Adolescent Literature  
ENG 343 Advanced Composition  
ENG 413 Introduction to Linguistics  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
PSY 323 Adolescent Psychology  
RDG 243 Foundations of Reading Instruction  
RDG 413 Writing & Reading for Secondary Content Areas  
RDG 443 Reading Strategies for Elementary and Middle Grades  
RDG 463 Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Religious Education (K-12)**  
Second Endorsement Only  
(2017-2018 degree plan)

**Subject Area: Bible (28-29 hours)**

From General Education/Institutional Requirements (8hrs)

BIB 113\*

BIB 232\*

BIB 212\*

BIB/PHI 223\*

PHI 312\*

BIB 423\*

PHI 312\*

Upper Division (BIB/DOC/MIN/RHS)

Upper Division (BIB/DOC/MIN/RHS)

**TOTAL HOURS 28-29**

**Required Courses \***

BIB 113 History of the New Testament

BIB 232 History of Old Testament

BIB 212 History of New Testament: Romans-Revel.

BIB 223 Philosophy of Living

BIB 333 The Synoptic Gospels

BIB 433 The Gospel of John

DOC 413 Introduction to Theology

RHS 343 History of Religions of the World

PHI 423 Ethical Theory and Practice

RHS 313 Survey of Church History

PHI 312 Intro to Philosophy

BIB 423 Intro to Old Testament

BIB 483 Intro to New Testament

**Bachelor of Arts in Education**  
**Social Science Education 7-12 (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 333 Interpersonal Communication  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
EDS 203 Introduction to Learners w/ Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
RDG 413 Writing & Reading for Secondary Content Areas  
HST 273 World History I  
HST 283 World History II  
HST 303 The Ancient World  
HST 213 History of the United States to 1877  
HST 223 History of the United States since 1877  
HST 313 The Civil War Era  
HST 323 The American Frontier  
HST 333 Colonial and Revolutionary America  
HST 343 The Early National Period  
HST 353 Modern US History I; 1877-1932  
HST 413 History of Native America  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
SOC 113 Introduction to Sociology  
SOC 123 Family Relations  
SOC 223 Contemporary Social Problems  
GEO 214 Cultural Geography  
PHG 123 Physical Geography II  
POL/HST 363 Modern U.S. History II; 1932 to the Present  
POL 123 American Government  
PSY 113 General Psychology  
PSY 343 Abnormal Psychology  
PSY 323 Adolescent Psychology

Updated 6/9/16

**Bachelor of Arts in Education**  
**Special Education (K-12) (Field Endorsement) (Second Endorsement Only)**  
(2017-2018 degree plan)

\*EDS 203 must be taken before you begin taking any additional Special Education classes.

**Subject Area: (43 hours) EDS**

203\* F/S  
EDS 323 F  
EDS 402 S  
EDS 442 F  
EDS 443 F  
EDS 452 S  
EDS 472 F  
EDS 485 S  
EDS 490 F/S  
EDU 213 F/S  
EDU 232A F/S  
PED 303 S  
RDG 243 F  
RDG 443 S  
RDG 463 S

**TOTAL HOURS**

(Minimum depends on first area of endorsement.)

EDS 203 Introduction to Learners with Exceptionalities  
EDS 323 Inclusion & Collaborative Partnerships  
EDS 402 Instructional Interventions for Learning Disabilities  
EDS 442 Instructional Interventions for Mental Disabilities Handicaps  
EDS 443 Instructional Interventions for Behavioral Disorders,  
At-Risk Students  
EDS 452 Transitions to Career/Vocation/Community  
EDS 472 Planning and Managing Special Education Programs  
EDS 485 Assessment Diagnosis and Evaluation  
EDS 490 Student Teaching  
EDU 213 Field Experience in Elementary/Middle Grades  
EDU 232A Field Experience in Secondary Education I  
PED 303 Adapted Physical Education  
RDG 243 Foundations of Reading Instruction  
RDG 443 Reading Strategies for Elemen. and Middle Grades  
RDG 463 Reading Diagnosis/Remediation of Reading Difficulties

**Bachelor of Arts in Education**  
**Speech and Theatre Education 7-12 (Field Endorsement)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

COM 113 Basic Speech  
COM 173 Introduction to Theatre  
COM 213 Argumentation  
COM 243 Oral Interpretation  
COM 273 Communication Theory  
COM 283 Interviewing  
COM 303 Drama Survey  
COM 312 Acting  
COM 322 Technical Theatre  
COM 333 Interpersonal Communication  
COM 342 Directing  
COM 373 Small Group Communication  
COM 381 Theatre Workshop: Directing  
COM 383 Organizational Communication  
COM 398A Stage Make-Up  
COM 398B Costuming  
COM 398C Stage Movement  
COM 398D Stage Lighting  
COM 398F Play Writing  
COM/MUS 403 Planning and Producing Music Production  
COM 412 Play Production  
COM 414 One Act Play  
COM 443 Advanced Public Speaking  
COM 492 Communication Practicum  
COM x31 Theatre Workshop: Performance  
COM x41 Theatre Workshop: Performance  
COM x51 Theatre Workshop: Technical  
COM x61 Theatre Workshop: Technical  
COM x71 Forensics Workshop  
EDS 203 Introduction to Learners w/Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 232B Field Experience in Secondary Education II  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content Areas





**Bachelor of Arts in Communication / Speech Theory Emphasis (Electives Required)**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar

Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (45 hours)**

COM 173 Introduction to Theatre  
COM 213 Argumentation  
COM 243 Oral Interpretation  
COM 273 Communication Theory  
COM 283 Interviewing  
COM 312 Acting  
COM 313 Radio & Television  
COM 333 Interpersonal Communication  
COM 353 Principles of Advertising  
COM 364 Written Journalism  
COM 373 Small Group Communication  
COM 383 Organizational Communication  
COM 413 Persuasion  
COM 423 Public Relations  
COM 443 Advanced Public Speaking  
COM 481 Communication/Business Seminar  
COM 492 Communication Practicum  
COM x 31 Theatre Workshop (Performance)  
COM x 41 Theatre Workshop (Performance)  
COM x 51 Theatre Workshop (Technical)  
COM x 61 Theatre Workshop (Technical)

**Electives (at least 29 hours)**

This degree requires a minimum of 120 hours of credit, including 44 hours of Upper-Division credit. In addition to completing the required courses listed in the degree plan, students must choose additional elective courses to obtain the mandatory 120 hours of credit. Care should be taken to include several upper-division courses as electives; merely completing the degree requirements will not allow a student to satisfy the 44-hour upper-division requirement for graduation with this degree. Students are encouraged to select courses that complement their major or enhance long-range career goals.

**Bachelor of Arts in Communication / Theatre**  
**Emphasis (2017-2018 degree plan)**

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS  
Test of English Proficiency

**DEPARTMENTAL REQUIREMENTS (49 hours)**

COM x 31 Theatre Workshop: Performance  
COM x 41 Theatre Workshop: Performance  
COM x 51 Theatre Workshop: Technical  
COM x 61 Theatre Workshop: Technical  
COM 173 Introduction to Theatre  
COM 198 Stage Makeup  
COM 198B Auditioning  
COM 243 Oral Interpretation  
COM 273 Communication Theory  
COM 303 Drama Survey  
COM 312 Acting  
COM 322 Technical Theatre  
COM 333 Interpersonal Communication  
COM 342 Directing  
COM 381 Theatre Workshop: Directing  
COM 398B Special Topics Theatre: Costuming  
COM 398C Special Topics Theatre: Stage Movement  
COM 398D Special Topics Theatre: Stage Lighting  
COM 398E Special Topics Theatre: Stage Management  
COM/MUS 302 Diction  
COM 412 Play Production  
COM 414 One Act Play  
COM/ENG 433 Shakespeare  
COM 498A Special Topics Theatre: Theatre History I  
COM 498C Special Topics Theatre: Advanced Directing

Updated 1/31/17

## **Bachelor of Music in Education Vocal Music Education (K-12)**

(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
MUS 203 Music Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
SPN 114 (or other Spanish course)

### **Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 143 Human Growth & Development

### **Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-  
Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (6 hours; one course MUST be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

### **INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS**

APM 111 Private Piano Instruction  
APM 141 Private Voice Instruction  
APM 211 Private Piano Instruction  
APM 241 Private Voice Instruction  
APM 311 Private Piano Instruction  
APM 341 Private Voice Instruction  
APM 352 The Voice and Vocal Production  
APM 411 Private Piano Instruction  
APM 441 Private Voice Instruction  
COM 333 Interpersonal Communication  
EDS 203 Introduction to Learners w/Exceptionalities  
EDU 103 Introduction to Education  
EDU 232A Field Experience in Secondary Education I  
EDU 213 Field Experience in Elementary Education  
EDU 313 Educational Psychology: Learning & Evaluation  
EDU 343 Human Relations/Multicultural Awareness  
EDU 373 Instructional Technologies  
EDU 483 Secondary Methods  
EDU 491 Student Teaching Seminar  
EDU 494 Student Teaching  
MUS 112 Ear Training I  
MUS 113 Music Theory I  
MUS 122 Ear Training II  
MUS 123 Music Theory II  
MUS 161 Music Ensemble  
MUS 171 Concert Choir  
MUS 212 Ear Training III  
MUS 213 Music Theory III  
MUS 222 Ear Training IV  
MUS 223 Music Theory IV  
MUS 253 Music Literature I  
MUS 263 Music Literature II  
MUS/COM 302 Diction  
MUS 313 Conducting I  
MUS 323 Conducting II  
MUS 333 Music History I  
MUS 343 Music History II  
MUS 354 World Music  
MUS 413 Elementary Music Methods  
MUS 433 Secondary Vocal Music Methods  
PED 223 Comprehensive School Health  
PSY 143 Human Growth and Development  
RDG 413 Writing & Reading for Secondary Content Areas

**Bachelor of Business Administration in Accounting**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (66 hours)**

Business Core: (30 hours)  
BUS 133 Introduction to Business  
BUS 323 Business Communications  
BUS 453 Business Law  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
FIN 313 Financial Management  
MGM 313 Principles of Management  
MGM 483 Seminar in Business Policy  
MKT 323 Principles of Marketing  
ACC 213 Accounting Principles 1

Specialized Courses: (30 hours)

ACC 223 Accounting Principles 2  
BUS 243 Business Statistics  
ACC 313 Intermediate Accounting I  
ACC 323 Intermediate Accounting II  
ACC 333 Accounting Information Systems for Management  
ACC 353 Cost (Management) Accounting I  
ACC 423 Fundamentals of Auditing  
ACC 433 Income Tax I

Plus two of the following:

ACC 413 Advanced Financial Accounting I  
ACC 443 Income Tax II  
ACC 453 Cost Accounting II

Recommended Electives:

ACC 303 Accounting Internship

Bachelor of Business Administration in Agriculture Business  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (55 hours)**

**Business Core: (30 hours)**

BUS 133 Introduction to Business  
BUS 323 Business Communications  
BUS 453 Business Law  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
FIN 313 Financial Management  
MGM 313 Principles of Management  
MGM 483 Seminar in Business Policy  
MKT 323 Principles of Marketing  
ACC 213 Accounting Principles 1

**Ag Core: (25 hours)**

NSC 223 Introduction to Precision Ag  
CHM 114 General Chemistry I  
BIO 154 College Biology  
BIO 234 General Botany  
BIO 413 Genetics  
BIO 354 Environmental Science  
NSC 234 Animal Science  
BUS 303 Business Internship

**Bachelor of Business Administration in Business Administration - Electives Required**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (39 hours)**

Business Core: (30 hours)  
BUS 133 Introduction to Business  
BUS 323 Business Communications  
BUS 453 Business Law  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
FIN 313 Financial Management  
MGM 313 Principles of Management  
MGM 483 Seminar in Business Policy  
MKT 323 Principles of Marketing  
ACC 213 Accounting Principles 1

Specialized Courses: (9 hours)

ACC 223 Accounting Principles 2  
BUS 243 Business Statistics  
FIN 423 Financial Markets

Recommended Electives:

BUS 303 Business Internship  
ACC 333 Accounting Information Systems  
MGM 373 Entrepreneurship  
MGM 443 Business Analysis

**Electives: (26 hours)**

This degree requires a minimum of 120 hours of credit, including 44 hours of Upper-Division credit. In addition to completing the required courses listed in the degree plan, students must choose additional elective courses to obtain the mandatory 120 hours of credit. Care should be taken to include several upper-division courses as electives; merely completing the degree requirements will not allow a student to satisfy the 44-hour upper-division requirement for graduation with this degree. Students are encouraged to select courses that complement their major or enhance long-range career goals.

## **Bachelor of Business Administration in Business Management**

(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

### **Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

### **Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

### **INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS (54 hours)**

Business Core: (30 hours)  
BUS 133 Introduction to Business  
BUS 323 Business Communications  
BUS 453 Business Law  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
FIN 313 Financial Management  
MGM 313 Principles of Management  
MGM 483 Seminar in Business Policy  
MKT 323 Principles of Marketing  
ACC 213 Accounting Principles 1  
  
Specialized Courses: (24 hours)  
ACC 223 Accounting Principles 2  
BUS 243 Business Statistics  
FIN 423 Financial Markets and Institutions  
MGM 343 Human Resource Management  
MGM 373 Entrepreneurship  
MGM 413 Organizational Behavior  
MGM 433 Production/Operations Management  
MGM 443 Business Analysis

#### Recommended Electives:

MGM 303 Management Internship  
ACC 333 Accounting Information Systems



**Bachelor of Business Administration in Sports  
Management (2017-2018 degree plan)**

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 173 College Algebra  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS (51 hours)**

**Business Core: (30 hours)**

BUS 133 Introduction to Business  
BUS 323 Business Communications  
BUS 453 Business Law  
ECO 233 Principles of Macro-Economics  
ECO 243 Principles of Micro-Economics  
FIN 313 Financial Management  
MGM 313 Principles of Management  
MGM 483 Seminar in Business Policy  
MKT 323 Principles of Marketing  
ACC 213 Accounting Principles 1

**Specialized Courses: (21 hours)**

MGM 373 Entrepreneurship  
SPM 213 Introduction to Sports Management  
SPM 313 Sports Media and Public Relations  
SPM 323 Sports Marketing  
SPM 403 Sports in contemporary Society  
SPM 413 Sports Facility and Event Management  
SPM 423 Sports Law and Ethics

**Recommended Electives:**

PED 102 First Aid & Cardio-Pulmonary Resuscitation  
PED 212 Concepts of Coaching and Officiating  
SPM 303 Sports Management Internship  
FIN 423 Financial Markets

## **Bachelor of Music in Vocal Performance**

(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

### **Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

### **Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

### **INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS**

APM 111 Private Piano Instruction  
APM 141 Private Voice Instruction  
APM 211 Private Piano Instruction  
APM 241 Private Voice Instruction  
APM 311 Private Piano Instruction  
APM 341 Private Voice Instruction  
APM 352 The Voice and Vocal Production  
APM 411 Private Piano Instruction  
APM 441 Private Voice Instruction  
MUS 112 Ear Training I  
MUS 113 Music Theory I  
MUS 122 Ear Training II  
MUS 123 Music Theory II  
MUS 212 Ear Training III  
MUS 213 Music Theory III  
MUS 222 Ear Training IV  
MUS 223 Music Theory IV  
MUS 253 Music Literature I  
MUS 263 Music Literature II  
MUS 302 Diction  
MUS 313 Conducting I  
MUS 333 Music History I  
MUS 343 Music History II  
MUS 354 World Music  
MUS 443 Senior Recital

Updated 1/31/17

**Bachelor of Science in  
Biology**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (11 hours)**

BIO 154 College Biology 1  
CHM 214 College Chemistry I  
MTH 173 College Algebra

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

**Biology Core: (43 hours)**

BIO 224 General Zoology  
BIO 234 General Botany  
BIO 312 Medical Terminology  
BIO 313 Nutrition  
BIO 314 Human Anatomy  
BIO 324 Human Physiology  
BIO 344 General Microbiology  
BIO 354 Environmental Science  
BIO 383 Concepts of Biological Origins  
BIO 413 Genetics  
BIO 414 Developmental Biology  
BIO 423 Cell Biology  
NSC 421 Natural Sciences Seminar

**Other Required Courses: (24 hours)**

CHM 224 College Chemistry II  
CHM 314 Organic Chemistry I  
CHM 325 Organic Chemistry II  
CHM 423 Biochemistry  
PHY 211 General Physics I OR  
PHY 214 Introductory Physics I  
PHY 221 General Physics II  
OR  
PHY Introductory Physics II

**Electives: (2 hours)**

NSC 302/303 Science Practicum - "if interested"  
NSC 312/313 Science Internship - "if interested"  
NSC 322/323 Science Internship - "if interested"

**Bachelor of Science in Chemistry**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2 hours)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans to Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (12 hours)**

BIO 154 College Biology  
CHM 214 College Chemistry I  
MTH 214 Analytic Geometry and Calculus I

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**DEPARTMENTAL REQUIREMENTS**

Chemistry Core: (46 hours)  
CHM 224 College Chemistry II  
CHM 264 Analytical Chemistry  
CHM 314 Organic Chemistry I  
CHM 325 Organic Chemistry II  
CHM 353 Inorganic Chemistry  
CHM 414 Physical Chemistry I  
CHM 423 Biochemistry  
CHM 424 Physical Chemistry II  
NSC 421 Natural Sciences Seminar  
MTH 224 Analytic Geometry & Calculus II  
PHY214 Introductory Physics I  
PHY224 Introductory Physics II

**Electives:**

NSC 302/303 Science Practicum - "if interested"  
NSC 312/313 Science Internship - "if interested"  
NSC 322/323 Science Internship - "if interested"

**Bachelor of Science in Criminal Justice**  
(2017-2018 degree plan)

**Core Level Courses (11 hours)**

BIB 121 History of the New Testament  
COM 113 Basic Speech  
ENG 103 Elements of English  
ENG 113 English Composition I  
ENG 123 English Composition II

**Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
COM 240 Film Appreciation  
ENG 273 World Literature  
MUS 203 Music Appreciation

**Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
HST 273 World Civ to 1450  
HST 283 World Civ since 1450  
Spanish (taken at YC or transferred in)

**Historical Foundations (6 hours)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civ to 1648  
HST 263 Western Civ since 1648

**Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology  
PSY 143 Human Growth & Development

**Religious Studies (6 hours; each course is 2hrs)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

**Scientific Inquiry (6 hours; 3 hours must be Math)**

MTH 145 Math in the Real World  
NSC 153 General Science A (no lab) OR  
NSC 163 General Science B (no lab)

**INSTITUTIONAL REQUIREMENTS (5-7 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

**INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS  
Test of English Proficiency

**DEPARTMENTAL REQUIREMENTS**

PSY 143 Human Growth & Development  
MTH 223 Elements of Statistics  
CRJ 103 Introduction to Criminal Justice  
CRJ 223 Survey of Corrections  
CRJ 233 Evidence  
CRJ 243 Criminal Law  
CRJ 303 Criminology  
CRJ 313 Criminal Investigation  
CRJ 323 Probation, Pardon, and Parole  
CRJ 343 Constitutional Law  
CRJ 413 Courts and Courtroom Procedure  
CRJ 423 Ethics and the Criminal Justice System  
CRJ 433 Special Issues in Criminal Justice  
CRJ 453 Research and Writing in Criminal Justice

**Electives: 32 hours**

## Bachelor of Science in Natural Sciences

### Pre-Engineering

(2017-2018 degree plan)

#### Core Level Courses (11 hours)

BIB 113 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

#### Artistic Expression and Critical Appreciation (6 hours)

ART 203 Art Appreciation  
OR  
MUS 203 Music Appreciation  
OR  
COM 240 Film Appreciation  
ENG 273 World Literature

#### Cultural Perspectives (3 hours)

GEO 214 Cultural Geography  
Spanish (taken at YC or transferred)  
HST 273 World Civilizations to 1450  
HST 283 World Civilizations since 1450

#### Historical Foundations (6 hours; choose two from this list)

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648

#### Human Behavior and Social Foundations (3 hours; choose one)

PSY 113 General  
Psychology  
PSY 143 Human Growth & Development

#### Religious Studies (6 hours; each course is 2 hrs.)

BIB 232 History of Old Testament  
  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

#### Scientific Inquiry (7 hours; both courses required for degree)

BIO 154 College Biology  
MTH 173 College Algebra

#### INSTITUTIONAL REQUIREMENTS (5 hours)

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

#### DEPARTMENTAL REQUIREMENTS (48-50 hours)

PNG 101 Introduction to Engineering  
CHM 214 College Chemistry 1  
CHM 224 College Chemistry 2  
PHY 214 Introductory Physics 1  
PHY 224 Introductory Physics 2  
PHY 313 Modern Physics  
CHM 264 Analytical Chemistry  
CHM 353 Inorganic Chemistry  
CHM 314 Organic Chemistry 1  
CHM 325 Organic Chemistry 2  
NSC 421 Natural Sciences Seminar  
MTH 214 Analytical Geometry & Calculus 1  
MTH 224 Analytical Geometry & Calculus 2  
MTH 223 Elements of Statistics  
MTH 334 Analytical Geometry & Calculus 3  
MTH 343 Differential Equations  
MTH 353 Linear Algebra  
Computer Programming (C++)

## **Bachelor of Science in Psychology**

Main Track

(2017-2018 degree plan)

### **Core Level Courses (11 hours)**

BIB 113 History of the New Testament  
COM 113 Basic Speech  
ENG 113 English Composition I  
ENG 123 English Composition II

### **Artistic Expression and Critical Appreciation (6 hours)**

ART 203 Art Appreciation  
OR  
MUS 203 Music Appreciation  
OR  
COM 240 Film Appreciation  
ENG 273 World Literature

### **Cultural Perspectives (3 hours)**

GEO 214 Cultural Geography  
Spanish (taken at YC or transferred)  
HST 273 World Civilizations to 1450  
HST 283 World Civilizations since 1450

### **Historical Foundations (6 hours; choose two from this list)**

HST 213 History of the U.S. to 1877  
HST 223 History of the U.S. since 1877  
HST 253 Western Civilization to 1648  
HST 263 Western Civilization since 1648

### **Human Behavior and Social Foundations (3 hours)**

PSY 113 General Psychology

### **Religious Studies (6 hours; each course is 2 hrs.)**

BIB 232 History of Old Testament  
BIB 212 History of New Testament: Romans-Revelation  
BIB/PHI 223 Philosophy of Living

### **Scientific Inquiry (7 hours; both courses required for degree)**

BIO 154 College Biology  
MTH 145 Math in the Real World

### **INSTITUTIONAL REQUIREMENTS (5 hours)**

YCS 101 Freshman Seminar  
Two upper-division BIB, or DOC, or MIN, or RHS

### **DEPARTMENTAL REQUIREMENTS (36 hours)**

PSY 143 Human Growth and Development  
PSY 233 Statistics for the Behavioral Sciences  
PSY 243 History and Systems  
PSY 323 Adolescent Psychology  
PSY 333 Theories of Personality  
PSY 343 Abnormal Psychology  
PSY 383 Physiological Psychology  
PSY 423 Counseling  
PSY 433 Social Science Research  
PSY 443 Learning and Memory  
PSY 473 Social Psychology  
PSY 474 Psychology and Christianity

**COACHING (Supplemental Endorsement)**  
2017-2018

**Subject area: Coaching (13 hours)**

PED 102 \*  
PED 203 \*  
PED 212\*

**Coaching Courses (choose three):**

PED 302  
PED 312  
PED 332  
PED 342A  
PED 342B

**\*count only one time**

**TOTAL HOURS**

PED 102 First Aid & Cardio-Pulmonary Resuscitation  
PED 203 Care and Prevention of Athletic Injuries  
PED 212 Concepts of Coaching and Officiating  
PED 302 Coaching Baseball and Softball  
PED 312 Coaching Basketball  
PED 332 Coaching Football  
PED 342A Coaching Soccer and Volleyball  
PED 342B Coaching Tennis and Track & Field



# 2016-2017 Degree Plans

## York College Minors (2017-2018)

All courses that constitute a minor must be passed with a "C" or better

### **Accounting Minor (18 hours)**

ACC 213 Principles of Accounting 1  
ACC 223 Principles of Accounting 2  
ACC 313 Intermediate Accounting 1  
ACC 333 Accounting Information Systems  
choose two from the following list:  
ACC 323 Intermediate Accounting 2  
ACC 353 Cost Accounting 1  
ACC 433 Income Tax 1

### **Bible Minor (18 hours)**

6 hours lower-level Bible: BIB xxx  
BIB xxx BIB xxx choose from  
these (12 hours):  
BIB 313 Wisdom & Poetry of the Old Testament  
BIB 333 The Synoptic Gospels  
BIB 373 The Prophets of Israel  
BIB 393 The Life and Letters of Paul  
BIB 433 The Gospel of John

### **Biology Minor (18 hours)**

BIO 154 College Biology  
Choose 14 hrs. of classes from the following list; at  
least 9 hours must be upper-level: BIO 224 General  
Zoology  
BIO 234 General Botany  
BIO 312 Medical Terminology  
BIO 313 Nutrition  
BIO 314 Human Anatomy & Physiology 1  
BIO 324 Human Anatomy & Physiology 2  
BIO 344 General Microbiology  
BIO 354 Environmental Science  
BIO 364 Developmental Biology  
BIO 383 Concepts of Biological Origins  
BIO 413 Genetics  
BIO 423 Cell Biology

### **Chemistry Minor (18 hours)**

CHM 214 College Chemistry 1  
CHM 224 College Chemistry 2  
choose 10 hrs. of classes from the  
following list; at least 9 hours must  
be upper-level:  
CHM 264 Analytical Chemistry  
CHM 314 Organic Chemistry 1  
CHM 325 Organic Chemistry 2  
CHM 353 Inorganic Chemistry  
CHM 414 Physical Chemistry 1  
CHM 423 Biochemistry  
CHM 424 Physical Chemistry 2

### **Communications Minor (18 hours)**

COM 273 Communication Theory  
3 hours of COM class at the 200 level  
COM 2  
12 hours of COM classes 300 or higher  
COM  
xxx  
COM  
xxx  
COM  
xxx  
COM  
xxx

### **Criminal Justice Minor (18 hours)**

CRJ 103 Introduction to Criminal  
Justice  
CRJ 243 Criminal Law  
CRJ 233 Evidence  
Choose three courses from the following list:  
CRJ 303 Criminology  
CRJ 313 Criminal Investigation  
CRJ 323 Probation, Pardon, and Parole  
CRJ 343 Constitutional Law  
CRJ 413 Courts and Courtroom Procedure  
CRJ 433 Special Topics in Criminal Justice

### **History Minor (18 hours)** Choose two of these courses:

HST 213 History of the US to 1877  
HST 223 History of the US since 1877  
HST 253 Western Civ to 1648

HST 263 Western Civ since 1648  
HST 273 World Civilizations to 1450  
HST 283 World Civilizations since 1450  
Choose four of these upper-division courses:

HST 303 The Ancient World  
HST 313 Civil War Era  
HST 323 The American Frontier  
HST 333 Colonial & Revolutionary America  
HST 343 The Early National Period  
HST 353 Modern US History 1  
HST 363 Modern US History 2  
HST 393 Medieval & Renaissance Europe  
HST 397 Special Topics in History  
HST 413 History of Native America  
HST 443 Europe 1648 to 1815  
HST 453 Emergence of Modern Europe  
HST 493 Writing & Research in History

**English Minor (18 hours)**

ENG 213 American Literature 1  
ENG 223 American Literature 2  
ENG 313 British Literature 1  
ENG 323 British Literature 2  
ENG 343 Advanced Composition  
ENG 423 Shakespeare

**Management Minor (18 hours)**

For students already majoring in business:  
Complete the 30 hours of the Business Core classes, plus:

BUS 243 Business Statistics  
FIN 423 Financial Markets and Institutions  
MGM 343 Human Resources  
MGM 373 Small Business Management  
MGM 413 Organizational Behavior  
MGM 303 Management Internship

For students outside the Business Department, wanting a minor in Management: ACC 213

Principles of Accounting 1  
FIN 313 Financial Management  
MKT 323 Principles of Marketing  
MGM 313 Principles of Management  
MGM 303 Management Internship

Choose one of the following two classes:

BUS 343 International Business  
OR  
MGM 413 Organizational Behavior

**Math Minor (21 hours)**

Take these four classes: (15 hours)  
MTH 214 Calculus & Analytic Geometry 1

MTH 223 Elements of Statistics  
MTH 224 Calculus & Analytic Geometry 2  
MTH 334 Calculus & Analytic Geometry 3  
choose one from this list: (3 hours)  
MTH 343 Differential Equations  
MTH 243 Introduction to Mathematical Thought  
choose one from this list: (3 hours)  
MTH 353 Linear Algebra  
MTH 243 Introduction to Mathematical Thought  
MTH 343 Differential Equations

**Music Minor (18 hours)**

MUS 112 Ear Training 1  
MUS 113 Music Theory 1  
MUS 263 Music Literature 2  
MUS 313 Conducting 1  
MUS 343 Music History 2  
MUS 403 Planning/Producing Musical Stage Productions  
APM 111 Private Piano  
APM 141 Private Voice

**Psychology Minor (18 hours)** Take one

of the following to satisfy Gen Ed requirements, and take the other to fulfill requirements for PSY minor:

PSY 113 General Psychology  
PSY 143 Human Growth & Development choose two from this list:

PSY 233 Statistics for the Behavioral Sciences

PSY 243 History and Systems

PSY 433 Social Science

Research choose three from this list:

PSY 323 Adolescent

Psychology

PSY 343 Abnormal Psychology

PSY 383 Physiological

Psychology

PSY 443 Learning and

Memory

PSY 473 Social Psychology

**Religious Studies Minor (18 hours) 6**

hours lower-level Bible:

BIB xxx

BIB xxx BIB xxx choose from

this list (12 hours):

(no more than 2 BIB courses)

BIB 313 Wisdom & Poetry of the Old Testament

BIB 333 The Synoptic Gospels

BIB 373 The Prophets of Israel

BIB 393 The Life and Letters of Paul

BIB 433 The Gospel of John

DOC 413 Introduction to  
Theology

RHS 313 Survey of Church History

RHS 343 History of Religions of the World

**Theatre Minor (18 hours)**

COM 173 Communication Theory

COM 312 Acting

COM 322 Technical Theatre

COM 342 Directing Three

hours from the following:

COM 198 Stage Makeup

COM 398B Costuming

COM 398C Stage Movement

COM 398D Stage Lighting

COM 398E Stage Management

Plus 3 hours from any theatre lab  
class

**Associate of Arts**  
(2016-2016 degree plan)

# **PACE SHEET**

## **York College**

### **Masters of Arts in Education – Curriculum and Instruction**

#### **Graduate Studies Core Curriculum (18 Hours)**

- GRS 5311 Research and Design
- GRS 5321 Ethics & Professional Responsibility
- GRS 5331 Program Planning & Evaluation
- GRS 5341 Navigating in a Diverse Society
- GRS 5351 Organizational Leadership
- GRS 5361 Learning Through Technology

#### **Specialized Courses (18 Hours)**

- MCI 6311 Effective Strategies of Instruction
- MCI 6321 Assessment of Learning
- MCI 6331 Curriculum Mapping
- MCI 6341 Current Issues in Instruction
- MCI 6351 Curriculum Development and Design
- MCI 6361 Capstone – Action Research

# **PACE SHEET**

## **York College**

### **Masters of Arts – Organizational Leadership**

#### **Graduate Studies Core Curriculum (18 Hours)**

- GRS 5311 Research and Design
- GRS 5321 Ethics & Professional Responsibility
- GRS 5331 Program Planning & Evaluation
- GRS 5341 Navigating in a Diverse Society
- GRS 5351 Organizational Leadership
- GRS 5361 Learning Through Technology

#### **Specialized Courses (18 Hours)**

- 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

**SPEECH (Supplemental Endorsement)**  
2017-2018

**Subject area: (21 hours)**

COM 113

COM 213

COM 243

**Speech Courses):**

COM 273

COM 333

COM 413

COM 443

**TOTAL HOURS**

COM 113 Basic Speech

COM 213 Argumentation

COM 243 Oral Interpretation

COM 273 Communication Theory

COM 333 Interpersonal Communication

COM 413 Persuasion

COM 442 Advanced Public Speaking