



GEORGETOWN

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C O L L E G E

*Live. Learn. Believe.*



Dear Georgetownian:

What a privilege it is for me to welcome you to Georgetown College! I am confident that your decision to become a Georgetownian will be even more rewarding and fulfilling than you have imagined. The opportunities that await you here are filled with exciting promise for academic enrichment and personal growth. While a student at Georgetown College, you will be encouraged and challenged by an outstanding faculty and staff. Indeed, our strong academic reputation has been achieved through superb teaching and mentoring of students in the liberal arts, sciences, and professions. It is what sets Georgetown apart from its closest competitors.

A senior institution since 1829, Georgetown has been recognized as an outstanding Christian college from its earliest days. We cherish our rich heritage as we fulfill Georgetown's mission to provide students an exceptional educational experience in a vibrant Christian community.

We are honored that you have chosen Georgetown College. And as President, I am delighted to welcome you as your exciting journey begins!

With kind regards, and

Sincerely,

Michael Dwaine Greene  
President



I am delighted to speak on behalf of the Georgetown College Board of Trustees in extending a warm welcome to each of you entering this exciting, challenging, and extremely important chapter of your personal journey.

Your decision to enter Georgetown College will impact much of what happens throughout your life. The years ahead will be filled with new opportunities for intellectual, spiritual, and personal growth. You will meet new people, visit new places, and be introduced to thoughtful and stimulating intellectual exercises.

As a new Georgetownian, you now are part of community of learners that can trace its deepest roots all the way back to 1787. This tradition-rich school has produced scores of gifted and successful physicians, attorneys, scientists, ministers, educators, and business and political leaders, including forty-one college presidents.

Georgetown has been blessed with a dedicated Board of Trustees, an outstanding faculty and staff, caring alumni, and some truly gifted and promising students. It is my hope that your years here will prove to be especially rewarding and fulfilling and that your life will be enriched immeasurably by your Georgetown College Experience.

Again, welcome to the Georgetown College family. We are glad you are here.

Sincerely,

Earl A. Goode '62  
Chair  
Georgetown College Board of Trustees

## Profile

<b>Founded:</b>	Chartered in 1829; roots on site date back to 1787
<b>Location:</b>	400 E. College St., Georgetown, Kentucky 40324
<b>Campus:</b>	104 acres, nine academic buildings of which three are updated antebellum structures, fifteen residence halls, and five apartment-style buildings
<b>Type:</b>	Baccalaureate-Liberal Arts; residential; a Christian college in the Baptist tradition
<b>Calendar:</b>	Two fifteen-week regular semesters, two optional mini-terms; Undergraduate five-week summer sessions and seven-week Graduate summer sessions
<b>Degrees/Majors:</b>	Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Music Education, Master of Arts; 41 undergraduate majors; graduate education programs
<b>Enrollment:</b>	1,043 undergraduate, 356 graduate (Fall 2013)
<b>Student/Faculty:</b>	9:1 (undergraduate)
<b>Faculty Ph.D.:</b>	90% (95% hold terminal degrees in their field)
<b>Fall 2013 Entering Class:</b>	Average ACT Composite 23; HS GPA 3.3
<b>Financial Aid:</b>	\$35 million distributed in 2013-2014 to 98% of student body.
<b>Athletics:</b>	NAIA, Mid-South Conference, 15 inter-collegiate sports plus cheerleading and dance
<b>Alumni:</b>	24,592; 50 states, the District of Columbia, U.S. Territories and 42 foreign countries
<b>Distinctions:</b>	<i>U.S. News and World Report's</i> America's Best Colleges; America's 100 Best College Buys®; America's Best Christian Colleges®; Colleges of Distinction; <i>Washington Monthly's</i> Best Liberal Arts Colleges; member, Southern University Conference

## **Campus Offices for Quick Reference**

### **Academic Programs**

502-863-8146

### **Admissions**

800-788-9985 toll free

502-863-8009

### **Alumni**

877-640-0107 toll free

502-863-8050

### **Athletics**

502-863-8115

### **Business Office**

502-863-8700 student accounts

502-863-8021 general information

### **Campus Ministry**

502-863-8153

### **Campus Safety**

502-863-8111

### **Communications and Marketing**

502-863-7922

### **Financial Planning**

502-863-8027

### **Graduate Education**

502-863-8176

### **Health Services**

502-863-8201

### **Information Technology**

502-863-4357

### **Institutional Advancement**

502-863-8041

### **Learning Resource Center**

502-863-8400

### **President**

502-863-8030

### **Provost/Dean of the College**

502-863-8146

### **Registrar**

502-863-8024

### **Student Life**

502-863-8004

### **Other Offices**

502-863-8000

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## 2014-2015 ACADEMIC CALENDAR

### FALL SEMESTER 2013 (43 MWF, 29 TR) M- 15, T-15, W-15, TH-14, F-13

August	18-20	Mon – Wed	Faculty Orientation/Workshops
	21-24	Thurs – Sun	New Student Orientation
	23	Saturday	Upperclassmen Move-In 10 a.m.
	25	Monday	First Day of Class
	25-28	Mon – Thurs	Drop/Add and Counseling
September	01	Monday	Labor Day - No Classes
	09	Tuesday	Opening Convocation
	22	Monday	Academic Progress Check – Round 1
October	09-10	Thurs/Fri	No Classes - Fall Break
	18	Saturday	Homecoming/Family Weekend
	20	Monday	Academic Progress Check – Round 2
	30	Thursday	Final Date to Drop a Course without a grade, change to P/F or Audit a course
November	03-14	Mon – Fri	Advising for Advanced Registration
	14	Friday	Final Date to Drop a Course W
	17-20	Mon-Thurs	Advanced Registration for Spring '15
	27-28	Thurs – Fri	No Classes - Thanksgiving Holiday
December	09	Tuesday	Last Day of Classes - Designated as “Thursday” campus-wide for classes/labs that meet once per week
	10	Wednesday	Reading Day
	11-16	Thurs – Tues	Final Examinations – NO Saturday Exams
	15	Monday	Appl. for '15 Degree Candidates Due
	17	Wednesday	Grades for students graduating in December at noon
	18	Thursday	Remaining grades due at noon
	19	Friday	Undergraduate and Graduate Commencement 7 p.m.

### MINI TERM, 2014-15 10 days

December	29	Thursday	Mini-Term I Begins
January	09	Thursday	Mini-Term I Ends

**SPRING SEMESTER 2015 (43 MWF, 29 TR) M-14, T-15, W-15, Th-14, F-14**

January	12	Monday	First Day of Class
	12-15	Mon. – Fri	Drop/Add and Counseling
	19	Monday	Martin Luther King, Jr. Day - No Classes
	20	Tuesday	Founders Day Convocation, 11 a.m.
February	09	Monday	Academic Progress Check – Round 1
March	09	Monday	Academic Progress Check - Round 2
	13	Friday	Spring Break Begins After Last Class; Mini-Term II Begins
	23	Monday	Classes Resume 8 a.m.; Mini-Term II Ends
March/ April	24-06	Mon – Mon	Advising for Advanced Registration
March	24	Tuesday	Final Date to Drop a Course Without a Grade, change to P/F or Audit a course
April	03	Friday	Good Friday - No Classes
	06-09	Mon – Thurs	Advanced Registration for Fall '15
	09	Thursday	Final Date to Drop a Course W
	16	Thursday	Senior Comprehensive Reports Due
	21	Tuesday	Academic Honors Day
	30	Thursday	Last Day of Classes - Designated as “Friday” campus-wide
May	01	Friday	Reading Day
	02-06	Sat - Wed	Final Examinations (Saturday Exams)
	07	Thursday	Senior Grades Due @ Noon
	08	Friday	Baccalaureate Service
	09	Saturday	Undergraduate Commencement
	12	Tuesday	Remaining Grades Due @ 4:00pm



## **SUMMER CALENDAR 2015**

### **MAY TERM, 2015 10 days**

May	11	Monday	Classes Begin
May	22	Friday	Classes End

### **SUMMER TERM I, 2015 25 days**

May*	26	Tuesday	Classes Begin
June	26	Friday	Classes End

\*with one Saturday class

### **SUMMER TERM II 2015 (25 Days)**

July*	01	Wednesday	Classes Begin
August	04	Tuesday	Classes End

\*with one Saturday class

Please note that these dates are subject to change.

Contact the Provost's office with questions at 502-863-8146 or email [Jo\\_Anna\\_Fryman@georgetowncollege.edu](mailto:Jo_Anna_Fryman@georgetowncollege.edu).

## HOW TO USE THIS CATALOG

This catalog is a description of the academic programs, policies, facilities, services and staff of Georgetown College. It describes what is available and what is expected in order to complete a program of study successfully. This catalog is essential for planning one's academic experiences, and can be most useful when supplemented with faculty advising and guidance.

The catalog is not an offer to make a contract. While the information in this catalog is current at the time of publication, Georgetown College reserves the right to change or delete any of its courses of study, course offerings, schedule, tuition, and other charges, policies or programs of the College at any time and without any notice.

A candidate for a degree may choose to graduate under the regulations of the catalog in force at the time of enrollment or any subsequent catalog provided that the catalog chosen is not more than seven years old. A student must have been enrolled under the catalog chosen and must conform to the degree requirements of that catalog.

While Georgetown College is committed to academic quality, the College is not able to guarantee that a student's pursuit of a particular course of study will result in any profession or occupation, or admission to other undergraduate or graduate courses of study at other institutions. Advisors and college officials make every effort to provide current information to students, but it is the student's responsibility to know all applicable policies and degree requirements.

## OTHER COLLEGE PUBLICATIONS

In addition to the College's intranet resource (spider), accessible at [spider.georgetowncollege.edu](http://spider.georgetowncollege.edu), and the online portal, accessible at [my.georgetowncollege.edu](http://my.georgetowncollege.edu), other publications that will prove helpful include:

Semester course schedules—identify classes offered. Available from the Registrar's Office.

Student Handbook—details campus life policies, procedures and student involvement opportunities. The Student Handbook is provided by Student Life and found at [www.georgetowncollege.edu/studentlife/student-handbook](http://www.georgetowncollege.edu/studentlife/student-handbook).

Program of study brochures—highlight various academic offerings; available from the Office of Admissions.

# **The College: Mission, History and Tradition**

## **MISSION**

The mission of Georgetown College is to prepare students to engage in their life's pursuits with thoughtfulness and skill by providing an exceptional educational experience in a vibrant Christian community. Distinguished by its emphasis on outstanding teaching and mentoring, the College offers excellent academic programs in the liberal arts, sciences, and professions.

In advancing its mission, the College:

- Offers excellent academic programs at both undergraduate and graduate levels.
- Maintains a strong commitment to core preparation and exploration in the liberal arts and sciences.
- Provides talented faculty and staff who are committed to student growth and learning.
- Preserves the close faculty-student bonds that have long distinguished its learning and mentoring context.
- Encourages a faith that seeks understanding through free and thoughtful inquiry.
- Honors its Baptist heritage through which it welcomes diverse perspectives and traditions.
- Offers students an enriching living and learning community.
- Supports a wide range of opportunities which promote engaging and meaningful experiences stretching from the classroom to around the globe.
- Pursues athletic excellence practiced with the highest integrity.
- Promotes ethical practices that develop character and enrich human and natural communities.

Fulfilling its distinctive mission with the liberal arts, sciences, and professions, Georgetown College's aim is to continue to be one of the finest Christian colleges in the country.

## HISTORY AND TRADITION

On January 15, 1829, an act of the thirty-seventh General Assembly of the Commonwealth of Kentucky approved the incorporation of the Trustees of the Kentucky Baptist Education Society. The trustees established Georgetown College, the first Baptist college west of the Allegheny Mountains.

Although chartered in 1829, Georgetown College's heritage may be traced to 1787 when Elijah Craig, a Baptist minister and businessman from Virginia, opened a classical school in Georgetown, originally named Lebanon. The Royal Springs Academy gave way to the Rittenhouse Academy a decade later after that institution was transferred from a western Kentucky frontier site to what is now the northwestern quarter of the College's campus.

The College officially opened on January 1, 1830, as an institution affiliated with the Baptist leadership of Kentucky and supported by interested citizens of Scott County and Georgetown. The College's liberal arts tradition was firmly entrenched within a decade due to the vision of President Howard Malcom. Faculty and students labored together outside the classroom as well. Joint building projects on campus and in the community resulted in the completion of Pawling Hall and Georgetown Baptist Church.

The early faculty and administration of Georgetown came from the leading educational institutions of the day in the United States and abroad. In those formative years, a blend of northeastern influence with southern tradition was emerging; students from Maine to Louisiana traveled to Georgetown by 1845, and international students first arrived in 1852. Early graduates found places of service and leadership as lawyers, physicians, businessmen, and teachers; the ministry attracted a third of the student body due to the incorporation of the Western Baptist Theological Seminary in 1858.

Following a brief, four-month closure in mid-1861, Georgetown College resumed operation and eventually survived the tumultuous Civil War with no damage to buildings as students consistently made it through the shifting battle lines. Shortly after the war, Georgetown possessed the only men's college, seminary, and female seminary in operation by Southern Baptists. This attracted Basil Manly, co-founder of the Southern Baptist Theological Seminary and the first President of the Baptist Sunday School Board, as the College's ninth president. He led the significant curriculum revision to a more elective system than in pre-war days. The first B.A. and B.S. degrees under this new plan were conferred in 1873, while the first M.A. degree was granted five years later. Since 1884, coeducational classes have been offered on campus; this was among the earliest such programs in the South, and became a fixture following the 1892 merger with Georgetown Female Seminary.

The decade that opened the twentieth century was highlighted by the first Rhodes Scholar from Georgetown College, who received the recognition in 1904. Continuing to and beyond World War I, growth resulted in expansion of the College's physical plant, enhancement of its curricular offerings, and a substantial increase in enrollment and faculty. Kentucky's first forensics society (1921) and

oldest drama group, the Maskrafters (1924), reside at Georgetown College. As much of the country was withdrawing from international involvement, the College established Kentucky's first International Relations Club (1922), which facilitated faculty and student foreign exchange and study.

From 1924 to 1934, Georgetown College produced more graduates who joined the ranks of the nation's scientists than any other college in the Commonwealth. In 1942, Georgetown College formalized an agreement with the Kentucky Baptist Convention giving up rights to a self-perpetuating board of trustees in exchange for annual financial support. Following World War II, unparalleled enrollment growth and improvements in physical facilities were hallmarks of the College's progress. A prime example of this latter commitment was construction of John L. Hill Chapel in the late 1940's, replacing an earlier structure lost to fire. In the mid-1950's, Georgetown students began to receive Fulbright Scholarships for overseas study. A Master of Arts Degree, balancing the liberal arts with professional education, was established in 1957. Continued growth and expansion under the leadership of President Robert L. Mills characterized the 1960s and 1970's, providing the physical resources for a truly residential campus.

The historic purposes of Georgetown College have remained essentially the same throughout its long existence and now into the twenty-first century: to foster the discovery and critical appraisal of knowledge and to promote the understanding and communication of ethical and spiritual values. Among the College's 24,000 alumni are five Rhodes Scholars, 41 college and university presidents, a one-time advisor to the President of the United States, U.S. Congressmen, leading scientists and corporate decision-makers, and a multitude of lawyers, doctors, musicians, artists, educators, and ministers.

In November 2005, Georgetown restructured its covenant partnership with the Kentucky Baptist Convention reestablishing a self-perpetuating board of trustees while maintaining our historic Baptist heritage.

Presidents and their years of service include:

***William Staughton***

•1829

***Joel Smith Bacon***

•1830-1832

***Benjamin Franklin Farnsworth***

•1836-1837

***Rockwood Giddings***

•1838-1839

***Howard Malcom***

•1840-1849

***Joseph Judson Taylor***

•1903-1907

***Arthur Yager***

•1908-1913

***Maldon Browning Adams***

•1913-1930

***Henry Eugene Watters***

•1931-1934

***Henry Noble Sherwood***

•1934-1942

***James L. Reynolds***

•1849-1851

***Duncan Robertson Campbell***

•1852-1865

***Nathaniel Macon Crawford***

•1865-1871

***Basil Manly, Jr.***

•1871-1879

***Richard Moberly Dudley***

•1879-1893

***Augustus Cleveland Davidson***

•1893-1898

***Baron DeKalb Gray***

•1901-1903

***Samuel Smythe Hill***

•1942-1954

***H. Leo Eddleman***

•1954-1959

***Robert L. Mills***

•1959-1978

***Ben M. Elrod***

•1978-1983

***W. Morgan Patterson***

•1984-1991

***William H. Crouch, Jr.***

•1991-2013

***M. Dwaine Greene***

•2013 - Present

## **GEORGETOWN COLLEGE TODAY**

Today, Georgetown College is home to more than 1,000 students representing thirty states and eight foreign countries. The College is nationally recognized for its superb faculty, challenging curriculum, rich traditions, and high ideals. Recent and growing recognition among a variety of national listings and foundations attest to the enhanced perception of Georgetown College from a number of sectors. The College is identified by the Carnegie Foundation for the Advancement of Teaching as a Baccalaureate-Liberal Arts institution. With a student-faculty ratio of 11:1, the College is dedicated to academic excellence within a Christian environment. Students at Georgetown are provided with opportunities for intellectual, spiritual, cultural, social, emotional, and physical growth. Within the framework of the Christian faith, the Georgetown academic experience is complemented by meaningful student life activities and a variety of cultural events.

The city of Georgetown, sister city to Tahara-Cho, Japan and a historic community of over 29,000, is one of the fastest growing cities in the Commonwealth. Anchored by The Kentucky Horse Park and Toyota Motor Manufacturing Kentucky, Inc., both within five miles of the campus, a variety of area attractions and resources are readily available. Within the Greater Lexington Metropolitan Area, the College is easily accessible by air (at the Lexington, Louisville, or Greater Cincinnati airports) or ground (Interstates 64 and 75) transportation, and is convenient to many major cities in the East, Midwest, and South.

## THE SCENIC CAMPUS

Georgetown College is situated on 104 gently rolling acres of beautiful Kentucky Bluegrass, punctuated by an Arboretum and 23 varieties of trees which dramatically highlight the seasons. The campus has three antebellum buildings: **Giddings Hall** (administrative, development, and public relations offices), **Pawling Hall** (faculty offices and classrooms), and **Highbaugh Hall** (registrar and business offices). Twelve additional buildings house various academic, administrative, and student activities and organizations.

The **Asher Science Center** houses offices and classrooms, laboratories, a computer lab, seminar rooms, a planetarium, and a green house. The **Anne Wright Wilson Fine Arts Building** houses offices and classrooms, studios, computer graphic facilities, portions of the College's art collection, and a gallery. The **Anna Ashcraft Ensor Learning Resource Center** contains print and non-print materials, media collections, the Writing Center, a computer lab, a gourmet coffee shop, and an art gallery. The **George H. W. Bush Center for Fitness** includes a gymnasium, weight and game rooms and the Athletic Hall of Fame. The **Cralle Student Center** contains the offices for Student Life and the Student Government Association, dining services, the campus grille, bookstore, Porter Leadership Center, and radio station. **Davis-Reid Alumni Gymnasium** seats 1,500 for athletic events and contains areas for intramurals, fitness, and racquetball. The College's primary chapel/auditorium, Campus Ministry office, student publications, classrooms, and offices are located in **John L. Hill Chapel**. **Nunnelley Music Building**, the **Lab Theatre**, **Cooke Memorial** complement the College's academic physical plant. The **McCandless House** contains the office for International Studies, International Student Services, Spanish Immersion, global Scholars and Oxford Programs. Two residence halls, **Anderson** and **Knight**, are located just north of the academic commons, while the south campus area is the setting for 13 small residence halls, accommodating between 28 and 86 students each. **Rucker Village** and **Hambrick Village**, two communities of newly constructed townhouse style residence halls on main campus. On the East Campus, the College has four apartment-style residential buildings housing up to 32 students each, a **Leadership and Conference Center** and attractive athletic facilities.

## ACCREDITATION AND AFFILIATIONS

Georgetown College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgetown College.

Georgetown College is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board for initial and advanced level educator preparation programs. Its affiliations include the American Council of Education, American Association of Colleges for Teacher Education, Association of American Colleges and

Universities, Association of Independent Kentucky Colleges and Universities, National Association of Independent Colleges and Universities, Kentucky Independent College Foundation, the Network of Church-Related Colleges and Universities, and the Association of Southern Baptist Colleges and Schools. Additionally, faculty and staff are affiliated with a number of regional, national and international professional organizations.

In compliance with federal law, including provisions of Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Georgetown College does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, age, disability, or veteran/ reserve/National Guard status. Inquiries regarding compliance with these laws should be directed to the Office of the Provost.



# Admission to the College

**G**eorgetown College seeks students who will welcome a rigorous academic program and appreciate the additional life-balancing aspects of our Christian emphasis and comprehensive program of extra-curricular and leadership opportunities. Students are considered individually on the basis of their high school records, standardized test scores, and school and community achievements. Letters of recommendation or other supporting material will also be considered by the Admission Committee if present in the student's file. Georgetown's Admission staff is composed of counselors who have a desire to be of service to students and their families as they consider educational options and opportunities available to them. Georgetown College is committed to making its facilities, programs, and activities, when viewed in their entirety, readily accessible to qualified students with disabilities. The College provides reasonable accommodations for the disabilities of its qualified students. Such accommodations will be provided to qualified students as long as accommodations do not cause undue hardship for the college. Specific questions regarding access should be addressed to the Director of Student Wellness Center.

## ADMISSION

Michelle Lynch	Vice President for Enrollment Management
Tiffany Hornberger	Director of Financial Planning
Les Sidebottom	Associate Director of Enrollment Management
Jeremiah Tudor	Senior Associate Director of Admission
Jessee Sandlin	Associate Director of Admission and Graduate Recruiter
Josh Franklin	Senior Admission Counselor
Phil Smith	Senior Admission Counselor
Lauren Williams	Senior Admission Counselor
Alex LeBlanc	Admission Counselor and Equine Scholars Recruiter
Lindsay Atkinson	Admission Counselor
Madison Osborne	Admission Counselor
Diana Hall	Applications Coordinator
Tessa Jones	Administrative Visit Coordinator Assistant

### Campus Visits

A campus visit, although not required, is strongly recommended. The Office of Admission is located at 432 East Main Street near the main entrance to the campus, and offers daily visit opportunities at 10:30, 11:30 and 1:30. A visit can be scheduled online at [www.georgetowncollege.edu/visit](http://www.georgetowncollege.edu/visit). Feel free to call 502-863-8009 or toll-free at 800-788-9985 or via email ([admissions@georgetowncollege.edu](mailto:admissions@georgetowncollege.edu)) with any questions you may have.

### The Application Process

An application for admission can be completed online at <http://gogc.me/apply>. If a paper copy is needed one can be requested from the Office of Admission. Students should apply by the Priority Deadline of January 15 of their senior year to maximize all scholarship and grant opportunities. Students must submit a completed application, a \$30 non-refundable application fee (Fee is waived for applications completed online), an official transcript of course work and grades from high school, and an official American College Test (ACT) College Report or the Scholastic Aptitude Test (SAT I). ACT and SAT I test scores reported on an official high school transcript are deemed official. All transcripts must be official copies sent directly from a high school or college to the Office of Admission. Students not designating Georgetown College as a score recipient when registering for the ACT or SAT I and scores are not present on their official transcript, should request scores be sent from ACT or College Board.

ACT <http://www.actstudent.org/scores/send/>

SAT <http://sat.collegeboard.org/scores/send-sat-scores>

(ACT code 1514, SAT I code 1249).

The College does not require the writing portion of the ACT or SAT I exam. Additional materials (essays, recommendations, etc.) may be requested.

Applications are considered as soon as all of the above items are received. The Admission Committee is composed of selected faculty and an administrator who review applicant folders on a weekly basis. Applicants usually receive word of the Admission Committee's decision within approximately two to three weeks after all required items have been received. Students accepted for admission will receive an official offer of admission from the Vice President of Enrollment Management,

along with an Acceptance Agreement. Admitted students should complete and return the Acceptance Agreement along with a \$200 non-refundable enrollment deposit by May 1. The deposit will be credited toward the first semester's bill.

After submitting the enrollment deposit, students are emailed information on residence halls, roommate options and steps on how to fill out the housing application. Generally, only the number of students who can be accommodated in campus housing will be admitted for a given year. However, you should submit the housing application at your earliest convenience and, in any case, prior to May 1. Students with no housing application on file or who have not posted the enrollment deposit by May 1 become subject to removal from the incoming class if housing is unavailable.

Medical forms can be found at the following link <http://www.georgetowncollege.edu/studentwellness/forms/>. Please complete these forms and mail them to Attn: Student Wellness Center, 400 East College St., Georgetown, KY 40324. We encourage all enrolling students to complete this information so the staff at the Student Wellness Center can best serve you. All routine immunizations are highly recommended although not required. A comprehensive list of these immunizations can also be found on the student wellness center website.

Students who have submitted the enrollment deposit will also receive class registration information beginning in March from the Office of Admission. Students are asked to submit a preliminary schedule of classes and then attend a Tiger Orientation 101 (June/July) before the fall semester begins to finalize their class schedule. Dates and information regarding the Tiger Orientation 101 will be sent from the Office of Admission.

### **Admission Criteria**

The following admission requirements and/or criteria constitute essential factors in evaluation of applications. All students applying to Georgetown College are evaluated on these criteria:

1. Graduation from high school (or completion of GED). Applicants are expected to have 20 units of credit and completed the following: 4 units in English, 3 units in science, 3 units in mathematics (including Algebra I and Algebra II), 2 units in social studies, and 2 units in foreign language. All final transcripts (high school or college) must be received prior to attendance.
2. Applicants should rank in the upper half of their high school graduating classes and should have an overall average of B or better in college preparatory subjects.
3. Submission of ACT or SAT I scores. Applicants should submit scores at or above national averages.
4. Each admission decision is based on the evaluation of the applicant's candidacy as a whole, rather than statistical criteria alone. Non-academic activities considered include exceptional leadership potential, significant extra-curricular experiences, or unusual ability to contribute to the College community.

### **Academic Success Program (ACE)**

1. The Academic Success Program is designed for students who require additional academic support for their success at Georgetown College. This program is transitional, not remedial. Students cannot apply for this program. This status is determined by the College Admission Committee. Students admitted to the Academic Success Program shall not exceed 10 percent of the entering class. Students admitted under this program:
2. Are limited to a maximum of 15 semester hours in their first semester.
3. Are required to register for GSC 101 (Freshman Seminar) in their first semester (excluding transfer students).
4. Are required to complete 12 hours with a 2.0 minimum GPA in their first semester to successfully complete the program.
5. Are required to meet regularly with the staff in the Office of Academic Success and develop an individual academic success plan.

### **Home-schooled Students**

Georgetown College welcomes applications from home-schooled students. Submission of ACT (or SAT I) scores, a transcript documenting performance in secondary-level coursework, and other pertinent curriculum information is required. Additional materials may be requested.

### **Transfer Students**

Georgetown College welcomes transfer students who are in good standing at their most recent school. Official transcripts of all course work from all institutions attended and grades should be forwarded to the Office of Admission. In addition to college transcript(s), official high school transcripts are required with a completed Application for Admission for students with less than one full academic year of college coursework. ACT or SAT I scores usually are not required for transfer students in good academic standing, though scores may be provided by the applicant if available and may be requested of the candidate as determined by the Admission Committee. If a transcript is submitted during a term of attendance at another college/university, the final transcript for that semester (and all previous work) must be submitted prior to attendance at Georgetown. When final transcripts are received, this additional academic information will be reviewed. If the new information is deemed substantially different from the preliminary academic information, a revision to the admission decision can be made.

If, because of unusual circumstances, a student on probation at another institution is accepted for admission to Georgetown, the student will be admitted on probation and subject to all the requirements and restrictions of that status, including ineligibility for financial aid (see section headed Academic Policies and Regulations). Please see also the information under the heading, "Transferable Credit" in the section of this catalog titled Academic Policies and Regulations.

### **Former, Special and Transient Students**

All students seeking re-admission (either after an absence of one or more terms or after having withdrawn during the semester immediately prior) should submit the "Special Application" ([www.georgetowncollege.edu/admissions/apply](http://www.georgetowncollege.edu/admissions/apply)) to

the Office of Admission (no application fee is required of returning students). Most former students will be reviewed by the Admission Committee, though in special circumstances former students may be reviewed by the Academic Policy Committee. (See also the section titled Academic Policies and Regulations.) Former students who have attended other institutions since leaving Georgetown must submit a new application for undergraduate admission ([gogc.me/apply](http://gogc.me/apply)) as a transfer student. Official transcripts from any such institutions must also be submitted to the Office of Admission.

Prior to being considered for re-admission the student must be cleared for consideration by the following offices:

- Academic Programs/Registrar (academic probation and/or suspension, if any, processes have been followed);
- Business Office (all student accounts must be current);
- Student Life (social suspensions or other disciplinary action, if any, have been enforced and completed);
- Student Financial Planning (there are no loan defaults and satisfactory academic progress is reasonably attainable);
- Office of Academic Enhancement (any re-admission requirements given upon withdrawal from school during the exit interview have been fulfilled).

### **International/Undergraduate Students**

Georgetown College welcomes students from other countries both as part of its formal exchange program and on an individual basis. ACT or SAT I scores are not necessarily required of international students, but one or more letters of recommendation, a score report from the Test of English as a Foreign Language (TOEFL), all secondary school transcripts and documentation of the student's financial support are required. Georgetown's minimum acceptable score on the TOEFL is 520 (equivalent to a 190 on the computerized TOEFL and 68 TOEFL). All international students must submit a \$1,000 deposit prior to the issuance of the I-20. If the student is unable to obtain a visa by the beginning of the school year in which the I-20 was issued, the \$1,000 deposit will be refunded. Students must supply the school with a letter confirming the denial of the visa, in order to obtain the full \$1,000 refund. The letter must be supplied to the school by the end of the first week of school. However, in the case that the student decides to attend another institution, they must notify the college in writing by July 15 (November 15 for spring), in order to receive a refund of \$800. After that time the deposit is forfeited by the student. Health insurance is mandatory for all international students and is the financial responsibility of the student. Please contact the Director of International Programs for further details.

### **Change of Address**

When students make application to Georgetown College, they must give a permanent address to which the College sends correspondence. It is the responsibility of students to notify the College of a change of address. Updates can be made to the Office of Admission at [admissions@georgetowncollege.edu](mailto:admissions@georgetowncollege.edu).

## The Academic Program

Near this site over 200 years ago, the aim of Elijah Craig’s Royal Springs Academy centered on preparation for life in the world of that day, stressing science, Greek, and Latin. In 1841, the College’s fifth president, Howard Malcom, introduced a curriculum designed to develop “capacious views, solid judgment, self-command, right aims, conciliatory manners, genuine benevolence, and pure morality.” Today, the academic program of Georgetown College builds on those traditions and provides a preparation for life in the twenty-first century. It serves as the foundation for intellectual growth, personal development, and life-long learning. The academic resources, special learning opportunities, and curricular offerings of the College are the primary means through which academic experiences are structured. Each student is encouraged to take advantage of the many opportunities provided by the College in pursuit of individual goals and objectives, recognizing that the benefits derived are greatly dependent upon the energies invested.

## Contacts

Dr. Rosemary Allen	Provost/Dean of the College
Shannon Cribbs	Director of Institutional Effectiveness and Civic Engagement
Winnie Bratcher	Registrar
Susan Martin	Director of Library Services
Jesse Hines	Director for Academic Success
JoAnna Fryman	Administrative Assistant

## ACADEMIC RESOURCES

### Faculty

Georgetown College is an institution stressing the primacy of teaching and learning with its principal academic resource being the faculty. The College seeks to attract and retain outstanding Christian scholars. Georgetown faculty have achieved regional and national recognition for their involvement in and contribution to their respective disciplines. Recent examples of such recognition include Fulbright awards, national and state professional organization teaching honors, leadership positions in professional societies, grants from the National Endowment for the Humanities and the United States Department of Education, and numerous publications. Over ninety percent of the full-time faculty hold the terminal degree in their field. Faculty are actively engaged in a variety of scholarly pursuits that have favorable direct impact on their classroom instruction. Also, many faculty have incorporated the latest technology in order to enhance the course experience.

### The Advising Program

Selected faculty serve as advisors to first-year students, with assignments made prior to enrollment. Students are encouraged to select an advisor in their major field during their second year. This advising relationship continues throughout the student's enrollment, emphasizing curriculum planning and progress toward individual goals. Though the advisor may change due to the needs of the student or department, the College takes pride in the efforts of faculty in providing guidance to students. A high percentage of graduates continue their education in graduate or professional schools.

### Anna Ashcraft Ensor Learning Resource Center

The Anna Ashcraft Ensor Learning Resource Center (LRC) contains 186,103 print volumes, 189,600 microform units, and 10,261 audiovisual titles and receives 42,051 periodical titles in paper and electronic formats. The LRC, which is open 100 hours each week during the academic year, provides programs and resources for student research and study. A reference librarian is available for consultation during most operating hours. An anonymous online chat research service is also available.

Library collections are searchable through our online catalog. Students may also search online bibliographic databases containing millions of citations and full-text journal articles for each field of study in the College curriculum. Patrons may also search online the 113,331 full-text academic press eBooks through netLibrary. The OCLC network provides access to over 150 million monograph and periodical titles worldwide, with information for borrowing books and journal

articles from other libraries. These databases are available anywhere on campus, and most are also available off campus.

The LRC is an impressive 55,000-square-foot building that contains over 300 seats at tables, individual study carrels, small group study rooms, and casual furniture. In addition to the library collections, the LRC houses the College Archives, a gourmet coffee shop, several classrooms, and a replica of the Yale Law Library study room, with a 14-foot high fireplace. There are over 100 computer workstations providing internet access, word processing, and other computer applications.

The LRC was the first building on campus to offer wireless computer capabilities. From medieval manuscripts to a wireless environment, the LRC is truly the academic heart of the campus.

### **Academic Computing**

The College is committed to sustaining a technological environment that will serve as a model for information technology systems in liberal arts colleges. Information technology services are provided through state-of-the-art networks for voice, video, and data to every residence hall room, classroom, and office on campus. Academic computing services on campus are anchored by approximately 50 servers supporting student access to standard e-mail, word processing, spreadsheet, database applications, and the internet from residence hall rooms or any of the academic computing labs on campus. Students may register for classes online and use their college ID card for a variety of services on and off campus.

Informational Technology Services (ITS) has implemented a Secure Computing Policy that requires all student computers connected to the campus network to be running an up-to-date version of the College-provided anti-virus and anti-spyware software. Georgetown College provides free anti-virus software to all students. ITS also offers an optional Computer Maintenance Agreement for limited hardware and software support. For a fee each semester, ITS will provide workbench support for problems with student-owned computers that cannot be corrected over the telephone.

The Anna Ashcraft Ensor Learning Resource Center (LRC) contains 100 publicly accessible computers and peripheral equipment such as printers and scanners. Additionally, there are two computer classrooms in the lower floor of the LRC with 25 computers each. Asher Science Center and Anderson Hall also have computer labs. All classrooms on campus have access to voice, video, and data services. Most classrooms are equipped with data projectors and computers. The Art Department and Music Department have highly specialized digital computing labs specific to their curricula.

Georgetown College is a Microsoft Campus Agreement participant. This program enables the college, faculty, and students to have access to the latest versions of Microsoft's most popular applications.



The ethics policy and recommended computer configurations are available on the internet, in the online Student Handbook, or by contacting ITS.

## **ADDITIONAL RESOURCES**

### **Academic Tutoring Services Program**

Academic Tutoring Services are administered by the Office of Academic SUCCESS and peer tutors are provided free of charge to students requesting assistance with their classes. Tutoring sessions may be one-on-one or in small groups.

### **Writing Center**

Located in the Anna Ashcraft Ensor Learning Resource Center (LRC), the Writing Center serves students with writing needs related to any course at the College. Students may establish a regular schedule of visits or drop in as the need arises. Services such as tutorials, writing exercises, and assistance with outlines, bibliographies, paraphrasing, and documentation are provided; computers for word processing and both print and electronic materials are available.

## **SPECIAL LEARNING OPPORTUNITIES**

### **Honors Program**

The Georgetown College Academic Honors Program strives to encourage the intellectual growth of the College community by giving highly motivated students at all levels the opportunity to pursue challenging and stimulating academic experiences.

Students wishing to enter the Honors Program must submit an application to the Honors Program Committee and be accepted. Students generally enter as freshmen, but they may apply as late as the second semester of their sophomore year.

The Honors Program has three components:

- 15 hours (five three-credit classes) of Honors, Honors Increment, or Honors Contract courses
- an Honors Seminar
- an Honors Thesis

Completion of any component will be noted on the students transcript upon graduation. Honors courses may also count toward major, minor, or Foundations and Core requirements, depending on the courses selected. In some circumstances the Honors Seminar may also count. Up to eight hours of Honors credit may be earned through tutorial classes at Regent's Park College, Oxford.

Students must maintain a 3.3 GPA to stay in the Honors Program; if a student goes two consecutive semesters without making progress toward an Honors Degree, the student may be dropped from the program. In fulfilling its mission, the Georgetown College Academic Honors Program strives to help motivated students reach their fullest academic potential by challenging them throughout

their college careers, promoting a high level of intellectual discourse, helping them broaden their cultural experience, and fostering academic research.

### **Inmersión en Español**

The Inmersión en Español Georgetown College Program (IEGC) allows highly motivated students of Spanish to develop and improve their language skills outside the traditional Spanish courses. The program will provide a natural continuation for students who have participated in immersion programs in K-12 and/or completed upper level Spanish courses in high school. The program is not limited to Spanish majors and minors but is open to participants from all academic disciplines.

- Native speakers of Spanish can show their full potential in college level courses and further linguistic competency in multiple disciplines.
- Heritage Speakers of Spanish can maintain and improve their language skills while taking a wide variety of courses.
- Native speakers of English will be able to broaden their knowledge of Spanish in fields outside of the traditional language program.

A student that has a minimum of Intermediate-High level Spanish fluency and the drive to improve on those skills through the study of various disciplines can apply for entrance to the program.

To receive IEGC recognition, students must:

- Complete a minimum of 15 credit hours in IEGC courses.
- Complete a Capstone Project.
- Achieve a minimum 3.3 GPA by the time of graduation.

### **Center for Civic Engagement**

Georgetown College's Center for Civic Engagement partners with faculty and community partners to inspire our students to become effective agents of change in their chosen professions and communities. Through strong ties between academic learning goals and service, structured critical reflection, and engagement with the community through collaborative partnerships, the center heightens the college's environment for spiritual, intellectual, and social growth.

Georgetown College's Center for Civic Engagement represents the college's commitment to enhancing student identity (spirit), learning (mind) and engagement (action). The center supports and provides resources to the college and surrounding community to foster the connection between service and academic learning goals. The key to these experiences is the partnership between the college and our community partners. Civic engagement enhances students' understanding of social issues and concerns, and fosters leadership, citizenship, organizing, and critical thinking, thereby serving the college's mission of preparing students to engage in their life's pursuits with thoughtfulness and skill.

Civic Engagement experiences offered through the center include service-learning classes; credit-bearing educational experiences where service is an integral part of a course and involves an intentional connection between service and academic

learning goals, and community-based experiential learning; a faculty or staff-led learning opportunity to actively engage with the surrounding community not connected to a course.

### **International Programs**

Georgetown College recognizes the tremendous value of knowledge and experience gained from studying outside the United States and provides support for a variety of opportunities abroad. Students at Georgetown may study with faculty through mini-term courses abroad or may pursue longer-term international experiences within a variety of settings; further information on the following programs, available scholarships, and other opportunities may be obtained from the Office of International Programs.

***Georgetown College–Regent’s Park College in the University of Oxford.*** This program provides students from Georgetown several options: (1) up to one year of study in Regent’s Park College, Oxford; (2) a six-year ministerial education leading to a B.A. from Georgetown and a B.Th. from Regent’s Park College, Oxford; (3) a six-year ministerial education leading to a B.A. from Georgetown and an M.Th. (Applied Theology) from Regent’s Park College, Oxford.

***Georgetown College–Hong Kong Baptist University.*** The College has reserved two spaces in a residence building for Georgetown College students interested in studying one or two semesters in Hong Kong. HKBU offers a wide range of courses in a lively, diverse, urban environment.

***Georgetown College–Colegio Bautista de Temuco, Chile.*** Students desiring exposure to Chilean cultural heritage, teaching English abroad, or earning credit in Spanish may do so in cooperation with one of the leading Baptist Academies in Chile.

***Georgetown College–Cemenahuac Educational Community Program.*** Students wishing to study Latin American culture and Spanish at beginning or more advanced levels may do so for variable lengths of time (from one week to a semester), while also living with a Mexican family, at Cemenahuac, in Cuernavaca, fifty miles south of Mexico City.

***Cooperative Center for Study Abroad (CCSA).*** The College’s membership with CCSA allows it to offer short-term programs in English-speaking countries including Australia, Barbados, Belize, Canada, England, Ghana, Hong Kong, India, Ireland, Jamaica, New Zealand, and Scotland.

***College Consortium for International Studies (CCIS).*** CCIS is one of several consortia to which Georgetown College belongs. It is composed of two- and four-year colleges and universities, small and large, public and private. It specializes in semester-long programs, but it has summer programs as well. CCIS programs provide excellent opportunities to be completely immersed in another culture. Program destinations include: Argentina, Australia, Austria, Belize, Bulgaria, Canada, Chile, China, Costa Rica, Czech Republic, Ecuador, England, France,

Germany, Greece, India, Ireland, Italy, Japan, Mexico, Morocco, New Zealand, Portugal, Russia, Scotland, Spain, and Switzerland.

***Kentucky Institute for International Studies (KIIS).*** Georgetown College participates in this consortium with others in the Commonwealth. Opportunities for study abroad currently include Austria, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany, Greece, Italy, Japan, Mexico, Morocco, Poland, Spain, Turkey, and other countries.

***Central College Abroad.*** Georgetown College maintains an affiliation with Central College (Iowa) which administers study programs in Austria, China, France, Mexico, the Netherlands, Spain, the United Kingdom, and other countries.

***Consortium for Global Education (CGE).*** Georgetown participates in CGE, which is a consortium of private Baptist Colleges and Universities united by a commitment to international education, service, and sharing. CGE encourages geographic diversity in its outreach and includes programs in China, Indonesia, Japan, Jordan, Korea, Malaysia, Taiwan, Tibet, Thailand, and Vietnam as well as Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Latvia, Uzbekistan, and Ukraine.

In addition to these programs, highly motivated students are able to pursue any number of study or service learning opportunities abroad. Students interested in pursuing more individualized projects abroad should begin planning well in advance, in close consultation with the office of International Programs.

### **Area Majors and Minors**

When a student's educational objectives can best be met outside of existing departmental programs, an area major or minor may be proposed. Area majors and minors are intended to bridge gaps between disciplines and can only be approved in those areas in which the College has a full-time faculty member with a terminal degree. Initiated by the student after consultation with the advisor (using the Area Major or Minor Declaration Form), a program of study is proposed to the chairs of the departments in which coursework will be pursued. Final approval rests with the Academic Policy Committee. A student must have attained a cumulative grade point average of at least 2.8 and must complete the approval process by the beginning of the second term of the junior year. Guidelines for the area major include the following: (1) statement of rationale for proposed curriculum; (2) program of study of 50-60 semester hours; (3) two or more disciplines represented; (4) a concentration of at least 24 hours in one discipline; and (5) a minimum of 50 percent of the proposed coursework at or above the 300-level. (No minor is required.) A form for this purpose is supplied by the Registrar's Office and, after approval by the Academic Policy Committee, is filed in the Registrar's Office. Guidelines for the area minor include the following: (1) statement of rationale for proposed curriculum; (2) program of study of 21-27 hours; (3) usually two disciplines represented; (4) a concentration of at least 12 hours in one discipline; and (5) a minimum of at least six hours at or above the 300-level. An interdisciplinary or area minor must include at least 15 hours that the student does not count towards the major or another minor (exclusive of allied requirements) and at least 12 hours outside the major field.

## **Pre-Professional/Dual Degree Curricula**

The College offers the liberal arts foundation for careers in law, medicine, dentistry, ministry, pharmacy, physical therapy, and other professions. In addition, Georgetown College has dual degree programs with the University of Kentucky in Engineering Arts and Nursing Arts. The College also has several joint degree programs: B. A. and Master of Theology with Regent's Park, Oxford; B. A. and Master of Public Administration with the Martin School of Public Policy and Administration, University of Kentucky; and B. A. and Master of Arts in Diplomacy and International Commerce with the Patterson School of Diplomacy and International Commerce, University of Kentucky. Interested students should refer to the Curricular Offerings section of this catalog and the appropriate program coordinator for more information.

## **Independent Study/Course by Arrangement**

Most departments have a course numbered 440 designating independent study. These courses allow for specialized study under the guidance of faculty members and are designed to individualize the academic program through significant learning experiences. Research or exploration of topics not currently addressed in catalog courses provides the basis for such study. Students should consult with their advisor for further information about these opportunities. Students intending to register for an independent study or course by arrangement must complete two forms. To register for an independent study or course by arrangement an Approval Form found in the Registrar's Office must be signed by the faculty member agreeing to supervise the study. This form is returned to the Registrar's Office. The second form is available online at <http://spider.georgetowncollege.edu/AcadPgms/studyform.doc>. The form must be returned to the Provost's Office before the course can be confirmed, and (except under extenuating circumstances) no later than the first day of classes. Students may earn 1 to 15 credit hours of independent study toward graduation.

## **Mini-Terms**

Though the College operates on the semester calendar, mini-term courses may be offered between the fall and spring semesters, after the spring semester, during fall and spring breaks, and during the summer. Such courses are typically intensive, experiential, and innovative. They often involve travel; study trips to Russia, Israel, Germany, Spain, England, and Mexico, as well as New York City and Washington, D.C., have been recent features. These courses are generally not a part of the listings in this catalog.

## **Experiential Learning Opportunities**

**Internships.** Internship experiences provide valuable opportunities to integrate classroom learning with on-site application. Since the nature of these experiences is best defined in light of individual student interests, needs, and professional goals, the departments have established specific guidelines for such experiences. Credit may not be applied to past experiences or for anticipated future experiences. Students should verify their eligibility to pursue an internship with their advisor in the semester prior to registering for the experience. Students intending to register for an internship must complete forms found on the internship website: <http://www.georgetowncollege.edu/career/students/internships>. The process for academic internships is outlined on the website. The forms must be returned to

the Associate Director of the Graves Center for Calling and Career before the student can register for the course and (except under extenuating circumstances) no later than the first day of classes. To register the internship course, a student must have the supervising faculty sign off on the registration approval form to be picked up in the Registrar's Office. Students may earn 1 to 9 credit hours of internship toward graduation. If registering for Summer Sessions, there is a fee per credit hour.

***Cooperative experiences.*** On occasion, opportunities to engage in significant practical experiences become available which necessitate a planned break in enrollment. Along with one's advisor and department chair, each student should plan these in the semester prior to the actual cooperative experience in order to assure timely attention to matters related to campus housing, financial aid, etc.

***Student teaching.*** For a number of years, Georgetown College has been recognized for its programs in teacher education. Each student, upon completion of a teacher education program, participates in a semester of supervised teaching, applying knowledge and skills acquired in the classroom. Placement in an area school system under the direction of a cooperating teacher, while supervised by a College faculty member, provides a culminating pre-service experience.

## ACADEMIC ORGANIZATION 2014-2015

*Karyn McKenzie, Chair of Faculty*

### Academic Departments

Art Department . . . . .	Juilee Decker, <i>Chair</i>
Biology Department . . . . .	Tracy Livingston, <i>Chair</i>
Business Administration and Economics Department . . . . .	Tom Cooper, <i>Chair</i>
Chemistry Department . . . . .	Todd Hamilton, <i>Chair</i>
Communication and Media Studies Department . . . . .	Susan Dummer, <i>Chair</i>
Education . . . . .	Joy Bowers Campbell, <i>Dean of Education</i> Angela Cox, <i>Associate Dean of Undergraduate Education</i>
English Department . . . . .	Barbara Burch, <i>Chair</i>
History Department. . . . .	Cliff Wargelin, <i>Chair</i>
Kinesiology and Health Studies Department . . . . .	Jean Kiernan, <i>Chair</i>
Library Services . . . . .	Susan Martin, <i>Director</i>
Mathematics/Physics/Computer Science Department . . . . .	Homer White, <i>Chair</i>
Modern and Classical Languages and Cultures Department . . . . .	Laura Hunt, <i>Chair</i>
Music Department. . . . .	Sonny Burnette, <i>Chair</i>
Philosophy Department. . . . .	Roger Ward, <i>Chair</i>
Political Science Department . . . . .	Melissa Scheier, <i>Chair</i>
Psychology Department . . . . .	Karyn McKenzie, <i>Chair</i>
Religion Department. . . . .	Sheila Klopfer, <i>Chair</i>
Sociology Department . . . . .	Eric Carter, <i>Chair</i>
Theatre and Film. . . . .	Ed Smith, <i>Chair</i>

### Academic Divisions

Fine Arts Division. . . . .	Daniel Graham, <i>Chair</i>
Humanities Division . . . . .	Adela Borrallo-Solis, <i>Chair</i>
Natural and Life Science Division . . . . .	Homer White, <i>Chair</i>
Professional Studies Division . . . . .	Christel Broady, <i>Chair</i>
Social Sciences Division. . . . .	Karyn McKenzie, <i>Chair</i>

## **THE FOUNDATIONS AND CORE PROGRAM**

The Foundations and Core curriculum provides the framework in which all Georgetown students will take on the project of their own academic formation. The curriculum is a framework providing students with opportunities to discover what they are called to do and be, to cultivate habits of mind conducive to a life of continued intellectual, physical, and spiritual growth, and to equip themselves with the tools necessary to assess critically and sustain or transform the social worlds of which they are a part.

### **GOALS**

Across the curriculum, both within and across disciplines and at a variety of levels, students will gain:

1. Knowledge of human cultures and the physical world through study in fine arts, humanities, social and behavioral sciences, natural sciences, religious studies, wellness, cultural awareness, and foreign languages.
2. Intellectual and practical skill, including academic inquiry and analysis, critical thinking, creative thinking, written communication, and quantitative literacy.

### **LEARNING OUTCOMES**

Through the completion of the Foundations and Core curriculum, students acquire core knowledge about

- 1.1 fine arts
- 1.2 humanities
- 1.3 social or behavioral sciences
- 1.4 natural sciences
- 1.5 religious studies
- 1.6 wellness
- 1.7 cultural awareness
- 1.8 a foreign language

and demonstrate skill in

- 2.1 academic inquiry and analysis
- 2.2 critical thinking
- 2.3 creative thinking
- 2.4 written communication
- 2.5 quantitative literacy



## COMPONENTS OF THE FOUNDATIONS AND CORE PROGRAM

### THE FOUNDATIONS

#### **Foundations 111, 112**

All entering freshmen will take Foundations 111 and 112 in their first two semesters. The fall semester Foundations 111 course is designed to equip students with foundational skills in academic inquiry, analysis, argument, critical thinking and discussion, and expression of ideas. Students will cultivate these skills while exploring a set of significant works from literature, philosophy, religion, the natural and social sciences, and the fine arts. The course materials will be historically organized and will engage issues within a theme of perennial or pressing concern. The spring semester Foundations 112 course is designed to reinforce the skill development from Foundations 111, but the work will be done in modestly interdisciplinary courses engaging a variety of topics.

#### **Essential Proficiencies**

Students will develop essential proficiencies in writing, mathematics, a world language, and wellness. To develop basic writing and quantitative proficiencies, students will complete the freshman composition and math requirements. Students will also demonstrate an essential proficiency in a world language, enabling them to communicate at an intermediate level in a second language and explore the culture of that language. Finally, students will obtain an essential proficiency in wellness by exploring the relationships between physical activity, nutrition, and health and fitness.

### THE CORE

#### **Areas of Inquiry**

Students will acquire a core of knowledge addressing major questions in the following Areas of Inquiry, including courses at introductory and higher levels.

##### *Fine Arts*

The study of the ways in which visual art, music, and theatre are created and encountered.

##### *Humanities*

The study and analysis of human experience, ideas, and cultures using the methods and traditions of philosophers, historians, and writers.

##### *Social and Behavioral Sciences*

The study and analysis of behavioral, social, political and economic processes and organizations using the standards and practices of scientific inquiry.

##### *Natural Sciences*

The study and analysis of the natural world using modern scientific methodology and laboratory and field experiences.

##### *Religious Studies*

The study and analysis of the Christian Scriptures, cultural and historical religious phenomena, Christian theology, and world religions.

## Flags

Writing Flags will provide opportunities for students to apply basic composition skills to more sophisticated tasks and receive further instruction in the writing process as they take on discipline-specific projects. Students must complete their Essential Proficiency Writing requirements before they can receive credit for a Flagged Writing class. Students may receive writing credit for no more than one Writing Flag in any one semester. Quantitative Flags will allow students to apply their basic quantitative skills by modeling and analyzing problems in a variety of disciplines. These flagged courses will reinforce the foundational writing and quantitative skills in courses throughout the curriculum. The Cultural Awareness Flags are designed to expand students' understanding of different cultural traditions and minority perspectives in courses that include a significant focus on these goals.



# ***The Foundations & Core Program***

## **FOUNDATIONS**

### **THE FOUNDATIONS EXPERIENCE: 6 hours ①**

- FDN 111
- FDN 112 (designated as **F** in the schedule of classes) ②

### **ESSENTIAL PROFICIENCIES: 11-16 hours**

- WRITING (4 or 6 hours) ③
  - ENGLISH 115 OR 111 & 112 OR 125
- QUANTITATIVE (3 hours) ④ ⑦
  - MATH 100 or higher, or CSC 100 (Exception: students who take MAT 203 must also take MAT 204 to complete the requirement.
- WORLD LANGUAGES (3-6 hours) ⑤
  - Demonstrate language proficiency at the intermediate level in one of the following languages: FRE 201, GER 201, GRK 201 or REL 203, JPN 201, LAT 201, SPA 201
- WELLNESS (1 hour) ⑩
  - KHS 100

## **CORE**

### **AREAS OF INQUIRY: 31-35 hours ⑥**

All courses must be from the Areas of Inquiry offerings  
(see note about higher level requirements)

- FINE ARTS: TWO courses (4-6 hours) ⑦ ⑩
  - Courses must be from TWO different departments: ART, MUS, THE
- HUMANITIES: THREE courses (9 hours)
  - Courses must be from each of the following THREE subject areas: History, Philosophy, Western & World Literature
- SOCIAL AND BEHAVIORAL SCIENCES: TWO courses (6 hours)
  - Courses must be from TWO different departments/programs: COMM, ECO, POS, PSY, SOC, WST
- NATURAL SCIENCES: TWO courses (6-8 hours) ⑦
  - Courses must be from TWO different departments/programs, and at least ONE course must have a lab component: BIO, CHE, CSC, ENV, GEL, PHY
- RELIGIOUS STUDIES: TWO courses (6 hours)
  - ONE Biblical Studies course
  - ONE course from one of these four areas: Biblical Studies; Cultural/Historical Studies; Christian Theology; World Religions

### **FLAGGED COURSES: 5 courses ⑧**

- WRITING (designated as **W**): TWO flagged writing intensive courses upon completion of the Essential Proficiency Writing requirement ⑨ ⑩
- APPLIED QUANTITATIVE (designated as **Q**): ONE flagged applied quantitative course in addition to the Essential Proficiency Quantitative course
- CULTURAL AWARENESS (designated as **C**): TWO Flagged Cultural Awareness courses ⑩ Note: Students who spend at least one full semester abroad, in any country, receive one Cultural Awareness flag for doing so.

### ***Special Notes for the Foundations & Core Program***

- ①** Students must enroll in FDN111 in the fall semester of their first year and continuously enroll in the Foundations sequence until successful completion.
- ②** FDN 112 is an interdisciplinary course, and if one of the primary content areas in a particular section is in one of the Areas of Inquiry, that FDN 112 section may also satisfy an Area of Inquiry requirement.
- ③** Students must enroll in ENG 115 or ENG 111 in the fall semester of their first year and continuously enroll in the Writing sequence until successful completion.
- ④** Students must enroll in an Essential Proficiency quantitative course no later than their third semester of full-time enrollment and continuously enroll in a quantitative course until its successful completion.
- ⑤** World Languages: Foundations & Core credit will be given for 102 courses or above. 101 courses will count as graduation hours but not for Foundations & Core credit.
- ⑥** Students must take at least one class numbered 200 or higher in at least three of the Areas of Inquiry. A list of Areas of Inquiry courses can be found online on the Academic Advising Website.
- ⑦** Elementary Education majors must take MAT 203 and MAT 204 (which satisfy the Essential Proficiency Quantitative requirement), and two of the following three courses: ART 313, THE 407, or MUS 315 (which will satisfy the Fine Arts Area of Inquiry requirements). Initial teacher certification by Kentucky requires laboratory experiences for both courses in the Natural Sciences Area of Inquiry; one of the two courses must be Biology.
- ⑧** See course schedule for designated flagged courses. Flagged courses are noted in the title of the courses as W (Writing), Q (Applied Quantitative), and C (Cultural Awareness).
- ⑨** Students must complete their Essential Proficiency Writing requirements before they can receive credit for a Flagged Writing class. Students may receive writing credit for no more than one Writing Flag in any one semester.
- ⑩** Nursing Arts majors (NUR) are required to take ONE Flagged Writing class and ONE three-hour course in the Fine Arts Area of Inquiry. Nursing Arts majors may obtain their Cultural Awareness flags at the University of Kentucky and are exempt from the Wellness Essential Proficiency requirement (KHS 100).

## **CURRICULAR OFFERINGS**

Courses numbered 100-199 are intended primarily for freshman; 200-299 are intended primarily for sophomores; and courses numbered 300 and above for juniors and seniors. Freshmen may enroll in courses numbered 300 and above only with permission of the Provost/Dean of the College. Three letter codes following course categories designate headings on class schedules and other publications. Courses are normally offered only in the semester indicated at the end of each course listing. The College reserves the right to withdraw any course for which there is insufficient enrollment.

Curricula and courses are organized as follows:

### ***DEPARTMENTAL MAJORS AND MINORS***

Accounting; Art; Biology; Business Administration; Chemistry or Chemistry ACS Certified; Communication and Media Studies; Economics; Elementary Education; English or English with Creative Writing emphasis; History; Kinesiology (Athletic Training, Exercise Science, and Health Science); Mathematics; Philosophy; Physics; Political Science; Psychology; Public Health (Minor); Religion; Sociology, Sociology with Social and Criminal Justice emphasis, or Sociology with Sustainable Community Development emphasis; Spanish; Sustainable Community Development (Minor); Theatre and Film.

### ***INTERDISCIPLINARY MAJORS AND MINORS***

American Studies; Asian Studies (Minor); Biochemistry; Child Development (Minor); Christian Leadership (Minor); Classics (Minor); Commerce, Language, and Culture; Environmental Science; European Studies; Medieval and Renaissance Studies (Minor); Musical Theatre (Minor); Security Studies; Sports Administration; Women's Studies (Minor)

### ***DUAL DEGREE PROGRAMS***

Engineering Arts; Nursing Arts

### ***PRE-PROFESSIONAL CURRICULA***

Law; Medicine and Dentistry; Ministry; Pharmacy; Physician Assistant and Veterinary Medicine

### ***RESERVE OFFICER TRAINING PROGRAM (ROTC)***

Air Force ROTC; Army ROTC

### ***OTHER COURSES***

## ACCOUNTING — (ACC)

*Professors Tom Cooper (Chair), Zahi Haddad, and Nancy Lumpkin;  
Associate Professors Scott Takacs, Deborah B. Madden, and Daniel Vazzana;  
Assistant Professors Cathy Buckman  
Adjunct Instructor Glenn Williams*

The BUA department strives to prepare students to take their places in society and to thrive in whatever roles they choose. The successful student who completes the program will:

- be able to analyze problems and formulate appropriate solutions;
- be able to communicate ideas effectively;
- demonstrate knowledge of the basic content of the functional areas of business: accounting, economics, finance, international business, management, and marketing.

The Department is committed to providing a broadly oriented professional education to prepare students for careers in business, government, and not-for-profit organizations. Our major in Accounting contains a large number of required core courses that provide our students the basic skills in the quantitative and qualitative aspects of Business Administration. In addition to this broad introduction to the primary functional areas of business, the accounting courses in the major provide a solid preparation for students who seek careers in accounting or related fields. A student majoring in a departmental program will be required to maintain a minor in an area of interest outside the department. If a student wishes to have more than one departmental major, there must be three courses or nine semester hours in each departmental major that are not counted in any other major.

Many students who major in Accounting are interested in becoming a CPA (Certified Public Accountant). Earning the CPA opens the door to a variety of very attractive careers in public accounting (auditing, tax advice, or consulting), in non-accounting firms (accountant, comptroller, or chief financial officer), and in private practice (tax preparation or business consulting, for example). In order to become a CPA, one must complete at least 150 semester hours of college (or higher level) classes, pass the CPA exam, and obtain one year of work experience that can be verified by a CPA.

The biggest hurdle for college graduates who seek this certification is the CPA exam. In order to sit for the CPA exam in Kentucky, one must earn a college degree, complete at least 27 semester hours of accounting classes, and complete at least 12 semester hours of related business classes. Students who complete the Accounting major at Georgetown College can satisfy all the requirements to take the CPA exam in Kentucky by the time they graduate. To take the exam, one must have a college degree (our B.S. in Accounting qualifies); one must complete at least 12 semester hours of related business classes (our Accounting major requires more than 12 hours in this category); and one must complete at least 27 semester hours of Accounting classes (our major requires 24 Accounting hours, but we

offer a 3-hour Accounting elective annually for students who want to reach 27 and take the CPA exam, so one can graduate with the required number of Accounting hours.)

There are a few options for accumulating the 150 semester hours needed to become officially certified as a CPA. One option is to enroll in a Master's program, usually in Accounting or Business, to earn the additional hours needed. Georgetown College does have an agreement with the University of Kentucky Master's in Accounting program that can help students who pursue this route. The alternative route for amassing 150 hours is to take additional courses beyond the minimum required for graduation. Some take those classes at Georgetown College, while others take them at other institutions. Interested students should consult with an Accounting adviser as soon as possible to obtain some useful guidance on these possibilities.

Please note: Additional tuition charges are waived for students taking greater than 18 hours when:

1. The student is required to take credit hours in excess of what is needed for graduation in order to meet professional certification requirements (ex: CPA exam).
2. The student is a senior.
3. The student meets the standard academic requirements for overload approval.
4. The academic dean approves.

### ***Major***

(B.S. degree) **Sixty-three hours required.** Fifty-one hours in Business Administration and Economics including BUA 210, 211, 300, 310, 311, 318, 326, 330, 335, 336, 348, 353, 413, 415, 450; ECO 221 and 223; plus twelve additional allied hours consisting of MAT 109 and 111; COMM 115; and PHI 325.

For course descriptions, please see **Business Administration**.

## AMERICAN STUDIES — (AMS)

*Professor Todd Coke, Program Coordinator*

American Studies is an interdisciplinary major which approaches the study of American culture from the perspective of a variety of academic disciplines. This approach encourages students to form a broad understanding of the ideas, issues, and events which have shaped our national identity. Students will develop an area of concentration in consultation with the program coordinator.

The American Studies major will demonstrate:

- Knowledge of the key factors shaping American history and culture;
- Understanding of the contribution of American literature to the construction of American culture.
- Awareness of the variety of cultural influences that shape American society, including (but not limited to) such field as art, politics, religion, and philosophy.
- The capacity to produce written and oral analysis of aspects of American identity.

### ***Interdisciplinary Major***

(B.A. Degree) **Fifty-one hours required**, including AMS 250 Introduction to American Studies; HIS 223 and 225, Introduction to American History I and II; HIS 475 Topics in the Social and Intellectual History of the U.S.; English 318 and 320, American Literature I and II; AMS 450 Senior American Studies Seminar. Substitutions for requirements can be made only with the written approval of the Program Coordinator. (No minor is required)

**In addition to the core courses, three of the following courses (from three different departments) are also required:** ART 310 Modern Art History; COMM 306 Media Criticism; MUS 426 Music History Since 1750; PHI 412 American Philosophy; HIS 338 Religion in American History; SOC 309 Sociology of Religion; SOC 113 Modern Social Problems; POS 100 American Government; ECO 221 Principles of Macroeconomics.

**An additional seven courses will be chosen from the following allied departments (in consultation with the program director):** Art, Biology, Business, Communications, Economics, English, History, Music, Philosophy, Political Science, Religion, and Sociology.



## ART — (ART)

*Professor Boris Zakić;  
Associate Professors Juilee Decker (Chair),  
Daniel Graham and Darrell Kincer;  
Adjunct Instructors Leah Castleman and Chris Davis;  
Gallery Director and Curator of Collections: Jeanette Tesmer*

The visual art major is designed to provide students with a broad understanding of the history of art, foundational skills in traditional and digital media, and advanced study in art history and art studio. The major provides an introduction to art history and a variety of media and processes that may be catered to suit particular student interest and career goals. The flexibility of the art major affords students the opportunity to pursue other academic interests, including a departmental major in another academic area.

Students completing the BA in art (with an area of emphasis in art history or art studio) will develop skills in formal and contextual analysis, gain knowledge of art history from prehistoric to the present, and demonstrate technical skills. Students will produce and present a capstone project that is studio or research-based. Students with an emphasis in art studio will finish their program of study with a body of work that is documented through a portfolio of works and supporting documentation. Students with an emphasis in art history will prepare and present a research paper that incorporates art historical or curatorial methodologies and utilizes primary research.

The **art history major** will demonstrate:

- skills in formal and contextual analysis;
- deepened knowledge of art history;
- knowledge and application of the methods of art history; and
- familiarity with foundational skills in 2-d, 3-d, and/or digital media.

These skills enable the art history major to undertake a research project during the final semester of coursework when enrolled in ART 495 therein conducting, writing, presenting, and defending an original research or curatorial project that evidences skill with primary literature and current art historical or curatorial methods. ART 495 Senior Thesis serves as the capstone course for the Art Major. See description on page 47.

The **studio art major** will demonstrate:

- skills in formal and contextual analysis;
- a broad knowledge of art history;
- the ability to relate one's own creative ideas and intentions to the wider contemporary and historical context; and
- technical skills showing knowledge of traditional and digital media thereby enabling the student to execute work with competence and clarity.

These skills enable the studio art major to develop a body of work during the final semester of coursework when enrolled in ART 495, therein creating, exhibiting, and defending a consistent and relevant body of work based on mature concepts and well-developed ideas. ART 495 Senior Thesis serves as the capstone course for the Art Major. See description on page 47.

Students majoring in visual art find career opportunities in a wide variety of professional fields, including teaching in public or private schools; management of cultural programs in city, state, or federal government agencies; museums, galleries and other cultural institutions; advertising and design studios. In addition, graduates start small businesses and begin independent professional practices. Our undergraduate major prepares students for graduate study in fine arts, curatorial, and art history programs. Certification to teach Art (P-12) is also available. Please direct inquiries about P-12 Certification in Art to the Department Chair no later than the end of the freshman year.

### ***Major***

(B.A. degree) **Thirty-six hours required**, including nine hours in art history, nine hours in studio foundations, nine hours in area of specialization, five hours elective, and four hours of senior thesis work. Twelve hours must be taken at the 300-level or above.

Nine hours in art history may be taken from: 210, 212, 310, 370; nine hours in foundations may be taken from: 115, 117, 119, or 121; nine hours in an area of specialization (art history or art studio); five hours elective may be selected from any art courses; and four hours senior thesis are required.

### ***Minor***

**Twenty-one hours required**, including six hours in art history, six hours in studio foundations, six hours in an area of specialization, and three hours elective.

Six hours in art history may be taken from: 210, 212, 310, 370; six hours in foundations may be taken from 115, 117, 119, or 121; six hours in an area of specialization (art history or art studio); and three hours elective (any art offering).

### ***Advising Notes***

ART 170 (Topics in Art) is a course open to all students, regardless of major. The topic emphasized in the course varies and changes every semester. Past topics have included “Rock, Paper, and Scissors “Puppets and Tattoos,” and “Design via Photography.” Please consult the course schedule to see the topic being offered during the corresponding semester. This course is primarily lecture, although some sections of the course engage students in art experiences and studio work as well.

Students who intend to major or minor in art are advised to take at least one art history and one studio course during their freshman year. Of these classes, ART 115 or 117 must be taken as the prerequisite for painting; ART 119 is required before advanced 3-d work; and ART 121 is required for upper level digital

courses. Moreover, all art majors should take both art history survey courses by the close of the sophomore year.

The Art Department offers the following Flagged courses which are part of the Foundations and Core Program: ART 119, 121, 222, and 395 carry the Q flag. ART 310 and ART 395 carry the W flag, ART 170 may carry a flag. See the semester schedule for details and consult the description of the Foundations and Core Program at the beginning of the catalog.

### ***Course Offerings***

Course offerings include art education, art history, curatorial studies, drawing, graphic design, painting, photography, printmaking, and 3-d practices. Cross-listed courses include ART 170 Topics in Art, often taught as part of the Freshman Foundations Program and ART 370/WST 470 Women, Art, Objects, and Histories, (in conjunction with the Women's Studies Program).

**115. Drawing.** (3 hours). This foundation level art course deals with the basics of drawing using both traditional media and innovative techniques. The drawing approaches will range from representational to experimental. This course is suggested as a prerequisite for ART 331 Painting. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**117. Design Basics and Color.** (3 hours) This foundation level art course deals with basic topics of visual structure, the elements of design, materials and design terminology, and color theory. This course is suggested as a prerequisite for ART 331 Painting. Special fee applies, please see Financial Planning and Expenses section. Fall

**119. Introduction to Three Dimensional Design and Ceramics.** (3 hours) This studio course addresses the fundamental concepts of sculpture and other three-dimensional practices. Working with a variety of materials including paper, wire, metal, clay, and installation, students will have the opportunity to examine the formal elements of three-dimensional forms through hands-on experience. In this course students will observe the work of others in the studio environment; explore a broad repertoire of media possibilities; and critically analyze works. This course carries the Quantitative (Q) Flag in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section. Spring

**121. Introduction to Graphic Design.** (3 hours) This course is an introductory study in the aesthetics, creative, and technical aspects of digital imaging and graphic design. Although no one area will be mastered in this course, students will gain a basic proficiency of Adobe's Creative Suite with emphasis in Photoshop, Illustrator, and InDesign. Course assignments will address a wide array of topics, including image manipulation, creation of graphics, overview of typography, and layout design. ART 121 is recommended for all art majors/minors and carries the Quantitative (Q) Flag in the Foundations & Core Program. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**170. Topics in Art.** (1-3 hours) This course provides the opportunity to engage in visual and contextual analysis of art while investigating a topic of interest in the area of art history, art studio, or curatorial studies. The course is open to all students and may be counted toward the art major or minor. Topics include: "Design via Photography," "The Grand Tour," "Artistic Traditions of Asia," and "Rock, Paper, Scissors." This course may carry a Cultural Awareness Flag (C) in the Foundations and Core Program. Consult the semester schedule for this information as well as the topic under study. This course may be repeated. Special fee applies, please see Financial Planning and Expenses. Fall and Spring

**210. Survey of Art History I.** (3 hours) ART 210 introduces the basic concepts of visual and contextual analysis in the form of an historical survey of paintings, sculpture, architecture and other art forms from prehistoric and ancient cultures to circa 1450 CE. Art history explores how and why works of art and visual culture function in context, paying attention to issues such as religious identity, politics, patronage, and gender while reflecting, too, on the ways in which these works are mediated and understood by viewers across time. The course is taught from the Western perspective with some attention paid to content from beyond the Western tradition. Special fee applies, please see Financial Planning and Expenses section. Fall

**212. Survey of Art History II.** (3 hours) ART 212 is the second half of a year-long introductory survey of art history which introduces the basic concepts of visual and stylistic analysis in the form of an historical survey of paintings, sculpture, architecture, and other art forms from 1450 CE to the present day. Like 210, this course emphasizes understanding how and why works of art and visual culture function in context, paying attention to issues such as religious identity, politics, patronage, and gender while reflecting, too, on the ways in which these works are mediated and understood by viewers across time. This course interrogates the role and biography of individual artists more explicitly than ART 210. The course is taught from the Western perspective with some attention paid to content beyond the Western tradition. Special fee applies, please see Financial Planning and Expenses section. Spring

**220. Digital Photography.** (3 hours) This course explores the practice of photography through contemporary digital methods. Students will be instructed in the operation of digital cameras, Adobe Lightroom software, and fine art digital printing. Course foundations will underscore the basics of camera settings, subject and composition, and digital workflow. Students will address a variety of subjects, including topics such as landscapes and portraiture. Students will receive help in refining their knowledge and vision for the photographic medium as well as prepare them for further development of personal photographic work. Special fee applies, please see Financial Planning and Expenses section. Fall

**222. Film Photography.** (3 hours) This course explores the practice of photography through traditional film/analog methods. Students will be instructed in the operation of 35mm and medium format cameras, exposure and processing of b&w film, and printing in the darkroom. Students will also discover how film-based photography can be incorporated into a digital workflow with a variety of

printing options. Course foundations will underscore the basics of manual camera controls, calculating exposure, and the craft of hands-on image making. Students will address a variety of topics designed to broaden their level of experience and personal vision within the medium of photography. (Both 35mm and medium format film cameras are provided.) This course carries the Quantitative (Q) Flag in the Foundations & Core Program. Special fee applies, please see Financial Planning and Expenses section. Spring

**300. Printmaking.** (3 hours) This course introduces students to basic methods of traditional printmaking. Each student will complete individual assignments utilizing multiple printmaking media including monoprint, paper lithography, and silkscreen. Demonstrative instruction will be given in woodcut, etching, engraving, and multiple transfer techniques. Students will learn how to identify various types of papers and will become familiar with a number of fundamental print concepts such as editioning, registration, group problem solving, and collaboration. Students will also receive the fundamental processes found in bookmaking. No prerequisite, although ART 121 is recommended. Special fee applies, please see Financial Planning and Expenses section. Spring

**310. Modern Art History.** (3 hours) This course surveys developments in nineteenth and twentieth-century art and architecture, beginning with the Crystal Palace Exhibition of 1851 and concluding around 1970, with the advent of color-field painting and minimalism. Particular emphasis is placed on theoretical and critical issues in addition to the historical, intellectual, and socioeconomic changes that are reflected or addressed in the works of artists and architects. This course carries a W flag in the Foundations and Core Program. Prerequisite: ART 210 or 212 or permission of instructor. Special fee applies, please see Financial Planning and Expenses section. Fall

**313. Art Education.** (2 or 3 hours) This course is designed to address the needs of education majors while providing opportunities to develop skills in pedagogy, leadership and advocacy, and personal inquiry in visual arts. In this course, students will: understand the elements of art and principles of design and will be able to critique a work of art according to universally recognized criteria; create original works of art using a variety of media and styles; and write and present original lesson plans incorporating visual arts and Kentucky's core content. No prerequisite, however enrollment in the Teacher Education Program and/or declaration of art major/minor is recommended. This course offers students a Service Learning opportunity. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**319. 3-D Practices.** (3 hours) This course is an exploration of materials and techniques leading toward conceptual advancement and an investigation of personal aesthetics. The assignments in each course will range from exercises to fully developed works based in conceptual research. 3-D Practices are offered in four major fields of sculptural pursuits: Furniture making (focusing on, but not limited to, wood as a material and furniture as a medium); Metal works (a survey of fabrication practices including, but not limited to, welding, casting, and blacksmithing); Ceramics (a course that investigates clay as a medium and a

conceptual context, including wheel throwing); and Performance and Installation (using the medium of the body, working with spatial relationships, and creating installation works). This course is repeatable. Prerequisite: ART 119 or permission of instructor. Special fee applies, please see Financial Planning and Expenses.

Fall and Spring

**321. Intermediate Graphic Design.** (3 hours) This course serves as an in-depth study of problem-solving and conceptual development through digital image manipulation, integration of type and graphics, and overall layout design. Primarily utilizing Adobe Photoshop and Illustrator, course assignments address a variety of complex design problems that encourage both technical and conceptual graphic design solutions. Prerequisite: ART 121. Special fee applies, please see Financial Planning and Expenses section.

Fall

**323. Web Design.** (3 hours) This course will teach students how to design and develop websites using HTML and CSS, with an emphasis placed on responsive, mobile-ready design. Students will become familiar with the basic tools of web development, including text editors, FTP applications, and browser web inspectors, and will develop an understanding of the fundamental principles of standards-based web design. Skills developed in this course will allow students to design, develop, and troubleshoot a variety of static websites. Prerequisite: one art course or permission of the instructor. Special fee applies, please see Financial Planning and Expenses section.

Fall

**331. Painting.** (3 hours) This course deals with the basics of painting using traditional media and experimental techniques in which color and composition problems will be assigned. A broad range of approaches and styles are addressed, and one's personal creative development will be emphasized. Prerequisite: ART 115 or 117 or permission of instructor. Special fee applies, please see Financial Planning and Expenses section.

Fall & Spring

**332. Advanced Painting.** (3 hours) This advanced painting course further explores composition and painting techniques while moving toward a greater independence and personal development for the student. Prerequisite: ART 331 or permission of instructor. Special fee applies, please see Financial Planning and Expenses section.

**361. Curatorial Studies.** (3 hours) Students engage in individual and group projects to further their understanding of art historical and curatorial activities in addition to collections care and management through reading, discussions, and the planning, design, and installation of exhibitions. One project includes the student collaboration in preparing an exhibition that focuses on an aspect of Georgetown College's history. The exhibition is held in conjunction with the college's Homecoming. Students also learn the basics of art handling, condition reporting, and the professional responsibilities of the curator. Students collaborate with peers and work closely with faculty, the Director of Art Galleries and Curator of Collections, and the College Archivist throughout the semester. This course is experience-based and employs collaborative learning. For this reason, students are not permitted to enroll in this course with the "Pass/Fail" option. Please see

the course instructor for clarification. Special fee applies, please see Financial Planning and Expenses section. Fall

**370. Topics in Art.** (1 - 3 hours) This art course addresses specialized mediums, techniques, and/or subjects. Topics may address studio art or art history and have included: Noh Mask Carving, Paper/Book Arts, Impasto Painting, Alternative Photographic Processes, and Museum Studies. This course may carry a Flag in the Foundations and Core Program. Consult the semester schedule for this information as well as the topic under study. This course may be repeated. Prerequisites may apply; consult instructor. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**375. Tutorial Topics.** (3 hours) The study of a special topic in art history or art theory using the one-on-one tutorial method of instruction adapted from humanities courses at the University of Oxford, one of the leading universities in the world. The course is required as preparation for students interested in pursuing study in art history through the Oxford Program at Georgetown College. Please consult the art department chair for current offerings. Prerequisite: one course in art and permission of the instructor. Special fee applies, please see Financial Planning and Expenses section. As needed

**395. Art History Methods.** (3 hours) This course serves as an introduction to the concepts, methods, and issues in art history and art criticism. Students will explore several art historical methods before intensively examining a work or series of works first hand. In consultation with instructor, students may choose to research a work(s) of art in the GC Archives, Permanent Collection, or Jacobs Gallery. Prerequisite: one course in art history or junior standing. This course carries the Quantitative (Q) and Writing (W) Flags in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section. Spring

**440. Independent Study.** (1 - 3 hours) Students may select any studio area or art history or art education topic for research and development. For each hour of credit, a student must complete 45 contact hours. Students must consult with faculty for application and approval in the semester prior to taking the course. They must complete paperwork as well as seek approval from the Office of the Provost. This course may be repeated. Special fee applies, please see Financial Planning and Expenses section. As needed

**461. Internship in Visual Arts.** (1-3 hours) Students may undertake professional involvement in a studio, gallery, collection, archive, organization or company as a means of preparing for a career goal or further studies in the visual arts. For each hour of credit, a student must complete 50 contact hours. Students must consult with faculty for application and approval in the semester prior to taking the course. They must complete paperwork and register with the Center for Calling and Career. This course may be repeated. Special fee applies, please see Financial Planning and Expenses section. As needed

**495. Senior Thesis.** (4 hours) Students completing the BA in art (with a specialization in art history or art studio) will develop skills in formal and contextual analysis, demonstrate knowledge of art history, demonstrate technical skills, and produce a capstone project that addresses art historical, curatorial, or studio contexts. The purpose of the course is to assist students in developing a portfolio and thesis. For **art history majors**, participation in the senior research preview and subsequent research review precede enrollment in this course. During the course, the student conducts, writes, presents, and defends an original research or curatorial project that evidences skill with primary literature and current art historical or curatorial methods. A resume and an art historical statement complete the portfolio. A public presentation and an oral defense are required. For **art studio majors**, participation in the senior preview exhibition and subsequent portfolio review precede enrollment in this course. During the course, the student develops, exhibits, supports and/or defends a consistent and relevant body of work based upon mature concepts and well-developed ideas relevant to his/her study. A resume, artist's statement, thesis statement, and documentation of the exhibited work comprise the portfolio. An oral defense is required. Prerequisite and additional note: Because the course is the Capstone Course for the Art Major, ART 495 must be taken during the final semester of residence. Before admission into course, students must pass a portfolio review in April or October (the semester prior to enrolling into the course). Special fee applies, please see Financial Planning and Expenses.

Fall and Spring



## ASIAN STUDIES — (AST)

*Associate Professor, Laura Hunt (MCLC Chair)*  
*Associate Professor Liyan Liu, Program Coordinator*

One of the most economically and culturally dynamic regions in the world, Asia is home to over 60 per cent of the world's people and some of the world's most highly developed civilizations and richest cultural heritages. The Asian Studies minor enables students to combine study of an Asian language with selected courses in literature, history, religion, politics and other fields. Students who complete this minor will be culturally and linguistically literate in a rapidly changing region with ever-deepening ties to Kentucky and the United States.

### ***Interdisciplinary Minor***

**Twenty-one hours required**, of which nine hours must be from a single area.

#### **I. Language (6 hours)**

JPN201 (Intermediate JPN I)

JPN202 (Intermediate JPN II)

or

CHN201 (Intermediate CHN I)

CHN202 (Intermediate CHN II)

or other Asian language to intermediate level with approval of program coordinator.

**II. Liberal Arts - 15 hours**, including HIS 211 or HIS 213. At least one course must be taken from a discipline other than Japanese and History, i.e. Philosophy/Religion, Economics, Political Science or other discipline from approved topics course (such as Art, Theatre, etc.).

AST270 (East Asian Cinema)

AST355 (Doing Business in Asia)

HIS211 (Asian Civilization I)

HIS213 (Asian Civilization II)

HIS 302 (Traditional China)

HIS316 (Modern China)

HIS321 (History of Japan)

JPN320 (Traditional Japanese Literature)

JPN322 (Modern Japanese Literature)

JPN370 (Special Topics in Japanese Culture)

POS300 World Politics

POS311 (Politics of the Pacific Rim)

POS321 (International Human Rights)

REL255 (Religions of the Ancient World)

REL353 (Advanced Topics in World Religions)

Any topics courses subject to approval of program director, such as ART 370 (Arts of Asia), etc.

Participation in an internship program (MCLC 360 or other with approval of program director).

Study abroad program such as Kentucky Institute for International Studies (KIIS) or Aichi Institute of Technology (AIT) exchange subject to approval of program director.

No more than one of the following courses may also be counted towards the minor and the disciplinary distribution requirement.

ECO410 (International Economics) (Please note - this course has two prerequisites.)

POS300 (World Politics)

POS307 (Comparative Politics)

POS407 (International Law and Organization)

POS430 (International Political Economy)

**270. East Asian Cinema.** (3 hours) In this course we will view films made by some of the great East Asian Directors of the past 50 years, particularly of China, Taiwan, Hong Kong, South Korea, and Japan. As needed

**355. Doing Business in Asia.** (3 hours) This course will introduce students to business practices and strategies in Asia based upon the instructor's work and study in Japan, South Korea, China and Taiwan. Students will acquire familiarity with the languages, cultures and histories of East Asia to prepare them for smooth interaction with business people from Asian cultures. This course should also enable students to proactively understand and manage cultural differences and make life and work much more pleasant in an international context. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program.

As needed

## ATHLETIC TRAINING — (ATR)

*Associate Professors Jean Kiernan (Chair) and Leslie Phillips;  
Assistant Professor Brian Jones and Karla Wessels  
Adjunct Instructors Mike Jones and Randy McGuire*

Students may pursue major and minor programs offered in the Department of Kinesiology and Health Studies that will prepare them both for entry-level professional careers and graduate study in Kinesiology, Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training and Public Health.

Exercise Science borrows from many parent disciplines in the natural and social sciences in order to understand the phenomenon of exercise and human movement activities, ranging from sport training to injury rehabilitation. Graduates typically work in corporate fitness, cardiac rehabilitations, YMCA's, community recreation programs, commercial health clubs, and other settings. Other graduates have entered graduate programs in physical therapy, nutrition, athletic training, occupational therapy, biomechanics, and exercise physiology. A major and minor are offered in this area.

Graduates of the majors offered in the Kinesiology and Health Science department will demonstrate:

- a basic understanding of the physiological, anatomical, and mechanical foundations of movement;
- the skills associated with planning, implementing, and evaluating developmentally appropriate fitness programs;
- the fundamental understanding of behavior as it applies to adherence to exercise/fitness;
- the knowledge and skills associated with assessing emergency health conditions requiring first aid and/or CPR;
- the knowledge and physical skills associated with health-related fitness activities; and
- a basic understanding of research techniques and tools used in the field of Kinesiology and Health.

### ***Major***

(B.S. degree) Forty-nine to Fifty hours required. The Bachelor of Science degree in Athletic Training is offered to students who desire to either enter the work environment or to pursue graduate education in this field. Certified Athletic Trainers work under the direct supervision of a licensed physician and perform a wide variety of services to the physically active population. Their core responsibilities include: 1) injury/illness prevention and recognition; 2) clinical evaluation and diagnosis of injury/illness; 3) immediate care of injury/illness; 4) treatment, rehabilitation and reconditioning of injury/illness; 5) organization and administration; and 6) professional responsibility.

Certified Athletic Trainers are employed in such settings as high schools, colleges and universities, orthopedic clinics, professional sports, industrial settings, and

physicians' offices. This program will require some off campus travel to various clinical sites. Successful completion of this program will allow the student to be eligible for the national certification examination administered by the Board of Certification. Students interested in this major should contact the Athletic Training Program Director for more information and other requirements regarding this program.

KHS courses for the major include: KHS 185, KHS 216, KHS 271, KHS 273, KHS 275, KHS 277, KHS 279, KHS 285, KHS 287, KHS 304, KHS 306, KHS 320, KHS 322, KHS 390, KHS 395, KHS 403, KHS 407, KHS 423, and KHS 450 (42 credit hours). As well, allied courses required for this major include: BIO 100 (3 credit hours) or BIO 111 (4 credit hours); and PSY 211 (3 credit hours) or MAT 111 (3 credit hours).

Formal admission into the Athletic Training Education Program (ATEP) is required. The student must complete the application process in order to be considered for admission into the Athletic Training Education Program. The formal application process for the major consists of:

1. Minimum cumulative GPA of 2.5 on a 4.0 scale;
2. Completion of the 6-7 credit hours of pre-requisites (KHS 185 and either BIO 100 or 111 with a B or above;
3. Fulfillment and documentation of at least 50 hours of direct observation with the athletic trainers employed at Georgetown College;
4. Current CPR and First Aid certification (Note: this may be accomplished through completion of KHS 180 or an outside organization such as American Red Cross or the American Heart Association);
5. Completion of a formal student portfolio consisting in part of resume, personal statement, and letters of recommendation; and
6. Completion of a formal interview with the ATEP Admissions Committee.

Those interested in the Athletic Training Education Program at Georgetown College may begin the prerequisite courses for the program during their first semester.

Formal admission into the Athletic Training Education Program is typically granted beginning the spring semester of the student's second year. Completion of the application process does not guarantee admission into the Athletic Training Education Program. Admission is granted on a competitive basis. Students not accepted into the Athletic Training Education Program may continue their education in another major of the Kinesiology and Health Studies Department and reapply to ATEP the following application cycle.

Students with any deficiencies in the above criteria may be admitted at the discretion of the Athletic Training Education Program Admissions Committee. For a more detailed description of the complete requirements of the Athletic Training major, please contact the ATEP Program Director.

Georgetown College's educational program in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

For course descriptions, please see **Kinesiology and Health Studies**.



## BIOCHEMISTRY — (BCH)

*Professors Todd Hamilton and Mark Johnson, Program Coordinators*

Biochemistry is an interdisciplinary major appropriate for students who plan to go to health professional programs (such as medical, dental, veterinary, or pharmacy school) or to graduate studies in Biochemistry.

In addition to the four Student Learning Outcomes expected within the Chemistry Major, graduates of the Biochemistry major will:

- Understand the major concepts and developments at the interface of Chemistry and Biology
- Develop laboratory skills and the ability to utilize and select instrumentation specific to biochemical investigations

### ***Interdisciplinary Major***

(B.S. Degree) **Sixty hours required.** Thirty-four hours of Chemistry, which must include CHE111, CHE112, CHE113, CHE201, CHE202, CHE309, CHE310, CHE331, CHE341, CHE342, CHE343, CHE450, and CHE451. Additionally, two courses must be chosen from CHE332, CHE400, CHE305, and CHE315, plus one lab chosen from CHE333 or CHE325 if needed to reach a total of 34 hours. Sixteen hours of Biology, which must include BIO111, BIO212, BIO335, and BIO337. The required allied courses are MAT125, MAT225, and PHY211. Students may also take any upper-level course, including labs, in either Chemistry or Biology to reach the 60 hour total. (No minor required.)

## BIOLOGY — (BIO)

*Professors Mark Christensen, Mark Johnson, and Rick Kopp;  
Associate Professors Mary Anne Carletta, Tim Griffith,  
Tracy Livingston (Chair), and Bill Stevens;  
Adjunct Instructors Jana Henson and Ray Wechman*

The Department of Biological Sciences offers students the knowledge and skills that will prepare them for futures in professional settings and/or serve them as citizens and caretakers of life on earth. The department offers a range of introductory and advanced courses in the areas of zoology, botany, microbiology, cell and molecular biology, and ecology. The B.S. degree program is designed to provide students the academic preparation needed to succeed in graduate and professional schools in the health sciences (medicine, dentistry, veterinary medicine, pharmacy, physical therapy, nursing, etc.), environmental fields, teaching, and many areas of research. In addition, the department provides the academic preparation for employment in biological fields (academic, industrial, government, and medical). The department, through its curriculum, helps students to achieve this preparation by requiring students to demonstrate:

- an understanding of the purpose of science and the place biology has among the sciences and society, in general;
- an understanding of the scientific method: construction of hypotheses, data collection and analysis techniques, and formulation of conclusions;
- a comprehension and appreciation of the basic concepts of biological science including: the unity and diversity of life, biological molecules, the cell as a functioning structure, mechanisms of inheritance, principles of ecology, and processes of evolution;
- skills for effective verbal communication to peers in scientific settings;
- skills to write clear scientific research and review papers; and
- an understanding of the process of scientific publication and the ability to understand and critique primary scientific literature.

The biology faculty aim to facilitate a well-rounded educational experience for each student by providing challenging in-class instruction, hands-on laboratory and field experiences, and opportunities to engage in independent study.

### ***Major***

(B.S. degree) **Forty-nine hours required.** A minimum of thirty-eight hours in Biology including BIO 111, 212, 214, 314, 335, 451, 452, and fourteen hours of electives to be selected from 300-400 level courses in Biology (excluding BIO 306). One elective course must be a field course selected from the following: BIO 300, 316, 320, 413, or 470 field topics. A maximum of three hours of Independent Study, BIO 440, can be used to satisfy the elective hours. In addition, the required allied hours are MAT 111 and CHE 111, 112, and 113. MAT 125, and CHE 201, 202, 309 and 310 are recommended. Those seeking certification in teaching must take BIO 305 and 311 as two of their electives. The four courses in the biology core (BIO 111, 212, 214, 314) are preferably taken in the freshman and sophomore years; all should be completed by the end of the junior year.

### **Minor**

**Eighteen hours required**, including BIO 111. Note that BIO 212, 214, or 314 are prerequisites for most upper level electives. BIO 100 does not apply to a major or minor in Biology.

**100. Science of Life.** (3 hours) A general course designed for students other than biology or environmental science majors or minors. Laboratory. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**111. Biological Principles.** (4 hours) An introduction to the major themes of biology: organismal diversity, evolution and ecology, and the cellular, genetic, and metabolic basis of life. Laboratory. This course carries the Quantitative (Q) Flag in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**208. Science Careers Seminar.** (2 hours) An interdisciplinary seminar in STEM (science, technology, engineering and mathematics) disciplines that will introduce students interested in scientific research to an array of professions and professionals in these fields. This introduction will emphasize comprehension and analysis of published scientific research and provide students with the opportunity to meet the science professional who produced the work. Prerequisites: One science or mathematics course for majors, sophomore or junior standing, and approval of instructor. Fall

**212. Cellular and Molecular Biology.** (4 hours) An introduction to cell biology, metabolism, genetics, gene expression, and diversity of unicellular organisms. Laboratory. Prerequisite: BIO 111. Special fee applies, please see Financial Planning and Expenses section. Spring

**214. Organismal Diversity.** (4 hours) An introduction to the biology of multicellular organisms. Lecture topics include reproduction and early development, control of gene expression in development, homeostatic systems of plants and animals, signaling and coordination in plants and animals, and the history of multicellular life. Lab will emphasize the diversity and evolution of multicellular organisms. Laboratory. Prerequisites: BIO 111. Special fee applies, please see Financial Planning and Expenses section. Fall

**260. Preceptorship in Health Sciences or Veterinary Science.** (1 hour) On site supervised experience in the medical, dental, pharmacy, or veterinary sciences. Prerequisite: Junior classification with a minimum GPA of 3.0 or permission of instructor. BIO 305 recommended. (Pass/Fail only) Fall and Spring

**270. Special Topics in Biology.** (.5-4 hours) Research and instructional topics in the biological sciences. Prerequisites: BIO 111 and consent of instructor. As needed



**300. Marine Biology.** (3 hours) An introduction to marine science with an emphasis on the ecology of marine life and marine ecosystems. Required off campus field trip. Prerequisite: One course from BIO 212, 214, or 314.

Even Springs

**305. Human Physiology I.** (3 hours) The function of the human body with emphasis on cellular and tissue-level structure and function. Topics include cellular physiology and the physiology of the musculoskeletal, cardiovascular, and respiratory systems. Prerequisite: BIO 212

Fall

**305L. Human Physiology I Lab: Electrophysiology.** (1 hour) This lab is designed to introduce students to the properties of cells in the respiratory, skeletal muscle and cardiovascular systems. Most labs will examine the electrical properties of cells, including electroencephalography, electrocardiography, and electromyography. Corequisite: BIO 305. Special fee applies, please see Financial Planning and Expenses section.

Fall

**306. Human Physiology II.** (3 hours) A continuation of Biology 305. The physiology of the brain and sensory organs, and of the endocrine, digestive, immune, and urogenital systems, with emphasis on cell and tissue structure and function. Prerequisite: BIO 305

Spring

**306L. Human Physiology II Lab: Histology.** (1 hour) This lab is designed to introduce students to the microscopic study of cellular/tissue structure and function. All of the major organ systems will be examined in this lab. Corequisite: BIO 306. Special fee applies, please see Financial Planning and Expenses section.

Spring

**311. General Microbiology.** (4 hours) Introduction to the diversity, cell biology, physiology, genetics, ecology, and medical impact of microorganisms and viruses. Laboratory. Prerequisite: BIO 212. Special fee applies, please see Financial Planning and Expenses section.

Fall and Spring

**312. Immunology and Pathogenesis.** (4 hours) A study of the bacteria pathogenic to humans and the mechanisms of infection and immunity. Methods of isolation, growth, and identification of the pathogens and serology are emphasized. Laboratory. Prerequisite: BIO 212; BIO 311 recommended. Special fee applies, please see Financial Planning and Expenses section.

Odd Springs

**314. Evolution and Ecology.** (4 hours) Study of populations, communities, and ecosystems, and the evolutionary forces that shape them. Laboratory. Prerequisites: BIO 111; MAT 111 recommended. This course carries the Quantitative (Q) Flag in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section.

Spring

**316. Plant Taxonomy and Spring Flora.** (4 hours) Principles of classification, identification, and nomenclature of vascular plants. Field-oriented laboratory emphasizes collection and identification techniques, as well as on-sight recognition

of local flora in winter and spring conditions. Prerequisite: BIO 214. Special fee applies, please see Financial Planning and Expenses section. Odd Springs

**320. Vertebrate Ecology.** (4 hours) An investigation of vertebrate animals emphasizing their ecology, biogeography, and conservation. Special emphasis is placed on life history strategies. Field-oriented laboratory activities include the collection and identification of animals, as well as the gathering and analysis of baseline population data. Prerequisite: BIO 214. Special fee applies, please see Financial Planning and Expenses section. Odd Falls

**325. Vertebrate Anatomy and Embryology.** (4 hours) A course on the organization, development, and function of the vertebrate body, with emphasis on understanding why vertebrates, including humans, are built as they are. Laboratory includes detailed dissection of sharks and cats and microscopic study of frog and chick embryos. This course provides a strong foundation for the study of medical or veterinary gross anatomy, but it is not intended solely for pre-medical and pre-veterinary students. Laboratory. Prerequisite: BIO 214 or BIO 305. Special fee applies, please see Financial Planning and Expenses section. Spring

**330. Environmental Science and Natural Resources.** (3 hours) (See ENV 330) Even Springs

**335. Genetics and Molecular Biology.** (4 hours) Introduction to both classical and molecular genetics using microbial, plant, and animal systems. Modern recombinant DNA techniques and their applications are also discussed. Laboratory. Prerequisite: BIO 212. This course carries the Quantitative (Q) Flag in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section. Fall and Spring

**337. Cell Biology.** (4 hours) Relationships of intricate cell structures to specialized cell function, including mechanisms associated with growth, differentiation, biochemical activity, physiological behavior. Laboratory. Prerequisite: BIO 212. Special fee applies, please see Financial Planning and Expenses section. Even Springs

**413. Freshwater Biology.** (4 hours) Freshwater systems and the nature and interactions of their physical and biotic components. Includes taxonomic identification, emphasizing the algae, invertebrates and vertebrates. Laboratory. Prerequisite: BIO 214. Special fee applies, please see Financial Planning and Expenses section. Even Falls

**421. Developmental Biology.** (3 hours) The genetic and cellular mechanisms underlying the development of multicellular organisms. Topics include control of gene expression, pattern formation, and selected topics in animal and plant development. Emphasis on reading and discussion of current research literature. Prerequisites: BIO 214; BIO 335 recommended. Odd Falls

**440. Independent Study.** (1-3 hours) An independent research project supervised by a member of the department. Prerequisites: BIO 214, and consent of supervising professor. Fall and Spring

**451. Seminar I.** (2 hours) A topical “capstone” course which draws upon skills, knowledge, and experiences students have gained throughout their years of college study, particularly in biology. Emphasizes library research, scientific writing, oral presentations, discussion, and critical thinking. Prerequisite: Junior classification and completion of two of the following with a C or better (BIO 212, 214, 314) or permission of instructor. This course carries the Writing (W) Flag in the Foundations and Core Program. Spring

**452. Seminar II.** (2 hours) A topical “capstone” course which draws upon the skills, knowledge, and experiences students have gained throughout their years of college study, particularly in biology. Emphasizes library research, scientific writing, oral presentations, discussion, and critical thinking. Prerequisites: BIO 451 and Senior classification. Fall

**470. Advanced Topics in Biology.** (1-4 hours) Significant topics in biology. Course content varies. Not offered on a regular basis; students should consult the current class schedule. Prerequisites: Consent of instructor. As needed

## BUSINESS ADMINISTRATION — (BUA)

*Professors Tom Cooper (Chair), Zahi Haddad, and Nancy Lumpkin;  
Associate Professors Scott Takacs, Deborah B. Madden, and Daniel Vazzana;  
Assistant Professor Cathy Buckman  
Adjunct Instructor Glenn Williams*

The BUA department strives to prepare students to take their places in society and to thrive in whatever roles they choose. The successful student who completes the program will:

- be able to analyze problems and formulate appropriate solutions;
- be able to communicate ideas effectively; and
- demonstrate knowledge of the basic content of the functional areas of business: accounting, economics, finance, international business management, and marketing

The Department is committed to providing a broadly oriented professional education to prepare students for careers in business, government, and not-for-profit organizations. Our majors in Business Administration are built around a large number of required core courses that provide our students the basic skills in the quantitative and qualitative aspects of Business Administration. The business program provides the students with the basic introduction to the primary functional areas of business, and the opportunity to pursue a limited specialization in one or more specific functional areas. Additionally, these courses allow the students the opportunity to develop a substantive business knowledge prior to choosing an area of specialization. A student majoring in a departmental program will be required to maintain a minor in an area of interest outside the department. If a student wishes to have more than one specialization, there must be three courses or nine semester hours in each specialization that are not counted in any other specialization.

For the description of the **Accounting** major, please see **Accounting**.

For the description of the **Economics** major and courses, please see **Economics**.

### ***Major***

(B.S. degree) **Forty-eight hours required.** Thirty-nine hours in the Department of Business Administration and Economics, including BUA 210, BUA 211, BUA 326, BUA 335, BUA 348, BUA 353, BUA 450; ECO 221, ECO 223, ECO 324; for the emphasis, nine additional hours chosen as follows: for finance, BUA 342, BUA 363, and one of the following: BUA 330, BUA 340, or ECO 425; for management, BUA 367, BUA 377, and one of the following: BUA 330, BUA 443, ECO 405, or ECO 420; for marketing, BUA 346 and two of the following: BUA 330, BUA 355, BUA 423, COMM 315, or ECO 315; plus 9 allied hours consisting of MAT 109 or 125, MAT 111, and PHI 325.

### **Minor**

**Twenty-one hours required** in Business Administration and Economics including BUA 210 and 211; ECO 221 and 223; and three of the following: BUA 326, BUA 335, BUA 348, or BUA 353.

Additionally, the Business Administration and Economics Department participates in interdisciplinary majors in the following areas: **Business Administration/Computer Science Management Information Systems** (B.S. degree) and **Commerce, Language, and Culture** (B.A. degree).

### **170. Topics in Business.** (3 hours)

**210. Principles of Accounting I.** (3 hours) This is a sequence course. It deals with the accounting policies, procedures, theories, and practices of merchandising and service concerns. Emphasis will be placed on the accounting cycle, balance sheet, income statement, partnerships and the Generally Accepted Accounting Principles (GAAP). Achieving proficiency in Excel Spreadsheet is a course requirement. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Fall and Spring

**211. Principles of Accounting II.** (3 hours) This is a continuation of BUA 210. Emphasis will be placed on long-term liabilities and shareholder's equity, corporations, the statement of cash flows, analysis of financial statements, and managerial and cost accounting for decision making. Prerequisite: BUA 210 and proficiency in Excel spreadsheet. Fall and Spring

**300. Accounting/Management Information Systems.** (3 hours) A study of the design of accounting information systems, including flowcharting, understanding specific accounting subsystems, using computerized accounting packages, and studying advanced spreadsheet applications. Prerequisites: BUA 211 and proficiency in Excel spreadsheet. Fall

**310. Intermediate Accounting I.** (3 hours) Review of the basic financial accounting process, the income statement, and the balance sheet. Topics covered in depth include accounting applications of time value of money and accounting for current assets, property, plant and equipment, and intangible assets. Prerequisite: BUA 211. Fall

**311. Intermediate Accounting II.** (3 hours) Continuation of BUA 310, including a study of current liabilities, accounting for long-term debt, stockholder equity, retained earnings, investments, revenue recognition, earnings per share, error analysis, and statement of cash flows. Prerequisite: BUA 310. Spring

**318. Cost Accounting.** (3 hours) Business cost accounting, special records and cost statistics and application to particular business organizations. Prerequisites: BUA 211, MAT 125 or 109, MAT 111. Spring

**326. Contemporary Marketing.** (3 hours) Current techniques of marketing including electronic commerce; addresses fundamental problems in producing,

pricing, distributing and purchasing a product. Prerequisites: BUA 211, ECO 221, ECO 223, ENG 112, and either COMM 115 or demonstrated PowerPoint proficiency. Fall and Spring

**330. Business Law.** (3 hours) Principles of contracts, negotiable instruments, sales, bailments, real property, and personal property. Prerequisite: Junior standing. Fall and Spring

**335. Principles of Finance.** (3 hours) A study of the financial evaluation of interest, the time value of money, valuation of stocks & bonds, risk & return analysis, balance sheet analysis and capital budgeting techniques. Prerequisites: BUA 211, MAT 109 or 125, MAT 111, and ECO 221. Fall and Spring

**336. Quantitative Business Methods.** (3 hours) Quantitative analysis in support of managerial decision making, the modeling process, linear programming, simulation, decision theory, regression models, Q-Theory, and PERT. Prerequisites: MAT 109 or 125, MAT 111, BUA 211, ECO 223. Odd Springs

**340. Corporate Finance.** (3 hours) Study of corporations, corporate combinations, and how they are financed. Particular emphasis given to major functions of departments, issuance of securities, managing corporate income, and taxation of corporations. Prerequisite: BUA 335. Odd Springs

**342. Investments.** (3 hours) Investigation of various investments. Primary emphasis on financial assets such as stocks, bonds, real estate, and insurance. Study of financial markets. Prerequisite: BUA 335. Fall

**346. Marketing Research.** (3 hours) A study of the applications of research in marketing decisions. Provides students with knowledge of marketing data and its use in decision making. Prerequisites: BUA 326, MAT 111, MAT 109 or 125. Spring

**348. Principles of Management.** (3 hours) This course surveys fundamental management principles and explores their applications in specific business situations. The principles include all four dimensions of management: planning, organizing, leading, and controlling. Prerequisites: BUA 211, ECO 221, ECO 223, ENG 112, and either COMM 115 or demonstrated PowerPoint proficiency. Fall and Spring

**353. International Business Operations.** (3 hours) A comprehensive course covering the internal and external environmental forces and their influence in all of the functional areas of the international firm. Topics include finance, management, marketing, production, and the multinational's ethical responsibility to the host country. Also considered are cultural, political, and legal constraints which affect international business operations. Prerequisites: ECO 221, ECO 223, BUA 211. Fall and Spring

**355. Retail and Industrial Marketing.** (3 hours) A survey of the retail function as it applies to marketing theory. Examination of methods of interpreting consumer

demand, overview of the buying, store management, and operation functions. Familiarizes students with product development. Emphasis on differentiating industrial buyer decision processes, exploring industrial buyer behavior and managing the overall marketing program for the industrial products firm. Prerequisite: BUA 326. Even Falls

**363. International Finance.** (3 hours) Financing corporate enterprise in a world business environment. Examines the theory of international financial adjustments, the functions of financial institutions and the financing of trade. Evaluating foreign exchange markets, management of currency exposure, estimating country debt-servicing capacity and external debt financing problems. Prerequisites: BUA 335, BUA 353. Even Springs

**367. Human Resource Management.** (3 hours) Process and practices in human resource management including law, manpower planning, employee selection, development, motivation, performance, appraisal, compensation and union relations. Instructional method provides for case method, laboratory exercises and small group discussion. Prerequisite: BUA 348. Even Springs

**377. Organizational Behavior.** (3 hours) The study of individual and group behavior in organizations. Identification and application of behavioral science research theories and methods. Motivation, interpersonal and intergroup relations, communications, group dynamics, norms, leadership, power, conflict, values, task characteristics, formal managerial controls, and the process of organizational decision making. Prerequisite: BUA 348. Fall

**413. Principles of Auditing.** (3 hours) A study of the generally accepted auditing standards and their application by auditors. Prerequisites: BUA 300 and 311. Spring

**415. Income Tax Accounting.** (3 hours) Federal Income tax laws relating to both personal and corporate income; preparation and filing of returns. Prerequisite: Senior standing and consent of instructor. Fall

**423. International Marketing.** (3 hours) Environmental factors affecting world marketing management. Methods applied to estimate market potential and to select pricing and distribution strategies, communications to serve foreign markets, methods to serve the markets, management of marketing functions, and financing analyzed via case studies. Prerequisites: BUA 353, either BUA 326 or CLC 319. Odd Falls

**440. Independent Study.** (1-3 hours) Fall and Spring

**443. International Management.** (3 hours) The principles and special problems of management in an international context, dealing with both the parent company and the foreign affiliates. Emphasis on differences between domestic vs. international business situations in administration, marketing, finance, production, and personnel. Prerequisites: BUA 348 and BUA 353. Odd Springs

**450. Business Policy and Strategic Planning.** (3 hours) Examination of the business enterprise as a total system in a total environment. Analysis and evaluation of the problems, opportunities, and ethical responsibilities which face a chief executive. Emphasis on formulation and implementation of various strategies. Extensive use of case problem analysis. Prerequisites: BUA 335, BUA 353, and either (BUA 326 and BUA 348) or (CLC 319 and BUA 423); this course should be taken as the capstone (last course) in the student's program of study.

Fall and Spring

**460. Internship.** (1-3 hours)

As needed

**470. Special Topics in Business.** (3 hours)

As needed





## CHEMISTRY — (CHE)

*Professors Todd Hamilton (Chair) and David Fraley;  
Associate Professors Susan Campbell, Patrick Sheridan and Meghan Knapp;  
Professor Emeritus Frank Wiseman*

**Chemistry is everywhere!** Actually *everything* we see, hear, taste, touch, and smell has a firm basis in Chemistry. The high quality of life that we experience today is due in no small part to many significant chemical discoveries over the past 150 years. Chemistry, as a *Pure Science*, seeks to describe and make comprehensible the nature and transformations of matter. As an Applied Science, it provides society with knowledge and tools to achieve its material purposes. By coupling creative thought and critical thinking skills with experimentation, the study of Chemistry contributes to a liberal arts education. The courses in Chemistry are designed to emphasize the fundamental principles of the science, to reflect its interdisciplinary nature, and to develop experimental skill.

Because Chemistry is the “**Central**” **Science**, a wide variety of opportunities awaits those with training in this field. The Chemistry Department offers a program meeting the needs of students pursuing a variety of study and career options in the Chemical Sciences. Included are students who anticipate careers as:

- Professional Chemists in industrial research or as Environmental Chemists for the government or industry
- Health-care Professionals in the Medical Sciences, such as Medicine, Dentistry, Nursing, Pharmacy, Physical Therapy, or Biomedical research
- Chemical Engineers or Materials Scientists
- Secondary Science Teachers or College Professors
- Individuals who desire knowledge of Chemistry as part of their liberal arts experience, in that several graduates have chosen careers in the Law, Religion, and Business fields.

The Department of Chemistry has Approved status by the American Chemical Society. This prestigious recognition is granted to less than one-quarter of the nation’s colleges and universities. The ACS promotes excellence in chemistry education for undergraduate students through approval of baccalaureate chemistry programs. ACS-Approval is based upon such factors as the number and academic qualifications of the faculty, foundation and in-depth course and lab offerings, instrumentation, library holdings, administrative support, budgets, research opportunities, and lab space. ACS-Approved programs offer a broad-based and rigorous Chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals.

Graduates of the chemistry program will:

- demonstrate a core of knowledge in inorganic, organic, biological, analytical, and physical chemistry;
- develop basic laboratory skills and the ability to select and utilize appropriate instrumentation to conduct scientific investigations and analyses;
- conduct effective searches of the chemical literature and will communicate competently, both orally and in writing, the results of literature research and laboratory experimentation;
- understand career options and examine the role of chemistry in our society and our economy.

The Chemistry Department offers two degrees. For the B.S. degree, students complete 41 hours in Chemistry and 10 hours in allied courses. Independent research is not required, but is encouraged. This is the degree that most students complete. An ACS-Certified B.S. degree is available to those students who optionally complete some additional courses beyond the standard B.S. Chemistry degree. Those students complete 48 hours in Chemistry and 14 hours in allied courses. Independent research is required. The ACS-Certified B.S. degree is more appropriate for students who plan to go (a) to graduate school in Chemistry or (b) directly into the workforce in a chemically related area. For students who will be going into health-related fields, the additional study does indeed set them apart as graduates who are particularly well-prepared in Chemistry.

Graduates who attain an ACS-Certified B.S. degree will complete requirements that exceed those of the current B.S. degree, but this comprehensive undergraduate experience provides an excellent foundation for a career in the molecular sciences. An ACS-Certified degree signifies that a student has completed an integrated, rigorous program which includes introductory, foundational, and in-depth course work in Chemistry. This degree also emphasizes laboratory experiences and the development of professional skills that are needed to be an effective chemist. Certification gives a student an identity as a chemist and helps in the transition from undergraduate studies to professional studies or employment. ACS-Certified graduates benefit from their broad, rigorous education in Chemistry and the recognition associated with their degree.

### ***Major***

(B.S. degree) **Fifty-one hours required.** Forty-one hours of Chemistry which must include CHE 111, 112, 113, 201, 202, 309, 310, 331, 341, 450, 451. Additionally, three courses must be chosen from CHE 305, 315, 332 or 400, plus two labs chosen from CHE 319, 325, 329, 333, 339, 342, and 421, plus enough semester hours of electives to reach a total of 41. The required allied courses are MAT 125 and 225 plus PHY 211. PHY 301 may be used as an elective. CHE 100, 102, 171, or 271 may not count toward a Chemistry major.

(ACS-Certified B.S. degree) **Sixty-two hours required.** Forty-eight hours of Chemistry which should include CHE 111, 112, 113, 211, 213, 201, 202, 309, 310, 305, 315, 331, 332, 333, 341, 342, 400, 325, 450, and 451, plus sufficient hours of electives to reach a total of 48. A research lab experience is required. The required

allied courses are MAT 125 and 225 plus PHY 211 and 212. CHE 100, 102, 135, 171, or 271 may not count toward this Chemistry major. Prospective students should consult with the Chair of the Chemistry Dept. concerning proper course selection and ways in which the course and lab requirements may be fulfilled.

### ***Minor***

**Twenty hours required**, which must include CHE 111, 112, 113, 201, 202, 309, 310; plus four credit hours in any other Chemistry course (except CHE 100, 102, 171, or 271), one of which must be a lab course.

**100. Liberal Arts Chemistry.** (4 hours) This introductory course, primarily for non-science students, will introduce the basic concepts of Chemistry and how it affects our life. Particular emphasis is placed upon the relevancy of Chemistry today to problems including air and water pollution, energy production, and nuclear energy. Practical applications of Chemistry to the broad exposure of our modern life, such as foods, household chemicals, personal fitness and health, and drugs are included. Includes a 3-hour lab each week. Fall and Spring

**102. Liberal Arts Chemistry/No Lab.** (3 hours) This course has the same lecture as CHE 100 but does not include a lab. (A student may not receive credit for both CHE 100 and 102, but CHE 102 can be upgraded to 100, by later completing the lab.) Fall and Spring

**111. General Chemistry I.** (4 hours) This initial course on the principles of Chemistry is for those who may have a continuing interest in the natural sciences. Content includes the structure of matter, stoichiometry, chemical reactivity, gases, thermochemistry, atomic structure, and periodic relationships of the elements. Includes a 3-hour lab each week. Proficiency in math at the level of college algebra (Math 107 or a Math ACT  $\geq 22$ ) is strongly advised. Additional lab fee applies. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Special fee applies, please see Financial Planning and Expenses section. Fall

**112. General Chemistry II.** (3 hours) This course is a continuation of the material in CHE 111. It will include chemical bonding, molecular geometry, intermolecular forces, solutions, rates of reactions, equilibrium, and acid-base chemistry. Lecture only. Prerequisite: CHE 111; CHE 113 is the separate, co-requisite lab component. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Spring

**113. General Chemistry II Lab.** (1 hour) This course involves laboratory experiences that accompany the General Chemistry-II lecture. The activities are designed to develop skills in the chemistry laboratory via quantitative analysis, synthesis, molecular modeling, rates of reactions, and inorganic qualitative analysis. Practical experiments that correlate with the lecture material are designed to aid the understanding of modern chemical concepts. One 3-hour lab

per week. Prerequisite: CHE 111; Co-requisite: CHE 112. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Spring

**135. Practical Applications of Chemistry.** (1 hour) This course is designed to expose science majors to some of the many practical applications of Chemistry, such as nuclear power, plastics, household products, nutrition, or drugs, as well as the interaction of chemistry with other segments of society. Prerequisite: CHE 111. (A student receiving credit for either CHE 100, 102, or 271 may not receive credit for 135.) Fall and Spring

**171. Culinary Chemistry Lab.** (1 hour) This course will examine the principles of cooking and the chemistry of food using scientific principles. Students will have the opportunity to test theories of improving cooking and to determine how and why certain foods are used in recipes. Co-requisites: CHE102 or CHE271. Odd Springs

**201. Organic Chemistry I.** (3 hours) The nomenclature, reactions, preparations, electronic and structural features of carbon-containing compounds will be covered in this course. These compounds include many medicines, pesticides, plastics, fibers, solvents, and fuels. The study of alkanes, alkenes, alkynes, alcohols, and alkyl halides is emphasized. Prerequisites: CHE 112, 113. Concurrent with CHE 202. Fall

**202. Organic Chemistry Lab I – Techniques and Synthesis.** (1 hour) This is a technique-oriented course focusing on the ability to carry out standard operations in the laboratory. Content includes learning how to determine the melting and boiling points of compounds as well as purifying liquids by distillation and solids by recrystallization and sublimation. Also covered are methods of synthesizing and proving the identity of compounds, chromatographic methods of analysis, and general safety considerations. Prerequisites: CHE 112, 113. Concurrent with CHE 201. Fall

**208. Science Careers Seminar.** (2 hours) An interdisciplinary seminar in STEM (Science, Technology, Engineering and Mathematics) disciplines that will introduce students interested in scientific research to an array of professions and professionals in these fields. This introduction will emphasize comprehension and analysis of published scientific research and provide students with the opportunity to meet the science professional who produced the work. Prerequisites: One science or mathematics course for majors, sophomore or junior standing, and approval of instructor. Fall

**211. Descriptive Inorganic Chemistry.** (3 hours) Introduction to chemical concepts covered in-depth in advanced courses such as equilibrium, thermodynamics, electrochemistry and nuclear reactions. The major focus will be on the periodic properties of the elements, descriptive main group and transition metal chemistry,

and solid state chemistry. The lab (CHE 213) is optional. Prerequisite: CHE 112.  
Even Falls

**213. Descriptive Inorganic Chemistry Lab.** (1 hour) Laboratory experiences to accompany CHE 211 will include qualitative inorganic analysis and Inquiry-based labs on topics relevant to descriptive inorganic chemistry. One 3-hour lab per week. Prerequisite: CHE 113. This course carries the Quantitative Flag (Q) in the Foundations and Core Program.  
Even Falls

**271. Culinary Chemistry: The Science of Food and Cooking.** (3 hours) Students will examine raw ingredients and the methods to prepare foods from a chemical perspective. The effects of temperature, acidity, and polarity on the texture and flavor of foods will be examined. No science prerequisite, but a core knowledge of the basic structure of an atom and scientific method will be presumed. Students should have completed the writing sequence prior to taking this course.  
Odd Springs

**305. Analytical Chemistry.** (4 hours) Qualitative and quantitative analyses dealing with both the theoretical and practical aspects of classical gravimetric and volumetric chemical techniques, spectrophotometry, chromatography, and electrochemistry are covered. This course places an emphasis on both accuracy and precision in the lab and incorporates a discussion of elementary statistics and uncertainty in measurements. Includes a 3-hour lab each week. Prerequisites: CHE 112, 113.  
Odd Falls

**307. Chemistry and Cancer.** (3 hours) This course in applied biochemistry examines the fundamental biochemistry and molecular biology of human cancers. Causes of cancer (genetic and environmental) and treatment of cancer (conventional therapies and emerging therapies) will be discussed. Prerequisites: 1 semester of Biology and CHE 201.  
Even Falls

**309. Organic Chemistry II.** (3 hours) This continuation of Chemistry 201 emphasizes the chemistry of aromatics, ketones, aldehydes, carboxylic acids and their derivatives, and amines. Multistep synthesis ties it all together. The theory and interpretation of spectral methods is also included. Prerequisite: CHE 201. Concurrent with CHE 310.  
Spring

**310. Organic Chemistry Lab II-Qualitative Analysis and Synthesis.** (1 hour) This lab utilizes more advanced synthetic methods than those covered in Chemistry 202. Classical methods of organic qualitative analysis, including refractive indices and densities, are used to determine the identity of unknown compounds and mixtures. Skill in obtaining and interpreting ultraviolet (UV), infrared (IR), nuclear magnetic resonance (NMR), and mass (MS) spectra is emphasized. Prerequisite: CHE 202. Concurrent with CHE 309.  
Spring

**315. Spectroscopy.** (4 hours) This course covers modern analytical methodology, including the theory, instrumental analysis, and advanced spectral interpretation of UV-Visible, IR, NMR, MS, Fluorescence, and Atomic Absorption Spectroscopy. In addition, this course, like many other upper-level courses, gives students a

chance to review the basic concepts introduced in the General and Organic sequences. Includes a 3-hour lab each week. Prerequisite: CHE 309. Even Falls

**317. Forensic Chemistry.** (3 hours) Students will study the scientific principles and analytical techniques applied to forensic investigations associated with crime scenes, legal proceedings, and current TV dramas. The class will study the history of forensic science and will be introduced to typical analytical techniques used for drug identification, arson investigation, forensic serology, DNA typing, and trace evidence investigation. Prerequisite: CHE 112. Odd Springs

**319. Nuclear Chemistry and Electrochemistry Lab.** (1 hour) This lab provides experience in the use of modern electrochemical instrumentation and in the study of the characteristics of the three types of natural radioactivity. Materials containing safe, low levels of radioactivity are utilized. One 3-hour lab per week. Prerequisite: CHE 202. Even Falls

**325. Advanced Inorganic Chemistry Lab.** (1 hour) Advanced synthesis and characterization of inorganic and organometallic compounds using solution and solid state techniques, along with the study of the properties of these materials. One 3-hour lab per week. Prerequisite: CHE 202. Offered concurrently with CHE 400. Even Springs

**327. Medicinal Chemistry.** (2 hours) This course covers the basic categories of medicinal compounds and the chemical methods by which many are prepared commercially. It will also cover the principles by which pharmaceutical preparations are developed into usable form and the biochemical mode of action and transformations of selected compounds (such as aspirin and penicillin). The chemical and legal processes required to bring a compound to market and the history of the development of some of the important classes of drugs will also be covered. The lab is optional. Prerequisite: CHE 309. Odd Springs

**329. Medicinal and Advanced Organic Chemistry Lab.** (1 hour) This lab includes the multi-step synthesis and analysis of a variety of medically significant materials using modern instrumentation. One 3-hour lab per week. CHE 327 is optional. Prerequisite: CHE 310. Offered concurrently with CHE 327. Odd Springs

**331. Physical Chemistry I.** (4 hours) An advanced treatment of chemical principles will include quantum mechanics, atomic and molecular structure, the first, second, and third laws of thermodynamics, thermochemistry, and chemical equilibria in gas phase reactions. Includes a 3-hour lab each week. Prerequisites: CHE 112, MAT 225, PHY 211. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Fall

**332. Physical Chemistry II.** (3 hours) Topics will include molecular spectroscopy, the properties of gases, kinetics, and chemical equilibria in solution

phase reactions. The lab is optional. CHE 331 and 332 may be taken in any order. Prerequisites: CHE 201, MAT 225, PHY 211. Odd Springs

**333. Physical Chemistry II Lab.** (1 hour) In this laboratory course, students will perform detailed measurements of density, viscosity, conductivity, and freezing point depression. A series of unknowns are identified using physical measurements, various types of spectroscopy (UV-Visible, IR, NMR, MS, Fluorescence), and known literature values. One 3-hour lab per week. Co-requisite: CHE 332. Prerequisite: CHE 202 This course carries the Writing Flag (W) in the Foundations and Core Program. Odd Springs

**337. Environmental Chemistry.** (2 hours) By combining chemical principles with issues of environmental concern, this course explores the flow of energy through nature, air pollution (global warming, acid rain, ozone depletion, photochemical smog, and indoor air), water pollution and purification, and toxic substances. Analytical techniques that are used to measure pollutants in the environment are also covered. The lab is optional. Prerequisite: CHE 201. Even Springs

**339. Environmental Chemistry Lab.** (1 hour) By working with EPA sampling techniques and using modern instrumentation to separate and analyze real samples for environmentally significant materials, students will gain an appreciation for measuring trace components in complex samples. One 3-hour lab per week. CHE 337 is optional. Prerequisite: CHE 202. Offered concurrently with CHE 337. Even Springs

**341. Biochemistry.** (3 hours) This class focuses on the molecular structures, functions, and naming systems of the four major classes of biomolecules (proteins, lipids, carbohydrates, and nucleic acids). It includes the acid-base behavior of biomolecules, enzyme kinetics, bioenergetics, and practical considerations of personal nutrition. The biochemistry of glycolysis, the tricarboxylic acid cycle, and electron transport is also covered. The optional lab is offered in Even Springs. Co- or Prerequisite: CHE 309. Spring

**342. Biochemistry Lab.** (1 hour) Students will be introduced to the theory and application of modern biochemical techniques. Experiments will emphasize amino acid, carbohydrate, and lipid chemistry, protein isolation and characterization via column chromatography and electrophoresis, enzyme kinetics, and membrane biochemistry. One 3-hour lab per week. Co-requisite: CHE 341. Spring

**343. Lipid Biochemistry.** (1 hour) This course will explore the structural and functional diversity of lipids. The structures and synthesis of a variety of lipids including Fatty acids, Triglycerides, Cholesterol and Steroids, Phospholipids, Eicosanoids, and Sphingolipids will be presented. The roles of lipids in membrane transport and signaling processes will also be examined. Additionally, pathways involving the absorption, storage, and mobilization of lipids in response

to hormones will be studied. Defects in lipid metabolism impacting human health will be addressed. Co- or Prerequisite: CHE 309. Spring

**371. Special Topics in Chemistry.** (1-4 hours) Selected courses from fields such as chemical energetics, separations, toxicology, surface and materials chemistry, polymers, and mass spectrometry. Typically, one topic is offered each year. Prerequisites: CHE 112, 113. As needed

**400. Advanced Inorganic Chemistry.** (3 hours) Advanced principles of inorganic chemistry will be introduced by focusing on the periodic properties, bonding, and structural theories of the elements, particularly the transition metals. Symmetry and group theory, acid-base theories, coordination compounds, and bioinorganic compounds are also covered. The lab (CHE 325) is optional. Prerequisite: CHE 331. Even Springs

**421. Computational Chemistry Lab.** (1 hour) This lab will utilize powerful, yet convenient, molecular modeling software suites to model the chemical and physical properties of organic, inorganic, and biological molecules. Modern theoretical methods will examine molecular structure, spectra, bonding, and reactivity. Studies of Quantitative Structure Activity Relationships (QSAR) and the molecular dynamics of physical processes will be included. One 3-hour lab per week. Prerequisite: CHE 201. Odd Falls

**440. Independent Research.** (1-3 hours) A student will work closely with a chemistry faculty member to identify a problem, define a course of investigation, accomplish the study in the library or laboratory, and submit a document recording the project. One hour of credit for each 3-hour lab per week. Fall, Spring, or Summer

**450. Junior Seminar.** (1 hour) Students will present several short presentations based on the chemical industry and the chemical literature. Resume preparation, small group activities, and talks by visiting speakers are included. Spring

**451. Senior Seminar.** (1 hour) This continuation of the seminar series includes a 30-45 minute seminar presentation by each student on a current chemical topic. Prerequisite: CHE 450. Fall



## CHILD DEVELOPMENT — (CHD)

*Professor Susan Hart Bell, Program Coordinator*

The child development minor provides core coursework relevant to the education and direct care of children. In addition, students may choose courses tailored to their individual career interests.

### ***Interdisciplinary Minor***

**Twenty-four hours required**, to include the following:

**Required Core Courses** **9 hours**

All of the following are required:

PSY 111 General Psychology	3 hours
PSY 340 Child Development	3 hours
SOC 213 Marriage and the Family	3 hours

**Psychological Processes** **3 hours**

Select 1 of the following courses:

PSY 242 Adolescence and Adulthood	3 hours
PSY 260 Social Psychology	3 hours
PSY 328 Learning	3 hours
PSY 333 Cognitive Psychology	3 hours
PSY 343 Personality	3 hours

**Cultural Diversity and Socio-cultural Context** **2-3 hours**

Select at least 1 of the following courses\*:

ART 210 Survey of Art History I	3 hours
ART 212 Survey of Art History II	3 hours
EDU 309 Teaching in a Diverse Society	2 hours (co-req EDU 307)
HIS 213 Asian Civilization II	3 hours
HIS 310 History of the South	3 hours
HIS 424 History of the Middle East	3 hours
SOC 118 Cultural Diversity	3 hours
SOC 335 Sociology of Appalachia	3 hours
SOC 365 Education for Social Change	3 hours

**Child Guidance and Health** **3 hours**

Select at least 1 of the following courses\*:

*Child Guidance and Health (continued)*

COMM 323 Conflict Management	3 hours (co- or prereq: EDU 131)
EDU 233 Student Development, Behavior and Learning	3 hours
KHS 320 Nutrition	3 hours (prereq: consent of instructor)
PSY 360 Fieldwork	3 hours (prereq: consent of instructor)
PSY 415 Counseling Skills	3 hours (prereq PSY 355)

<b>Exceptional Children/Atypical Development</b>	<b>2-3 hours</b>
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Select at least 1 of the following courses\*:

PSY 355 Abnormal Psychology	3 hours
EDU 307 Educating Exceptional Children	2 hours (co-req: EDU 309)
PSY 417 Developmental Psychopathology	3 hours (prereq: PSY 242 or 340)
PSY 419 School Psychology	3 hours (prereq PSY 242 or 340)

<b>Art/Music/Theatre</b>	<b>2-3 hours</b>
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Select at least 1 of the following courses\*:

ART 115 Drawing	3 hours
ART 313 Art Education	2 or 3 hours
MUS 315 Public School Music	2 hours
THE 407 Creative Dramatics and Children's Theatre	2 or 3 hours

Students applying any of the above courses to a major or another minor must substitute another course in the affected area.

\* Students choosing 2-hour courses must carefully select additional coursework to equal the required 24 hours. PSY 440 Independent Study can be taken for 1-3 hours if needed, with consent of the instructor and approval of the department chair and the Provost.

Students may plan an area major in Child Development.

## CHINESE — (CHN)

*Associate Professor Laura Hunt (MCLC Chair);*

*Associate Professor Liyan Liu (Coordinator)*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Computer Science, Music, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (SCs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture;
- Participate in multilingual communities at home and around the world.

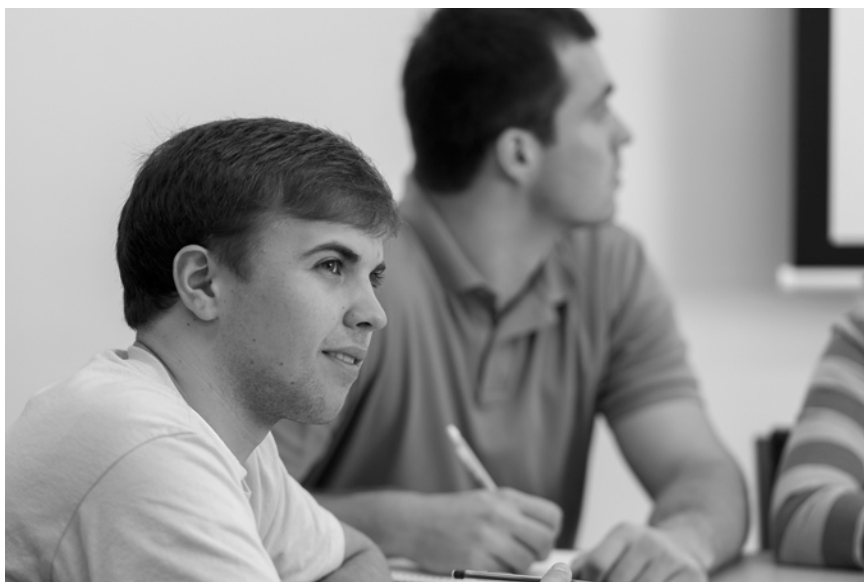
Students with two years or more of Chinese at the high school level desiring to continue in the same language must take the departmental placement exam.

**101. Elementary Chinese I.** (3 hours) Introduction of the four language skills (listening, speaking, reading, and writing) along with culture immerses students in an authentic linguistic environment, and use of communicative strategies in class and with the text encourages rapid acquisition of the Chinese language. Lab required. Odd Falls

**102. Elementary Chinese II.** (3 hours) Continuation of the four language skills (listening, speaking, reading, and writing) along with culture. This course immerses students in an authentic linguistic environment, and use of communicative strategies in class and with the text encourages rapid acquisition of the Chinese language. Lab required. Even Springs

**201. Intermediate Chinese I.** (3 hours) Emphasis on development of basic skills acquired in Elementary Chinese and role playing activities to develop student ability to travel and study in China. Students will also have the opportunity to give presentations in Chinese on topics of their own choosing. Lab required. Even Falls

**202. Intermediate Chinese II.** (3 hours) Readings from Chinese newspapers and magazines and other authentic sources will be introduced, and classroom activities will focus on using Chinese in a variety of “real life” situations. Lab required. Odd Springs



## CHRISTIAN LEADERSHIP — (CHL)

*Associate Professor Sheila Klopfer, Program Coordinator*

The Christian Leadership minor is designed to prepare students for Christian ministry in the twenty-first century. Its primary focus is for service in the church and parachurch or non-profit Christian ministries. Built around a core of Vocation, Ministry, Biblical Studies, Church History, and Christian Theology courses, students benefit from the expertise of multiple disciplines in a Liberal Arts curriculum. Along with classroom experience, students will participate in service learning and practical experiences to better prepare them to serve in the twenty-first century. (Students majoring in Religion may not minor in the Christian Leadership Interdisciplinary Minor).

### ***Interdisciplinary Minor***

**Twenty-one semester hours required** consisting of a 3-hour vocations course from the following list: PHI 195, PHI 395, or REL 357 (when offered as theology of vocation's course); 6 hours from the following list of practical ministry courses: REL 211, 213, 215, 219, and 360; 3 hours from Biblical Studies: REL 325, 327, 371, and 373; 3 hours from Christian Theology of Cultural Historical Studies: REL 341, 343, 345, 357, and HIS 338; 6 hours from PHI 151, 335, 345, 355, 385, REL 253, PSY 242 and 260. At least 6 hours must be at or above the 300-level. Students may petition the Program Coordinator of the Christian Leadership minor to apply to their minor courses not listed here that are relevant to Christian ministry.

For course descriptions, please see **History, Philosophy, Psychology, and Religion**.

## CLASSICS — (CLA)

*Associate Professor Laura Hunt (MCLC Chair)*  
*Assistant Professor John Henkel, Program Coordinator*

The languages and literature of ancient Greece and Rome are the foundation of virtually every discipline in the liberal arts and sciences. The study of Greek and/or Latin, and of Greek and Roman authors in English translation, will deepen a student's understanding of any field.

### ***Interdisciplinary Minor***

**Twenty-one hours required**, to include the following:

**Latin or Greek fourth-semester Reading Course** **3 hours**  
LAT 202, GRK 202, or REL 204

**Additional Latin or Greek courses  
to be selected from the following:**

**6 hours**  
LAT 101\*-102, 201, 202, 340  
REL 103\*-104, 203, 204 (New Testament Greek)  
GRK 201, 202  
\*LAT 101 or REL 103 counts only if it is the student's second  
Classical language.

**Related Courses (taught in English)\*\*** to be selected  
from the following:

**12 hours**  
ART 216: Survey of Art History I  
PHI 201: History of Philosophy I  
ENG 314: Epic Poetry  
CLA 170: Introductory Topics in Classical Literature  
CLA 314: Mythology in Greek and Roman Literature  
CLA 316: Ancient Drama  
CLA 318: Ancient Epic  
CLA 370: Topics in Classical Literature (Topics to include: "Women and Gender in Antiquity" and "From Lyric to Satire: Greek and Roman Poetry")  
HIS 412: Ancient History  
POS 400: Classical Political Theory  
REL 255: Religions of the Ancient World  
Other courses by approval of Program Coordinator

\*\*LAT 340 may be substituted for up to 6 hours of Related Courses

**170 . Introductory Topics in Classical Literature.** (3 hours) Selected Readings from Greek and/or Roman literature, offered at the introductory level with emphasis both on developing the skills of literary interpretation and on introducing students to Classical literature and the discipline of Classics. The course is open to all students, and can be counted toward the Classics minor. Topics will

include, but not be limited to, “Ancient Epic: Heroes of Greece and Rome” and “Introduction to Classical Literature.” Spring

**314. Mythology in Greek and Roman Literature.** (3 hours) Selected readings of Greek and Roman literature (in English translation) with mythological themes. Spring as needed

**316. Ancient Drama.** (3 hours) Selected readings in Greek and Roman tragedy and comedy (in English translation), combining literary study with attention to stagecraft and cultural context. Spring as needed

**318. Ancient Epic.** (3 hours) Selected readings in Greek and Roman epic poetry (in English translation). Readings may include, but are not limited to, Homer’s Iliad, Homer’s Odyssey, and Vergil’s Aeneid. Spring as needed.

**370. Topics in Classical Literature.** (3 hours) Selected readings in Greek and Roman Literature in English translation. Topics will include, but not be limited to, “From Lyric to Satire: Greek and Roman Poetry,” and “Women and Gender in Antiquity.” Spring as needed

**378. Tutorial topics.** (1-3 hours) Special topics in classics; use of one-on-one tutorial method of instruction adapted from humanities courses at Oxford and Cambridge Universities. As needed

## COMMERCE, LANGUAGE AND CULTURE — (CLC)

*Professor Tom Cooper and Associate Professor Laura Hunt,  
Program Coordinators*

Georgetown College recognizes that business and culture are inextricably linked. Opportunities for students to participate in the global society and to engage effectively in business will be enhanced if students have studied business, language and culture in an integrated and reflective manner.

### ***Interdisciplinary Major***

(B.A. degree) **Sixty hours required.** The major requires a business foundation of 24 hours, a language foundation of eighteen hours, fifteen hours from the interdisciplinary component, and one 3-hour elective chosen with Program Coordinator's approval. (No minor is required.)

### **Business Foundation**

*BUA 210, 211, 335, 353; ECO 221, 223; MAT 109 or 125; MAT 111*

The business foundation courses provide a sound foundation to enable students to understand the world of business. It includes accounting (the language of business), economics (the underlying theory beneath business study), finance (the major tool for evaluating business decisions), and international business operations that introduce students to the interaction of business and international matters.

**Language Foundation** (Students will select one language set) 18 hours

- SPA 230, 235, 355, and either SPA 310 and 320, or SPA 312 and 322, or SPA 310 and 312, and one additional SPA course at the 300 or 400 level
- JPN 201, 202, 320, 322, 335, 355

The language foundation courses will enable students of FRE, GER, and SPA to reach the Intermediate-High proficiency level, as defined by the American Council for the Teaching of Foreign Languages, in the skills of listening, speaking, reading, and writing in the target language. Students of JPN will reach the Intermediate-Low level. Furthermore, by means of a study of the great literary works, the arts, theater, music, geography, political structures, family life, and history, students will be prepared to understand, enjoy and participate in the foreign culture.

### **Interdisciplinary Component**

*CLC 319; INS (as approved by program coordinator); BUA 423, 450, 460*

These courses bring together the separate strands developed in the business and language foundation courses. The internship and study abroad requirements enable students to convert classroom knowledge into working knowledge tempered by experience.

**319. Foundations in Culture.** (3 hours) This course introduces the student to the concept of culture and related theoretical questions as well as to aspects of the European, Asian and Hispanic Cultures. This course carries a Cultural Awareness flag (C) in the Foundations and Core Program. Prerequisites: JPN 202, FRE/GER/SPA 230, or instructor's permission.

Odd Falls





## COMMUNICATION AND MEDIA STUDIES — (COMM)

*Associate Professors Susan Dummer (Chair), Alma Hall and Chris Nix;  
Assistant Professors Jacob Dickerson and Kenny Sibal*

The Department of Communication and Media Studies represents one of the fastest-growing disciplines in higher education. It is founded on the belief that competent communication transforms individuals, organizations and society. Graduating majors are prepared for careers, or for advanced education, in fields as diverse as advertising, entrepreneurship, public relations, broadcast journalism, law, ministry, human resources, higher education and not-for-profit management.

Departmental faculty define oral communication competence as the ability to form and maintain satisfactory relationships as well as the ability to gather, organize and deliver informative and persuasive speeches. Thus, course offerings in the broad areas of corporate communication, media studies and organizational communication are supported by both interpersonal and rhetorical theory.

Graduates of the Department of Communication & Media Studies will be able to: analyze the relationship between communication and context by examining how communication functions in specific interpersonal, group, organizational, and public context(s); relate communication and culture in the construction of alternate worldviews; articulate and apply ethical guidelines for communication practice; think critically about communication situations or problems; effectively use research methods and materials; construct and deliver an ethical, well-organized, and appropriate message using technologically diverse methods.

Department learning outcomes are measured by the students' abilities to demonstrate skills in and/or knowledge about (1) message design and (2) message effectiveness in public forums.

Effective message design requires (a) audience adaptation, (b) established speaker credibility, (c) support for claims (through logical argumentation and credible research), (d) adherence to ethical standards (i.e., understanding the intended and unintended consequences of manipulating or falsifying information), and (e) a recognition of how various channels influence message reception (e.g., computer mediated information).

### ***Major***

(B.A. degree) **Thirty-three hours required** in Communication and Media Studies, including COMM 101 or 115, 200, 215 320, and 450. Eighteen additional hours, including a minimum of twelve upper level hours, may be selected in the student's area of interest. (No more than three hours of practicum and three hours of internship credit may be applied to the major or minor.)

### ***Minor***

**Eighteen hours required** in Communication and Media Studies, including COMM 101 or COMM 115 and 200. Twelve additional hours may be selected in

the student's area of interest. A minimum of nine semester hours must be 300/400 level.

**101. Principles of Communication.** (3 hours) Survey course designed to provide students with an introduction to human communication processes. Students will acquire a theoretical basis for understanding and evaluating specialized content areas within the discipline which include: (1) Interpersonal/Relational Communication, (2) Media Studies, (3) Corporate/Organizational Communication, and (4) Rhetorical Studies. Fall and Spring

**115. Professional Communication.** (3 hours) Introduction to the rhetorical dimensions of public communication in the professional world including the use of technology to enhance multi-media presentations. Fall and Spring

**200. Personal and Interpersonal Bases of Communication.** (3 hours) Introduction to the social, psychological, and physiological bases of private communication. Fall and Spring

**215. Introduction to Media Studies.** (3 hours) This course covers the technical and social history of major media from the early days of radio through the rise of the internet and digital communication technologies. The course also introduces students to critical perspectives on the media and theoretical conceptions of what the media are and the role they play in society. Examines the historical and technical development of the mass media. This course serves as an introduction to basic theoretical examinations of media. Fall and Spring

**263. News Media Practicum.** (1 hour) Supervised practical experience in news reporting, broadcasting and possibly Webcasting through the student radio station facilities. Requires 2 scheduled hours per week for every credit hour taken. Prerequisites: COMM 101 or 115. Fall and Spring

**264. Sports Media Practicum.** (1 hour) Supervised practical experience in sports reporting, broadcasting and possibly Webcasting through the student radio station facilities. Prerequisite: COMM 101 or 115. Fall and Spring

**265. Communication Practicum.** (1 hour) Supervised practical experience in media production, broadcasting and possibly Webcasting through the student radio station facilities. Prerequisite: COMM 101 or 115. Fall and Spring

**300. Advanced Interpersonal Communication.** (3 hours) This class examines theoretic assumptions that guide relationship research across major developmental periods of the life cycle, such as childhood, adolescence, and young adulthood. Prerequisite: COMM 200. As needed

**302. Media Journalism.** (3 hours) Principles and problems of news and feature writing for print media. Prerequisite: COMM 101, 115 or 200. As needed

**306. Media Criticism.** (3 hours) Provides an examination of critical theories and their application to a variety of media forms. Prerequisite: COMM 215. As needed

**308. Argumentation.** (3 hours) Argumentation in political, economic, cultural, and social decision-making through theoretical examination and practical application of basic concepts. Prerequisite: COMM 101, 115 or 200. As needed

**310. Persuasion and Propaganda.** (3 hours) Examination of classical and contemporary theories of rhetoric (persuasion and propaganda), as they apply to speech, media, campaigns, social movements, and popular culture. Prerequisite: COMM 101, 115 or 200. Fall

**312. Group Dynamics.** (3 hours) Examination of the increasing importance of interpersonal communication in small group situations. Experiential group activities and research required for in-class and outside projects. Spring

**315. Advertising.** (3 hours) Examination and analysis of principles and concepts of advertising with special emphasis on developing creative strategies for the marketing plan and advertising campaign. Prerequisite: COMM 101, 115 or 200. Fall

**320. Communication Theory and Research Methods.** (3 hours) This course examines the role of communication theories used to understand and assess communication in contemporary social environments. Specifically, this course examines current trends in communication research along with various fundamental theories. Prerequisite: COMM 101, 115 or 200. Fall and Spring

**323. Conflict Management.** (3 hours) Examines the roles of communication relational conflict. Addresses interpersonal theories that explain ineffective skills, personal dispositions and strategies that affect dispute resolution. Spring

**325. Human Communication and Technology.** (3 hours) This course explores the role of electronic and digital technologies in facilitating human communication. It addresses questions concerning how technology affects the way we communicate and how changes in communication and technology may alter our relationships with one another and the technology itself. Topics will include computer-mediated communication, text messaging, social networking, and virtual communities. Spring

**329. Gender and Communication.** (3 hours) Examination of gender and gender stereotypes related to communication competency in four primary contexts: intimate relationships (e.g., friendships and family), the educational setting, the media, and the workplace. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall

**331. Nonverbal Communication.** (3 hours) Examines nonverbal communication codes, including their structures, usages, and interrelationships. Stresses student understanding, analysis, and application of nonverbal communication through lecture, discussion, and experiential activities. Spring

**333. Sports and Communication.** (3 hours) This course examines the influence of communication on the experiences of sport. Students will examine the impact

of media on sport consumption and the dynamics of communication with sport organizations. Cultural, organizational, and critical theoretical approaches will be applied to various contexts to explore contemporary issues in sport communication  
Fall

**335. Media Theory.** (3 hours) Study of a broad range of media theory and exposes students to primary theoretical texts. Prerequisite: COMM 101, 115 or 200 and 215  
Fall

**345. Emergent Media.** (3 hours) This course explores media that are still developing, the use and roles of which are still being determined. Students will examine academic studies and practical industrial applications of emerging media, including social and mobile media, marketing techniques, content creation, and globalization. Prerequisite: COMM 215  
Odd Falls

**350. Entrepreneurial Leadership.** (3 hours) Attempts to identify the new characteristics and behaviors that benefit new ventures and also questions whether these characteristics benefit leaders in contexts other than startup organizations. Prerequisite: COMM 101, 115 or 200.  
Fall

**360. Event Planning.** (3 hours) Students will incorporate understanding and practical application of corporate events coordination concepts with basic Integrated Marketing Communication (IMC) principles. Students will be able to understand and implement event coordination concepts from the pre-planning, planning, execution and follow up phases, as well as understand how IMC principles such as brand management, audience analysis and public relations are imperative to execution of a corporate event.  
Odd Falls

**400. Organizational Communication.** (3 hours) Communication processes within an organization, such as socialization, performance control, decision-making, conflict management, diversity, and technology. This course carries the Writing Flag (W) in the Foundations and Core Program.  
Fall

**413. Leadership for Change.** (3 hours) Overview of leadership theories, and the examination of the communication processes involved in developing and sharing a vision, making and implementing decisions, and managing conflict. Prerequisite: COMM 101, 115 or 200.  
Spring

**415. Public Relations.** (3 hours) A campaign based study of public relations literature and practices in business, industrial, educational, social, and governmental contexts. Prerequisite: COMM 101, 115 or 200.  
Spring

**418. Intercultural Communication.** (3 hours) Examination of the influence of culture as a primary variable on interpersonally oriented communication outcomes in contexts ranging from macro and micro-cultures of social and ethnic identification to countercultures, social classes, rural-urban settings, geographic regions, and gender differences in organizations and families.  
As needed

**420. Videography: The Documentary.** (3 hours) An examination and analysis of principles and concepts of videography including the planning, development, production, and post-production of short-video genres. Prerequisites: COMM 215. Fall

**425. Seminar in Popular Culture.** (3 hours) Popular culture has been described as a sphere in which audiences struggle over meaning and understanding of reality. This course explores the study of that struggle, examining the ways in which the media contribute to the construction of popular culture and help to define the ways in which we view the world. Even Falls

**440. Independent Study.** (1, 2, or 3 hours) Study of a limited subject within any communication area, proposed by the student, and submitted in written form stating objectives, methodology, and time limit. Must be approved by a COMM faculty member who agrees to supervise the study and by the department chair prior to registration. Only three hours may be applied toward the major. Prerequisites: COMM 250 and approved prospectus. As needed

**444. Crisis Communication.** (3 hours) This course examines the role of communication before, during, and after crises. Both theoretical and practical applications of crisis communication will be studied. Students are expected to complete projects that intersect interpersonal, corporate, community, and mediated contexts. Fall

**450. Seminar in Communication and Media Studies.** (3 hours) Integrative experiences and research on current topics of interest in communication theory and practices. Prerequisites: 27 hours of major completed including all core courses and application approved by department. Fall and Spring

**461. Internship.** (3-6 hours) Fieldwork activity in a related communication field to apply classroom theory. Prerequisites: 24 hours of major completed and chair approval. As needed

**471. Topics in Communication and Media Studies.** (3 hours) Group study of selected topics in special areas Communication Theory; Ethnography, Family, Health Care, and Electronic Media. As needed

## COMPUTER SCIENCE — (CSC)

*Professor Homer White (Chair);*

*Associate Professors Bryan Crawley (Coordinator) and Danny Thorne*

Georgetown College is currently phasing out its majors and minors in Computer Science and Computational Sciences, and its majors in Information Systems and Management Information Systems. Students who enrolled in these majors and minors prior to Fall 2014 should consult previous years' catalogs for information on coursework for that program. General education courses and other computer science courses described below will continue to be offered.

CSC 100 fulfills the Mathematics Foundations and Core requirement.

**100. Mathematics and Computing.** (3 hours) A survey of computer science including some basic mathematical foundations of computing and a gentle introduction to computer programming. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: ACT math subscore of 19, GSS 105, or bypass credit for GSS 105. As needed

**115. Computer Science I.** (3 hours) Developing algorithms to solve problems and using the computer as a tool to implement algorithms. Study of a modern programming language and the paradigm it represents. Topics include control structures, functions, pointers, sorting, and searching. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Fall

**215. Computer Science II.** (3 hours) Introduction to data structures such as linked lists, stacks, queues, trees, more general graphs and heaps using static and dynamic representations. Use of multi-dimensional arrays and recursion. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: CSC 115. As needed

**270. Topics in Programming.** (.5-3 hours) An opportunity for students to explore programming languages and programming methods. Prerequisite: CSC 215. As needed

## ECONOMICS — (ECO)

*Professors Tom Cooper (Chair), Zahi Haddad, and Nancy Lumpkin;  
Associate Professors Scott Takacs, Deborah B. Madden, and Daniel Vazzana;  
Assistant Professor Cathy Buckman  
Adjunct Instructor Glenn Williams*

The BUA department strives to prepare students to take their places in society and to thrive in whatever roles they choose. The successful student who completes the program will:

- be able to analyze problems and formulate appropriate solutions;
- be able to communicate ideas effectively;
- demonstrate knowledge of the basic content of economics.

The Department is committed to providing a broadly oriented professional education to prepare students for careers in business, government, and not-for-profit organizations. A student majoring in a departmental program will be required to maintain a minor in an area of interest outside the department.

### ***Major***

(B.A. degree) **Thirty-six hours required.** Thirty hours in the Department of Business Administration and Economics including BUA 210, BUA 211, ECO 221, ECO 223, ECO 311, and ECO 313; and twelve additional hours chosen from BUA 335, ECO 304, ECO 315, ECO 317, ECO 337, ECO 355, ECO 405, ECO 410, ECO 420, ECO 425, or ECO 470; plus 6 allied hours consisting of MAT 111 and either MAT 125 or MAT 109.

### ***Minor***

**Twenty-one hours required.** Fifteen hours in the Department of Business Administration and Economics including ECO 221 and ECO 223; ECO 311 or ECO 313 or ECO 324; and six additional hours chosen from ECO 304, ECO 315, ECO 317, ECO 337, ECO 355, ECO 405, ECO 410, ECO 420, ECO 425, or ECO 470; plus 6 allied hours consisting of MAT 111 and either MAT 125 or MAT 109.

**221. Principles of Macroeconomics.** (3 hours) A study of national income determination, commercial and central banking, money, monetary policy, fiscal policy, economic growth, and the economics of trade and exchange rates. Some knowledge of basic mathematics and algebra as well as the ability to understand and interpret economic data is desirable. This course is not a prerequisite for Principles of Microeconomics 223. This course carries a Quantitative flag (Q) in the Foundations and Core Program. Fall and Spring

**223. Principles of Microeconomics.** (3 hours) The study of markets, supply and demand, value distribution, business organization, market structure, and selected problems in microeconomics. Some basic mathematics and facility with graphs are necessary. Principles of Microeconomics 223 may be taken before Principles



of Macroeconomics 221. This course carries a Quantitative flag (Q) in the Foundations and Core Program. Fall and Spring

**304. Regression Analysis in Business and Economics.** (3 hours) Application of elementary econometric procedures and statistical inference as used in business and economics. Prerequisites: ECO 221, ECO 223, MAT 111. Even Springs

**311. Intermediate Macroeconomic Theory.** (3 hours) Examination of determinants of aggregate income, the price level, and employment; the role of policy in influencing aggregate economic activity. Prerequisites: ECO 221 and 223; MAT 109 or 125. Spring

**313. Intermediate Microeconomic Theory.** (3 hours) Price theory, including analysis of consumer behavior, production costs, and firm behavior. Prerequisites: ECO 221 and 223; MAT 109 or 125. Fall

**315. Behavioral Economics.** (3 hours) The study of situations in which actual human choices differ from the predictions of standard economic theory. Topics may include cooperation versus self interest, altruism, bounded rationality, and the use of reference points to shape decisions. Students will also explore experimental economics as the primary source of learning in this field. Prerequisites: ECO 223. Odd Falls

**317. Economic History of the United States.** (3 hours) American economic development from colonial times to Great Depression; economic analysis of impact of colonial system, free banking, and slavery; identification of major sources of economic growth. Prerequisite: ECO 221 or 223. Odd Springs

**324. Economics and Managerial Decision Making.** (3 hours) The application and extension of microeconomics to the problems and decisions of business firms relating to output and pricing policy. Prerequisites: ECO 223, MAT 109 or 125, MAT 111. Fall

**337. Environmental Economics.** (3 hours) Economic principles applied to environmental quality and resource utilization; origins of and approaches to environmental problems. Prerequisite: ECO 223. Even Falls

**355. Public Finance.** (3 hours) Institutional and theoretical perspectives of the role of government as an economic agent; impact of tax policy and spending programs within a market economy. Prerequisite: ECO 221 or 223. Even Springs

**405. Government Regulation of Business.** (3 hours) Application of the economic theory of industries and markets to government regulation; topics include legal foundations and economic impact of market regulation, antitrust policy, competitive practices, monopolies, and workplace safety. Prerequisite: ECO 223. Odd Falls

**410. International Economics.** (3 hours) Causes and consequences of international flow of goods, services, and money; topics include trade incentives,

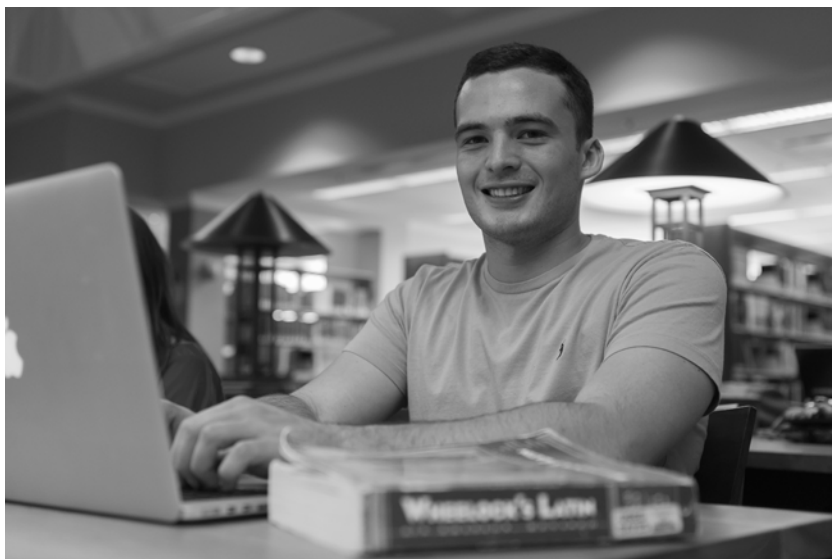
trade regulation, and foreign exchange markets. Prerequisites: ECO 221 and 223. Even Falls

**420. Labor Economics.** (3 hours) This course uses empirical and theoretical models to examine the behavior of firms as the buyers of labor services, the behavior of households as the sellers of labor services, and the attempts of third parties (such as policy makers or unions) to influence outcomes in the market for labor services. Prerequisites: ECO 223. Odd Springs

**425. Financial Institutions and Monetary Economics.** (3 hours) A study of banks and other institutions and their relationship to money and credit and their impact on financing business firms. Prerequisites: ECO 221 and 223, BUA 211. Even Springs

**440. Independent Study.** (1-3 hours) Fall and Spring

**470. Topics in Economics.** (3 hours) As needed



## EDUCATION - (EDU)



*Associate Professor Angie Cox (Associate Dean of Undergraduate Education),  
Assistant Professors Joy Bowers Campbell, Dean of Education,  
Lisa Eddy and Carol Williams*

The Teacher Education Program at Georgetown College is rooted in the liberal studies tradition, the Vision Statement, and the Eight Guiding Principles of the College. The phrase *developing scholars who are competent and caring educators, committed to a spirit of service and learning* serves as the theme and philosophical basis that guides the “dynamics” of the teacher education program here. This philosophy embraces an ethic of caring coupled with excellence in curriculum design and professional practice. It provides both the conceptual framework for the undergraduate and graduate teacher education programs and a guide for program development and evaluation. These concepts are best expressed in the program model depicted above, which includes three primary domains: (1) Professional Skills and Competencies, (2) Professional Values and Dispositions, and (3) Reflective Practice.

A variety of classroom and on-campus experiences, extensive fieldwork, and continuous counseling and evaluation of students are integral components of the Teacher Education Program, and serve to meet the following objectives:

- to send teachers into the workforce who possess the professional skills and competencies necessary for effecting high levels of achievement for all students;
- to send teachers into the workforce who have the professional values and dispositions necessary for creating supportive and constructive learning communities; and
- to send teachers into the workforce who engage in continuous reflective practice in order to improve their own teaching, increase student learning, and to make positive changes in their school and communities.

Within this framework, bachelor’s degree level students are able to meet Kentucky’s Teacher Standards for Preparation and Certification and graduate students enhance their ability to demonstrate the Teacher Standards. All students must complete the appropriate PRAXIS Tests to receive certification. Please note the EPSB disclaimer in the next paragraph.

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

The Elementary Education Department requires majors to demonstrate:

- Content knowledge within their own discipline(s) and in application to other disciplines;
- Effective designing and planning of instruction that develops student abilities to use communication skills, apply core concepts, think and solve problems, and integrate knowledge;
- Effective implementation and management of classroom instruction;
- Effective assessment and communication of students' learning results;
- Efficacy in creating and maintaining effective learning climates within classrooms and schools;
- Collaboration with colleagues and parents of students;
- Effective and meaningful implementation of technology;
- Commitment to the profession and to students and families by creating supportive and constructive learning communities;
- An appreciation for diversity and a belief that all students can learn;
- High moral and ethical standards: respect for others; strong sense of justice, fairness, empathy, and integrity; and
- Reflection and evaluation of teaching and learning: practical reflection of teaching and learning; critical reflection of teaching and learning.

### ***TEACHING CERTIFICATION AREAS***

The following teacher preparation programs are offered by Georgetown College and are approved by the Kentucky Education Professional Standards Board as a basis for the issuance of the corresponding teaching certification:

- **P-5 Major in Elementary School**
- **5-9 Certification in Middle School.** Students must select a Georgetown College major and one or two teaching areas chosen from: English and Communications, Mathematics, Science, Social Studies
- **8-12 Certification in Secondary School.** Biology, English, Mathematics, Chemistry, Physics, Social Studies
- **P-12 Certification for Elementary/Middle/Secondary School.** Art, French, German, Music (vocal and instrumental), Spanish

### ***Major in Elementary School (P-5)***

(B.S. Degree) **Fifty-nine hours required.** The B.S. Degree in Elementary Education requires forty-four semester hours in Education: EDU 131, 233, 307, 309, 313, 315, 317, 321, 323, 329, 345, 413, and 462-463. In addition, twelve hours of allied courses are required: MAT 203-204 (six hours), KHS 230 (two hours), and two of the following three courses to equal four credit hours: ART 313 (two hours), MUS 315 (two hours), and THE 407 (two hours). Elementary education majors are strongly encouraged to take PHY 105 to fulfill the Area of Inquiry requirement in Physical Science. An academic minor is also recommended. A

candidate must successfully complete all institutional requirements to earn a degree from Georgetown College. Additionally, to be recommended for a Kentucky Provisional Certificate, successful completion of the appropriate PRAXIS II examinations is required.

***Recommended Social Science Minor for Elementary Majors (P-5)***

**Twenty-one semester hours required** in the social sciences minor (for elementary education students only) with a concentration of nine hours in one of the departments identified below. At least one course must be taken from each of the departments of History, Political Science, Economics, Sociology, and Psychology. No more than one class may be counted both for an Area of Inquiry requirement and for this minor.

**History (no prerequisites)**

223 Intro to American History 1492-1877  
225 Intro to American History 1877-present  
304 Kentucky History (Required Course)  
306 Colonial and Revolutionary America  
308 History of the Early Republic  
426 History of the American Indian

**Political Science**

100 American Government  
309 State Government  
319 Constitutional Rights  
335 Legislative Process  
409 Kentucky Government

**Economics**

221 Macroeconomics  
223 Microeconomics  
317 Economic History of the U. S.

**Sociology**

(Principles of Sociology (SOC 111) or Cultural Diversity (SOC 118) is a prerequisite for SOC 373; therefore students are advised to take SOC 111 or SOC 118 as an Area of Inquiry requirement.)

211 Community  
365 Education for Social Change  
373 Class and Stratification

**Psychology**

(General Psychology (PSY 111) is a prerequisite; therefore students are advised to take PSY111 as a Foundations and Core requirement.)

328 Learning  
340 Child Development  
343 Personality  
419 School Psychology

### ***Certification in Middle School (5-9)***

The Middle Grades Education Program is a series of courses and experiences leading to certification. Students must select a Georgetown College major and specific courses from one or two areas of emphasis chosen from the following:

- English/Communication: Take thirty semester hours in English and Communications including English 211, 213, 302, 316, 318, 320, Communication 200 and 308, and Theater 220.
- Mathematics: Requires eighteen hours including Math 125, 203, 204, 225, 325, 301, 335, and 6 additional hours above 225.
- Science: Thirty-one semester hours are required, 14 of which must be in biology. In addition, students must take 14 additional hours from either chemistry, physics, or earth science. The final 14 hours must be taken from the remaining two disciplines. All four areas must include a laboratory experience.
- Social Studies: Thirty semester hours are required including United States History (6 hours), World Civilization (6 hours), Political Science (3 hours), Economics (3 hours), Sociology (6 hours), Psychology (3 hours). In addition, students must earn 30 hours of professional education courses: EDU 131, 233, 307, 309, 326, 333 or 339 or 341 or 343, 345, 423, and 471-472.

To be recommended for certification as a teacher, a candidate must complete all requirements for the Kentucky Provisional Certificate and successfully complete the appropriate PRAXIS Examinations in any area of emphasis.

### ***Certification in Secondary School (8-12)***

The teacher education program enables a candidate to obtain a major in an academic area and to complete certification requirements. Since the course work for the teaching major with certification sometimes differs from the graduation major, candidate should confer with the department chair in the major to verify specific requirements. In addition to major and minor (if chosen) requirements, students earn 30-33 semester hours in education including: EDU 131, 233, 307, 309, 337, 333, or 339 or 341 or 343, 345, 423, and 467-468. To be recommended for certification as a teacher, a candidate must complete all requirements for the Kentucky Provisional Certificate and successfully complete appropriate PRAXIS Examinations.

### ***Certification for Elementary/Middle/Secondary School (P-12)***

The P-12 certification program allows a candidate to obtain a major in an academic area for teaching at all grade levels. Since the course work for the teaching major certification sometimes differs from the graduation major, candidate should confer with the department chair in the major to verify specific requirements. In addition to major and minor requirements Art, French, German, and Spanish students must earn 31 semester hours in education including EDU 131, 233, 307, 309, 313, 337, 345, 423, 473-474. Music education candidate take 24 semester hours in education including EDU 131, 233, 307, 337, 423, 473-474 and meet the requirements in multicultural education and technology through coursework in the music department. To be recommended for certification as a teacher, a student must complete all requirements for the Kentucky Provisional Certificate and successfully complete appropriate PRAXIS Examinations.

## **CRITERIA FOR ADMISSION INTO TEACHER EDUCATION**

Candidates should refer to the Teacher Education and Certification Handbook located on the Education web-site. This Handbook includes curriculum contracts for every certification program and additional information for admission to the Teacher Education Program and to Student Teaching. Candidates should consult the Handbook for information concerning specific program requirements. Candidates may apply for admission to Teacher Education after completing five hours of education classes including EDU 131, Current Issues in Education.; and EDU 233, Student Behavior, Development and Learning. PLEASE NOTE: Candidates are responsible for making sure that all materials (including references) are turned in to the Education Department on a timely basis. Applications must be complete in order to be considered for admission into the department by the Teacher Education Committee.

1. October 1 is the deadline for submitting application materials and portfolios for consideration for admission during the fall semester; February 15 is the deadline for second semester consideration. Post-baccalaureate candidates must adhere to the same schedule as traditional candidates. In addition, post-baccalaureate candidates must complete the Application for Admission into Student Teaching concurrently.
2. Each candidate must have a 2.75 cumulative grade point average and have completed all previous education classes with a grade of "C" or above. Reminder: A 2.75 grade point average in education classes is also required for entrance into student teaching.
3. Each candidate must provide three references from a Major Content Professor, General Education Professor, and a Minor Professor or Other.
4. Each candidate must successfully complete the PPST and have a copy on file for the department. Please consult the Education Department for additional information .
5. Each candidate must demonstrate written proficiency as evidenced by earning a "C" or above in English 112 and by accurate and careful completion of appropriate education forms (applications, portfolio). The application/ portfolio must be well written and error-free in order to be considered approved by the Teacher Education Committee. Candidates may want to utilize the services of the College Writing Center.
6. Each candidate must complete an official curriculum contract with his or her designated education advisor. Content majors are required to have major departmental chairs' signatures on curriculum contracts. This contract must be in the candidate's file in the education department before admission to the department will be considered.
7. Each candidate must complete a Major/Minor Declaration at the Registrar's Office and have a copy forwarded to the Education department.
8. Each candidate must demonstrate satisfactory performance in an interview, which includes presentation of the items in the Interview Portfolio (see Teacher Education and Certification Handbook for additional information on the Interview Portfolio) and application file.
9. Each candidate must be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large.

Each candidate must read and complete the Kentucky School Personnel Code of Ethics and affirm a commitment to uphold the code.

10. Each candidate must have favorable field placement feedback. All field evaluation forms completed by cooperating teachers will be reviewed and considered by the TEC. “Do Not Meet Expectations” markings on forms may jeopardize acceptance into the TEP. The Associate Dean will review forms, meet with candidates and attach explanations for low ratings.
11. Each candidate will submit a personal philosophy of education and lesson plan to be scored by the interview team and included in the portfolio for TEC consideration. Checkpoint one rubrics from the Teacher Education Handbook will be used to score these materials. Candidates must receive a “met” rating in each area to be considered for acceptance into the TEP.

NOTE: The above items reflect minimum standards for consideration by the TEC. Qualifying for consideration by the TEC does not guarantee a candidate admission to the program.

Special Note on Course Permissions: Courses above EDU 131, 233, 307 and 309 in the Education Department require prior acceptance into Teacher Education before registering for the classes. For more information, contact your Education Advisor or the Education Department Office.

### **CRITERIA FOR ADMISSION INTO CLINICAL PRACTICE (STUDENT TEACHING)**

Student teaching candidates are required to submit a professional portfolio, including:

- (1) A lesson plan that the candidate has developed and taught. The lesson plan should be comprehensive and should include evidence of student learning and a corresponding reflection and analysis.
- (2) A professional growth plan that includes a reflection on the candidate’s professional skills and dispositions, and goals for professional growth during student teaching. The professional growth plan should be in the form of an essay, and should relate your skills and dispositions to those outlined in the Education Department’s Conceptual Framework and to the candidate’s own personal education philosophy.

Additionally, each student teacher candidate must submit an application for student teaching before registering for EDU 315 and 329 (elementary students) and EDU 333 or 341 or 343 (secondary students). These additional application materials must be submitted by September 15 for spring student teaching and February 1 for fall student teaching. In addition, the candidate must meet the following criteria for acceptance into student teaching:

1. Senior standing shall be prerequisite for admission into student teaching. In addition, each candidate must have been admitted to the Teacher Education Program and must have been in residence at Georgetown College for at least one semester prior to student teaching.



2. Each student teacher candidate must be approved by the Teacher Education Committee. Acceptance into the Teacher Education Program does not mean automatic approval for student teaching.
3. Each student teacher candidate must submit a copy of a current medical examination before the beginning of the semester in which the student plans to do student teaching.
4. Each student teacher candidate must undergo a criminal background check prior to student teaching.
5. Each student teacher candidate must have completed the required 200 hours of clinical and field-based experiences prior to student teaching. Field experience must include experience at the elementary, middle and secondary levels for all candidates. Transfer student teacher candidates must provide documentation of field and clinical hours earned at other colleges.
6. The student teacher candidate shall have achieved the following academic requirements:
  - a. an overall academic standing of at least 2.75.
  - b. an academic standing of 2.75 in the teaching major/specialty area or a 2.5 - 2.74 average and a passing score on the PRAXIS Specialty Area Test(s).
  - c. approval by the major department—including three recommendations by major professors attesting to subject matter competency and possession of the dispositions desired in teachers.
  - d. completions of all required prerequisite professional education courses with an academic standing of at least 2.75.
7. Each student teacher candidate is required to submit a professional portfolio as part of the application process.
8. Student teacher candidates must become student members of the National and Kentucky Education Associations—in order to receive liability insurance coverage during the student teaching experience.
9. Each student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school community as well as in the community at large. Each candidate must read and complete the Kentucky School Personnel Code of Ethics form and affirm a commitment to uphold the code during student teaching.

Georgetown College student teachers will be placed in a public school setting within a 25 mile radius of campus and in a school with which Georgetown College holds a contractual agreement. Therefore, any candidate making a request to student teach beyond the 25 mile radius must petition the Teacher Education Committee for approval. Included in the petition would be an explanation as to reasons that would warrant an alternative placement. The TEC would then either vote to accept or decline the petition.

Each student teacher candidate will complete two grade level assignments within their student teacher experience.

It is expected that student teacher candidates will spend full-time in their student teaching experience. Any student teacher candidate who requests a leave from student teaching is required to complete the “Request for Released Time from Student Teaching” form. Only extenuating circumstances will be considered, and requests will be evaluated on a case-by-case basis.

## **COURSES OF INSTRUCTION**

**131. Current Issues in Education.** (2 hours) An introduction to education in American society through an analysis of some of the most pressing issues in the field, their historical and philosophical underpinnings, and implications. A fifty hour field experience is required. This is normally the first course in the teacher education program. Students should take and earn a passing score on the PPST while enrolled in this course. First year students may take a three credit section of EDU 131 and meet the Foundations 112 requirement. Spring only

**233. Student Development, Behavior, and Learning.** (3 hours) A study of the major theories of learning and of cognitive, psychosocial, and moral development and their applications in K-12 classrooms. Lesson plans, including assessment, will be written and taught. Laboratory experiences in the schools are required and will be used to practice reflection and to demonstrate various aspects of learning and stages of student development. Field component in school classrooms required. Co- or Prerequisite: EDU 131. *NOTE: No prerequisite is required for Child Development minors and students who are not pursuing a degree in education.*

**307. Educating Exceptional Children.** (2 hours) This course is designed to help pre-service teachers understand their role in identifying and serving students with identified learning challenges in an inclusive educational setting. Emphasis is placed on the skills needed to collaborate with special educators, participation in Responsive to Treatment Intervention (RTI), and Universal Design for Learning (UDL). Study of the major categories of exceptionality designed to meet the needs of pre-service teachers who must implement appropriate services for students with special needs in a regular classroom. Field component in school classrooms required. Students must also register for EDU 309 in the same semester unless waived by the professor of the course or the Associate Dean of Undergraduate Education.

**309. Teaching in a Diverse Society.** (2 hours) An introductory course in multicultural education that explores current issues and practices related to teaching in a pluralistic society. Field component in school classrooms required. Students must also register for EDU 307 in the same semester unless waived by the professor of the course or the Associate Dean of Undergraduate Education. This course carries a Cultural Awareness Flag in the Foundations and Core Program.

**313. Fundamentals of Teaching in the Elementary School.** (3 hours) Development of sound philosophy of effective and affective teaching in the elementary school. Includes effective instructional practices, quality assessment, and creating a positive learning environment. Candidates must be admitted to the Teacher Education program prior to enrolling in this course. Field component in

school classrooms required. Students must be admitted to the TEP before taking this course.

**315. Teaching Mathematics in the Elementary School.** (3 hours) Study of the methods and materials to effectively teach mathematics in K-5. Field component in school classrooms required. This course is taken the semester prior to student teaching. Candidates must have been admitted to the Teacher Education Program and have an application for student teaching on file in the Education Department prior to registering for this course. Candidates must also register for EDU 329 in the same semester unless waived by the professor of the course or the Associate Dean of Undergraduate Education Prerequisites: MAT 203, 204. Students must be admitted to the TEP before taking this course.

**317. Teaching Language Skills in the Elementary Schools.** (3 hours) Instructional philosophy, research, methods, and materials for teaching communication skills: reading, listening, speaking, writing, spelling, and grammar. Field component in school classrooms required. Passing score on PPST is required prior to registering for this class. This course should be taken within the two semesters prior to student teaching. This course carries the Writing Flag (W) in the Foundations and Core Program. Prerequisites: Students must be admitted to the TEP before taking this course.

**321. Teaching Science in the Elementary School.** (3 hours) Study of the principles, methods, and materials basic to the teaching of science using inquiry in the elementary school. A field component in school classrooms is required. Successful completion of MAT 203-204 should be achieved before enrolling. Successful completion of PHY 105 before enrolling in EDU 321 is strongly encouraged. Passing score on the PPST is required prior to registering for this class. Students must be admitted to the TEP before taking this course.

**323. Teaching Integrated Social Studies in the Elementary School.** (3 hours) Social studies will be considered broadly, emphasizing such fields as economics and culture in addition to history and citizenship. Careful study of the principles, methods, and materials basic to integrating social studies will be the focus. A field component in school classrooms is required. Lesson and unit planning, including assessment, is included. Students must be admitted to the TEP before taking this course.

**326. The Teacher and the Middle School.** (2 hours) An examination of the goals and practices of middle schools, including teaming, looping, and exploration. The cognitive and social development of young adolescents will be studied in theory and in practice. Lesson planning for middle schools students, including assessment, will be emphasized. Field experience required. Student must be admitted to the TEP before taking this course.

**329. Teaching Reading and Literature in the Elementary Grades.** (5 hours) Survey of traditional and contemporary children's literature and its uses in the teaching of literacy; provides methods, strategies, and assessment procedures for teaching literacy to a diverse student population. Field component in school

classrooms required. This course is taken the semester prior to student teaching. Candidates must have been admitted to Teacher Education Program and have an application for student teaching on file in the Education Department prior to registering for this course. Candidates must also register for EDU 315 in the same semester unless waived by the professor of the course or the Associate Dean of Undergraduate Education.

**333. Middle/Secondary English Methods.** (2 or 3 hours) Study of curriculum, unit and lesson development and study of evaluation methods, including KERA portfolio evaluation, considering philosophical and practical issues relevant to composition and literature. Field component in school classrooms required. Students must be admitted to the TEP before taking this course.

**337. Teaching in the Middle and Secondary School.** (3 hours) Topics include principles of learning; classroom communication; group dynamics, and the instructional process. Candidates will spend one segment of the class in seminars with practicing middle and secondary educators in the identified teaching fields. Field component in school classrooms required. Candidates must have been admitted to Teacher Education Program and an application for student teaching must be on file in the Education Department prior to registering for this course.

**339. Middle/Secondary Mathematics Methods.** (3 hours) Topics include effective strategies that reflect the NCTM Standards, using instructional materials and technology for representing math concepts, promoting learning math with understanding, and enabling all students to succeed in math. Field component required. This course is to be taken the semester before student teaching. Must be admitted to teacher education and have filed application for student teaching on file. Prerequisites: EDU 337.

**341. Middle/Secondary Science Methods.** (3 hours) Focuses on effective teaching strategies that reflect the nature, method and content of science, creating classroom environments to foster inquiry and understanding. Topics include lesson and unit planning, adapting instruction, using technology to promote learning and assessment. Field component required. This course is to be taken the semester before student teaching. Must be admitted to teacher education and have filed application for student teaching. Prerequisites: EDU 337.

**343. Middle/Secondary Social Studies Methods.** (3 hours) Focuses on effective teaching strategies in history, geography, economics, world cultures, civics. Topics include lesson and unit planning, adapting instruction, using technology to promote inquiry, assessing student learning. Field component required. This course is to be taken the semester before student teaching. Must be admitted to teacher education and have filed application for student teaching. Prerequisites: EDU 337.

**345. Classroom Applications of Technology and Content Literacy.** (3 hours) Applications of important concepts and considerations in using technology and content literacy skills to support, assess, and stimulate learning in the classroom. Field component in school required. Course should be taken concurrently with a

methods course. This course requires admission to the Teacher Education Program for enrollment. This course carries the Quantitative Flag (Q) in the Foundations and Core Program.

**413. Elementary Classroom Management.** (2 hours) This course is taken during the student teaching semester and assists candidates in developing a personalized classroom management program as an integral part of their overall teaching approach. Topics include developmental aspects of student behavior, theories relating to elementary classroom management, and practical approaches to successful classroom leadership. Approval by the TEC for student teaching is required prior to registering for this class.

**423. Secondary Classroom Management.** (2 hours) The course will assist candidates in developing a personalized classroom management program that will be an integral part of their overall teaching approach. Topics include developmental aspects of student behavior, theories relating to secondary classroom management, and practical approaches to successful classroom leadership based on each student's orientation toward teaching control/student autonomy. Objectives include the following: a self-evaluation of a video-taped lesson, including a professional growth plan, a comprehensive classroom management plan, and critical reflections. This course is taken the same semester as student teaching. Approval by the TEC for student teaching is required prior to registering for this class.

**440. Independent Study.** (1, 2, or 3 hours) Guided study in education based upon student interest and need.

**450. Seminar.** (1, 2, or 3 hours) Selected studies in Education.

**461. Internship in Education.**

**462-463. Supervised Student Teaching in the Elementary Grades.** (6 hours each) An extended period of continuous full-time professional activities with a given group of learners with increasing responsible experiences in all aspects of the teacher's work. It is focused on the analytical approach to the development of teaching skills and takes place in the public or private school setting under supervision of school and college personnel. The initial Elementary Certificate requires twelve semester hours credit. Prerequisite: Admission to student teaching; see Handbook on Teacher Education and Certification. Special fee applies; please see Financial Planning and Expenses section.

**467-468. Supervised Student Teaching in the Secondary School.** (6 hours each) An extended period of continuous full-time professional activities with a given group of learners with increasing responsible experiences in all aspects of the teacher's work. It is focused on the analytical approach to the development of teaching skills and takes place in the public or private school setting under supervision of school and college personnel. The initial secondary certification requires twelve semester hours credit. Prerequisite: Admission to student teaching;

see Handbook on Teacher Education and Certification. Special fee applies; please see Financial Planning and Expenses section.

**471-472. Supervised Student Teaching in the Middle Grades.** (6 hours each) Prerequisite: Admission to student teaching; see Handbook on Teacher Education & Certification. Special fee applies; please see Financial Planning and Expenses section.

**473-474. Supervised Student Teaching: 12 Grades.** (6 hours each) Prerequisite: Admission to student teaching; see Handbook on Teacher Education and Certification. Special fee applies; please see Financial Planning and Expenses section.



## ENGLISH — (ENG)

*Professors Rosemary Allen, Barbara Burch (Chair),  
Steve Carter, Todd Coke, and John Sadlon;  
Associate Professors Holly Barbaccia,  
Carrie Cook and Kristin Czarnecki;  
Adjunct Instructors Kimberly Gift and Sarah Fitzpatrick*

The curriculum of the English Department is designed to develop students' understanding of the English language and the literature written in that language while also fostering analytical ability and writing skills. Students who complete the English major will comprehend the historical and cultural context of literature and will see literature as a reflection of diverse cultures. They will learn how to use the written word to communicate clearly, effectively, accurately, logically, and gracefully. They will also be able to speak and write effectively on a wide range of literary issues and to apply analytical reasoning to literary texts.

Students have many opportunities for involvement outside the classroom. They may join the English honor society, Sigma Tau Delta, write for the bi-weekly newspaper, *The Georgetownian*, contribute to and edit the campus student literary magazine, *Inscape*, and work on the college's nationally distributed literary magazine, the *Georgetown Review*. Qualified students may tutor their peers in the Writing Center or in literature survey classes.

Many of our English majors go on to graduate school in journalism, literary studies, law, ministry, communications, or creative writing. Upon graduation, others enter a variety of fields such as personnel management, public relations, writing, business, or teaching. A student majoring in English will demonstrate the flexibility of mind that comes from a broadly based liberal education. English majors will:

- demonstrate a core knowledge of the texts of English and American literature;
- understand the historical and cultural context of literature;
- see literature as a reflection of diverse cultures;
- use the written word to communicate clearly, effectively, accurately, logically and gracefully;
- speak and write effectively on a wide range of literary issues; and
- apply analytical reasoning to literary texts.

### ***Major***

(B.A. degree) Thirty-six semester hours above ENG 112 or 115 including the following: ENG 211-213; 292; 335; 492; and three hours each in American literature (ENG 318, 320, 341, 410, 422, 430, 470), English literature before 1700 (ENG 305, 325, 405, 435, 475), English literature between 1700 and 1900 (ENG 309, 339, 389, 419, 479), and comparative literature (ENG 296, 298, 314, 324, 334, 384, 428). In addition, one three-hour allied course must be selected from the following: AMS 250, 450; CLA 314, 316, 370; HIS 323, 335, 337, 356; PHI 315, 355, 412; THE 327; any upper-level literature course in World Languages;

or a course not listed here approved by the English Department Chair. Courses applied toward Foundations and Core requirements will not be approved for the allied requirement. Candidates are also expected to pass senior comprehensives. Total hours required: 39.

### ***Major with Creative Writing Emphasis***

(B.A. degree) The Creative Writing Emphasis within the English major requires students to take twelve hours of the thirty-three required for the English major in Creative Writing courses. A minimum of six and a maximum of nine hours must be taken in the following courses: English 391, English 393, English 395, and Theatre 471 if it is taught as playwriting or screenwriting. Students can take any combination of these classes, including repeating one of them for credit. The final three-six hours of the emphasis can be taken in any of the following courses: ENG 324, ENG 334, ENG 344, or ENG 472. Candidates are also expected to pass senior comprehensives.

### ***Minor***

**Eighteen hours above ENG 125 required.**

### ***Minor with Creative Writing Emphasis***

**Eighteen hours above ENG 211 or 213 required.** Students must take ENG 344. At least six and as many as nine hours must come from the workshop courses (ENG 391, ENG 393, ENG 395, and THE 471 if it is taught as playwriting or screenwriting). At least six and as many as nine hours must come from ENG 324, ENG 334, and ENG 472.

**111. English Composition I.** (3 hours) Develops satisfactory college-level proficiency in basic skills of composition and reading comprehension. Students must demonstrate their ability to produce a portfolio of literate, reasonably logical, and perceptive short themes. Grades given are A, B, C, or X (conditional incomplete, to be satisfied by repeating the course). All students must be enrolled in ENG 111, ENG 112, or ENG 115 until they have successfully completed the freshman writing sequence. For a student to drop ENG 111, the drop slip must be signed by either the Chair of the English Department or the Writing Program Coordinator. The Chair of the English Department or the Writing Program Coordinator may waive this continuous enrollment policy as appropriate. Fall and Spring

**112. English Composition II.** (3 hours) Introduces research techniques and instruction in the principles of documentation and scholarship as well as continues a concern with rhetoric, style, clear thinking, reading comprehension, and successful communication. Orientes the student to computer literacy and the use of the library. Prerequisite: ENG 111. All students must be enrolled in ENG 111, ENG 112, or ENG 115 until they have successfully completed the freshman writing sequence. For a student to drop ENG 112, the drop slip must be signed by either the Chair of the English Department or the Writing Program Coordinator. The Chair of the English Department or the Writing Program Coordinator may waive this continuous enrollment policy as appropriate. Fall and Spring



**115. Accelerated Composition.** (4 hours) This course engages students in research techniques, textual analysis, advanced academic writing, and instruction in the principles of documentation and scholarship, while developing students' skill in rhetoric, style, critical thinking, and successful communication. Students must demonstrate their ability to produce a portfolio of literate, reasonably logical, and perceptive short themes, including the following essay types: multiple draft, impromptu, and research. Open to students who have been notified of their eligibility, English 115 fulfills the lower-division writing requirement. All students must be enrolled in ENG 111, ENG 112, or ENG 115 until they have successfully completed the freshman writing sequence. For a student to drop ENG 115, the drop slip must be signed by either the Chair of the English Department or the Writing Program Coordinator. The Chair of the English Department or the Writing Program Coordinator may waive this continuous enrollment policy as appropriate. Fall

**125. Writing in the Disciplines.** (3 hours) Provides an intensive introduction to the research techniques and practices of disciplinary writing along with continued attention to developing composition, reading, and argumentative skills.

**196. Topics in World Literature.** (3 hours) Chronological survey of no fewer than three successive periods of literature. Topic and specific course content to be determined by professor and announced at advanced registration. Offered exclusively as a Foundations 112 course. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: FDN 111. Spring

**211. English Literature Survey I.** (3 hours) Chronological survey of English literature from *Beowulf* through Milton, with emphasis on the greats. This course carries the Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 112, 115 or 125. Fall

**213. English Literature Survey II.** (3 hours) Chronological survey of English literature from the Restoration through James Joyce, with special emphasis on the greats. This course carries the Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 112, 115 or 125. Spring

**292. Introduction to Literary Analysis.** (1 hour). Introduction to the skills and methods of literary analysis. Designed to supplement the introductory English literature survey courses. Must be taken prior to or concurrently with the major's first 300 or 400-level literature class in English. Prerequisite: ENG 112, 115 or 125. Co-requisite: ENG 211, 213, 296, 298, or the first 300 or 400-level literature class. Student majoring in English should enroll in this course as early as possible. Minors are also encouraged to enroll. Fall

**296. World Literature Survey I.** (3 hours) Chronological survey of world literature in translation from antiquity to the seventeenth century. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 112, 115 or 125. Spring

**298. World Literature Survey II. (3 hours)** Chronological survey of world literature in translation from the seventeenth century to the present day. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 112, 115 or 125. Fall

**302. Media Journalism. (3 hours)** Principles and problems of news and feature writing for print media. Prerequisite: ENG 211 or 213. As Needed

**305. Milton. (3 hours)** Critical study of Milton's major and minor works to estimate his present day literary and political significance. Prerequisite: ENG 211 or 213. Odd Springs

**309. Neo-Classical Literature. (3 hours)** Drama, prose, and poetry of representative figures of England's Age of Enlightenment. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 211 or 213. Even Springs

**314. Epic Poetry. (3 hours)** The world's major epics, from classical to contemporary sources. Prerequisite: ENG 211 or 213. As needed

**316. Linguistics. (3 hours)** English language and grammar compared to other languages and their dialects based on structural and transformational principles to facilitate understanding of language arts. May include language acquisition, psycholinguistics (and its parallels to computational linguistics), sociolinguistics, and neurolinguistics. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: ENG 112, 115 or 125. Odd Springs

**318. American Literature to 1870. (3 hours)** History and interpretation of American literature from John Smith to Walt Whitman. Odd Falls

**320. American Literature from 1870. (3 hours)** History and interpretation of American literature from Emily Dickinson through the twentieth century. Even Falls

**324. Contemporary Fiction. (3 hours)** A study of the development of the genre of fiction, including the short story, the short novel, and the novel, from 1900 to the present. Odd Falls

**325. Renaissance Literature. (3 hours)** Literature of the English Renaissance, excluding the works of Shakespeare and Milton. Prerequisite: ENG 211 or 213. Alternate Odd Falls

**334. Contemporary Poetry. (3 hours)** A study of the genre of poetry from 1900 to the present. Odd Springs

**335. Shakespeare. (3 hours)** Shakespeare's art and craft through study of important plays: comedies, tragedies, and histories. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: ENG 211 or 213. Fall

**339. British Romantic Literature.** (3 hours) A survey of British poetry and prose composed between 1789 and 1832, with emphasis on the six major Romantic poets. Prerequisite: ENG 211 or 213. Odd Falls

**341. Survey of African-American Literature 1745-Present.** (3 hours) A survey of African-American Literature from 1745 to the present. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Even Springs

**344. Magazine Editing and Publishing.** (3 hours) Instruction and experience in the major elements of editing and publishing a magazine. Students will perform a variety of duties for the Georgetown Review, the literary magazine published at the college. Prerequisite: ENG 112, 115 or 125. Even Falls

**378. Tutorial Topics.** (3 hours) Special topics in literature; use of one-on-one tutorial method of instruction adapted from humanities courses at Oxford and Cambridge Universities. Prerequisites: ENG 211 or 213 and permission of instructor Fall and Spring

**384. Contemporary Drama.** (3 hours) A study of the development of modern drama from Henrik Ibsen to the present. As needed

**389. Victorian Literature. (3 hours)** A survey of British poetry, drama, and fiction written between 1832 and 1900. Prerequisite: English 211 or 213. Odd Springs

**391. Creative Writing: Poetry.** (3 hours) Introduces students to poetry writing. Students work within a workshop atmosphere, providing and accepting critiques of their writing and the writing of others. In addition, there will be in-depth discussions of some classic and contemporary work by established writers. Prerequisite: ENG 112, 115 or 125. Fall (as needed)

**393. Creative Writing: Fiction.** (3 hours) Introduces students to fiction writing. Students work within a workshop atmosphere, providing and accepting critiques of their own writing and the writing of others. Repeatable to 9 hours. Prerequisite: ENG 112, 115 or 125. Spring

**395. Creative Writing: Creative Nonfiction.** (3 hours) Combines reading and writing in creative nonfiction. Students will explore contemporary examples in the field, examining literary techniques while developing their own writing. Students will work within several sub-genres, including memoir, travel writing, and interview/feature writing. Students work within a workshop atmosphere providing and accepting critiques of their writing and the writing of others. Prerequisite: ENG 112, 115 or 125. Fall (as needed) On Demand

**405. Chaucer.** (3 hours) A study of the works of Chaucer, particularly the *Canterbury Tales*, with emphasis on Chaucer's contribution to the development of the English language. Prerequisite: ENG 211 or 213. Even Springs

- 410. American Novel.** (3 hours) The novel in America, from the beginnings to the late twentieth century. Prerequisite: ENG 211 or 213. Odd Springs
- 419. English Novel.** (3 hours) The novel as a prose form, from its introduction to the beginning of the twentieth century. Prerequisite: ENG 211 or 213. Even Falls
- 422. Topics in Multiethnic American Literature.** (3 hours) Selected studies in literature by multiethnic American writers, on a topic announced at advanced registration. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Even Falls
- 428. Topics in Women and Literature.** (3 hours) Selected studies in literature by and about women, on a topic announced at advanced registration. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: ENG 211 or 213. On Demand
- 430. Southern Novel. (3 hours)** The novel as representative of the culture of the American South, from the beginnings to the late twentieth century. Prerequisite: ENG 211 or 213. Even Springs
- 435. Medieval Literature. (3 hours)** Studies in the original language of English poetry, prose, and drama, excluding Chaucer. Prerequisite: ENG 211 or 213. Alternate Odd Falls
- 440. Independent Study. (1, 2, or 3 hours)** With the approval and permission of a member of the English faculty and the Chair of the English Department, students may undertake independent reading and research on a topic of their own choosing. Fall and Spring
- 448. Modern British Literature. (3 hours)** A survey of modern British poetry, drama, and fiction written during the first half of the twentieth century. Prerequisite: ENG 211 or 213. Odd Springs
- 458. Irish Literature.** (3 hours) Readings in Irish literature, with emphasis on Yeats and Joyce. Prerequisite: ENG 211 or 213. Even Springs
- 470. Topics in American Literature.** (3 hours) Extensive study of a selected genre, announced at advanced registration. Prerequisite: ENG 211 or 213. As needed
- 472. Topics in Writing and Literature.** (3 hours) The study of a body of literature, announced at registration, with special emphasis given to an analysis of the techniques of the writers studied. Prerequisite: ENG 112, 115 or 125. Spring (as needed)
- 475. Topics in Medieval and Renaissance Literature.** (3 hours) Selected studies in medieval and/or Renaissance literature. Specific topics to be announced during advanced registration. Prerequisite: ENG 211 or 213. As needed

**476. Topics in the English Language.** (3 hours) Investigation of problems and developments in the study of the English language. Prerequisite: ENG 211 or 213. As needed

**478. Special Topics in Literature.** (3 hours) The study of a body of literature, organized around a single theme, announced at advanced registration. Prerequisite: ENG 211 or 213. As needed

**479. Topics in Nineteenth-Century Literature.** (3 hours) Selected topics in Romantic and/or Victorian literature, announced at advanced registration. Prerequisite: ENG 211 or 213. As needed

**492. Senior Seminar in English. (2 hours).** Senior capstone course for the English major. Prerequisites: ENG 211, 213, and 292. Spring



## ENVIRONMENTAL SCIENCE — (ENV)

*Professor Rick Kopp, Program Coordinator*

The Environmental Science program provides an interdisciplinary foundation in environmental science within the framework of a liberal arts education. Because of the broad spectrum of environmental fields, students are provided with flexibility in selecting a course of study that reflects their specific area(s) of interest (i.e., analytical laboratory studies, field-oriented biology, political science, or some combination). All students in the program are provided with a common foundation (the “Environmental Science Core”) and the opportunity to focus their studies in either the Science or Policy Track. This B.S. degree program (57 to 59 hours) prepares students for future study and employment leading to several possible career paths in government, industry, research, and academia. Independent studies are available; an internship is required.

### ***Interdisciplinary Major***

(B.S. degree) **Fifty-seven to fifty-nine hours is required** for the major depending on emphasis (Science Track or Policy Track). The core is required regardless of emphasis. (No minor required)

### **Environmental Science Core (required of all majors):**

Note: MAT 111 will also meet the Foundations and Core requirement in mathematics, but other mathematics courses will not meet the Environmental Science requirement.

#### *Nine Courses (27 hours) as follows:*

BIO 111. Biological Principles	4 hours
BIO 212. Cellular and Molecular Biology <i>or</i> BIO 214. Organismal Biology	4 hours
BIO 314. Evolution and Ecology	4 hours
MAT 111. Elementary Probability and Statistics	3 hours
ECO 223. Principles of Microeconomics	3 hours
ENV/BIO 330. Environmental Science & Natural Resources	3 hours
ENV 332. Environmental Science & Policy	3 hours
ENV 450. Seminar	2 hours
ENV 461. Internship	1 hour

### **Science Track:**

Requires 30 to 31 hours beyond the core (57 to 58 hours total)

#### *Four Courses (11 or 12 hours) as follows:*

CHE 111. General Chemistry I	4 hours
CHE 112. General Chemistry II	3 hours

CHE 113. General Chemistry II Lab	1 hour
GEL 113. General Geology <i>or</i>	4 hours <i>or</i>
PHY 109. Meteorology	3 hours

*A minimum of 16 additional hours. Select from the following:*

BIO 300. Marine Biology	3 hours
BIO 311. General Microbiology	4 hours
BIO 316. Plant Taxonomy & Spring Flora	4 hours
BIO 320. Vertebrate Ecology	4 hours
BIO 335. Genetics and Molecular Biology	4 hours
BIO 413. Freshwater Biology	4 hours
CHE 201. Organic Chemistry I	3 hours
CHE 202. Organic Chemistry Lab I	1 hour
CHE 305. Quantitative Analysis	4 hours
CHE 309. Organic Chemistry II	3 hours
CHE 310. Organic Chemistry Lab II	1 hour
CHE 315. Spectroscopy	4 hours
CHE 337. Environmental Chemistry	2 hours
CHE 339. Environmental Chemistry Lab	1 hour

*One Additional Course (3 hours)*

Select one upper-level course (numbered 300 or higher) from the Policy Track outside of the natural and physical sciences.

### **Environmental Policy Track:**

Requires 31 to 32 hours beyond the core (58 to 59 hours total).

*One course (4 hours). Select from the following:*

CHE 111. General Chemistry I	4 hours
GEL 113. General Geology	4 hours

*Two courses (6 hours). Select from the following:*

ECO 337. Environmental Economics	3 hours
PHI 345. Environmental Philosophy & Ethics	3 hours
SOC 355. Environment and Sustainability	3 hours

*Six courses (18 hours) with no more than 3 courses from any one discipline. Select from the courses listed below. Whichever course was not selected from the previous block (ECO 337, PHI 345, or SOC 355) may be included here.*

BUA 210. Principles of Accounting I	3 hours
BUA 211. Principles of Accounting II	3 hours
ECO 221. Principles of Macroeconomics	3 hours
POS 305. Urban Government	3 hours
POS 309. State Government	3 hours
POS 315. Public Administration	3 hours
POS 335. United States Congress	3 hours
POS 409. Kentucky Government	3 hours
POS 430. International Political Economy	3 hours
SOC 405. Development and Globalization	3 hours
SOC 415. Food and Society	3 hours

*One Additional Course (3-4 hours).*

BIO 300. Marine Biology	3 hours
BIO 311. General Microbiology	4 hours
BIO 316. Plant Taxonomy and Spring Flora	4 hours
BIO 320. Vertebrate Ecology	4 hours
BIO 335. Genetics and Molecular Biology	4 hours
BIO 413. Freshwater Biology	4 hours

**330. Environmental Science and Natural Resources.** (3 hours) A study of the principles of environmental science and their application to current issues. Emphasis is placed on the use of natural resources (energy, mineral, water, and biological) and the consequences of that use (resource depletion, water and air pollution, hazardous and non-hazardous waste). Prerequisites: BIO 111 and junior or senior standing. Prerequisite or Corequisite: BIO 314. Even Springs

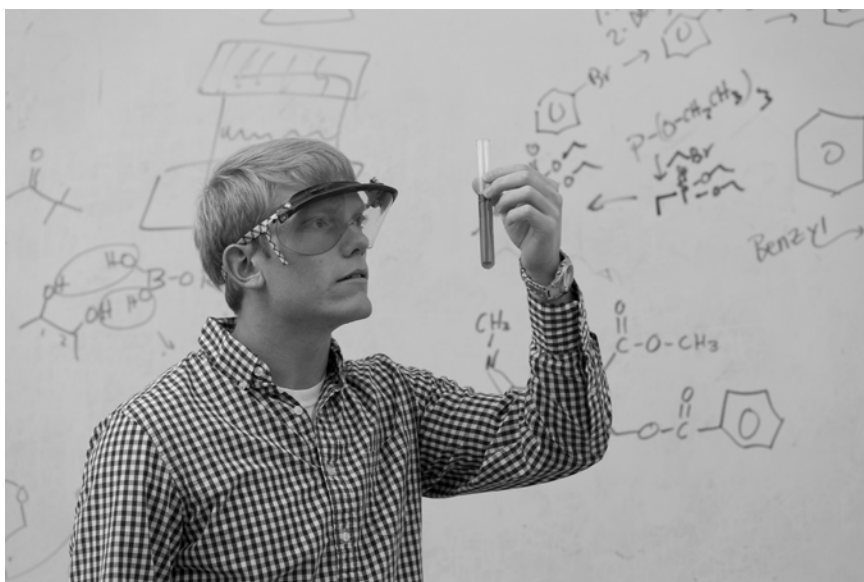
**332. Environmental Science and Policy.** (3 hours) A study of the principles of environmental science and their application to current issues. Emphasis is placed on addressing how risk is assessed, managed and communicated, how U.S. environmental policy has developed, and how regulations are formed, implemented, and enforced. The class will also discuss selected international policies, particularly those of the United Nations and Europe. Prerequisites: BIO 111 and junior or senior standing. Prerequisite or Corequisite: BIO 314. Even Falls

**440. Independent Study.** (1-3 hours) An independent research project supervised by a faculty member in an appropriate discipline. Prerequisites: BIO 111, Sophomore classification, consent of supervising professor, and consent of the Environmental Science Program Coordinator. As needed



**450. Seminar.** (2 hours) Development of library research and writing skills. Current environmental issues will be discussed, and students will prepare a review paper and make an oral presentation on their review topic. Prerequisite: Senior classification. As needed

**461-462. Environmental Science Intern Program.** (1-3 hours for each course) Field experience in any area of environmental science education, management or research conducted through a governmental or private agency. Prerequisites: declared major in Environmental Science and permission of the Environmental Science Program Coordinator. As needed



## EUROPEAN STUDIES — (EUS)

*Associate Professor Ellen Emerick, Program Coordinator*

European Studies is an interdisciplinary program designed to give students a comprehensive view of Europe, past and present, from a variety of perspectives. This program provides a solid grounding in the liberal arts and is excellent preparation for advanced study in graduate or professional school. Majors are encouraged to study abroad.

### ***Interdisciplinary Major***

(B.A. degree) (No minor is required) **Fifty-four hours required**, at least thirty-nine of which must be 300 level or above, including:

#### **French, German, or Spanish**

**15 hours**

For French: FRE 230, 312, plus 15 additional approved hours.

For German: GER 230, plus 15 additional approved hours from independent study or study abroad

For Spanish: SPA 230, 235, 310, plus 6 additional upper level hours.

#### **History**

**15 hours**

HIS 331, 333 plus nine hours selected from HIS 111, 113, 323, 335, 337, 343, 345, 412, 417.

#### **Political Science**

**3 hours**

POS 302, European Politics

#### **European Studies**

**3 hours**

Selected From EUS 350, 440 or 470.

#### **Eighteen hours to be chosen from the following:**

**18 hours**

- ART 210, Survey of Art History I; ART 212, Survey of Art History II; ART 310, Modern Art History
- BUA 353, International Business Operations; BUA 363, International Finance; BUA 423, International Marketing; BUA 443, International Management
- CLA 314, Mythology in Greek and Roman Literature; CLA 316, Ancient Drama; CLA 318, Epic; CLA 370, Topics in Classical Literature
- ENG 211, English Literature Survey I; ENG 213, English Literature Survey II; ENG 294, Comparative Literature Survey; ENG 305, Milton; ENG 309, Neo-Classical Literature; ENG 314, Epic Poetry; ENG 325, 17th Century Literature; ENG 335, Shakespeare; ENG 339, Romantic Literature; ENG 389, Victorian Literature; ENG 405, Chaucer; ENG 419, English Novel; ENG 435, Medieval Literature; ENG 448, Modern British Literature; ENG 458, Irish Literature; ENG 475, Topics in Renaissance Literature; ENG 479, Topics in Nineteenth Century Literature
- FRE 321, Initiation to French Literature; FRE329, Francophone Women Writers; FRE427, Advanced Topics in Francophone Cinema
- GER 318/418, 319/419, 345/445, 365/465 or 389/489, 370/470, 399/499

- MUS 425, Music History to 1750; MUS 426, Music History since 1750
- PHI 201, History of Philosophy I; PHI 203, History of Philosophy II; PHI 315, Existentialism and Idealism; PHI 435, Contemporary Continental Philosophy
- POS 200, World Politics; POS 207, Comparative Politics; POS 400, Classical Political Theory; POS 402, Modern Political Theory; POS 403, American Foreign Policy; POS 407, International Law and Organization; POS 430, International Political Economy
- REL 329, Church History
- SPA 320, Survey of Spanish Literature; SPA 420, Spanish Literature of the Golden Age
- A second foreign language (French, German, Greek, Latin or Spanish)
- THE 425, Theatre History

Any Topics, Study Abroad, or other course with a significant European focus, subject to approval.

The eighteen hours of electives must be drawn from at least three different departments. A language course numbered 101 (103 for Greek) can be applied to the major only if the 102 (104 for Greek) course in that language has also been completed.

<b>350. European Studies Seminar.</b> (3 hours)	As needed
<b>440. Independent Study.</b> (1-3 hours)	As needed
<b>470. Topics.</b> (3 hours)	As needed

## EXERCISE SCIENCE — (EXS)

*Associate Professors Jean Kiernan (Chair) and Leslie Phillips;  
Assistant Professor Brian Jones and Karla Wessels  
Adjunct Instructors Dan Brown and Randy McGuire*

Students may pursue major and minor programs offered in the Department of Kinesiology and Health Studies that will prepare them both for entry-level professional careers and graduate study in Kinesiology, Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training and Public Health.

Exercise Science borrows from many parent disciplines in the natural and social sciences in order to understand the phenomenon of exercise and human movement activities, ranging from sport training to injury rehabilitation. Graduates typically work in corporate fitness, cardiac rehabilitations, YMCAs, community recreation programs, commercial health clubs, and other settings. Other graduates have entered graduate programs in physical therapy, nutrition, athletic training, occupational therapy, biomechanics, and exercise physiology. A major and minor are offered in this area.

Graduates of the majors offered in the Kinesiology and Health Science department will demonstrate:

- a basic understanding of the physiological, anatomical, and mechanical foundations of movement;
- the skills associated with planning, implementing, and evaluating developmentally appropriate fitness programs;
- the fundamental understanding of behavior as it applies to adherence to exercise/fitness;
- the knowledge and skills associated with assessing emergency health conditions requiring first aid and/or CPR;
- the knowledge and physical skills associated with health-related fitness activities; and
- a basic understanding of research techniques and tools used in the field of Kinesiology and Health.

### ***Major***

(B.S. degree) **Forty-four or forty-eight hours required.** Thirty two hours in KHS, which must include KHS 214, KHS 220, KHS 304, KHS 306, KHS 320, KHS 322, KHS 400, KHS 410, KHS 423, and KHS 452, and 1-hour course from courses numbered KHS 111-170, plus six hours from any KHS course numbered 180 or above. Students may not enroll in more than 3 hours of internship. Required allied course must include PSY 211(prerequisite PSY 111) or MAT 111 and BIO 100 or 111. With the consent of the KHS Department Chair, substitutions may be made for allied courses.

Students intending on applying to Physical Therapy, Occupational Therapy, or Physician Assistant programs must take Biology 111 (not Biology 100) as requirement for applying to the graduate program.

***Minor***

**Twenty-two hours required**, including KHS 214, 220, 304, 306, 322, 423, plus one course from KHS 185, 310, 315, 320, 400, 405, 435.

For the course descriptions for **Exercise Science**, please see **Kinesiology and Health Studies**.



## FRENCH — (FRE)

*Professor Jana Brill (Coordinator);  
Associate Professor Laura Hunt (MCLC Chair)*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture;
- Participate in multilingual communities at home and around the world.

Students with less than two years of high school French (level II or higher) desiring to continue in French should register for French 115 (Spring). Students with three or more years of French at the high school level who feel reasonably comfortable with the language should enroll in FRE 201 (Fall). Students who have successfully completed 200 level courses will not be allowed to take 100 level courses. Exceptions to this policy must be approved by the department chair. (This policy applies to students who have taken language courses at Georgetown or another college or university.)

Georgetown College is currently phasing out its major and minor in French. Students who enrolled in this major prior to Fall 2014 should consult previous years' catalogs for information on coursework for that program. General education courses described below will continue to be offered.

**101. Elementary French I.** (3 hours ) An introduction to the four language skills of speaking, listening, writing, and reading French. In addition, students become familiar with aspects of the culture of the French-speaking countries. Intended for students who are new to the language or who have less than two years of high school French.. One hour lab per week. Fall

**102. Elementary French II.** (3 hours) Development of the four language skills of speaking, listening, writing, and reading French. In addition students become

familiar with aspects of the culture of the French-speaking countries. One hour lab per week. Spring

**115. Intensive Elementary French (pending approval).** (3 hours) Intensive review of the fundamentals of French designed for students who have already developed a basic command of the language but are not fully prepared for FRE 102. Communicative skills will be emphasized through the four language skills (listening, speaking, reading, and writing) and culture. ACTFL level of Novice-High. Spring

**201. Intermediate French. (3 hours)** A course designed to bring students up to the required proficiency level at Georgetown College. ACTFL level Intermediate-Low. One hour lab per week required. Prerequisite: FRE 102 or by placement exam. Fall

**230. Intermediate French II Through Film.** (3 hours) Continued development of listening and speaking skills. Increased emphasis on reading and writing skills and with concomitant study of more complex grammatical structures. Discussions of Francophone cultures and social issues presented in films. ACTFL level Intermediate-Mid. Prerequisite: FRE 201 or equivalent. As needed

## GEOLOGY — (GEL)

**113. General Geology.** (4 hours) Physical structure of the earth; processes acting on the earth's features; common minerals and rocks. Chronological study of different ages of earth's history. Laboratory. Fall and Spring





## GERMAN — (GER)

*Professor Sigrid Suesse (Coordinator);  
Associate Professor Laura Hunt (MCLC Chair)*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and cultures, and develop insights into the nature of language and culture;
- Participate in multilingual communities at home and around the world.

Students with less than two years of high school German should register for GER 101 (Fall). Students with two years or more (level II or higher) of German at the high school level must take the departmental placement test or speak with the German Program coordinator for placement. Students who have successfully completed 200-level courses will not be allowed to take 100-level courses for credit, and students who have successfully completed 300- or 400-level courses will not be allowed to take 100-level courses or 201. Exceptions to this policy must be approved by the departmental chair. This policy applies to students who have taken language courses at Georgetown College or another college or university.

Georgetown College is currently phasing out its major and minor in German and in German Studies. Students who enrolled in these majors prior to Fall 2014 should consult previous years' catalogs for information on coursework for those programs. General education courses described below will continue to be offered.

**101. Elementary German I.** An introduction to the four language skills of speaking, listening, writing, and reading German. In addition students become familiar with aspects of the culture of the German-speaking countries. Intended for students who are new to the language or who have less than two years of high school German.

Fall

**102. Elementary German II.** Development of the four language skills of speaking, listening, writing, and reading German. In addition students become

familiar with aspects of the culture of the German-speaking countries. One hour lab per week is required. Spring

**201. Intermediate German.** (3 hours) This course is the third of a three-semester sequence designed to bring students to the proficiency level of the Georgetown College Foundations and Core requirement. Students enhance their abilities in the four language skills of speaking, listening, writing and reading through review, “recycling”, and further study of structures, vocabulary and contemporary culture. One-hour lab per week is required. Prerequisite: GER 102 or by placement exam. Fall

**230. Intermediate German II.** (3 hours) This course is designed to help students solidify and develop their speaking, listening, writing, and reading skills through review and study of structures and an increased emphasis on vocabulary building. Through readings of authentic German “texts,” including a children’s book and feature films, students will gain an overview of the political and cultural history of twentieth-century Germany. Prerequisite: GER 201 or equivalent. As needed



## GREEK — (GRK)

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture; and
- Participate in multilingual communities at home and around the world.

For the course descriptions for first-year Greek, please see **Religion**.

For the description of the **Classics** interdisciplinary minor, please see **Classics**.

**201. Intermediate Greek.** (3 hours) Development of Greek reading skills through grammar review and reading of selected authors; selections may include Homer, Herodotus and/or other texts. Prerequisite: REL 104 (Beginning Greek II) or the equivalent. Even Falls

**202. Intermediate Greek Reading.** (3 hours) Continued development of Greek reading skills through the study of selected Greek texts and their culture context; selections may include Euripides and Plato. Prerequisite: GRK 201 (Homeric Greek), REL 203 (Greek New Testament), or the equivalent. Odd Springs

## HEALTH SCIENCE — (HSC)

*Associate Professors Jean Kiernan (Chair) and Leslie Phillips;  
Assistant Professors Brian Jones and Karla Wessels  
Adjunct Instructors: Taylor Temnick and Randy McGuire*

Students may pursue major and minor programs offered in the Department of Kinesiology and Health Studies that will prepare them both for entry-level professional careers and graduate study in Kinesiology, Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training and Public Health.

This mission of Georgetown College's Health Science major is to advance the quality of life in our society by providing students with the knowledge, understanding, and skills needed to plan, implement, and evaluate health programs in schools, community organizations, healthcare organizations, and worksites.

Graduates of the majors offered in the Kinesiology and Health Science department will demonstrate:

- a basic understanding of the physiological, anatomical, and mechanical foundations of movement;
- the skills associated with planning, implementing, and evaluating developmentally appropriate fitness programs;
- the fundamental understanding of behavior as it applies to adherence to exercise/fitness;
- the knowledge and skills associated with assessing emergency health conditions requiring first aid and/or CPR;
- the knowledge and physical skills associated with health-related fitness activities; and
- a basic understanding of research techniques and tools used in the field of Kinesiology and Health.

### ***Major***

(B.S. degree) **Forty-four or forty-six hours required.** Thirty-one hours in KHS, which must include KHS 180, KHS 214, KHS 220, KHS 304, KHS 306, KHS 310, KHS 320, KHS 400, KHS 405 and KHS 452, plus six hours of electives from any of the following KHS courses- KHS 200, KHS 315, KHS 185, KHS 322, KHS 324, KHS 423, KHS 435, KHS 460, or KHS 470. Students may not enroll in more than 3 hours of internship. Allied courses include PSY 211(PYS 111 pre-requisite) or MAT 111 and BIO 100 or 111. With the consent of the KHS Department Chair, substitutions may be made for allied courses.

Students intending on applying to Physical Therapy, Occupational Therapy, or Physician Assistant programs must take Biology 111 (not Biology 100) as requirement for applying to the graduate program.

For the course descriptions for **Health Science**, please see **Kinesiology and Health Studies**.

## HISTORY — (HIS)

*Professors Jim Klotter, Harold Tallant, and Cliff Wargelin (Chair);  
Associate Professors Ellen Emerick, Liyan Liu, and Lisa Lykins;*

History involves the study of most aspects of the human experience over time—politics, social life, cultural developments, military affairs, diplomacy, ethnicity, technology, economics, religion, literature, and so much more. It is a story of real people and how they acted and reacted when facing change or choice or conflict. Studying History offers us a perspective on events, whether they are at a world, national, regional, state, local, or individual level. Students in the History Department learn critical skills useful not only to the study of the past, but in numerous other areas as well—how to do research, how to analyze evidence, how to put the findings in proper context, and how to communicate the results in a clear and coherent way. Internships and study abroad represent examples of the ways students can learn more outside the college classroom. The History Department encourages student leadership opportunities in various ways, including Phi Alpha Theta, the History honorary. In short, the History Department prepares students to do well in the wider world.

History majors will complete requirements for the major—including producing and defending a primary research paper—in a timely fashion while meeting departmental standards. Additionally, students that major in history will be presented with opportunities for involvement in the field of history outside of the classroom, including membership in the Phi Alpha Theta history honorary, field study, study abroad, and attendance at and submission of papers to history conferences and contests.

History majors will:

- develop a workable knowledge of important facts, themes, and issues of American, European, and world history
- become familiar with varieties of sources, techniques of source evaluation, and methods of historical interpretation utilized by historians;
- develop skills of critical thinking, analysis, and written and oral communication that allow for informed assessment, debate, and defense of historical issues and arguments; and
- develop the ability to distinguish historical similarities and differences among different cultures/societies and across time.

### ***Major***

(B. A. degree) **Thirty-three hours required** in History including HIS 250, HIS 450 and one of the following area of inquiry course sequences: HIS 111/113, HIS 211/213, HIS 223/225, HIS 331/333. Students must take at least three hours of American, three hours of European, and three hours of Asian/non-Western history. Eighteen hours must be at the 300-level or above.

### **Minor**

**Eighteen hours required** in History including at least one course in two of the following three areas: American, European, or Asian/non-Western.

**111. History of Civilization to 1648.** (3 hours) A study of human origins stressing the continuity of development through 1648. The course will be taught on a chronological or topical basis and attempt to combine historical interpretation with a general knowledge of the significant developments of the past. Certain sections of this course may carry a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall

**113. History of Civilization Since 1648.** (3 hours) A study of civilization from 1648 to the present. The course will be taught on a chronological or topical basis and attempt to combine historical interpretation with a knowledge of the significant developments of the past. Certain sections of this course may carry a Cultural Awareness Flag (C) in the Foundations and Core Program. Spring

**211. Asian Civilization I.** (3 hours) This course will survey the development of East and South Asian civilizations, covering their origins as well as their cultural influences, from prehistoric times to approximately 1800 AD. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall

**213. Asian Civilization II.** (3 hours) This course will explore the development of East and South Asia from about 1800 AD to the present. Students will compare and contrast the similarities and differences among the national experiences in modern Asia. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Spring

**223. Introduction to American History: 1492-1877.** (3 hours) This course is a survey of the political, economic, intellectual, social, and religious development of America before 1877. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Fall

**225. Introduction to American History: 1877 to Present.** (3 hours) This course is a survey of the political, economic, intellectual, social, and religious development of America after 1877. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Spring

**250. Historical Methods.** (3 hours) An intensive introduction to concepts, methods, and issues in the study of history. Emphasis will be on the framing of historical questions and immersion in the actual sources of history. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: Sophomore standing. Spring

**302. Traditional China.** (3 hours) This course provides the student with an overview of Chinese history in pre-modern times. It traces the growth of Chinese civilization from its pre-historical genesis until about the 19th century. It will explore the dominant philosophical and religious traditions, the nature of political culture, and the social structure of traditional China through a variety of sources.

It will also look at groups and individuals outside of the central power structure, and at longer socio-economic trends which transcended dynastic changes. The class meetings will consist of lectures, media, and discussions of the readings. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Odd Falls

**304. Kentucky History.** (3 hours) Looks at Kentucky history in its varied aspects, beginning before the written record, continuing through the frontier era and the Civil War, and going to the present. It emphasizes the social, political, economic, cultural, educational, and other parts of that history, while looking at the myths and realities of Kentucky. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Spring

**306. Colonial and Revolutionary America, 1607-1783.** (3 hours) An intensive investigation of the American colonies, their political and social origins, their culture developments, and their subsequent revolution with and separation from Great Britain. Odd Falls

**308. History of the Early Republic: 1783-1848.** (3 hours) This course is a study of the formative years of the United States. The course covers the early years of government under the Articles of Confederation, the adoption of the United States Constitution, and the political development of the new nation through the Mexican War. Additionally, the course will cover the social, ethnic, economic, intellectual, cultural, and religious transformations which characterized American life in the 1780s-1840s. Even Falls

**310. History of the South.** (3 hours) The contribution of Southern civilization to the total life of the nation, with emphasis on the New South. Fall

**312. Civil War and Reconstruction.** (3 hours) Intensive investigation of some aspect of the period. Topics selected to give insight into the war and its effect on American history. Even Springs

**314. Gilded Age through the 1920s.** (3 hours) An intensive overview of America between 1877 and 1930. This course explores the political, social, economic, and cultural developments of the period, especially in their relationship to the formation of industrial capitalism. Odd Falls

**316. Modern China.** (3 hours) This course is a study of modern Chinese history since 1800. It examines the political, cultural, social and economic developments in the last two centuries and offers a comprehensive view of China's unique path to modernization. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Even Springs

**318. History of Canada.** (3 hours) This course is a survey of Canada's political, economic, intellectual, social, and religious development. As needed

**321. History of Japan.** (3 hours) This course will cover Japanese history from the sengoku period to the Russo-Japanese War. While covering the political,

institutional, religious, economic, and cultural history of Japan, particular attention will be paid to the significant influence of China as well as Japanese social structure and reaction to the outside world. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Even Falls

**323. Renaissance and Reformation.** (3 hours) This course will cover the intellectual, cultural, political, and economic development of Europe with particular focus on the Italian Renaissance and the Reformation in Germany. The course will continue through the Counter-Reformation and the Thirty Years War. This course carries a Writing Flag (W) in the Foundations and Core Program. Odd Springs

**325. United States Diplomatic History.** (3 hours) The course will survey the historical development of United States diplomatic policies and positions which have influenced American attitudes toward other peoples or significantly affected domestic development. American economic, religious, racial and cultural values will be integrated into the study. Even Falls

**331. Revolutionary Europe 1789-1871.** (3 hours) A survey of European history from the period of the French Revolution through the unification of Germany, emphasis will be given to the revolutionary political, economic, social, cultural, and military/diplomatic changes transforming Europe in this period. This course carries an Applied Quantitative Flag (Q) and a Writing Flag (W) in the Foundations and Core Program. Fall

**333. Europe in Crisis 1871-1949.** (3 hours) A survey of European history from the period of German unification to the beginning of the Cold War, emphasis will be given to the challenges posed by nationalism and militarism; the two world wars; technological, economic, and social change; imperialism; the emergence of fascist, national socialist, and communist movements and governments; and the evolution of cultural modernism. This course carries an Applied Quantitative Flag (Q) and a Writing Flag (W) in the Foundations and Core Program. Even Springs

**335. History of England.** (3 hours) Study of the political, social, economic, religious, and constitutional history of England to the end of the Stuart period. This course carries a Writing Flag (W) in the Foundations and Core Program. Odd Falls

**337. Modern England.** (3 hours) This course describes the role of the English nation in the modern world as well as its contributions to modern society. Anglo-American relations will be given special emphasis. Even Falls

**338. Religion in American History.** (3 hours) Role of religion in American history; impact of religion on major social and political developments. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Odd Springs

**343. Modern Central Europe.** (3 hours) A survey of German, Austrian, and Hungarian history from the 19th century to the present; topics include the industrial



revolution in Central Europe, the 1848 revolutions, the creation and collapse of the German and Austro-Hungarian Empires, the rise of radical ideologies after 1918, the Second World War, and Germany's division and reunification.

Odd Springs

**345. Military History.** (3 hours) A survey of the role of warfare and the military in Western society from prehistory to the present. Topics will include the origins of war and military institutions; the relationship of military organizations to the state; philosophies/doctrines regarding the state's use of war as policy; the evolution and impact of new military technologies, tactics, and strategies; the role of leadership, organization, and logistics in war; moral and ethical issues of war; and the perspective of the individual combatant. This course carries a Writing Flag (W) in the Foundations and Core Program.

Odd Falls

**356. Medieval History** (3 hours) Beginning in the fifth century CE, this course follows the disintegration and rebirth of political, economic, and social life in Europe after the collapse of the Roman Empire through the fourteenth century. Those developments are contrasted to what is happening in China and the Middle East during the same time frame. This course carries a Writing Flag (W) in the Foundations and Core Program.

Even Falls

**360. Public History.** (3 hours) Public history involves all those aspects of history that take place outside an academic classroom - including work in museums, historical societies, archives, historic houses, oral history, administration, education, and more. Designed to prepare students in both the philosophical and practical aspects of history, the course includes numerous guest speakers and field work.

Odd Springs

**378. Tutorial Topics.** (3 hours) Special topics in History using a one-on-one tutorial method of instruction similar to that used in humanities courses at Oxford University. Prerequisites: History 111 or 113 and permission of the instructor.

As needed

**407. World Prehistory.** (3 hours) A seminar examining the techniques involved in historical study of prehistory, the patterns of prehistoric life, and the changes that took place in human society in both the Paleolithic and Neolithic eras. Those changes included the evolution of modern humans in Africa and their colonization of the rest of the planet; revolutionary shifts in global climate and human culture and social organization; the transition from hunting/gathering to sedentism; the development of language, artistic expression, and religion; the domestication of plants and animals; and the utilization of increasingly diverse and sophisticated technologies. This course carries a Writing Flag (W) in the Foundations and Core Program.

Odd Springs

**409. Modern Kentucky Politics and Government.** (3 hours) An introduction to the state's recent political history and an examination of how state government is structured and functions.

Odd Falls

**412. Ancient History.** (3 hours) Roots of western civilization; primary source material for the ancient Near East, Greece and Rome. This course carries a Writing Flag (W) in the Foundations and Core Program. Even Springs

**417. History of Modern Russia.** (3 hours) A survey of Russian history from the 19th century to the present, topics will include the social and cultural trends of Imperial Russia, Russia's role in European and world affairs, the 1917 revolutions, the Communist era and Cold War, and the collapse of the Soviet Union. Even Falls

**424. History of the Middle East.** (3 hours) Political, economic and cultural events and institutions from the time of Muhammad, with emphasis on the contemporary period. This course carries a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Odd Falls

**426. History of the American Indian.** (3 hours) This course traces the multifarious history of American Indians with particular emphasis on the course of American history from their perspectives. It is designed to digress from the traditional view of Indian history as one of Indian-white warfare and frontier violence, and explore a deeper understanding of Indians as human beings caught up in dramatic historical events that continue to shape their lives. This course carries a Cultural Awareness flag (C) in the Foundations and Core Program. Spring

**430. Recent America.** (3 hours) This course surveys American growth since 1930, and the social, political, and intellectual adjustments which that growth has required. It emphasizes the transition of people and institutions over time. Even Falls

**440. Independent Study.** (1, 2, or 3 hours) As needed

**450. Senior Seminar.** (3 hours) Historical criticism, historiography and research. Prerequisite: HIS 250 with a grade of C or better. This course carries a Writing Flag (W) in the Foundations and Core Program. Fall

**470. Topics in History.** (3 hours) Some topics might include African-American history, History of Feminism, Hitler and National Socialism; History of Revolutions; History of American Labor; History of Race Relations; History of American Business; History of Latin America. Certain sections of this course may carry a Writing Flag (W) or a Cultural Awareness Flag (C) in the Foundations and Core Program. As needed

**475. Topics in the Social and Intellectual History of the United States.** (3 hours) As needed

## JAPANESE — (JPN)

*Associate Professor Laura Hunt (MCLC Chair);*

*Adjunct Professor Nathan Patton*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Computer Science, Music, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (SCs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture; and
- Participate in multilingual communities at home and around the world.

Students with two years or more of Japanese at the high school level desiring to continue in the same language must take the departmental placement exam.

**101. Elementary Japanese I.** (3 hours) Immediate introduction of hiragana, katakana and kanji immerses students in an authentic linguistic environment, and use of communicative strategies in class and with the text encourages rapid acquisition of skill in reading, writing, speaking and listening. Lab required.

Fall as needed

**102. Elementary Japanese II.** (3 hours) Study of hiragana, katakana and kanji immerses students in an authentic linguistic environment, and use of communicative strategies in class and with the text encourages rapid acquisition of skill in reading, writing, speaking and listening. Lab required.

Spring as needed

**201. Intermediate Japanese.** (3 hours) Emphasis on development of basic skills acquired in Elementary Japanese and role playing activities to develop student ability to travel and study in Japan. Students will also have the opportunity to give presentations in Japanese on topics of their own choosing. Lab required.

Fall as needed

**202. Intermediate Japanese II.** (3 hours) Readings from Japanese newspapers and magazines and other authentic sources will be introduced, and classroom activities will focus on using Japanese in a variety of “real life” situations. Lab required. As needed

**320 Traditional Japanese Literature.** (3 hours) We will read, discuss and write about classical Japanese poetry and prose that continue to deeply influence Japanese sensibility. We will also seek to understand what motivated and influenced Japanese writers, and how they responded to their natural and literary environments. All texts in English translation. This course carries a Cultural Awareness flag (C) and a Writing flag (W) in the Foundations and Core Program. As needed

**322. Modern Japanese Literature.** (3 hours) We will read, discuss and write about short stories, novels and adapted cinema written by important Japanese novelist in recent times. My hope is for you to gain an appreciation for excellent literary writing and to develop empathy for the Japanese human experience over the past century. All texts in English translation. his course carries a Cultural Awareness flag (C) and a Writing flag (W) in the Foundations and Core Program. As needed

**370. Topics in Japanese Culture/Language/Literature.** (3 hours) Study of a special topic announced at advance registration. Some sections of this course will carry a Cultural Awareness flag (C) in the Foundations and Core Program. No Prerequisite. As needed

## KINESIOLOGY AND HEALTH STUDIES — (KHS)

*Associate Professors Jean Kiernan (Chair) and Leslie Phillips;  
Assistant Professor Brian Jones  
Adjunct Instructors Dan Brown and Randy McGuire*

Students may pursue major and minor programs offered in the Department of Kinesiology and Health Studies that will prepare them both for entry-level professional careers and graduate study in Kinesiology, Exercise Science, Physical Therapy, Occupational Therapy, Athletic Training and Public Health.

Graduates of the majors offered in the Kinesiology and Health Science department will demonstrate:

- a basic understanding of the physiological, anatomical, and mechanical foundations of movement;
- the skills associated with planning, implementing, and evaluating developmentally appropriate fitness programs;
- the fundamental understanding of behavior as it applies to adherence to exercise/fitness;
- the knowledge and skills associated with assessing emergency health conditions requiring first aid and/or CPR;
- the knowledge and physical skills associated with health-related fitness activities; and
- a basic understanding of research techniques and tools used in the field of Kinesiology and Health.

For the description of the **Athletic Training** major, see **Athletic Training**.

For the description of the **Exercise Science** major and minor, see **Exercise Science**.

For the description of the **Health Science** major, see **Health Science**.

For the description of the **Public Health** minor, see **Public Health**.

**100. Lifetime Fitness.** (1 hour) Knowledge and skills associated with the relationship of physical activity and nutrition to health and fitness; lecture and lab experiences. Fall and Spring

**106. Racquetball.** (1 hour) This course is designed to acquaint the student with racquetball. It enhances physical fitness, coordination, agility, and eye/hand coordination. As needed

**111. Conditioning Activities.** (1 hour) This course is designed to teach skills and knowledge about aerobic exercise and weight training. Fall and Spring

**113. Archery.** (1 hour) Fundamental skills, rules, techniques and etiquette of archery. Special fee applies, please see Financial Planning and Expenses section. Fall

- 120. Tennis.** (1 hour) Rules, skills, etiquette, and strategy relating to singles and doubles play. Fall
- 126. Horsemanship.** (1 hour) Fundamental skills and knowledge necessary for basic horsemanship with emphasis on riding styles and care and maintenance of horses. Special fee applies, please see Financial Planning and Expenses section. As needed
- 132. Golf.** (1 hour) Rules, basic skills, etiquette, practice, and participation under playing conditions. Special fee applies, please see Financial Planning and Expenses section. As needed
- 134. Fencing.** (1 hour) Rules, skills, techniques, and etiquette relating to fencing. As needed
- 136. Badminton.** (1 hour) Fundamental skills, rules, techniques, and etiquette of badminton. As needed
- 140. Basketball.** (1 hour) Fundamental skills, techniques, and rules of basketball. As needed
- 142. Kendo.** (1 hour) Kendō is the modern form of a centuries-old tradition of sword fighting in Japan. This course will introduce students to the etiquette, fundamentals skills, forms and philosophy of kendo training. Special fee applies, please see Financial Planning and Expenses section. As needed
- 170. Introductory Topics in Physical and Recreational Activities.** (1 hour) Selected physical education activity topics. Special fee applies, please see Financial Planning and Expenses section. As needed
- 180. First Aid, CPR, and Sport Safety.** (3 hours) Emergency treatment and preventive measures for injuries and accidents with emphasis on sport injuries. Successful completion of course requirements will qualify students to receive certification by the American Heart Association. Fall and Spring
- 185. Introductory Athletic Training and Sports Medicine.** (3 hours) This course serves as an introduction to the profession of athletic training. The role of the athletic trainer shall be explored in relation to physicians, other allied health care providers, coaches, and patient. Emphasis will be placed on the fundamentals essential for the prevention, recognition, and treatment of injuries to the physically active. Non-orthopedic conditions and topics will also be introduced. In addition, practical experiences will include the application of supportive techniques to the major joints of the body. Fall and Spring
- 200. Medical Terminology.** (3 hours) Utilizing an independent method of workbook/text, weekly quizzes, and audio tape pronunciation this course provides the student with a working knowledge of common medical terms and abbreviations. This course will use a body systems approach to medical terminology; therefore, allowing the student to learn vocabulary as it pertains to each of the systems of the

body (respiratory, cardiovascular, musculoskeletal, nervous, etc.). Prerequisite: Must be a declared KHS major or minor or have consent of the instructor.

Fall and Spring

**214. Foundations of Kinesiology.** (3 hours) Survey of principles and perspectives from the humanities, social sciences, and natural sciences related to the study of human movement.

Fall and Spring

**216. Recognition and Care of Athletic-related Trauma.** (2 hours) An overview of the mechanism and management of trauma experienced during athletics and physical activity. Practical experiences include the application of treatment techniques for such trauma. Prerequisites: KHS 185 and declared KHS major/minor or have consent of the instructor.

Spring

**220. Personal Health.** (3 hours) Fundamentals of health including health services, safety, drugs, and disease control.

Fall and Spring

**230. Health and Physical Education in the Elementary School.** (2 or 3 hours) Characteristics, physical growth, and needs of children in grades K-6 with games, rhythms, and activities appropriate to their physiological and emotional development.

Fall

**271. Practicum in Athletic Training I.** (1 hour) Field experiences in athletic training under a qualified Approved Clinical Instructor (ACI) in athletic training. Prerequisite: KHS 185 and declared Athletic Training major or consent of the instructor.

Fall

**273. Practicum in Athletic Training II.** (1 hour) Field experiences in athletic training under a qualified Approved Clinical Instructor (ACI) in athletic training. Prerequisite: KHS 185, KHS 271, and declared Athletic Training major or consent of the instructor.

Spring

**275. Practicum in Athletic Training III.** (1 hour) Field experiences in athletic training under a qualified Approved Clinical Instructor (ACI) in athletic training. Prerequisite: KHS 185, KHS 273, and declared Athletic Training major or consent of instructor.

Fall

**277. Practicum in Athletic Training IV.** (1 hour) Field experiences in athletic training under a qualified Approved Clinical Instructor (ACI) in athletic training. Prerequisite: KHS 185, KHS 275 and declared Athletic Training major or consent of the instructor.

Spring

**279. Practicum in Athletic Training V.** (1 hour) Field and clinical competencies in Athletic Training under the supervision of a qualified Approved Clinical Instructor (ACI) in Athletic Training. Prerequisite: KHS 277.

Spring

**285. Evaluation and Assessment I.** (2 hours) Evaluation, assessment, knowledge, and prevention of injuries related to the lower extremities, including ligamentous

and special testing of the major joints. Prerequisite: KHS 185 and declared KHS major/minor or have consent of the instructor. Fall

**287. Evaluation and Assessment II.** (2 hours) Evaluation, assessment, knowledge, and prevention of injuries related to the upper extremities, including ligamentous and special testing of the major joints. Prerequisite: KHS 185 and declared KHS major/minor or have consent of the instructor. Spring

**304. Anatomy for Allied Health.** (4 hours) A course in human anatomy for allied health and KHS students, with emphasis on gross anatomy and palpation. The following systems will be covered: musculoskeletal, endocrine, integumentary, and urogenital. Prerequisite: Bio 100 or BIO 111 and declared KHS major/minor or have consent of the instructor. Fall

**306. Physiology for Allied Health.** (3 hours) A course in human physiology for allied health and KHS students. The following systems will be covered: nervous system, cardiovascular system, lymphatic system, respiratory system, digestive system, temperature regulation, and the reproductive system. Prerequisites: Bio 100 or BIO 111, KHS 304, and declared KHS major/minor or have consent of the instructor. Spring

**306L. Physiology for Allied Health Lab.** (1 hour) A lab course in human physiology for allied health and KHS students. the following systems will be covered: nervous, cardiovascular, lymphatic, respiratory, digestive, temperature regulation, and the reproductive system. Prerequisites: BIO 100 or BIO 111, KHS 304, enrolled in KHS 306 and declared KHS major/minor, or have consent of the instructor. Spring

**310. Health Care Administration.** (3 hours) Introduces methods of policy analysis and concepts of economic theory as means to understand the basic issues and trends in the health care system and analyze the impact of changes on the ability of patients to access health services, the practice of health sciences professionals and the quality and process of care. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Spring

**315. Epidemiology.** (3 hours) Covers the basic concepts and principles of Epidemiology and biostatistics. Special emphasis is placed upon application of the epidemiological concepts that are presented. Prerequisites: MAT 111 or PSY 211 and BIO 100 or BIO 111. Spring

**320. Nutrition.** (3 hours) Scientific study of nutrition; application of this knowledge to personal and professional areas. Must be a declared KHS major/minor and Nursing Arts major or have consent of the instructor. Fall and Spring

**322. Functional Anatomy and Biomechanics.** (3 hours) Application of principles from anatomy, physiology, and physics (mechanics) for the analysis and appreciation of human movement in sport and exercise activities. Prerequisite: KHS 304 and declared KHS major/minor or have consent of the instructor. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Fall



- 324. Environmental Health.** (3 hours) Covers the effect of environmental factors on the health and well being of mankind. Prerequisite: KHS 220. As needed
- 352. Techniques of Coaching and Officiating Volleyball.** (3 hours) Skills of coaching, officiating, interpretation, and application of rules. As needed
- 356. Techniques of Coaching and Officiating Football.** (3 hours) Intended to familiarize the student with strategy, tactics, and fundamentals of football; methods of officiating. As needed
- 358. Techniques of Coaching and Officiating Basketball.** (3 hours) Designed to acquaint the student with fundamental techniques for coaching basketball; current trends in offense and defense; insights into modern coaching psychology. As needed
- 360. Techniques of Coaching and Officiating Baseball and Softball.** (3 hours) Techniques in coaching baseball and softball, organizational, administrative aspects of coaching; officiating techniques and rules governing baseball. As needed
- 390. Therapeutic Modalities.** (3 hours) Development of knowledge and practical use regarding the indications, contradictions, actions, and side effects of modalities (ultrasound, electrical muscle stimulation, cold and warm applications, and others). Prerequisite: KHS 216 and declared KHS major/minor or have consent of the instructor. Fall
- 395. Therapeutic Exercise & Rehabilitation.** (3 hours) Focus on procedures to develop and apply exercise and rehabilitation programs for athletic injuries. Includes the use of a variety of isometric, isotonic, and isokinetic equipment. Prerequisite: KHS 216 and declared KHS major/minor or have consent of the instructor. Spring
- 400. Psycho-social Issues in Kinesiology and Health Studies.** (3 hours) Study of the literature pertaining to the psycho-social factors that may affect athletic performance, and rehabilitation process, compliance with medically prescribed health/fitness programs, and other current topics. Experience in basic techniques of health and rehabilitation counseling will be acquired through in-class exercises and field placements. Prerequisite: PSY 111. Fall and Spring
- 403. General Medical Conditions & Pharmacology for Athletic Training.** (3 hours) Advanced course designed to recognize and appreciate various medical conditions of diverse populations, including youth, adolescents, adult, and special needs. This course will also encompass common pharmacological applications used by allied health professionals including Certified Athletic Trainers. Prerequisites: KHS 216, KHS 273 and declared Athletic Training major or consent of instructor. Fall

**405. Health Behavior Modification.** (3 hours) In depth study of the theories and principles of behavioral science and skills development in the methods of modifying and controlling behavior in both clinical and personal settings. Emphasis on techniques of managing self-behavior and behavior of others. Fall

**407. Organization & Administration in Athletic Training.** (2 hours) Advanced course designed to demonstrate management challenges that Certified Athletic Trainers encounter during daily operation in the field of athletic training. Covers the theories of organization and administration and applies them to real world situations in the profession of athletic training. Prerequisite: KHS 216, KHS 273 and declared Athletic Training major or consent of instructor. Spring

**410. Measurement and Evaluation in Kinesiology and Health Studies.** (3 hours) This course is designed to familiarize the student with the various testing procedures used in Kinesiology and instruct him/her on how to use the results. The areas studied will include a wide range, including test of knowledge, skills, fitness, and attitudes. In addition, each student will be introduced to research methods. Students are expected to conduct a research project. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: MAT 111 or PSY 211. Spring

**423. Physiology of Exercise.** (3 hours) Nature of neuromuscular activity; physical potential of the human body related to requirements of exercise. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisites: KHS 304 and KHS 306. Spring

**435. Research in Kinesiology and Health Studies.** (3 hours) Analysis of research being done in selected areas of Kinesiology and Health and conduct of research on an appropriate topic. As needed

**440. Independent Study in Kinesiology and Health Studies.** (1, 2, or 3 hours) Must be a declared KHS major or have consent of the instructor. As needed

**450. Senior Seminar in Athletic Training.** (2 hours) This course will serve as a comprehensive overview of the field of Athletic Training providing the senior level Athletic Training student the opportunity to synthesize coursework and discuss the care of athletic injuries from the time of injury until return to play. This course is designed to be the culminating class for those students enrolled in the Athletic Training major. Spring

**452. Senior Seminar in Kinesiology and Health Science.** (3 hours) This course will serve as a comprehensive overview of the field of Kinesiology and Health Science (KHS), providing the senior level KHS student the opportunity to synthesize coursework and discuss current issues in Kinesiology. This course is designed to be the culminating class for those students enrolled in the Exercise Science and Health Science major. Spring

**460. Internship in Kinesiology and Health Studies.** (1-6 hours) Must be a declared KHS major/minor or have consent of the instructor. As needed

**470. Advanced Topics in Kinesiology and Health Studies.** (3-6 hours). As needed



## LATIN — (LAT)

*Associate Professor Laura Hunt (MCLC Chair);  
Assistant Professor John Henkel (Coordinator)*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Computer Science, Music, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture;
- Latin students will use their knowledge of Latin and Greco-Roman culture to better understand the heritage of multi-lingual communities and diverse cultures.

For the description of the Classics interdisciplinary minor, please see Classics.

**101. Elementary Latin I.** (3 hours) First course in a two semester sequence. Emphasis on grammar and reading with some attention to writing skills. Fall

**102. Elementary Latin II.** (3 hours) Second course in a two semester sequence. Emphasis on grammar and reading with attention to writing skills. Spring

**201. Intermediate Latin.** (3 hours) A course designed to bring students up to the required proficiency level at Georgetown College. Completion of grammar foundation; increase in reading skills using selected original Latin texts. Prerequisites: LAT 102 or by placement exam. Fall

**202. Intermediate Latin Reading.** (3 hours) Continued development of Latin reading skills and study of Roman literary culture, focusing on selected ancient authors. Prerequisite: LAT 201 Spring as needed

**340. Independent Study.** (1, 2, 3 hours). As needed

## MATHEMATICS — (MAT)

*Professors William Harris,  
Christine Leverenz and Homer White (Chair);*

*Assistant Professors Rebekah Robinson and Kristine Roinestad (Coordinator)*

Mathematics is the unique language of all physical and social sciences. Students who pursue the study of mathematics are trained to solve problems and to communicate such solutions effectively. This gives the foundation for further professional study in many fields as well as for employment in business and industry.

The various disciplines represented within the Department of Mathematics, Physics and Computer Science are united by their reliance upon:

- methods for discovering and demonstrating patterns, and for constructing structures that exhibit, unify and illuminate these patterns;
- application of these structures to model a wide variety of phenomena in mathematics and the sciences;
- precise language as a means to express patterns and describe structures.

Accordingly, graduates of the Math/Physics/Computer Science department will:

- demonstrate knowledge of basic content appropriate to the chosen major;
- communicate precisely and effectively on quantitative matters;
- perform basic modeling and interpret the results in terms of the phenomena being modeled; and
- read quantitative material, interpret correctly what has been read, and apply it correctly.

### ***Major***

(B.A. degree) **Thirty-three hours required.** A minimum of thirty hours in Mathematics including MAT 125, 225, 301, 310, 325, 415, and 431. The remaining nine hours in Mathematics must be chosen from courses numbered above MAT 225. Allied course: CSC 115. (Secondary education mathematics majors are required to include MAT 331 and 335 in the major course selections. Total hours in Mathematics and Computer Science required: thirty-three)

(B.S. degree) **Thirty-nine hours required.** A minimum of thirty-six hours in Mathematics including MAT 125, 225, 301, 310, 325, 415, 431 and 432. The remaining twelve hours are to be chosen from courses numbered above 225, and nine hours must be chosen from MAT 331, 332, 343, 345, 405 or MAT/CSC 327. Allied course: CSC 115. (Secondary Education Mathematics majors are required to take MAT 331 and 335 in the major course selections. Total hours in Mathematics and Computer Science required: thirty-nine.)

### ***Minor***

**Eighteen hours required.** A minimum of eighteen hours in Mathematics including MAT 125, 225 and 301. The remaining hours must be chosen from courses numbered above MAT 301.

Students with strong backgrounds in mathematics will be placed at course levels commensurate with demonstrated ability. Students with a math subscore on the ACT of less than 19 (or its equivalent) must begin GSS 105 (or pass a by-pass exam or transfer an equivalent and previously approved course) no later than the third semester of full-time enrollment. Students must enroll in this course every semester until they have successfully completed the course with a grade of C or above; grading will be X or C or above. Students are not eligible for their Essential Proficiency math or computer science class until they have successfully completed GSS 105 or its equivalent. Drop slips must be approved by the Department Chair or the Mathematics Program Coordinator.

A prerequisite must be taken before the course; a co-requisite may be taken before or concurrently with a course.

**100. Mathematics and Computing.** (3 hours) A survey of computer science including some basic mathematical foundations of computing and a gentle introduction to computer programming. This course carries the Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: ACT math subscore of 19, GSS 105, or bypass credit for GSS 105. As needed

**107. College Algebra.** (3 hours) A survey of algebraic techniques and of functions. Topics include theory of equations and inequalities, graphs, transformations of functions, inverse functions, and exponential and logarithmic functions. Can be used as preparation for MAT 109. Not applicable to a major or minor in mathematics. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Enrollment is by permission of instructor only. Prerequisite: Math ACT subscore of 19, GSS 105, or bypass credit for GSS 105. Students with a grade of C or higher in MAT 109 or MAT 125 (or their equivalents) may not subsequently take this course for credit. Fall and Spring

**109. Calculus for Business and the Social Sciences.** (3 hours) An introductory survey of calculus, less theoretical in nature than MAT 125. Topics include derivatives of algebraic, exponential, and logarithmic functions, the definite integral, and applications to business and the social sciences. Not applicable to a major or minor in mathematics. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: Math ACT subscore of 22 or MAT 107. Students with a grade of C or higher in MAT 125 (or its equivalent) may not subsequently take this course for credit. Spring

**111. Elementary Probability and Statistics.** (3 hours) An introductory study of statistics and basic probability theory including such topics as frequency distributions, measures of central tendency, variation, the normal distribution and tests of hypotheses. Not applicable to a major or minor in mathematics. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: ACT math subscore of 19, GSS 105, or bypass credit for GSS 105. Fall and Spring

**123. Precalculus.** (3 hours) A survey of algebraic and trigonometric techniques and functions designed to prepare students for the study of calculus. Topics

include a review of algebra, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and vectors. If time permits, systems of equations and conic sections will be introduced. Not applicable to a major or minor in mathematics. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: Math ACT subscore of at least 22 or consent of instructor. Students with a grade of C or higher in MAT 123 (or its equivalent) may not subsequently take MAT 107 for credit. Fall

**125. Calculus I.** (3 hours) A study of the derivative, its applications, and an introduction to the integral. Topics include limits, continuity, techniques of differentiation, optimization, the Fundamental Theorem of Calculus, and indefinite integrals. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: a C or better in MAT 123 or high school precalculus and knowledge of trigonometric functions. Fall and Spring

**170. Special Topics in Mathematics** (.5-3 hours) As needed

**203. Mathematics for Elementary Education I.** (3 hours) A detailed development of the mathematics taught in elementary school using a problem-solving approach. Topics include numeration, proportional reasoning, number theory, and, for whole numbers, fractions, and decimals, number sense and standard and non-standard algorithms. For elementary education majors only. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: ACT math subscore of 19 or GSS105 or bypass credit for GSS105. Fall

**204. Mathematics for Elementary Education II.** (3 hours) A continuation of MAT 203. A detailed development of the mathematics taught in elementary school using a problem-solving approach. Topics include further development of the real numbering system, informal geometry, probability and statistics. For elementary education majors only. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: MAT 203. Spring

**208. Science Careers Seminar.** (2 hours) An interdisciplinary seminar in STEM (science, technology, engineering and mathematics) disciplines that will introduce students interested in scientific research to an array of professions and professionals in these fields. This introduction will emphasize comprehension and analysis of published scientific research and provide students with the opportunity to meet the science professional who produced the work. Prerequisites: One science or mathematics course for majors, sophomore or junior standing, and approval of the instructor. Fall

**225. Calculus II.** (3 hours) A continuation of the study of the integral and a study of multivariable differentiation. Topics include techniques of integration, applications of the definite integral, vectors, partial differentiation, and Lagrange multipliers. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: MAT 125 or high school calculus. Fall and Spring

**301. Discrete Mathematics.** (3 hours) An introduction to fundamental theoretical concepts of mathematics. Topics include logic, techniques of proof, elementary set theory, mathematical induction, numeration systems, relations and functions, counting techniques, and Boolean algebra. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Co-requisite: MAT 225.

Fall and Spring

**310. Linear Algebra.** (3 hours) A theoretical study of systems of linear equations and vector spaces. Topics include matrix algebra, linear transformations, eigenvalues and eigenvectors, determinants, and linear programming. Prerequisites: MAT 225 and 301.

Spring

**325. Calculus III.** (3 hours) A continuation of the study of single-variable calculus, and a study of multivariable calculus. Topics include parametric equations, polar coordinates, vectors and vector-valued functions, partial differentiation, Lagrange multipliers, double and triple integrals, and line integrals. Prerequisite: MAT 225.

Fall

**327. Introduction to Numerical Methods.** (3 hours) An introduction to the analysis and implementation of numerical methods. Topics include number representation and errors, locating roots of equations, interpolation, numerical differentiation, numerical integration, numerical solution of linear systems of equations, approximation by spline functions, numerical solution of differential equations, and the method of least squares. Prerequisites: CSC115 and MAT301.

Odd Springs

**331. Probability Theory.** (3 hours) A study of chance phenomena and probability distributions, with applications to elementary descriptive and inferential statistics. Topics include probability laws and elementary combinatorics, random variables, discrete and continuous probability distributions, the Central Limit Theorem, and basic interval estimation and hypothesis testing. Prerequisite: MAT 225.

Even Falls

**332. Mathematical Statistics.** (3 hours) A study of statistical methods and tests of hypotheses. Topics include estimation of parameters from both frequentist and Bayesian points of view, and linear models. Prerequisite: MAT 331. Odd Springs

**335. Advanced Geometry.** (3 hours) A rigorous but non-axiomatic treatment of advanced geometry on the Euclidean plane, from two or more points of view. Possible viewpoints include synthetic geometry, vector geometry, and geometry using complex numbers. Usually additional topic(s) will be covered, with such topics typically being drawn from axiomatic development of elementary geometry, geometry in higher dimensions, non-Euclidean geometries, and historical studies, especially geometry in non-Western cultures. Prerequisites: MAT 125 and 301.

Odd Falls

**343. Mathematical Modeling.** (3 hours) An introduction to the study of modeling real-world phenomena, with an emphasis on applications to science. Topics include modeling using difference equations and differential equations,



simulation, matrix modeling and Markov chains, and dimensional analysis.  
Prerequisite: MAT 125 and CSC 115. Odd Falls

**345. Ordinary Differential Equations.** (3 hours) A study of solution methods and applications of ordinary differential equations. Topics include first order equations, second and higher order linear equations, and linear systems. Additional topics are chosen from: the Laplace transform, power series techniques, Fourier series, nonlinear systems, calculus of variations. An introduction to partial differential equations may also be included. Corequisite: MAT 325. Spring

**405. Complex Analysis.** (3 hours) An introduction to the study of functions of one complex variable. Topics include the algebra of complex numbers, analytic functions, contour integrals, power series, the Residue Theorem, and conformal mappings. Corequisite: MAT 325. Odd Springs

**413. Number Theory and Cryptology.** (3 hours) A survey of topics in elementary number theory, with an emphasis on applications to cryptology. Topics include modular arithmetic, the Chinese Remainder Theorem, the Euler phi function, pseudoprimes, and various cyptosystems, including affine substitutions, the Vigenere square, and RSA. Prerequisite: MAT301. Even Springs

**415. Abstract Algebra.** (3 hours) A theoretical development of basic algebraic structures, with an emphasis on group theory. Topics include cyclic groups, Lagrange's Theorem, quotient groups, and homomorphisms. Rings, integral domains, and fields are introduced. Prerequisites: MAT 225 and 301. Even Falls

**431. Real Analysis I.** (3 hours) A theoretical development of the elements of calculus. Topics include sequences, continuity, derivatives and integrals of single-variable functions. Prerequisites: MAT 225 and 301. Odd Falls

**432. Real Analysis II.** (3 hours) A continuation of MAT 431. Topics include integration theory, infinite series, and series and sequences of functions. Prerequisite: MAT 431. Even Springs

**440. Independent Study.** (1 to 3 hours) As needed

**470. Advanced Topics.** (.5 to 3 hours) As needed

## MEDIEVAL AND RENAISSANCE STUDIES — (MRST)

*Associate Professor Holly Barbaccia, Program Coordinator*

The interdisciplinary minor in Medieval and Renaissance Studies amplifies students' liberal arts educations by focusing on an especially rich and diverse period of cultural history. Examining how medieval and early modern women and men lived, thought, governed, worshiped, and created art, minors apply analytical methods and approaches associated with a range of disciplines to various kinds of early texts. Students who complete the program will emerge with a deep understanding of the differences and continuities between the two epochs, as well as with a clearer idea of how those eras were shaped by antiquity and how they have in turn shaped the modern and postmodern Western world. Medieval and Renaissance Studies minors will:

- demonstrate knowledge of core medieval and Renaissance primary texts, including literary and historical documents;
- articulate an understanding of the cultural changes and continuities between the Middle Ages and Renaissance; and
- conduct advanced research in medieval and Renaissance cultural history, using the varied methods of analysis associated with interdisciplinary coursework.

**Twenty-one hours required**, consisting of: (1) nine hours taken in early English literature (including ENG 211, at least one course selected from ENG 305 Milton, ENG 325 Renaissance Literature, and ENG 335 Shakespeare, and at least one course chosen from ENG 405 Chaucer, ENG 435 Medieval Literature, ENG 475 Topics in Medieval and Renaissance Literature, and ENG 428 Topics in Women and Literature [when offered as Medieval and Renaissance Women and Writing]); (2) six hours taken in History (selected from HIS 323 Renaissance and Reformation, HIS 335 History of England, and HIS 356 Medieval History); and (3) six hours taken from two different departments or programs and chosen from the following: ART 210 Survey of Art History I, CLA 314 Mythology in Greek and Roman Literature, CLA 316 Ancient Drama, CLA 370 Topics in Classical Literature, ENG 476 Topics in the English Language (when offered as History of the English Language), JPN 320 Traditional Japanese Literature, POS 400 Classical Political Theory, PHI 201 History of Philosophy I, REL 249 Religion and Violence, SPA 420 Spanish Literature of the Golden Age, or THE 425 Theatre History. Finally, students may petition the Program Director to substitute courses not listed here for application towards their minor; appropriate classes might include relevant independent studies, Oxford tutorials and preparatory tutorials, special topics courses, Honors seminars, senior Honors theses, other classes with a majority of medieval or Renaissance content, and new departmental offerings. Minors are encouraged to study abroad.

**440. Independent Study.** (1 to 3 hours)

As needed

## MODERN AND CLASSICAL LANGUAGES AND CULTURES — (MCLC)

*Professors Jana Brill and Sigrid Suesse;  
Associate Professors Adela Borrallo-Solis, Laura Hunt (Chair),  
and Sara Maria Rivas;  
Assistant Professor John Henkel;*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture;
- Participate in multilingual communities at home and around the world.

For the description of the **Chinese** courses, please see **Chinese**.

For the description of the **French** courses, please see **French**.

For the description of the **German** courses, please see **German**.

For the description of the **Greek** courses, please see **Greek**.

For the description of the **Japanese** courses, please see **Japanese**.

For the description of the **Latin** courses, please see **Latin**.

For the description of the **Spanish** major and minor, please see **Spanish**.

Additionally, the Modern and Classical Languages Department participates in interdisciplinary minors in the following areas: Asian Studies and Classics.

**309. Culture Shock: Meeting the Challenge of the Other.** (3 hours) This course helps students who plan to study or work abroad to handle the challenges they will be facing and to take full advantage of the learning opportunities that such an experience offers.

As needed

**360. Internship.** (1-3 hours) This course provides supervised practical experience in international business, media, education, or government or other fields. The course credits may count toward a language major with approval by the language coordinator. Prerequisites: Junior status, SPA/FRE/GER 230 or LAT/GRK/JPN/CHN 202. As needed

**370. Topics in Modern and Classical Languages and Cultures.** (3 hours) Study of a special topic announced at advanced registration. No Prerequisite. As needed



## MUSIC — (MUS)

*Professors Sonny Burnette (Chair), Pete LaRue, and H.M. Lewis;  
Associate Professors Mami Hayashida and Heather Winter Hunnicutt;  
Adjunct Instructors Michael Fogler, Jana Flygstad, Rebecca Miller,  
Adria Sutherland and Mark Tate*

The Georgetown College Department of Music is housed in the Nunnelley Music Building. The primary goal of the department is to provide a wealth of meaningful experiences with and about music for all members of our campus community. Within the historic and distinctive tradition of liberal arts scholarship for which the College is nationally recognized, the department strives for excellence, whether in the classroom, studio or ensemble setting.

Georgetown College is currently phasing out its majors and minor in Music. Students who enrolled in these majors prior to Fall 2014 should consult previous years' catalogs for information on coursework for those programs. General education courses and other courses described below will continue to be offered.

**101. Chorale.** (1 hour) An auditioned choral ensemble consisting of music majors, minors and electives who are selected to participate. The Chorale performs a variety of choral repertoire, including works from the Renaissance through the 21st Century. Numerous performances and concert tours are presented annually. Prerequisite: permission of the instructor. Fall and Spring

**102. Concert Choir.** (1 hour) A non-auditioned choral ensemble with membership open to all students and members of the college community. A minimum of four semesters of participation is required of all voice majors and voice minors. The ensemble presents Messiah during fall semester, and another major concert during spring semester. The Concert Choir also performs during Chapel and other on-campus services. Fall and Spring

**105. Symphonic Band.** (1 hour) A large instrumental ensemble engaged in the preparation and performance of a variety of music composed, arranged, or transcribed for wind and percussion instruments. The Symphonic Band performs each semester on campus and engages in regional tours. Participation requires the permission of the Director. The Fighting Tiger Grrr... Pep Band, an integral offering of the instrumental program at Georgetown College, performs at home football and basketball games, and travels throughout the country. Participation is open to students from across campus with the permission of the Director. Fall and Spring

**106A. Chamber Ensemble.** (1/2 hour) Studies representative literature and performs both on and off campus. Instrumentation may include wind and/or stringed instruments, and piano. As needed

**106B. Chapel Brass.** (1/2 hour) Studies representative literature and performs for Chapel services, recitals, and other functions both on and off campus. As needed

**107. Music Appreciation.** (2 hours) A study of the styles of music through listening, reading, and lecture. Reading knowledge of music is not required. A general course designed for students other than music majors. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course. Some sections carry a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall and Spring

**108. Jazz Ensemble.** (.5 hour) A small instrumental group that studies jazz, rock, and popular music idioms through rehearsal and performances. Audition required. As Needed

**109. Gospel Choir.** (1 hour) A non-auditioned choral ensemble with membership open to all students and members of the college community. The ensemble focuses primarily on the preparation and performance of traditional and contemporary gospel music, hymns, anthems, and spirituals in both on- and off-campus concerts. Fall and Spring

**147. Liberal Arts Voice.** (2 hours) Group instruction in singing. The course will also include the following segments: development of music-reading skills, basic anatomy and function of the breathing and vocal mechanisms, maintaining vocal health, major composers and performers of vocal repertoire, styles of vocal repertoire and an introduction to singer's diction. Required of elective choir scholarship recipients in their first year. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course. Fall

**149. Liberal Arts Piano Lab.** (2 hours) Group instruction for students with limited or no background playing the piano. The course will also include the following topics: reading music, major piano composers and performers, representative piano works from the last three centuries, the evolution of the instrument, and piano maintenance. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course. Fall and Spring

**305. Tunes for Twangers—a History of Country Music.** (2 hours) Tunes for Twangers will present a history of country music in the United States. It is important to note that it is “a” history not “the” history of that which we know as country music. Through reading, discussion, listening and reflecting the early influences of country music through the music of today shall be examined with an emphasis on societal patterns that have always shaped this American art form. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course. This course carries a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall

**307. History of Rock Music.** (3 hours) Study of the origins, characteristics and stylistic development of rock and roll music from the early 1950s through the 1990s. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course, Spring

**315. Public School Music.** (2 hours) Preparation for classroom teachers in elementary grades; fundamentals of music, singing, eurhythmics, listening, creative activities, planning use of adoptive texts. A course designed for elementary education majors. Partial fulfillment of the Area of Inquiry Requirement [AOI] in Fine Arts may be met by successful completion of this course. Fall and Spring

### **APPLIED MUSIC - (MUSA)**

Private instruction in piano, organ, voice, guitar, wind, string and percussion instruments is offered. One half-hour lesson per week plus one hour of practice per day for a semester yields one hour of credit toward elective credit. Participation in a Primary Ensemble (MUS 101, 102, 103 or 105) or permission of the department chair is required in order to study privately. Applied music courses may not be audited.

**160. Applied Music for Electives.** (1 hour) Individual instruction in piano, organ, voice, guitar, wind, string and percussion instruments for music electives. Primary Ensemble requirement, Student Recital Hour performance and Jury Examination requirements are waived. Special fee applies, please see Financial Planning and Expenses section. Prerequisite: permission of the instructor. Fall and Spring

## PHILOSOPHY — (PHI)

*Professors Roger Ward (Chair) and Brad Hadaway;  
Associate Professor Jonathan Sands-Wise*

Philosophy studies the basic beliefs that support all of our thinking and living. These beliefs are about the nature and existence of the universe, God, persons, free will, space/time, and causality; about evidence, theory-testing, and rational judgment; and about justice, the good person, and moral education. The curriculum emphasizes the history of philosophy as well as recent philosophical work concerning religion, science, business activity, environmental ethics, poverty, and social justice. Philosophy students will develop skills to evaluate critically what they read, to examine and to write clearly about what they believe, and to think in a cooperative way. These skills are useful in most careers and in graduate and advanced professional study. Majors often select an area of philosophy for independent study, and many students choose to double-major. The Department offers innovative tutorial courses to prepare students for study at Regent's Park College, Oxford University.

Philosophy graduates will demonstrate:

- a basic understanding of major western traditions in ethics;
- a basic understanding of the history of western philosophy from the ancient world through the modern period;
- a basic understanding of formal symbolic logic and its application to arguments in ordinary language;
- a basic understanding of one or more areas of philosophy related to the student's interests;
- successful application in a major independent project of fundamental research skills related to philosophy, including synthesis and critical evaluation of arguments, clarification and critical evaluation of one's own beliefs and values, logical argumentation, organized written and oral presentation of ideas, and critical analysis of cultural trends.

### **Major**

(B.A. degree) **Thirty semester hours required**, including PHI 151, 152, 201, 307, at least one upper-division history of philosophy course (412, or 435) and either 440 or 450.

### **Minor**

**Eighteen semester hours required**, including PHI 151, 152, 201, and 307.

**150. Basic Philosophy.** (3 hours) Introduction to typical methods and problems of philosophic thought, with emphasis on forming and evaluating a personal world view. As needed

**151. Ethics.** (3 hours) Introduction to important texts and authors, including Aristotle, Kant, and Mill, who provide interesting answers to the question, "How should one live?" Fall and Spring



- 152. Logic.** (3 hours) Introduction to principles of sound reasoning with emphasis on formal and informal techniques for evaluating arguments. Fall and Spring
- 195. Discovering Vocation.** (3 hours) This course introduces the idea of vocation through reading, discussion, writing and research. “Vocation” is a term of art referring to the integration of practice and intellect with moral and spiritual calling. The interdisciplinary readings in this course will acquaint the student with representative and historical models of reflection on vocation. This course will be offered only as a Foundations 112 course. Spring
- 201. History of Philosophy I.** (3 hours) Survey of the development of Western philosophical thought within its cultural contexts from ancient Greece through the Middle Ages. Exploration of foundational approaches to questions of reality, virtue, knowledge, God, faith, and reason. This course carries a Writing Flag (W) in the Foundations and Core Program. Fall and Spring
- 307. History of Philosophy II.** (3 hours) Survey of the development of Western philosophical thought within its cultural contexts from the Renaissance through the eighteenth century. Exploration of issues foundational to contemporary philosophy, theology, and the sciences. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: Foundations 111 or one course in philosophy or permission of the instructor Fall
- 325. Business Ethics.** (3 hours) Introduction to both the moral issues involved in business management and the ethical concepts and analytical skills relevant to resolving those issues. This course carries a Writing Flag (W) in the Foundations and Core Program. Fall and Spring
- 335. Theories of Economic Justice.** (3 hours) Introduction to the moral and political issues raised by the facts of absolute poverty and economic inequality in both international and domestic contexts. Contemporary theories of beneficence and distributive justice will be explored. Even Springs
- 345. Environmental Philosophy and Ethics.** (3 hours) Philosophical exploration of the concept of the natural environment, including a survey of ethical positions that guide human habitation in nature. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: one course in Philosophy. Even Falls
- 355. Philosophy of Religion.** (3 hours) Philosophical exploration of the classical issues of theistic religious thought, such as the reality of God, the problem of evil, religious language, life after death, and the pluralism of religious traditions. Prerequisites: one course in Philosophy. Odd Falls
- 365. Social/Political Philosophy.** (3 hours) An examination of the major political philosophies of our time, with same attention to the historical precedents. Prerequisite: one course in philosophy. Odd Falls

**370. Topics in Philosophy.** (3 hours) The study of a special topic in philosophy, announced at advanced registration. Recent offerings include Postmodernism, Feminist Philosophies, and Friendship and Love. This course carries a Cultural Awareness Flag or a Writing Flag (W) in the Foundations and Core Program. Prerequisite: one course in Philosophy. Fall and Spring

**375. Tutorial Topics.** (3 hours) The study of a special topic in philosophy using a one-on-one tutorial method of instruction adapted from humanities courses at Oxford University and Cambridge University. Please check with department for a list of current offerings. Prerequisites: one course in philosophy and permission of the instructor. Fall and Spring

**385. Medical Ethics.** (3 hours) Philosophical exploration of the moral issues involved in the practice and management of medicine, including a basic introduction to the moral concepts and analytical skills relevant to resolving these issues. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: one course in Philosophy. Odd Springs

**395. Seminar on Vocation.** (3 hours) This course introduces the idea of vocation through readings and discussions. The readings include scripture, biography, theology, and philosophical texts. The purpose of the course is to develop the student's understanding of vocation as a reflective theme and to have access to rich sources for exploring the idea of vocation. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: one course in Philosophy. Spring

**412. American Philosophy.** (3 hours) Survey of the most influential American philosophies from the colonial period to the present: Puritanism, Deism, transcendentalism, pragmatism, and process philosophy. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: one course in Philosophy. Odd Springs

**435. 19th & 20th-century Philosophy.** (3 hours) Survey of the development of Western philosophical thought within its cultural contexts from the beginning of the 19th century through the end of the 20th century. Exploration of issues pertinent to the development of contemporary theories of scientific discovery, personal identity, language, and mind-world relation. Major figures may include Hegel, Husserl, Heidegger, Russell, Frege, Wittgenstein, and Lewis. Prerequisite: one course in Philosophy. Even Springs

**440. Independent Study.** (3 hours) With the approval and permission of a member of the Philosophy faculty and the chair of the Philosophy Department, students may undertake independent reading and research on a philosophical topic of their own choosing. Prerequisite: one course in Philosophy. Fall and Spring

**450. Seminar.** (3 hours) Class presentation of research on a philosophical topic, announced at advanced registration, with the guidance of a member of the Philosophy Faculty. Prerequisite: one course in Philosophy. As needed

## PHYSICS — (PHY)

*Professor Homer White (Chair);*

*Associate Professors David Bowman (Coordinator) and Jonathan Dickinson*

Physics is the study of the physical universe. In physics, students learn to solve theoretical and practical problems using fundamental principles and to effectively communicate those solutions. This study provides preparation for graduate studies in physics, engineering, and other physical sciences and in professional schools, as well as preparation for positions in industry.

The various disciplines represented within the Department of Mathematics, Physics and Computer Science are united by their reliance upon:

- methods for discovering and demonstrating patterns, and for constructing structures that exhibit, unify and illuminate these patterns;
- application of these structures to model a wide variety of phenomena in mathematics and the sciences;
- precise language as a means to express patterns and describe structures.

Accordingly, graduates of the Math/Physics/Computer Science department will:

- demonstrate knowledge of basic content appropriate to the chosen major;
- communicate precisely and effectively on quantitative matters;
- perform basic modeling and interpret the results in terms of the phenomena being modeled; and
- read quantitative material, interpret correctly what has been read, and apply it correctly.

### ***Major***

(B.S. degree) **Fifty-one hours required.** Thirty-two semester hours of physics including PHY 211, 212, 241, 319, and 343. The remaining fifteen hours of physics courses must be numbered 300 and above. The allied courses required are MAT 125, 225, and 325, and no less than ten hours to be chosen from the following courses: MAT 310 and 345; CHE 111, 112, and 113; CSC 115.

### ***Minor***

**Twenty semester hours required** in Physics including PHY 211, 212, 241; and nine hours of 300 or 400 level course work in Physics.

A prerequisite must be taken before the course; a co-requisite may be taken before or concurrently with a course.

**103. Astronomy.** (3 hours) Covers the earth, moon, planets, sun, stars, galaxy, universe; occasional use of the planetarium. No laboratory. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Spring

**105. Sustainable Energy.** (4 hours) An introduction to the physical sciences through an examination of sustainable energy. The course is primarily for

non-science majors and pre-service elementary and middle school teachers. Mathematics requirements will be kept to a minimum. Laboratory.      Odd Falls

**109. Meteorology.** (3 hours) Introduction to atmospheric structure and behavior including cloud structure and precipitation as well as the effects of pressure, density, temperature, and humidity differences on energy transport and atmospheric motions. Climate, weather forecasting, air pollution, and other applications will be covered. No laboratory.      Even Falls

**208. Science Careers Seminar.** (2 hours) An interdisciplinary seminar in STEM (science, technology, engineering and mathematics) disciplines that will introduce students interested in scientific research to an array of professions and professionals in these fields. This introduction will emphasize comprehension and analysis of published scientific research and provide students with the opportunity to meet the science professional who produced the work. Prerequisites: One science or mathematics course for majors, sophomore or junior standing, and approval of the instructor.      Fall

**211. College Physics I.** (4 hours) First course in an introductory, algebra-based, physics sequence for college students. Topics include mechanics, heat, thermodynamics, sound, and waves. Laboratory. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: MAT 107 or equivalent background.      Fall

**212. College Physics II.** (4 hours) Second course in an introductory, algebra-based, physics sequence for college students. Topics include electricity, magnetism, optics, and modern physics. Laboratory. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: PHY 211.      Spring

**241. Engineering Physics.** (3 hours) Supplements Physics 211-212. Selected topics in mechanics, thermodynamics, electricity, magnetism, optics, and modern physics with the application of calculus in physics. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisites: PHY 211, MAT 125 and 225. Co-requisite: PHY 212.      Spring

**260. Engineering Preceptorship.** (1 hour) On site supervised experience in the engineering sciences, observing and working with practicing engineers in the field. Pass/fail grading.      As needed

**301. Electronics.** (3 hours) D.C. circuits; A.C. circuits; basic devices; basic instruments. Laboratory. Prerequisites: PHY 211, 212 or approval of instructor.      Odd Springs

**305. Mathematical Physics.** (3 hours) An introduction to mathematical methods used in physics such as matrix algebra, vector calculus, special functions, and function spaces. Prerequisites: PHY 241 and MAT 325.      Even Falls

**313. Thermal Physics.** (3 hours) Basic principles of thermal and statistical physics; laws of thermodynamics; equilibrium and irreversibility; cyclic processes; ensembles; thermodynamic potentials; canonical distribution; equipartition theorem; Maxwell distribution; phase changes; applications. Prerequisites: PHY 212 and 241. Co-requisite: MAT 325. Fall

**317. Statics.** (3 hours) Application of the conditions of equilibrium to two and three dimensional systems; trusses, frames and beams; friction; shear and bending moment diagrams; centroids, centers of gravity, area and mass moments of inertia, vectors. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisites: PHY 211 and MAT 225. Fall

**319. Dynamics.** (3 hours) Kinematics and kinetics of particles and rigid bodies; work-energy method; impulse and momentum; harmonic motion; two body problem. Prerequisite: PHY 241 or 317. Spring

**343. Relativity and Modern Physics.** (3 hours) Special relativity, introduction to general relativity, introduction to quantum physics, hydrogen atom and complex atoms, atomic spectra, topics in nuclear and solid-state physics. Prerequisites: PHY 211 and 212; PHY 241. Fall

**401. Advanced Experimental Physics.** (3 hours) Selected experiments in mechanics, heat, physical optics, electricity and magnetism, solid state, atomic and nuclear physics, and lasers. Prerequisites: PHY 211 and 212. Even Springs

**405. Electricity and Magnetism.** (3 hours) Theory of the behavior of electric and magnetic fields and their sources including Maxwell's equations. Prerequisite: PHY 241. Co-requisites: MAT 325 and MAT 345. Odd Falls

**440. Independent Study.** (1, 2, or 3 hours) As needed

**450. Seminar.** (1 hour) May be taken as many as three times. One formal presentation of current interest must be completed. Visiting scientists will constitute a portion of this course. As needed

**471. Topics in Classical Physics.** (1, 2, or 3 hours) As needed

**473. Topics in Modern Physics.** (1, 2, or 3 hours) As needed

## POLITICAL SCIENCE — (POS)

*Associate Professor Melissa Scheier (Chair);*

*Assistant Professor Guilherme Silva*

The general aim of the department is to teach students a deeper understanding of government and politics both in the United States and overseas. Training in the department may serve as preparation for graduate school or law school, government jobs at both the federal and state levels, law school, opportunities in business and teaching, or just being an informed citizen.

Political Science graduates will demonstrate

- in-depth knowledge of government and politics in the U.S. and the world; a balanced preparation in the four subfields of political science: American politics, comparative government, world politics, and political theory;
- the capacity for success in law school, graduate school, and careers in government.

### Major

(B.A. degree) **Thirty-three hours required.** Thirty hours in Political Science, including: (1) POS 100: American Government; (2) either POS 300: World Politics or POS 307: Comparative Politics; (3) either POS 400: Classical Political Theory, POS 402: Modern Political Theory, POS 415: American Political Thought, or POS 425: Political Science Research Methods; and (4) POS 450: Senior Seminar. In addition, students must complete three semester hours in allied courses approved by the Department. The remaining eighteen semester hours must include twelve semester hours at the 300- or 400-level. Only six semester hours credit in the major will be given for courses taken off campus in the intern program.

### Minor

**Eighteen semester hours required,** including: (1) POS 100: American Government; and either POS 300: World Politics or POS 307: Comparative Politics. Only three semester hours credit in the minor will be given for courses taken off campus in the intern program.

**Note: In order to enroll in any 400-level class in political science, the student must have successfully passed either POS 100: American Government, POS 300: World Politics, POS 307: Comparative Politics, or have received the permission of the instructor.**

### Master of Public Administration Accelerated Program

The University of Kentucky's Martin School of Public Policy and Administration offers particularly gifted and highly motivated students at Georgetown College the opportunity and the challenge of integrating their undergraduate and graduate courses of study in a single continuous program culminating in both a baccalaureate and a Master of Public Administration. The M.P.A. is designed for students with an interest in public and nonprofit service, allowing them to take graduate level

courses during the 4th year of their undergraduate program. Application to the program should be submitted by the end of the student's junior year.

Applicants should have (1) completed at least 86 credit hours of work toward the bachelor's degree or be eligible for senior standing in the semester they are admitted to the program and (2) earned an undergraduate grade point average of at least a 3.5 in the major field and 3.2 overall.

### **Master of Arts in Diplomacy and International Commerce/University Scholars Program**

The University of Kentucky's Patterson School of Diplomacy and International Commerce offers particularly gifted and highly motivated students at Georgetown College the opportunity and the challenge of integrating their undergraduate and graduate courses of study in a single continuous program culminating in both a baccalaureate degree and a Masters of Arts in Diplomacy and International Commerce. The M.A. program is designed for students with an interest in foreign service including diplomacy, national security, commerce or international organization and nonprofit organization work. The program offers the added benefit of allowing students to take graduate-level courses during the 4th year of their undergraduate program. An application to the program should be submitted during the second semester of the student's junior year. Applicants should have (1) completed at least 86 credit hours of work toward the bachelor's degree or be eligible for senior standing in the semester they are admitted to the program and (2) earned an undergraduate grade point average of at least 3.5 in the major field and 3.2 cumulative.

**100. American Government.** (3 hours) Introduction to the study of American political institutions and behavior, focusing on the federal (national) government. Fall and Spring

**201. Public Opinion.** (3 hours) A survey of public opinion polls, polling methods, opinion-holding, group differences, and public opinion and linkages between public opinion and public policies. Even Springs

**205. Mass Media, Technology, and Politics.** (3 hours) An examination of the role of the mass media and new communications technologies in the political process, with special emphasis on the constitutional protections for the press and the individual. Odd Springs

**210. Politics and Film.** (3 hours) An introduction to basic principles of politics through the use of film. The course analyzes several films, placing them in context and discussing the specific events depicted in the films. This course will also examine the messages (if any) these films have for contemporary politics. Odd Falls

**260, 261, 262. Trial Practice and Procedures.** (1 hour each) Students study and practice trial procedures. Topics include opening statements, direct examination, closing statements, objections, and impeaching a witness. Emphasis is on developing critical thinking skills through analysis and preparation of cases

developed for mock trial competition. May be repeated, but no more than two hours of practica credit may be applied toward a major or minor. Fall

**280, 281, 282. Model United Nations.** (1 hour each) A study of the structure, processes, and operations of the United Nations with special attention given to relevant contemporary issues in order to facilitate preparation for participation in college-level Model United Nations conferences in which students will role-play various U.N. member-states. This course will supplement the Georgetown College Model United Nations Club (GMUNC). Students do not have to participate in the class to be a member of the club. This course may be repeated, but no more than two hours of practica credit may be applied toward a major or minor. Fall

**300. World Politics.** (3 hours) This course is an introduction to world politics, designed to familiarize students with the ways in which states, international organizations, and non-state actors interact in the international system. It offers an analysis of the general approaches to world politics, emphasizing current issues and problems. Fall and Spring

**302. European Politics.** (3 hours) Political behavior and institutions of European countries and the European Union. Even Springs

**305. Urban Government.** (3 hours) An examination of current urban problems, city governments, metropolitan governmental reform, and future alternatives of urban public policy. Even Springs

**307. Comparative Politics.** (3 hours) This course will provide an introduction to key theoretical frameworks, concepts and analytical methods commonly used today in comparative politics, including: the state, political culture, democracy, authoritarianism, development, and national/ethnic identity to name a few. This course is intended to familiarize students with the most important concepts necessary for the comparison of different political systems and contexts. Students will learn how to apply this understanding in investigating different countries and regions in the contemporary world. Fall and Spring

**309. State Government.** (3 hours) A survey of the structure and function of the state governments in the U.S. federal system and current problems and issues in state politics. Odd Falls

**311. Politics of the Pacific Rim.** (3 hours) A background analysis of government and politics of Pacific Rim from a comparative perspective, including its foreign policy and future role in international relations. Even Falls

**315. Public Administration.** (3 hours) A detailed study of the theory and practice of administration in the public sector. Even Falls

**317. American Constitutional Politics.** (3 hours) A study of the constitutional development of the U.S. federal court system, judicial behavior, and Supreme Court decisions. Even Falls



- 319. Constitutional Rights.** (3 hours) A study of Supreme Court decisions on freedom of speech, press, religion, race relations and due process of law.  
Odd Springs
- 321. International Human Rights.** (3 hours) This course examines human rights and humanitarian intervention in world politics.  
Even Falls
- 325. The American Legal System.** (3 hours) A study of the organization and operation of the U.S. legal system, the functions and role of judges, lawyers, and juries, procedures in civil and criminal trials, jury verdicts, judgments, and sentencing, and the appellate process.  
Even Springs
- 333. Women and Politics.** (3 hours) Examination of the connection between gender and politics in America; topics include use and exercise of political power, historical and current social movements, political campaigns and elections, and public policy debates.  
Even Falls
- 335. United States Congress.** (3 hours) An examination of the legislative process, with an emphasis on the structure, functions, and politics of U.S. Congress.  
Even Springs
- 341. Force and Security.** (3 hours) In a world without higher authority than the sovereign state, war is always possible, and states must prepare to settle their disagreements through the use of force. This course will deal with the consequences of this dilemma, focusing not only on war itself, but also on the means that states use to insure their security short of war and the ethical issues involving the use of force.  
Odd Springs
- 346. Politics of Latin America.** (3 hours) A study of the major political actors and issues in Latin America.  
Odd Springs
- 355. The American Presidency.** (3 hours) A study of the American Presidency and the various parts of the executive branch of the federal government.  
Odd Falls
- 365. Political Parties and Elections.** (3 hours) A study of the political party system, party organizations, the nomination process, political campaigns, elections, and voting behavior.  
Even Falls
- 375. Tutorial Topics.** (3 hours) The study of a special topic in Political Science using a one-on-one tutorial method of instruction adapted from humanities courses at Oxford University and Cambridge University. Please check with department for a list of current offerings. Prerequisites: one course in Political Science and permission of the instructor.  
As needed
- 400. Classical Political Theory.** (3 hours) An analysis of classical and medieval political theory, focusing on issues such as nature, law, and reason. Major theorists are covered: Plato, Aristotle, Augustine, and Aquinas.  
Even Falls

**402. Modern Political Theory.** (3 hours) An analysis of political theory from the Renaissance to the present. Major theorists are covered: Hobbes, Locke, Hegel, Rawls, and others. Odd Springs

**403. American Foreign Policy.** (3 hours) This course examines American foreign policy and the foreign policy process, placing special emphasis on current issues and problems. Even Falls

**407. International Law and Organization.** (3 hours) A study of laws among nation states, with emphasis on rights and duties, territories, diplomacy, settlement of disputes, armed conflicts, and the United Nations system. Even Springs

**409. Kentucky Government.** (3 hours) A study of political behavior and institutions of Kentucky at all levels. Odd Falls

**415. American Political Thought.** (3 hours) A study of major American political thinkers, and the influence of their ideas on American politics and government, from colonial times to the present. Odd Falls

**425. Political Science Research Methods.** (3 hours) An introduction to the methods and procedures used in quantitative political science research, such as the specification of the research questions, measurement issues, research design, data collection, and analysis. Even Springs

**430. International Political Economy.** (3 hours) An introduction to the basic principles of international political economy (I.P.E.), emphasizing the institutional structures and political processes governing global flows of money, goods, services, and labor. Also provides an examination of the American role in structuring the I.P.E. of the twentieth and twenty-first centuries, and provides future perspectives on the I.P.E. Odd Falls

**440. Independent Study.** (1, 2 or 3 hours) Special research assignments by approval and appointment with the faculty. Fall and Spring

**450. Senior Seminar.** (3 hours) Capstone course bringing together the several sub-fields of the discipline; students conduct research in areas of political theory, American politics, international relations, and comparative politics; present research; and participate in peer evaluation. Fall

**460. Internship.** (1 - 6 hours) Supervised, practical experiences in the field of political science in appropriate agencies. Consent of instructor required for enrollment. Fall and Spring

**461. Kentucky Legislative Intern Program.** (3 hours each) A one-term experience working with the Legislature in Frankfort along with evening seminars and a research paper submitted to the Georgetown College Political Science Department. Even Springs

**470. Topics.** (1, 2 or 3 hours) Selected topics in political science. Fall and Spring

## PSYCHOLOGY — (PSY)

*Professors Susan Hart Bell and Karyn McKenzie (Chair)  
and Regan Lookadoo;  
Associate Professors Jay Castaneda, Jennifer Price,  
and Rebecca Singer*

Psychology is the scientific study of behavior and cognitive processes, with application to many human and animal concerns. Students with a liberal arts education should develop an understanding of themselves and others that allows them to function effectively in diverse situations, interpersonally and intellectually. The Psychology Department offers a strong curriculum aimed at providing students with a comprehensive conceptual base from a variety of perspectives. Emphasis is placed on critical reading and thinking, and understanding the historical and theoretical framework of psychology and the methodology used in research. Students majoring in psychology are afforded an opportunity to be involved in research as well as to participate in local educational and mental health agencies. Many psychology majors continue their education in graduate school and the department actively participates in their preparation for this goal. Should a student choose not to attend graduate school, the study of psychology successfully prepares graduates for a variety of career options. The department sponsors two student organizations, Psi Chi which is the international Psychology honor society and Psi Alpha Omega, which is open to all students who have an interest in the discipline.

The Psychology Department has identified specific learning outcomes for our students. After completing the requirements for a psychology major, students should be able to:

- relate figures, events, and theoretical approaches from the history of psychology to prevailing research and practice in contemporary psychology;
- gain practical understanding of basic statistical procedures using calculations and gain an introductory knowledge of computer software programs;
- master the design and implementation of a student-led research project;
- engage in critical thinking about psychology as a science and the ethical issues that arise in psychological research;
- demonstrate information and technological literacy as applied to scientific literature and use of APA format; and
- demonstrate effective writing skills and oral communication skills.

Successful completion of these learning outcomes will be assessed by various assignments in the required components of our psychology curriculum.

### **Major**

**(B.A. degree) Thirty-three hours required.** Thirty-three semester hours in Psychology including PSY 111, 211, 311, and 411. Required electives (choose six hours from each group): Group I: PSY 313, PSY 315, PSY 323, PSY 328, PSY

333, PSY 425, PSY 433. Group II: PSY 242, PSY 260, PSY 340, PSY 343, PSY 355. Choose nine additional hours from any Psychology course work.

### **Minor**

**Eighteen semester hours required**, including PSY 111.

Note: Students seeking certification in teaching should consult with the department chair. Also, students can only count two developmental courses (PSY 240, 242, 340) toward the PSY major or minor.

**111. General Psychology.** (3 hours) Introduction to psychology as a science, using the scientific approach to study many areas of behavior such as motivation, emotion, perception, thinking, learning, abnormal, personality, and social. This course satisfies an Area of Inquiry requirement for Social and Behavioral Sciences. Fall and Spring

**163. Life above Zero: An Introduction to Positive Psychology.** (3 hours) This course is designed to introduce students to the field of psychology with an emphasis on positive psychology, which is the scientific study of happiness and the good life. This course will educate students on research methodology by examining topics like happiness, optimism, and character strengths. In addition, the course will infuse opportunities for self-examination and reflection by incorporating self report assessments and applied exercises. This course will be offered only as a Foundations 112 course. This course satisfies an Area of Inquiry requirement for Social and Behavioral Sciences. Spring

**211. Statistics for the Social Sciences.** (3 hours) Study of both descriptive and inferential statistics with emphasis on their use in psychological research. This course carries a Quantitative Flag (Q) in the Foundations and Core Program. Prerequisite: PSY 111. Fall and Spring

**240. Lifespan Development.** (3 hours) Study of human developmental processes from prenatal stages through later adulthood with an examination of the biological, psychological, social, and contextual factors influencing behavior across the lifespan. Registration for this class requires the permission of the instructor. Odd Falls

**242. Adolescence and Adulthood.** (3 hours) This course is designed as an overview of adolescent and adult development. Readings and class activities cover issues from adolescence through adulthood, examining research in physical, cognitive, personality, and social development. A particular emphasis of this course is an integration of biological, psychological, social, and cultural contributions to human development. This course satisfies an Area of Inquiry requirement for Social and Behavioral Sciences. Spring

**260. Social Psychology.** (3 hours) The study of how the thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined, or implied presence of others. Topics to be covered include the self, conformity, obedience, gender, attitudes, prejudice, liking & love, aggression, helping,

and group behavior. This course satisfies an Area of Inquiry requirement for Social and Behavioral Sciences. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall and Spring

**311. Experimental Psychology.** (3 hours) Design and interpretation of psychological experiments; advanced study in selected areas of experimental psychology. This course carries a Writing Flag (W) in the Foundations and Core Program. Prerequisite: PSY 211 and junior standing. Fall

**313. Psychology of Motivation.** (3 hours) The study of biological, behavioral, and cognitive dimensions of what motivates people in their thoughts and actions. Prerequisite: PSY 111. Fall

**315. Health Psychology.** (3 hours) The study of the biological, psychological, and social dimensions involved in health and illness, with emphasis on immune functions, stress, drugs, alcohol, cardiovascular disease, diet, and sexually-transmitted disease. Prerequisite: PSY 111. Spring

**323. Sensation and Perception.** (3 hours) The study of sensory systems and the higher-order cognitive processes involved with interpreting sensory information. Prerequisite: PSY 111. Odd Springs

**328. Learning.** (3 hours) This course is an introductory level survey of the major classic and contemporary psychological theories and research in learning. Learning will be examined from biological, psychological and sociocultural perspectives. Prerequisite: PSY 111. Fall

**333. Cognitive Psychology.** (3 hours) The study of attention, memory, thinking, concept formation, language, intelligence, and emotions. Prerequisite: PSY 111. Fall

**337. Psychology of Women.** (3 hours) This course will provide an overview of classical and contemporary psychological research pertaining to women. It will explore biological and cultural similarities and differences within topics such as behavior, language, emotion, motivation, mental health, and development. The course will include a special focus on women of different ethnic backgrounds. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: PSY 111. Fall and Even Springs

**340. Child Development.** (3 hours) This course provides an overview of growth and development from conception through middle childhood including ten total hours of observation (i.e. one hour per week) in an early childhood center or participation in a service learning placement in a community organization or agency serving young children. Special emphasis is placed on the cultural contexts of child development. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: PSY 111. Fall

**343. Personality.** (3 hours) This course is an introductory level survey of the major classic and contemporary psychological theories and research in personality.

We will cover major theories including psychoanalysis, humanistic, cognitive, social learning, and biological perspectives. Various traits and their importance in predicting health, achievement, and adjustment will also be covered. Prerequisite: PSY 111. Spring

**350. Relationships.** (3 hours) The application of psychological methods and principles to intimate relationships. Topics to be covered include attraction, dating, friendship, love, passion, commitment, marriage, jealousy, conflict, and divorce. Prerequisites: PSY 111 or 260 and at least one additional psychology course. Spring

**355. Abnormal Psychology.** (3 hours) The study of classification, assessment, and causes of psychological disorders, reviewing contemporary issues in the study and treatment of psychopathology. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: PSY 111. Fall

**360. Field Work in Applied Psychology.** (3 hours) This course is designed to provide advanced psychology students with the opportunity to work in applied field placements in the community. The course is also designed to provide a foundation for professional and career development for entry level positions in human service fields as well as preparation for graduate school. Students will be given the opportunity to learn in diverse ways (e.g., exposure to special topics, issues relevant to the placement, different supervisory styles, etc.) through practical experience and guidance from the instructor and site supervisor. Prerequisite: Consent of Instructor. Fall

**363. Positive Psychology.** (3 hours) The focus of this course is the science of positive subjective experiences, positive traits, and positive institutions. This course will present psychological perspectives and research findings on topics such as happiness, life satisfaction, optimism, as well as character strengths and virtues. The course will also encourage self-exploration of students' own strengths and virtues and investigate empirically-based strategies for enhancing one's life. Prerequisite: PSY 111. Even Falls

**365. Industrial/Organizational Psychology.** (3 hours) The application of psychological methods and principles to organizational settings. Topics to be covered include motivation, psychological testing, job satisfaction, training, leadership, employee selection, stress, and performance appraisal. Prerequisite: PSY 111. Spring

**367. Dying, Grieving, and Coping.** (3 hours) This course examines the concept of death and our psychological responses to death. This subject is explored across cultures and through history from many viewpoints. The class also has many outside speakers to address multiple views on death and dying. Prerequisite: PSY 111. Even Falls

**373. Multicultural Psychology.** (3 hours) This course is designed to introduce students to the critical and comparative study of cultural effects on human psychology. Readings and class activities will cover multicultural perspectives

on issues such as cognitions, development, intelligence, emotions and social inter-action. This course satisfies an Area of Inquiry requirement for Social and Behavioral Sciences. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Odd Falls

**380. Psychology and the Law.** (3 hours) Application of psychological methods and principles to the legal system. Topics to be covered include eyewitness testimony, confessions, the insanity defense, polygraphs, jury selection, profiling, serial killers, and victims. Prerequisite: PSY 111 or 260. Fall

**411. Senior Capstone in Psychology.** (3 hours) This course is designed to guide Senior Psychology majors as they examine enduring issues in Psychology from the earliest beginnings in the history of psychology to contemporary research and application. Class readings, assignments, and discussions will synthesize material from previous psychology course work and facilitate the development of each student's conceptual framework to guide his/her career or graduate school decision-making. The class will culminate in the application of theoretical principles and empirical research findings to a senior paper where students will examine and take a position on a debatable issue within the field of psychology. The paper will be assessed by at least two psychology faculty (e.g., the professor of the course and a second departmental faculty member). Prerequisites: Senior standing, major in department, PSY 311. Spring

**413. Clinical Assessment.** (3 hours) Study of the appraisal and assessment techniques used in clinical settings. Topics covered include effective interviewing strategies, test theory, test development, and administration of tests involving intelligence, achievement, adaptive functions, neuropsychology, clinical symptoms, personality, and vocation/interest. Emphasis will be placed on ethical standards in interviewing and testing. Prerequisite: PSY 111. Odd Springs

**415. Counseling Skills.** (3 hours) The study of current approaches used in counselling and psychotherapy. Topics covered include basic counseling and psychotherapy skills, various theoretical models of psychological intervention, and a review of the most current, empirically supported treatment approaches. Emphasis will be placed on ethical standards as they apply to psychotherapy. Prerequisite: PSY 355. Spring

**417. Developmental Disorders of Childhood.** (3 hours) This course is an examination of the most recent research in disorders of childhood. This class is designed as a seminar examining diagnostic categories and critical issues of child psychopathology and identifying evidence-based interventions. Readings and class materials cover diagnostic categories, causal theories of childhood disorders and a survey of the intervention literature. Prerequisite: PSY 242 or 340. Odd Springs

**419. School Psychology.** (3 hours) This course is designed to introduce students to the field of School Psychology from its influential place in the history of psychology to contemporary "best practices". Readings and assignments will direct the student to examine the roles school psychologists play in the school

system as a whole, including: individual assessment and intervention with young children; individual, class-wide and system-wide consultation for learning and behavioral issues; and program development in the areas of crisis prevention and intervention. Prerequisite: PSY 242 or 340. Even Springs

**425. Brain and Behavior.** (3 hours) The study of the interaction of the brain and behavior from physiological, genetic and evolutionary perspectives. The course will include current research and examine the disease/disorder continuum as well as effects of psychotropic substances on behavior. Prerequisites: PSY 111 and BIO 100 or BIO 111. Odd Springs

**433. Animal Cognition.** (3 hours) This course will cover a range of issues involving animal consciousness, animal intelligence, and evolution of mind. We will look at what is known about intelligence in other animals, how intelligence is revealed in social and problem solving behavior, and the ways in which animal cognitive abilities are adaptive. Even Springs and As needed

**440. Independent Study.** (1-3 hours) Emphasis on independent research. Prerequisite: Consent of professor. As needed

**460. Undergraduate Research.** (3 hours) Implementation of psychological research processes using topics chosen by individuals or small groups of students in consultation with the professor of the course. Tutorial teaching will replace classroom teaching for most of the semester. Research methods will involve computer and/or paper and pencil techniques. Prerequisites: PSY 311 and consent of instructor. As needed

**470. Special Topics in Psychology.** (1-3 hours) The study of special areas of psychology deemed of value to Psychology majors and minors. This course may satisfy a Cultural Awareness Flag (C) in the Foundations and Core Program. As needed



## PUBLIC HEALTH — (PBH)

*Associate Professors Jean Kiernan (Chair) and Leslie Phillips;  
Assistant Professors Brian Jones and Karla Wessels*

Students may pursue major and minor programs offered in the Department of Kinesiology and Health Studies that will prepare them both for entry-level professional careers and graduate study in Kinesiology, Exercise Science, Athletic Training, and Public Health. In addition, our curriculum prepares students for future study in the allied health professions (physical therapy, physician assistant, and occupational therapy).

Graduates of the majors offered in the Kinesiology and Health Science department will demonstrate:

- a basic understanding of the physiological, anatomical, and mechanical foundations of movement;
- the skills associated with planning, implementing, and evaluating developmentally appropriate fitness programs;
- the fundamental understanding of behavior as it applies to adherence to exercise/fitness;
- the knowledge and skills associated with assessing emergency health conditions requiring first aid and/or CPR;
- the knowledge and physical skills associated with health-related fitness activities; and
- a basic understanding of research techniques and tools used in the field of Kinesiology and Health.

### ***Minor***

**Twenty-one hours required**, including KHS 220, 310, 315, 324 plus the allied course MAT 111 or PSY 211. Six additional hours are to be selected from KHS 200, 214, 320, 400, 405 or courses approved by department chair.

For the course descriptions for **Public Health**, please see **Kinesiology and Health Studies**.

## RELIGION — (REL)

*Professors Jeff Asher;  
Associate Professors Sheila Klopfer (Chair) and Terry Clark;  
Professor Emeritus Paul Redditt;  
Adjunct Instructors Frank Houston, Bryan Langlands, Chuck Bugg,  
Joanna Lile, and Alan Redditt*

In keeping with Georgetown's traditions, the curriculum of the Religion Department emphasizes the study of Christianity but does so in the broad context of religious studies as they are encountered in the past and present. To accomplish this task, the department requires majors to demonstrate:

- a basic understanding of the content of the Bible and an ability to interpret it in light of academic approaches;
- an understanding of the cultural and historical dimensions of religious phenomena and demonstrate a capacity to analyze them critically by focusing on special historical and cultural topics of study;
- a basic understanding of Christian theology and an ability to analyze it academically;
- a basic understanding of other world religions and a capacity to analyze them academically; and
- an ability to think critically about issues involving religious studies and to base conclusions on data from the appropriate major disciplines of religious studies.

Through the Core courses, the department additionally seeks to introduce students to the varieties of religious expression. Majors and minors in the department have the opportunity to gain experience in ministry through courses and an optional supervised practicum.

### ***Major***

**(B.A. degree) Thirty-three semester hours required**, including a 200 level course from each of the four areas of inquiry: Bible (REL 231, 233, 235, 237), Cultural/Historical Studies (REL 243, 245, 247, 249), World Religions (REL 253, 255), and Christian Theological Studies (REL 257); a 300 level course from each of the four areas of inquiry: Bible (REL 325, 327, 371, 373), Cultural/Historical Studies (REL 341, 343, 345), World Religions (REL 353), and Christian Theological Studies (REL 357); either REL 440 or REL 450; and six additional hours of electives in the Religion Department. 18 hours must be at the 300 level or above.

### ***Minor***

**Eighteen semester hours required**, including one 200 level course from three of the following areas: Bible (REL 231, 233, 235, 237), Cultural/Historical Studies (REL 243, 245, 247, 249), World Religions (REL 253, 255), and Christian Theological Studies (REL 257); one 300-level course from three of the following four areas: Bible (REL 325, 327, 371, 373), Cultural/Historical Studies (REL 341,

343, 345), World Religions (REL 353), and Christian Theological Studies (REL 357).

**103-104. Beginning Greek I and II.** (3 hours) Grammar of the Greek New Testament. Odd Falls and Even Springs

**203. Greek New Testament.** (3 hours) Intermediate level Greek grammar and reading of selected texts. Prerequisites: REL 103, 104. Even Fall

**204. Greek New Testament II.** (3 hours) Reading of selected texts from all major divisions of the Greek New Testament. Prerequisite: REL 203. Odd Spring

**211. Introduction to Christian Ministry.** (3 hours) Presentation of biblical, historical, and practical information related to Christian ministry as a career. Designed for those interested in ministry, the course should aid students in making more mature, informed career decisions. Odd Fall

**213. Missional Community.** (3 hours) An examination of the biblical, historical, and theological basis for missional communities. This course will introduce students to missional strategies in the twenty-first century. Students will engage in practical projects and assignments that will help develop best practices in developing missional communities. Even Spring

**215. Biblical Storytelling.** (3 hours) A biblical, historical, and theological study of the forms of address employed by the church to share the Gospel. Particular attention will be given to the Gospel as narrative and biblical storytelling in the twenty-first century. Students will engage in practical projects and assignments that will help develop best practices and methods of biblical storytelling. Odd Spring

**219. Youth and Family Ministries.** (3 hours) A biblical, historical, and theological study of youth and family ministries. Particular attention will be given to ministering to young people and families in the twenty-first century. Students will engage in practical projects and assignments that will help develop best practices and methods for ministry. Even Fall

**231. New Testament I.** (3 hours) A survey of the content of the Gospels; attention to historical setting, basic literary problems, the history and teachings of Jesus, and the nature and interpretation of Gospel literature. Fall

**233. New Testament II.** (3 hours) A survey of the content of Acts, the New Testament Epistles, Hebrews, and Revelation. Special attention will be devoted to the historical, cultural, and literary contexts of these texts. Spring

**235. Old Testament Law and History.** (3 hours) A study of the content, historical and social context, literary structure, and theological value of the Old Testament books Genesis to Esther. Fall

**237. Old Testament Prophecy and Poetry.** (3 hours) A study of the content, historical and social context, literary structure, and theological value of the Old Testament prophets, the poetic books, and the book of Daniel. Spring

**243. The Christian Heritage. (3 hours).** A survey of major events, personalities and issues in the history of Christianity. Attention will be given to Roman Catholicism, Eastern Orthodoxy, and Protestantism in all its varieties, including Pentecostalism. The course emphasizes the connections between the various Christian “pasts” and current events and issues within Christianity.

Fall and Spring

**245. Religion and Popular Culture.** (3 hours) An introduction to the study of religion and popular culture. Special attention is given to the ways in which religious and secular values interact and find expression in mass media products such as literature, film, music, and television.

Fall

**247. Religion and Politics.** (3 hours) A study of the complex relationship between religion and politics in colonial North America and in the history of the United States. Special attention is focused upon both the founding period and upon the modern context. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program.

Odd Spring

**249. Religion and Violence.** (3 hours) A study of religious violence in the ancient and modern worlds, including issues involving the origins and causes of religious violence. In addition, the course will analyze the narratives and commands in the sacred texts of Judaism, Islam, and Christianity that serve as a basis of violence, especially in the ways in which sacred texts and images provide a justification or stimulus to commit violent acts. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program.

Even Spring

**253. Religions of the Modern World.** (3 hours) An introduction to the history, beliefs, practices, and overarching worldviews of the major religions of the modern world. Emphasis is placed upon understanding the perspective of the adherents of each tradition, rather than using a comparative method to make evaluative judgments about the merits of the various traditions. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program.

Even Spring

**255. Religions of the Ancient World.** (3 hours) An introduction to the religious texts, traditions, rituals, and ideas of the ancient Mediterranean world and the ancient near east. The focus will be on a comparative analysis of the varieties of religious expression with particular attention paid to the conceptual approaches to the study of religion as well as to the historical, social, literary, and cultural contexts of religious practices. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program.

Odd Fall

**257. Basic Christian Thought.** (3 hours) A survey of Christian theology, examining the central ecclesial teachings of the Christian faith with special

emphasis given to their biblical foundation, historical context, and contemporary relevance. Fall and Spring

**325. The Johannine Literature.** (3 hours) Gospel of John and Epistles of John; attention to literary characteristics and theology. Prerequisite: REL 231, 233, 235, or 237. As Needed

**327. The Revelation.** (3 hours) A critical interpretation of the New Testament Book of Revelation based upon the nature of apocalyptic language and literature, historical setting, internal structure, and literary/grammatical/syntactical considerations. Prerequisite: REL 231, 233, 235, or 237. As Needed

**341. Women in the Christian Tradition.** (3 hours) An exploration of the involvement of women in the Christian tradition from the time of Jesus to the present. (Same as WST 341.) This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Even Spring

**343. Life and Faith of the Baptists.** (3 hours) A survey of the history and vitality of the Baptists. Topics include the variety of Baptist groups, church life and style, controversies, institutional expression, and the future of Baptists. As Needed

**345. Advanced Topics in Cultural/Historical Studies.** (3 hours) The study of special areas in Cultural/Historical studies. Among the topics that this course might include is Christianity in the modern era. Fall

**353. Advanced Topics in World Religions.** (3 hours) Advanced study in one of the world's major religious cultures. It traces the origin of that culture and surveys its major beliefs, practices, traditions, scriptures (when applicable), values, and modern day challenges. Some of these courses satisfy a Cultural Awareness Flag (C) in the Foundations and Core Program. See course schedules. Spring

**357. Advanced Topics in Theological Studies.** (3 hours) The study of special areas in Christian theology. Examples might include Trinitarian theology, patristic theology, feminist theology, ecclesiology, liberation theology, or the theology of Jürgen Moltmann. Fall and Odd Spring

**360. Internship.** (1, 2, or 3 hours) Supervised experiences through a cooperative pro-gram with a religious worker or an institution as closely related as possible to the type of ministry the student is considering. Fall and Spring

**371. Advanced Topics in New Testament Interpretation.** (3 hours) A study of individual books or areas within the New Testament with emphasis on topics of current interest in New Testament studies. Even Fall and Odd Spring

**373. Advanced Topics in Old Testament Interpretation.** (3 hours) A study of individual books or areas within the Old Testament with emphasis on topics of current interest in Old Testament studies. Odd Fall

**375. Tutorial Topics.** (3 hours) The study of a specific topic in Religion using the tutorial method adopted from the Oxford humanities classes. Fall and Spring

**440. Independent Study.** (1, 2, or 3 hours) This course satisfies a Writing Flag (W) in the Foundations and Core Program. Fall and Spring

**450. Seminar.** (3 hours) Group study of a specialized area of religion including preparation and defense of a seminar paper. Prerequisite: Senior standing and major in department. This course satisfies a Writing Flag (W) in the Foundations and Core Program. As Needed



## SECURITY STUDIES — (SST)

*Associate Professor Melissa Scheier, Program Coordinator*

Security Studies is an interdisciplinary major and minor designed to give students a foundation in national and international security issues in the framework of a liberal arts education. Due to the broad spectrum of security issues, from weapons of mass destruction to cyber-warfare, environmental degradation, human security and terrorism, students are provided with some flexibility in selecting a course of study that reflects their area of interest. At the same time, all students are expected to gain fundamental knowledge in a core area of study. The major and minor provide students with several future opportunities, including graduate study, as well as government, industry, or research careers.

### ***Interdisciplinary Major***

(B.A. degree) (No minor required.) **Fifty-four to fifty-eight hours required**, with at least thirty hours at the 300-level or above, including:

**CORE COURSES:** The core courses provide a foundation in security issues and are centered on courses in the Social Sciences. Students will complete twenty-seven hours of required core courses.

#### **1. Eighteen hours consisting of the following courses:**

- HIS 345 Military History
- POS 300 World Politics
- POS 307 Comparative Politics
- POS 341 Force and Security
- PSY 111 General Psychology
- SOC 220 Equality and Social Justice

#### **2. Choose either (3 hours):**

- HIS 325 United States Diplomatic History or
- POS 403 American Foreign Policy (Prerequisite: POS 100, 300, or 307)

#### **3. Choose either (3 hours):**

- ECO 221 Principles of Macroeconomics or
- ECO 223 Principles of Microeconomics

#### **4. All students must complete the following (3 hours):**

- SEC 450 Senior Seminar in Security Studies (Prerequisite: Permission of instructor)

**ELECTIVE COURSES:** Elective courses provide some flexibility to students in order to reflect their areas of interest. Students will complete twenty-seven to twenty-eight hours of elective courses.

**1. Choose ONE of the following science tracks and select TWELVE-THIRTEEN HOURS:**

*A. Science Track I: Biological Emphasis (12 hours)*

- BIO 111 Biological Principles
- BIO 212 Cellular and Molecular Biology (Prerequisite: BIO 111)

And choose one of the following options:

Option 1:

- BIO 311 General Microbiology (Prerequisite: BIO 212)

Option 2:

- BIO 314 Evolution and Ecology (Prerequisite: BIO 111; MAT 111 recommended)

*B. Science Track II: Chemical Emphasis (12 hours)*

- CHE 111 General Chemistry I
- CHE 112 General Chemistry II (Prerequisite: CHE 111; Concurrent with CHE 113)
- CHE 113 General Chemistry Lab (Prerequisite: CHE 111; Concurrent with CHE 113)

And choose one of the following options:

Option 1:

- CHE 201 Organic Chemistry I (Prerequisites: CHE 112 and 113)
- CHE 202 Organic Chemistry Lab I – Techniques and Synthesis (Prerequisites: CHE 112 and 113; Corequisite: CHE 201)

Option 2:

- CHE 211 Descriptive Inorganic Chemistry (Prerequisite: CHE 112)
- CHE 213 Descriptive Inorganic Chemistry Lab (Prerequisite: CHE 113)

Option 3:

- CHE 305 Quantitative Analysis (CHE 111, CHE 112, and CHE 113)

Option 4:

- CHE 317 Forensic Chemistry (Prerequisites: CHE 112 and CHE 113)
- CHE 337 Environmental Chemistry (Prerequisite: CHE 112)

*C. Science Track IV: Physics Emphasis (13 hours)*

- PHY 211 General Physics I (Prerequisite: MAT 107 or its equivalent)
- PHY 212 General Physics II (Prerequisite: MAT 107 or its equivalent)
- PHY 241 Engineering Physics (Prerequisites: MAT 121 and MAT 122 – may be taken concurrently; may also be taken concurrently with PHY 112)



- PHY 343 Relativity and Modern Physics (Prerequisites: PHY 111, PHY 112, and PHY 241)

**2. Choose TWO courses from the following (6 HOURS):**

- HIS 213 Asian Civilization II
- HIS 316 Modern China
- HIS 321 History of Japan
- HIS 333 Europe in Crisis 1871 - 1949
- HIS 337 Modern England
- HIS 343 Modern Central Europe
- HIS 417 History of Modern Russia
- HIS 424 History of the Middle East
- HIS 430 Recent America
- POS 302 European Politics
- POS 311 Politics of the Pacific Rim
- POS 346 Politics of Latin America

**3. Choose ONE of the following courses (3 HOURS):**

- COMM 310 Persuasion and Propaganda (Prerequisite: COMM 115 or 200)
- COMM 312 Group Dynamics (Prerequisite: COMM 115 or 200)
- COMM 323 Conflict Management (Prerequisite: COMM 115 or 200)
- COMM 418 Intercultural Communication (Prerequisite: COMM 115 or 200)
- PHI 335 Theories of Economic Justice (Prerequisite: one course in PHI)
- PHI 345 Environmental Philosophy and Ethics (Prerequisite: one course in PHI)
- PSY 260 Social Psychology (No prerequisite)
- PSY 333 Cognitive Psychology (Prerequisite: PSY 111)
- PSY 343 Personality (Prerequisite: PSY 111)
- PSY 380 Psychology and Law (Prerequisite: PSY 111 or PSY 260)

**4. Choose TWO of the following courses (6 HOURS):**

- ENV/BIO 332 Environmental Science and Policy
- POS 305 Urban Government
- POS 309 State Government
- POS 315 Public Administration and Policy Process
- POS 317 American Constitutional Politics
- POS 319 Constitutional Rights
- POS 321 International Human Rights
- POS 325 American Legal System
- POS 335 Legislative Process
- POS 355 The American Presidency
- POS 407 International Law and Organization (Prerequisite: POS 100, 300, or 307)

- POS 409 Kentucky Government (Prerequisite: POS 100, 300, or 307)
- POS 430 International Political Economy (Prerequisite: POS 100, 300, or 307)

### *Allied Requirement - 0-3 hours*

Majors must demonstrate competence in an appropriate world language, approved by the program coordinator, by completing the second half of an intermediate language course (Intermediate II or a more advance course) or by taking a qualifying examination. Completion of a third year of language is strongly recommended.

Topics courses, transfer courses, or other courses meeting the specifications of the major may be substituted at the discretion of the program coordinator.

### **Comprehensive Examinations**

Seniors intending to graduate with a Security Studies major must complete a written comprehensive examination administered by the program coordinator.

### ***Interdisciplinary Minor***

**Twenty-four hours.**

#### **1. Eighteen hours consisting of the following courses:**

- HIS 345 Military History
- POS 300 World Politics
- POS 307 Comparative Politics
- POS 341 Force and Security
- PSY 111 General Psychology
- SOC 220 Equality and Social Justice

#### **2. Choose either (3 hours):**

- HIS 325 United States Diplomatic History or
- POS 403 American Foreign Policy (Prerequisite: POS 100, 300, or 307)

#### **3. Choose either (3 hours):**

- ECO 221 Principles of Macroeconomics or ECO 223 Principles of Microeconomics

Topics courses, transfer courses, or other courses meeting the specifications of the minor may be substituted at the discretion of the program coordinator.

**450. Security Studies Seminar.** (3 hours) This course aims to develop a working knowledge of the theories and conceptual frameworks that form the intellectual basis of security studies as an academic discipline. Students will write a seminar paper in which theoretical insights are systematically applied to a current security issue. NOTE: This course will be taught in an independent study format unless demand is sufficient to offer it during the semester. As needed

## SOCIAL AND CRIMINAL JUSTICE — (SCJ)

*Associate Professor Eric Carter (Chair);  
Assistant Professors Sarah Cribbs,  
Stephanie Holcomb-Kreiner and Michael Littrell*

Student earning an emphasis in Social and Criminal Justice explore historical and contemporary issues surrounding criminal justice issues. The Social and Criminal Justice focus prepares students for work within the criminal justice system or affiliated agencies by bridging the “professional” field criminology/criminal justice with the liberal arts, specifically sociology, by offering a perspective of and experience with, building a more just society.

### ***Minor***

**Eighteen semester hours required** in Sociology including: SOC 121 and SOC 328. Choose twelve additional hours from the following courses: SOC 220, SOC 302, SOC 311, SOC 322, SOC 324, SOC 326, SOC 373, SOC 380, SOC 390, SOC 403, SOC 408, and SOC 460. The department recommends (but does not require) SOC 220, SOC 311, SOC 322, SOC 324, SOC 326, SOC 403, and SOC 460.

### Required Courses:

SOC 121 (Introduction to Social and Criminal Justice)

SOC 328 (Criminological Theory)

### Electives (12 additional hours):

SOC 220 (Equality and Social Justice)\*

SOC 302 (Classical Sociological Theory)

SOC 311 (Ethics in Social and Criminal Justice)\*

SOC 322 (Juvenile Delinquency)\*

SOC 324 (Deviance and Social Control)\*

SOC 326 (Restorative Justice)\*

SOC 373 (Class and Stratification)

SOC 380 (Race and Ethnicity)

SOC 390 (Gender and Society)

SOC 403 (Criminal Procedures)\*

SOC 408 (Applied Sociology)

SOC 460 (Internship in Applied Sociology)\*

\*Denote recommended course

## SOCIOLOGY — (SOC)

*Associate Professor Eric Carter (Chair);  
Assistant Professors Sarah Cribbs,  
Stephanie Holcomb-Kreiner and Michael Littrell*

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, communities, and societies, and how people interact in these contexts. Since human behavior is shaped by social factors, the subject matter of sociology ranges from the family to education; from crime to religion; from the divisions of race, social class, and gender to the shared beliefs of a common culture; and from environment and sustainability to the sociology of sports. Few fields have such a broad scope and relevance for research, theory, service, and the application of knowledge. The Sociology Department emphasizes engaged pedagogy, critical thinking, theoretical and methodological understanding, service learning, and the application of theory to practice. Sociology majors have the opportunity to be involved in research and sustainable community development, law enforcement, as well as local community service projects. Since many sociology majors continue their education in graduate school, the department seeks to prepare them for success at the graduate level. Others often utilize their sociology degree for work in community development, human and community services, the business world, and a wide variety of careers that involve problem-solving and gathering, organizing and analyzing information (i.e., data). The department sponsors the local chapter of Alpha Kappa Delta, the International Sociology Honors Society.

The Department of Sociology requires majors to:

- Describe and analyze the relationship between the individual and the social world;
- Define and apply key sociological concepts, theories, and research methods;
- Locate the causes and consequences of social inequality in an increasingly diverse society;
- Engage in community-based research; and
- Explain and apply sociological theories and methods to affect change and create a sustainable society.

### ***Major in Sociology***

(B.A. degree) **Thirty-three hours required** in Sociology including: SOC 111 or SOC 118, SOC 302, SOC 395, SOC 397 and SOC 450. Choose eighteen additional hours from other course work. The department recommends (but does not require) the following courses for majors: SOC 304, SOC 373, HIS 331, MAT 111, PSY 260, POS 321, ENG 316 and PHI 335.

### ***Major in Sociology with Social and Criminal Justice Emphasis***

(B.A. degree) **Thirty-six hours required** in Sociology including: SOC 111 or SOC 118, SOC 302, SOC 395, SOC 397 and SOC 450. The Social and Criminal Justice emphasis requires students to take the following 12 hours in Social and Criminal Justice: SOC 121, SOC 311, SOC 328, and SOC 403. The department

recommends (but does not require) the following courses for majors with a Social and Criminal Justice emphasis: SOC 220, SOC 322, SOC 324, SOC 326, SOC 373, SOC 380, SOC 390 and SOC 460.

***Major in Sociology with Sustainable Community Development Emphasis***

(B.A. degree) **Thirty-six hours required** in Sociology including: SOC 111 or SOC 118, SOC 302, SOC 395, SOC 397 and SOC 450. The Sustainable Community Development emphasis requires students to take 12 hours in Sustainable Community Development courses including SOC 400 and SOC 408, and six additional hours from the following courses: SOC 211, SOC 220, SOC 306, SOC 335, SOC 355, SOC 365, SOC 405, SOC 415, SOC 420, SOC 435, and SOC 460.

***Minor***

**Eighteen semester hours required** in Sociology, including SOC 111 or SOC 118.

For the description of the **Sustainable Community Development** minor, please see **Sustainable Community Development**.

For the description of the **Social and Criminal Justice** minor, please see **Social and Criminal Justice**.

**111. Principles of Sociology.** (3 hours) This course is designed to introduce students to sociological concepts, theories, and principles. Fall and Spring

**113. Modern Social Problems.** (3 hours) This course is designed to offer a description and analysis of selected social problems, their causes, effects, and social responses to these problems. Spring

**118. Cultural Diversity.** (3 hours) This course is designed to introduce the student to the diversity of human cultural experience in the contemporary world. Goals of the course include gaining an appreciation for the common humanity and uniqueness of all cultures; to gain a sensitivity toward stereotypes and ethnocentrism, and to understand the distinctions between “race,” ethnicity, and racism. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall and Spring

**121. Introduction to Social and Criminal Justice.** (3 hours) This course is an introduction to the philosophical and historical background of law enforcement agencies, processes, purposes and functions. It includes an evaluation of law enforcement today, including current trends in social and criminal justice. This course provides and overview of crime and the criminal justice system: Police, Courts and Correction. Fall and Spring

**211. Community.** (3 hours) This course is designed to introduce students to the role of communities in the creation of society. It will offer a critique of contemporary social mobility. Please note that this course employs service learning and therefore involves significant work outside of the classroom. As needed

**213. Marriage and Family.** (3 hours) This course is designed to offer a sociological and historical analysis of the institution of marriage in the United States, with an emphasis on the changing structure of marriage and family in a contemporary context. Fall

**220. Equality and Social Justice.** (3 hours) This course is designed to examine social justice in relation to the economy, racial paradigms, political structures, and past and present social welfare policies. A specific emphasis will be placed on government responses to inequities in American society. Fall

**302. Classical Sociological Theory.** (3 hours) The 19th and 20th centuries brought unprecedented change to our world, and many great thinkers sought to create theories to explain this change. This course will focus on the writings of Marx, Weber, and Durkheim, as well as Talcott Parsons and the structural functionalists, stopping short of the microsociological and the postmodern views of the social world (subjects that are covered in SOC 304, Contemporary Sociological Theory). Prerequisite: SOC 111 or SOC 118. Fall

**304. Contemporary Sociological Theory.** (3 hours) This seminar is designed to examine the contributions of contemporary sociological theory to the understanding of the main structures, processes and contradictions of modern societies. Whereas classical theory courses primarily focus on the works of Marx, Weber, and Durkheim, this course will offer a broader range of theorists, beginning with the microsociological thought of Schutz and Blumer, ending up with many of the postmodern questions being asked by theorists like Immanuel Wallerstein. Prerequisite: SOC 111 or SOC 118. Even Springs

**306. Social Movements and Social Change.** (3 hours) This course is designed to examine the origins, dynamics, and consequences of social movements through both sociological theory and empirical case studies. Prerequisite: SOC 111 or SOC 118. Odd Springs

**309. Sociology of Religion.** (3 hours) This course is designed to offer students a classical understanding of the sociology of religion and a contemporary look at ways in which religion is used in society. Prerequisite: SOC 111 or SOC 118. Odd Springs

**311. Ethics in Social and Criminal Justice.** (3 hours) This course examines the many difficult decisions that social and criminal justice professionals make in an environment of competing interests. The decision-making of criminal justice professionals is often impacted by their ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social and criminal justice contexts. Prerequisite: SOC 121. Odd Falls

**319. Work and Organizational Sociology.** (3 hours) This course is designed to introduce students to the societal assumptions of work and organizations and the role of work and organizations in perpetuating or solving social inequalities. Prerequisite: SOC 111 or SOC 118. As needed

**322. Juvenile Delinquency.** (3 hours) This course provides an introduction of the origins and theories associated with juvenile delinquency, and a comprehensive analysis of social issues that influence delinquency, plus a thorough over-view of the juvenile justice system processes. Prerequisite: SOC 121. Even Falls

**324. Deviance & Social Control.** (3 hours) This course examines why individuals and groups violate social norms. Typically, when we think of deviance, we think of one individual engaging in one specific deviant act. The adoption of a sociological perspective, however, reminds us that there are many others involved in the creation of deviance and the enforcement of society's norms. In this class, we will ask the question: Who breaks society's rules and why? Further, we'll explore who makes the rules in the first place, who benefits, and who is most likely to follow the rules. Prerequisite: SOC 121. Odd Falls

**326. Restorative Justice.** (3 hours) Provides an in-depth study of the history and current processes and procedures of probation, parole, and intermediate sanctions that make up community corrections. Specifically, this course will highlight critical issues and trends in community-based corrections as well as evaluate the practice of community corrections nationwide. Special emphasis will be placed on exploring the development of community corrections, including probation, parole, intermediate punishments, special offenders in the community, and juvenile offenders in the community. Prerequisite: SOC 121. Even Falls

**328. Criminological Theory.** (3 hours) This course will focus on examining sociological explanations of crime and how these theories relate to empirical evidence and social policy. We will begin by asking the question "what is crime?" From there, we will look at how crime is measured and what general patterns emerge from previous surveys of criminal behavior. Next, we will dive into the heart of the course: investigation of the various explanations of crime and the implications these theories have for crime control policies and social change. Finally, we will conclude with a discussion on what the future holds for crime and social control in American society. Prerequisite: SOC 121. Odd Springs

**330. Sociology of Sport.** (3 hours) This course is designed to give students a basic understanding of the role of sport in human life through social theories, methods, and research findings of sociological inquiry. Prerequisite: SOC 111 or SOC 118. Even Falls

**335. Sociology of Appalachia.** (3 hours) This course is designed to introduce students to the culture, economics, politics, families, literature, and religions of the Appalachian region. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: SOC 111 or SOC 118. Spring

**355. Environment and Sustainability.** (3 hours) This course is designed to help the student think about the environment, sustainability and the role of society and culture in determining how we will survive and prosper on this planet. Please note that this course employs service learning and therefore involves significant work outside of the classroom. Prerequisite: SOC 111 or SOC 118. Even Springs

**365. Education for Social Change.** (3 hours) This course is designed to offer students sociological explanations of the racial and ethnic, class, and gender inequalities that are reproduced within education and focuses on critical pedagogical theories and practices that promote social justice and social change. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Fall and Spring

**373. Class and Stratification.** (3 hours) This course is designed to provide a survey of major sociological theories and research on inequality in modern societies, with emphasis on the contemporary United States. We will examine: the distribution of wealth, status, political power, and other valued resources; the structure and effects of class, race, gender, and other modes of social differentiation; social mobility; and the reproduction of inequality. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisite: SOC 111 or SOC 118. Odd Falls

**375. Tutorial Topics.** (3 hours) The study of a special topic in sociology. Required as preparation for students interested in pursuing study through the Oxford Program at Georgetown College. Please consult sociology department chair for current offerings. Prerequisites: one course in sociology and permission of the instructor. As needed

**380. Race and Ethnicity.** (3 hours) This course is designed to introduce students to a sociological overview of issues pertaining to race and ethnicity in the United States. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Even Falls

**390. Gender and Society.** (3 hours) This course is designed to offer an explanation of the social construction of gender. The central themes of the course will be changes and continuities in gender roles within the United States, social processes that influence our lives and our gender identities, and the connections between gender, power, and inequality. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Odd Falls

**395. Qualitative Research Methods.** (3 hours) This course is designed to provide students with an understanding of the methodological approaches we commonly think of as qualitative, with special emphasis on interview-based research, ethnography, and comparative research. Prerequisite: SOC 111 or SOC 118. Fall

**397. Statistical Methods in Sociology.** (3 hours) This course provides a basic introduction to statistical analysis in the social sciences. A great deal of emphasis will be placed on understanding and interpreting statistics that are used to describe and to generalize about the characteristics of groups. Prerequisite: SOC 111 or SOC 118. Spring

**400. Community Development.** (3 hours) This course is designed to explore the challenges of empowering the poor in a world marked by marginalization, disempowerment, and injustice. Topics to be covered include worldview issues that influence our understanding of poverty and development; a framework



for transformational development; an overview of contemporary development theory; and the development practitioner. Please note that this course employs service learning and therefore involves significant work outside of the classroom. This course satisfies a Writing Flag (W) in the Foundations and Core Program. Prerequisite: SOC 111 or SOC 118. Fall

**403. Criminal Procedure.** (3 hours) This course will focus primarily on the constitutional issues confronting law enforcement and suspects during a criminal investigation as a result of the Fourth, Fifth, Sixth and Fourteenth Amendments to the US constitution. Specifically, we will cover the law of search and seizure, self incrimination and the right to counsel as defined by the US Supreme Court. Attention will also be given to differences in these areas between the US Supreme Court and the law of the Commonwealth of Kentucky. Finally, we will discuss important selected procedural issues that arise during the prosecution of a criminal case including double jeopardy, discovery, pretrial hearings, jury selection, confrontation and the ethical responsibilities of a prosecutor. Prerequisite: SOC 121. Even Springs

**405. Development and Globalization.** (3 hours) This course is designed to introduce the student to how sociologists approach the study and practice of development. It explores cross-culturally how local populations have responded to development; the different topics of development, such as agriculture and rural development; and the ways sociological knowledge is applied in addressing development problems. This course satisfies a Cultural Awareness Flag (C) and a Writing Flag (W) in the Foundations and Core Program. Prerequisite: SOC 111 or SOC 118. Spring

**408. Applied Sociology.** (3 hours) Applied sociology is simply “sociology put to use.” It involves the application of sociological and anthropological knowledge, theories, and methods to address social problems and issues. This class focuses on the social scientific approach to informing policy and initiating action that alleviates some of the most pressing social, economic, health, environmental, and technological problems facing communities and organizations. Please note that this course employs service learning and therefore involves significant work outside of the classroom. Prerequisite: SOC 111 or SOC 118. Spring

**415. Food and Society.** (3 hours) This course is designed to look at the food we eat; the way we think about food; the role of ne-liberal and capitalist values, as well as the role of agribusiness marketing, in shaping our understanding of food and its role in society; and, finally, of the need for reform in our overall societal understanding of food. Particular attention will be paid to concerns such as food insecurity, food safety, and the role of food systems in perpetuating systemic inequality. Please note that this course employs service learning and therefore involves significant work outside of the classroom. Prerequisite: SOC 111 or SOC 118. Fall

**420. Research Methods for Community Change.** (3 hours) This course is designed to provide an overview of the history, theory, and methods of participatory community-based research for social change. Community-based research (CBR)

is a collaborative, change-oriented approach to research that equitably engages all partners in the research process and recognizes the unique strengths that each brings. CBR is research that is conducted with and for, not on, members of a community. CBR begins with a research topic based in the needs of communities, has the aim of combining knowledge with action and achieving social change on behalf of disadvantaged communities or groups. Please note that this course employs service learning and therefore involves significant work outside of the classroom. Prerequisite: SOC 111 or SOC 118. As needed

**425. Aging in Mass Society.** (3 hours) This course is designed to offer a comprehensive study of the dimensions of aging from young adulthood through the senior years. Particular emphasis will be placed on the analysis of problems related to aging with exploration of possible solutions, including social services. As needed

**427. Social Network Analysis.** (3 hours) This course is designed to provide an introduction to social network analysis. Special attention will be paid to the theories behind this research, but this class will also provide an introduction to the theoretical concepts and methodology of social network analysis from a research perspective. Although technical in a certain sense, the course will not require any mathematical background. Prerequisite: SOC 111 or SOC 118. As needed

**435. Social Justice Through Folk Music.** (3 hours) This course is designed to explore stories of injustice, social action, social movements, and social change through the perspective of folk music. Prerequisite: SOC 111 or SOC 118. As needed

**440. Independent Study.** (1, 2, or 3 hours) Emphasis on independent research. Prerequisites: one course in sociology and permission of the instructor. As needed

**450. Senior Seminar.** (3 hours) Capstone course in sociology. This course satisfies a Writing Flag (W) in the Foundations and Core Program. Spring

**460. Internship in Applied Sociology.** (3-6 hours) Supervised internship experiences in the application of sociological concepts in selected organizations. Prerequisites: one course in sociology and permission of the instructor. As needed

**470. Topics.** (1, 2, or 3 hours) The study of special topics in sociology. Prerequisite: SOC 111 or SOC 118. As needed

## SPANISH — (SPA)

*Associate Professors Adela Borrallo-Solis (Coordinator),  
Laura Hunt (Chair), and Sara Maria Rivas*

The study of world languages prepares the conscientious student for graduate school, teaching, international business, the travel industry, social work, foreign missions, and work in volunteer agencies such as the Peace Corps and Doctors without Borders. Language students are encouraged to take advantage of the many study abroad opportunities available. A language major or minor is also a valuable complement to other majors such as Political Science, Business, Art, English, History, and Theatre. A major and minor are offered in Spanish, and minors are also offered in Asian Studies and Classics. Majors, minors, and general education students reach different levels of proficiency; however, in accordance with guidelines from the Common European Framework (CEF), and more specifically with the national guidelines (5Cs) from the American Council on the Teaching of Foreign Languages (ACTFL), all world language students at Georgetown College will:

- Communicate in languages other than English;
- Gain knowledge and understanding of other cultures, including their art, film, literature, history, music, etc.;
- Connect with other disciplines;
- Make comparisons to other languages and develop insights into the nature of language and culture;
- Participate in multilingual communities at home and around the world.

Students with two years or more of high school Spanish (level II or higher) desiring to continue in Spanish must take the Spanish placement test in order to determine placement in SPA 115, 102, 201 or above. Students with fewer than two years of high school Spanish or with no previous knowledge of Spanish may register for SPA 101. SPA 101 credit will not be given to students who have completed two years or more (level II or higher) of high school Spanish.

Students who have successfully completed 200 level courses will not be allowed to take 100 level courses; nor will students who have successfully completed 300 or 400 level courses be allowed to take 100 level courses or SPA 201. Exceptions to this policy must be approved by the department chair. (This policy applies to students who have taken language courses at Georgetown or another college or university.)

### ***Major***

**(B.A. degree) Thirty-three hours required** in Spanish above SPA 102/115 to include the following: SPA 230, SPA 235, and a minimum of 24 hours at the 300 or 400 level, three hours of which must be a 400-level literature or topics course taken at Georgetown College. Credits for approved internships in MCLC 360 may count toward the major. Majors are expected to reach the Advanced-Mid Level in accordance with ACTFL guidelines, B2.1.2 CEF.

### ***Spanish Major Leading to Teacher Certification***

**Thirty-six hours required** above the 102/115 level to include the following: SPA 230, SPA 235, SPA 310, SPA 312, SPA 402, and a minimum of 18 hours at the 300 or 400 level, three hours of which must be a 400-level literature or topics course. Those seeking certification in teaching are strongly encouraged to enroll in SPA 320, SPA 322, and SPA 435. Students seeking certification in teaching are expected to reach an Advanced-Mid level in accordance with ACTFL guidelines, B2.2.1.2 in accordance with CEF.

All prospective majors who start with 101 are encouraged to study abroad in order to complete the program in four years.

### ***Minor***

**Eighteen hours required** above SPA 102. Minors are expected to reach an Intermediate High level in accordance with ACTFL guidelines, B2.1 in accordance with CEF.

**101. Elementary Spanish I and II.** (3 hours each) Introduction to the four language skills (listening, speaking, reading, and writing) and Hispanic culture. Communicative skills will be emphasized. ACTFL level of Novice-Mid. SPA 101 credit will not be given to students who have completed two years or more (level II or higher) of high school Spanish. Fall and Spring

**102. Elementary Spanish II.** (3 hours) Development of the four language skills (listening, speaking, reading, and writing) and students become familiar with aspects of the culture of Spanish-speaking countries. Communicative skills will be emphasized. ACTFL level of Novice-High for SPA 102. Fall and Spring

**115. Intensive Elementary Spanish.** (3 hours) Intensive review of the fundamentals of Spanish designed for students who have already developed a basic command of the language but are not fully prepared for SPA 102. Communicative skills will be emphasized through the four language skills (listening, speaking, reading, and writing) and study of culture. ACTFL level of Novice-High. Fall and Spring

**201. Intermediate Spanish.** (3 hours) Continued development of the four language skills plus culture (listening, speaking, reading, and writing). Communicative skills will be emphasized. Prerequisite: SPA 115, 102 or placement exam. ACTFL level of Intermediate-Low. Fall and Spring

**207. Topics in Hispanic Language/Culture/Literature.** (3 hours) Study of special topics announced at advanced registration. Prerequisite: SPA 201. As needed

**230. Intensive Grammar/Conversation.** (3 hours) Designed to improve proficiency in all four language skills with an emphasis on grammar or conversation. Prerequisite: SPA 201 or evidence of proficiency. ACTFL level of Intermediate-Mid. Fall and Spring

**235. Introduction to Hispanic Literature: Reading/Composition.** (3 hours) Development of reading comprehension and introduction to literary criticism through the study and discussion of literary, historical and cultural texts. ACFTL level of Intermediate-Mid. This course satisfies a Writing Flag (W) in the Foundations and Core Program. Prerequisite: Spanish 230 or permission of the instructor. Fall and Spring

**310. Spanish Civilization and Culture.** (3 hours) A study of the various aspects of Spanish culture such as the arts, music, leisure activities, geography, political structures, and the main events of Spanish history. Prerequisites: SPA 230 and 235, or permission of instructor. Even Falls

**312. Hispanic American Civilization/Culture.** (3 hours) A study of the various aspects of Spanish American culture such as the arts, music, leisure activities, geography, political structures, and the main events of Hispanic American history. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisites: SPA 230 and 235, or permission of instructor. Odd Falls

**314. U.S. Latino Civilization/Culture.** (3 hours) A study of Latino civilization in the United States and culture through literary historical and cultural texts. Major issues and challenges to the Latino population will be addressed; in addition, students will learn of the contributions made by Latinos to U.S. culture. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisites: SPA 230 and 235, or permission of instructor. Even Falls

**320. Survey of Spanish Literature.** (3 hours) A study of prominent authors and works from the 12th through the 21st centuries. Prerequisites: SPA 230 and 235, or permission of instructor. Odd Falls

**322. Survey of Hispanic American Literature.** (3 hours) A study of prominent authors and works from the 15th through the 21st centuries. Prerequisites: SPA 230 and 235, or permission of instructor. Even Springs

**324. Spanish American Short Story.** (3 hours) A study of the principal authors and representative examples of the Spanish American short story. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisites: SPA 230 and 235, or permission of instructor. Odd Springs

**327. Hispanic Film.** (3 hours) A study of major Hispanic films, directors, and actors and their contributions to cinematic art. Within the framework of history, culture, and politics the course develops a deeper understanding of the Spanish-speaking world. This course satisfies a Writing Flag (W) in the Foundations and Core Program. Prerequisites: SPA 230 and 235, or permission of instructor. Odd Falls

**333. Introduction to Hispanic Linguistics.** (3 hours) An introduction to the historical development of the Spanish language and five other areas of Hispanic Linguistics: phonetics, phonology, morphology, syntax, and sociolinguistics. Prerequisites: SPA 230 and 235, or permission of instructor. Even Springs

**340. Independent Study.** (1, 2, 3 hours) As needed

**355. Spanish for the Professions through Service Learning.** (3 hours). A study and practice of Spanish as related to the world of business and/or other professional activities, specifically, Health Care, Law Enforcement, Education, Business, Welfare and Equine Fields. The course includes a Service Learning component where the skills learned in class will be applied in the community. Prerequisites: SPA 230 and 235, or permission of instructor. Even Springs

**370. Topics in Hispanic Language/Culture/Literature.** (3 hours) Study of special topics announced at advanced registration. As needed

**402. Teaching of World Languages.** (3 hours) Methods and materials for the teaching of world languages. Taught in English. SPA 402 only counts for the Spanish Major Leading to Teacher Certification. It will not count towards the major or minor. Prerequisite: Any 300-level SPA course, or instructor's permission. Fall as needed

**420. Spanish Literature of the Golden Age through Pop Culture.** (3 hours) A study of prominent authors and/or writings from the XVI and XVII centuries in Spain, the golden age of Spanish literature, through current US and Spanish Pop Culture. Prerequisite: Any 300-level SPA course, or instructor's permission. Even Springs

**431. Caribbean Literature.** (3 hours) A study of the history, culture, and experience of the Hispanic Caribbean by means of various artistic and literary genres. A series of concepts and techniques are used to augment the aesthetic appreciation, bibliographic knowledge, and cultural and linguistic command of the student. The course investigates the concept of "caribeñidad" within the framework of Cuba, the Dominican Republic, and Puerto Rico, and its repercussions in the United States, Hispanic America, and Spain. This course satisfies a Cultural Awareness Flag (C) in the Foundations and Core Program. Prerequisites: any 300-level SPA course or permission of instructor. Odd Springs

**435. Advanced Grammar.** (3 hours) A study of advanced grammatical structures of the Spanish language. Emphasis will be placed on skills required to reach ACTFL Advanced level. Prerequisite: any 300-level SPA course, or instructor's permission. Even Falls

**440. Independent Study.** (1, 2, or 3 hours) As needed

**450. Seminar.** (3 hours) As needed

**470. Topics.** (1, 2, or 3 hours) Cervantes, Literature of the "Boom", Hispanic Testimonial Literature, Spanish Post-War Literature, Novela de la Selva, or Spanish Modernity, 1700-1898. Prerequisite: Any 300-level SPA course, or instructor's permission. Odd Falls

## SPORTS ADMINISTRATION—(SAM)

*Assistant Professor Kenny Sibal, Program Coordinator*

Sports Administration is an interdisciplinary field of study that draws from a wide range of academic disciplines. Each discipline informs the enterprise of both amateur, professional, and other sport related professions. Students work throughout the curriculum to focus on content areas from a variety of disciplines and apply those concepts to the arena of sport. The interdisciplinary emphasis of the Sports Administration major aims to educate students in the skills and theory necessary to assume both leadership and supportive roles involved with the various roles sport plays within our society.

The Sports Administration major is formed around a core set of classes intended to provide a solid foundation to any student wishing to pursue a profession in a sports related organization. Through the core, this major provides a basic introduction that acknowledges the various roles and skills associated with being a professional in the field. Furthermore, students will have the opportunity to explore individualized areas of interest by focusing on one of two tracks. Although various knowledge and skills will be acquired through both tracks, each provide a solid base for working within a sports related organization or obtaining a graduate degree upon the successful completion of the program.

### Learning Objectives:

- By the end of this program, students should be able to:
- Relate foundational knowledge of basic concepts and practices associated with sports administration.
- Analyze and think critically about personal and social issues within sports related organizations.
- Apply knowledge gained from coursework to an integrative sports administrative experience.

### Learning Outcomes:

- In order to reach the objectives of the program, students will be required to:
- Demonstrate fundamental knowledge and skills in the area of sport industry concepts, theories, and practices.
- Demonstrate effective interactional skills within the sport industry, which includes leadership, assessment, promotion, and marketing.
- Demonstrate analytical and critical thinking skills related to sports operations, health, and relationships.
- Demonstrate and understanding of sport's place in society including historical and cultural knowledge as it relates to the broader community.
- Demonstrate the ability to apply class knowledge to the sport industry through an internship experience.
- Complete an integrative sports administration capstone experience.

### ***Interdisciplinary Major***

(B.A. degree) **Sixty hours** required.

Core of Program: 39 core hours

1. BUA 210 Accounting I
2. BUA 211 Accounting II
3. BUA 333 Sports Marketing
4. ECO 223 or 221 Principles of Microeconomics (223) or Macroeconomics (221)
5. KHS 180 First Aid, CPR, and Sport Safety
6. KHS 214 Foundations of Kinesiology
7. KHS 400 Psycho-social issues in Kinesiology and Health Studies
8. COMM 333 Sports and Communication
9. SOC 111 or 118 Introduction to Sociology (111) or Cultural Diversity (118)
10. SOC 330 Sociology of Sport
11. SAM 315 Sports Event and Operations Planning
12. SAM 400 Governance and Legalities in Sport
13. SAM 450 Senior Seminar

**Tracks: Students will choose ONE track to complete the remainder of the 60 required hours.**

COMM Track Option (7 required courses): 21 hours

1. COMM 215 Introduction to Media Studies
2. COMM 264 Sports Media Practicum
3. COMM 360 Event Planning
4. COMM 315 Advertising - or - COMM 415 Public Relations
5. COMM 345 Emergent Media - or - COMM 420 Videography
6. COMM 312 Group Dynamics- or - COMM 400 Organizational Communication - or - COMM 350 Entrepreneurial Leadership
7. COMM 461 Internship

KHS Track Option (7 required courses): 21 hours

1. KHS 304 Anatomy for Allied Health
2. KHS 306 Physiology for Allied Health
3. KHS 423 Physiology of Exercise
4. KHS 410 Measurement and Evaluation in Kinesiology and Health Studies
5. KHS 460 Internship in Kinesiology and Health Studies
6. MAT 111 Elementary Probability and Statistics
7. BIO 100 Science of Life- or - BIO 111 Biological Principles

**315. Sport Event Operations and Planning.** (3 hours) The course is designed to provide sport administrators with the knowledge necessary for operating and planning sport facilities and events. The focus will be on organization and administration including personal and resource management, revenue resources, risk assessment, event management as well as facility design and maintenance.



A variety of venues will be examined to include indoor and outdoor stadiums, arenas, gymnasiums, athletic field complexes and recreational centers.

**400. Legal Issues in Sport.** (3 hours) The course looks at the way sport is governed in our changing world on both the amateur and professional level. Organizational policies that regulate high school, intercollegiate, state, national, international amateur sport, and professional level sport will be examined. The legal concerns faced at these various levels will be addressed by focusing primarily on tort liability and risk management, contract and constitutional law.

**450. Senior Seminar.** (3 hours) This capstone experience is intended to involve all aspects of the chosen course concentration in Sports Administration at the undergraduate level. The student has options through which this may be done. A successful capstone project will satisfy the following objectives: demonstrate theoretical and practical knowledge of sport administration through its application to real-life scenarios, demonstrate a competent knowledge of the organizational and managerial logistics of being involved in the sport industry, demonstrate competent knowledge in interpersonal and leadership skills, develop materials which will prove useful when seeking employment, and demonstrate individual creativity, initiative, and responsibility.



## SUSTAINABLE COMMUNITY DEVELOPMENT — (SCD)

*Associate Professor Eric Carter (Chair);  
Assistant Professors Sarah Cribbs,  
Stephanie Holcomb-Kreiner and Michael Littrell*

Students earning an emphasis in Sustainable Community Development examine issues of inequality and social transformation in the local, regional, and global communities in order to bring marginalized groups back to the table (or maybe to the table for the first time), with an emphasis on building dialogue and collaboration across groups. The Sustainable Community Development focus prepares students with applied sociological fieldwork and service learning engagements in order to prepare change-agents who, as advocates for the marginalized, can serve as catalysts for change through their experience addressing social inequalities.

### ***Minor***

**Eighteen semester hours required** in Sociology, including SOC 111 or SOC 118, SOC 400, and SOC 408. Choose nine additional hours from the following courses: SOC 211, SOC 220, SOC 306, SOC 335, SOC 355, SOC 365, SOC 405, SOC 415, SOC 420, SOC 435, and SOC 460. The department recommends (but does not require) SOC 306, SOC 405, SOC 420, and SOC 460.

### Required Courses:

SOC 111 (Principles of Sociology), or SOC 118 (Cultural Diversity)  
SOC 400 (Community Development)  
SOC 408 (Applied Sociology)

### Electives (9 additional hours):

SOC 211 (Community)  
SOC 220 (Equality and Social Justice)  
SOC 306 (Social Movements and Social Change)\*  
SOC 335 (Sociology of Appalachia)  
SOC 355 (Environment and Sustainability)  
SOC 365 (Education for Social Change)  
SOC 405 (Development and Globalization)\*  
SOC 415 (Food and Society)  
SOC 420 (Research Methods for Community Change)\*  
SOC 435 (Social Justice Through Folk Music)  
SOC 460 (Internship in Applied Sociology)\*

\*Denotes recommended courses

## THEATRE AND FILM - (THE)

*Professors George McGee and Edward Smith (Chair);  
Adjunct Professors David Dortch and Robert Pickering*

Students pursuing a major or minor in Theatre and Film engage in a two-step process of investigating both the act of aesthetic performance and the fact of performance in American and global culture. Because theatre and film synthesize all the arts and humanities, majors and minors will study the art of stage and screen acting, scenic design and stagecraft, directing for the screen and the stage, the history of dramatic representation from Greece to the silver screen, as well as other courses in the department.

The Department of Theatre and Film offers course work and extracurricular experiences that foster an appreciation for the art and craft of theatre and film as well as create a challenging, intellectually stimulating, professionally-based, participatory environment that encourages the creative process.

The department requires majors to demonstrate:

- a broad knowledge of the history, literature and function of the theatre and film , including dramatic texts and motion pictures from various periods and cultures;
- the ability to analyze a script from the viewpoint of a performer, designer/ technician, or the director;
- basic performance and production skills in theatrical and cinematic productions;
- critical thinking skills that connect performances texts and activities to broader cultural, ethical, and historical concerns.

Students are encouraged to take part in Maskrafter productions, student productions, departmental reading hours and performances, Alpha Psi Omega (the theatre honorary), as well as other campus organizations such as the Georgetown College Film Club, and other groups dedicated to visual and performing arts.

### ***Major***

**(B.A. Degree) Thirty-three hours required** in Theatre and Film including THE 225, 227, 425 and three practica hours (from THE 266, 267, 268, 366, 367, 368); twenty-one additional hours from courses in the major. Allied course will consist of ENG 335.

### ***Minor***

**Eighteen hours required** in Theatre and Film including either THE 225 or 227 and at least one practicum hour (from THE 266, 267, 268, 366, 367, 368), and fourteen additional hours.

**107. Theatre Appreciation.** (2 hours) Introduction to the history and development of performance. Fall and Spring

**171 Topics.** (3 hours) This course will introduce students to the study of script analysis and how it relates to the creation of live theatrical events and filmed adaptations while exploring a specific topic in one or more of the fields of performance production. The course is open to all students and may be counted toward the Theatre major or minor. This course may be repeated. Spring

**220. Performance of Literature.** (3 hours) Basic principles of performance, with attention to analysis as preparation for individual and group performance of literature. Fall

**225. Acting.** (3 hours) Concentration on the creation of dramatic characters through the development of the performer's awareness of the physiological, psychological, and mental components inherent in performance as learned through experiential activities. This course satisfies a Writing Flag (W) in the Foundations and Core Program. Special fee applies, please see financial planning and expenses section. Fall and Spring

**227. Theatre Production.** (3 hours) Introduction to theoretical and practical aspects of theatre production: theatre styles, set construction, painting, sound, lighting, costuming, makeup, and theatre management. This course satisfies a Quantitative Flag (Q) in the Foundations and Core Program. Special fee applies, please see financial planning and expenses section. Fall and Spring

**266 and 267. Practicum in Theatre.** (1 hour each) Practical experience in theatre production and performance. Serves as laboratory for the development of production skills and performance experience. No student may present more than two hours of practica credit for a major; one for a minor. Fall and Spring

**268. Production Practicum in Theatre.** (1 hour) Implementation of performance/production position. A student may enroll for credit in conjunction with an assigned role in a department production. No student may present more than two hours of practica credit for a major; one for a minor. Prerequisites: Permission of director or technical director *and* department chair. Fall and Spring

**320. Advanced Performance Studies.** (3 hours) Concentration on contemporary performance theory and practice in three different genres of solo performance. Prerequisite: THE 220, 225, or consent of instructor. As needed

**325. Advanced Acting.** (3 hours) Students will study further development of physical and emotional instruments; development of improvisational and dramatic scenes. Prerequisite: THE 225. Spring

**327. Directing.** (3 hours) Basic play interpretation; casting-rehearsal procedures, director-actor relationship in analysis and creation procedures; creation of character, and the major tasks of the director. Each student will select, cast, rehearse, and present for class analysis several short dramatic scenes. Prerequisite: THE 225. Even Falls

**330. Screenwriting.** (3 hours) This course introduces students to the process of screenwriting, paying particular attention to the structure of traditional, Hollywood narrative by focusing on plot development, characterization, description, and dialog. Prerequisites: ENG 112 or ENG 115 or THE 225 or consent of instructor. Fall

**335. Acting For The Camera.** (3 hours) This course is designed to introduce students to the different demands made on the actor when performing on camera. Prerequisites: THE 225 or permission of instructor. Spring

**347. History of Film.** (3 hours) Study of the history of film as a medium of communication, culture, and art through survey of significant films in the history of its development as well as its relationship to theatre and other arts. Even Springs

**366. Advanced Theatre Practicum-Performance.** (1-3 hours, determined by Faculty Director) Implementation of a performance position. A student may enroll for credit in conjunction with an assigned role in a department production. No student may present more than six hours of practica credit for a major; three for a minor. Prerequisites: Permission of show director *and* department chair. Fall and Spring

**367. Advanced Theatre Practicum-Production.** (1-3 hours, determined by Faculty Director) Implementation of a theatre production position. A student may enroll for credit in conjunction with an assigned production position in a department production. No student may present more than six hours of practica credit for a major; three for a minor. Prerequisites: Permission of technical director *and* department chair. Fall and Spring

**368. Advanced Filmmaking Practicum.** (1-3 hours, determined by Faculty Director) Implementation of a filmmaking position. A student may enroll for credit in conjunction with an assigned position in a department film production. No student may present more than six hours of practica credit for a major; three for a minor. Prerequisites: Permission of director *and* department chair. Fall and Spring

**407. Creative Dramatics and Children's Theatre.** (2 or 3 hours) Introduction to and overview of the theory and use of creative dramatics and children's theatre activities in education. Fall and Spring

**420. Group Performance.** (3 hours) Study of and experience in group performance of literature including readers theatre and chamber theatre through adaptation of scripts, direction of and participation in productions for public performance. Prerequisite: THE 220, 225, or by permission of the instructor. As needed

**422. Independent Filmmaking.** (3 hours) This course introduces students to the process of conceptualizing and producing independent digital cinema. Students will study and participate in all pre-production, production, and post-production elements of digital motion pictures. Spring

**425. Theatre History. (3 hours)** Study of elements of theatre from Ancient Greece to the present, with an emphasis on dramatic literature. Prerequisite: Sophomore or above or permission of instructor. Odd Springs

**428. Production Design. (3 hours)** Techniques of production design; research, creative design, and development of working drawings for sets, lighting, and costumes. Prerequisite: THE 227. Even Spring

**440. Independent Study. (1 to 3 hours)** With the approval and permission of a member of the Theatre and Film faculty and the chair of the Theatre and Film department, students may engage in reading, research and performance on or in an area of their own choosing. As needed

**450. Seminar. (3 hours)** In depth study of a topic announced during pre-registration. Prerequisites: Junior standing, THE 220, or 225 and 227, or permission of the instructor. As needed

**461. Internship. (1-3 hours)** Fieldwork activities in performance-related fields in the area. Prerequisites: THE 220, 225, and 227, or permission of the instructor. Fall and Spring

**471. Topics in Theatre and Performance Studies. (3 hours)** Specialized study in theatre and performance styles, genres, or issues related to the field. As needed

## WOMEN'S STUDIES — (WST)

*Associate Professor Holly Barbaccia, Program Coordinator*

The interdisciplinary minor in Women's Studies enhances students' liberal arts educations by emphasizing the experiences and contributions of women from diverse historical and contemporary cultures. Students who graduate with a minor in Women's Studies will:

- use the critical methods and approaches associated with Women's Studies in classes from a variety of disciplines;
- articulate an understanding of the diversity of women's contributions, perspectives, and experiences within and across various cultures, past and present; and
- conduct upper-level research in issues related to women and/or sex/gender.

### ***Interdisciplinary Minor***

**Twenty-one hours required** consisting of WST 211, WST 341, and WST 450 and an additional twelve semester hours selected from: ART 370 Special Topics in Art History (when offered as Women and Art); COMM 329 Gender and Communication; ENG 428 Women and Writing; HIS 470 Topics in History (when offered as Women's History); PHI 370 Topics in Philosophy (when offered as Feminist Philosophy); POS 333 Women and Politics; PSY 337 Psychology of Women; PSY 350 Relationships; SOC 390 Gender and Society; SPA 329 Hispanic Women Writers; WST 112; and WST 470. Students may petition the Director of Women's Studies to apply towards their minor courses not listed here that have a substantial emphasis on women and/or sex/gender, including but not limited to relevant sections of FDN 112, sections of courses with an emphasis on women or gender, independent studies, topics courses, Honors seminars, Honors theses, senior theses, tutorials, and new departmental offerings.

**112. Women and Culture: An Introduction.** (3 hours) A chronological, interdisciplinary survey of women's major cultural and artistic contributions. Offered only as a Foundations 112 course. Prerequisite: FDN 111. As needed

**211. Introduction to Women's Studies.** (3 hours) An interdisciplinary study of women and gender viewed through historical and contemporary readings. Emphasizes analysis of new and traditional representations and interpretations of women's experiences. This course satisfies a Cultural Awareness flag (C) in the Foundations and Core Program. As needed

**341. Women in the Christian Tradition.** (3 hours) Same as REL 341. Odd Falls

**450. Senior Seminar in Women's Studies.** (3 hours) Senior research seminar for students minoring in women's studies. Non-minors may take the course with the approval of the program coordinator. This course satisfies a Cultural Awareness flag (C) in the Foundations and Core Program. Prerequisite: WST 211. As needed

**470. Topics.** (3 hours) Some of these courses satisfy a Cultural Awareness flag (C) and a Writing flag (W) in the Foundations and Core Program. As needed





## OXFORD PROGRAMS BA/BTh RELIGION DUAL DEGREE

*Professor Brad Hadaway, Program Coordinator*

In the Joint BA/BTh Religion Degree Program, students would receive both a Bachelor of Arts degree in religion from Georgetown College and a Bachelor of Theology from Regent's Park College in the University of Oxford. Students in this program would spend three years at Georgetown and three years at Regent's Park College. This degree program has been specifically designed for students who intend to pursue a vocation in Christian ministry, but it would also serve those who are simply interested in first rate study of religion in its practical context.

**Initial Admission to the Program:** To enter this program, a student must submit (no later than January 5th of the second year at Georgetown College) an application to the Director of Oxford Programs (a copy must be sent to the Academic Policy Committee as well). After a brief interview with the Director of Oxford Programs, religion faculty representative(s), and possibly others selected by the Oxford Programs Advisory Board, the student will receive written notification of acceptance or rejection within a week. Students must also be approved by the Academic Policy Committee. A minimum college GPA of 3.3 is required. If application is made prior to the freshman year, an ACT score of 28 or higher on the English section is strongly recommended.

**Continuation in the Program:** Students must maintain an overall 3.3 GPA each semester after being granted admission to the program. They must also pass a second interview with Regent's Park College faculty members (or representatives endorsed by the Oxford Advisory Board) in the third year.

In all cases BA/BTh Religion Dual-Degree students must:

- Have a minimum of 96 semester hours credited at Georgetown College. (Transfer students must take a minimum of 25% of their course work at Georgetown College).
- Satisfy the NEXUS program requirement by completing six NEXUS credits per full-time semester enrolled at Georgetown College.
- Satisfy the Georgetown College Foundations and Core requirements as outlined under Foundations and Core Program in the Catalog.
- Complete REL 360.
- Complete a minor, second major, or 15 hours of upper level electives in place of a minor.
- Take no more than six hours in religion above the Foundations and Core requirements and REL 360.
- Complete no less than 9 elective hours (unless the student is completing a double major).
- Complete a tutorial course no later than the spring semester of the second year with a grade of B or higher.
- Complete all BTh degree requirements at Regent's Park College in the University of Oxford.

Up to 32 hours of the work completed at Regent's Park College will transfer as religion credit to complete the major in religion at Georgetown College. If a student chooses not to complete a full three years (or its hourly equivalent) at Regent's Park College in the University of Oxford, the balance of the required hours for the religion major and overall graduation hours could be completed at Georgetown College (such students would not be required to complete 30 of their last 36 hours at Georgetown College).



## DUAL DEGREE PROGRAMS

### ENGINEERING ARTS — (EGR)

*Associate Professor David Bowman, Program Coordinator*

Special arrangements have been made by which an undergraduate student may attend Georgetown College for three years and the University of Kentucky for two years and receive degrees from both the institutions. After completing the requirements of both institutions, the student will be awarded a Bachelor of Science Degree with a major in Engineering Arts from Georgetown College and one of the following degrees from the University of Kentucky: Bachelor of Science in Agricultural, Chemical, Civil, Electrical, Mechanical Engineering, Material, or Mining Engineering.

In all cases Dual Degree students must:

1. **Have a minimum of ninety-six semester hours** credited at Georgetown College.
2. Satisfy the NEXUS program requirement.
3. Satisfy the Georgetown College Foundations and Core requirements.
4. Take at Georgetown College those courses specified from the list(s) below that correspond to the degree sought at the University of Kentucky. (Note that some of the Georgetown College Foundations and Core requirements will be satisfied by courses on these lists. The courses on these lists are chosen to satisfy requirements at the University of Kentucky.)
5. Have your final Georgetown College transcript sent to the University of Kentucky (this is part of the application process to the University of Kentucky Engineering Program which effectively treats Georgetown College students as transfer students).
6. Pass the comprehensive exam. The chemical engineering comprehensive is in math, chemistry, and physics. All other engineering comprehensives are in math and physics.
7. Complete the chosen degree at the University of Kentucky.
8. Have your final University of Kentucky transcript sent back to Georgetown College's registrar's office and apply for Georgetown College graduation.

Students matriculating to the University of Kentucky are automatically admitted to pre-engineering but will need to be admitted for engineering standing in an engineering department. The conditions for being admitted to an engineering department vary from department to department and are continually changing. The student should see an advisor involved with the engineering program for details.

Students planning to finish at the University of Kentucky must take the following courses at Georgetown College to complete the Engineering Arts major. Students must complete all courses listed in the first group and those courses listed in one of the subgroups below corresponding to the desired UK degree.

## **University of Kentucky College of Engineering (All)**

COMM 115 Professional Communication (U.K. requires 3 hours, but all engineering majors except EE, ME, and Materials Engineering have a 1 hour component in required courses. Note: U.K. has a 1 hour speech course.)

CSC 115 Computer Science I	3 hours
MAT 125, 225, 325 Calculus I, II, and III	9 hours
MAT 345 Differential Equations	3 hours
PHY 211 and 212 College Physics I and II	8 hours
PHY 241 Engineering Physics	3 hours
CHE 111 and 112 General Chemistry I and II	7 hours

## **University of Kentucky Agricultural Engineering**

PHY 313 Thermal Physics	3 hours
PHY 317 Statics	3 hours
PHY 319 Dynamics	3 hours

## **University of Kentucky Chemical Engineering**

CHE 113 Chemical Measurements Lab	1 hour
CHE 201 Organic Chemistry I	4 hours
CHE 331 Physical Chemistry I	4 hours
PHY 317 Statics	3 hours

## **University of Kentucky Civil Engineering**

CHE 113 Chemical Measurements Lab	1 hour
PHY 313 Thermal Physics	3 hours
PHY 317 Statics	3 hours
PHY 319 Dynamics	3 hours
Upper Level Math Elective	3 hours

## **University of Kentucky Electrical Engineering**

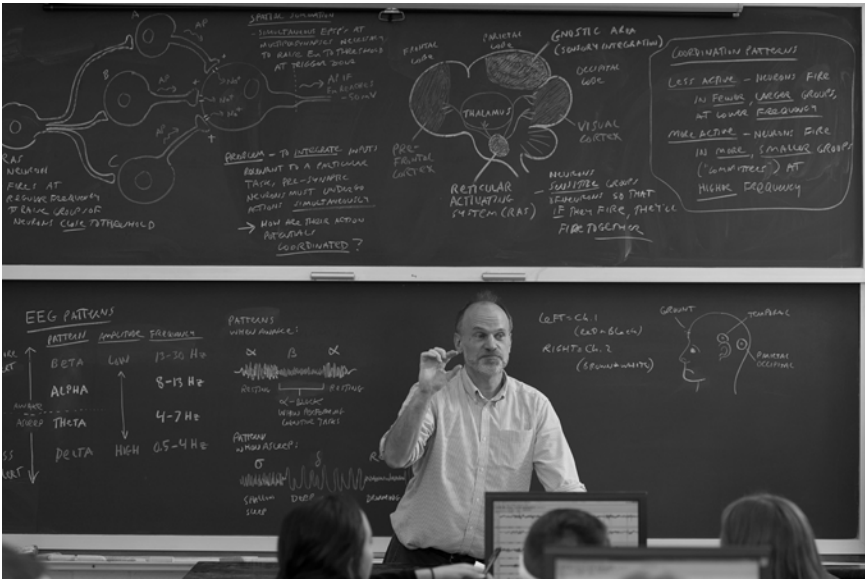
CHE 113 Chemical Measurements Lab	1 hour
PHY 313 Thermal Physics	3 hours
PHY 317 Statics	3 hours
PHY 319 Dynamics	3 hours

## **University of Kentucky Mechanical Engineering**

CHE 113 Chemical Measurements Lab	1 hour
PHY 313 Thermal Physics	3 hours

PHY 317 Statics	3 hours
PHY 319 Dynamics	3 hours
Upper Level Math Elective	3 hours

Depending upon the particular engineering program chosen by the student at the University of Kentucky, there will sometimes be additional courses needed in order that the student can be accepted for Engineering Standing in the department chosen by the student. As of this writing that would include CME 200 in Chemical Engineering and EE 221, EE 222, and EE 280 in Electrical Engineering. There may also be certain engineering courses that are pre-requisites to more advanced engineering courses the student may wish to take. To assure a timely progression in the student’s chosen program, the student may wish to take some of these courses during the summer.



## NURSING ARTS — (NUR)

*Professor Mark Johnson, Program Coordinator*

Special arrangements have been made by which an undergraduate student may attend Georgetown College for three years and the University of Kentucky for two years and receive degrees from both institutions attended, a Bachelor of Science Degree with a major in Nursing Arts from Georgetown College and a Bachelor of Science in Nursing from the University of Kentucky. Students may be able to attend other schools of nursing, but no special arrangements have been made with other schools.

(\*Students will attend Georgetown College four full-time semesters plus two part-time semesters and the University of Kentucky four full-time semesters and two part-time semesters. Students will be part-time in both institutions for two semesters.)

**Initial Admission to the Program.** To be accepted into the Dual Degree Program in Nursing all students, including transfer students, must meet admissions requirements of the University of Kentucky College of Nursing, namely: an ACT composite score at the 50th percentile on national norms and a high school grade point average of 2.5 or more. Students must also be approved by the Admissions Committee of Georgetown College.

**Continuation in the Program.** A student planning to pursue the dual degree program in Nursing Arts needs to contact the Georgetown College Program Coordinator by the beginning of the sophomore year.

**Admission to the University of Kentucky.** At the end of three full time semesters at Georgetown College, a student must have a cumulative grade point average of 3.0 or higher for work completed at Georgetown College and at least a 3.0 grade point average in biology and chemistry. Students must have successfully completed CHE 111, 112, and CHE 113 before beginning their nursing courses at the University of Kentucky. In addition, enrollment in nursing classes requires completion of an approved certified nursing assistant program.

**General Requirements.** Students will be required to satisfy the NEXUS program requirement by completing six NEXUS credits for each full-time semester at Georgetown College. See the discussion of this program in the Academic Policies and Regulations section of the Catalog. Students must finish all requirements for the degree at the University of Kentucky to be eligible to receive a degree from Georgetown College. Students must also satisfy the Foundations and Core requirements of Georgetown College as specified for Nursing Arts. Courses required for the B.S. in Nursing Arts include: BIO 111, 212, 305, 305L, 306, 311, CHE 111, 112, 113, MAT 107, MAT 111 or PSY 211, KHS 320, and PSY 111.

## OTHER PRE-PROFESSIONAL CURRICULA

**LAW.** There is no set pre-law curriculum required for admission to law school. Instead, law school admissions committees advise prospective applicants to acquire a well-balanced liberal arts education and maintain a rigorous course load. Students should choose a major related to their interests, but they are also encouraged to take a wide range of academically challenging courses that will prepare them to think, work, and write well. A student considering law school should contact the pre-law advisor, Dr. Melissa Scheier, in the Political Science Department as soon as possible.

**MEDICINE AND DENTISTRY.** These are professions which need individuals with a diversity of educational backgrounds and a wide variety of talents and interests. Specific pre-medicine and pre-dentistry course requirements and other qualifications for enrollment may vary somewhat from one medical or dental school to another, but all recognize the desirability of a broad education: a good foundation in the natural sciences, highly developed communication skills, and a solid background in the social sciences and humanities. The majority of students entering medical or dental school hold a Bachelor's degree, but it is possible in some cases to complete the degree requirements after enrollment in the professional school. Most students major in one of the sciences, usually biology or chemistry. It is possible to major in non-science areas, completing the necessary science courses as electives. However, since so much of medicine is derived from a scientific basis, the student who majors in a non-science field and elects the minimum number of required science courses must excel to insure adequacy of preparation and favorable consideration of the application. The entrance tests require excellent verbal reasoning skills, so a good background in English is also advised. A student planning a career in medicine or dentistry should request an advisor from the Natural Sciences as early as possible.

**MINISTRY (PRE-SEMINARY CURRICULUM).** No fixed pre-seminary curriculum is prescribed by the Association of Theological Schools. Persons who feel called to ministry should plan a strong liberal arts course of study that will prepare them for the theological seminaries. Special attention should be given to development of writing and speaking abilities and the study of foreign languages. Greek may be chosen as the language required for the Foundations and Core requirement. Many academic majors can help the student develop skills, enhance learning abilities, and deepen one's understanding of the human situation in which ministry take place. A Religion major offers the best preparation and may be coupled with a second major. Some courses are especially helpful for student ministers: Vocations, Introduction to Christian Ministries, Youth Ministries, Biblical Storytelling, Church Music, Ethics, and Counseling. Students are encouraged to contact the Campus Minister or a professor in the Religion Department soon after arrival at Georgetown College for advice concerning such course work and opportunities to minister in area churches.

**PHARMACY.** Most schools of pharmacy recommend that applicants obtain a strong background in social, behavioral, chemical, mathematical, and biological sciences as well as business. Many students that enter into a professional pharmacy

program have a baccalaureate degree, although a prior degree is not required for admission. The student should consult the catalogs of pharmacy schools. The following courses are required and/or recommended: BIO 111, 212, 214, 311, 305, 306; CHE 111, 112, 113, 201, 202, 309, 310; ECO 223; MAT 111 and 125; PHY 211 and 212. A student planning a career in medicine or dentistry should request an advisor from the Natural Sciences as early as possible. Georgetown College's Pre-Pharmacy program is a transfer-preparatory program that allows students to complete three years of coursework that can qualify a students for admission into pharmacy programs. Specific course requirements for transfer to the University of Kentucky's pharmacy program are noted on the University of Kentucky College of Pharmacy's website: <http://pharmacy.mc.uky.edu/programs/prepharm/files/chart.pdf>. Students interested in entering other pharmacy programs should consult the Pre-Health Advisor at Georgetown College.

**PHYSICAL THERAPY.** Increasingly, physical therapy (PT) degree programs are moving toward a doctorate degree as the minimal requirement for licensure and practice. Generally, these programs do not prescribe a specific undergraduate major, but rather require certain prerequisite courses to be taken before admission to the PT curriculum. Although these pre-professional courses vary somewhat from program to program, the basic requirements are similar. Students interested in this field should obtain the requirements of the specific PT program they wish to attend and are encouraged to have academic advisors from either the Biological Sciences or Kinesiology and Health Studies Departments.

The minimum pre-professional requirements for physical therapy programs typically include: 1) Two semesters of general biology, animal biology or zoology, with labs (BIO 111, 212, 214, 305, 306, and 325 are recommended); 2) two semesters of general chemistry with labs (CHE 111, 112, 113); and 3) 2 semesters of general physics with labs (PHY 211, 212). Additional upper level courses in biology, chemistry, and/or physics are also recommended to increase the overall value of the application. Courses in general psychology (PSY 111), adolescence and adulthood (PSY 242) and child development (PSY 340), medical terminology (KHS 200), Exercise Physiology (KHS 423), KHS 304, KHS 306 (with lab), Oral communication (COM 200) and statistics (MAT 111) are recommended and/or required by many institutions. Additional requirements include a minimum of 50 volunteer hours.

**PHYSICIAN ASSISTANT.** A physician assistant is a health care professional who works closely with a licensed physician. Admission to PA school is just as competitive as any other graduate program; therefore, the pre-requisites are similar, including a strong background in social, behavioral, chemical, mathematical, and biological sciences. Additionally, to gain acceptance to the PA program at UK requires 1000 direct patient contact hours usually obtained by becoming a certified nursing assistant. A student planning a career in physician assistant studies should request an advisor from the Natural Sciences as early as possible

**VETERINARY MEDICINE.** Students interested in Veterinary Medicine should follow the recommendations for pre-medical and pre-dental students and consult the catalogs of veterinary colleges for specific course recommendations and other



application requirements. Georgetown College offers all the prerequisites and recommended courses for veterinary programs. Students also need to work in the veterinary field, preferably shadowing both large and small animal veterinarians. Kentucky has a contract with Auburn's Veterinary School where they accept at least 40% of their entering class from Kentucky. A student considering veterinary medicine should contact Dr. Tracy Livingston.



## **RESERVE OFFICER TRAINING PROGRAM**

*Professor Cliff Wargelin, Program Coordinator*

### **AIR FORCE ROTC — (AFS)**

#### **AEROSPACE STUDIES (Air Force ROTC)**

Georgetown College in cooperation with the Air Force Reserve Officers Training Corps (Air Force ROTC) detachment at the University of Kentucky offers a two, three, or four-year Air Force ROTC program. These programs allow qualified students an opportunity to earn a commission as an officer in the active duty U.S. Air Force while completing the requirement for a degree in their chosen field. The Air Force ROTC courses are offered on the campus of the University of Kentucky. Students are responsible for their own transportation. Students attend classes at the University of Kentucky (UK) while enrolling for all other courses at Georgetown College. Contact the AFROTC office at UK, (859) 257-7115, for enrollment information. Other students may enroll in these courses, as listed below, at Georgetown College at the same time as registration for other courses. (Sixteen semester hours of ROTC credit can be counted toward a bachelor's degree at Georgetown College.)

Upon graduation from the College and completion of either the two, three, or four year Air Force ROTC program, students are commissioned as active duty second lieutenants in the United States Air Force.

#### **Scholarships**

Scholarships may be available to qualified students who enroll in the Air Force ROTC program. These scholarships provide full payment of tuition, laboratory fees, an allowance for books and a nontaxable subsistence allowance every month. Students coming to Georgetown College on an Air Force ROTC scholarship receive free room and board for the number of years equal to the length of their scholarship and must enroll for Aerospace Studies classes to activate their scholarship.

High school seniors are eligible for a four-year Air Force ROTC scholarship. Applicants are evaluated on the basis of:

1. Results of the American College Test (ACT) or Scholastic Aptitude Test (SAT)
2. High school academic record and class rank
3. Extra-curricular and athletic activities
4. Personal interview with an Air Force officer

High school seniors who feel they can meet the basic eligibility requirements for a four-year scholarship must submit an application by December 1 of the year prior to graduation from high school. All selections are made at Air Force ROTC headquarters in Alabama. High School students should apply for scholarships online at [www.afrotc.com](http://www.afrotc.com).

Scholarships are also awarded to cadets enrolled in the Air Force ROTC program on a competitive basis for two and three years. Initial qualification for these is handled by the detachment staff at the University of Kentucky. Final selection is made by a central selection board at Air Force ROTC headquarters. Express scholarships may also be available for qualified minority students or students with scientific and technical academic majors. Call 859-257-7115 for details.

### **General Military Course**

The General Military Course (GMC), taken during the freshman and sophomore years, consists of eight paired courses (AFS 111 & 112, AFS 113 & 114, AFS 211 & 212, and AFS 213 & 214) each carrying one hour credit. Each course meets once a week. One is an academic course and one is a Leadership Laboratory. Leadership Laboratory is open to students who are members of AFROTC or are eligible to pursue a commission as determined by the Professor of Aerospace Studies.

### **Professional Officer Course**

Admission to the Professional Officer Course (POC) is competitive. Individuals who have completed the GMC may apply as well as any other interested applicants. All applicants must successfully complete a Field Training camp prior to entrance into the POC. Individuals who have completed the GMC will attend a four-week camp while those individuals interested in the two-year program will attend a longer camp. The POC consists of four academic courses, each a three-credit-hour course. It also consists of four Leadership Laboratory classes for which there is one credit hour. The academic classes and the Leadership Laboratory meet once a week. All cadets contracted in the POC receive a monthly nontaxable subsistence allowance and could qualify for a scholarship as long as they have at least a 2.5 cumulative GPA. Students who receive scholarship receive funding to help pay for tuition and books in addition to their monthly nontaxable subsistence.

Information is subject to change. Specific questions should be addressed to: Unit Admissions Officer, University of Kentucky, Lexington, KY 40506-0028 or call 1-859-257-7115.

**111. Aerospace Studies I, AFROTC.** (1 hour) A course designed to provide the student with a basic understanding of the nature and principles of war, national power, and the Department of Defense role in the organization of national security.

**112. Leadership Seminar.** (1 hour) A course designed for development of basic skills required to be a manager, including communications, human relations, and administration of equal opportunity. Credit will not be granted toward the hours requirements for the degree.

**113. Aerospace Studies I, AFROTC.** (1 hour) A course designed to provide the student with a basic understanding of the contribution of aerospace power to the total U.S. strategic offensive and defensive military posture.

**114. Leadership Seminar.** (1 hour) A continuation of AFS 113. A course designed to develop managerial skills including superior/subordinate relationships, communications, customs and courtesies, basic drill movements and career progression requirements. Credit will not be granted toward the hours requirements for the degree.

**211. Aerospace Studies II, AFROTC.** (1 hour) Introduces the study of air power from a historical perspective; focuses on the development of air power into a primary element of national security. Leadership experience is continued through active participation in the cadet corps. Lecture, one hour.

**212. Leadership Seminar.** (1 hour) A course designed for development of advanced skills required to be a manager/leader, including leadership styles, public speaking, group dynamics, motivation, and preparation for field training. Credit will not be granted toward the hours requirements for the degree.

**213. Aerospace Studies II, AFROTC.** (1 hour) Provides a foundation for understanding how air power has been employed in military and non-military operations to support national objectives. Examines the changing mission of the defense establishment, with particular emphasis on the United States Air Force. Lecture, one hour.

**214. Leadership Seminar.** (1 hour) A continuation of AFS 213. A course designed to develop supervisory management skills to include communications, techniques of critique, social actions, personnel evaluation procedures, problem-solving, and role playing. Credit will not be granted toward the hours requirements for the degree.

**311. Aerospace Studies III, AFROTC.** (3 hours) A study of management function with emphasis on the individual as a manager in an Air Force environment. Individual motivational and behavioral process, communication, and group dynamics are included to provide a foundation for the development of professional skills as an Air Force Officer. Students refine their leadership and managerial abilities by organizing and managing a quasi-military unit.

**312. Leadership Laboratory.** (1 hour) Laboratory to accompany AFS 311.

**313. Aerospace Studies III, AFROTC.** (3 hours) A study of leadership with specific emphasis on the Air Force leader. Includes theoretical, professional, and communicative aspects. In addition, military justice and administrative law are discussed within the context of the military organization. Students continue to develop and refine their leadership abilities by organizing and managing a military unit, the cadet corps, which offers a wide variety of situations requiring effective leadership.

**314. Leadership Laboratory.** (1 hour) Laboratory to accompany AFS 313.

**411. Aerospace Studies IV, AFROTC.** (3 hours) A study of the military profession, civil-military interaction, communicative skills, framework of defense policy,

and formulation of defense strategy. Students refine their leadership abilities by organizing and managing a military unit, the cadet corps, which offers a wide variety of situations requiring effective leadership. Prerequisite: AFS 311, 312 or approval of PAS.

**412. Leadership Laboratory.** (1 hour) Laboratory to accompany AFS 411.

**413. Aerospace Studies IV, AFROTC.** (3 hours) Continues the study of strategy and the management of conflict, formulation and implementation of U.S. defense policy, defense organization and case studies in defense policy making. Students also refine their leadership abilities by organizing and managing a military unit, the cadet corps, which offers a wide variety of situations requiring effective leadership. Prerequisite: AFS 311, 312, or approval of PAS.

**414. Leadership Laboratory.** (1 hour) Laboratory to accompany AFS 413.

## **ARMY ROTC — (MLS)**

### **MILITARY SCIENCE (Army ROTC)**

The Military Science Program, open to both men and women, is divided into two separate courses. The basic course is designed to acquaint the student with the military and its role in American society. The advanced course is designed for those students who desire to earn a commission as a Lieutenant in the United States Army, Army Reserve, or the National Guard. (Sixteen semester hours of ROTC credit can be counted toward a bachelor's degree at Georgetown College.) For more information contact the Army ROTC office at the University of Kentucky at (859) 257-2696.

### **Scholarships**

Scholarships (4, 3, and 2 year) are available, on a competitive basis, to qualified students. These scholarships pay for tuition, all books and laboratory fees and provide the recipient with a \$200 tax-free subsistence allowance each month of the school year. Scholarship students do not automatically incur an active duty obligation.

### **Academic Program**

The normal four-year program consists of the successful completion of Army ROTC course work which qualifies a student to be commissioned as a second Lieutenant in the United States Army. The following courses are required to complete this program: Military Science (MLS) 101, 102, 107, 211, 212, 301, 302, 320, 341, 342, 350. In addition to these courses, an alternative two-year program is also available for students who have at least two academic years remaining until graduation and have not taken the required MLS 100 and 200 level courses. Interested students must attend a five-week Basic Camp conducted at Ft. Knox, Kentucky during the summer. Successful completion of the Basic Camp enables academic juniors to enroll in MLS 300 level courses and complete the pre-commission program in two years. Students who complete Basic Camp will receive a four-hour 4.0 credit. Basic Camp attendees are also eligible for two-year scholarships.

The Basic Courses (100 and 200 levels) are orientational in content and deal with U.S. Military history, small unit tactics, military communication, and civil-military relations in a changing world. **NO MILITARY OBLIGATION IS INCURRED BY THE COMPLETION OF THESE COURSES.**

The Advanced Course (300 level) focuses on leadership, management, and command/staff responsibilities within military organizations and prepares students for their prospective role as an officer in the United States Army. All junior and senior Advanced Army ROTC students are eligible to receive up to \$400 per month up to 10 months of the school year; a **MILITARY OBLIGATION** is incurred. Advanced Course students must attend ROTC classes at the University of Kentucky on Wednesday afternoons. In addition, students are paid approximately \$750 during the summer(s) they attend and complete the Basic and/or the Advanced Camp.

**101. Introduction to the Army.** (2 hours) A course examining the U.S. Army as an institution, specifically looking at the roles and relationships of the Army within our democracy. Course also provides a look at the Army officer and unique aspects of the military profession.

**102. Introduction to Leadership.** (2 hours) This course is designed to acquaint the student with the fundamental skills necessary to be a leader, both in military and civilian contexts. Course also covers basic military map reading skills.

**107. Beginning Conditioning.** (1 hour) Devoted to furthering the physical development of the ROTC student in preparing to become an officer in the U. S. Army.

**200. Basic Camp.** (4 hours) A five-week leadership program is held each year at Ft. Knox, Kentucky. This program allows select sophomores, juniors, and potential graduate students to receive credit for the first two years of college Army ROTC while pursuing a commission during their final two years.

**211. Advanced Leadership I.** (2 hours) This course delves into theoretical and practical leadership instruction. Specifically, students examine several aspects of communication and leadership concepts such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation, and organizational culture and change. Each lesson maximizes student participation, inspires intellectual curiosity, and clarifies practical application. The course concludes with a major leadership and problem solving case study. Upon completion, students will be well grounded in fundamental leadership principles and will be better prepared to apply such principles to a wide variety of life experiences. Prerequisite: None. (Completion of MLS 101, 102 and 211 are recommended but not required).

**212. Advanced Leadership II.** (2 hours) This course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and

leadership. At the core of this course of instruction is a capstone study in officership/ leadership. This lesson traces the Army's successes and failures as it evolved from the Vietnam War to the present, placing previous lessons on leadership and officership in a real world context that directly affects the future of students who choose to enter the advance course of the ROTC program. This course draws the various components of values, communications, decision-making, and leadership together to focus on a career as a commissioned officer. Upon completion of this course, student should possess a fundamental understanding of both leadership and officership, demonstrate the ability to apply this understanding in real world situations, and be excited about the aspect of shouldering the responsibility of a commissioned officer in the United States Army. Prerequisite: None (Completion of MLS 101, 102, and 211 are recommended but not required).

**250. Basic Military Science Lab.** (1 hour) A hands-on practicum which exposes the student to the military skills required for basic technical and tactical competence to enter the Advanced Course. Laboratory, two hours per week and two weekend exercises. May be repeated to a maximum of four credits.

**301. Leadership and Management.** (3 hours) Course of study in development of basic skills required to function as a manager, study of leadership styles, group dynamics, communications, motivation, and military instruction methods; and school of the soldier and exercise of command. Prerequisites: MLS 101, 202, graduate or undergraduate student (male or female), successful completion of the basic course or basic camp, physical fitness to pursue program, consent of PMS.

**302. Advanced Tactics.** (3 hours) Small Unit tactics and communications, organization and mission of combat arms units; leadership and the exercise of command. Prerequisite: MLS 101, 202, graduate or undergraduate student (male and female), successful completion of basic course or basic camp, physical fitness to pursue program, consent of PMS.

**320. Advanced Studies in American Military History.** (3 hours) This course will furnish upper-level UK ROTC Cadets and qualified History Majors or Minors with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. The course will emphasize basic research skills. Understanding historiographical debates within a military framework, developing effective note taking, outlining techniques, picking a feasible research topic, finding useful primary sources and drawing inferences from them, examining American Military Campaigns and leaders in order to complete a battle analysis, and short assignments.

**341. Leadership and Management II.** (3 hours) An advanced study of logistics, operations, military administrations, personnel management, military justice, world change and military implications, service orientation, and leadership training. Prerequisites: MLS 301, 302.

**342. Command Management.** (3 hours) A course teaching ethics, professionalism, contemporary aspects of military training and personnel management, and the planning and conduct of military operations.

**350. Advanced Military Science Lab.** (1 hour) A hands-on practicum which exposes the student to the military skills required for advanced technical and tactical competence as an Army officer. The course affords junior and senior cadets opportunities to develop and refine their leadership style and abilities under differing constraints and environments. Laboratory, two hours per week and two weekend exercises. May be repeated to a maximum of four credits. Prerequisites: MLS 250, MLS 101, MLS 201, and MLS 202. Concurrent: MLS 301, 302, 341, or 342.





## OTHER COURSES

From time to time, the College offers courses that are designed for a select group of students and are not housed in a specific academic department. Recent examples have included courses such as Freshman Seminar, GRE/LSAT Preparation, International Student Orientation, Study Skills, and Student Development Theory. Only 7 credit hours of GSC course credit earned count toward graduation; GSS course credit does not count toward graduation. Additionally, mini-term courses are occasionally presented in this manner and, therefore, do not appear as regular catalog offerings. One should consult the schedule of classes published by the Registrar each semester regarding the availability of these courses.

**FDN 111. Foundations I.** (3 hours) This course is designed to equip students with foundational skills in academic inquiry, analysis, argument, critical thinking and discussion, and expression of ideas. Students will cultivate these skills while exploring a set of significant works from literature, philosophy, religion, the natural and social sciences, and the fine arts. The course materials will be historically organized and will engage issues within a theme of perennial or pressing concern. Fall and Spring

**FDN 112. Foundations II.** (3 hours) This course is designed to build upon students' foundational skills in academic inquiry, analysis, argument, critical thinking and discussion, and expression of ideas, as derived from FDN 111. The course will contain modestly interdisciplinary content, though it may be taught within a specific department. Foundations 112 courses may satisfy an Area of Inquiry requirement and/or departmental prerequisites. These courses may also satisfy Cultural Awareness Flag requirements but will not count towards the Writing or Quantitative Flags. Students should consult each semester's offerings for specific course information. Fall and Spring

**GSC 101. Freshman Seminar.** (1 hour) Freshman seminar is a 1 hour course designed for first-semester college students. The course affords students the opportunity to study and discuss topics important to college life and academic success and to learn and practice essential skills in a supportive small group atmosphere under the guidance of their faculty advisor. Students may earn 1 to 7 credit hours in GSC classes toward graduation. Fall

**GSC 170. Topics in Service Learning.** (1 hour) This course will allow students the opportunity to work with a faculty member and College-approved community partner on a service project, and to thoughtfully reflect upon the connections between what students have learned in class with what they observe and experience through their project. The course is open to any student regardless of major, and the topic will vary each semester. One possibility is to take this class as part of an Alternative Spring Break experience. The course could be repeatable up to 6 credit hours.

**GSC 180. Information Literacy.** (1 hour) This course provides a broad overview of information literacy concepts. The class introduces students to the organization, retrieval and evaluation of electronic and print information. Lessons consist of

lectures, class discussions, hands-on-activities and practical exercises on how to properly and effectively locate and use information in libraries and on the Internet. Undergraduates should learn the basics for citing information and they will discuss issues relating to plagiarism. Students will be able to apply principles learned in this course to research assigned in other courses. Students may earn 1 to 7 credit hours in GSC classes toward graduation.

**GSC 461. Internship.** (1-3 hours) Internship experiences provide valuable opportunities to integrate classroom learning with on-site application. Since the nature of these experiences is best defined in light of individual student interests, needs, and professional goals, departments have established specific guidelines for such experiences. Credit may not be applied to past experiences or for anticipated future experiences. Students should verify their eligibility to pursue an internship with their advisor in the semester prior to registering for the experience. Students intending to register for an internship must complete forms, found on the internship site <http://www.georgetowncollege.edu/career/students/internships/> ). The process for academic internships is outline on the website. The forms must be returned to the Associate Director of the Graves Center for Calling and Career before the student can register for the course, and (except under extenuating circumstances) no later than the first day of classes. To register the internship course a student must have the supervising faculty sign off on the registration approval form to be picked up in Registrar's Office. Students may earn 1 to 9 credit hours of internship toward graduation. If registering for Summer Sessions, there is a fee charged per credit hour. Fall and Spring

**GSS 100. Academic Bridge.** (3 hours) The Academic Bridge course is designed to provide the knowledge and skills to permit non-native English-speaking students the opportunity to perform at a level comparable to their American classmates. This class allows for the refinement of students' academic English language proficiency, as well as providing information that is generally held as common knowledge for American college students. Students also receive support in the development of metacognitive awareness, collaborative communication competency, strong notetaking skills, positive study habits, appropriate use of technology, and navigation of campus resources. Fall and Spring

**GSS 105. Elements of Quantitative Reasoning.** (3 hours) A review of the numerical and algebraic skills that are prerequisites to successful completion of a Foundations and Core math course. Topics include fractions and percentages, simplifying polynomials and rational expressions, factoring, exponents, solving linear and quadratic equations, descriptive statistics, alternate bases for numbers, and reading mathematics for comprehension. Students with a math subscore on the ACT of less than 19 (or its equivalent) must begin GSS 105 (or pass a bypass exam or transfer an equivalent and previously approved course) no later than the third semester of full-time enrollment. Students must enroll in this course every semester until they have successfully completed the course with a grade of C or above; grading will be X or C or above. Students are not eligible for their Quantitative Essential Proficiencies class until they have successfully completed GSS 105 or its equivalent. Drop slips must be approved by the department chair or the mathematics program coordinator. GSS 105 credit affects GPA but does not

count for the Quantitative Essential Proficiencies requirement or toward the 120 hours needed for graduation. Fall and Spring

**GSS 280. Student Development & Leadership Theory.** (2 hours) Student Development & Leadership Theory is a course designed to provide students with the foundations of leadership thought and theory. The goal of the course is to encourage students to carefully analyze their individual values, learn how to collaborate in a group setting and discuss how to work towards positive social change. The class will be interactive and rely heavily on class participation. GSS credit can affect GPA but does not count toward graduation. Fall and Spring

**HON 170. Honors Reading Group.** (1 hour) A student reading group, convened by a faculty member. Group meets once per week to discuss assigned readings; students take turns leading discussion. Possible “readings” include: an anthology of short stories or poetry, collections of essays on a particular topic, a novel, or even a film series. This course may be repeated up to three times for credit, provided that a substantially different set of readings is covered each time. Enrollment is limited to students in the Honors Program. Fall and Spring

**HON 300. Honors Seminar.** (3 hours) An interdisciplinary seminar on a topic chosen by the Honors Program Committee. Open to honors students after their freshman year. May be repeated for credit, provided that different topics are taught each time. This course carries a Cultural Awareness Flag in the Foundations and Core Program. Prerequisite: Admission to the Honors Program. Spring

**HON 440. Honors Independent Study.** (0-3 hours) Prerequisite: Prior arrangement with the instructor. As needed

## Academic Policies and Regulations

*L*ike all institutions, Georgetown College has requirements which must be met before a degree can be awarded. Such requirements involve particular courses and curricula, majors and minors, course levels, the Nexus Program, and courses taken in residence. Advisors and administrators are committed to helping students meet these requirements and to maintaining accounts of their progress. It is the responsibility of the student, however, to be acquainted with, make progress toward, and ultimately meet all degree requirements.

## Contacts

Winnie Bratcher .....	Registrar
Kristi Sinkhorn .....	Assistant Registrar for Undergraduate Program
Donna Whitehouse .....	Assistant Registrar for Graduate Program
Janie Wechman .....	Administrative Assistant
Dave Forman .....	Director of Institutional Research

## DEGREES AWARDED

Upon satisfactory completion of requirements, Georgetown College confers the **Bachelor of Arts** degree with majors in the following fields: American Studies, Art, Commerce, Language and Culture, Communication and Media Studies, Economics, English or English with Creative Writing emphasis, European Studies, History, Mathematics, Philosophy, Political Science, Psychology, Religion, Security Studies, Sociology or Sociology with Social and Criminal Justice emphasis, Spanish, Sports Administration, and Theatre and Film. The **Bachelor of Science** degree is conferred with majors in the following fields: Accounting, Athletic Training, Biochemistry, Biology, Business Administration, Chemistry or Chemistry ACS Certified, Elementary Education, Engineering Arts (dual degree), Environmental Science, Exercise Science, Health Science, Mathematics, Nursing Arts (dual degree), and Physics. The College also offers **Master of Arts in Education** degrees.

### Completion of Second Degree

Georgetown College recognizes that superior academic achievement may result in levels of scholarship that exceed customary academic expectations. In appropriate circumstances, the College may choose to award two separate degrees to a student upon graduation, if the student so desires. Minimum criteria for such would include two majors (one being either a BA or BS program of study) and two minors or three majors; a total of 160 semester hours; and at least 25% of each degree's coursework earned at Georgetown College. A student with a degree from another institution may be awarded a degree by meeting the same minimum criteria (with the exception that none of the hours for the first degree need be earned at Georgetown College); all Georgetown College Foundations & Core program and Nexus requirements must be met, as well as the residency requirement (30 of the last 36 hours).

### Degree Limits

For a Bachelor of Arts degree, a department may require no fewer than 24 hours nor more than 36 in the major field, with a maximum total requirement of 42 hours if allied courses are also required for that major. A student may apply no more than 48 semester hours from one department toward a Bachelor of Arts degree. For a Bachelor of Science degree, a department may require no fewer than 30 hours nor more than 42 hours (or no more than 51 hours including allied courses) for a department major (exclusive of accounting). A student may apply no more than 57 hours from one department toward a Bachelor of Science degree. (For a minor, no fewer than 15 hours nor more than 21 hours, exclusive of applied music, may be required.) Degree requirements and limits for the Master of Arts in Education degrees may be found in the Graduate Catalog.

Area majors require no fewer than 50 and no more than 60 hours. Area minors require no fewer than 21 and no more than 27 hours, with a concentration of at least nine hours in one department and at least nine hours at the 200 level or above. Interdisciplinary majors require no fewer than 45 and no more than 60 hours. Interdisciplinary minors require no fewer than 21 hours, with a concentration of at least nine hours in one department and at least nine hours at the 200 level or above. Area majors and interdisciplinary majors do not require a minor.

## **GRADUATION REQUIREMENTS**

Students have considerable freedom in planning their course schedules in conjunction with their faculty advisors. It is the responsibility of the student, however, to meet all requirements for graduation.

### **Total Credit Hours Required**

The student must satisfactorily complete a minimum of 120 semester hours, including Foundations & Core curriculum requirements, upper division course requirements, and requirements in the major area and minor area of study. Students should be aware that some combinations of majors and minors require more semester hours than others and may create degree programs of more than 120 semester hours. A required level of achievement is a grade point average of 2.0 or better. At least 25% of coursework for a degree must be taken at Georgetown College including those stipulated in the Residence Requirement.

### **Completion of Foundations & Core Program**

The Foundations & Core program requirements at Georgetown College are distribution requirements, allowing each student considerable choice of courses to meet requirements yet ensuring that the student has experience with a broad range of ideas and subjects. Courses are required in significant areas of knowledge and human experience. Students must enroll in FDN 111 in the fall semester of their first year and continuously enroll in the Foundations sequence (FDN 111 and FDN 112) until successful completion.

### **Continuous Enrollment in English Composition**

All students must be enrolled in either ENG 111, 112, 115, or 125 until they have successfully completed the freshman writing sequence. For a student to drop one of these three classes, the drop slip must be signed by either the chair of the English Department or the Writing Program Coordinator. The chair of the English Department or the Writing Program Coordinator may waive this continuous enrollment policy as appropriate.

### **Continuous Enrollment in Elements of Quantitative Reasoning**

Students with strong backgrounds in mathematics will be placed at course levels commensurate with demonstrated ability. Students with a math subscore on the ACT of less than 19 (or its equivalent) must begin Elements of Quantitative Reasoning (GSS 105) (or pass a by-pass exam or transfer an equivalent and previously approved course) no later than the third semester of full-time enrollment. Students must enroll in this course every semester until they have successfully completed the course with a grade of C or above; grading will be X or C or above. Students are not eligible for their Essential Proficiency math or computer science class until

they have successfully completed GSS 105 or its equivalent. Drop slips must be approved by the department chair or the Mathematics Program Coordinator.

### **Language Proficiency**

Students must demonstrate proficiency through the intermediate level in a language other than English. Students with two years or more of French, German or Latin at the high school level (level II or higher) desiring to continue in the same language must take the departmental placement test in order to determine the appropriate placement. Students with previous Japanese or Chinese credit at the high school level will be individually placed by the professor during the first week of classes. Students with two years or more of Spanish at the high school level (level II or higher) desiring to continue in Spanish must take the placement test in order to determine placement in SPA 115, 102, 201 or above. SPA 101 credit will not be given to students who have completed two years or more (level II or higher) of high school Spanish. Students for whom English is a second language are exempt from the world language requirement in the Foundations & Core program. Heritage speakers should consult with the chair of MCLC.

### **Technology Literacy**

Technology proficiency, as demonstrated in the successful completion of Foundations & Core program coursework, is a requirement for graduation. Students must demonstrate basic proficiencies in the use of computers and related information technology resources.

### **Graduation Application**

Candidates for graduation must submit an application for a degree to the Registrar's Office during the semester preceding the semester in which they intend to graduate. Candidates for graduation must attend the practice session, Baccalaureate and Commencement exercises unless they obtain an exemption in writing from the Provost.

### **Catalog in Effect**

A candidate for a degree may choose to graduate under the regulations of the catalog in force at the time of enrollment or any subsequent catalog provided that the catalog chosen is not more than seven years old. A student must have been enrolled under the catalog chosen and must conform to the degree requirements of that catalog.

### **Graduation Honors**

Graduation honors are awarded for high academic achievement according to grade point average (GPA). Attainment of a 3.50 through 3.69 GPA will result in the designation of Cum Laude; 3.70 through 3.89 GPA will be designated Magna Cum Laude; 3.90 through 4.00 will be designated Summa Cum Laude.

### **Major and Minor Requirements**

Students should formally declare their plans to satisfy the major and minor requirements by completing the Major/Minor Declaration Form when they have earned 52 credit hours (junior standing). This form, which is available both in the Registrar's Office and on the Registrar's website, requires the department chairs

of the selected major and minor disciplines to review the plan; after they approve, the student submits the form to the Registrar's Office. The Catalog lists the majors and minors offered by each department, and the degrees conferred, under the department headings; it presents specific requirements for each major and minor at the beginning of the course descriptions for that particular discipline. Questions pertaining to major or minor requirements should be directed to the department chair of the relevant department. Note: Courses in which the student earns a grade below "C" do not count toward the major or minor requirements (including required allied courses). Departments have the discretion to decide whether such a course can satisfy prerequisite requirements (but not major/minor requirements).

**Majors:** To provide depth of study, each student must complete at least one major, which must include at least 12 semester hours in courses numbered 300 or above. For a student who wishes to receive credit for completing more than one major, each major must contain at least nine semester hours that do not count toward any other major earned by that student. If a student wishes to transfer substantial credit toward the major from another college, the chair of the department involved shall evaluate the student's previous coursework in terms of the Georgetown College major requirements. The chair will also determine what courses are needed at the College to validate the major, generally including at least six semester hours within the major.

**Minors:** The minor requirement ensures that students pursue some advanced study in more than one discipline. Students may satisfy this requirement by any of the following options:

- completing one or more minors outside the major department (\*see exceptions below)
- completing 15 credit hours numbered 300 or higher that are outside the major department and not counted toward the major (\*see exceptions below)
- completing a second major outside the first major department (\*see exceptions below)
- completing an interdisciplinary major (which satisfies both major and minor requirements).

\*If the major is in the Math, Physics, and Computer Science or the Modern and Classical Languages and Cultures departments, then the minor, second major, or 15 credit hours can be in the same department as the major provided they are in a different discipline. (A student who has satisfied the minor requirement in one of these ways may, however, earn an additional minor in the same department as the major provided at least 70% of the credit hours in this minor are in a subject area different from the major.) An interdisciplinary or area minor must include at least 15 hours that the student does not count toward the major or another minor (excluding allied requirements) and at least 12 hours outside the major field.

If a student wishes to transfer substantial credit toward the minor from another college, the chair of the department involved shall evaluate the student's previous coursework in terms of the Georgetown College minor requirements. The chair



will also determine what courses are needed at the College to validate the minor, generally including at least three semester hours within the minor.

**Area Majors and Minors:** Area majors and minors are special courses of study created by students whose educational objectives can best be met outside the existing departmental programs. A student who has a cumulative grade point average of 2.8 or higher may propose an area major or minor in any area provided the College has a full-time faculty member with a terminal degree in the largest component discipline. Interested students may obtain the Area Major or Minor Declaration Form from the Registrar, and after consultation with the adviser, submit the completed form for review. The Academic Policy Committee decides whether to approve the proposal. The student must complete this process by the second term of the junior year.

**Area Majors:** A proposal for an area major must include:

- a statement providing the rationale for the proposed curriculum
- a program of study including 50-60 hours
- two or more disciplines represented
- a concentration of at least 24 hours in one discipline
- at least 50 percent of the proposed coursework at or above the 300-level
- identification of the department responsible for the comprehensive exam.

**Area Minors:** A proposal for an area minor must include:

- a statement providing the rationale for the proposed curriculum
- a program of study including 21-27 hours
- usually two disciplines represented
- a concentration of at least 12 hours in one discipline
- at least six hours at or above the 300-level
- at least 15 hours that the student does not count toward the major or another minor (exclusive of allied requirements)
- at least 12 hours outside the major field.

### **Comprehensive Examination**

Each senior is required to pass a comprehensive examination in the major field of study. This special examination will be held during the final year of the candidate's residence at least 30 days prior to the end of the final term. The comprehensive examination will be given under the direction of the chair of the department, and may be oral or written, or both, as the faculty of the department may require.

### **Upper Level Hours**

Each student must complete 39 semester hours of upper division courses (300 and above) toward the required minimum total of 120 semester hours. Freshmen may not take courses numbered 300 and above without the approval of the Provost.

### **Residence Requirements**

Thirty of the last 36 semester hours prior to graduation must be earned through Georgetown College.

## **Nexus Program**

The Nexus program is designed to create meaningful connections that enhance, expand and engage the cultural, intellectual, and spiritual life of the campus community.

Students attending Georgetown College for eight full-time semesters are required to attend 48 events. Students attending less than eight full-time semesters will be required to attend a total of six events per full-time semester at Georgetown College.

Nexus events are divided into four categories:

1. Live-Learn-Believe Events (Know Your World – a minimum of twenty-four to forty credits required);
2. Tiger Events (Know Your Traditions – a minimum of eight credits required); Including the following: Opening Convocation, Founder's Day Convocation, Hanging of the Green, Senior Chapel Day, Cawthorne Lecture, Redding Lecture, Jo Shoop Lecture, Hatfield Lecture, Collier Lecture, McCandless Program, Danford Thomas Program, and Foust Artist Series;
3. Flex Events (Initiate Yourself – a maximum of eight credits possible but not required); and
4. Immersion Events (Explore More Deeply – a maximum of eight credits possible but not required).

Nexus events will range from 1-4 credits (in the case of Flex Events, from 1-3 credits, and Immersion Events from 1-4 credits) with the weighting being based upon the level of engagement at which the student participates.

Each semester a list of Nexus events shall be posted on [my.georgetowncollege.edu](http://my.georgetowncollege.edu), as well as information regarding how to apply for Flex event credit. A tally of earned Nexus credit is kept as part of each student's academic record. For many 1 credit events (e.g., lecture, concert, gallery reception, worship service) a student will receive a ticket to complete and turn in at the conclusion of the event. However, in some circumstances the event coordinator may take attendance. These credits are then added to the student's record. For Flex and Immersion Events, the coordinating faculty member will make a list of the participating students and forward to the Registrar's Office for addition to the students' record.

Students should earn a minimum of six Nexus credits per each full-time semester at Georgetown to assure a timely completion of their chosen degree program (although no more than forty-eight Nexus units are required to graduate). It is the student's responsibility to monitor his/her progress in meeting this graduation requirement. The Nexus requirement shall be in addition to the Foundations & Core requirements and all other degree requirements.

Students who matriculated at Georgetown College prior to Fall 2009 must complete the requirements of the CEP program; students matriculating at Georgetown College in Fall 2009 or later must complete the Nexus program.

## **Course Limitations**

The following courses have limitations on the amount of credit earned that can be applied to graduation: GSC (seven semester hours); independent study and course by arrangement (15 semester hours); ROTC (16 semester hours); and internship (nine semester hours total). Elementary and secondary student teaching is exempted from this requirement. Note: A maximum of six semester hours of independent study/course by arrangement and internship may be taken in any one semester.

## **ADDITIONAL POLICIES AND REGULATIONS**

### **Transfer Students/Transferable Credit**

Courses taken at an accredited college or university will be accepted as credit earned at Georgetown College provided that the courses are similar in content to courses taught at Georgetown College and provided that grades of “C” or above were earned in the courses. Courses transferred to Georgetown College will be accepted as credit earned only and will not be figured in the grade point average. Work transferred from a two-year institution will not be counted toward the upper division course requirements.

The maximum amount of transferable credit from an accredited community college is 66 semester hours but subject to the provision above that the courses be similar in content to courses taught at Georgetown College and that grades of “C” or above were earned. In all cases, 30 of the last 36 semester hours must be taken at Georgetown College. Transfer of credit from institutions without regional accreditation is considered on an individual basis. The student must complete 16 semester hours at Georgetown College with a 2.0 grade point average before any work from one of these non-regionally accredited institutions will be accepted.

Students are responsible for providing data necessary to verify that coursework meets the standards and stipulations listed above. Students enrolled at Georgetown College who wish to take courses at other accredited institutions for credit toward a Georgetown College degree should ensure that a particular course intended for transfer may be credited for the major, minor, or Foundations & Core curriculum requirements by processing a Transfer/Correspondence form, available in the Registrar’s Office, prior to enrolling in the course. Transfer students should carefully read the previous sections titled Upper Level Hours and Major and Minor Requirements.

### **Foundations and Core Program:**

#### **Foundations 111 and 112**

Transfer students with 24 or more transferable hours and approval by the Foundations Program Director(s) may bypass Foundations 111. Transfer students with 36 or more transferable hours and approval by the Foundations Program Director(s) may bypass Foundations 111 and 112. Transfer students who wish to bypass either Foundations 11 or 112 but are not eligible, may appeal to the Foundations Program Director(s).

## **Flagged Courses and Higher-level Courses**

Students transferring to Georgetown College with 52 or more credit hours (Junior standing) will be required to satisfy, or demonstrate equivalencies for, three Foundations and Core flagged courses at Georgetown College: one writing, one quantitative, and one cultural awareness; and will be required to satisfy, or demonstrate equivalencies for, all Areas of Inquiry requirements with the following exception: these students must take at least one class numbered 200 or higher in at least two of the Areas of Inquiry. Transfer students who wish to bypass flags may appeal to the Foundations and Core Committee.

## **Dual Credit**

Georgetown College accepts for credit college level courses taken before graduation from high school provided that such work:

1. meets the standards as defined in Guidelines for Dual Credit Courses published by the Council on Postsecondary Education;
2. was a regularly scheduled lower division college course offered by a college on its campus to its full-time students and is recorded on an official transcript and otherwise acceptable for credit; or
3. has been validated by Advanced Placement tests or CLEP tests. (See Credit by Examination for other details.)

## **High School Dual Credit Program**

High school students enrolled at selected high schools may enroll in a dual credit program providing high school students the opportunity to earn high school credits and college credit hours simultaneously. Georgetown College instructors are assigned to the selected high school campus for course delivery. For additional information, contact the Admissions Office.

## **Bypass**

Students who possess considerable knowledge and skill in English and Math courses as documented by ACT/SAT I test scores may bypass certain Foundations & Core program requirements. Bypassing courses involves no credit awarded, though competency has been demonstrated, and students are eligible to take additional courses as if prerequisites have been completed.

## **Advanced Placement (AP)**

Students who have completed college-level work and who wish to receive advanced placement with college credit should take the advanced placement tests given by the College Board. With the approval of the department concerned, a student who makes an AP score of 3, 4, or 5 may receive 3 to 6 semester hours credit.

## **College Level Examination Program (CLEP)**

The College Level Examination Program is intended to reward college-level achievement without regard to how that level of achievement was attained. Only subject examinations, which are essentially end-of-course tests developed for selected undergraduate courses, are utilized at Georgetown College. A student may take any number of CLEP examinations and receive credit for the commensurate

course provided he/she achieves the minimum score. (Contact the Office of the Registrar for information regarding CLEP scores.) Registration information, costs, and payment procedures may be obtained from the Registrar. To receive Georgetown College credit on the basis of CLEP, a student must: (1) be officially admitted to the College as a degree-seeking student; (2) achieve the minimum score; and (3) have an official transcript of the CLEP score report on file in the Office of the Registrar. CLEP examinations not taken at Georgetown must be approved by the Office of the Registrar.

<b>EXAM TITLE</b>	<b>SCALED SCORE</b>	<b>COURSE</b>	<b>CREDIT HOURS</b>
American Government	50	Political Science 100	3
American History I	54	History 223	3
American History II	54	History 225	3
Biology	47	Biology 100	3
Business Law	50	Business Administration 330	3
Business Management	50	Business Administration 357	3
Calculus w/ Elem. Functions	50	Mathematics 125	3
College Algebra	54	Mathematics 107	3
College French	56	French 201	3
College French*	66	French 230	3
College German	54	German 201	3
College German*	56	German 230	3
College Spanish	56	Spanish 201	3
College Spanish*	66	Spanish 230	3
College Composition*	50	English 111	3
College Composition**	60	English 112	3
General Chemistry	40	Chemistry 102	3
General Chemistry	54	Chemistry 111	4
General Chemistry	60	Chemistry 111, 112, 113	8
Introductory Psychology	50	Psychology 111	3
Introductory Accounting	50	Business Administration 210	3
Principles of Marketing	50	Business Administration 326	3
Introductory Macroeconomics	50	Economics 221	3
Introductory Microeconomics	50	Economics 223	3
Introductory Sociology	50	Sociology 111	3
Western Civilization I	54	History 111	3
Western Civilization II	54	History 113	3

\*Plus examination in composition.

**\*\*Plus examination in research technique, documentation and paraphrasing.**

### **Department Examination**

Students who possess considerable knowledge in the subject matter of a given course may obtain college credit for that course by passing a departmental test and paying the appropriate fee. If a department develops its own tests for credit by examination, the examination must be approved by the Academic Policy Committee.

### **International Baccalaureate**

Georgetown College recognizes the International Baccalaureate and will offer credit for IB courses passed with grades of 5, 6 or 7 on the Higher Level examinations.

### **Dean's List**

The Dean's List honors students who have earned a grade-point average of 3.7 or above in at least 12 graded (not Pass) credit hours of classes during a semester at Georgetown.

### **Grading**

The College grading system is as follows:

A (Excellent), AB (Very Good), B (Good), BC (Satisfactory), C (Acceptable), D (Poor), F (Unacceptable), I (Incomplete\*), IP (In Progress\*), X (Incomplete for English 111 and GSC 105\*), P (Passing\*), W (Withdrawn\*), AU (Audit\*).

\* Not figured in computing the grade point average

### **Pass/Fail/Incomplete/Audit**

Students may designate up to 14 semester hours of coursework in their Georgetown College career (and no more than six per semester) for the Pass/Fail option. Pass/Fail courses must be elective (outside the major, minor, and Foundations & Core program requirements) with the exception of Art Studio courses, which can be designated as pass/fail for Foundations and Core requirements but not to satisfy requirements of an Art major or minor. Language courses numbered 101/102/201 may not be taken Pass/Fail unless one has otherwise satisfied the language requirement. Some courses may be excluded from the pass/fail option (check the catalog description). The student's selection of P/F grading is known only to that student and the Registrar.

Incomplete grades indicated on the record by an "I," including an "I" in a mini or summer term, become an "F" if not removed within the next semester of the student's residence, exclusive of summer school and mini terms.

Any full-time student may audit a course by registering for that course as an auditor during the normal registration period. However, a regularly registered student may designate a course as an audit, according to the date in the Academic Calendar. Audited courses cannot be applied toward the requirements to be a full-time student. Students auditing a course must meet with the instructor to ascertain

the expectations for a successful audit. For an audited course to be recorded on the transcript, the instructor must indicate that the audit was completed successfully.

### **Grade Point Average**

Quality points are awarded according to the grade received in a course. With a grade of "A," the student is given 4 quality points; "A/B," 3.5 quality points; "B," 3 quality points; "B/C," 2.5 quality points; "C," 2 quality points; "D," 1 quality point; "F," 0 quality points. The student's grade point average is calculated by dividing the number of quality points earned by the total number of semester quality hours. Quality hours are courses taken at Georgetown College in which a grade of A, A/B, B, B/C, C, D, or F is earned.

### **Course Repetition Policy**

A student may repeat (to remove the quality points and credit hours) a maximum of four courses, other than English 111, in which grades of "D" or "F" were earned provided that: (1) the courses repeated were originally taken at Georgetown College and (2) the courses are repeated at Georgetown College. In such cases the Registrar shall calculate the grade point average on the basis of the grade earned the last time the course was taken. The original grade for the repeated class will remain on the transcript but will not be counted toward GPA or graduation hours.

### **Classification of Students**

Students who have satisfactorily completed courses receive classification as indicated: Sophomore (at least 24 semester hours), Junior (at least 52 semester hours), and Senior (at least 86 semester hours).

### **Minimum Scholastic Attainment**

A student must attain and maintain a grade point average of 2.0 by the time 60 quality hours have been earned. The record will be judged on the basis of semester quality hours and progress made according to the following table:

<b>Cumulative Quality Hours</b>	<b>Grade Point</b>
1-15	1.6
16-30	1.7
31-45	1.8
46-60	1.9
61 or more	2.0

Transfer students should note that only coursework completed at Georgetown College is used in calculating the grade point average.

### **Class Attendance**

Class attendance is considered to be a key to successful academic performance. Individual faculty and departments may establish specific expectations regarding class attendance, and these are addressed early in the course of instruction.

**However, a student who consistently fails to attend classes, to prepare assignments, and/or to live responsibly in the academic community may be considered to have forfeited status as a student and may be administratively withdrawn or suspended.**

### **Probation and Suspension**

Whenever a student's grade point average falls below minimum scholastic standards (see Minimum Scholastic Attainment), the student is automatically on probation. Students on probation must follow the recommendations of their advisors and may not register or earn credit for more than 15 semester hours. Failure to earn at least a 1.5 grade point average during any probationary semester will result in suspension.

Failure to raise the overall grade point average to the required level within two semesters will result in suspension from Georgetown College for a period of one semester. Suspensions will be for the full term of attendance, regardless of what credit may be earned before the term begins (i.e., in mini-terms). Having served the suspension, the student may apply for readmission to the Director of Admissions, who will request a review by the Academic Policy Committee before making a decision. Within two semesters, the student must attain the overall grade point average as listed under Minimum Scholastic Attainment. Failure to do so will result in a second suspension. In rare cases a student who has been suspended twice may appeal to the Academic Policy Committee and may be readmitted only with the strong recommendation of the faculty under whom the student has studied most recently. No credit earned by a student during suspension, either academic or social, will be honored by Georgetown College.

### **Academic Bankruptcy**

The bankruptcy policy permits the student who has earned very poor grades in any one term, due to extreme personal or financial difficulties, to petition the Academic Policy Committee for Academic Bankruptcy status for that one term. The bankruptcy term will be so designated on the student's permanent record, and no credit earned during the semester will be calculated in the student's grade point average at Georgetown College. Nothing will be erased from the permanent record. Students are cautioned that many colleges and universities will not honor another institution's bankruptcy policy, nor may certain medical, law, or graduate institutions. Following consultation with one's advisor, at any point in a student's college career while enrolled at Georgetown College, a student may request Academic Bankruptcy for one term, according to the following procedure: (1) the request will be made to the Academic Policy Committee; (2) the student must demonstrate to the Academic Policy Committee that the particular term for which bankruptcy is petitioned was an extraordinary case; (3) if the Academic Policy Committee approves the petition for bankruptcy, the student forfeits credit for all courses that semester, and grades for that semester are not used in computing the grade point average, although they do remain on the permanent record. The permanent record will indicate clearly that Academic Bankruptcy was granted; (4) if a student has been issued a notification of academic suspension, Academic Bankruptcy cannot be claimed until fulfillment of the suspension and the student



is again enrolled at Georgetown College; (5) once bankruptcy status has been granted, the action is irreversible.

### **Course Overload**

The normal full-time student load is 15 hours per semester. The maximum is 21 hours per semester, and the minimum load for full-time status is 12 semester hours. Upon the approval of one's academic advisor, and the department chairperson of the student's major field, when declared, a student with a GPA of 3.0 or better may register for more than 18 hours according to the following: 3.00-3.25, 19 semester hours; 3.26-3.75, 20 semester hours; 3.76-4.00, 21 semester hours. Students with a GPA below 3.00 must have permission of the advisor, the department chair, and the Provost. There is an additional per semester hour charge for each hour taken above 18. The normal load for each summer term is 6 semester hours with the maximum being 7 semester hours.

### **Semester Hour Definition**

A semester hour is the unit by which academic progress is measured. Each semester hour is expected to occupy at least three hours per week including time spent in preparation and in class meetings.

### **Drop/Add**

Courses may be added during the first week of a regular semester. Courses may be dropped without or with grades after that date. The respective deadlines are shown in the Academic Calendar. A drop slip must be filed with the Registrar's Office. A charge of \$20 will be applied after the first week of the term for each schedule change.

### **Withdrawal**

In the event of withdrawal from Georgetown College during a semester, a student may find a document outlining the withdrawal procedures on the Academic Enhancement Department page on [my.georgetowncollege.edu](http://my.georgetowncollege.edu). A student must obtain a withdrawal form which must have the signature of the Registrar and/or the Provost. The official withdrawal date on the form will be used for calculation of refund. (See the schedule of refunds under Refund Policy.) A student may not withdraw after the Last Day to Drop with W (see the Academic Calendar) unless forced to do so by emergency circumstances. Withdrawal without official approval will result in a grade of "F" in all courses. Students suspended for disciplinary causes shall not receive credit for courses in which they are enrolled. No credit earned by a student during either academic or social suspension will be honored by Georgetown College. The Provost, without further justification, may administratively withdraw any student who is not attending class or otherwise not demonstrating a serious academic effort.

### **Grade Appeal**

Following consultation with their advisor, the professor, and the appropriate department chair, students may request a review of a grade assigned in a particular course. Such an appeal will be heard by the Academic Policy Committee, which will make a recommendation to the Provost. Students must file an appeal within one term (semester or summer) of receipt of the grade in question. Appeals should

be made in writing, addressed to the Academic Policy Committee, and submitted to the Provost.

### **Request to Waive or Modify an Academic Policy**

Students may appeal to the Academic Policy Committee to ask for exceptions to academic policies. Students should take care in putting together a clearly written case that supports the appeal.

To facilitate this process, students should first consult their academic advisor for help with drafting the text of the appeal. Students may also ask for letters of support from faculty members when appropriate. The written appeal and supporting documents should then be sent to the Provost, who will review the appeal for completeness. The Provost may ask for clarification or additional information. The Provost will then take the written appeal to the Academic Policy Committee, which will then vote on the merits of the appeal based on the written evidence.

### **Academic Grievance Procedure**

Students should first seek to resolve the problem with the specific faculty member involved. If a student wishes to lodge a complaint against a faculty member in an academic matter that cannot be resolved directly with the faculty member, the student should normally first consult with his/her academic advisor. The advisor will guide the student through the options available to the student (informal or formal complaint). When there is an informal expression of an academic concern, the student's faculty advisor should convey the essence of that concern to the department chair, who will investigate the issue and take any necessary action to help resolve the issue. If the faculty member in question is the student's advisor, the student should contact the Provost for resolution of the problem.

Formal complaints should be reserved for situations in which a student believes he or she has been adversely affected in a way that cannot be or has not been resolved through informal intervention. When the student wishes to lodge a formal complaint, the student should generally seek advice from his/her academic advisor about the best way to proceed (unless the advisor is the focus of the complaint). To make a formal complaint, the student must submit a written statement of the difficulty to the Provost and request that the issue be resolved through the Academic Policy Committee. This statement should be no longer than two pages and should concentrate on the facts of the issue in question.

The Provost or the Dean for Academic Enhancement then reviews the facts, communicates with the person(s) involved, and attempts to resolve the difficulty to the student's satisfaction. If that attempt is unsuccessful, the matter will be forwarded to the Academic Policy Committee for review. The Committee will review the facts of the grievance and make a recommendation to the Provost for resolving the problem. The final disposition of the issue is in the hands of the Provost and is final and binding. A log of all formal academic complaints is maintained in the Provost's Office.

Grievances related to the Honor Code will be handled by the Honor Council. For policies related to non-academic grievances, see the Student Handbook.

## **Transcript**

A Georgetown College student or former student is entitled to an official transcript of academic record subject to the established schedule of necessary charges for this service and provided that all financial obligations to Georgetown College have been satisfied. “Official” is defined as an exact duplicate of the student’s academic record printed on security paper imprinted with the signature of the Registrar. The official transcript is released only upon the written request of the student to the Registrar. Other than academic coursework, hours and grades, only suspension/probation status, Academic Dean’s List, Academic Honors, Honors Program achievements, and/or Inmersión en Español Program achievements shall appear on the official transcript. No more than one area of emphasis within a major may be noted on the transcript.

## **The Honor System**

In a truly academic community, honor must be expected. Honor is an ideal that is evident in the lives of ethical scholars. Primarily, the function of the Georgetown College Honor System is to educate and instill a common purpose within the campus student community. The Honor System is an educational tool to assist the process of teaching morality and ethics. The Honor System helps create an environment that will assist in the development of the whole person by insisting upon honorable traits and behavior. Further, the process assists in the establishment of precedent, consistency and fairness with regard to questions of academic integrity. An effective honor system requires students and faculty to understand and abide by the system’s expectations.

The strength of the Honor System is in the creation of an atmosphere in which students can act with individual responsibility. This includes the personal decision to act honorably and not to tolerate others who choose to violate the conditions of the Honor System. Therefore, an important aspect of the College’s Honor System is that all students must report violations of the Honor System by their peers. Faculty and Staff must also understand the spirit of the system and do everything possible to abide by the guidelines.

All students must sign an understanding of the Honor System. Record of this understanding is kept on file in the Office of the Dean of Students. For a full discussion of the Honor System—including infractions, procedures, sanctions, and the role of the Honors Council—see the current edition of the Georgetown College Student Handbook available online.

## **Harassment**

Georgetown College prohibits harassment and intimidation on the basis of one’s sex, race, color, religion, or national origin. Examples of conduct prohibited by these policies include but are not limited to repeated insults, humor, jokes and/or anecdotes that belittle or demean an individual’s or group’s sex, race, color, religion, or national origin, and physical conduct or verbal innuendo which, because of one’s sex, race, color, religion or national origin, creates an intimidating, hostile, or offensive environment.

## CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Georgetown College (“College”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by Georgetown College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of Georgetown College who performs an institutional service of function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Georgetown College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Georgetown College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other College officials, including teachers, within Georgetown College whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another College where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the College has designated as “directory information” under §99.37. (§99.31(a)(11))

The College has designated certain information contained in the education records of its students as directory information for purposes of compliance with FERPA. The following constitutes directory information regarding students:

- name,
- home address,
- campus address,
- telephone number and e-mail address,
- picture,
- date and place of birth,
- major field of study,
- participation in officially recognized activities and sports,
- weight and height of athletic team members,
- dates of attendance and full-time/half-time enrollment status,
- degrees and awards received,
- the most recent previous educational agency or institution attended by the student,
- denominational preference, and
- other similar information.

Directory information may be disclosed by Georgetown College for any purpose at its discretion, without the consent of a parent of a student or an eligible student. However, parents of students and eligible students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with Georgetown College at the Registrar’s Office within two weeks after registration day of the semester. In event a refusal is not filed, the College assumes that neither a parent of a student nor eligible student objects to the release of directory information designated.

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))



# Financial Planning and Expenses

*T*he Office of Student Financial Planning exists to help students who would be unable to attend Georgetown College without financial assistance. A student's financial assistance award is designed to supplement the contributions of the student and family. Financial assistance comes in a combination of scholarships, grants, loans, or work opportunities. Typically, students will receive more than one type of assistance. Though awards are made each year on the basis of academic promise and ability alone, most financial assistance is dependent on the eligibility of the individual family.

Freshmen and transfer students who have been admitted, have filed the Free Application for Federal Student Aid (FAFSA) in a timely manner, and whose Student Aid Reports are received will be awarded on a first-come, first-served basis. A student who receives financial assistance is responsible for refiling a FAFSA each year. All institutional aid is available for a maximum of eight semesters of enrollment. Assistance is renewed on the basis of the past year's academic record and current eligibility. Even those who do not qualify for need-based aid may qualify for academic and/or other non-need scholarships thanks to the generous donations of various individuals and organizations.



## Contacts

Tiffany Hornberger	Director of Student Financial Planning
Bob Fultz	Associate Director of Student Financial Planning
Blake Dyer	Financial Aid Advisor
Angie Humphrey	Loan Counselor
Julie Sams	Graduate Loan Counselor
Marianne Riddle	Bursar
Shirley College	Cashier/Student Account Specialist
Lynn Mayo	GCard/Student Account Specialist
Kim Purcell	Former Student Account Specialist and Loan Collection

## How To Apply

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA). Eligibility is determined through a national processor which considers a family's income, assets, number of children, retirement needs and other expenses. The family financial resources available, based on the information supplied on the FAFSA, are subtracted from the cost of education to arrive at the family's eligibility for need-based assistance.

The FAFSA should be completed as soon after January 1 as possible. Georgetown College is approved by the Kentucky Approving Agency for Veterans Education to provide education for Veterans, National Guardsmen, selected Reservists and other eligible persons (dependents of deceased and disabled veterans).

## How To Receive Assistance

Applicants receive an award letter listing the types of assistance for which they are eligible to receive. By checking acceptance of each type of assistance, signing and returning the award letter within 30 days to the Student Financial Planning Office, the account will be credited for the amount of the award. **EXCEPTIONS:** Aid amounts marked as estimates will not be credited until paperwork is complete or funds are received from the lender. If Work-Study is part of the aid package, this amount will not be a credit on your account. This is an award that must be earned and is paid to a student recipient via payroll. All Georgetown aid is based on full-time, residential status. If you drop below full-time or are granted a waiver to live off campus, your aid will be adjusted accordingly. Institutional aid is reduced by twenty-five percent for students who live off campus. All college aid is limited to four years (eight semesters).

## SCHOLARSHIPS

**Academic Scholarships.** Georgetown's academic scholarships are earned on the basis of application for admission and vary in amounts by academic tier. Scholarships awarded in the academic scholarship category include the, the Parks Baptist Scholarship, Governor's Scholar Scholarship, NSHSS, International Baccalaureate, Roger's Scholars, Trustee Scholarship, Presidential Scholarship, Giddings Award, Patterson Grant and the Virginia Covington. Scholarships with an amount which exceeds half of the cost for tuition and fees require a cumulative GPA of at least 3.0 to be automatically renewed for a student. Scholarships with an amount less than half of the cost of tuition and fees require a student to maintain Satisfactory Academic Progress (SAP) as outlined in the College Catalog. These

scholarships are renewable for up to four years (8 semesters). Students with questions about their scholarship requirements should contact Student Financial Planning.

**Other Awards.** Various grants and awards are awarded to incoming students each year on the basis of need, academic ability, athletic and leadership potential. Students with questions about their scholarship requirements should contact Student Financial Planning. Specialized scholarship programs may have different requirements; recipients will be notified of those criteria.

**Transfer Academic Scholarship.** A merit scholarship available for transfer students who are accepted for admission. These scholarships are renewable for the duration of study for degree completion (no more than 8 semesters).

**Church Matching Funds Scholarships.** Georgetown College matches church gifts up to \$200 per year. For details, contact the Student Financial Planning Office. Matching scholarship checks should be sent directly to Georgetown College and must be received on or before registration day in order to qualify for the College matching portion.

**Air Force/Army ROTC Scholarships.** Two, three, and four year scholarships are available through the respective programs; contact the University of Kentucky Air Force ROTC Office (606-257-7115) or Army ROTC Office (606-257-2696) for an application and further information.

**Endowed Scholarships.** Georgetown College has many endowed scholarships provided by the generosity of donors and friends of the College. If a student receives one of these scholarships, it may reduce or replace other college funds received. There are no separate applications.

## GRANTS

**Federal Grants.** Federal Grants are awarded based on the expected family contribution, determined by the FAFSA. Grants include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), and the Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant program.

**Kentucky Grants.** Kentucky residents may be eligible for the College Access Program and/or the Kentucky Tuition Grant. Filing a FAFSA will automatically send information to the State for application. Deadlines are determined by the state.

**Fine Arts Performance Grants.** A limited number of grants are given to students who demonstrate unusual aptitude in Art, Music, or Theatre and Film Studies. Students interested in these grants should contact the respective department chairs.

**Athletic Performance.** Scholarships are available to a limited number of students (both men and women) with outstanding ability in competitive sports. The student should contact the coach for the sport in which he or she participates.

**Outside Scholarships.** As some students receive scholarships from outside organizations, the Department of Education requires that these be considered as part of the financial assistance awards. If need has been met, the college is required to reduce any need-based portion of the overall award, beginning with loans and work-study.

## LOANS

**Bagby Loans, Stapp Loans and Schell Loans.** These are interest-free loans with no specific terms of repayment, under which recipients are asked to repay the amount borrowed at any time during their lives, as and if circumstances permit.

**Federal Perkins Loans.** These provide low interest, need-based, educational loans on which no interest or principal comes due until after the student is no longer enrolled on at least a half-time basis. Simple interest of five (5) percent begins nine months after the student ceases to be at least a half-time student. Payment may be spread over as many as ten years. In certain cases, the loan's interest and principal repayment obligation may be cancelled entirely; contact the Business Office for details.

**Federal Direct Loans.** Every student who files the FAFSA is eligible for a Federal Direct loan. All students are eligible for either unsubsidized, subsidized, or a combination of both up to their maximum allowable per classification level: Freshmen (\$5,500), Sophomores (\$6,500), Juniors (\$7,500), Seniors (\$7,500), and Graduate Students (\$8,500). Repayment begins six (6) months after the student graduates, leaves school, or drops below half-time status. For more information or explanation on the difference between subsidized and unsubsidized please contact the Student Financial Planning Office.

**Parent Loans.** Special loans to parents through the Federal PLUS program are also available. Parents can borrow up to the full cost of education minus other aid. For more information, contact the Student Financial Planning Office.

## WORK OPPORTUNITIES

Many Georgetown students earn a portion of their college expenses through part-time jobs on campus or in the surrounding community. Regular announcements of on- and off-campus opportunities are available via TigerNet (the Georgetown College intranet portal). All students working in campus jobs must sign a work agreement and are required to complete federal and state tax forms in the Student Financial Planning Office **prior** to starting their jobs.

**Federal Work-Study Program.** A wide variety of work-study jobs on campus are available to Georgetown students. Community opportunities are also available. Students must demonstrate eligibility by filing the FAFSA.

**Georgetown Work Program.** Institutionally funded jobs may also be available to a Georgetown student regardless of demonstrated eligibility. Any undergraduate student who wants to work should contact the supervisor in the area of work preference.

## **SATISFACTORY ACADEMIC PROGRESS**

As outlined by Federal regulation, students must be matriculated in a degree program and must maintain a minimum grade point average sufficient to show satisfactory progress toward their educational objective as outlined below:

**1-15 semester hours attempted 1.6 cumulative GPA or above**

**16-30 semester hours attempted 1.7 cumulative GPA or above**

**31-45 semester hours attempted 1.8 cumulative GPA or above**

**46-60 semester hours attempted 1.9 cumulative GPA or above**

**61 or more semester hours attempted 2.0 cumulative GPA or above**

Credit Hours Earned: Regardless of the number of hours attempted a student must successfully complete and earn cumulative hours as follows:

**First Year – 20**

**Second Year – 40**

**Third Year – 60**

**Fourth Year – 80**

**Fifth Year – 100**

The above standards will be prorated for part-time students.

Repeating a course will count toward hours earned if: 1) a passing grade was received, and 2) the course had not been counted previously toward hours earned.

**Review and Appeal Procedure.** Students may establish an academic plan with approval of Dr. Gretchen Lohman, Dean of Academic Support and with the Financial Planning Office. Based on approved forward-progress goals, satisfactory academic progress for financial assistance may be approved and aid re-established. The following procedure is required and is separate from academic procedures:

\* An appeal and/or academic plan should be established (as noted above) and sent to the Director of Student Financial Planning prior to the start of the academic period for which aid consideration is requested.

\* Student's satisfactory academic progress will be reviewed at the end of each academic/payment period to ensure forward progress is being made and academic goals are met. In the event the academic plan goal is not reached, the student will not be permitted to receive Title IV funding. The Director will review the appeal and notify the student accordingly.

**Re-establishing Satisfactory Progress.** To have financial assistance reinstated, students must take the hours required to bring them up to the standard at their own expense.

**Appeal Process for Financial Assistance Extension.** An extra term may be approved by the Student Financial Planning Office to accommodate the student who changes majors, or experiences extraordinary circumstances during the

regular terms. Pell Grants are limited to the first undergraduate degree and have a Lifetime Eligibility maximum mandated by the Department of Education. Institutional scholarships and grants are limited to a maximum of eight semesters. State grants are limited to eight semesters. Course incompletes will not be counted until the course is completed and the final grade appears on the transcript in the Registrar's Office.

**Rights and Responsibilities.** Students' rights and responsibilities in financial assistance matters include the following: (1) Students have the right to inspect information in their files and to challenge any errors found therein. To challenge contents of a file, a student must file a written request to the Student Financial Planning Office; (2) Students have the right to request a review of their aid and aid amounts by the Director of Student Financial Planning; (3) Students have a responsibility to report promptly any changes in their financial, marital, or academic status, as well as any scholarship or aid funds received from any outside source; (4) Students must understand the seriousness of any loan commitments and their obligation to repay such loans and to keep the lender informed of their correct mailing addresses; (5) Students must maintain satisfactory progress as explained under Criteria for Continued Eligibility; (6) A student who receives financial assistance is responsible to refile a FAFSA each year; (7) Students have a responsibility to promptly provide any additional documentation, verification, corrections, and/or new information requested by either the Student Financial Planning Office or the agency to which they submit an application.

## **EXPENSES**

As a private, faith-based institution, Georgetown College receives no support through taxes or public revenue. In fact, tuition covers only a part of the actual expenses involved. Support from the endowment, gifts and grants from alumni, friends of the college, organizations, and churches total over 35% of the actual cost of each student's education, helping to keep direct costs as low as possible. The College administers an extensive financial assistance program; no prospective student should overlook Georgetown College for purely financial reasons until investigating fully the amount and types of aid available.

### **Definition of Residence**

Residence is defined as the permanent residence of parents ninety days prior to registration at Georgetown College, or the permanent address of the student one year prior to initial registration if the student is independent of parental support. A student who marries subsequent to enrollment may assume the residency status of the spouse.

### **Application Fee**

The application fee of \$30 is neither refundable nor applicable to College expenses. This fee defrays only part of the administrative cost of processing applications for admission.

### **Deposit**

A non-refundable enrollment deposit of \$200 is required.

## Basic Charges

For the 2014-2015 academic year, the following basic student charges apply:

<b>Full-time tuition (12-18 semester hours)</b>	\$16,480/semester
Additional Credit above 18 hour	\$470/hour
<b>Tuition, part-time, Up to 11 hours</b>	\$1,360/hour
<b>Only one course</b>	\$1020/hour

## High School Senior

Taking one class on GC campus	\$320/course
High school dual credit course taught at student's high school	\$320/course

## Room

East Campus Apartment	\$3,005/semester
Residence hall	
dual occupancy	\$2,045/semester
private room	\$3,005/semester
single occupancy (12 available)	\$2,556/semester
Rucker Village/Hambrick Village	
dual occupancy	\$2,850/semester
single occupancy	\$3,790/semester

## Board

East Campus Apartment (7 meals per week)	\$1,415/semester
Basic plan (19 meals per week—required for freshmen)	\$2,195/semester
15 meals	\$2,120/semester
10 meals (minimum required for Rucker and Hambrick Village)	\$2,000/semester
5 meals (commuter)	\$1,010/semester

The tuition charge covers the cost of instruction, concerts, lectures, athletic events, and subscription to *The Georgetownian*. Housing options require participation in a meal plan. The cafeteria serves meals seven days a week. Each student on a board plan also receives credit for use each semester in on-campus food locations other than the cafeteria.

**Special Fees.** The following special fees apply for selected programs:

Archery (KHS 113)	\$30/course
Art	\$50/course

Audit	
part-time, special (auditing only)	\$210/course
full-time and senior adults	no charge
Biology: 100	\$20/course
Biology: 111, 212, 214, 305L, 306L, 311, 312, 314, 316, 320, 325, 335, 337, 413	\$40/course
Chemistry 111	\$40/course
Education 462-3, 467-8, 471-2, 473-4	\$30/semester hour
First Aid Class Fee (KHS 180)	\$14/course
Freshman Seminar Class	\$70
Golf (KHS 132)	\$50/course
Guest room rate	\$15/day
Kendo (KHS 142)	\$20/course
Horsemanship (KHS 126)	\$190/course
Music: applied course, one credit MUS 160	\$200/semester hour
Organic Chemistry (Summer)	\$40/one-hour lab \$50/two-hour lab
Portfolio Fee	\$80 (one time)
Theatre 225/227	\$30/course
TMS payment plan, annual enrollment	\$90
TMS payment plan, semester enrollment	\$65
Vehicle Registration	\$90/year
G-Card	\$15/per card after first card

**Service Charges.** The following service charges apply:

Change of Registration (after first week)	\$20
Credit validated by exam	\$880/course
Duplicate Diploma	\$50
Transcript	\$5/official copy

**Payment of Accounts**

Charges for tuition, room, board, and fees are due and payable at registration. Students are personally responsible to the College for payment of their financial obligations. Registration may be cancelled upon nonpayment. Students may view login on [my.georgetowncollege.edu](http://my.georgetowncollege.edu) to view their schedule and bill online. Payment can be made on the GCePayment tab within the “Finances” section of [my.georgetowncollege.edu](http://my.georgetowncollege.edu). No paper bills are sent. E-bills are sent to the student. Students can enroll parents/spouses/others to receive e-billing or to access the Parent Portal version of [my.georgetowncollege.edu](http://my.georgetowncollege.edu). Call 502-863-8700 if you need help. Georgetown College accepts electronic checks on [my.georgetowncollege.edu](http://my.georgetowncollege.edu).

edu with a \$3.00 service charge. Georgetown College accepts VISA, American Express, Discover, or MasterCard on the Portal with a 2.5% service charge. Checks can be mailed to Georgetown College Student Accounts, 400 East College Street, Georgetown, KY 40324. Meals plan and Tigers Dollars are activated only after payment has been received.

Payment Due Dates for 2014/2015	
Session	Due Date
Fall 2014	August 1, 2014
Spring 2015	December 19, 2014
Tuition Management System Payment Plan 2014/2015	
Session	Due Date
Fall 2014	1st Payment – July 15, 2014 2nd Payment – August 15, 2014 3rd Payment – September 15, 2014 4th Payment – October, 15, 2014 5th Payment – November 15, 2014
Spring 2015	1st payment – December 15, 2014 2nd payment – January 15, 2015 3rd payment – February 15, 2015 4th payment – March 15, 2015 5th payment – April 15, 2015

**Current Student Accounts.** While a student may have submitted a class schedule (registration) to the Office of the Registrar, a student's registration is only confirmed upon satisfactory completion of all financial obligations to the college. Completion of financial obligations may occur through payment in full of tuition, fees, room and board less any applicable financial aid; covering the entire account balance with financial aid; or enrollment in the college's payment plan (Tuition Management Systems). This financial confirmation must occur by Registration Day as listed in the Academic Calendar.

Students who are not confirmed or have no satisfactory payment plan on record with the Business Office by Friday of the second week of classes forfeit their pre-registered courses and will be removed from all class lists and will be charged tuition, room, board, and fees according to the refund schedule. Students removed from classes may register again when all financial obligations have been settled; however, these students cannot be guaranteed space in their original classes. Students who fail to confirm registration by Registration Day will be required to vacate residence halls within 24 hours, will not be allowed to access campus services (including dining privileges), must pay for any room/board charges incurred, and will be subject to the institution's refund policy.

All student accounts shall be paid in full by the end of each semester, including charges incurred during the semester (such as parking fines). Students whose



accounts are not current at the end of a semester will not be allowed to pre-register for subsequent semesters or if pre-registered will have their registration removed (as above).

### **Past Due Student Accounts**

The student with a past due account(s) will not be permitted to register or, if pre-registered, the registration will not be valid for the next semester, nor will the student receive a transcript or a diploma. At the end of each semester the student with an open account assumes collection and legal fees, if any.

### **Tuition Management Systems Payment Plan Information**

Most students are eligible for monthly payment plans through Tuition Management Systems. International students are not eligible for deferred or extended payment agreements because of US Customs and Immigration Service regulations. Veterans attending Georgetown College under P.L. 550 are responsible for the fulfillment of financial obligations in the same manner as other students. The veteran should allow two months from the date the initial papers are sent to the Veterans Bureau to the first payment. Veterans are encouraged to initiate the paper work well in advance of the first semester of college work under P.L. 550. Payment information and plan application forms are made available well in advance of the first payment due date.

### **Service Fee**

A service charge of 1% will be charged each month on balances beyond 30 days. Even if a student expects all or a portion of the balance due to be paid from an outside source, such as the Federal Government, a local club, or a church, it is the student's responsibility to see that such amounts are received on time. The service fee will still be charged when applicable, even though further payments may be anticipated from such third party sources. Students enrolled with Tuition Management Systems may be subject to service charges if their payments are late or their budget falls short of their account balance.

### **Summer and Mini-Term Expenses**

Expenses for summer and mini-terms are published each session along with the corresponding schedule of classes. Tuition and other charges for these sessions are paid in the Business Office and are due on the first day of the term.

### **Refunds**

Prorated refunds of charges billed will be made in the following circumstances: (1) withdrawal by the student due to illness or other reason subject to administrative review and approval (calculated from the date of submission to the Registrar and/or the Provost); (2) reduction of course load from full-time to part-time (calculated from the date of official receipt by the Registrar's Office); and (3) marriage, resulting in prorated refund of remaining room and board charges per the schedule below. Students suspended or expelled for conduct reasons will not receive any refund.

Refunds during summer and mini-terms also will be prorated. Service charges will not be refunded. Students who complete their enrollment under the provisions

of a payment plan are bound to fulfill the terms of the agreement even though they may withdraw from the College prior to the close of the semester. Students who withdraw during the first six weeks of fall or spring classes may be eligible for a partial refund or partial cancellation of an unpaid balance, depending upon the portion of costs deferred and the amount of the refund as determined by the schedule below. The withdrawal process is completed when the student submits the withdrawal card to the Registrar's Office and signs a request for any applicable refund.

In all cases, student accounts will be billed for tuition, room, board, and fees for the fall or spring semester according to the following schedule:

- Week 1 – 0%
- Week 2 – 20%
- Weeks 3 & 4 – 40%
- Weeks 5 & 6 – 60%
- After week 6 - 100%

Winter, May, and Summer session refund schedules are significantly reduced because the sessions are shorter.:

Refund schedule for Winter Term 2015– Dates 12/29/2014-01/09/2015

- December 29 – 0%
- December 30 – 20%
- December 31 – January 1 – 40%
- January 2 – 60%
- After January 2 – 100%

Refund schedule for May 2015 – Dates 05/11/2015 - 05/22/2015

- May 11 – 0%
- May 12 – 20%
- May 13 – 40%
- May 14 – 60%
- After May 14 – 100%

Refund schedule for Summer 1 2015 – 05/26/2015 – 06/26/2015

- May 26-27– 0%
- May 29 – June 5 - 20%
- June 6 - 10 – 40%
- June 7 - 14 – 60%
- After June 14 – 100%

Refund schedule for Summer 2 2015 – Dates 07/01/2015 – 08/04/2015

- July 2 – 6 – 0%
- July 7 – 10 – 20%
- July 11 – 17 – 40%
- July 18 – 23 – 60%
- After July 23 – 100%

# Student Life

**A**s a Christian liberal arts institution, Georgetown College seeks to develop the whole person both inside and outside of the classroom. The Office of Student Life strives to nurture a healthy living-learning environment. The mission of the Student Life program is to provide high quality, student-centered services designed to complement each student's academic experience. Each student's individual gifts are to be nurtured by engagement in educational, spiritual, recreational, social, and leadership experiences in an effort to prepare them for service and a fulfilled life. The Office of Student Life aspires to provide an environment that challenges students to reach their fullest potential, affirm the self-worth of each individual, and awaken in students an awareness of their uniqueness.

In this regard, students are encouraged to become involved in the numerous activities and organizations available at Georgetown College. This involvement allows students to meet people of different backgrounds, lifestyles, and interests, thereby creating a diverse community which allows both individual and collective growth. An integral part of the college experience is the development of a sense of responsibility and self-discipline within each student. Every attempt is made to provide students with independence and the opportunity to make their own decisions. However, students are expected to conduct themselves in a manner that demonstrates courtesy and respect for others.

## Contacts

Laura Wylly	Dean of Students/Title IX Coordinator
Dan Brown	Director of Campus Safety
Ray Clere	Director of the Graves Center for Calling and Career
Holly James	Associate Director of the Graves Center for Calling and Career
Mike Brown	Director of Student Accountability and Orientation
Johann St. John	Area Coordinator for Student Activities
Tracey Tevis	Area Coordinator for Leadership Development
Hunter Williams	Area Coordinator for Greek Life
Brian Langlands	Campus Minister
Dr. Lloyd Clark	Director of Student Wellness Center
Megan Redditt	Associate Director of the Student Wellness Center
Rebecca Hogsten	Physician's Assistant
Beth Prudy	Director of Spanish Immersion and International Student Advisor
Robbi Barber	Associate Director for the Office of Diversity
Chelsey Reid	Program Coordinator for Equine Scholars
Brian Evans	Director of Athletics
Charlene Lucas	Administrative Assistant

## OPPORTUNITIES FOR INVOLVEMENT

Some of the most popular opportunities for involvement include:

**Religious Life.** The Office of Religious Life at Georgetown College seeks to foster faithful Christian discernment and action on every level of our campus community. This Office is led by the Director of Religious Life with assistance from the Executive Director of the Marshall Center and the Campus Minister.

The Religious Life staff is responsible for equipping and empowering students, staff, and faculty to grow in their journey of faith. Part of this responsibility includes such things as pastoral counseling, spiritual direction, and ministerial mentoring. Another part includes leadership in worship. As such, the Religious Life Staff recruits, trains, and leads a team of students called the Chapel Team. This Team brainstorms, plans, and leads our campus worship services held regularly on Tuesday mornings in John L. Hill Chapel. The Office of Religious Life seeks to establish and nurture a network of relationships which includes the Baptist Campus Ministry, the Catholic Student Association, guest religious organizations, local church ministries to students, and other faith and denominational institutions. In addition, many of the housing units and other student organizations elect chaplains and sponsor regular devotions and service projects. Retreats, programs, and conferences (on and off campus) are scheduled throughout the year. All students are encouraged to spend part of a school break (fall, spring, or summer) sometime during their college years engaged in student missions. The Religious Life staff also works with members of the faculty to assist in the Christian Leadership Scholars Program and the Ministerial Student Formation Program.

In partnership with the Lilly Endowment, the College has opened the W. Peyton Thurman Meetinghouse at Georgetown College: A Place for the Theological Exploration of Vocation. Named for 1938 alumnus W. Peyton Thurman, the Meetinghouse is located on College Street across from the Cralle Student Center.

It houses the offices of the Center for Calling and Career, as well as a conference room, lounge, kitchen, and library. The Meetinghouse sponsors retreats, promotes travel, and hosts receptions, banquets, lectures, and certain performances designed to assist faculty, staff, and students in discerning vocation.

**Student Government Association.** Also known as SGA, this organization serves as the “voice” of Georgetown students. The two branches (House of Representatives—one person from every registered student organization and one commuter; Senate—students serving on Faculty Committees and the Board of Trustees) address student issues and student concerns and administer programs of educational forum. All students are eligible to be elected to and serve in this organization.

**GAC (Georgetown Activities Council).** GAC is an organization that provides Georgetown students with activities and fun opportunities to be involved with their campus, while giving them a chance to meet new friends. Our goal is to provide for the students and to make their college experience one that they will never forget!

**Harper Gatton Leadership Medallion Program.** The program serves as a leadership development program for all students who want to explore issues of leadership and develop themselves further as leaders. The program is divided into four phases and focuses on four components; Leadership Theory, Personal Development, Community Service, and Campus Involvement. The four phases allow students to learn the skills and traits of being a good leader as well as give them a competitive edge when entering the job market. Upon completion of the program, students receive the Harper Gatton Leadership Medallion at graduation.

**Emerging Leaders.** Emerging Leaders is the application and interview process for a variety of student leadership positions on campus. Using one application and one interview, a Georgetown student has the opportunity to apply for over 17 different leadership positions for the following academic year. The goal of the Emerging Leaders Program is to identify students interested in leadership positions, educate students about leadership opportunities within Student Life, and guide them through the application process. Through educational workshops on resumes and interview skills, students gain knowledge that will benefit them far beyond their time at Georgetown.

**The Equine Scholars Program.** This is a non-breed, non-discipline specific program for students who are interested in pursuing a career related to horses. The program connects a student’s academic experience to the equine industry through experiential based learning initiatives including but not limited to lectures with industry professionals, tours, and focused internships. Equine Scholars can major in any academic program offered at the college. Students are encouraged to participate all four years while being held to a GPA standard and are required to complete 3 Equine Learning Options, an opportunity to connect in class assignments to an area of related equine interest. Upon meeting the program requirements, students graduate with an Equine Distinction.

**Intercollegiate Athletics.** Georgetown College is a member of the Mid-South Conference and the National Association of Intercollegiate Athletics (NAIA). As a member, the College sponsors sixteen sports, dance team, and cheerleading. Women's varsity sports opportunities include basketball, cross country, golf, soccer, softball, tennis, track, and volleyball. Men's varsity teams include baseball, basketball, cross country, football, golf, soccer, tennis, and track. The college also offers junior varsity teams for women's volleyball and soccer, as well as men's basketball, baseball, football, golf, and soccer.

**Intramurals and Recreation.** Any student is eligible to compete in a number of recreational opportunities. There are over 15 sports offered through competitive recreation including softball, soccer, basketball, volleyball, flag football, tennis, ping-pong, and billiards. Recreational opportunities include aerobics, open-gym, weight lifting, disc golf (on the College's 18-hole course), and the Challenge Course. Our George H.W. Bush Center for Fitness is available for use by all students. The Center houses a gymnasium, fitness room, lounge, billiards, ping-pong, and foosball tables.

**New Student Orientation.** Georgetown College prides itself on a comprehensive fall orientation program that involves all new students four days prior to the start of the fall semester. The small group format facilitated by faculty and student leaders allows for an intimate approach to the orientation to Georgetown College life. Emphasis is placed on getting to know one another, academic advising, discussion of social issues, and an introduction to the College's resources.

**Service Opportunities or Community Service.** The college offers a unique opportunity that allows students to engage in meaningful community service while incorporating the educational components of the classroom experience, personal interests and career goals. Some community organizations students work with include; Big Brothers/Big Sisters, Habitat for Humanity, Quest Farm, Shriners Hospital, and the Ed Davis Learning Center.

**Fraternity & Sorority Life.** The College houses chapters of four national sororities for women that include Alpha Gamma Delta, Kappa Delta, Phi Mu, and Sigma Kappa. Men's organizations include four national fraternities, Kappa Alpha, Lambda Chi Alpha, Phi Kappa Tau, and Pi Kappa Alpha and a local fraternity, President's House Association. Being a member of these organizations provides students with a multitude of leadership & service opportunities. Outside of their chapters, students are involved in all aspects of campus, including campus ministries, intramurals, student government and residence life. These groups are governed by the Pan-hellenic Council (sororities) and the Interfraternity Council (fraternities). These governing bodies help support and enforce appropriate College policies as well as develop programming for chapters.

**Student Publications.** The college offers a number of opportunities to become involved with the print media. *The Georgetownian* is the school newspaper published weekly. Also, the college publishes a campus literary magazine, *Inscape*, that invites student work in the areas of poetry and short stories. The college's national literary magazine, *Georgetown Review*, is produced with help

from student editors. The student radio station WRVG invites interested students to develop and implement radio programming.

**Fine Arts.** Students, regardless of major, may participate in music (Chapel Brass, Chorale, Concert Band, Lyric Theatre, Pep Band, Concert Choir, and Woodwind Quintet), speech and drama (Forensics; Maskrafters, producing at least two plays annually), and Art Club.

**Georgetown College Commuter Association.** This organization brings together students who live off-campus. The Association attempts to address concerns of commuter students and provides social opportunities for its members.

**Clubs and Special Interest Organizations.** Virtually all academic departments have clubs providing a variety of opportunities for leadership, programming, and affiliation with professional organizations related to a specific discipline. Also, the College sponsors a number of special interest groups, including but not limited to the following: The Ambassadors of Diversity, College Democrats, College Republicans, Dance Team, Association of Computing Machinery, United Nations of Georgetown College, Lambert Law Society, Mathematical Association of America, Habitat for Humanity, Student Abolitionist Movement, and Assembly of Students Interested in Asia.

**Academic and Honor Organizations.** A complete listing of over 50 different organizations, activities, and extracurricular opportunities is published annually in the Student Handbook available online.

## STUDENT SERVICES

**Campus Mail Services.** Stamps and envelopes are sold and packages may be mailed from Campus Mail. Insured mail and certified, certified return receipt, delivery confirmation, overnight mail, and ground service are provided. Students may use their G-Card to pay for any of the services offered by Campus Mail including the purchase of U.S. postage stamps. Visit the Campus Mail website for details of services offered.

**Dining Services.** Today our students are busier than ever before. We know the hectic and often stressful schedules our students are faced with each day – racing to and from class or en route to a meeting or workout. In order to meet the needs of our busy students, Georgetown College Dining Services offer a variety of dining locations and options. Look us up on the web at [www.georgetowncollege.edu/studentlife/dining-services/](http://www.georgetowncollege.edu/studentlife/dining-services/).

**Campus Dining Room (Caf).** The Caf located on the Main level of the Cralle Student Center provides many dining options. The Caf offers six distinct dining styles including a deli, grill and pizza station, traditional entrees, and our International and Italian bars. The Caf also offers a spectacular salad bar and many great fresh baked desserts. The Caf is the primary dining area on campus. In addition to the use of a campus meal plan, meals may be purchased by cash, G-card, or Tiger Dollars. The campus dining room is open for up to 19 meals per week.

**The WOW Grille.** The WOW Grille is located on the lower level of the Cralle Student Center and provides the students a change of pace from eating in the Caf. The WOW Grille offers a variety of made-to-order contemporary fast service meals. From hand-breaded chicken tenders to a good old-fashioned cheeseburger, you can find it in the WOW Grille. The WOW Grille accepts cash, as well as G-Card, Tiger Dollars, and credit cards (Visa/Mastercard). The Grille also offers a cash equivalency option. If a student missed eating lunch or dinner in the cafeteria, the student is given a \$5.00 credit toward a meal in the WOW Grille. Please see dining services for more specific information regarding the use of cash equivalency.

**Mulberry Café.** The Mulberry Café is located on the main level of the Anna Ashcraft Ensor Learning Resource Center. The Mulberry Café proudly brews Starbucks coffee in addition to a variety of salads, sandwiches, and daily luncheon specials. The Mulberry Café accepts cash, credit cards, G-card, and Tiger Dollars. The Mulberry Café also offers cash equivalency from 8:00 a.m. to 10:00 a.m. Monday through Friday.

**C-Store.** The C-Store is located on the lower level of the Cralle Student Center. The C-Store stocks snacks, soft drinks, health and beauty products, and numerous other goods, services, and items of personal need. Items may be purchased with cash, check, credit card, or G-card. In addition, Tiger Dollars may be used by presenting your G-Card. The C-Store is open Monday through Thursday 7:45 a.m. – 10 p.m. and Friday 7:45 a.m. – 4 p.m. Hours are subject to change.

**Laundry Areas.** Laundry areas are located in every Resident Hall on Campus including East Campus. This equipment is coin-operated plus G-Card accessible in all residence halls with occupancy capacity of 45 or more. Any questions concerning this equipment or area should be directed to the Auxiliary Services Coordinator, Paula Faught, at 8351.

**Publication/Duplication Center (Pub/Dupe).** Pub/Dupe is located on the bottom floor of the Cralle Student Center just down the hallway from Campus Mail. Pub/Dupe offers color and black and white copy services, laminating, binding, and a full range of mail center services including envelope printing. In addition, this center is responsible for oversight of the satellite copiers located in various student-accessible areas around campus. G-Card is accepted at the majority of satellite copiers with coin operation on copiers inside the LRC and the Cralle Student Center. Also, Pub/Dupe has oversight responsibilities for the “Equitrac” management system installed throughout campus. Students may print to any device on campus with the Equitrac . Paper waste reduction has been accomplished through the installation of this print management system. Any questions concerning these services may be directed either to the Paula Willis, Manager of Publication/Duplication Center, at 8137 or Kay Blevins, Associate Vice President of Auxiliary Services, at 8139.

**Spirit Shop.** This retail shop is located at Toyota Stadium. Hours vary depending on scheduled athletic events. For information concerning shop hours and inventory please contact Paula Willis, manager, at (502)863-8137.



**The Store.** Located on the ground floor of the Cralle Student Center serves the entire College community. In addition to providing textbooks and course materials, The Store stocks general reading books, spirit-related items, clothing and office supplies. Students now have the option of visiting The Store's website at <http://thestore.georgetowncollege.edu/> to review textbook requirements prior to visiting The Store to purchase their textbooks. Items may be purchased with cash, check, Visa/MasterCard, American Express, Discover, or G-card. Normal hours are 8 a.m. to 5 p.m. Monday through Friday and Saturdays from 10 p.m. to 2 p.m. The Store is open additional hours to accommodate special event participants. For more information concerning The Store, please contact (502) 863-8134.

The store offers return options for merchandise and textbooks. Please refer to The Store's website for the complete return policy.

Auxiliary Services sponsors Senior Celebration Day offering graduating seniors an opportunity to complete their graduation needs, including receiving their cap, tassel and gown, prior to Spring Break. Senior Celebration Day is next scheduled for March 6, 2013, from 10 a.m. to 4:30 p.m. in the Jones-Hall-Nelson Suite. Graduation Announcements, Rings, and Diploma Frames may be special ordered at this time.

**Vending (Drink and Snack Machines).** G-Card and coin operated drink machines are located inside the common areas of all residence halls plus various high traffic areas of campus.

**Campus Safety Office.** The Campus Safety Department provides a safe environment for Georgetown College community members. Georgetown College Campus Safety is staffed with personnel prepared to assist students and staff 24 hours a day. Campus Safety is located in the Cralle Student Center across the foyer from the cafeteria.

**Career Development Services.** The Graves Center for Calling and Career, or Career Services, is located in The Meetinghouse on College Street. The mission of the Graves Center for Calling and Career is to help students bridge their liberal arts education with their career journey. We accomplish this by offering a comprehensive range of services, including individual career counseling and group workshops. Our career services office assists students in understanding their skills, interests, and values while connecting this knowledge with various career options through quality services, assessments, links to employers, and hands-on experience. Additionally, since a successful job search will require a commitment to careful planning, preparation, and participation, we help to prepare students for success in their career goals by providing resources such as library materials and connections to employers through on-campus recruiting. We offer guidance and information on resumes and job search correspondence, graduate/professional school, and experiential education with internships, part-time jobs and full-time employment through a web-based career management system called "Tiger Net." Our Internship Program is personalized and meets the needs of students in every major, focusing on careers and allowing them to gain experience that will

be advantageous in whatever they choose to do. ([www.georgetowncollege.edu/career](http://www.georgetowncollege.edu/career))

**Student Wellness Center.** The Student Wellness Center offers services to students - Counseling Services, Disability Services, Health Services, and Wellness programming. The SWC is located at 407 Hollyhock Lane directly behind Flowers Hall. Please see the Student Wellness Center for more information and helpful links. (<http://www.georgetowncollege.edu/studentwellness/>)

**Counseling Services.** Any student, staff, or faculty member of Georgetown College may receive confidential counseling through this service. Services are covered at no charge. Services include individual and group counseling. Testing and assessment services can be offered when available. In addition, staff members are available to speak on mental health topics to halls, classes, or campus organizations. To schedule an appointment, call (502) 863-7074. The Counseling Center is open from 8 a.m. until 5 p.m. Monday through Friday. If you do not speak with a counselor in person, please leave a message, and a staff member will return your call. Let the counselor know how to contact you and if it is okay to leave a voice mail message. People see counselors for a variety of reasons, including anxiety, depression, substance abuse, loneliness, stress management, an eating disorder, or relationship issues. People also see counselors because they “just don’t feel right” or because they are ready for personal growth and insight.

**Disability Services.** Counseling Services also provides services to students with learning disabilities, attention-deficit hyperactivity disorders, and many other disabilities. Students should mail or bring copies of reports listing their diagnoses and recommendations to the Counseling Services. Counseling staff will act as a liaison with the student and his or her professor, writing a letter to the professors, listing recommendations and accommodations the student may need. It is important for these students to return to Counseling Services at the beginning of each semester with a list of classes for that semester so that new letters can be mailed, informing professors of their needs.

**Student Health Services.** Student Health Services are available for students’ medical needs and are provided by a Certified Physician Assistant. The clinic is open during weekdays from 9 a.m. to 4 p.m. with the last scheduled appointment at 3:30 p.m. You may call 502-863-8201 to schedule an appointment. Walk-in appointments are accepted, as necessary and when time permits. The onsite clinic provides a wide variety of services including evaluation and treatment of illness and injuries, allergy injections, immunizations, women’s gynecological exams, routine and athletic examinations, and patient education. Students who require x-rays, lab testing, or emergency room visits will be sent to a hospital for these services which are provided on an outpatient basis. Tuition covers student visits to the clinic. However, the student will be responsible for any charges for services provided outside of the clinic. Private insurance may be billed whenever applicable. Students are often covered by their parents’ insurance, or they may purchase student health insurance. Insurance brochures are located in the Student Wellness Center and in the Cralle Student Center. Currently, Anthem Blue Cross Blue Shield provides affordable health coverage for students with a variety of plans and

options available. Visit [www.bcbcollege.com](http://www.bcbcollege.com) for more information. After clinic hours, on weekends, and holidays, students are advised to seek treatment from a local physician or a hospital. A partial listing of the local physicians, dentists, and hospitals are located on the Student Wellness center website and can be accessed at [www.georgetowncollege.edu/student\\_wellness](http://www.georgetowncollege.edu/student_wellness). If a medical emergency occurs on campus, either the student or bystanders are to notify Campus Safety at extension 8111 or call 911 as necessary. When emergency services are utilized, students will cover the costs independently or through their private insurance.

**G-Card.** This all-purpose card serves as the sole means of student identification, library access, dining hall access, vending and copy services access; it is accepted in The Store, The Mulberry Café, and C-Store for purchases, as well. Some off-campus merchants accept the card for payment. For more information on off-campus merchants, visit <http://spider/>.

## CAMPUS TRADITIONS

**New Student Investiture Ceremony.** Each year new students participate in an inauguration ceremony which highlights the traditions and ideals of Georgetown College during the New Student Orientation Program.

**President's Reception.** An annual reception is held during New Student Orientation at the home of the College President. Invited by the President, new students are welcome to meet faculty, administrators, and other students.

**Opening Convocation.** Held in John L. Hill Chapel at the beginning of the fall semester, Opening Convocation is a campus-wide assembly intended to create a sense of academic community and an understanding of our common purpose. All members of the faculty and administration are present in their full academic regalia for this official opening of the academic year.

**Family Weekend.** Each year, during the fall, one weekend is set aside for parents, grandparents, siblings, and other family members to visit campus as guests of the College, meet faculty and staff members, and participate in a program planned especially for them.

**Greek Week/Greek Life Recognition Program.** All students in the Greek Fraternities and Sororities gather together for a week of events to show their pride. The weekly activities include entertainment, community service, and Greek games. The week concludes with a banquet that recognizes chapter and individual achievements within the community.

**Homecoming.** This annual event draws alumni back to the Georgetown campus and is highlighted by campus-wide entertainment, Songfest, and an afternoon football game. A Homecoming Queen and King, elected by the student body, are crowned during special football halftime festivities.

**Hanging of the Green/Lighting of the Circle.** This annual ceremony marks the beginning of the Christmas season at Georgetown College. Beginning in John L.

Hill Chapel with a worship service, the event concludes outdoors with the lighting of Giddings Circle accompanied by the singing of traditional carols.

**Founders Day.** Held in Hill Chapel at the beginning of the spring semester, this service honors the traditions of Georgetown College by announcing Hall of Fame inductees and recipients of the Alumni Achievement Award.

**Chapel/Bid Day.** The sorority/fraternity recruitment process culminates with Chapel Day. Women receive membership bids inside Hill Chapel and enthusiastically exit to join their waiting sisterhood. A similar tradition exists for men; new members receive their bids and exit Cooke Memorial Building where they are greeted by their new fraternity brothers.

**Grubfest.** In mid-September on a Friday, you will find students congregating in the Quad. When the event is over, you will find students full of smiles, mud, and chocolate.

**Belle of the Blue Scholarship Pageant.** This is an annual scholarship pageant, sponsored and produced by the Georgetown Activities Council, where women representing the various housing units on campus compete for the title of Belle of the Blue and scholarships.

**GLADD Week.** Georgetown Leaders Against Destructive Decisions Week is held before spring break. The programs are designed to inform students about the effects of alcohol and ways to lead a healthy lifestyle. Events are both social and educational in nature.

**Spring Fever.** In the Spring semester of every year, the Georgetown Activities Council puts on a full week of fun and engaging events to celebrate Spring has arrived. Events range from, GC got talent, Laser-tag, pool parties, movies on the lawn amongst many more.

## **CAMPUS HOUSING AND RESIDENCE LIFE**

Each residence hall is supervised by a Resident Director and Resident Advisors who are familiar with all areas of the campus and who are willing to assist the students. All students, except those who qualify for a housing waiver, are required to live on campus. Requests for off-campus room and board waivers should be made through the Student Life Office by completing the waiver form. Every effort is made to accommodate special housing requests (private rooms, roommate preferences, etc.); however, students are cautioned that such requests are granted only as space permits and on a first-come basis. Early submission of housing applications is suggested for those with particular housing preferences.

Participation as a residential unit in such activities as intramural sports, social events, and other opportunities for involvement is encouraged. Georgetown College believes residence halls provide a valuable living-learning environment. Consequently, a variety of educational programs are offered throughout the academic year in each building. These programs are designed to enhance the residential experience and address a broad array of contemporary issues and co-

curricular topics. Most student rooms are designed to accommodate two students, although one-, three- and four-person rooms are available in some residence halls. Each is equipped with desks, dressers, single beds (bunk beds are also available), and closets. All residence hall rooms include technology access ports to allow full access to campus network services, internet, cable television, and voice mail. South campus residence halls, Anderson Hall, and East Campus apartments are air-conditioned. There are five distinct types of residence options at Georgetown College:

**Flowers, Allen, Collier Halls.** Two of these residence halls bear the names of Georgetown graduates, S.H. Flowers, class of 1923, and Wright Allen, class of 1905. Pierce Hall was named for the parents of four graduates, Vinson, Conway, Stanton, and Dorothy Pierce. Collier Hall honors Mrs. Lula J. Collier, a housemother for many years. The four residence halls were built in the mid-1960s and house 86 students per unit. They are designed to enhance the sense of community among the residents. In each unit, a strong tradition has developed. Recreation rooms, kitchenettes, spacious lobbies, storage areas, study rooms, and laundry facilities are contained within the residence halls. Allen and Collier Hall house first-year women, Flowers Hall houses upperclass women and Pierce Hall houses upperclass men.

**Herbert Anderson and Mary Francis Knight Halls.** Anderson Hall is named for the father of Herbert Anderson, Jr., class of 1922. Knight Hall is named for the wife of Lucian B. Knight. Both halls provide housing for approximately 168 - 250 students. Recreation rooms and laundry facilities are available. The majority of first year male students live in Anderson Hall. Knight Hall is used for upperclass women.

**Fraternity and Sorority Housing.** Four national fraternities, one local association, and four national sororities use houses built in the early 1970s. These residence halls along with four 86-student halls comprise the Robert L. Mills Residence Park and are situated around “the quad.”

**Rucker Village and Hambrick Village.** These are two communities of newly constructed townhouses on main campus. Rucker Village opened in fall of 2011 and Hambrick Village opened in the fall of 2012. Each community has 14 townhouses that house six students each for a total of 84 beds. Several of the townhouses are handicap accessible. There is a community building open to all residents that includes a lounge area, full kitchen and laundry facilities. Each townhouse is two floors with three bedrooms, three bathrooms, a living space, and a kitchen area. These townhouses are reserved for students who have already completed one full year of college, and assignments are made based on GPA and disciplinary history. A meal plan is required for all residents; housing and damage deposits are required. Students living in these townhouse communities are expected to abide by the same residential policies as those on main campus. There is a \$200 cancellation fee for students who apply to live in the Townhouses, but later withdraw their application.

**Apartment Living.** A total of 32 four-person apartments are located on the east end of campus, adjacent to the Athletic Complex. These units are reserved for seniors, juniors and some sophomores; assignments are based on grade point average, classification, and discipline history. All units contain four bedrooms, two bathrooms, and kitchen and living areas. A meal plan is required for all residents; housing and damage deposits are required. For those who reserve apartment rooms a \$200 prepayment is necessary to hold the room. This prepayment will appear on the subsequent semesters bill/statement as a credit to the account.

## **BEHAVIORAL EXPECTATIONS**

**Admission to Georgetown College is a privilege.** The College seeks to provide a campus environment which will contribute to the growth of students as individuals, encouraging conduct which at all times reflects responsible membership in a Christian community. To promote this atmosphere, Georgetown College, as a private institution, reserves the right to establish certain rules and regulations. These specific regulations are published annually in the Student Handbook. Students are required to be familiar with the policies explained in the Handbook and with the spirit of the institution as identified by the policies found in both the Handbook and in this Catalog. All students enrolled at Georgetown College are expected to support the policies of college community living.

**Student Conduct.** Students accused of a violation of College policies and procedures are subject to disciplinary action that may include an administrative hearing or review by a member of the Student Life staff. These processes are specifically outlined in the Student Handbook.

**Alcoholic Beverages and Illegal Drugs.** Georgetown College follows a policy of total abstinence from alcoholic beverages within the College community. The storage of, possession of, consumption of, or being in the presence of alcoholic beverages on Georgetown College property is strictly prohibited. Likewise, the violation of any College policy, rule, or regulation after consumption or while under the influence of alcoholic beverages is not tolerated. Violation of this policy may result in suspension from the College and possible prosecution by civil authority. Federal, state, and local laws prohibit the use of illegal drugs. The non-medical use of these compounds is contrary to the aims and purposes of our educational community and detrimental to its individual members. Georgetown College, therefore, prohibits their use. The storage, possession, or use of illegal drugs, including marijuana, may result in immediate suspension of those involved and may result in prosecution by civil authorities.

**Smoking.** Georgetown College prohibits smoking in all indoor areas including residence hall rooms. Furthermore, the use of all tobacco products are prohibited in the library, chapel, gymnasium, cafeteria, grille, and classrooms.

**Civil Law and the College.** The College cannot protect students from judicial processes involving violations of federal, state, and local civil law. Incidents involving bank check irregularities, larceny (furniture, items from bookstore, etc.), and other like offenses will be dealt with by civil authorities. This could involve possible arrest, trial, conviction, and penalties.

**Motor Vehicles.** Students who wish to park on campus must register their vehicle with Campus Safety and obtain a current parking decal. Specific parking policies for Georgetown College are available at Campus Safety, on the college web page, and in the Student Handbook. The college is not responsible for any damage or loss that may occur to a student's vehicle or contents.

**Dress.** Appropriate dress is defined more by occasion and place than in other ways. Students are expected to exercise mature judgment with regard to dress at more formal occasions. Health laws require that shoes be worn in all dining areas.

**Events.** Approval for organizational social events may be received from the Student Life Office. Off-campus activities by service, club, or social organizations are beyond the scope of control by the College. The listing of the function on the College calendar or any other College involvement with the club or organization or event shall not be construed in any way to cause the event to be a College event or an event over which the College, its agents, servants, or employees can supervise or control.

**Room Inspections and Searches.** The College reserves the right to enter any room, at any time, for the purpose of maintenance, health, safety, inspection, or other official business. The College also reserves the right to enter and conduct a search of any room if a violation of College regulations is suspected. All students are bound by the inspection and search procedures of the College as they now exist or may be amended.

**Damage Deposit.** A student who accepts College housing agrees in effect to a contract, and is responsible for maintaining the room in acceptable condition. Each student will be initially charged a \$100 (\$200 for apartment) deposit by the Business Office. Charges for damage to the room and residence hall (which are not the result of normal wear) will be deducted from the deposit. Deposit refunds will be sent by check to those students who officially withdraw from school, graduate, or do not return for the next semester and who have properly checked out of their room.

**Personal Property.** Reasonable efforts are made to protect personal property of Georgetown College students. Students are asked not to leave valuables in their residence hall rooms during vacations. Students are responsible for their personal belongings and books in the College cafeteria. Georgetown College is not responsible for the loss of or damage to students' personal property. Georgetown College recommends a review of personal homeowner's insurance policies for coverage of students living in the College residence halls.

## Programs of Distinction

**G**eorgetown College's Programs of Distinction are unique scholarship programs aimed at providing opportunities for students to fully engage their interests and to apply them to their academic learning. An array of extracurricular activities and learning opportunities complement students' first-class liberal arts education, regardless of their major. Programs of Distinction Scholars enhance their degree through career-related experiences such as job shadowing, unique internships, professional exposure and opportunities to network with leaders in their intended career field. Through those activities, as well as through group field trips, lectures, mentoring, leadership development, and volunteering, these Programs pair the liberal arts education provided by Georgetown College to students' professional ambitions and personal interests. Students accepted into a Program of Distinction receive a \$1,000 scholarship each year and are expected to meet all requirements of the Program, including those that relate to academics and participation. Programs of Distinction Scholars receive a Certificate of Distinction upon graduation. As they pursue their intended careers, recognition of the skills necessary for success, which they developed through the programs' career-related training, makes them more marketable to employers.



## **Equine Scholars Program: The Equine Scholar Distinction**

Students who apply to become Equine Scholars have expressed their interest in pursuing professions and/or extracurricular activities related to the equine industry. The program is designed to provide students with an opportunity to pursue those interests both inside and outside the classroom. At the core of the program is the expectation that all Equine Scholars will pursue a balanced, liberal arts education. A student who enters Georgetown College with an Equine Scholars scholarship remains in the program for their four-year tenure at Georgetown College. This program will encourage the student to approach their liberal arts education in a way that develops their interest in the equine industry. More information is available on the Equine Scholars website (<http://equinescholars.georgetowncollege.edu/>), which is also accessible through the Georgetown College website.

### ***Program Elements***

Equine Scholars are expected to participate in a variety of planned activities that serve to educate them about the many careers, disciplines and opportunities in or related to the horse industry and introduce them to key leaders in each field. Participation is based on a points system.

All Equine Scholars are expected to do the following:

- Attend designated Equine Scholars events, which could include lectures, field trips, and other activities specifically designed to explore issues of interest to those involved with the equine industry.
- Perform volunteer activities designated as give-back to the equine industry. Activities could include representing the program at college or equine events, creating publicity material or presentations, and performing other activities related to an individual's interest.
- Complete at least one equine internship, either for academic credit (through a department that offers internships) or not for credit. These internships must be approved by the Equine Scholars Program leadership team and by the department chair for academic credit.
- Maintain at least a 2.65 semester GPA.
- Complete three Equine Option projects that reflect on their interest in the equine industry. These projects require approval by faculty and the Equine Scholars leadership team.

Equine Option projects can take a variety of forms. For instance, a student could complete a paper assignment on a topic with an equine emphasis, create a work of art that is inspired by the horse, make a presentation in a speech class that focuses on some aspect of horses or horsemanship, complete a business class project on the horse business, etc. Students undertaking these projects must complete the Equine Option Approval Form. Note that faculty members are not asked to make any adjustments to their assignments in order to accommodate the Equine Option; this option should be something that fits within the normal structure of the class assignment.

Upon completion of all elements of the program, Equine Scholars will receive a certificate indicating that they have received the Equine Scholars Distinction.

Note that no specific major or minor is required, because of the diverse interests of Equine Scholars.

### **Global Scholars Program: the Global Scholar Distinction**

The Global Scholars Program (GSP) makes it possible for participating students to obtain a first-class liberal arts education while engaging in global learning opportunities across all disciplines. Global Scholars are students interested in expanding their international understanding through activities designed to develop their ability to meet the present opportunities and future challenges of the global community.

Global Scholars are exposed to programming such as international guest speakers, seminars, field trips and cultural enrichment activities geared to develop their international understanding. In this way, GSP contributes to the College's goal of preparing students for an active life in the global marketplace.

Full participation in GSP lasts four years. Global Scholars are connected with opportunities that complement their unique interests and career ambitions. The program provides a platform for growth from Year 1 through Year 4 and prepares students for life after graduation with real-world experiences.

### ***Program Elements***

All Global Scholars are expected to do the following:

- Maintain a 3.0 cumulative GPA;
- Earn at least 10 GSP points per semester by engaging in various international learning opportunities of their choosing;
- Attend designated Global Scholars events, which could include dinners, lectures, field trips, and other activities specifically designed to explore issues of interest with regard to international learning;
- Complete one (1) internship with an international component, either for academic credit or not for credit. These internships will meet the College's general requirements for internships and must be approved by GSP leadership. This does not mean students must go abroad to complete the requirement. While students are free (and encouraged) to pursue their own internships, GSP works closely with a handful of local businesses and organizations that provide internships with this global component;
- Complete three (3) Learning Option Projects during your Georgetown College career. A Learning Option Project ties together a student's interest in global topics and/or issues with their academic coursework. To complete one, most students take an open-ended classroom essay assignment and use it to write about a subject that occurs outside the borders of the United States. The goal of the Learning Option Project is to help students add an international component to their discipline and encourage them to think about how their field of study relates to a broader global context; and
- Stay informed on current events via the web, newspaper and social media

Because of the nature of the global economy, GSP accepts students from all fields of study. Global Scholars will also be encouraged to join organizations related to

their major as well as international and professional organizations related to their intended career field. Participation in GSP provides students with knowledge of different cultures, skill in project completion and real-world internship experience that will give them an edge in the international marketplace.

Please visit the program website for more information and to apply for the Global Scholars Program: <http://globalscholars.georgetowncollege.edu/>.



## Graduate Education

Offering graduate work as early as 1873 and establishing graduate degrees in education since 1957, Georgetown College offers one of the largest and oldest graduate programs of its kind in the Commonwealth. Our program thrives because of its outstanding, caring faculty, flexible and convenient online courses, and affordable cost.

### Faculty /Administration

Joy Bowers-Campbell, Dean and Assistant Professor  
*joy\_bowers-campbell@georgetowncollege.edu*

Andrea Peach, Associate Dean of Graduate Education and Professor  
*andrea\_peach@georgetowncollege.edu*

Caleb Paull, Associate Dean of Continuous Improvement  
*caleb\_paull@georgetowncollege.edu*

Angela Cox, Associate Dean of Undergraduate Education  
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Jane Arrington, Assistant Professor  
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Christel Broady, Professor  
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Harold Peach, Assistant Professor  
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Kara Rusk, Assistant Professor  
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Taylor Thompson, Associate Professor  
*taylor\_thompson@georgetowncollege.edu*

### **Graduate Programs Offered**

#### **Initial Teaching Certification:**

- Master of Arts in Education Programs: Traditional or Alternative Routes to Initial Certification
- Master of Arts in Education with Special Education Learning/Behavior Disorders (P-12) Traditional, Alternative Routes to Initial Certification
- Master of Arts in Education 60-Hour Program with Initial LBD Certification (Traditional and Alternative Route) and additional MSD certification leading to a Rank 1

#### **Advanced Programs:**

- Master of Arts in Education with Teacher Leader Endorsement
- Master of Arts in Education with Special Education Learning/Behavior Disorders (P-12) Additional Certification
- Master of Arts in Education 60-Hour Program with additional LBD Certification and MSD certification leading to a Rank 1
  - **Additional available endorsements include:**
    - English as a Second Language (P-12)
    - Environmental Education (P-12)
    - Gifted and Talented (P-12)

## THE BOARD OF TRUSTEES and FELLOWS

The Georgetown College Board of Trustees and Fellows is currently made up of 35 members. The Trustees are the legal governing body of the College.

David Adkisson, Business  
Lexington, KY

Sheila Bailey, Business  
DeSoto, TX

John M. Ballbach, Business  
Bryn Mawr, PA  
**Trustee Fellow**

Tucker Ballinger, Banking  
Lexington, KY

Greg Barr, Minister  
Louisville, KY

Granetta Blevins, Business  
Mt. Sterling, KY

Nicole B. Collinson, Consultant  
Arlington, VA

Norman T. Daniels, Attorney/CPA  
Charleston, WV

Robert Doty, Educator, Minister  
Campbellsville, KY

Howard Ensor, Business  
Louisville, KY

Paul Fiddes, Educator  
Oxford, England  
**Trustee Fellow**

Randy Fox, Business  
Louisville, KY

Randy Fields, Business  
PeWee, Valley, KY

Richard Gaines, Minister  
Lexington, KY

Earl Goode, Government  
Indianapolis, IN

Reza Hashampour, Business  
Virginia Beach, VA

Carl Henlein, Attorney/Retired  
Bonita Springs, FL  
**Trustee Fellow**

Robert Hieb, Business  
Shelbyville, KY

William J. Houston, Business  
Consultant  
Crestwood, KY

Major L. Jemison, Minister  
Oklahoma City, OK  
**Trustee Fellow**

David Knox, Attorney/Judge  
(Retired)  
Georgetown, KY

Missy Matthews, Business  
Whitesburg, KY

Frank Penn, Farmer/Business  
Lexington, KY

James Shepherd, Retired/Attorney  
Georgetown, KY

John Stempel, Educator  
Lexington, KY

Carroll Stevens, Educator/Attorney  
Mill Valley, CA

J. Guthrie True, Attorney  
Frankfort, KY

Paul A. Volcker, Consultant  
New York, NY  
**Trustee Fellow**

John Ward, Business  
Hebron, KY

Robert N. Wilson, Business  
Hopewell, NJ  
**Trustee Fellow**

Sarah Wilson, Educator  
Versailles, KY

Guthrie Zaring, Business  
Prospect, KY

### **Trustees Emeritus**

Paul J. Parks, *Bowling Green, KY*

## EXECUTIVE CABINET

DR. M. DWAIN GREENE, President

B.A., Campbell University; M.A., Wake Forest University; Ph.D., University of Virginia

ROSEMARY A. ALLEN, Provost/Dean of the College

B.A., Hillsdale College; M.A., Ph.D., Vanderbilt University

BRIAN EVANS, Director of Athletics

B.A. University of Kentucky; M.A.T. University of Louisville

MICHELLE LYNCH, Vice President of Enrollment Management

B.S., Winthrop University

JAMES A MOAK, JR., Vice President/Chief Financial Officer/Treasurer

A.B., Transylvania University; M.B.A. Indiana University; C.P.A.

TODD W. RASBERRY, Vice President for Advancement

B.A., McMurry University; M.Div., SMU Perkins School of Theology; Ph.D., Texas Tech University

LAURA WYLY, Dean of Students

B.A., M.A., University of Maine; Ph.D. (In Progress) University of Kentucky

ROBIN OLDHAM, Assistant to the President/Board Secretary

B.A., Georgetown College; M.A., Georgetown College

ANGELA ALLEN, Executive Secretary to the President

## FACULTY OF THE COLLEGE

### Cawthorne “Excellence in Teaching” Award

A fund to recognize teaching excellence by full-time faculty has been established by Don (’31) and Chris Kerr (’33) Cawthorne. Recipients selected by the Faculty Development Committee include the following:

Frank Wiseman, 1989; James L. Heizer, 1990; Steven W. May, 1991; Gwen C. Curry, 1992; John R. Blackburn, 1993; Margaret Greynolds, 1994; Austin French, 1995; Daniel B. Tilford, 1996; Joe E. Luncford, 1997; Keon Chi, 1998; Lindsey Apple and Patricia Cooper, 1999; Christine Leverenz, 2000; Paul Redditt, 2001; Rosemary Allen, 2002; Rebecca Powell, 2003; George McGee, 2004; Pete LaRue, 2005; Barbara Burch, 2006; Mark Johnson, 2007; Karyn Sprague McKenzie, 2008; Edward B. Smith, 2009; Doug Griggs, 2010; Brad Hadaway, 2012; Rick Kopp, 2013; Ira “Doc” Birdwhistell, 2014.



## Full-Time Undergraduate Faculty

ROSEMARY A. ALLEN (1984)

*Professor of English*

B.A., Hillsdale College; M.A., Ph.D., Vanderbilt University

JEFFREY ASHER (2000)

*Professor of Religion*

B.A., University of Kentucky; M.A., University of Chicago; Ph.D., University of Chicago

HOLLY BARBACCIA (2005)

*Associate Professor of English*

B.A., College of William and Mary; M.A., Ph.D., University of Pennsylvania

HELEN BISCHOFF (2009)

*Library Faculty and Reference Librarian*

B.A., Transylvania University; M.A., MLIS, University of Kentucky

SUSAN HART BELL (1998)

*Professor of Psychology*

B.S., Georgetown College; M.S., Eastern Kentucky University; M.Ed., University of Cincinnati; Ph.D., University of Cincinnati

ADELA BORRALLA-SOLIS (2005)

*Associate Professor of Spanish*

B.A., Universidad de Extremadura; M.A., Michigan State University; Ph.D., University of Colorado at Boulder

DAVID BOWMAN (1991)

*Associate Professor of Physics*

B.A., Bethel College; Ph.D., University of Minnesota at St. Paul

JANA BRILL (1991)

*Professor of Modern and Classical Languages and Cultures*

B.A., M.A., University of Colorado; Ph.D., University of California

CATHY BUCKMAN (1980)

*Assistant Professor of Accounting*

B.A., Georgetown College; M.S., University of Kentucky

BARBARA J. BURCH (1994)

*Professor and Chair, Department of English*

B.A., M.A., University of Kentucky, Phi Beta Kappa; Ph.D., University of Michigan

SONNY BURNETTE (1990)

*Professor and Chair, Department of Music*

B.A., University of South Florida; M.M., Northwestern University; D.A., Ball State University

SUSAN R. CAMPBELL (1997)

*Associate Professor of Chemistry*

B.S., Georgetown College; Ph.D., University of Kentucky

MARY ANNE CARLETTA (2005)

*Associate Professor of Biology*

B.A., Colgate University, Phi Beta Kappa; M.S., Ph.D., Rutgers University;

ERIC CARTER (2007)

*Associate Professor and Chair, Department of Sociology*

B.A., Carson-Newman College; M.A., Marshall University;

Ph.D., Kansas State University

STEVEN CARTER (1990)

*Professor of English*

A.A., Hiwassee Junior College; B.A., Tusculum College; M.A., Ph.D.,

University of Southern Mississippi

JAY CASTANEDA (2007)

*Associate Professor of Psychology*

B.A., University of Texas; M.A., Ph.D., University of Kentucky

MARK E. CHRISTENSEN (1994)

*Dwight M. Lindsey Endowed Chair and Professor of Biology*

B.S., M.S., Texas A & M; Ph.D., Vanderbilt University

TERRY RAY CLARK (2008)

*Associate Professor of Religion*

B.A., Western Kentucky University; M.Div., Southern Baptist

Theological Seminary; Ph.D., Iliff School of Theology at the University of Denver

JOHN TODD COKE (1989)

*Professor of English*

B.A., M.A., Austin Peay State University; Ph.D., Vanderbilt University

CARRIE COOK (2006)

*Associate Professor of English*

B.A., Kentucky State University; M.A., Eastern Kentucky University;

Ph.D., Indiana University of Pennsylvania

THOMAS E. COOPER (1999)

*James Graham Brown Professor and Chair, Department of Business Administration and Economics*

B.A., Davidson College, Phi Beta Kappa; Ph.D., Princeton University

ANGELA COX (2007)

*Associate Professor and Chair of Undergraduate Education*

B.A., M.A., Ed.D., University of Kentucky

BRYAN CRAWLEY (1990)

*Associate Professor of Computer Science*

B.S., M.S., Ph.D., University of Kentucky

SARAH CRIBBS (2011)

*Assistant Professor of Sociology*

B.A., Roanoke College; M.A., University of Louisville; Ph.D.,

University of Oregon

KRISTIN CZARNECKI (2007)

*Associate Professor of English*

B.A., University of Notre Dame; M.A., Northwestern University;

Ph.D., University of Cincinnati

GREG DECKER (2009)

*Library Faculty, Catalog Librarian and Assistant Director of Library Services*

B.A., M.A., Eastern Illinois University; M.L.I.S., University of Kentucky

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