

Lees-McRae

C O L L E G E

COLLEGE CATALOG SUPPLEMENT
2006 – 2007

**DIVISION OF CONTINUING
AND PROFESSIONAL EDUCATION**

Published by

Lees-McRae College
Banner Elk, North Carolina 28604
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In Montibus | Ex Montibus | Pro Montibus



FROM THE PRESIDENT

Welcome to Lees-McRae College. The “off-campus” programs administered by our Office of Continuing and Professional Education are comprised of students who have completed a minimum of two years of study toward a college degree and are completing their baccalaureate studies at Lees-McRae. We take pride in knowing that you have chosen to continue your education with us.

Although you will pursue your studies away from the Banner Elk campus, be assured that you are valued members of our academic family. Just like our traditional, on-campus students, you will experience a camaraderie with your instructors and fellow students. You will enjoy a strong sense of community that unites us and inspires respect for the mountain region in which we live. You will benefit from a caring and compassionate approach to learning, as well as individual attention to each student’s personal needs. Most of all, you will feel pride and satisfaction as you prepare for professional success.

As you pursue your studies, we hope that you will find opportunities to be involved in on-campus activities. We would like you to visit as often as you can and to take part in campus life. Like all of our students, you will feel a great sense of accomplishment when you finish your degree. We hope that you will continue to be involved in the life of the college as a Lees-McRae College alumnus.

This *College Catalog Supplement* is intended to address issues that directly impact our off-campus students. If you have other questions not answered here, or if you need additional information, please let us know. The Lees-McRae College experience will be as rich as you choose to make it. We are here to help you make the most of your journey.

A handwritten signature in black ink that reads "David W. Bushman". The signature is fluid and cursive, with a long, sweeping underline.

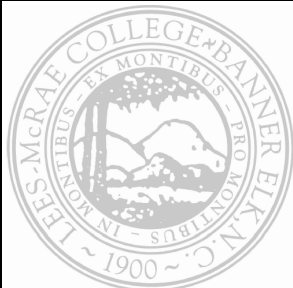


TABLE OF CONTENTS

2006-2007 Academic Calendar	1
Admissions	4
Financial Aid	6
Financial Information	12
Student Services	14
Academic Policies	18
Major Degree Programs	29
Criminal Justice.....	28
Elementary Education.....	36
Nursing	49
Course Descriptions.....	53
Personnel Directory	60
Index.....	62

This Catalog Supplement is intended to help students understand the College's policies and procedures as they apply specifically to off-campus students. For a complete listing of Lees-McRae College policies and procedures, which apply to *all* Lees-McRae College students, please consult the 2005-2007 College Catalog.

This document provides general information about Lees-McRae College and summarizes important policies, regulations and procedures. It is not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation, and other policies and regulations at any time such changes are considered to be desirable or necessary.

Lees-McRae College is committed to the principle of equal opportunity for all qualified persons and takes pride in the diversity of its faculty, staff, and student body. The College therefore follows a policy of nondiscrimination in its admissions procedures and welcomes applications from all qualified persons.

LEES-MCRAE COLLEGE MISSION STATEMENT

A Presbyterian-affiliated institution founded in 1900 to serve the educational needs of the Southern Appalachian region, Lees-McRae College provides a quality, values-based education in an ecumenical environment, inspiring and enabling individuals to contribute to a changing society with integrity and civic responsibility. Through a curriculum rooted in a liberal arts core and emphasizing leadership and service, graduates obtain knowledge, skills, and a holistic understanding of themselves and the world.



2006-2007 ACADEMIC CALENDAR

**Catawba Valley
Community College**

Programs:
Criminal Justice

Fall 2006

August 14 *Orientation/Registration/Book Sales (New Students)*
Registration handled via Billing & Mail

August 17 *Classes Begin*

September 4 *Labor Day Holiday*

October 16-20 *Fall Semester Break*

November 22-14 *Thanksgiving Holiday*

December 7 *Classes End/Finals/Book Buy Back*

Spring 2007

December *Registration handled via Billing & Mail*

January 10 *Classes Begin*

January 15 *MLK Day Holiday*

March 12-16 *Spring Break*

April 5-9 *Easter Holiday*

May 1 *Classes End/Finals/Book Buy Back*

May 4 *Baccalaureate*

May 5 *Graduation*

**Mayland
Community College**

Programs:
Nursing
Elementary Education
Criminal Justice

Fall 2006

August 10 *Orientation/Registration/Book Sales- Nursing, Elementary Education
(New Students)*

August	Registration for returning Elementary Education & Nursing students handled via billing and mail
August 14	<i>Orientation/Registration/Book Sales-Criminal Justice</i>
August 15	<i>Classes Begin - Nursing 7th Cohort</i>
August 17	<i>Classes Begin - Nursing 8th Cohort, Elementary Education & Criminal Justice</i>
September 4	Labor Day Holiday
October 16-20	Fall Break
November 22-24	Thanksgiving Holiday
December 7	<i>Classes End/Final Exams Nursing 8th Cohort</i>
December 12	<i>Classes End/Final Exams – Nursing 7th Cohort, Elementary Education, & Criminal Justice</i>
December 14	<i>Book Buy Back - All Programs</i>

Spring 2007

December	<i>Registration/Book Sales Handled via Billing and Mail</i>
January 9	<i>Classes Begin - Criminal Justice Elementary Education, & 7th Nursing Cohort</i>
January 11	<i>Classes Begin – 8th Nursing Cohort</i>
January 15	MLK Holiday
March 12-16	Spring Break
April 5-9	Easter Holiday
April 26	<i>Classes End/Final Exams - Nursing 8th Cohort</i>
May 1	<i>Classes End/Final Exams – Criminal Justice</i>
May 2	<i>Classes End –Elementary Education, Nursing 7th Cohort</i>
May 4	<i>Baccalaureate</i>
May 5	<i>Graduation</i>

Summer 2006

May	<i>Registration/Book Sales; Book Buy Back - All Programs; Handled via billing and mail</i>
May 30	<i>Classes Begin-Elementary Education</i>
June 29	<i>Classes End/Final Exams</i>

Surry	<i>Programs:</i>
Community College	Elementary Education

Fall 2006

August 15	<i>Registration/Book Sales</i>
August 17	<i>Classes Begin</i>
September 4	Labor Day Holiday
October 16-20	Fall Break
November 22-24	Thanksgiving Holiday

December 12 *Classes End/Final Exams/Book Buyback*

Spring 2007

January 4 *Registration/Book Sales*
 January 9 *Classes Begin*
 January 15 *MLK Holiday*
 March 12-16 *Spring Break*
 April 5-9 *Easter Holiday*
 May 1 *Classes End/Final Exams*
 May 4 *Baccalaureate*
 May 5 *Graduation*

Summer 2007

May *Registration/Book Sales/ Book Buy Back – Handled via Billing and Mail*
 May 29 *Classes Begin*
 June 26 *Classes End; Final Exams/Book Buy Back*

Western Piedmont Community College

Programs:

Criminal Justice
 Elementary Education

Fall 2006

August 14 *Orientation/Registration/Book Sales (New Criminal Justice Students Only)*
 August *Registration/Book Sales handled via billing and mail for returning Elementary Education and Criminal Justice students*
 August 21 *Classes Begin*
 September 4 *Labor Day Holiday*
 October 18-20 *Fall Break*
 November 22-14 *Thanksgiving Holiday*
 December 13 *Classes End/Final Exams/Book Buy Back*

Spring 2006

December 19 *Registration/Book Sales (New Elementary Education Students only)*
 December *Registration/Book Sales handled via billing and mail for returning Elementary Education and Criminal Justice students*
 January 8 *Classes Begin*
 January 15 *MLK Holiday*
 March 12-16 *Spring Break*
 April 5-9 *Easter Holiday*
 May 2 *Classes End/Final Exams/Book Buy Back*
 May 4 *Baccalaureate*
 May 5 *Graduation*

Summer 2007

May	<i>Registration/ Book Sales</i> Elementary Education <i>Book Buy Back – All Programs</i> <i>Handled via billing & Mail</i>
May 30	<i>Classes Begin</i>
June 27	<i>Classes End; Final Exams; Book Buy Back</i>

**Wilkes
Community College**

Programs:
Criminal Justice

Fall 2006

August 14	<i>Orientation/Registration/Book Sales</i>
August 17	<i>Classes Begin</i>
September 4	Labor Day Holiday
October 16-20	Fall Break
November 22-24	Thanksgiving Holiday
December 12	<i>Classes End/Final Exams; Book Buy Back</i>

Spring 2005

December	<i>Registration/ Book Sales Handled via Billing & Mail</i>
January 9	<i>Classes Begin</i>
January 15	MLK Holiday
March 12-16	Spring Break
April 5-9	Easter Holiday
May 1	<i>Classes End/Final Exams; Book Buy Back</i>



ADMISSIONS

The admissions profile for full admissions to an off-campus program of Lees-McRae College is as follows:

- Associate degree or equivalent from an accredited institution, **OR** 60 semester/90 quarter hours or better of transfer credit with a grade of “C” or better in all transferred coursework. A grade of “D” will only be transferable if it is part of an earned Associates Degree.

- Completion of specific prerequisite coursework as outlined by a specific program of study.
- Personal characteristics, motivation, and integrity.
- Leadership ability as demonstrated by participation in work, community, or religious organizations.

ADMISSIONS PROCEDURES

FIRST TIME STUDENTS

The following guidelines address admissions procedures to all Lees-McRae College off-campus programs. Please address all questions concerning off-campus program admissions to the appropriate Program Coordinator.

- Program coordinators will provide prospective off-campus students with admissions application packets. These packets will contain the following:
 - ✓ Lees-McRae College Off-Campus Application
 - ✓ Fee Schedule
 - ✓ Transcript Request Forms
 - ✓ Immunization Form (Nursing students only)
 - ✓ Free Application for Student Federal Aid (FASFA) application information
- Applicants will submit an application, \$25.00 application fee, and official transcripts from all post-secondary institutions attended to the program coordinator. Coordinators will forward completed application packets to the Office of Admissions along with recommendations for admission to the off-campus program(s).
- The Dean of Admissions will send letters of acceptance to Lees-McRae College. Students may be fully accepted or accepted with stated conditions.
- Students who apply late for admission into the off-campus programs must complete their files before they are allowed to register for classes. Students have one week after the start of class (the end of the standard Drop/Add period) to complete their files.
- All financial aid and loan applications must be completed by August 1 for fall applicants, and January 3 for spring applicants. Students whose financial aid packages are not complete by this deadline will be expected to provide payment on the evening of registration.

READMISSION

Any student who fails to register for any given term must apply for readmission to be reinstated to an off-campus program. An application for readmission should be filed with the Program Coordinator at least two weeks prior to the opening of the term in which a student wishes to resume studies. There is no fee for application for readmission.

VISITING STUDENT ADMISSION

Any student wishing to take course at Lees-McRae College while enrolled at a community college or another institution may do so on a visiting student basis. A Statement of Permission from the applicant's home institution must be provided to the Office of Admissions. The permission statement must indicate that the applicant is in good academic and social standing. An Application for Admission must be completed and submitted to the Office of Admissions.

NON-DEGREE-SEEKING STUDENTS

Students may earn up to 16 semester hours without completing the formal application process. A guest student application form must be submitted and turned in to the Office of Admissions. Upon completion of 16 semester hours, the applicant must complete the entire application process in order to continue.



FINANCIAL AID

Financial aid at Lees-McRae College is awarded on the basis of demonstrated need. To calculate the amount of your financial need, the College takes the expected cost of attendance and deducts the amount that you (and for dependent students, your parents) should reasonably be able to contribute. The US Department of Education determines the expected family contribution from information you provide on the

Free Application for Federal Student Aid (FAFSA). The FAFSA is available in the Lees-McRae Office of Financial Aid or you may request one by phone at (828) 898-8793; Program Coordinators will provide information about the FAFSA with application materials. Aid packages may contain up to three types of aid:

Entitlement Aid	Includes federal and state grants.
Self-Help Aid	Includes student loans and employment
External Scholarships	Public and private scholarships from sources outside the college.

If you do not qualify for need-based aid but require assistance to meet educational expenses, you may apply for an unsubsidized Federal Stafford Loan. This loan provides up to \$2,625 during the freshman year; \$3,500 during the sophomore year; and \$5,500 each year thereafter. You are responsible for paying the interest that accrues during your enrollment; however, the variable interest rate is capped at 8.25%. You also have the option to defer payment of interest until after your enrollment ceases.

ENTITLEMENT AID

Entitlement Aid consists of financial assistance from non-college sources which is not repaid. The following includes a brief description of the types of Entitlement Aid available for Lees-McRae students:

Federal Pell Grant

The Federal government awards Pell Grants to US citizens and permanent residents based on financial need as determined by completion of a FAFSA. Amount of assistance ranged from \$400 to \$4,050 for the 2004-2005 academic year. These amounts may increase depending upon congressional funding.

Federal Supplemental Educational Opportunity Grant

This federal program provides grant funds for exceptionally needy students who qualify for a Federal Pell Grant and who have the lowest expected family contributions.

North Carolina Legislative Tuition Grant

North Carolina residents enrolled for at least 12 credit hours per semester, who meet all state residency requirements, are eligible to receive a fixed yearly amount of \$1,900 to help defray tuition cost. This amount may increase depending upon funding by the state legislature.

North Carolina State Contractual Scholarship Grant

North Carolina residents enrolled for at least 12 credit hours per semester, who meet all state residency requirements, are eligible to receive this grant provided they demonstrate a financial need as determined by the FAFSA. The amount of the grant is at the discretion of the Director of Financial Aid.

Veteran and Military Benefits

Lees-McRae College's academic programs are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the US Department of Veteran Affairs (DVA). Entitled veterans, participants in the Montgomery GI Bill contributory program, active duty military in voluntary education programs, drilling National Guardsmen, drilling Reservists, and eligible spouses and dependents who have applied, meet all admissions criteria, have been fully accepted, and actively matriculate may be certified to the US DVA Regional Offices as enrolled and in pursuit of an approved program of education.

Academic Requirements for Veterans

The law requires that educational assistance benefits to veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward completion of his/her training objective. Benefits cannot be resumed unless the DVA finds that the cause of the unsatisfactory progress or conduct has been removed and the program of education or training to be pursued by the student is suitable to his/her aptitudes, interests, and abilities. Veterans and other eligible persons follow the same standards of academic progress that apply to all Lees-McRae College students (as described in the Academic Policies section of this catalog). Veterans and other eligible persons are required to seek academic assistance by contacting their instructor, counselor, advisor, or the Dean of Planning, Research and Records before academic difficulties place them on Academic Probation or Suspension.

SELF-HELP AID

This part of the financial aid package consists of a combination of campus employment and/or loans. Educational loans have low interest rates and long-term repayment schedules.

Federal Stafford Loan (Subsidized and Unsubsidized)

The Federal Stafford Loan, carrying a variable interest rate capped at 8.25%, may be obtained from a lending institution. The maximum loan is \$2,625 per year for freshmen, \$3,500 per year for sophomores and \$5,500 per year thereafter. Repayment begins six months after you leave school. On a subsidized loan, the interest accrued is paid by the federal government. On an unsubsidized loan, the borrower is responsible for interest accrued. Students must complete the Free Application for Federal Student Aid (FAFSA) form to apply for this resource.

Federal Perkins Loan

The Federal Perkins Loan, administered by the College, carries a 5% interest rate and is offered to students who show exceptional need. You may borrow up to your need and is subject to the availability of funds. Repayment begins nine months after you leave school and can extend for up to ten years, depending on the amount borrowed.

North Carolina Prospective Teachers Scholarship Loan

Available to any resident of North Carolina who is interested in preparing to teach in the public schools of North Carolina. The loan can be forgiven if the student teaches in a North Carolina public school after graduation. Applications are available by writing to: Prospective Teachers Scholarship Loan Fund, State Department of Public Instruction, Raleigh, NC 27611 and are also available in the Office of Financial Aid.

EXTERNAL SCHOLARSHIPS

You may be eligible for scholarships offered by corporations, foundations, churches, civic organizations, and even your employer. Please notify the Office of Financial Aid Office as soon as you learn about an award so that they can include the resources in your financial aid package.

ACADEMIC PROGRESS

Federal regulations governing student assistance programs require that minimum acceptable standards be established to measure the student’s progress toward his or her degree. Academic progression is measured in terms of the number of semesters enrolled, credit hours completed, and cumulative grade point average.

The following summarizes the minimum acceptable standards of academic progress for all recipients of financial assistance at Lees-McRae College.

Academic Standing

Students must not be on Academic Probation or Suspension as defined by the College Academic Standing policy (see Academic Policies Section).

Progress Towards Degree Completion

Students must make continual measurable progress toward completion of their degree. Measurable progress means that from the beginning of a student’s enrollment at Lees-McRae College, a specified minimum number of credit hours must be successfully completed. Refer to the Satisfactory Progress chart below, which reflects the minimum number of credit hours necessary for satisfactory progress toward degree completion:

End of Semester (Number)	Full-Time Student (Hours)	¾-Time Student (Hours)	½-Time Student (Hours)
1	12	9	6
2	24	18	12
3	36	27	18
4	48	36	24
5	60	45	30
6	72	54	36
7	84	63	42
8	96	72	48
9	108	81	54
10	120	90	60
11	No Aid	99	66
12		108	72
13		117	78
14		124	84
15		No Aid	90
16			96
17			No Aid

Time Limit on Degree Completion

Students must complete degree requirements within 150% of the published program length. Generally speaking, a full-time undergraduate student will have up to 12 semesters in which to complete their degree requirements.

Appeals

A student will always have the right to an appeal. An appeal form may be requested from the Office of Financial Aid. Appeals must be made within 30 days of notification of termination of financial aid.

A student who makes unsatisfactory academic progress has the opportunity to earn credit hours and meet the minimum requirement during the summer term(s). Students who are deficient in hours may take transferable courses at other institutions with prior approval from the Office of the Dean of Planning, Research and Records and by notifying the Office of Financial Aid in writing. A student who makes unsatisfactory academic progress is not eligible for financial aid for summer term(s).

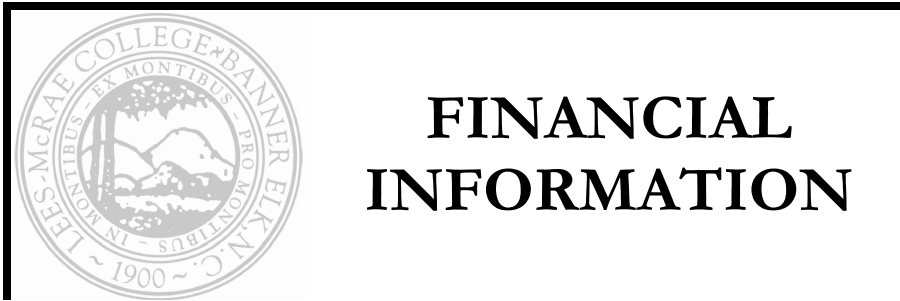
Students seeking a second degree that causes their attendance to exceed the time frame according to their enrollment may request a time extension.

Enrollment is defined, and the satisfactory academic progress levels are established, as of the last day to register for or add classes. It is important to note that, regardless of the academic policy on withdrawal allowances and repeated courses, withdrawals and repeated courses can negatively impact aid eligibility. Withdrawing from classes and repeating courses may not affect a student's quality point balance; however, it can affect a student's satisfactory academic progress for financial aid purposes if he/she does not complete a sufficient number of credit hours.

After termination/denial of financial aid, a student may appeal and will be considered for financial aid only when one or more of the following conditions have been met:

- Sufficient credit hours are earned, and/or
- The quality point balance meets the required level to be academically eligible to return, and/or
- It is established through the financial aid appeals process that the student encountered some type of extenuating circumstance during the semester in question that hindered academic performance (e.g., illness, death in the family, etc.).

A student who wishes to appeal must submit a letter to the Office of Financial Aid stating the reasons for failing to meet the satisfactory progress requirements and whether or not the difficulties have been resolved. This appeal is separate from the activities of the Admissions Committee. A student who is classified as academically ineligible to return but is allowed to return as the result of an appeal to the Admissions Committee or by sitting out one semester will be advised that he/she will not be eligible for financial aid. However, the student may appeal by submitting a written appeal for consideration in having his/her financial aid reinstated.



FEES AND EXPENSES

Each semester, Lees-McRae College publishes a tuition schedule for each off-campus program. For a current schedule of tuition and fees for your specific off-campus program, please contact the Division of Continuing and Professional Education

Statements of account will be rendered approximately one month in advance of the following payment schedule:

- Fall semester fee: Billed in early July, due by August 12
- Spring semester fees: Billed in early December, due by January 2

Enrollment at Lees-McRae College constitutes a contract binding the student for the stated charges for the semester. This arrangement is necessary since the College contracts for faculty and other supporting commitments for the entire year based upon the enrollment at the beginning of the fall semester. A refund policy has been adopted to partially reimburse students for unexpected withdrawals and also permit the College to maintain its contractual commitments. Nonrefundable fees include a \$25 Application Fee and a \$100 Graduation Fee.

REFUND POLICIES

If written notification of a decision not to enroll is received by the Business Office prior to the day of registration, all fees that have been paid, exclusive of the enrollment deposit, are completely refunded.

Thereafter, tuition and general fees are refunded on a prorated basis during the first four weeks of the term. Any part of a week is considered a full week. No refund will be made if a student withdraws after the fourth week. However, students receiving federal (Title IV) financial assistance will have refunds processed according to federal regulations governing student aid programs.

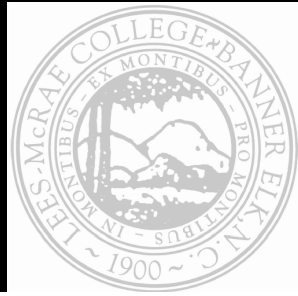
Time Period	% Reduction
1 st Week	80%
2 nd Week	60%
3 rd Week	40%
4 th Week	20%
5 th Week	No Refund

For Reservists Called to Active Duty

Student reservists called to active duty may receive refunds if their active duty reporting date falls within an academic term for which fees have been paid. A request for a refund together with a copy of the reservist's orders should be submitted to the Business Office before the reservist withdraws from the College. Tuition will be completely refunded if academic credit is not awarded and the student must re-enroll as a returning student to resume course work. Room and board fees will be prorated from the start of the term to the date of withdrawal. Refunds are computed net of scholarships.

RELEASE OF OFFICIAL RECORDS

All accounts must be completely cleared with the Business Office one week prior to final examinations. Any student who has not cleared his/her account, is in default of any Title IV Funds, or owes a refund on any Title IV Funds, will not receive his/her semester grades, official transcripts, diploma, or any other official record(s) from the College until all financial matters are cleared and the student account is paid in full.



STUDENT SERVICES

Lees McRae College recognizes that off-campus students are often adult learners who also have family and job responsibilities. Therefore, while the student development staff invites off-campus students to visit, take advantage of, and participate in any services and activities available to on-campus students, they recognize that this may not be feasible because of non-traditional students' personal commitments as well as the additional travel time involved in order to come to campus. For this reason, College staff attempt to bring as many services as possible to the off-campus programs. The Dean of Continuing and Professional Education, program coordinators, and faculty regularly hold open houses for prospective students where academic information, admissions procedures, financial aid availability, and other pertinent information is disseminated and discussed.

During registration for off-campus classes, the following Lees-McRae College staff are present to assist with the process: Program Coordinators help students with academic advisement; the College Bookstore Manager brings, sells, and buys back textbooks; and the Director of Financial Aid and the Student Accounts Manager assist students with tuition payments and issues regarding financial aid packages. Once students enroll in the program, the primary responsibility for academic advisement rests with the assigned program coordinator who also serves as the liaison for off-campus students and on-campus operations.

Off-campus students are also encouraged to keep abreast of campus events and information through the Lees-McRae College web site at www2.lmc.edu, and through the use of their college e-mail account. Students enrolled in off-campus programs are provided other pertinent information on a regular basis through their program coordinators, and the News and Announcements section of the LMC Continuing and Professional Education website.

RELIGIOUS LIFE

Lees-McRae College is a Presbyterian-related college and has as its purpose the presentation of courses in a Christian atmosphere and the invitation to be involved in

the Christian community. However, students of all religious backgrounds are welcome to attend Lees-McRae College. The Campus Chaplain's Office provides Christian ministry to the Lees-McRae College family. Students requiring pastoral care may call 800-280-4562 Monday through Friday from 9:00 AM to 4:00 PM.

COUNSELING SERVICES

Counseling services are available to Lees-McRae College students and employees in the Cannon Student Center. Consultations are provided in the areas of personal problems, personal growth, and career counseling.

The goals of the Office of Counseling Services are to:

- Provide a time and place for students to share concerns and explore options in a confidential atmosphere;
- Coach students to become effective problem solvers, thus increasing their ability to handle life's challenges;
- Provide career counseling to increase students' self-knowledge and career awareness.

Counseling and Health Services offers workshops on many topics including Stress Management, Assertiveness, Healthy Living, Job Skills, Career Choices, Major Selection, Interviewing Techniques, Resume and Cover Letters, Time Management, Relationships & Communication, Sexual Assault Prevention, Suicide Prevention, STD's and Contraception, and Drug/Alcohol Issues.

ACADEMIC ACCOMMODATIONS

Lees-McRae College is dedicated to ensuring that students with disabilities have equal access to educational opportunities. The Office of Disability Services provides assistance and encouragement to meet the challenges of college life. For students with a documented physical or learning disability, an accommodation plan can be formulated to fit the student's learning style and needs.

COMPUTER SERVICES

Lees-McRae College strongly encourages its students, faculty, and staff in the use of computers. All College computers use the Windows 2000 operating system and are a part of the campus Internet network. Windows NT Servers run the campus network and email systems. Lees-McRae uses the Microsoft Exchange email system and all

students are given email accounts when they enroll. Students are encouraged to use email to communicate with faculty and staff members. Students are also encouraged to access the campus web page at www2.lmc.edu for up-to-date information on campus events and resources. Students should check the Continuing and Professional Education web page for inclement weather announcements and other pertinent and timely information.

LIBRARY SERVICES

The James H. Carson Library and Information Center of Lees-McRae College provides off-campus students with a variety of services, including access to the Library's On-line Catalog and other electronic resources (including over 5,500 full-text journals and over 10,000 e-books). Off-campus students can receive or access reference desk resources – including delivery of books and journal articles – by phone, fax, email, or through the Library's on-line "Ask a Librarian" page.

Through the on-line catalog, students also have access to the collections of all the college libraries in the Mountain College Library Network (MCLN), including Mars Hill, Warren Wilson, Montreat, Brevard, and Lenoir Rhyne Colleges. A valid Lees-McRae College ID allows the student to use any of the College libraries in the network. MCLN also includes several community colleges as associate members, and students may view the holdings of these libraries via the electronic catalog available at the off-campus site. In addition to the book collections, over 4,000 periodicals titles are available within the MCLN consortium, and articles can generally be faxed within 24 hours of the request. Students may also use the WorldCat Database to search the collections of libraries worldwide and request needed materials through the Library's Interlibrary Loan service.

All off-campus students are invited and encouraged to visit the Carson Library and to make use of all its services. A toll-free number, 1-800-280-4562, is available for those students who are unable to visit the campus. Some typical requests for services provided include: Requests to determine if a book or periodical is currently in the collection; requests to have books delivered to the student; requests for photocopies of journal articles; requests for reference assistance; requests for books or other materials through interlibrary loan; and requests for an appointment with a reference librarian. Access to both electronic resources and information regarding Carson Library services to off-campus students is available from the library web page at www2.lmc.edu.

ACADEMIC ADVISING

Each student is assigned an academic advisor. This advisor works closely with the student in advising and assisting in arranging the student's academic schedule or

answering procedural questions about registration, Drop/Add, and withdrawal from classes. In the final analysis, however, the student is responsible for hours carried, courses selected, and meeting all program, curriculum, and graduation requirements.

INCLEMENT WEATHER POLICY

In the event of ice, snow, or other harsh weather it may be necessary to cancel off-campus classes. The first factor is to always consider the safety of faculty and students and you are asked to exercise all due care, caution and judgment to determine if travel to the off-campus site is safe. Beyond personal safety, the weather conditions at the off-campus sites will be the major factor determining whether or not Lees-McRae College's classes are held. If the classes are on a community college campus, and that school has cancelled classes, Lees-McRae College's classes will not be held until the community college resumes operations.

Each faculty member will be responsible for checking with the off-campus program coordinator when making a determination about holding classes during inclement weather. Program coordinators should contact community colleges to determine the status of their operations. Students are responsible for checking the LMC Continuing and Professional Education web page to see if classes are cancelled. LMC will make every effort to post this information in a timely manner, however, it is the student's responsibility to exercise all due care, caution and judgment to determine if travel to the site is safe.

In the event of severe weather in the Banner Elk area that prevents Lees-McRae faculty from traveling, but does not affect the off-campus sites, program coordinators and/or faculty can contact the switchboard operators at community college sites notifying them of cancellations. Community college contact personnel can also be notified to post signs on classroom doors. Faculty members should make every effort to contact students via e-mail or telephone when cancellations are due to inclement weather in the Banner Elk area.

Students attending Lees- McRae College programs located on community college campuses should contact those schools to determine their status of operations during periods of inclement weather. If the local community colleges have cancelled classes, Lees-McRae College's classes will also be cancelled. Your program coordinator and/or instructor may also post a message on the LMC Continuing and Professional Education web page. Instructors and/or program coordinators may provide you with special instructions for assisting in notification of fellow students during periods of inclement weather.

Program Coordinators, faculty, and students should be aware that community colleges may make separate announcements concerning the cancellations of day and evening classes. Therefore, it is best to call the college switchboards for the most detailed

information since radio and television announcements may not differentiate between day and evening closings. Most community colleges will also post closings on their web site. Listed below are contact numbers for the community colleges.

Mayland Community College	828-765-7351
Surry Community College	336-386-8121
Western Piedmont Community College	828-438-6000
Wilkes Community College	336-838-6100



ACADEMIC POLICIES

CREDIT HOURS

Successful completion of any course offered for academic credit earns a student a specified number of credit hours of credit. In most (non-laboratory) courses, hours of credit equal the number of traditional instructional activity, in the form of actual contact hours between the instructor and student, per week devoted to the course. For example, a student who completes a course meeting three hours each week earns three (3) credit hours of credit.

However, in certain cases where alternative modes of course delivery and/or non-traditional adult learners are involved, credit hours may be based on a broader definition of “instructional activity.” Such courses assume that the maturity level of adult students enables them to take more individual responsibility in the learning process. Therefore, the proportion of traditional “contact time,” or “seat time” to outside class learning may be altered. The College does follow a systematic policy of awarding semester hours of credit to the number of class hours per week devoted to such courses. This policy is predicated on a general ratio of 45:1 (45 being the total of “instructional activity” hours, broadly defined, and 1 being the number of credit hours awarded for every 45). The College’s policy in these cases is that one credit hour is earned for every 25 hours of *traditional* instructional activity, under the assumption that an additional fifteen hours of learning activity takes place when the adult learner is away from the classroom engaging in directed learning activities.

Similarly, the number of credit hours for laboratory, studio, and clinical courses varies with the amount of work involved. Courses listed in the section of this catalog entitled Course Descriptions have a designation of the number of credit hours of credit.

COURSE LOAD

Degree-seeking students enrolled in the off-campus programs of Lees-McRae College are required to maintain a minimum of 12 hours credit each semester to remain in the program.

GRADES AND GRADING

The following information reflects the College's position as it relates to grades. In successfully completing any credit course, a student also earns a number of Quality Points.

	Classification	Quality Points Awarded Per Credit Hour
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failure	0.0
W	Withdrawn	0 quality points awarded but hours attempted not included in computation of GPA.
I	Incomplete	See Incomplete Grade Policy below.
M	Met	Student has met required competencies. 0 quality points awarded but hours attempted not included in computation of GPA.
N	Not Met	Student has not met required competencies. 0 quality points awarded but hours attempted not included in computation of GPA.

TRANSFER POLICY

Collegiate transcripts must indicate a minimum cumulative 2.0 GPA on all course work completed prior to entering Lees-McRae College. All course work must be completed at a regionally accredited institution and be at least a 100 level course to be transferable. For those students who have not completed an Associates degree, only grades of “C” and above will transfer. Coursework with a grade of “D” will only be transferred if it is a part of an earned Associate degree.

Transfer students who fall below the requirements for acceptance at Lees-McRae College may be admitted if they exhibit other characteristics that are strong indicators for success. Students who meet the requirements of the North Carolina Transfer Agreement outlined below will have met the equivalent of Lees-McRae’s General Education Core.

Courses to be transferred into the program of study are evaluated in terms of the major selected at Lees-McRae College. Courses that do not compare (either in number of credit hours or in description) to Lees-McRae’s courses may be transferred if judged to be acceptable by the Registrar.

All courses transferred are listed on the Lees-McRae College transcript with hours attempted, hours earned and a grade of “P”. No quality points are transferred. Each student’s grade point average is calculated only on work done at Lees-McRae except for the purposes of calculating honors. In the case of honors all work counted towards the degree will be considered in the award. Direct credit for professional certificates is not given, but if such credit has been awarded at a previous institution, this credit will be recognized within the procedures and limitations outlined above. All questions and requests for information concerning transfer of courses should be addressed to the Office of the Dean of Planning, Research and Records.

North Carolina Transfer Agreement

<i>Curricular Area</i>	<i>Required Semester Hours</i>
Composition	6 (3 may be Oral Communication)
Humanities/Fine Arts	12
Social/Behavioral Sciences	12
Natural/Mathematical Sciences	14
<i>Total</i>	<i>44</i>

CREDIT BASED UPON LIFE EXPERIENCE

Recognizing that adults often achieve competencies beyond those of traditional undergraduate students, college credits may be awarded for learning acquired through life-work experience that can be equated to what is learned in a college level course. Students may earn up to a maximum of 16 semester hours of Life Experience Credit. Such credit is awarded through the appropriate academic division after the student submits the proper forms and required documentation. Life-Work Experience forms are available from the Office of Continuing and Professional Education. Upon approval from the appropriate academic division, the Registrar will post the Life-Work Experience credits on the student's transcript.

INDIVIDUALIZED STUDY

The pursuit of original scholarship or creative work with the guidance of an instructor is the pinnacle of academic engagement and brings distinction to a student's resume. Towards that end, Lees-McRae College makes available opportunities for a limited number of academically qualified students to explore themes outside the regular program of study. If a student wishes to pursue an individualized study, he/she must engage in the following process:

- The specific nature of the individualized study and the subject matter to be examined will be determined jointly by the instructor and the student.
- The student, with the guidance of the instructor, will draft a proposal for a Plan of Study that must include a detailed description of the subject under investigation, methods to be utilized in the study, learning outcomes, assessment criteria, and instructor/student expectations for fulfilling the individualized study.
- The instructor, Division Chair, and Vice President for Academic Affairs/ Dean of the Faculty must approve the written plan of study prior to the student registering for the individualized study.
- Individualized study normally requires several periodic review sessions with the instructor during the course of the semester. These should be scheduled in advance and outlined in the plan of study.

A student may register for only one individualized study during each semester. Required work must be completed during the semester in which the student is enrolled. No more than 12 semester hours of individualized study may be applied toward any program of study. Students who wish to apply for an individualized study must have achieved a minimum cumulative GPA of 3.0 (or special instructor approval) and hold junior or senior class status. Application forms for individualized studies are available from the Office of Academic Affairs.

REQUIREMENTS FOR GRADUATION

The following criteria must be met to be eligible for graduation:

- A minimum of 124 credit hours;
- A minimum 2.0 grade point average (GPA);
- Completion of the General Education Core or fulfillment of the North Carolina Transfer Agreement upon admission (see below);
- Completion of the Degree Requirements for the appropriate degree;
- Completion of an approved major program of study;
- A grade of “C” or better in all courses in the major program of study;
- Completion at Lees-McRae College of at least one half of the credit hours required for the major program of study;
- Completion at Lees-McRae College of at least 32 of the last 40 credit hours.
- Completion of at least 30 credit hours at the 300- or 400-level;

Additional Restrictions

A student earning a grade of “D” or “F” in any required major course in the program of study must repeat that course and make a minimum grade of “C” in order to graduate. No more than 12 credit hours of coursework in which a grade of “D” has been received may apply toward graduation.

No more than six credit hours of credit toward graduation may be granted for correspondence or web-based learning.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A person who holds a bachelor’s degree from a regionally accredited institution may seek a second baccalaureate degree from one of the off-campus programs of Lees-McRae College. All applicants must have a minimum cumulative GPA of 2.0 on all college work attempted.

The student who wishes to receive a second degree must meet the following requirements:

- The student must complete a minimum of thirty-two (32) semester hours at Lees-McRae College beyond any requirements for any previous degree.
- At least one-half of the requirements for the major must be completed at Lees-McRae College.
- The student must maintain a GPA of 2.0 or better with a grade of “C” or better in each course counted toward the major.
- For the second degree, the student must meet all of the requirements for the major program of study in the current *College Catalog* including the senior research requirement. Because individual program of study needs are different for each student, the number of semesters required to complete a second degree will vary.

COMMENCEMENT EXERCISES

Only students who have completed all requirements for their program(s) of study are eligible for participation in the commencement ceremony. Candidates for Graduation must also have all accounts paid in full and have completed an Application for Graduation and a Graduate Check-Out Form.

Degrees are granted three times during the calendar year: May, August, and December. However, only one commencement ceremony is held in May of each year. Candidates for Graduation who receive their degrees in August or December are encouraged to participate in the following May ceremony; however, they must notify the Office of the Dean of Planning, Research and Records at least one month prior to the ceremony. No matter when the degree is granted, students must go through the proper application process and pay the appropriate fees to receive their diploma.

Graduation and the receipt of a diploma from Lees-McRae College is an honor bestowed by the Faculty, Administration, and Board of Trustees; thus, May Candidates for Graduation are required to participate in the baccalaureate services and commencement exercises unless permission to be absent is granted by the Vice President of Academic Affairs/Dean of the Faculty. The faculty recommend the student for his/her degree, and therefore expects the student to attend the commencement exercise to receive the diploma. The awarding of a Baccalaureate degree is duly noted on the student’s official College Transcript.

GRADUATION HONORS

Recognition is given at commencement each year to members of the graduating class who have excelled academically: those who have earned a cumulative GPA of 3.5 to 3.69 graduate *cum laude*; those who have earned a cumulative GPA of 3.7 to 3.89

graduate *magna cum laude*; and those who have earned a cumulative GPA of 3.9 to 4.0 graduate *summa cum laude*.

In the case of a student with transfer credit(s), the following principles will apply. A student entering Lees-McRae College with transferred credit hours must meet the cumulative GPA standard for honors in all credit hours completed – hours transferred in and hours earned at Lees-McRae combined. In addition, the cumulative GPA of all work taken at Lees-McRae (not including transferred credit hours) must be of honors quality.

Finally, a student must complete a minimum of 56 credit hours at Lees-McRae to be eligible for graduation honors. The single exception to this restriction occurs when the number of required credit hours for a program is less than 56; in those cases, students who successfully complete the requirements for the program will be eligible for graduation honors.

ACADEMIC STANDING

Students are expected to achieve and exhibit regular scholastic progress toward fulfillment of a program of study leading to the baccalaureate degree; their success in doing so results in their “academic standing” within the College. A student will earn Dean’s List standing and/or the status of Good Standing, or will be placed on academic warning, probation, suspension, or dismissal, when they meet the following conditions.

Good Standing

A student is in academic Good Standing if that student carries a cumulative GPA of 2.0 or above. This characterization is unrelated to other restrictions that may accrue from social or billing circumstances.

Dean’s List

A student in Good Standing may also qualify for the Dean’s List. The eligibility criteria for making the Dean’s List in any given semester are:

- Full-time student status.
- A minimum GPA of 3.5 for the semester, and
- No grades lower than a “C” during the semester.

Academic Warning and Probation

A student is initially placed on either academic warning or probation when the cumulative GPA falls below 2.0. The distinction between academic warning and academic probation is further based on a combination of the number of hours attempted at the College, number of hours earned at the College, and exact cumulative GPA:

Hrs. Attempted	Hrs. Earned	Cumulative GPA	Standing
16 or Fewer	–	Less Than 2.0	Warning
	0 – 27	0.00 – 1.59	Probation
More Than 16		28 – 59	1.6 – 1.99
	0.00 – 1.79		Probation
	60 & Above	1.8 – 1.99	Warning
		Less Than 2.0	Probation

Academic Warning | Students on academic warning are encouraged to seek appropriate advice and services from their academic advisor. Students are required to take SSC 221, Academic Success Strategies, the first semester that they are in academic difficulty.

Academic Probation | Students on academic probation may not register for more than 16 credit hours. Students are required to take SSC 221, Academic Success Strategies, the first semester that they are in academic difficulty. The College reserves the right to place additional restrictions on a student's enrollment for the probationary semester should such action be deemed appropriate. To remove probationary status, the student must raise his/her cumulative GPA to the warning level. If the student fails to bring his/her *cumulative* GPA to the warning level during a probationary semester, but the *semester's* grade point average is at or above a 2.0, the College will continue the probationary status for another semester.

Academic Suspension

If while on academic probation the student's *cumulative* GPA falls below the warning standard (i.e., the student qualifies for probationary status again), or the student's *semester* GPA falls below a 2.0, the student will be placed on academic suspension. A

student placed on academic suspension may not enroll at Lees-McRae College for a minimum of one semester. While a student may appeal suspension, conditions for reinstatement will be determined by the Vice President for Academic Affairs/Dean of the Faculty. Students who have been academically suspended and are readmitted to the College will be placed on academic probation.

Academic Dismissal

At the end of the semester in which a suspended student is reinstated, the student must achieve a minimum semester GPA of 2.0. Otherwise, the student will be regarded as failing to demonstrate regular scholastic progress toward fulfillment of a program of study leading to the baccalaureate degree and will be dismissed from the College. A student placed on academic dismissal may not enroll at Lees-McRae College for a minimum of three years. A student who has been dismissed may reapply to the College during the third year of the dismissal. Students who are readmitted to the College will be placed on academic probation and will be permitted to retake any course in which a “D” or “F” was earned – with the new grade replacing the old one. At the end of the semester, the student must achieve a minimum semester GPA of 2.0. Otherwise, the student will again be academically dismissed from the College.

ACADEMIC INTEGRITY

Lees-McRae College endeavors to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as their work that which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to severe consequences and possible suspension.

Lees-McRae College expects all students to act in a manner that does not infringe upon the rights and responsibilities of others. It is crucial to the development of a college student that one has the right to learn and prosper in a community free from fraudulence and dishonesty. It is the responsibility of each student to help maintain such a community.

The College expects that all students will refrain from the following:

Cheating | Practicing or attempting to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work pretending to be one’s own; to copy or attempt to copy from another person’s test, paper, or other graded work in a course; to use during a testing period, or bring into a testing area with the intent to use, any notes or other prepared materials with which a student is not permitted to consult.

Collusion | Action taken by two or more persons to cheat; to allow another to copy tests, papers, or other graded course work without the express consent of the instructor; to aid or abet another person in the act of cheating.

Lying | Committing a forgery or uttering a statement known to be false or dishonest, orally or in writing, for the purpose of, or having the effect of protecting or improving one's grade in a course, or one's academic record; also, to utter a statement known to be false or deceitful in a College judicial proceeding or to protect another person from apprehension or punishment for a violation of academic integrity.

Plagiarism | The act of willfully copying information, an idea, a sentence, several sentences or a significant part of a sentence that has been written by someone other than the person submitting the paper, and neglecting to indicate through the use of quotation marks or notation that the material has been copied. This includes, but is not limited to, information derived from reference materials, themes, reports, writings of a fellow student, or information obtained through any form of electronic media.

Stealing | The willful attempt, whether successful or not, to take in an unauthorized manner any academic material belonging to an instructor or the College including tests, papers, roll books, -assignments, etc.

Penalties for Academic Integrity Violations

If a student observes an academic integrity violation, he or she must immediately notify the instructor of the course in which the infraction took place. At that point, or if the instructor is the observer of the infraction, the instructor may impose any appropriate penalty up to and including immediate failure of the course in question. However, it is understood that intentional plagiarism, stealing, cheating on a major examination, or collusion to violate the academic integrity policy should result in immediate failure, as well as the assignment of a grade of "XF," denoting "Failure due to violation of College Academic Integrity Policy." Should a student who is guilty of one infraction fulfill the requirements of graduation without committing a second infraction, the grade of "XF" will revert to a grade of "F" on the student's official College Transcript. Should a second infraction be committed, this grade, along with the grade reflecting the first infraction, will become a permanent part of the student's official College Transcript. In addition, the student must meet with the Vice President for Academic Affairs/Dean of the Faculty, where additional penalties may be imposed, including suspension or expulsion from Lees-McRae College. More detailed information on this policy is available in the Academic Affairs Office and in the Student Handbook.

THE STUDENT AND THE ADVISOR

Each student is assigned an academic advisor. Academic advisors work closely with students in developing a plan for completion of a major program of study, assist in scheduling courses for each semester to meet the goal(s) of the plan, and answer procedural questions about registration, Add/Drop, withdrawal, etc. Please see the section of this Catalog on Academic Advising, in the Academic Support Services chapter, for further information.

In the final analysis, however, *the student is ultimately responsible for his or her successful and timely completion of graduation requirements*, including selecting the number of credit hours carried each term; meeting the General Education Core for the appropriate degree; selecting required major and minor courses; selecting elective major, minor, and general courses; meeting all requirements for a major program of study; and satisfying all degree, college, and other graduation requirements prior to the expected graduation date.

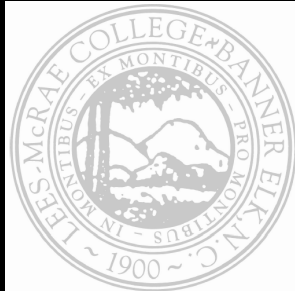


MAJOR DEGREE PROGRAMS

Lees-McRae College offers four programs of study at selected off-campus sites: the Bachelor of Applied Arts and Science in Criminal Justice, the Bachelor of Arts or Science in Elementary (K-6) Education, the Bachelor of Science in Nursing (RN to BSN completion program), and the Bachelor of Business Science in Organizational Management and Development.

Students who have received the Associate of Arts or Associate of Science degree from any community college in the state of North Carolina will have satisfied the Lees-McRae College General Education Core requirement. Students who have attended a regionally accredited institution and who have satisfied the North Carolina Transfer Agreement (see Academic Policies section) will be considered as having met Lees-McRae College's General Education Core requirement. Students transferring from a regionally accredited institution who have not satisfied the North Carolina Transfer

Agreement will be required to complete these requirements to be granted a degree from Lees-McRae. Transcripts will be evaluated on a course-by-course basis.



CRIMINAL JUSTICE

The Bachelor of Applied Arts and Sciences in Criminal Justice enables community college graduates with an Associate of Applied Science in Criminal Justice, or a related field, to continue their education and advance their career. Students who pursue this degree are required to complete the academic core requirements, as well as advanced coursework in the major that is complementary to the vocational, technical or professional area of the associate's degree.

All questions regarding the Lees-McRae College Criminal Justice program should be directed to the program coordinator:

Ms. Tracy Hoilman, *Coordinator*
Off-Campus Criminal Justice Program
Lees-McRae College
P.O. Box 128
Banner Elk, NC 28604
(800) 280-4562 E-mail hoilmant@lmc.edu

WHY STUDY CRIMINAL JUSTICE AT LEES-MCRAE COLLEGE?

A Bachelor of Applied Arts and Sciences degree in Criminal Justice prepares the student for leadership in positions in the criminal, investigative and juvenile justice systems. Graduates of the program work in law enforcement and investigative agencies at the local, state, and federal levels.

Many criminal justice professionals with an associate degree find that they have sufficient experience for career advancement, but lack the education requirements for promotion to management positions. However, adult students with career experience

have unique needs that make pursuing a traditional baccalaureate degree an unsatisfactory experience that offers little personal enrichment. The BAAS is designed for adult learners who already exhibit responsibility and professionalism, and want to advance their career options and enrich their personal lives through the completion of a baccalaureate degree.

BACHELOR OF APPLIED ARTS AND SCIENCE IN CRIMINAL JUSTICE

The BAAS in Criminal Justice requires the completion of the Associate in Applied Science in Criminal Justice, or a related discipline, and 73 semester hours and includes the following components:

- Completion of the Associate of Applied Science in Criminal Justice or related field. Community college coursework must include 3 specific Criminal Justice courses, CJC 111, CJC 121, and CJC 132. These courses are equivalent to LMC courses CRI 221, CRI 311, and CRI 325.
- Required Liberal Arts Courses (18 semester hours)
 - IDS 400 Humanities: A Holistic Approach (3)
 - IDS 420 Social Sciences: An Integrated Approach (3)
 - PAS 206 Appreciation of Modern Performing Arts (3)
 - SCI 241 Math and Science Concepts (3)
 - SCI 301 Introduction to Geographic Information Systems (3)
 - SCI 311 Applied Science (3)
- Required Major Courses (33 semester hours)
 - CRI 265 Statistics for Business and Social Sciences (3)
 - CRI 301 Juvenile Delinquency (3)
 - CRI 331 Criminology (3)
 - CRI 380 Research Methods (3)
 - CRI 431 Corrections (3)
 - CRI 450 Criminal Law & Procedures (3)
 - CRI 451 Mediation (3)
 - CRI 461 Comparative Criminal Justice (3)
 - CRI 471 Criminal Justice Internship (3)
 - CRI 499 Senior Research Seminar (3)
 - Major Elective —SOC XXX
- **Additional Elective Courses** (enough to reach the 124 hour level)

SAMPLE TWO-YEAR PLAN

First Year

First Semester

CRI 301 Juvenile Delinquency (3)
 CRI 461 Comparative Criminal Justice (3)
 IDS 400 Humanities: Holistic Approach (3)
 SCI 241 Math & Science Concepts (3)

Second Semester

CRI 265 Statistics for Bus/Soc Science (3)
 CRI 331 Criminology (3)
 PAS 206 Apprec of Modern Perf Arts (3)
 SCI 301 Geographic Info Systems (3)

Second Year

First Semester

CRI 380 Research Methods (3)
 CRI 431 Corrections (3)
 IDS 420 Social Science (3)
 SCI 311 Applied Science (3)

Second Semester

CRI 450 Criminal Law & Procedures (3)
 CRI 451 Mediation (3)
 CRI 499 Senior Research Seminar (3)
 SOC Elective (3)

COURSE EQUIVALENCIES

Listed below are the courses offered at Catawba Valley, Mayland, Wilkes, and Western Piedmont Community Colleges as they transfer to Lees-McRae College to meet the Bachelor of Applied Arts and Science requirements for a major in Criminal Justice.

Transfer Agreement with Catawba Valley Community College	
LMC Coursework	CVCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>
<i>Liberal Arts Core BAAS: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3) ENG 188 Professional Writing (3)	ENG 111 Expository Writing (3) ENG 114 Professional Writing & Reports (3)
<i>Liberal Arts Core BAAS: Humanities/Fine Arts (12 hours)</i>	
IDS 400 Humanities: Integrated Approach (3) PAS 206 Appreciation of Modern Perf. Arts (3) COM 111 Communication Theory (3) Humanities Elective (3)	COM 110 Introduction to Communication (3) Humanities Elective (3)
<i>Liberal Arts Core BAAS: Social and Behavioral Sciences (12 hours)</i>	
IDS 420 Social Sciences: Integrated Approach (3) SOC 236 Principles of Sociology (3) PSY 233 General Psychology (3) POL 188 State and Local Government (3)	SOC 210 Introduction to Sociology (3) PSY 150 General Psychology (3) POL 130 State and Local Government (3)
<i>Liberal Arts Core BAAS: Science/Math/Computer Science (14 hours)</i>	
SCI 241 Math & Science Concepts (3) SCI 301 Geographic Information Systems (3) SCI 311 Applied Science: Integrated Approach (3) CIS 104 Introduction to Computers (3)	CIS 110 Introduction to Computers (3)

MAT 111 College Math (3) OR MAT 215 Statistics (3)	OR CIS 111 Basic PC Literacy (2) MAT 140 Survey of Math (3) OR MAT 151 Statistics I (3)
<i>Criminal Justice Major: Required Major Courses (42 hours)</i>	
CRI 221 Introduction to Criminal Justice CRI 265 Statistics for Criminal Just (3) CRI 301 Juvenile Delinquency (3) CRI 311 Principles of Law Enforce (3) CRI 325 Judicial Process (3) CRI 331 Criminology (3) CRI 380 Research Methods (3) CRI 431 Corrections (3) CRI 450 Criminal Law & Procedures (3) CRI 451 Mediation (3) CRI 461 Comparative Criminal Justice (3) CRI 471 Criminal Justice Internship (3) CRI 499 Senior Research Seminar (3) Sociology Elective (3)	CJC 111 Introduction to Criminal Justice (3) CJC 121 Law Enforcement Operations (3) CJC 132 Court Procedures & Evidence (3)
<i>Additional Coursework (to total a minimum of 124 hours)</i>	
CRI 188 Criminology (3) CRI 188 Juvenile Justice (3) CRI 188 Criminal Law (3) CRI 188 Corrections (3) CRI 188 Intro. To Loss Prevention. (3) CRI 288 Ethics/Community Relations (3) CRI 288 Organization & Administration (3) CRI 288 Investigative Principles (3) CRI 341 Crisis Intervention (3) CRI 288 Constitutional Law (3) CRI 288 Community-Based Corrections (3) SSC 121 Freshmen Experience (1)	CJC 112 Criminology (3) CJC 113 Juvenile Justice (3) CJC 131 Criminal Law (3) CJC 141 Corrections (3) CJC 151 Intro. To Loss Prevention (3) CJC 212 Ethics/Community Relations (3) CJC 215 Organization & Administration (3) CJC 221 Investigative Principles (3) CJC 225 Crisis Intervention (3) CJC 231 Constitutional Law (3) CJC 241 Community-Based Corrections (3) ACA 111 College Student Success (1)

Transfer Agreement with Mayland Community College	
LMC Coursework	MCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>
<i>Liberal Arts Core BAAS: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3) ENG 188 Professional Writing (3)	ENG 111 Expository Writing (3) ENG 114 Professional Writing & Reports (3)
<i>Liberal Arts Core BAAS: Humanities/Fine Arts (12 hours)</i>	
IDS 400 Humanities: Integrated Approach (3) PAS 206 Appreciation of Modern Perf. Arts (3) COM 111 Communication Theory (3) Humanities Elective (3)	COM 110 Introduction to Communication (3) Humanities Elective (3)
<i>Liberal Arts Core BAAS: Social and Behavioral Sciences (12 hours)</i>	
IDS 420 Social Sciences: Integrated Approach (3) POL 225 U.S. Government (3) PSY 233 General Psychology (3) POL 188 State and Local Government (3)	POL 120 American Government (3) PSY 150 General Psychology (3) POL 130 State and Local Government (3)

<i>Liberal Arts Core BAAS: Science/Math/Computer Science (14 hours)</i>	
SCI 241 Math & Science Concepts (3) SCI 301 Geographic Information Systems (3) SCI 311 Applied Science: Integrated Approach (3) CIS 104 Introduction to Computers (3) MAT 111 College Math (3) OR MAT 215 Statistics (3)	CIS 110 Introduction to Computers (3) OR CIS 111 Basic PC Literacy (2) MAT 140 Survey of Math (3) OR MAT 151 Statistics I (3)
<i>Criminal Justice Major: Required Major Courses (42 hours)</i>	
CRI 221 Introduction to Criminal Justice CRI 265 Statistics for Criminal Just (3) CRI 301 Juvenile Delinquency (3) CRI 311 Principles of Law Enforce (3) CRI 325 Judicial Process (3) CRI 331 Criminology (3) CRI 380 Research Methods (3) CRI 431 Corrections (3) CRI 450 Criminal Law & Procedures (3) CRI 451 Mediation (3) CRI 461 Comparative Criminal Justice (3) CRI 471 Criminal Justice Internship (3) CRI 499 Senior Research Seminar (3) Sociology Elective (3)	CJC 111 Introduction to Criminal Justice (3) CJC 121 Law Enforcement Operations (3) CJC 132 Court Procedures & Evidence (3)
<i>Additional Coursework (to total a minimum of 124 hours)</i>	
CRI 188 Criminology (3) CRI 188 Juvenile Justice (3) CRI 188 Criminal Law (3) CRI 188 Corrections (3) CRI 188 Intro. To Loss Prevention. (3) CRI 288 Ethics Community Relations (3) CRI 288 Organization & Administration (3) CRI 288 Investigative Principles (3) CRI 341 Crisis Intervention (3) CRI 288 Constitutional Law (3) CRI 288 Community-Based Corrections (3) SSC 121 Freshmen Experience (1)	CJC 112 Criminology (3) CJC 113 Juvenile Justice (3) CJC 131 Criminal Law (3) CJC 141 Corrections (3) CJC 151 Intro. To Loss Prevention (3) CJC 212 Ethics/Community Relations (3) CJC 215 Organization & Administration (3) CJC 221 Investigative Principles (3) CJC 225 Crisis Intervention (3) CJC 231 Constitutional Law (3) CJC 241 Community-Based Corrections (3) ACA 111 College Student Success (1)

Transfer Agreement with Wilkes Community College	
LMC Coursework	WCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>
<i>Liberal Arts Core BAAS: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3)	ENG 111 Expository Writing (3)
ENG 188 Professional Writing (3)	ENG 114 Professional Writing & Reports (3)
<i>Liberal Arts Core BAAS: Humanities/Fine Arts (12 hours)</i>	
IDS 400 Humanities: Integrated Approach (3)	
PAS 206 Appreciation of Modern Perf. Arts (3)	
Humanities Elective (3)	Humanities Elective (3)
Humanities Elective (3)	Humanities Elective (3)

<i>Liberal Arts Core BAAS: Social and Behavioral Sciences (12 hours)</i>	
IDS 420 Social Sciences: Integrated Approach (3) PSY 233 General Psychology (3) Social Sciences Elective (3) Social Sciences Elective (3)	PSY 150 General Psychology (3) Social Sciences Elective (3) Social Sciences Elective (3)
<i>Liberal Arts Core BAAS: Science/Math/Computer Science (14 hours)</i>	
SCI 241 Math & Science Concepts (3) SCI 301 Geographic Information Systems (3) SCI 311 Applied Science: Integrated Approach (3) BIO 101 Issues in Human Biology (3) CIS 104 Introduction to Computers (3) MAT 111 College Math (3)	BIO 161 Introduction to Human Biology (3) CIS 110 Introduction to Computers (3) MAT 140 Survey of Math (3) OR MAT 115 Mathematical Models (3)
<i>Criminal Justice Major: Required Major Courses (42 hours)</i>	
CRI 221 Introduction to Criminal Justice CRI 265 Statistics for Criminal Just (3) CRI 301 Juvenile Delinquency (3) CRI 311 Principles of Law Enforce (3) CRI 325 Judicial Process (3) CRI 331 Criminology (3) CRI 380 Research Methods (3) CRI 431 Corrections (3) CRI 450 Criminal Law & Procedures (3) CRI 451 Mediation (3) CRI 461 Comparative Criminal Justice (3) CRI 471 Criminal Justice Internship (3) CRI 499 Senior Research Seminar (3) Sociology Elective (3)	CJC 111 Introduction to Criminal Justice (3) CJC 121 Law Enforcement Operations (3) CJC 132 Court Procedures & Evidence (3)
<i>Additional Coursework (to total a minimum of 124 hours)</i>	
CRI 188 Criminology (3) CRI 188 Juvenile Justice (3) CRI 188 Criminal Law (3) CRI 188 Corrections (3) CRI 288 Ethics Community Relations (3) CRI 288 Victimology (3) CRI 288 Investigative Principles (3) CRI 341 Crisis Intervention (3) CRI 288 Constitutional Law (3) CRI 288 Civil Liability (3) CRI 288 Community-Based Corrections (3) SSC 121 Freshmen Experience (1) Elective Credit (6 hours)	CJC 112 Criminology (3) CJC 113 Juvenile Justice (3) CJC 131 Criminal Law (3) CJC 141 Corrections (3) CJC 212 Ethics/Community Relations (3) CJC 214 Victimology (3) CJC 221 Investigative Principles (3) CJC 225 Crisis Intervention (3) CJC 231 Constitutional Law (3) CJC 232 Civil Liability (3) CJC 241 Community-Based Corrections (3) ACA 111 College Student Success (1)

Transfer Agreement with Western Piedmont Community College	
LMC Coursework	WPCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>
<i>Liberal Arts Core BAAS: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3)	ENG 111 Expository Writing (3)

ENG 188 Professional Writing (3)	ENG 114 Professional Writing & Reports (3)
<i>Liberal Arts Core BAAS: Humanities/Fine Arts (12 hours)</i>	
IDS 400 Humanities: Integrated Approach (3) PAS 206 Appreciation of Modern Perf. Arts (3) COM 111 Communication Theory (3) Humanities Elective (3)	COM 110 Introduction to Communication (3) Humanities Elective (3)
<i>Liberal Arts Core BAAS: Social and Behavioral Sciences (12 hours)</i>	
IDS 420 Social Sciences: Integrated Approach (3) POL 225 U.S. Government (3) PSY 233 General Psychology (3) SOC 236 Principles of Sociology (3)	POL 120 American Government (3) PSY 150 General Psychology (3) SOC 210 Introduction to Sociology (3)
<i>Liberal Arts Core BAAS: Science/Math/Computer Science (14 hours)</i>	
SCI 241 Math & Science Concepts (3) SCI 301 Geographic Information Systems (3) SCI 311 Applied Science: Integrated Approach (3) CIS 104 Introduction to Computers (3) BIO 102 Environmental Biology (3) MAT 111 College Math (3)	CIS 110 Introduction to Computers (3) OR CIS 111 Basic PC Literacy (2) BIO 140 Environmental Biology (4) IF NO MAT MAT 140 Survey of Math (3) IF NO BIO
<i>Criminal Justice Major: Required Major Courses (42 hours)</i>	
CRI 221 Introduction to Criminal Justice CRI 265 Statistics for Criminal Just (3) CRI 301 Juvenile Delinquency (3) CRI 311 Principles of Law Enforce (3) CRI 325 Judicial Process (3) CRI 331 Criminology (3) CRI 380 Research Methods (3) CRI 431 Corrections (3) CRI 450 Criminal Law & Procedures (3) CRI 451 Mediation (3) CRI 461 Comparative Criminal Justice (3) CRI 471 Criminal Justice Internship (3) CRI 499 Senior Research Seminar (3) Sociology Elective (3)	CJC 111 Introduction to Criminal Justice (3) CJC 121 Law Enforcement Operations (3) CJC 132 Court Procedures & Evidence (3)
<i>Additional Coursework (to total a minimum of 124 hours)</i>	
CRI 188 Criminology (3) CRI 188 Juvenile Justice (3) CRI 188 Interviews & Interrogation (3) CRI 188 Criminal Law (3) CRI 188 Corrections (3) CRI 288 Ethics/Community Relations (3) CRI 288 Substance Abuse (3) CRI 288 Investigative Principles (3) CRI 341 Crisis Intervention (3) CRI 288 Constitutional Law (3) CRI 288 Community-Based Corrections (3) SSC 121 Freshmen Experience (1)	CJC 112 Criminology (3) CJC 113 Juvenile Justice (3) CJC 120 Interviews & Interrogation (3) CJC 131 Criminal Law (3) CJC 141 Corrections (3) CJC 212 Ethics & Community Relations (3) CJC 213 Substance Abuse (3) CJC 221 Investigative Principles (3) CJC 225 Crisis Intervention (3) CJC 231 Constitutional Law (3) CJC 241 Community-Based Corrections (3) ACA 111 College Student Success (1)



ELEMENTARY EDUCATION

The design of the Lees-McRae College Elementary Education with Licensure (K-6) major program of study prepares well-educated teachers who are competent, dedicated professionals with high personal and ethical standards who will serve as reflective practitioners for their students.

There are three locations for the LMC Elementary Education program; each is held to the same standards and learning outcomes and administered by the Lees-McRae College Division of Education and Physical Education. An on-campus program is conducted on the Lees-McRae College campus in Banner Elk, NC. Off-campus programs are based at the campus of Mayland Community College (MCC) in Spruce Pine, NC, Surry County Community College (SCC) in Dobson, NC, and at the campus of Western Piedmont Community College (WPCC) in Morganton, NC.

All questions regarding the Lees-McRae College Elementary Education programs at MCC, SCC, and WPCC should be directed to the appropriate program coordinator:

Ms. Laura Horton <i>Coordinator</i> LMC Elementary Education Program at SCC P.O. Box 767 Dobson, NC 27017 (336) 386-9650 Horton@lmc.edu	Ms. Renie Stewart <i>Coordinator</i> LMC Elementary Education Program at MCC P.O. Box 547 Spruce Pine, NC 28777 828-765-7351 x270 rstewart@mayland.edu	Ms. Susan Wilson <i>Coordinator</i> LMC Elementary Education Program at WPCC P.O. Drawer 0989 Morganton, NC 28680 (828) 430-4100 swilson@burke.k12.nc.4s
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WHY STUDY ELEMENTARY EDUCATION AT LEES-MCRAE COLLEGE?

Elementary educators – those teachers who specialize in the early academic years of children – provide the care, nurturing, and leadership young people need to develop into young students. The Lees-McRae College Elementary Education program provides teacher candidates with the knowledge, skills, and dispositions to be outstanding teachers. The program also provides a strong course of study that

promotes positive and holistic development of teachers within the framework of teacher as reflective practitioner. This framework, which serves as the philosophy of the program, guides students and faculty alike to incorporate the best practices in elementary education and make personal reflections into their motivations and effectiveness in the classroom. It is expected that students who complete the Elementary Education program and become licensed teachers will be individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that students who complete the program will become teachers who reflect on all aspects of the teaching/learning process, and will mentor their own students. They will possess professional dedication to working with students, parents, public school faculty and administration, and their local community.

The LMC Elementary Education Programs at MCC, SCC, and WPCC are designed for traditional, non-traditional, and adult students alike who wish to become licensed elementary classroom teachers (K-6) in the state of North Carolina. Lees-McRae offers the junior and senior years of a 4-year teacher education program on the campuses of MCC, SCC, and WPCC. This arrangement allows students to complete their 4-year degree close to home, and at the same time offers students with transfer coursework from other institutions (including a Bachelor's degree) the opportunity to complete their teacher education coursework for state licensure.

Courses in the Elementary Education major have been critically and conscientiously designed to meet the learning outcomes identified as being crucial for the preparation of elementary school teachers. They form an appropriate balance of knowledge, philosophy, and theory with methods and practice. The courses are based on National Council for Accreditation of Teacher Education (NCATE) standards, North Carolina Department of Public Instruction (NCDPI) competencies, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the teaching of the North Carolina Standard Course of Study (NCSCS). The Elementary Education program is accredited by NCATE, and therefore, affords graduates opportunities for licensure and employment.

CONSIDERATIONS FOR STUDENTS TRANSFERRING TO LMC

Since the Lees-McRae College Elementary Education Programs at MCC, SCC, and WPCC serve as the last two years of a four-year degree in Elementary Education, there are certain pre-admissions requirements. These requirements are equivalent to the achievements of the first two years of a traditional four-year degree program. These requirements also ensure that students can successfully meet their academic goals and all licensure requirements as developed by the State Board of Education, State

Legislature, the North Carolina Department of Public Instruction, and the Lees-McRae College Teacher Education Program.

Pre-Admissions Requirements

- Students must have a 2.5 cumulative GPA (on a 4.0 scale) on all previous coursework.
- Students must have completed an Associate of Arts Degree from a regionally accredited school; **OR** Students must have 65-semester credit hours that meet the Lees-McRae College General Education Core. Students who have not completed their Associate of Arts degree, but who are within one semester of doing so, may be admitted at the discretion of the Division on a conditional basis.
- By the end of the first semester of enrollment in the program, students must pass all three tests (reading, writing, and mathematics) of the Praxis I: Pre-Professional Skills Test. Students with a BA/BS degree with a 2.5 or higher grade point average (GPA) are exempt from this requirement, but will need to take PRAXIS II upon program completion as all students must do.
- Content area courses from a student's Associate of Arts Degree graded below "C" will not fulfill a Lees-McRae requirement.
- Lees-McRae College reserves the right to require a recommendation from the Dean of Students Services or the Vice-President for Instruction at MCC, SCC, or WPCC for admission into Lees-McRae.

Each person who is interested in the program will be given a transcript analysis to determine if there are any prerequisite courses they need to take prior to starting the program. If a student already has an accredited AA, AS, BA or BS degree, or has 65 semester credit hours that meet the Lees-McRae College General Education Core or the North Carolina Transfer Module, they will not have to take additional courses prior to starting the program. However, it is expected that all students will have completed EDU 216 and PSY 243 or comparable courses as prerequisites to entering the program. Students without one of these degrees will be given a detailed listing of the courses they need to take, and advice on efficient ways to meet those prerequisites course requirements.

Application and Admission Process for Elementary Education Programs at MCC, SCC, and WPCC Sites

Applications for admission to Lees-McRae College are available from the program coordinator, and come with detailed instructions on completing the admissions

process. Qualified applicants will be notified by the Dean of Admissions of acceptance to Lees-McRae College.

Since the LMC Elementary Education Programs at MCC, SCC, and WPCC are sequenced two-year programs of study (four full-time [12-15 hour] semesters and one [6 hour] summer session), entry students must begin their program with a new cohort (group), and continue full-time through the two-year course of study. New cohorts will begin each August at MCC, SCC, and each January at WPCC.

Admission to the Lees-McRae College Teacher Education Program

Admission to the Teacher Education Program is separate from the Lees-McRae College admission process. It will be fully explained in the course EDU 201, Foundations of Teaching or EDU 202 Bridge Course. Acceptance into the Teacher Education Program at Lees-McRae is a process that occurs over your first semester beginning with instruction and evaluation on the knowledge, skills, and dispositions necessary for effective classroom teaching. Following EDU 201 or 202, students will be asked to formally make application to the Teacher Education Program by (1) Completing the Application for the Lees-McRae College Teacher Education Program, (2) Gathering two supportive Lees-McRae College education faculty recommendations, and (3) Writing an essay on their desire to become a teacher. Applications will be approved by the Admissions Subcommittee of the Lees-McRae College Teacher Education Committee. Pursuant to State Board of Education policy, students who have not been formally admitted into the Teacher Education Program may not continue taking classes in the Teacher Education Program. Students in off-campus cohort programs cannot enroll in methods classes, which are offered the semester prior to student teaching.

PRAXIS I Testing

Providing qualified teachers for our classrooms is a national priority. The public demands that we hold beginning teachers to the highest professional standards. Educators at all levels see the challenge: To establish a teacher licensing program which is national in scope, yet tailored to suit the evolving needs of individual states. One vital component of such a program is a system of thorough, fair, and carefully validated assessments designed to evaluate each teacher candidate's basic academic skills, subject knowledge, and classroom performance. Thirty-five states rely on *The PRAXIS Series: Professional Assessments for Beginning Teacher*.

The PRAXIS Series assessments are nationally administered and continually updated and improved to provide the valid, reliable information states need. The series incorporates the latest technology in computer-based assessments and instruction.

Each assessment meets the exacting standards set by Educational Testing Service (ETS). The three categories of assessments in The PRAXIS Series correspond to the three milestones in teacher development:

The Three PRAXIS Tests

<u>Milestone in Teacher Development</u>	<u>PRAXIS Test</u>
Prior to entering a teacher training program	PRAXIS I: Academic Skills Assessments
Graduating from a teacher training program	PRAXIS II: Subject Assessments
The first years of classroom teaching	PRAXIS III: Classroom Assessment

PRAXIS I Academic Skills Assessments designed to be taken early in the student's college career to measure reading, writing, and mathematics skills. The assessments are available in two formats, paper-based and computer-based. Both test formats measure the same academic skills. Computer based test provide an immediate score in reading and math, and are available on demand throughout the year by appointment, eliminating the need to register in advance. The paper-based tests, called the *PPST*[®] or *Pre-Professional Skills Tests*, are given six times a year

The State of North Carolina requires passing scores on both the PRAXIS I and II for **all** pre-professional teachers to be recommended for clear license following their teacher education program. Lees-McRae College's Teacher Education Program policies dictate that all students entering the MCC, SCC, or WPCC programs must have taken and passed all three parts of PRAXIS I *prior* to admission to Lees-McRae College's Teacher Education Program. Students who have not already passed all the parts of PRAXIS I prior to admission to Lees-McRae College must take PRAXIS I during their first semester of enrollment at Lees-McRae. Students who have already earned a BA or BS degree prior to program admission are exempt from this requirement. To support this policy, a series of PRAXIS I Test Preparation Seminars are given, generally each semester, at MCC, SCC, and WPCC campuses. Students are also given preparation seminars for the PRAXIS II during their student teaching seminars held in the second semester of their senior year.

PRAXIS II, Subject Assessments in Elementary Education, is taken during a student's senior year and must be passed before a student can be recommended for licensure. PRAXIS III, Classroom Performance Assessments, is not currently required in North Carolina.

For more information about PRAXIS I and II testing, contact: Educational Testing Service, Teaching and Learning Division, Rosedale Road, Princeton, NJ 08541, (609) 771-7395 or on the web at www.ets.org, www.teachingandlearning.org, or praxis@ets.org.

Licensure Only Policy

Transfer and/or non-traditional students seeking Teacher Licensure will have their transcripts, field experiences and life experience evaluated by the Chair of the Division or designee. (Policies and forms for applying for life experience credit are available in the office of the Chair.) Those candidates found to be lacking competencies for licensure will be required to complete those components of the General Education Core and/or Education major as deemed necessary to meet state and national accreditations.

BACHELOR OF ARTS OR SCIENCE IN ELEMENTARY EDUCATION: MAYLAND COMMUNITY COLLEGE

The BA or BS in Elementary Education requires 59 semester hours and includes the following components:

- **Completion of the General Education Core.** For off-campus students, this requirement can be met with (1) The transfer of an Associate in Arts degree from a regionally accredited school, or (2) The transfer of 65 semester credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module.
- **Meet the Minimum Standards for Admission** to the LMC Teacher Education Program as indicated in this catalog.
- **Required Major Courses** (59 semester hours)
 - EDU 201 Foundations of Teaching (3)
 - EDU 302 Introduction to Reading Instruction (3)
 - EDU 305 Strategies for Math & Science (3)
 - EDU 310 Child/Adolescent Development (3)
 - EDU 321 Educational Psychology (3)
 - EDU 351 Literature for Children (3)
 - EDU 361 Diverse/Exceptional Children (3)
 - EDU 381 Computers in Education (3)
 - EDU 401 Modes of Inquiry (3)
 - EDU 441 Methods for Language Arts (2)
 - EDU 442 Methods for Reading (2)
 - EDU 443 Methods for Social Studies (2)
 - EDU 444 Methods for Mathematics (2)
 - EDU 445 Methods for Science (2)
 - EDU 446 Methods for Creative Arts (1)
 - EDU 447 Methods for Physical Education (1)

- EDU 451 Foundations of Am. Education (3)
- EDU 473 Field Experiences and Seminar (2)
- EDU 491 Directed Teaching and Seminar (12)
- EDU 499 Senior Research Seminar (3)

- **Additional Elective Courses** (enough to reach the 124 hour level)

Sample Two-Year Plan

The following is the two-year course of study plan for students beginning their college careers at Mayland Community College and completing their Degree in Elementary Education through the Lees-McRae College program located there.

First Year

First Semester

- EDU 201 Foundations of Teaching (3)
- EDU 351 Literature for Children (3)
- EDU 361 Diversity/Exceptional Children (3)
- EDU 381 Computers/Media App (3)

Second Semester

- EDU 302 Introduction to Reading (3)
- EDU 305 Strategies for Math/Science (3)
- EDU 401 Modes of Inquiry (3)
- EDU 451 Foundations of American Ed. (3)

Summer

- EDU 310 Child/Adolescent Develop (3)
- EDU 321 Educational Psychology (3)

Second Year

First Semester

- EDU 441 Methods - Language Arts (2)
- EDU 442 Methods - Reading (2)
- EDU 443 Methods - Social Studies (2)
- EDU 444 Methods - Mathematics (2)
- EDU 445 Methods - Science (2)
- EDU 446 Methods - Creative Arts (1)
- EDU 447 Methods - Health/Physical Education (1)
- EDU 473 Elem. School Field Experience (2)

Second Semester

- EDU 491 Directed Teaching/Seminar (12)
- EDU 499 Senior Research Seminar (3)

BACHELOR OF ARTS OR SCIENCE IN ELEMENTARY EDUCATION: SURRY COMMUNITY COLLEGE

Students who wish to begin their college career with Surry Community College and directly transfer to the Lees-McRae College Elementary Education Program at Surry Community College are offered the following program of study which provides for direct transfer from SCC to Lees-McRae.

The BA in Elementary Education requires 59 semester hours and includes the following components:

- **Completion of the General Education Core.** For off-campus students, this requirement can be met with (1) The transfer of an Associate in Arts degree from a regionally accredited school, or (2) The transfer of 65 semester credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module.
- **Meet the Minimum Standards for Admission to the LMC Teacher Education Program** as indicated in this catalog in the sections entitled Considerations and Provisions for Students Transferring to Lees-McRae College and Application and Admission Process for Lees-McRae College Elementary Education Program(s) at MCC, SCC, and WPCC.
- **Required Major Courses** (59 semester hours)
 - EDU 202 Bridge Course, Foundations of Teaching (1)
 - EDU 302 Introduction to Reading Instruction (3)
 - EDU 305 Strategies for Math & Science (3)
 - EDU 321 Educational Psychology (3)
 - EDU 351 Literature for Children (3)
 - EDU 361 Diverse/Exceptional Children (3)
 - EDU 375 Classroom Management (3)
 - EDU 381 Computer/Media applications in Education (3)
 - EDU 387 Teacher as Reflective Decision Maker (3)
 - EDU 401 Modes of Inquiry (3)
 - EDU 441 Methods for Language Arts (2)
 - EDU 442 Methods for Reading (2)
 - EDU 443 Methods for Social Studies (2)
 - EDU 444 Methods for Mathematics (2)
 - EDU 445 Methods for Science (2)
 - EDU 447 Methods for Physical Education (1)
 - EDU 451 Foundations of Am. Education (3)
 - EDU 473 Field Experiences and Seminar (2)
 - EDU 491 Directed Teaching and Seminar (12)
 - EDU 499 Senior Research Seminar (3)
- **Additional Elective Courses** (enough to reach the 124 hour level)

Sample Two-Year Plan

The following is the two-year course of study plan for students beginning their college careers at Surry Community College and completing their Degree in Elementary Education through the Lees-McRae College program located there.

First Year

First Semester

- EDU 202 Bridge Course, Found. of Teaching (1)
- EDU 302 Introduction to Reading (3)
- EDU 351 Literature for Children (3)
- EDU 381 Computers/Media Applications (3)
- EDU 361 Diversity/Exceptional Child. (3)

Second Semester

- EDU 375 Classroom Mgmt (3)
- EDU 387 Teacher as Reflect Dec Maker
- EDU 401 Modes of Inquiry (3)
- EDU 451 Found. of American Ed. (3)

Summer

- EDU 321 Educational Psychology (3)
- EDU 305 Strategies for Math and Science (3)

Second Year

First Semester

- EDU 441 Methods - Language Arts (2)
- EDU 442 Methods - Reading (2)
- EDU 443 Methods - Social Studies (2)
- EDU 444 Methods - Mathematics (2)
- EDU 445 Methods - Science (2)
- EDU 447 Methods - Health/Physical Education (1)
- EDU 473 Elem School Field Experience (2)

Second Semester

- EDU 491 Directed Teaching (12)
- EDU 499 Senior Research Seminar (3)

Course Equivalencies

The following represents an agreement between Lees-McRae College and Surry Community College, and as such provides for the direct transfer of the general education and pre-professional courses specified below from Surry Community College to Lees-McRae College. This will enable a student transferring from SCC with the following Associate of Arts degree module to directly articulate into the Bachelor of Arts Degree in Elementary Education Program through the LMC Elementary Education Program at SCC with Junior class status.

Transfer Agreement with Surry Community College	
LMC Coursework	SCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>
<i>Liberal Arts Core: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3)	ENG 111 Expository Writing (3)
ENG 188 Argument-Based Research (3)	ENG 112 Argument-Based Research (3)
ENG 188 Literature-Based Research (3)	ENG 113 Literature-Based Research (3)
<i>Liberal Arts Core: Humanities/Fine Arts (12 hours)</i>	
SPA 101 Elementary Spanish I (3)	SPA 111 Elementary Spanish I (3)
SPA 102 Elementary Spanish II (3)	SPA 112 Elementary Spanish II (3)
COM 111 Communication Theory (3)	COM 110 Introduction to Communications (3)
OR	OR
RHE 188 Public Speaking (3)	COM 231 Public Speaking (3)
CHOOSE ONE:	

LIT XXX (Literature Course) (3)	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3) ENG 261 World Literature I (3) ENG 262 World Literature II (3)
<i>Liberal Arts Core: Social and Behavioral Sciences (12 hours)</i>	
HIS 188 Western Civilization I (3) HIS 188 Western Civilization II (3) PSY 233 General Psychology (3)	HIS 121 Western Civilization I (3) HIS 122 Western Civilization II (3) PSY 150 General Psychology (3)
CHOOSE ONE:	
SOC 236 Principles of Sociology (3) SOC 335 Race and Ethnicity (3)	SOC 210 Introduction to Sociology (3) SOC 225 Social Diversity (3)
<i>Or any Transfer Module Social/Behavioral Science Course</i>	
<i>Liberal Arts Core: Science/Math/Computer Science (14 hours)</i>	
CIS 104 Introduction to Computers (3)	CIS 110 Introduction to Computers (3)
CHOOSE AT LEAST ONE:	
MAT 111 College Mathematics (3) MAT 188 Mathematics for Teachers (3) MAT 112 College Algebra (3)	MAT 140 Survey of Mathematics (3) MAT 141 Mathematics for Teachers (3) MAT 161 College Algebra (3)
<i>Or any Transfer Module MAT Course</i>	
CHOOSE AT LEAST ONE:	
BIO 101 Issues in Human Biology (3) BIO 102 Environmental Biology (3) BIO 188 Biological Concepts (3)	BIO 110 Principles of Biology (4) BIO 140 Environmental Biology (4) BIO 111 General Biology (4)
<i>Or any Transfer Module BIO Course</i>	
CHOOSE AT LEAST ONE:	
CHM 101 Descriptive Chemistry (3) CHM 111 General Chemistry (4) PHY 101 Descriptive Biomechanics (3) PHY 111 General Physics I (4) SCI 211 Earth Science Concepts (3) SCI 188 Astronomy (3)	CHM 131 Introduction to Chemistry (4) CHM 151 General Chemistry I (4) PHY 110 Conceptual Physics (4) PHY 151 College Physics (4) GEL 120 Geology (4) AST 111 Astronomy (4)
<i>Or any Transfer Module SCI Course</i>	
<i>Arts Appreciation (12 hours)</i>	
ART 241 History & Appreciation of Art (3) ENG 301 Creative Writing (3) PSA 188 Music Appreciation (3)	ART 111 Art Appreciation (3) ENG 125 Creative Writing (3) MUS 110 Music Appreciation (3)
CHOOSE ONE:	
ART 141 Basic Drawing & Design (3) ART 143 Watercolor Painting (3)	ART 131 Drawing I (3) ART 244 Watercolor (3)
<i>Elementary Education (8 hours)</i>	
EDU 201 Foundations for Teaching (3) EDU 310 Child & Adolescent Development (3) PED 115 Fitness for Life (2)	EDU 216 Foundations for Education (4) PSY 243 Child Psychology (3) PED 110 Fitness and Wellness for Life (2)

BACHELOR OF ARTS OR SCIENCE IN ELEMENTARY EDUCATION: WESTERN PIEDMONT COMMUNITY COLLEGE

Students who wish to begin their college career with Western Piedmont Community College and directly transfer to the Lees-McRae College Elementary Education Program at Western Piedmont Community College are offered the following program of study which provides for direct transfer from WPCC to Lees-McRae.

The BA in Elementary Education requires 59 semester hours and includes the following components:

- **Completion of the General Education Core.** For off-campus students, this requirement can be met with (1) The transfer of an Associate in Arts degree from a regionally accredited school, or (2) The transfer of 65 semester credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module.
- **Meet the Minimum Standards for Admission** to the LMC Teacher Education Program as indicated in this catalog in the sections entitled *Considerations and Provisions for Students Transferring to Lees-McRae College* and *Application and Admission Process for Lees-McRae College Elementary Education Program(s) at MCC, SCC, and WPCC.*
- **Required Major Courses** (59 semester hours)
 - EDU 202 Bridge Course: Foundations of Teaching (1)
 - EDU 302 Introduction to Reading Instruction (3)
 - EDU 305 Strategies for Math & Science (3)
 - EDU 321 Educational Psychology (3)
 - EDU 351 Literature for Children (3)
 - EDU 361 Diverse/Exceptional Children (3)
 - EDU 375 Classroom Management and Organization (3)
 - EDU 381 Computers in Education (3)
 - EDU 387 Teacher as Reflective Decision Maker (3)
 - EDU 401 Modes of Inquiry (3)
 - EDU 441 Methods for Language Arts (2)
 - EDU 442 Methods for Reading (2)
 - EDU 443 Methods for Social Studies (2)
 - EDU 444 Methods for Mathematics (2)
 - EDU 445 Methods for Science (2)
 - EDU 447 Methods for Physical Education (1)
 - EDU 451 Foundations of Am. Education (3)
 - EDU 473 Field Experiences and Seminar (2)
 - EDU 491 Directed Teaching and Seminar (12)
 - EDU 499 Senior Research Seminar (3)

- **Additional Elective Courses** (enough to reach the 124 hour level)

Sample Two-Year Plan

The following is the two-year course of study plan for students beginning their college careers at Western Piedmont Community College and completing the Degree in Elementary Education through the Lees-McRae College program located there.

First Year

First Semester

EDU 202 Foundations of Teaching (1)
 EDU 302 Introduction to Reading (3)
 EDU 305 Strategies for Math/Science (3)
 EDU 351 Literature for Children (3)
 EDU 381 Computers/Media App (3)

Second Semester

EDU 375 Classroom Organ & Mgmt (3)
 EDU 387 Teacher as Reflect Dec Maker (3)
 EDU 401 Modes of Inquiry (3)
 EDU 451 Foundations of American Ed (3)

Summer

EDU 321 Educational Psychology (3)
 EDU 361 Diversity/Exceptional Children (3)

Second Year

First Semester

EDU 441 Methods - Language Arts (2)
 EDU 442 Methods - Reading (2)
 EDU 443 Methods - Social Studies (2)
 EDU 444 Methods - Mathematics (2)
 EDU 445 Methods - Science (2)
 EDU 447 Methods - Health/Physical Education (1)
 EDU 473 Elem School Field Experience (2)

Second Semester

EDU 491 Directed Teaching/Seminar (12)
 EDU 499 Senior Research Seminar (3)

Course Equivalencies

This document represents an agreement between Lees-McRae College and Western Piedmont Community College, and as such provides for the direct transfer of the general education and pre-professional courses specified below from Western Piedmont Community College to Lees-McRae College. This will enable a student transferring from WPCC with the following Associate of Arts degree module to directly articulate into the Bachelor of Arts Degree in Elementary Education Program through the LMC Elementary Education Program at WPCC with junior class status.

Transfer Agreement with Western Piedmont Community College	
LMC Coursework	WPCC Equivalent Coursework
<i>Course / Title (Credit Hours)</i>	<i>Course / Title (Credit Hours)</i>

<i>Liberal Arts Core: Communications (6 hours)</i>	
RHE 101 Rhetoric I (3) ENG 188 Argument-Bases Research (3) ENG 188 Literature-Based Research (3)	ENG 111 Expository Writing (3) ENG 112 Argument-Based Research (3) ENG 113 Literature-Based Research (3)
<i>Liberal Arts Core: Humanities/Fine Arts (12 hours)</i>	
SPA 101 Elementary Spanish I (3) SPA 102 Elementary Spanish II (3) COM 111 Communication Theory (3) OR RHE 188 Public Speaking (3)	SPA 111 Elementary Spanish I (3) SPA 112 Elementary Spanish II (3) COM 110 Introduction to Communications (3) OR COM 231 Public Speaking (3)
<i>CHOOSE ONE:</i>	
LIT XXX (Literature Course) (3)	ENG 231 American Literature I (3) ENG 232 American Literature II (3) ENG 241 British Literature I (3) ENG 242 British Literature II (3) ENG 251 World Literature I (3) ENG 252 World Literature II (3)
<i>Liberal Arts Core: Social and Behavioral Sciences (12 hours)</i>	
HIS 188 World Civilization I (3) HIS 188 World Civilization II (3) PSY 233 General Psychology (3)	HIS 111 World Civilization I (3) HIS 112 World Civilization II (3) PSY 150 General Psychology (3)
<i>CHOOSE ONE:</i>	
SOC 236 Principles of Sociology (3) SOC 335 Race and Ethnicity (3)	SOC 210 Introduction to Sociology (3) SOC 225 Social Diversity (3)
<i>Or any Transfer Module Social/Behavioral Science Course</i>	
<i>Liberal Arts Core: Science/Math/Computer Science (14 hours)</i>	
CIS 104 Introduction to Computers (3)	CIS 110 Introduction to Computers (3)
<i>CHOOSE AT LEAST ONE:</i>	
MAT 111 College Mathematics (3) MAT 112 College Algebra (3)	MAT 140 Survey of Mathematics (3) MAT 161 College Algebra (3)
<i>Or any Transfer Module MAT Course</i>	
<i>CHOOSE AT LEAST ONE:</i>	
BIO 101 Issues in Human Biology (3) BIO 102 Environmental Biology (3) BIO 188 Biological Concepts (3)	BIO 110 Principles of Biology (4) BIO 140 Environmental Biology (4) BIO 111 General Biology (4)
<i>Or any Transfer Module BIO Course</i>	
<i>CHOOSE AT LEAST ONE:</i>	
CHM 101 Descriptive Chemistry (3) CHM 111 General Chemistry (4) PHY 101 Descriptive Biomechanics (3) PHY 111 General Physics I (4) SCI 211 Earth Science Concepts (3) SCI 188 Astronomy (3)	CHM 131 Introduction to Chemistry (4) CHM 151 General Chemistry I (4) PHY 110 Conceptual Physics (4) PHY 151 College Physics (4) GEL 120 Geology (4) AST 111 Astronomy (4)
<i>Or any Transfer Module SCI Course</i>	
<i>Arts Appreciation (12 hours)</i>	
PAS 188 Storytelling (3) EDU 384 Art for Elementary School (3)	DRA 126 Storytelling (3) ART 113 Art Materials & Methods (3)
<i>CHOOSE ONE:</i>	
ART 241 History & Appreciation of Art (3) PAS 188 Music Appreciation (3) PAS 206 Appreciation of Modern Perf. Arts (3)	ART 111 Art Appreciation (3) MUS 110 Music Appreciation (3) DRA 111 Theatre Appreciation (3)
<i>CHOOSE ONE:</i>	
PAS 363 History/Theory of Drama/Theatre (3)	DRA 112 Literature for the Theatre (3)

PAS 188 Children's Theatre (3)	DRA 128 Children's Theatre (3)
<i>Elementary Education (8 hours)</i>	
EDU 201 Foundations for Teaching (3)	EDU 216 Foundations for Education (4)
EDU 310 Child & Adolescent Development (3)	PSY 243 Child Psychology (3)
PED 115 Fitness for Life (2)	PED 110 Fitness and Wellness for Life (2)



NURSING

The Nursing Program at Lees-McRae College offers a “2+2” option to those students who wish to acquire a Bachelor of Science in Nursing degree, who have already obtained their Associate in Applied Science Degree in Nursing, and who are licensed as a registered nurse.

All questions regarding the Lees-McRae Nursing program should be directed to the program coordinator:

Ms. Martha Hartley, *Coordinator*
 Off-Campus Nursing Program
 Lees-McRae College
 P.O. Box 128
 Banner Elk, NC 28604
 (828) 765-2667
 hartley@lmc.edu

WHY STUDY NURSING AT LEES-MCRAE COLLEGE?

Nursing utilizes a strong knowledge base and the capability to apply knowledge in a wide variety of healthcare settings along a continuum of care that encompasses wellness, prevention, acute illnesses, chronic illnesses, and end-of-life care. The discipline is committed to health care planning and delivery in a society where citizens experience health and illness episodes. It is bound by critical thinking and problem solving to identify, measure, and achieve the highest level of outcome for the patient.

The discipline demonstrates a unique expertise and body of knowledge, policy making activities, achievement of control and autonomy, commitment to the profession, and a code of ethics. Strong skills include assessment, nursing diagnosis, individualized care planning, identification and delivery of patient specific interventions, patient/family education, and communication with individual, patients, family members and populations. Nursing requires the ability to process data from multiple sources to effectively plan, coordinate and delegate to other care providers a program of nursing care that addresses individual and family needs from a holistic perspective.

The RN to BSN Completion Program provides the Associate Degree Nurse with knowledge and skills in education, management, community health, research, and bioethics. Continuing education is necessary in the nursing field to enhance the knowledge and skills obtained at the Associate Degree in Nursing level and to achieve advancement. A baccalaureate degree in nursing will open the door to additional opportunities in nursing including management, community health, education, case management, advancement within a specific area, education in a specialty care, and education at the Master's in Nursing level.

For the employed, registered nurse with an Associate degree, this program is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adults who want to complete their college degree while continuing to work. Additionally, the program is accredited by the Commission of Collegiate Nursing Education (CCNE).

Students have the opportunity to study with other adults who share similar interests and concerns. Together, they form an academic support group drawing from their own personal and professional backgrounds as they follow an intense program of classes and individual study. Classes are taught in seminar and workshop style with class materials centered on career development, comprehensive assessment, management and supervision, and community-based care. Tested principles of adult learning theory are incorporated to make all classes stimulating, relevant, challenging and rewarding. Classroom assignments include outside readings and the writing of papers on selected topics.

BACHELOR OF SCIENCE IN NURSING: MAYLAND COMMUNITY COLLEGE

The Bachelor of Science in Nursing requires 125 semester hours and includes the following components:

- An Associate of Science or Associate of Applied Science Degree in Nursing from a regionally accredited institution
- North Carolina License as a registered professional nurse

- Current employment in nursing (at least 20 hours per week)
- General Education Requirements (44 semester hours)
 - ART 351 Art and Life (3)
 - BIO 271 Human Anatomy/Physiology I (4)
 - BIO 272 Human Anatomy/Physiology II (4)
 - ENG 111 Freshman Composition I (3)
 - ENG 112 Freshman Composition II (3)
 - IDS 400 Humanities: A Holistic Approach (3)
 - IDS 410 Personal Values and Bioethics (3)
 - IDS 420 Integrated Social Sciences (3)
 - PSY 233 General Psychology (3)
 - PSY 253 Development Psychology (3)
 - PSY 443 Psychology of Work Life (3)
 - NUR 250 Biochemistry of the Nurse Professional (3)
 - NUR 255 Microbiology for the Nurse Professional (3)
 - Humanities Elective (3)
- **Required Associate Degree Courses** (39 semester hours) (All courses taken at Mayland Community College)
 - NUR 115 Fundamentals of Nursing (5)
 - NUR 116 Nursing of Older Adults (4)
 - NUR 117 Pharmacology (2)
 - NUR 125 Maternal-Child Nursing (8)
 - NUR 133 Nursing Assessment (3)
 - NUR 135 Adult Nursing I (9)
 - NUR 185 Mental Health Nursing (5)
 - NUR 186 Clinical Supplement (1)
 - NUR 244 Issues and Trends (2)
- Professional Requirements (43 semester hours)
 - NUR 317 Nursing Communication (3)
 - NUR 319 Nursing Education (3)
 - NUR 320 Nursing Career Exploration and Development (3)
 - NUR 321 Nursing Applications (3)
 - NUR 329 Nursing Research and Statistical Methods (4)
 - NUR 335 Adult Nursing (10)
 - NUR 413 Nursing and the Healthcare System (3)
 - NUR 414 Nursing Care in the Community (5)
 - NUR 422 Principles of Management & Leadership (3)
 - NUR 451 Nurse Project I (3) NUR 452 Nurse Project II (3)
- 125 Total Semester Hours

Sample Two-Year Plan

First Semester

NUR 250 Biochemistry for Nursing (3)
 NUR 319 Nursing Education (3)
 NUR 317 Nursing Communication (3)
 PSY 443 Psychology of Work Life (3)

Third Semester

ART 351 Art & Life (3)
 NUR 321 Nursing Applications (3)
 NUR 414 Nursing Care in Community (5)
 NUR 451 Nurse Project I (3)

Second Semester

IDS 400 Humanities: Holistic Approach (3)
 IDS 420 Integrated Social Sciences (3)
 NUR 320 Nursing Career Explore/Dev (3)
 NUR 329 Nursing Research & Stat Methods (4)

Fourth Semester

IDS 410 Personal Values & Bioethics (3)
 NUR 413 Nursing & Healthcare Systems (3)
 NUR 422 Nursing Manage/Leadership (3)
 NUR 452 Nurse Project II (3)

Course Equivalencies

Listed below are the courses offered at Mayland Community College and how they will transfer to Lees-McRae College to meet the Bachelor of Science degree requirements for a major in Nursing.

Transfer Agreement with Western Piedmont Community College	
LMC Coursework <i>Course / Title (Credit Hours)</i>	WPCC Equivalent Coursework <i>Course / Title (Credit Hours)</i>
<i>Communications, Natural Science, and Social and Behavioral Science Courses</i>	
RHE 101 Rhetoric I (3) ENG 188 Argument-Based Research (3)	ENG 111 Expository Writing (3) ENG 112 Argument-Based Research (3)
OR	
ENG 188 Literature-Based Research (3)	ENG 113 Literature-Based Research (3)
OR	
ENG 188 Prof. Research & Reports (3) BIO 271 Human Anatomy & Physiology I (3) BIO 272 Human Anatomy & Physiology II (3) PSY 233 General Psychology (3) PSY 253 Developmental Psychology (3)	ENG 114 Prof. Research & Reports (3) BIO 165 Human Anatomy & Physiology I (3) BIO 272 Human Anatomy & Physiology II (3) PSY 150 General Psychology (3) PSY 110 Lifespan Development (3) OR PSY 253 Developmental Psychology (3)
<i>Humanities Courses</i>	
Articulate in various ways	ART 111 Art Appreciation (3); ART 116 Survey of American Art (3); HIS 111 World Civilizations I (3); HIS 112 World Civilizations II (3); HUM 110 Technology & Society (3); HUM 120 Cultural Studies (3); HUM 121 The Nature of America (3); HUM 122 Southern Culture (3); HUM 130 Myth in Human Culture (3); HUM 150 American Women's Studies (3); HUM 160 Intro. to Film (3); HUM 211 Humanities I (3); HUM 212 Humanities II (3); HUM 220 Human Values & Meaning (3); HUM 222 Leadership Development (3); MUS 110 Music

	Appreciation (3); MUS 112 Intro. to Jazz (3); MUS 113 American Music (3); PHI 210 History of Philosophy (3); PHI 215 Philosophical Issues (3); PHI 240 Intro. to Ethics (3); REL 110 World Religions (3); REL 111 Eastern Religions (3); REL 112 Western Religions (3); REL 211 Intro. to Old Testament (3); REL 212 Intro. to New Testament (3); REL 221 Religion in America (3); SPA 111 Elementary Spanish I (3); SPA 112 Elementary Spanish II (3); SPA 211 Intermediate Spanish I (3); SPA 212 Intermediate Spanish II (3)
<i>Nursing Courses</i>	
NUR 255 Microbiology for Nursing (3) NUR 335 Adult Nursing II (3)	BIO 175 General Microbiology (3) NUR 235 Adult Nursing II (3)



COURSE DESCRIPTIONS

ART

ART 351 Art and Life (3) Art and Life is a course designed to demonstrate the healing capabilities of the arts as a direct process in healing the whole person.

CRIMINAL JUSTICE

CRI 265 Statistics for Business and Social Science (3) An introduction to the statistical tools required to analyze problems in business and the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, confidence intervals, hypothesis testing, survey sampling methods, analysis of variance and linear regression are among the topics covered. Extensive computer usage is emphasized. *Prerequisite: SSC 099 or higher math.*

CRI 280 Independent Study (3) Topics determined by the division faculty and provided to enhance the students' educational experiences.

CRI 301 Juvenile Delinquency (3) An examination of the causes of juvenile delinquency. Particular stress is on the influence of social institutions, peer groups, and socialization process on the rates and kinds of delinquency found in different types of communities and social classes. *Prerequisite: SOC 251.*

CRI 311 Principles of Law Enforcement (3) This course is an overview of the controlling factors influencing law enforcement strategies. Upon completion of this course, students will exhibit

knowledge of the structure and function of the Criminal Justice Process and Police Operations; exhibit comprehension of the legacy and current interpretation and application of law as the foundation of the criminal justice system; and analyze the preservation of foundational concepts and citizen rights in the workings of the criminal justice system. *Prerequisite: CRI 221.*

CRI 321 Deviant Behavior (3) A comparative and historical analysis of social disorganization, deviance, and social control in various cultural settings with particular attention given to the United States and other industrial Societies. *Prerequisite: SOC 251.*

CRI 331 Criminology: Crime Theory and Criminal Behavior (3) A discussion and application of social science theories and explanations of the causes of crime, and evaluation of the role of social structure in the behavior of individuals. Upon completion of this course, students will be able to apply social science theories and explanations of the causes of crime; evaluate the role of social structure in the behavior of individuals; synthesize various sociological theories and explanations of the causes of crime; and evaluate issues relating to theories of crime in a multi-cultural, multi-ethnic, and socially stratified society. *Prerequisite: CRI 221.*

CRI 380 Research Methods (3) An introduction to the techniques of social science research that includes an overview of the structure of scientific inquiry and the research methods used for analysis. *Prerequisite: CRI 265.*

CRI 431 Corrections: Theory and Application (3) An in depth analysis of the principles of punishment, the structure and function of the American correctional system, historical development of the American correctional process, classifications, programs, prisons, jails, probation, and parole systems. Students will evaluate problems and difficult issues in the American correctional system, and synthesize logical and ethical principles and concepts through analysis of proposed solutions. *Prerequisite: CRI 221.*

CRI 450 Criminal Law and Procedures (3) This course analyses the U.S. Constitution, codes, cases, statutes, and court decisions impacting the laws of arrest, search, seizure, admission of evidence, detention, interrogation, criminal court procedures, and indictments. Students will exhibit the ability to synthesize issues and concepts relating to the contemporary criminal process and evaluate current and foundational concepts that are supported, or fail to be supported, through the criminal process.. *Prerequisite: CRI 221.*

CRI 451 Mediation (3) This course provides an integrated and comprehensive overview of the basic theory and skill used to practice conflict resolution in criminal justice agencies. *Prerequisite: CRI 221.*

CRI 461 Comparative Criminal Justice (3) The purpose of this course is to offer students an expanded and updated look at how criminal justice is practiced around the world. The course compares and contrasts the criminal justice system in the United States with justice systems in selected countries, and introduces crime as a global problem through analysis of transnational and international crime issues. Students will apply comparative methods to analyze criminal justice systems of selected countries; evaluate major legal traditions of the world; explore an international perspective in policing, courts, and corrections; and review modern dilemmas, contemporary influences, as well as possible future developments. *Prerequisite: CRI 221.*

CRI 471 Criminal Justice Internship (3) A closely supervised internship to be initiated by the student and approved by the program director. The internship may be in the area of probation, parole, correction, the courts, or enforcement. Familiarity with current related literature and written/oral presentations will be required. The supervisor will conduct periodic evaluations. *Prerequisite: Senior status and permission of the instructor.*

CRI 488 Special Topics (1-3) Topics are determined by the Criminal Justice Faculty and provide the student with an opportunity to do study and research in various subject areas. *Prerequisite: Permission of the instructor.*

CRI 499 Senior Research Seminar (3) The capstone academic experience and a graduation requirement for all students in this discipline. Course components include a written thesis, oral presentation, and community service requirements. *Prerequisite: Senior status and permission of the Division Chair.*

EDUCATION

EDU 201 Foundations of Teaching/Public School (3) An introductory study of the emergence of the American school with emphasis on historical developments, organization, legal issues and social/cultural trends affecting the present goals of education, administration, structure, role of the teacher and the development of curricula. The course includes a study of school populations emphasizing cultural diversity and identification of exceptional children. School observations are required. *Candidates seeking licensure should begin with this course in the sophomore year.*

EDU 202 Bridge Course: Foundations of Teaching/Public School (1) This course emphasizes the study of education goals and standards for successful teaching, through the application and formation of a student portfolio assessment that charts, analyzes, and reflects individual professional growth throughout the entire Lees-McRae education program experience. Guidelines are based on the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the Lees-McRae Teacher Education Handbook, and the teacher education reflective practitioner framework.

EDU 302 Introduction to Reading Theory and Instruction (3) A course designed to prepare teachers to teach reading and to understand the major theories of literacy. The focus is on the developmental nature of language and reading, beginning diagnosis of individual differences, evaluating reading behavior, setting goals and objectives, developing instructional strategies, and using resources for reading instruction. *Competencies will be based on state and national standards.*

EDU 305 Strategies for Teaching Mathematics and Science K-6 (3) A study of the strategies for improving student learning in math and science based on state and national math and science standards and initiatives.

EDU 310 Child/Adolescent Development (3) A detailed study of the various stages of development from conception through adolescence with particular emphasis on learning characteristics, social, emotional, cognitive, and language development for each age. *Candidates will complete a field placement of ten hours in the public schools.*

EDU 321 Educational Psychology (3) A study of the psychological principles and theories applied to teaching and learning in the educational setting. The course stresses learning theory, measurement, evaluation, student and teacher behavior, individual differences and motivation including identification and educational management of exceptional children and youth. *Candidates will complete a field placement of ten hours in the public schools.*

EDU 351 Literature for Children (3) Study of the literature and non-print media available for children, emphasizing genres, criteria for selection and evaluation, and appropriate classroom techniques. Special emphasis will be given to materials appropriate for integration into specialty areas as well as on materials appropriate for multi-cultural and exceptional education.

EDU 361 Education of Culturally Diverse/Exceptional Populations (3) A study of various multi-cultural and exceptional populations of schooling, their identifying characteristics, and educational implications including appropriate curriculum and instruction. The course will deal with class,

ethnicity, and race, gender, religion, language, age and exceptionality. *Candidates will complete a field placement of ten hours in a public school with a diverse population.*

EDU 375 Classroom Management and Organization (3) This course is designed to provide prospective teachers with an understanding of children's learning and behavior. Additionally, this course includes legal issues related to discipline and confidentiality, teacher organization, time management, and strategies for maintaining behavioral control in classroom settings.

EDU 381 Computer/Media Applications in Education (3) Computer / media skills and applications essential for teaching in public schools. Students will critique and plan lessons using computer programs appropriate for their areas of licensure, master workings of audiovisual equipment, and create print and non-print media for classroom use. *Prerequisite: Admission to the Teacher Education Program or permission of the Division Chair.*

EDU 387 Teacher as Reflective Decision Maker (3) This course is organized around developmental components involved in becoming a competent teacher. These four components cover the orientation to elementary school: teaching and learning; planning for effective instruction; strategies, aids, media, and resources for effective instruction; and assessment and professional development.

EDU 401 Modes of Inquiry (3) A study of the various models of research related to the classroom. This course focuses on methods and utilization of research as well as critical evaluation of published studies. *Prerequisite: Admission to the Teacher Education Program or permission of the Division Chair.*

EDU 441 Materials/Methods for Teaching Language Arts, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods of teaching English language arts in the elementary school. Emphasis is placed on integrating skills, themes, and content (reading, writing, speaking, listening, viewing) across the curriculum to enhance higher level thinking skills.

EDU 442 Materials/Methods for Teaching Reading, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods of teaching reading in the elementary school. Emphasis on an eclectic approach, integrating reading throughout the curriculum, authentic assessment, and strategies for meeting special needs.

EDU 443 Materials/Methods for Teaching Social Studies, K-6 (2) A study of the content, resources, strategies, attitudes and research methods for teaching social studies in the elementary school. Emphasis on teaching citizenship, roles in society and families, geographic concepts, and various world regions.

EDU 444 Materials/Methods for Teaching Mathematics, K-6 (2) A study of the content, resources, strategies, attitudes and research methods for teaching mathematics in the elementary school. Emphasis placed on use of manipulatives, calculators, and computers.

EDU 445 Materials/Methods for Teaching Science, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods for teaching science in the elementary school. Emphasis on process and inquiry methodology.

EDU 446 Materials/Methods for Creative Arts, K-6 (1) A study of the content, resources, strategies, attitudes and research methods for integrating visual, musical, and dramatic arts as meaning makers in across the elementary school curriculum. Emphasis on addressing differential learning and multiple intelligences using the arts.

EDU 447 Materials/Methods for Physical Education, K-6 (1) A study of the content, resources, strategies, attitudes, and research methods for teaching physical education in the elementary school. Emphasis on integrating movement across the elementary school curriculum.

EDU 451 Foundations of American Education (3) A study of the historical, social, religious, and philosophical foundations of American education emphasizing major trends/issues. *Prerequisites: Admission to the Teacher Education Program or permission of the Division Chair.*

EDU 473 Field Experience in the Elementary School/Seminar (2) An individually planned and approved observational and participatory placement in the school setting. The student will spend approximately 150 hours in the public schools and participate in a weekly seminar on topics of immediate professional interest. *Prerequisite: Admission to the Teacher Education Program or permission of the Division Chair.*

EDU 491 Directed Teaching and Seminar (3-12) A cooperatively planned student teaching experience that allows students to gain practical experience at the front of the classroom. Special subject area Teacher Licensure students (Physical Education, Theatre Arts Education) pursuing K-12 Licensure will experience at least ten (10) weeks of student teaching at the appropriate grade level and in the appropriate discipline. Elementary Teacher Licensure students will experience at least fifteen (15) weeks of student teaching. Weekly seminars encourage the developing professional in the final formal integration of theoretical and practical knowledge gained through the Teacher Education Program. An additional abbreviated student teaching experience of at least 5 weeks will be required for each additional license sought. The initial ten (10) to fifteen (15) week student teaching experience will carry six (6) to twelve (12) semester hours of credit while the additional five week experience will carry three semester hours of credit. *Prerequisite: Permission of the Division Chair and approval of the Teacher Education Committee.*

EDU 499 Senior Research Seminar for Education Majors (3) Selected topics approved by education faculty and related to each student's chosen teaching field. Educational community service, oral presentation, and written thesis based on qualitative research methods required. *Prerequisite: Senior status or permission of the Division Chair.*

INTERDISCIPLINARY STUDIES

IDS 400 Humanities: A Holistic Approach (3) This course promotes the investigation of a specific area of the humanities not previously explored by the student. It is designed to foster knowledge and understanding of the literature of the Judeo-Christian heritage and to relate it to the life relationships and the world in which we live.

IDS 410 Personal Values and Bioethics (3) This module will facilitate the students in making ethical decisions by having them understand their own values and the relationship between their values and their professional activities. The exploration of ethical decision-making will occur through the analysis of personal and professional dilemmas in relationship to the health care delivery system.

IDS 420 Social Sciences: An Integrated Approach (3) This course promotes the investigation of a specific area of the social sciences not previously explored by the student. It is designed to foster knowledge and understanding of the social sciences and to relate that knowledge to life relationships and the world in which the student lives.

NURSING

NUR 250 Biochemistry for the Nursing Professional (3) Basic principles of inorganic chemistry, organic chemistry, and biochemistry necessary for the study of human physiology. Emphasizes

physiological applications of the chemical processes of cellular transport, communication, and metabolism. A laboratory experience is included.

NUR 317 Nursing Comm.: Introd. to Baccalaureate Program (3) Nursing communication skills including verbal, written, research, interviewing, and group process will be addressed. Utilization of the academic library and use of the electronic environment to access information for nursing research, evaluation, and practical use. Processes of individual group formation, growth, function, and change with theories of group behavior related to group process and applications to the nursing process.

NUR 319 Nursing Education: Teaching and Learning Principles (3) Students will examine their role as a nurse educator. Topics of study will include perspectives on teaching and learning, characteristics of the learner, and techniques and strategies for teaching and learning. Individual teaching plans will be created, implemented and evaluated in class. Experiential learning will also be examined.

NUR 320 Nursing Career Exploration and Development (3) Nursing career planning will be examined in the context of trends in society, industry, health care, and the changing nursing role. The student will explore a variety of nursing careers with an emphasis on individual career assessment and planning. Students will complete self-assessment tests, evaluation tools, a portfolio, and an in-depth analysis of a current or a new area in nursing. The course will include a field component that will enable students to further investigate their chosen nursing area.

NUR 321 Nursing Applications (3) Introduction and exploration of the utilization and application of Nursing Theory in practice. Students will gain an understanding of nursing philosophies, models, and theories. Included in this course is a comprehensive holistic approach to assessment of the individual. Students will begin to understand the holistic approach to obtaining a nursing history. Practice laboratories will be provided to enhance physical assessment skills. Sexual, developmental, mental, cultural, and spiritual assessments will be conducted as well as inspection, palpitation, percussion, and auscultation. Denver Developmental Screening Tests (DDST) for children and the exploration of the normal changes in aging. Weekly laboratories will be conducted as well as classroom group work.

NUR 329 Nursing Research and Statistical Methods (4) An introduction to quantitative and qualitative research methodology and statistical analysis with an emphasis on critiquing research and determining the readiness of research for utilization in clinical practice. The utilization of statistics to describe, examine relationships, predict, and examine causality will be included. The nurse role in research, research process, and ethical principles will be defined and explored. Students will choose and begin to develop Nursing Project in collaboration with college faculty.

NUR 413 Nursing and the Health Care System: Historical and Current Trends/Issues (3) The history, trends, and current issues of the health care system and nursing are explored. Political, legal, and organization roles of the professional nurse are examined within emphasis on the impact of the health care system and reforming nursing practice. Students will conduct debates and lead seminars.

NUR 414 Nursing Care in the Community (5) Community health nursing and hospital-based nursing differ in many aspects, such as scope of practice and philosophy. The students will, through assessment, explore different types of communities and community settings. There will be exploration of the numerous role variations in community nursing. Integration of nursing theory and the nursing process will be accomplished in the areas of health promotion, health maintenance, and restoration in the community. Some areas that the student will explore are school nursing, occupational nursing, current health issues, discharge planning, and family assessment. There is a required clinical component to this course that provides application of the principles learned in class.

NUR 422 Nursing Management and Leadership (3) Examination of the professional nurse role in leadership and management. Foundations and strategies for effective nursing management will be examined. Focus will be on leadership and management roles, organization and resource management,

managing consumer care, leading and managing personnel, and personal resources. The course includes a field experience in which the student will observe a nurse manager.

NUR 451 Nursing Project I (3) This is the first of two courses in the completion of the Nursing Project. Students will continue to develop the project chosen in Research in collaboration with college faculty and site facilitator. The project will reflect the identification of a problem in the practice setting and a planned change. The data collection may be either quantitative or qualitative. The student will complete three of five chapters included in the Nursing Project including Introduction of Problem, Review of Literature, and the Plan for Implementation.

NUR 452 Nursing Project II (3) This is the second of two courses in the completion of the Nursing Project. The project reflects the identification of a problem in the practice setting and a planned change. The data collection may be either quantitative or qualitative. Students will continue to develop their project in collaboration with college faculty and site facilitator. The student will complete the last two of five chapters of the Nursing Project including Implementation and Conclusion. The final project will be edited, revised and resubmitted. Formal presentation will take place at the end of the semester.

PERFORMING ARTS

PAS 206 Appreciation of Modern Performing Arts (3) A course designed to help the student learn to appreciate the historical and theatrical aspects of modern Performing Arts. In addition, the student will be exposed to a variety of live performances and learn to be a discerning consumer of Performing Arts. No stage performance required. Group activities may be required.

PSYCHOLOGY

PSY 443 Psychology of Work Life (3) Various selected topics related to Organizational Behavior and Quality of Work Life will be discussed with opportunities for hands-on experimental applications. Topics will be identified through instructor discussions with core nursing instructors as well as by the students taking the course. Subjects covered will include aspects of: Leadership, Organizational Climate and Structure, Motivation, Communications, Decision-Making, and Pro-social and Deviant Behavior.

SCIENCE

SCI 241 Math and Science Concepts (3) This course introduces the student to the philosophical foundations, and nature of scientific study, and links scientific research to applications in the work place and the world in which the student lives. Mathematical and calculator skills needed for scientific applications are covered in depth. Topics include: philosophical foundations of science, vocabulary of science, logic, statistical concepts, mathematical principles needed for statistical analysis, academic journals, parts of a research report (literature review, methods, discussion, etc.), and the nature of primary vs. secondary research.

SCI 301 Introduction to Geographic Information Systems (3) This course introduces the student to spatial analysis, geographic data, cartography, Geographic Information Systems (GIS), and the development of a geographic database. After completion of this course, students will be able to: identify sources of geographic data; effectively communicate with maps; discuss the unique perspectives and pitfalls associated with geographic data and mapping; analyze digital representations of spatial phenomena; discuss the parts and functions of a Geographic Information System; and identify when GIS would be useful for problem solving.

SCI 311 Applied Science: An Integrated Approach (3) This course applies the principles of the physical sciences, chemistry, and biology that are important to understanding a subject with which the student is familiar on a practical level. It is designed to foster an understanding of scientific concepts and methods by relating that knowledge to applications in the world in which the student lives and works.



PERSONNEL DIRECTORY

General Questions about Lees-McRae College Off-Campus Programs

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Criminal Justice at Catawba Valley and Western Piedmont Community Colleges

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INDEX

A

Academic Accommodations, 15
Academic Dismissal, 26
Academic Integrity, 26
Academic Probation, 25
Academic Progress, 10
Academic Standing, 24
Academic Suspension, 25
Academic Warning, 25
Admissions, 4
Advising, 16

C

Calendar, 1
Commencement Exercises, 23
Computer Services, 15
Counseling Services, 15
Course Descriptions, 53
Course Load, 19
Credit hours, 18
Criminal Justice, 29

D

Dean's List, 24

E

elementary Education, 36

F

Federal Perkins Loan, 9
Federal Stafford Loan, 9

Federal Supplemental Educational
Opportunity Grant, 7
Financial Aid, 6
Financial Information, 12

G

Good Standing, 24
Grades and Grading, 19
Graduation Honors, 23

I

Inclement Weather Policy, 17
Individualized Study, 21

L

Library Services, 16
Life Experience Credit, 21

N

Non-Degree-Seeking Students, 6
North Carolina Prospective Teachers, 9
North Carolina State Contractual
Scholarship Grant, 8
North Carolina Transfer Agreement, 20
Nursing, 49

P

Pell Grants, 7
Personnel Directory, 60

R

Readmission, 6
Refund Policies, 13
Release of Records, 13
Requirements for Graduation, 22
Reservists Called to Active Duty, 13

S

Second Degree, 22
Student Services, 14

T

Transfer Policy, 20

V

Veteran and Military Benefits, 8
Visiting Student Admission, 6